

**FACTORS AFFECTING IMPLEMENTATION OF ACADEMIC CURRICULUM IN
PUBLIC SECONDARY SCHOOLS IN KENYA:
A CASE OF PUBLIC SCHOOLS IN NYERI COUNTY**

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DECLARATION

This project is my original work and has not been presented for a degree in any other University.

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DEDICATION

This research project is dedicated to my lovely children, my Husband Bob and all my lovely family members who have always been my inspiration in time of turmoil. God bless you all.

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I acknowledge the following people, without whom this research project would not have been possible. To my family, thank you for the love and support you have always given me and for encouraging me through this study. I could not have done it without you. My sincere gratitude to my supervisor, Ms. Florence Ontiria, for her continued coaching, mentoring, support, encouragement and patience during the entire period of my study towards successful completion of this project. I thank my employer the National Youth Service, who granted me full access to the library, which proved invaluable in my research. My colleague Daniel Mogere, thank you for the endless support I received from you. My Lecturers in the University of Nairobi, I am lost for words for your generous and priceless support, thank you so much. To the participants of my survey who gave generously their knowledge and time, thank you so much, for helping me to accomplish this task. Lastly, my wider family and my dear friends, thank you for believing I could do it.

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ACRONYMS AND ABBREVIATIONS

BOM:	Board of Management
CoK:	Constitution of Kenya
CBE:	Curriculum Based Establishment
EFA:	Education For All
FPE:	Free Primary Education
FDSE:	Free Secondary Education
GoK:	Government of Kenya
HoD:	Head of Department
KEMI:	Keya Education Management Institute
KCSE:	Kenya Certificate of Secondary Education
KIE:	Kenya Institute of Education
KNEC:	Kenya National Examination Council
KICD:	Kenya Institute of Curriculum Education
MoEST:	Ministry of Education Science and Technology
MOE:	Ministry of Education
PD:	Professional Development
QASO:	Quality Assurance and Standards Officer
T.S.C:	Teachers
UNESCO:	United Nations Educational, Scientific and Cultural Organization

OPERATIONAL DEFINITION OF TERMS

Curriculum: refers to the subjects taught at secondary school that the learner is exposed to.

Curriculum implementation: refers to putting in practice the officially prescribed course of study, syllabi and subjects by the teachers in the school. And also entails helping the learner acquire knowledge, skills, ideas and attitudes that are aimed at enabling the same learner to function effectively in the society.

Education: refers to attainment of knowledge and skills that enable the learner to pass K.C.S.E.

Impact is the extent at which policies influence curriculum implementation.

Public Secondary school: referred to any school that is assisted through public funds and has teaching staff from teachers' service commission

Teaching Methods: referred to the approaches, styles or strategic adopted in teaching of Kiswahili in secondary schools in Kenya

ABSTRACT

Secondary Education is one of the major rights for the Kenyan students. Education is a fundamental human right and essential for the exercise of all other human rights. The study was to investigate factors affecting curriculum implementation in secondary schools in Kenya: A case study of Nyeri County. The specific objectives being to determine the role of learners in academic curriculum implementation in secondary schools in Nyeri County to examine the role of teachers in academic curriculum implementation in secondary schools in Nyeri County, to establish the influence of instructional methods on academic curriculum implementation in secondary schools in Nyeri County and to determine the impact of teaching-learning resources in academic curriculum implementation in secondary schools in Nyeri County. The study used descriptive research design to collect data required for quantitative and qualitative analysis. A total of 220 respondents covering 11 Public secondary schools in Nyeri County were selected using a census. In each school, cluster was used to identify teacher participants for the study and ensured that the respondents comprised of a respondent from the time tabling committee, games department, fees collection, the principal, the class teacher and learners. A self-administered questionnaire whose validity was based on construct, content and face validity was then used to collect data. Descriptive analysis including proportions, percentages, frequency distributions and measures of central tendency mean and median were then used. In this study, majority of respondents in the selected secondary schools were class teachers and had taught in these schools for more than a year.

CHAPTER ONE

INTRODUCTION

This chapter delves into the background of the study, scope, justification of the research study, objectives of study, research questions, significance of the study, limitations of the study, delimitation of the study, Basic assumption of the study, definitions of central terms, abbreviations and organization of the study. It develops through various perspectives of the study from the global to regional and finally to the Kenyan perspective of the research on the factors that affect academic curriculum implementation in Kenya.

1.1 Background of the study

Curriculum is the sum total of all the experience provided to the learners under the guidance of the school (Bishop, 1985). Since Kenya attained independence in 1963, various educational/ curriculum reforms and policies have been recommended. Examples are the 8.4.4 system of education (1985), the cost sharing strategy in education (1988), the Free Primary Education (FPE) policy (2003) and the Subsidized Secondary Education policy (2008) among others. According to Abagi and Odipo (1997) education reform efforts in less industrialized countries (like Kenya) have aimed at making education an effective vehicle for national development. Nafula (2001) contends that in Kenya, one goal of educational reforms has been to ensure that educational opportunities reach all segments of the population especially those living in economically disadvantaged areas. This is the reason why the government of Kenya has had policy interventions aimed at achieving Universal Primary Education (UPE) and Education For All (EFA) currently.

Curriculum implementation entails putting into practice the officially prescribed courses of study, syllabuses and subjects. The process involves helping the learner acquire knowledge or experience. It is important to note that curriculum implementation cannot take place without the learner. The learner is therefore the central figure in the curriculum implementation process. Implementation takes place as the learner acquires the planned or intended experiences, knowledge, skills, ideas and attitudes that are aimed at enabling the same learner to function effectively in a society.

Viewed from this perspective, curriculum implementation also refers to the stage when the curriculum itself, as an educational programme, is put into effect. Putting the curriculum into operation requires an implementing agent. The teacher is seen as the agent in the curriculum implementation process. Implementation is the manner in which the teacher selects and mixes the various aspects of knowledge contained in a curriculum document or syllabus. Implementation takes place when the teacher-constructed syllabus, the teacher's personality, the teaching materials and the teaching environment interact with the learner. Curriculum implementation therefore refers to how the planned or officially designed course of study is translated by the teacher into syllabuses, schemes of work and lessons to be delivered to students (Andre James M., 2000)

Education is a fundamental human right and essential for the exercise of all other human rights. It promotes individual freedom and empowerment and yields important development benefits (UNESCO, 2008). The key to sustainable development, peace and stability within and among countries is the provision of education to the populace of such countries and thus an important factor both in the day-to-day development of the child and in contributing to the personal, social, cultural and economic fulfilment of the future adult. Education is widely seen as one of the most promising paths for individuals to realize better, more productive lives and as one of the primary drivers of national economic development. The citizens and the government of Kenya have invested heavily in improving both the access and quality of education.

Kenya inherited its education system from the British colonial education system. Since independence, the government of Kenya has continually sought to modify the curriculum to achieve context relevance based on policies laid down by the government. Education is the compilation and product of many and varied resources. Among these, teachers stand out as key to realizing the high standards that are increasingly emphasized in school and school systems across countries (Rice, 2003). The standards of education are regulated by school syllabus implemented through school curriculum and endeavor to inculcate certain skills and attitudes through various subjects (Chinyani 2013). The success in educational institution is measured by the performance of students in external examinations and thus provide basis for evaluating the curriculum both at local and national level.

Therefore, it is emphasized that certain content in the syllabus should be covered, and specific concepts and skills mastered by students, who are tested by the Kenya National Examinations

Council after four years (KIE, 2002). Notably, Kenya has come up with the ambitious Vision 2030, an initiative that is expected to catapult the country into a medium-developed nation in less than two decades (GOK, 2007). However, Vision 2030 will be a mirage without universal access to quality education, which is dependent on teachers' ability to improve students' performance especially through timely syllabus coverage. Granted, factors such as inadequate resources (both human and financial) coupled with frequent teachers' strikes, poor planning and time consuming co-curriculum activities such as sports will make the Vision 2030 remain unrealistic and thus achievement of Millennium Development Goals (MDGs).

1.2 Statement of the Problem

Academic performance is the main indicator of quality education. This is mainly achieved through effective implementation of academic curriculum. It mainly involves coverage of syllabus that inculcate certain knowledge, skills and attitudes to learners through various subjects (Chinyani, 2013). The increasing demand for secondary school education especially after the implementation of the FPE necessitates a need for quality education measured in terms of students' success and their performance in external examinations.

Kananu's (2011) research found that there was inadequate syllabus coverage in Kenyan schools. It also revealed that whatever was covered was not done effectively, leading to poor performance in the subjects. Despite the fact that secondary school curriculum has been structured to be covered in four years with clear school terms, many schools do not cover and achieve the required standards. Therefore, this research intends to investigate the factors affecting the implementation of academic curriculum in secondary schools (Nyeri County).

1.3 Purpose of the study

The purpose of this study was to find out the factors affecting implementation of academic curriculum in secondary schools in Kenya with a specific emphasis in Nyeri County.

1.4 Objectives of the study

1.4.1 General objective

To establish the factors that affect implementation of the academic curriculum in Kenya

1.4.2 Specific objectives

- i. To determine the role of learners in academic curriculum implementation in secondary schools in Nyeri County

- ii. To examine the role of teachers in academic curriculum implementation in secondary schools in Nyeri County
- iii. To establish the influence of instructional methods on academic curriculum implementation in secondary schools in Nyeri County
- iv. To determine the impact of teaching-learning resources in academic curriculum implementation in secondary schools in Nyeri County

1.5 Research questions

- i. What is the role of learners in academic curriculum implementation in secondary schools in Nyeri County?
- ii. What is the role of teachers in curriculum implementation in secondary schools in Nyeri County?
- iii. How does instructional methods influence academic curriculum implementation in secondary schools in Nyeri County?
- iv. How do teaching-learning resources impact on academic curriculum implementation in secondary schools in Nyeri County?

1.6 Significance of the study

A small strand of studies has explored the factors that affect academic curriculum implementation in Nyeri County. The aim of this research was to extend this research with a qualitative and quantitative perspective. The study was to be important to Nyeri County, other organizations and also in the world of academia. The study provided insight to the Education stakeholders in Nyeri County on why the curriculum implementation was as it was.

The findings of the study was to be relevant to the performance of schools in Kenya's as it was to develop strategies for effective curriculum implementation hence improved performance.

The findings of the study was also to enable the Kenya citizenry to appreciate the role of education stakeholders in improving performance. The findings of the study was also to serve as a benchmark to other counties who intend to adopt the same as a basis for improving performance. It was to enable them to better understand the factors that affect academic curriculum implementation in Kenya hence seek ways to improve.

The world of Academia would also benefit from the findings of this study as it was to add to the body of existing knowledge in curriculum development and implementation. The study was to be a source of reference material for future researchers on other related topics. It was also to help other academicians who undertake the same topic in their studies. Other researchers were also to benefit from the findings of the study since it would provide additional knowledge to the already existing literature on curriculum implementation. The findings and gaps of this study may act as ground for further research.

1.7 Scope of the Study

The study focused on the factors that affect curriculum implementation in Nyeri County. It comprised 11 public secondary schools in Nyeri County. It intended to examine the factors that affect academic curriculum implementation in Nyeri County. It sought to analyze primary data that was collected through questionnaires administered to the respondents. The study targeted teachers, learners and other stakeholders as the target population. This gave a total of 260 as the population of study.

1.8 Limitations of the Study

The study sought to analyze secondary data from other research studies, which could contain some errors that could remain undetected by this study. The researcher may also suffer biases as on considering that respondents may be unwilling to give the required information. To overcome this challenge, research assistants who are educationists was engaged. Some details of the data required may be lacking from these published reports because not many schools/ Counties have been researched on.

The theoretical anchorage of this study was based on the goal-setting theory and expectancy theory (Salaman, Storey & Billsberry, 2005) , Expectancy theory proposed by Victor Vroom in 1964 and Bradley's Effectiveness Model that illustrated ten key indicators that could be used to measure the effectiveness of a developed curriculum (Jones and Bouffard, 2012). These may not be universally applied in all organizations especially schools. Lastly, the study was to be conducted on one County-Nyeri and therefore the findings cannot be generalized to other Counties due to contextual differences.

1.8.1 Delimitation of the study

The study was conducted in Nyeri County, Kenya. The respondents of the study was to be students from various schools, the teachers of various subjects and principals from the different secondary schools in the sample who would determine effectiveness in curriculum implementation in public secondary schools and the teaching methods to be used in teaching.

The study did not include private secondary schools because of their varied management policies.

1.9 Organization of the Study

The study was divided into five Chapters. Chapter one; the background of the study , statement of the problem, purpose of the study, objectives of study, research questions, significance of the study, limitations of the study , delimitations of the study, basic assumptions of the study, definition of significant terms and the organization of the study; chapter two deals with; literature review; teaching and learning resources in implementation, methodologies used in teaching, teaching experiences affecting academic curriculum, summary review, theoretical framework

and conceptual framework. Chapter three deals with research design and methodology to be used in the study, namely; the research design, target population, sample size and sampling procedures, research instruments, validity, reliability, data collection procedures, and data analysis and techniques data collection procedures. Data collected was analyzed and presented in chapter four. Lastly in chapter five, the findings of this study was discussed and recommendations made.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains the issues related to curriculum implementation in schools. The chapter develops a conceptual framework to guide the study discussion and data methodology, a theoretical framework to justify the need for the current study and the empirical review on factors affecting curriculum implementation. The chapter also looks at the research gaps, theoretical framework, empirical framework, critiques of the literature and finally the summary of the literature.

2.2 Theoretical Review

2.2.1 Capital theory of school effectiveness.

The theory was developed by Hargreaves (2001). This study was framed by the Capital Theory of School Effectiveness and Improvement developed by Hargreaves. Hargreaves, (2001) developed a theory of school effectiveness and improvement based on: outcomes, both cognitive and moral; leverage, which is the relation between teacher input and education output; intellectual capital, which is the sum of the school's knowledge and experience; and social capital, that is, networks of trust and collaboration. In this theory, he argues that the conventional model of measuring school effectiveness (and by extension improvement) is an inadequate tool for the analysis of school success and failure.

Hargreaves posts that the concept of “school ethos” helps to make sense of the correlation between a numbers of school processes, but it does not automatically allow one to test the model in detail, or to predict the performance of a school from any close analysis of identifiable factors. Nonetheless, he proposes a new theoretical model of schools, which provides a working model both of effectiveness and improvement. The theory has four theoretical underpinnings, namely outcomes, leverage, intellectual capital, and social capital, which are related to desired educational outcomes and the financing strategies of an institution. In this context, while outcomes are indicators that measure cognitive and moral outcomes; leverage gauges the relation between teacher input and educational output. Thus, in conceptualizing intellectual capital, Hargreaves argues that instead of teachers employing too much effort and yielding little fruit, effective schools concentrate on effective strategies allowing a large impact to result from

relatively low effort (that is, working smarter not harder). Outstanding schools use combinations of high leverage strategies. Understanding school effectiveness involves exploring how high leverage works. Therefore, this research perceives the Capital Theory of School Effectiveness and Improvement as being appropriate in examining the funding for teaching-learning resources and related challenges facing effective implementation of curriculum in public secondary schools in Kenya under the FDSE policy. The appropriateness of the theory in this study is justified due to the fact that all the theoretical concepts – outcomes, leverage, intellectual capital, and social capital – have a bearing on the quality of education which in turn is dependent upon effective funding mechanisms. In using the theory, the study seeks to profile the challenges that could hinder desired outcomes and creation of intellectual capital and social capital in public secondary schools under the current Free Secondary Education (FDSE) policy in Kenya due as a result of funding for teaching learning resources.

2.2.2 Goal setting Theory and Expectancy theory

There are two theories underlying the concept of performance management: the goal setting theory and expectancy theory (Salaman, Storey & Billsberry, 2005). Goal-setting theory had been proposed by Edwin Locke in the year 1968. This theory suggests that the individual goals established by an employee play an important role in motivating him for superior performance. This is because the employees keep following their goals and if these goals are not achieved, they either improve their performance or modify the goals and make them more realistic. So, in any case the performance is improved and this is what the performance management system aims at. (Salaman, Storey & Billsberry, 2005).

Expectancy theory had been proposed by Victor Vroom in 1964 and is based on the hypothesis that individuals adjust their behavior in the organization on the basis of anticipated satisfaction of valued goals set by them (Lunenbergh, 2011). The individuals modify their behavior in such a way which is most likely to lead them to attain these goals. This theory underlies the concept of performance management as it is believed that performance is influenced by the expectations concerning future events (Salaman, Storey & Billsberry, 2005)

Bradley's Effectiveness Model illustrated ten key indicators that could be used to measure the effectiveness of a developed curriculum (Jones and Bouffard, 2012). These include vertical curriculum continuity, horizontal curriculum continuity; instruction based on curriculum, Curriculum priority, broad involvement, long-range planning, theory into practice approach and

planned change. These indicators for effective curriculum development represent working characteristics that any complex organization must have in order to be responsive and responsible to its clients. Further, the measurement can be oriented to meet the needs of any school district, from large to small, and it can focus on a specific evaluation of a district's curriculum area, such as reading, language arts, math, or any content area designated. Other models (Tyler's objectives-centered model; Stufflebeam's context, input, process, product model; Scriven's goal-free model; Stake's responsive model, and Eisner's connoisseurship model) are also noted to support

Bradley's effectiveness model (Owston, 2008). Therefore, these theory supports the role of teachers' goals and expectations in curriculum implementation in the schools.

2.2.3 Expectancy theory (Salaman, Storey & Billsberry, 2005)

Expectancy theory had been proposed by Victor Vroom in 1964 and is based on the hypothesis that individuals adjust their behavior in the organization on the basis of anticipated satisfaction of valued goals set by them (Lunenberg, 2011). The individuals modify their behavior in such a way which is most likely to lead them to attain these goals. This theory underlies the concept of performance management as it is believed that performance is influenced by the expectations concerning future events (Salaman, Storey & Billsberry, 2005).

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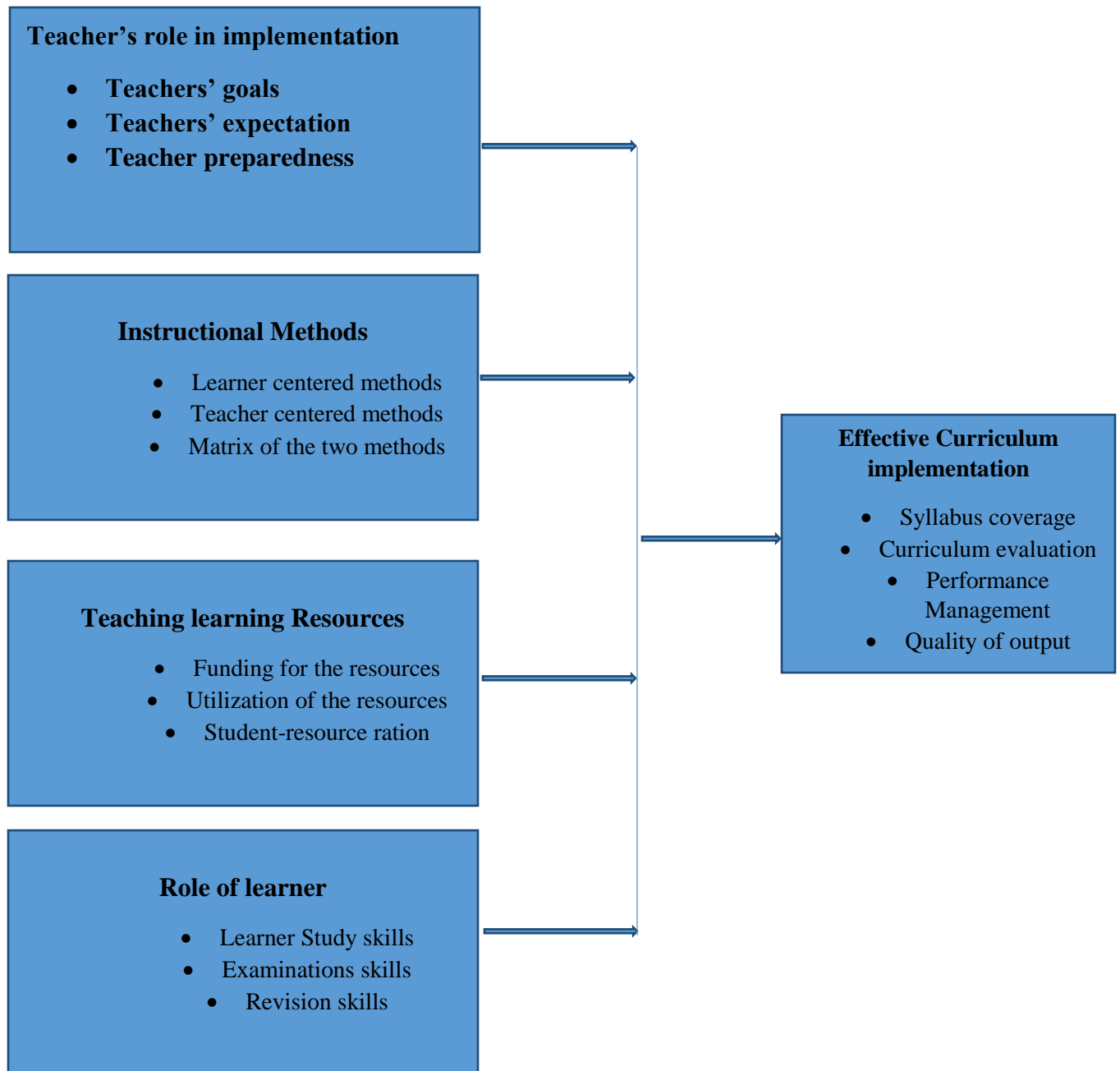
includes books, audio-visual, software and hardware of educational technology; size of classroom, sitting position and arrangement, availability of tables, chairs, chalkboards, shelves on which instruments for practical are arranged

2.2.4 Deci and Ryan's self-determination theory (2000) and Krapp and Prenzel's person-object theory of interest (1992)

Both of these theories are supplemented by aspects of the expectancy- value-models, Equity theory and Job enrichment theory, which are suitable for the analysis of additional external incentives. The self-determination theory distinguishes between different types of motivation that depend on the perceived autonomy (Deci & Ryan, 1993): self-determined motivation and controlled motivation (Gagné & Deci, 2005; Schellenbach-Zell, 2009). Self-determined motivation is linked to carrying out activities just for the sake of it because of fun and interest (Schiefele & Köller, 2001). This form of motivation also comprises experiencing a highly positive emotional state in terms of an experience of flow, e.g. working on the innovations experienced as pleasant as time flies (Csikszentmihalyi, 1975). Therefore, motivation of both the learner and the teacher will determine the level of curriculum implementation and finally the end result which is performance in K.C.S.E exams.

2.3 Conceptual Framework

The conceptual framework below shows the relationship between the variables of the study. According to Orodho (2009a, 2012), a conceptual framework is a model of presentation where a researcher represents the relationships between variables in the study and shows the relationship graphically or diagrammatically (Figure 1). The dependent variable in this study is the implementation of academic curriculum in secondary schools while the independent variables are: role of teachers in academic curriculum implementation, instructional supervision and assessment on academic curriculum implementation and materials and facilities in academic curriculum implementation. The independent variables in the study have influence on the dependent variables in that they can lead into effective implementation of academic curriculum in secondary schools.



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Figure 1.1 Conceptual framework

Independent Variables

Variables

Dependent

2.4 Empirical Review

It is the mandate of the Teachers Service Commission to register, recruit, redeploy, and transfer and discipline of teachers. It is the Teachers Service Commission that has to supply the schools with the required teachers to implement the curriculum. Sufficient man-power would lead to effective curriculum implementation and vice versa. The current situation is that there are many schools that are calling for more teachers. Secondary schools lie in post primary institutions school specific demands indicate that teachers of particular subjects are required. The distribution of teachers is not even and is skewed in terms of geographical location, regional and socioeconomic dynamics, the rural areas for purposes of school dynamics, the rural areas for the purpose of school enrollment and staffing levels have been broken down into rural, rural urban, rural ASAL and urban ASAL (Gabriel K. L 200).

There has been a concern about deployment of existing teachers and their optimal utilization. This is also to do with teacher quality and equity. It is clear that the country has been experiencing teacher shortages in the recent past. According to the Curriculum Based Establishment (CBE), it is the T.S.C. policy that each teacher needs to have 27 lessons per week. In addition the student- teacher ratio is supposed 1:40 pupils per class in the modern staffing norms. Senior teachers are given lesser load to make time for administrative roles and lesson preparation for ordinary teachers. Staffing gaps exist, which are difficult to address even with staff balancing. Factors such as; mortality rates and changes in enrollment of pupils, due to demographic and socio-economic factors have been experienced. Physical facilities in schools have a high impact on staffing.

Teachers are inadequate and this may combine classes to reduce the number of teachers in a school. Teacher absenteeism has also grown due to the HIV/AIDS scourge. This varies across the geographical and socio-cultural activities. Male teachers also have a higher tendency of changing jobs as compared to their female counterparts. (Kamotho K. 2008). The T.S.C. has for the first time developed a policy in an attempt to improve the management of learning institutions and delivery of education services. This implies a new policy is being put in place to govern on appointment of institutional heads. This gives the T.S.C. a better way of selecting a head that is capable of improving the performance index of the school. The head teacher is expected to be a person of integrity; high level management skills acquired through KEMI training and are a model teacher in curriculum implementation. The policy says management and

control of institutions' resources remains in the hands of the Head Teacher. Subject teachers are required to be able to teach at least two subjects. This policy is in use and most teachers are deployed to teach the two. T.S.C retention policy requires a teacher who has acquired more education to be retained at the level he was, so long as he is still needed at that category.

T.S.C policy on transfer of teachers is based on availability of a vacancy in the institution and a replacement. The commission is addressing understaffing issues by balancing understaffed schools. This plays a positive impact on curriculum implementation.(Gabriel K. L 2005:11). Selection and recruitment of staff is done by the T.S.C. However, several changes in this mandate have been recorded over years. Initially the T.S.C would absorb all the graduate teachers immediately they completed colleges. This trend has changed. Once a teacher is through with training, he registers with the commission and waits till vacancies are advertised in various schools. It is quite clear that vacancies do exist, however the financial aspect forces the commission to recruit very few at indefinite intervals. In the new policy on recruitment and selection, teachers are employed in places needed by the school's B.O.M's. Such details of interviewed candidates are taken to the T.S.C for action. Recruited teachers are expected to stay in the stations for a period not less than five years. (Kimutai N. volume 12. 2007).

2.6 Summary of Literature Review

This chapter has discussed literature review addressing the factors affecting curriculum implementation in Kenya with a case study in Nyeri County. Various issues have been addressed among them the T.S.C policy, role of teachers and learners, instructional methods and teaching learning resources as well as the recruitment policy. A detailed description of curriculum implementation and policies on effective curriculum implementation has been discussed.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methodology that was used in the study. This includes research design, target population, selection of respondents, data collection methods, data quality control, and ethical issues and data analysis. It presents the procedures and the methods the researcher employed to carry out the study. The section comprises of the research design, study population, sampling procedures, data collecting instruments, validity of the instruments, reliability, methods of data collection and analytical techniques.

3.2 Research Design

The study used a descriptive research design because of the nature of the variables that are at hand, to produce data, requires quantitative and qualitative analysis and to allow simultaneous description of views, perceptions and beliefs at any single point in time. According to Wiersma (1986), this design was ideal for such a study where sampling from a specific population is done at one point in time. Notably, the design allows collection of data to be done under natural setting, and is relatively quicker and cheaper to undertake and the results can easily be inferred to the larger population.

3.3 Target Population

The study population was 11 public secondary schools in Nyeri County. The study adopted a census where all the schools were involved. These were clustered and 20 respondents selected from each school.

3.4 Sample Design and Procedure

Simple random sampling was used to identify secondary schools in Nyeri County. In each school, cluster was used to identify teacher and student participants for the study. Kathuri and Pals, (1993) observed that a sample of 100 respondents is ideal for a study of this kind. In order to appropriately control the influences of the potential extraneous variables and respondents who may decline to answer questions, this study sampled a total of 220.

Clustering was meant to ensure that the 20 respondents from selected schools comprised of a respondent from the time tabling committee, games department, fees collection, the principal the

class teacher and learners. This was to ensure that factors affecting coverage of syllabus in secondary schools captured the required population. Overall, a sample size of at least 50% of the targeted population was used for the study. Specific attention was paid to inclusion of both male and female teachers and students.

3.5 Data Collection instruments and procedures

Self-administered questionnaire was the major instrument that was used in data collection. Questionnaires was administered to all selected school teachers. This helped to gather quantitative and qualitative information factors affecting coverage of syllabus in secondary schools and measures to mitigate them. The questionnaires were administered to respondents and a given a period of one week before collection for further analysis. The respondents were asked to respond to the questions on a four point Likert Scale of strongly agree, agree, disagree and strongly disagree (Nizar , Kassim & Heung- Ja Hong, 2006)

3.6 Validity and Reliability of Data Collection Instruments

The study established the validity of the research instruments (structured questionnaires) before proceeding to the field to collect data. Validity is the extent to which the instruments used during the study measure the issues they are intended to measure. According to Mugenda and Mugenda (1999), incorporation of positive comments makes the questionnaire to capture appropriate, useful and dependable data whose finding and inferences can be a true reflection of the study population

The validity of data collection instrument was based on construct, content and face validity. The ensured that the all the items in the instruments are representative of the entire content domain being measured as represented by the variables and objectives of the study. This was ascertained by ensuring that all the objectives and variables of the study are addressed as defined in the study. To ensure validity of instruments, the instruments was developed under close guidance of the supervisor. After the questions are designed, they were pre-test to a tenth of the teachers in the sample (Fraenkel & Wallen, 2000). This helps to identify ambiguous questions in the instruments and be able to re-align them to the objectives. To check for reliability of data collected, Cronbach reliability test was used.

3.7 Data Analysis and Presentation

The collected data was organized and prepared for analysis. The data was cross-checked and corrected during the data cleaning process. Then it was exported for analysis by Statistical Package for Social Sciences (SPSS) version 20.0 programme. Descriptive analysis such as proportions, percentages, frequency distributions and measures of central tendency mean and median were used. Data summary and classification was done and presented using tables and graphs.

Data collected was analyzed through combination of both descriptive and inferential statistics. Descriptive statistics was used to describe the manifestations of variables in the data collected. Multiple regression analysis was used to examine the extent to which the dependent variable is a function of independent variables. The basic regression model was

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$$

Where;

Y = is the dependent variable

X_1 = role of learners

X_2 = role of teachers

X_3 = instructional methods

X_4 = teaching – learning resources

β_0 = is a constant

ϵ = error of prediction

This was deemed to be an appropriate method of analysis since it was used to determine the influence of a single independent variable and several independent variables on the dependent

variable (Robson, 2002). This analysis expressed the relationship between the dependent variable and predictor variables.

The data collected was summarized, coded and tabulated. The Statistical Software Package for Social Sciences (SPSS) software version 20 was used to generate data which was analyzed using descriptive statistics. SPSS offered extensive data handling capabilities and numerous statistical analysis routines that analyzed small and large data (Mujis, 2004)

3.8 Ethical issues

At the onset of data collection, the researcher sought permission from the relevant authorities such as the Nyeri County, ministry of education and the National Commission for Science, Technology and Innovation (NACOSTI). In addition, each questionnaire contained an opening introductory letter requesting for the respondents cooperation in providing the required information for the study. The respondents were further assured of confidentiality of the information provided and that the study findings would be used for academic purposes only. Respondents were further assured of their personal protection and that they had authority to refuse or accept to be interviewed

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter focused on data collection and analysis. It included Response Rate, Reliability tests, Length of service, Descriptive Results and Regression results. It presented data that was collected through interviews and questionnaires. Analysis of the data was done in relation to the procedures applied in order to establish the factors affecting curriculum implementation in public secondary schools in Kenya: a case of Nyeri County. The findings from respondents and observations are represented. A total of 220 questionnaires were issued to students and teachers. Interviews were carried out on Heads of schools as well as the Education officers in Nyeri county.

4.2 Response Rate

From the study, 210 out of 220 respondents filled-in and returned the questionnaire. Therefore, this makes the response rate of 95.45%. The high response rate was as a result of the researcher personally administering the questionnaires and finally collected them. This conforms to Garaham (2002) that a response rate above 50% of the total sample size contributes towards gathering sufficient data that could be generalized to represent the opinions of the respondents in the target population on the research problem. Mugenda and Mugenda (1999) too confirm that a 50% response rate is adequate, 60% good and above 70% is rated very good. Indeed, this response rate is agreeable with Fincham (2008) who asserted that a response rate of 50%-60% or greater is optimal. This implies that basing on this, the response rate of 95.45% is very good.

Table 4.1 Response Rate

Response rate	Frequency	Percentage
Response	210	95.45%

Non response	10	4.55%
TOTAL	220	100%

4.3 Reliability tests

Before carrying out the study, the researcher administered to 10 respondents in order to establish validity of the instruments. The respondents were required to tick if the item in the questionnaires addressed the factors that influence implementation of academic curriculum in Nyeri County. To measure reliability of the data collected, Cronbach's alpha was computed using SPSS. Cronbach (2003) indicated that the more the coefficient is closer to 1 the more reliable the instrument is. Cooper and Schindler (2006) accept an alpha of 0.7 and above. Mugenda and Mugenda (2008) noted that an alpha of 0.6 and below cannot be reliable enough to give true opinion of the whole population. The results of the Cronbach's alpha are presented in table 4.2. The study accepted an alpha well above 0.7 as indicated in Table 4.2

Response rate	Cronbach's Alpha value
To determine the role of learners in academic curriculum implementation in secondary schools in Nyeri County	0.755
To examine the role of teachers in academic curriculum implementation in secondary schools in Nyeri County	0.821
To establish the influence of instructional methods on academic curriculum implementation in secondary schools in Nyeri County	0.751
To determine the impact of teaching-learning resources in academic curriculum implementation in secondary schools in Nyeri County	0.791

Table 4.2 Reliability of Instruments

4.4 Length of service

Table 4.3 Length of service

Length of service	No. of employees
1-2 years	20
3-4 years	70
5-6 years	60
Above 6 years	60
Total	210

Source: Researcher (2018)

4.5 Descriptive Results

The study sought to establish the factors that influence academic curriculum implementation in Nyeri County. Specifically, the study focused on role of learners, role of teachers, instructional methods and teaching-learning resources.

4.5.1 Role of learners

The study sought to determine the role of learners in academic curriculum implementation in Nyeri County. Schools are assessed mainly by DQASOs. However schools also carry out internal assessments. This is where the learners play a very important role in the implementation of the curriculum. Quality assessment in education is an inevitable part of the school and will continue to be central to education for the foreseeable future (Wango, 1990). It was established that assessment actually takes place in the County, but the frequency is varied from one school to another. Assessment may vary from one school to another due to the varied reasons that call for inspection ranging from officers personal initiative, request from stake holders, adverse reports follow ups of previous visits trends in performance, inquiry visits misappropriation of school funds low or declining enrollment, incidences of school strikes, theft burglary. Other reasons may be the need to introduce a new subject or register another stream or the need to improve performance. Of the 20 heads interviewed, 15 members held the view that the assessment in the county is vital because it adds value to curriculum implementation. All the 20 held the view that the learners have a vital role to play in internal and external assessment.

4.5.1.1 Extent to which learners influenced academic curriculum implementation in Nyeri County

The findings of the indicate that majority (57.1%) of the respondents indicated that learners have an influence on how well the academic curriculum is going to be implemented to a very great extent, 36.2% great extent, 4.8% moderate extent, 1.9% less extent and 0% no extent.

Table 4.4 Extent to which learners influenced academic curriculum implementation in Nyeri County

Role of Learners	Frequency	Percentage
------------------	-----------	------------

Very Great Extent	120	57.1%
Great Extent	76	36.2%
Moderate extent	10	4.8%
Less Extent	4	1.9%
No extent	0	0%
Total	210	100%

4.5.2. Role of teachers

The study sought to find out the role of teachers in implementing academic curriculum in public secondary schools in Nyeri County. Assessment of the effects of teachers strike was based on membership of teachers from selected schools in Union, their participation in strikes, potential closure of schools during strikes, time consumed by strike actions and its compensation and how strikes affects both teachers and students to complete the school syllabus.

4.5.2.1 Extent to which teachers influence Academic curriculum implementation in public secondary schools in Nyeri County

The effects of planning on coverage of syllabus in secondary schools was assessed in terms of number of subjects taught by teachers, presence of clear school time table for

tuition, examinations and leave periods, and the size of classes in the school .From the findings in in Table 4.5 majority 74.8% indicated that teachers influence curriculum implementation to a very great extent, 24.8% to a great extent, 0.4% to a moderate extent, 0% to a less extent and 0% to no extent.

Table 4.5 Extent to which teachers influence Academic curriculum implementation in public secondary schools in Nyeri County

Role of Teachers	Frequency	Percentage
Very Great Extent	157	74.8%
Great Extent	52	24.8%
Moderate extent	1	0.4%
Less Extent	0	0%
No extent	0	0%
Total	210	100%

4.5.3 Instructional methods and curriculum implementation

A sharp distinction between method and curriculum seems unfruitful, but some distinctions need to be drawn between aspects of learning processes and activities that are of concern in curriculum development and those that can be allocated to the realm of specific methods of teaching. Only certain objectives can be implemented by the nature of curriculum content. Others can be implemented only by the nature and organization of learning experiences and that the criteria for the decisions about learning experiences necessary for implementing major objectives belong in the realm of curriculum design (Taba, 1962). The sought to find out the influence of instructional methods in curriculum implementation in public secondary schools in Nyeri County.

4.5.2.1 Extent to which instructional methods influences academic curriculum implementation in public secondary schools in Nyeri County.

The findings in Table 4.6 show that the majority 50% agree that instructional methods influence curriculum implementation to a very large extent, 39% to a great extent, 11% to a moderate extent, 0% to a less extent and 0% to no extent.

Table 4.6 Extent to which instructional methods influences academic curriculum implementation in public secondary schools in Nyeri County.

Instructional Methods	Frequency	Percentage
Very Great Extent	105	50%
Great Extent	82	39%
Moderate extent	23	11%
Less Extent	0	0%
No extent	0	0%
Total	210	100%

4.5.4 Teaching-Learning Resources

MCBrien and Bradit (1997) cited in Mwangi (2004), define instructional resources as all resources designed to support the instruction of a subject or course including but not limited to: textbooks, library books, newspapers, magazines, printed materials, charts, recording, videos, DVDs, pictures, exhibits, slides, transparencies, online recourses, speakers and other personal resources, and all technology based resources.

According to Garrison and Terry (2003) of the Association for Educational Communications and Technology (AECT), learning/teaching resources are materials intended to supplement or reinforce teaching learning process. They further classify teaching-learning resources as follows: visual materials that include both projected resources, audio-visual resources that include T.V films, videotapes, sound filmstrips, printed materials and field trips and audio resources that include lectures, audiotapes, compressed speech, phonograph records, radio and telephone.

According to Mwangi (2004), resource materials and well prepared teachers are the best means of implementing any curriculum. Indeed this study confirms that teaching – learning resources are an integral part in curriculum implementation.

The study sought to determine the influence of teaching learning resources on academic curriculum implementation in public secondary schools in Nyeri County.

4.5.4.1 Extent to which Teaching Learning Resources influence curriculum implementation in Nyeri County.

Table 4.7 Extent to which Teaching Learning Resources influence curriculum implementation in Nyeri County.

Teaching-learning resources	Frequency	Percentage
Very Great Extent	200	95.2%
Great Extent	7	3.4%
Moderate extent	3	1.4%
Less Extent	0	0%
No extent	0	0%
Total	210	100%

Majority of the respondents (95.2%) indicated that teaching-learning resources influence curriculum implementation to a very great extent, 3.4% to a great extent, 1.4% to moderate extent, 0% to a less extent and 0% to no extent.

4.5.5 Effective curriculum implementation in Nyeri County

The findings in Table 4.8 show that quality of quality output had a mean score of 4.211, curriculum evaluation a mean score of 3.908 and performance management had a mean score of 3.952 and syllabus coverage had a mean score of 3.916.

4.5.5.1 Effective curriculum implementation in Nyeri County

Table 4.8 Effective curriculum implementation in Nyeri County

Effective curriculum implementation	N	Mean	Std. Deviation	Variance
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Quality of output	210	4.211	.8403	.709
Curriculum evaluation	210	3.908	.7154	.513
Performance management	210	3.952	.7178	.516
Syllabus coverage	210	3.743	.6189	.382
Average	210	3.916	.7231	.531

4.6 Regression results

The study carried further regression analysis in order to establish the relationship between the independent variables that is role of learners (X_1), role of teachers (X_2) instructional methods (X_3), teaching-learning resources (X_4) and the dependent variable Y (effective curriculum implementation) in Nyeri County. Regression analysis is a statistical process of estimating the relationship between variables (Green & Salking, 2003). It helps in generating the regression equation which describes the statistical relationship between one or more predictor and response variable. Regression analysis were presented using the beta coefficient tables. The regression model was generally expressed as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$$

The findings of the regression model show that the coefficient of determination, R^2 is 0.868 and R is 0.901 at 5% level of significance. This implies that 86.8% of the changes in the dependent variable can be explained as a result of the changes in the independent variables (that is role of learners (X_1), role of teachers (X_2) instructional methods (X_3), teaching-learning resources (X_4)). This means that there exists a strong positive relationship between the dependent variable (effective curriculum implementation) and the independent variables.

The 13.2% of the variation on effective curriculum implementation in Nyeri County can be explained by other variables that were not included in the regression model. Therefore the model

has a good fit since, R^2 is above 75% according to Graham (2002) who says that, R^2 is between 0% and 100%. That a R^2 of 100% shows that the model explains all the variables

Table 4.9 Regression model Summary

Model	R	R^2	Adjusted R^2	Std. error
1	0.901	0.868	3.545	3.545

Predictors (Constant): X_1, X_2, X_3, X_4

In order to test the significance of the overall regression model, the analysis of variance (ANOVA) was done. Green and Salkind (2003) potent that analysis of variance helps in determining the significant relationship between the research variables.

The ANOVA test results are shown in Table 4.10 which indicate that all the independent variables (that is role of learners (X_1), role of teachers (X_2) instructional methods (X_3), teaching-learning resources (X_4)) have a significant influence on the effective curriculum implementation in Nyeri County because the P-Value is 0.002 that is less than the level of significance which is 0.005. The results also indicate a high F_{calc} (84.533) and a significance level of 0.002. This is large enough to conclude that all the independent variables significantly influence effective curriculum implementation in Nyeri County.

Table 4.10 Analysis of Variance

Model		Sum of squares	Df	Mean square	F	P-Value
1	Regression	8.432	3	3.280	84.533	0.002
	Residual	2.000	153	.027		
	Total	10.432	156			

a. Predictors(Constant): X_1, X_2, X_3, X_4

b. Dependent Variable Y

The following table presents the results of the tests of the beta coefficients which indicates that there is a significant relationship between the independent variables X_1, X_2, X_3, X_4 and the dependent variable Y.

Table 4.12 Regression Coefficients

	β -Coefficient	Std. error	Sig	t
Constant	0.221	.211	.00313	1.047
X_1	0.779	.178	.00423	4.376
X_2	0.645	.178	.00253	3.624
X_3	0.701	.170	.00312	4.124
X_4	0.811	.168	.00108	4.827

Dependent Variable Y

From the findings role of learners (X_1) coefficient of 0.779 was found to be positive at a significance level of 0.004 which indicates that it has a positive influence of effective curriculum implementation in Nyeri County, role of teachers (X_2) coefficient of 0.645 was found to be positive at a significance level of 0.002 hence indicating that it has positive influence of effective curriculum implementation in Nyeri County, instructional methods (X_3) coefficient of 0.701 was found to be positive at a significance level of 0.003 and this indicates that instructional methods has a positive influence on effective curriculum implementation in Nyeri County, teaching learning resources (X_4) coefficient of 0.811 was found to be positive with a significance level of 0.001 which indicates that teaching learning resources has a positive influence on effective curriculum implementation in Nyeri County.

This therefore indicates clearly that all the independent variables have a positive influence on effective curriculum implementation in Nyeri County. Since all the significance levels are less than 0.005, it implies that all the coefficients are significant and therefore the regression equation is;

$$Y = .221 + .779X_1 + .645X_2 + .701\beta X_3 + .811X_4 + \epsilon$$

Therefore, a unit change in the independent variables X_1, X_2, X_3, X_4 will in effect lead to the dependent variable Y to change by .779, .645, .701 and .811 respectively.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

The study sought to determine the factors that influence implementation of academic curriculum in public secondary schools in Nyeri County. This topic includes summary of the findings, conclusion, recommendations and areas for further research.

The study was based on role of learners, role of teachers, instructional methods and teaching-learning resources as the independent variables. Effective curriculum implementation was used as the dependent variable. This chapter summarizes the collected data and the statistical treatment of analysis; discussions with reference to specific objectives/research questions and assesses the meaning of the results by interpreting and evaluating them. The conclusions relate directly to the research objectives/research questions. The recommendations refer to the suggestions for further study or proposal for change or both. Each recommendation relates directly to each.

5.2 Summary of the findings

Empirical literature showed that factors that influence academic curriculum implementation in public secondary schools in Nyeri County is an area of study that has many variables. These variables affect the effective curriculum implementation in schools. Many schools have been found to perform less than the expectations due to poor curriculum implementation. The study examined a total of 220 respondents which were selected using cluster sampling. The study was conducted through the administration of questionnaires. Qualitative data was also collected and analyzed. 210 respondents filled and returned the questionnaires SPSS version 20 was used as the statistical tool for analysis all through the study. Quantitative data was collected and analyzed using descriptive and inferential statistics. Linear regression models were used to establish existence a linear relationship between the variables and finally find out its magnitude and direction. Multiple regressions were used to test the influence of the independent variables on the dependent variable. The study has the following findings:

5.2.1 Role of learners in effective curriculum implementation

The findings of this study indicate that the learners positively influence effective academic curriculum implementation in Nyeri County. It indicated that 57.1% of the respondents agree that it has a very great influence on academic curriculum implementation. A corresponding change in academic curriculum implementation can be explained by a change in the role of learners.

5.2.2 Role of teachers

The study found out that the role of teachers has a positive influence in curriculum implementation in Nyeri County. This means that a change in the role of teachers can create a corresponding change in effective curriculum implementation.

5.2.3 Effect of instruction methods in effective curriculum implementation

The study found out that there is a positive relationship between instructional methods and effective curriculum implementation in Nyeri County.

5.2.4 Effect of teaching-learning resources on effective curriculum implementation

The finding of the research established a strong positive correlation between teaching learning resources and effective curriculum implementation in Nyeri County.

5.2.5 Overall effect on effective curriculum implementation

The findings of the study showed that there is a strong combined correlation between the four independent variables and the dependent variable. Multiple regression showed that there is a corresponding change in effective curriculum implementation that can be explained as a result of all the predictor variables. The test of significance for all the four independent variables using analysis of variance (ANOVA) at 5% level of significance showed that the model is significant. This is in line with the Empirical studies that have shown those schools that have embraced all

the four predictor variables are likely to perform well in implementation of academic curriculum..

5.3 Conclusion

The overall objective of the study was to determine the factors that influence effective implementation of academic curriculum. The findings of the research showed that learners, teachers, teaching –learning resources and instructional methods have a great influence on effective curriculum implementation. It is due to this that most respondents expressed a lot of confidence that these predictor variables are highly likely to affect effective curriculum implementation. This has led to the levels of performance that is exhibited in most schools that embrace these variables. If well embraced, schools can highly perform and outdo the peers in other Counties. The study also established that the role of learners is likely to affect the effective curriculum implementation. Schools need to train their learners to participate in curriculum implementation if they have to achieve the required results.

The study further established that when the teachers, teaching learning resources and instructional methods can help improve curriculum implementation. Teaching-learning resources seem to have a marked effect on the success any curriculum implementation. Therefore, these should be treated with utmost importance in order to improve the performance.

Based on the study findings it logical to conclude that effective curriculum implementation has been affected by the variables that are role of learners, role of teachers, instructional methods and teaching learning resources.

5.4 Recommendations

The study concludes that learners, teachers, teaching-learning, instructional methods are vital factors that impact on curriculum implementation. It is recommended that schools should embrace learners, teachers, teaching-learning resources and instructional methods if they have to improve their performance in curriculum implantation.

5.5 Areas for further research

It is recommended that further research in this area should be conducted to include more extensive investigation into the relationship between curriculum implementation and

performance on other variable perspectives such as entry behaviour as they may have an impact on the curriculum implementation. Other private schools too can be studied so that the conclusions can universally be applied across the board.

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APPENDICES

QUESTIONNAIRE

SECTION A: DEMOGRAPHIC INFORMATION

- 1) What is the name of your department_____
- 2) Gender: Male [] Female []
- 3) Highest level of education attained
 - i. Diploma Level []
 - ii. Degree []
 - iii. Postgraduate []
 - iv. Any other, kindly specify_____
- 4) What is your designation in your school?_____
- 5) For how long have you served in your current department?
 - i. 1-2 years []
 - ii. 3-4 years []
 - iii. 5- 6 years []
 - iv. Above 6 years []

SECTION B: TEACHERS' ROLE IN IMPLEMENTATION

- 6) The section below is intended to collect data on the teachers' role in Curriculum implementation. To what extent are teachers prepared to implement the curriculum effectively?

- i. Very Great Extent ☐
- ii. Great Extent ☐
- iii. Moderate Extent ☐
- iv. less extent ☐
- v. No Extent ☐

7) Please indicate the extent to which teachers set goals and expectation in curriculum implementation. Kindly use the key provided to TICK as appropriate

KEY: 1- Not at all; 2- Less extent, 3- Moderate extent; 4- large extent; 5- Very large extent					
Officer	1	2	3	4	5
Principals					
Deputy principals					
Senior teachers					
Teachers					

8) a) In your view do teachers have a role in curriculum implementation?

Yes ☐

Nov ☐

b)Explain_____

SECTION C: INSTRUCTIONAL METHODS

9) To what extent do the following methods affect the curriculum implementation in Nyeri Cpunty

Instructional Methods	Very great	Great extent	Moderate extent	Less extent	No extent
Learner Centered					

Teacher centered					
Matrix of learner centered and teacher centered					
Incongruence in knowledge of obligations					

SECTION D: TEACHING-LEARNING RESOURCES

10) Teaching-learning resources are considered a crucial component in Curriculum implementation. To what extent do you agree with this?

- i. Very Great Extent []
- ii. Great Extent []
- iii. Moderate Extent []
- iv. Less extent []
- v. No Extent []

11) Teaching-learning resource utilization are the basis for effective curriculum implementation?

- i. Strongly agree []
- ii. Agree []
- iii. Neutral []
- iv. Disagree []
- v. Strongly disagree []

12) Provision of teaching-learning resources considered to be a way of promoting effective curriculum implementation in Nyeri County. In your experience, do you agree with this statement?

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Funding teaching learning resources improves curriculum implementation					
Optimal utilization of the teaching learning resources increases efficiency in curriculum implementation					
The student resource ration is an important factor in curriculum					

implementation					
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13) Have teaching learning resources improved efficiency in curriculum implementation in Nyeri county?

- i) Not at all []
- ii) Small extent []
- iii) Moderate extent []
- iv) Great extent []
- v) Very great extent []

SECTION E: EFFECTIVE CURRICULUM IMPLEMENTATION

14) Indicate the extent to which Nyeri County is focused on effective curriculum implementation?

- i. Very Great Extent []
- ii. Great Extent []
- iii. Moderate Extent []
- iv. Less extent []
- v. No Extent []

15) Schools will be successful if they focus on effectiveness curriculum implementation

- vi. Strongly agree []
- vii. Agree []
- viii. Neutral []
- ix. Disagree []
- x. Strongly disagree []

16) Please tick the appropriate box with reference to how KCSE grades in Nyeri County have improved within the last 3 years, tick appropriately

Year	Very greatly extent	Great extent	Moderate	Less extent	No Extent
2017					
2016					

2015					
------	--	--	--	--	--

Please tick in the appropriate box with reference to the number of students who have joined university within the last 3 years

Year	Very greatly extent	Great extent	Moderate	Less extent	No Extent
2017					
2016					
2015					

17) Please tick in appropriate box on how syllabus coverage has improved among teachers in

Nyeri County in the last 3 years

Year	Very greatly extent	Great extent	Moderate	Less extent	No Extent
2017					
2016					
2015					

18) Please tick in the appropriate box how Performance management has improved in the last 3

years

Year	Very greatly extent	Great extent	Moderate	Less extent	No Extent
2017					
2016					
2015					

APPENDIX B

THE WORK PLAN

	April-July 2018	August 2018	September 2018
Proposal writing			
Corrections and data Collection			
Data Analysis and submission			

APPENDIX B

BUDGET

ITEM	JUSTIFICATION	COST (KSHS.)
stationery	Writing materials (pens, papers, foolscaps, notebooks)	2000
Fees	Research permit	1000
Information gathering	Collection of the information from employees and browsing	6000
Typing and Printing, binding and Photocopying	The typesetting charges, printouts and photocopies	3000
Library costs	User charges	1,000
Travelling	To the library and to meet supervisors	5,000
Remuneration	Research assistants	10,000
Contingencies	Other costs	2,000
Total		30000

COMMENTS.

1.CHAPTERS ONE AND TWO ARE WRITTEN IN PAST TENSE /CHECK WHERE APPLICABLE AND CHANGE.

2.ALIGN WHOLE DOCUMENT.

3.EDIT SPELLINGS,GRAMMER AND SENTENCES CONSTRUCTIONS.

4.DO CORRECTIONS,ADD,SUBTRACT INFORMATION WHERE IT APPLIES.

5.CHECK THE SUBTOPICS AND NUMBERIND WHOLE DOCUMENT.

6.ENSURE TABLE OF CONTENTS CORRESPOND WITH INFORMATION IN DOC.

7.USE FONT 12,1.5 SPACING IN WHOLE DOC.

8.PRINT AND BIND BOOKS FOR SIGNATURE.

ALL THE BEST.