

**INFLUENCE OF NON-GOVERNMENTAL ORGANIZATIONS  
INITIATIVES ON CURRICULUM IMPLEMENTATION IN PUBLIC  
PRIMARY SCHOOLS IN KOBAMA DIVISION, NDHIWA DISTRICT,  
HOMA-BAY COUNTY, KENYA**

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

This research project is my original work and had not been presented for a degree in any other university.

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

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## **DEDICATION**

This research work is dedicated to my dear parents the Late John William Asewe Otieno and to my mum Mrs. Theresa Asewe who were my source of inspiration.

## **ACKNOWLEDGEMENT**

First and foremost I wish to thank the Lord God Almighty who has made me achieve my dream. The Lord has seen me through all the obstacles and challenges that I met during my studies.

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## **ABBREVIATIONS AND ACRONYMS**

APHIA	Aids, Population Health integrated Assistance
CDC	Centre for Disease Control
CEMD	Centre for Education Management and Development
DFID	Danish Foreign Aid International Development
ECDE	Early Childhood development Education
EFA	Education for All
FPE	Free Primary Education
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune deficiency Syndrome
MoE	Ministry of Education
NGO	Non-Governmental Organizations
OVC	Orphans and Vulnerable Children
SARA	Analysis and Research in Africa
SIDSEC	Sustainable Integrated Development Service Centre
UN	United Nations
UNESCO	United Nations Education and Scientific Organizations
UNICEF	United Nations International Children Education fund
UPE	Universal Primary Education
USAID	United States Agency International Development

## **ABSTRACT**

The purpose of this study was to investigate the role of Non-Governmental Organizations in curriculum implementation in primary school in Kobama division, Ndhiwa district Homa – Bay County. Specifically, the study sought to establish whether NGOs in-service training of teachers influences curriculum implementation; to determine whether NGO’s provision of teaching/learning materials influences curriculum implementation; to establish whether NGO’s co-ordination and monitoring of education activities influence curriculum implementation and to determine the effects of NGOs support of educational activities influence curriculum implementation. The researcher employed a descriptive survey design since it is the preferred method frequently used for the collection of information on people’s attitudes and opinions. The target population in this study was 30 public primary schools in Kobama division, 240 teachers and 2,600 standard 6 to 8 pupils in public primary schools in Kobama division, Ndhiwa district. The primary research instruments of this study were questionnaires which were in 4 categories. Category one was headteachers, two, the teachers, three pupils and lastly NGO field officers. Schools sampled for the study was visited after obtaining authority from National Council of Science and Technology (NCST) and obtaining permit to warrant research. Appointments were made with the school head teachers. Data was cleared and coded in a code sheet. The data was therefore presented using frequency tables, graphs and percentages. From the tables, graphs and percentages, major findings of the study

and discussion were made. Data from the open ended questions was analyzed narratively by organizing, data based on themes in the objectives.

From the study, there is very little systematic, critical analysis of who is gaining access to education offered by alternative providers, or what they are actually getting access to. Further analysis of alternative provision of education is therefore needed, including the implications for NGO-government coordination. Changing aid modalities have led to greater involvement for non-school providers in policy dialogue, resulting in greater attention to curriculum implementation in national plans. However, recognition remains limited and variable across countries.

## **CHAPTER ONE**

### **INTRODUCTION**

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

Curriculum implementation refers to the integration of instructional content, arrangement, interventions, management and monitoring in the classroom. It involves the methodologies used in teaching in the classroom, the instructional materials used such as textbooks, supplementary readers, references materials, syllabus content, delivery modes, time tabling progress evaluation and monitoring.

Curriculum implementation in primary education is faced with challenges that affect the implementation process. Some of these challenges include characteristics of innovations, clarity of the innovations, thirdly is the complexity of the innovations which reflects the amount of new skills, new beliefs and different materials required by the innovations. A fourth factor lies in the quality and practicality of the innovation proposal. Quality with respect to implementation points to the perception of the different stakeholders. Thus, an essential feature of quality is contextual suitability. Innovation proposal must fit to available funds, specific student characteristics, the communities language patterns, teachers abilities, parents expectations, cultural values and much more (Thomas 1994).

Another factor that affects curriculum implementation is the community characteristics (as well as the characteristics of the school management committee). Even where communities are not directly involved in the implementation, circumstances surrounding the school environment can at least help to set objections or support to curriculum implementation. This means that the parents, school management committee and all stakeholders including sponsors well wishers, and education partners like Non- Governmental Organizations should be brought on board to support curriculum implementation. The main actors of implementation are the implementers themselves who in this case are the teachers because they are responsible for the educational process and they cannot pass this responsibility to external agencies (Sten house 1985).

Understaffing, inadequate instructional materials, lack of proper co-ordination and monitoring processes are some of the factors that have made NGOs to come up to support governments of many countries in the provision of primary education.

According to Marten (2002), Non-Governmental Organizations are formal (professionalized) independent societal organizations whose primary aim is to promote common goals at the national level or international level. For this reason, many NGOs have collaborated with many governments of different countries to support the implementation of primary education curriculum both internationally and regionally. NGOs play a central role in promoting curriculum

implementation through ensuring equitable distribution of instructional materials and physical facilities.

India for example through a study carried out by research students in New Delhi (1999-2000), six Non-Governmental Organizations have partnered with education to promote basic education. Bodh Siksha an NGO works with the underprivileged mostly slum dwellers of big towns like Calcutta, Mumbai and Delhi. Bodh Siksha and Pratham another NGO have been involved in the training of teachers, employment, posting of teachers in primary schools and provision of instructional materials. Some NGOs like Eklavya still in India collaborated with the state government of Madhya Pradesh to develop primary education program called Seekhna Sikhana package which included text books, teacher training evaluation and administrative support, Centre for Education Management (CEMD). Its aim was to develop a model for improving curriculum implementation effectiveness through increasing the capacities and skills in management bodies. CEMD is a body that also ensures co-ordination and monitoring of the curriculum implementation process (Pratham Mumbai Education Initiative Annual Report, 1998-1999).

In Bangladesh, NGOs have acted closely with the government to provide primary education. These NGOs include GSS which is a leading NGO of the country, set up in 1983, GSS has supported curriculum implementation through vocational training of teachers, provision of instructional materials, improvement of teaching methods which facilitate teacher-pupil relationship, co-ordination of

teaching programmes and finally monitoring of the programmes. Another NGO in Bangladesh Rural Advancement Committee (BRAC) also addressed the same issues in primary education as the GSS that is in-service training of teachers, provision of instructional materials, co-ordination of teaching programmes and monitoring of the programmes (Janaluddin and Chowdhury, 1996).

In Africa, A study carried out in four countries Ethiopia, Mali, Malawi and Guinea in (January 2003) by Support for Analysis and Research in Africa (SARA) funded by United States Agency International Development (USAID) revealed that Non- Governmental organizations support curriculum implementation in basic education through provision of instructional materials, training of teachers who are the curriculum implementers and employing them. They are also partners in implementation of new innovations through in-service training of teachers and supervision of certain programmes.

In Kenya, a study carried out by a research student of Kenyatta University in (Obonyo Paul Muga2010) Budalangi division Busia district revealed that NGOs play a central role in promoting curriculum implementation through support given to learners and their parents to pay for levies in schools, buy learning and instructional materials. This helps to support curriculum implementation through employment of Parent Teachers Association (PTA) teachers who are the curriculum implementers. The NGOs also provide physical facilities to schools to ensure conducive learning environment for the learners. The physical facilities

provided are classrooms, desks, latrines, administration blocks and stores for keeping textbooks and other learning instructional materials.

This study aims at investigating the influence of non-Governmental organizations initiatives in curriculum implementation in public primary schools in Kobama division, Ndhiwa district, Homa-Bay County, Kenya.

## **1.2 Statement of the problem**

There are approximately 10,560 pupils enrolled in public primary schools in Kobama division, Ndhiwa district (District Education statistics 2011) out of these about 30% are orphans and vulnerable children. The government through the introduction of Free Primary Education (FPE) has managed to see high enrolments in schools, provision of learning and instructional materials, but still this is not enough. The problem of understaffing of teachers, training and in-service training on new changes innovations to facilitate implementation of curriculum have become issues. With the new changes and innovations in curriculum due to the dynamicity of education, teachers constantly need in-service courses to co-op up with the changes. Schools also need instructional materials, proper co-ordination and monitoring of programmes to ensure the innovations are implemented using newly acquired skills and methodologies of teaching. Non-Governmental Organizations have come up to partner with education to help support basic education in many areas. NGOs like the community Action for Rural development (CARD), sponsored by concern

worldwide and funded by centre for Disease control – American (CDC), Plan International, Aids Population Health Integrated Assistance (APHIA II) sponsored by United States Agency International Development (USAID), are some of the these NGOs based in Kobama division that support education.

This study will investigate the influence of Non-Governmental Organizations initiatives on curriculum implementation in public primary schools in Kobama division, Ndhiwa district.

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

The purpose of this study was to investigate influence of non-governmental organizations initiatives on curriculum implementation in public primary schools in Kobama division, Ndhiwa district Homa – Bay County.

### **1.4 Objectives of the study**

The researcher had the following objectives.

- i. To establish whether NGOs in-service training of teachers influences curriculum implementation
- ii. To determine whether NGO's provision of teaching / learning materials influences curriculum implementation

- iii. To establish whether NGO's co-ordination and monitoring of education activities influence curriculum implementation
- iv. To determine the effects of NGOs support of educational activities influence curriculum implementation.

### **1.5 Research questions**

The following research questions guided the study.

- i. What is the influence of NGOs in-service training of teachers on curriculum implementation?
- ii. What is the influence of NGOs provision of teaching /learning materials on curriculum implementation?
- iii. How do NGOs co-ordinate and monitor educational programmes to influence curriculum implementation?
- iv. What is the influence of NGOs support on curriculum implementation in Kobama division, Ndhiwa district?

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

The findings of this study may be of significance to the government of Kenya to realize what important roles the Non-Governmental Organizations play in curriculum implementation in primary schools through training, in – service

training of teachers, provision of instructional materials for curriculum implementation. Co-ordination and monitoring of educational activities. The study may also help the District Quality Assurance and Standards Officers (DQASO) and TAC tutors, who supervise curriculum implementation and advise teachers, on the need to embrace the NGOs efforts.

In addition, thus study may help the curriculum planners and developers on the need to organize more in-service courses for teachers and provide more instructional materials to schools to cater for the learners needs and meet the demand.

### **1.7 Basic Assumption of the study**

The following are the basic assumptions of the study.

- i. It is assumed that the respondents will co-operate and give accurate information on the questionnaires.
- ii. It is assumed that Non- governmental Organizations have played a vital role in curriculum implementation in Kobama division, Ndhiwa district.
- iii. The children and communities that have received NGOs support have benefited educationally.

### **1.8 Limitations of the study**

The study covered only Kobama division, Ndhiwa district due to limited finance and time. The researcher did not have control over the attitudes of the respondents which may affect the validity of the responses. The responses provided in the study may be affected by wrong interpretation by the respondents and therefore affect the validity of the study.

### **1.9 Delimitations of the study**

The study covered thirty public primary schools in Kobama division Ndhiwa district. The respondents of the study were the head teachers, teachers, pupils receiving direct support form NGOs and the NGO field officers. Other respondents will be education officer, TAC tutors.

### **1.10 Definitions of significant terms**

Attitude	refers to abstract state of an individual as concerns the health and access to basic needs
Curriculum	the subjects that are included in a particular course of study or taught in a school or college
Environment	the conditions that affect the behaviour of something; the physical conditions that something exists in.

Curriculum implementation integration of instructional content, arrangement, interventions, management and monitoring in a classroom.

Integration the act of two bodies working together or inclusion of something into another.

In-service refers to the short course offered to teachers who are already in the profession on different aspects of curriculum content. Methodology to preparation of teaching/learning materials.

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

This study was organized in five chapters. The first one is introduction which consists of the background of the study, statement of the problem, the purpose of the study, objectives and research questions, significance of the study, limitations of the study, assumptions and definition of the significant terms. The second chapter is on literature review which consists of introduction, operations of the NGOs, theoretical and conceptual framework.

The third chapter describes the methodology that was used in the study. They were as follows: introduction, research design, target population, sample size and sampling techniques, research instruments, instrument validity, instrument

reliability, data collection procedures and data analysis techniques. The fourth chapter is on data analysis, presentation and interpretation.

The fifth chapter is on the summary of the findings, conclusion and recommendations for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter contains reviewed literature on curriculum implementation through non governmental organization support globally, regionally and locally. It focuses on different types of support given to primary education through training, in service training of teachers, provision of instructional materials, coordination and monitoring of educational programmes.

#### **2.2 NGOs and Curriculum Implementation**

NGOs play different roles in supporting curriculum implementation. Some NGOs are primarily involved in advocacy aimed at putting pressure on governments fulfill their commitment to ensuring access for all children to an education of acceptable quality (Mundy, 2001). While there is some similarity in characteristics of non-formal education programmes provided by NGOs, there may be differences in the ways in which they adapt pedagogical approaches, depending on whether they intend to develop particular skills, or provide accelerated learning for basic literacy and numeracy, for example (Mfum-Mensah, 2003; Hoppers 2006; Carron and Carr-Hill, 1991).

While NGO providers have commonly been associated with intending to provide an alternative form of curriculum to the state system, more recently they have

become associated with ‘complementary’ (or ‘para-formal’) approaches. This indicates a shift towards an intention to promote equivalency with the government system by, for example, adopting a similar curriculum while focusing on particular subjects to enable ‘accelerated learning’. The term accelerated learning is also a term open to different interpretations, including approaches which support a reduced curriculum compared with the state system focusing on basic literacy and numeracy; or systems offering a different kind of/additional curriculum – such as peace education, civic education etc. (Balwanz *et al*, 2006); or ‘using learner-centered teaching principles and practices to creatively engage students’ multiple learning systems, resulting in faster, deeper, and more proficient learning (Charlick, 2005).

In some cases, NGOs may be the main provider of education, particularly where state willingness and/or capacity is weak, as in many conflict areas and ‘fragile states’. This is particularly apparent where the state lacks legitimacy, and so international agencies are unwilling to place aid through their budgets, and so divert resources directly to the source at which the service is delivered (Rose and Greeley, 2006). Given that state systems have been unable to reach out to those most marginalized from education even in relatively high enrolment countries, and some estimates that as many as a third to one-half of children out of school live in fragile states (Colenso, 2005; FTI, 2005), NGOs potentially play a key role in the achievement of EFA and MDG goals.

This form of NGO provision is however a relatively recent phenomenon. It has grown significantly in the context of the international policy agenda of the 1980s and 1990s associated in particular with the Washington and Post-Washington Consensus (Fine and Rose, 2001). The international agenda have directed attention towards economic liberalisation and democratic governance, one implication of which is a growing trend by donor agencies since the 1990s to channel aid to developing countries through international NGOs (Edwards & Hulme, 1995). In the mid-1990s, it was estimated that around 10-15 percent of all official aid to developing countries was channelled through NGOs. The United Kingdom, for example, increased the amount of its official aid channelled via NGOs by 400 percent over the decade 1983 to 1993. Although emergency assistance accounts for a significant proportion of aid allocated to NGOs, the majority is allocated to development projects and programmes (ODI, 1995). In practice, it can be difficult to identify how much aid is provided to NGOs, and there is a notable lack of analysis of the allocation of aid to NGOs for education projects and programmes specifically. This requires attention in order to provide a picture of the scale of the involvement of NGOs within the sector.

While NGO provision is often associated with non-profit motivation, with the terms NGO and non-profit sometimes used interchangeably, it can take many forms. Motivations of NGOs can vary depending on whether they are established as 'beneficiaries', 'mercenaries', 'missionaries' or 'revolutionaries' (Malena, 2000). For some, NGO provision is defined more narrowly to refer to those

organizations receiving funds from international aid agencies, but which are institutionally separate from the state apparatus and are non-profit distributing (Tvedt, 1998, cited in Bano, 2006). Not infrequently, such NGOs are established specifically as a means to acquire donor resources (Miller-Grandvaux *et al.*, 2002). Even though their registration status means they cannot distribute profit officially, those working for the NGO are beneficiaries of donor resources. They may, for example, receive preferential salaries to those supporting the state education system, implying that their motivation can be financial rather than philanthropic. In many cases, funds are channeled by international aid agencies through international NGOs to national NGOs who implement the projects.

### **2.3 Influence of NGOs in-service training of teachers**

The main actors of curriculum implementation are the implementers themselves who in this case are the teachers. They are responsible for the educational process and cannot pass this responsibility to the external agencies (Stenhouse 1985). Implementation takes place when the constructed syllabus, teacher's personality, the teaching materials and teaching environment interact with the learner). It is imperative that the teacher understands the syllabus well in order to implement it effectively (University of Zimbabwe, 1995). Hence the need for in-service or refresher courses for already trained teachers to let them update their skills knowledge and attitudes to be able to implement new changes and

innovations in curriculum. Education is dynamic and every time there is a change or innovation in the curriculum there is need for in-service training for teachers.

In India there are many NGOs that support basic education. They have played a vital role in the implementation of curriculum by training and employing teachers. Some of these are the Eklavya, an NGO that collaborated with the state government of Madhya Pradesh to develop a primary education programme called Seekha Sikhana package which included teacher training evaluation and administrative support Centre for Education Management (CEMD).

This is according to a research carried out by research students in (1999-2000) New Delhi. The aim of the Non-Governmental Organisation Eklavya was to develop a model for improving school effectiveness and curriculum implementation by increasing the capacities and skills in school management bodies to nurture and support quality curriculum in schools. In Bangladesh The Rural Advancement Committee (BRAC) supports curriculum implementation in primary schools through in-service training of teachers. BRAC gives a 12 day in-service training to teachers on new teaching methods of child centered approach.

They are trained on languages like English, French and Bang. Other subjects like Mathematics, Science and Social Studies also by specialized trainers (World Bank, 2000). GSS another leading NGO of the country which was set up in 1993 also supports curriculum implementation through vocational training of teachers to help improve the teaching methods which facilitate teacher-pupil relationship. The in-service teachers, on new approaches of teaching to move from the

traditional rote learning methods the GSS is concerned about the well being of learners in class.

A study carried out by Support for Analysis and Research in Africa (SARA) project in (January 2003) funded by United States Agency International Development (USAID) in Ethiopia ,Guinea, Malawi and Mali revealed that Non Governmental Organizations support basic education by providing pre-service and in-service for teachers. Save the children for example a local NGO in Africa that works in al, the four countries of Mali, Malawi, Ethiopia and guinea engage in delivering services such as training and coaching teachers. Save the Children began work in Mali to set up community schools with three schools in 1991 and grew to almost 800 schools by 2002. This rapid expansion resulted to pressure on the government to support the schools, donor funding, favourable publicity and government recognition for public funding. The government standard on curriculum implementation was then established in the community schools as a result of the Save the Child experience.

In Malawi, Save the Children focused on quality education through the training of teachers. It developed an experimental curriculum and conformed to government standards for training teachers. Under the government scrutiny, the Save curriculum and teacher training practices are currently being examined and tested as a potential means of improving the quality of education nationally in Malawi. This means the issue of pedagogy is also addressed and the

methodologies used in curriculum implementation (United States Agency for International Development, (USAID), 1961-2006).

In Guinea, Save the Children only worked to ensure that trained teachers were supplied to schools to ensure curriculum implementation. Another NGO that works in Guinea is the Plan International. This NGO also works compatibly with to government to enhance curriculum implementation in primary education by providing in-service courses to already trained and employed teachers. This they do to support integrated programmes like health issues in education (United States Agency for International Development, (USAID), 1961-2006).

In Kenya, NGOs offer in-service courses to trained teachers already in the service to help in enhancing curriculum implementation. Such NGOs like Plan International, Aids Population health Integrated Assistance (APHIA) sponsored by United States Agency International Development (USAID), offer in-services courses to teachers on programmes like the life skills, health related issues integrated in the school curriculum. This has improved the teachers skills, knowledge and attitude thus leading to better teaching methodologies and teacher-pupil interaction.

#### **2.4 Provision of instructional and learning materials by NGOs**

The central problem of many developing countries is poverty. Many families still live below the poverty line. This means they cannot afford many social demands, education being one. This means they cannot afford many social amenities like

schools and are not economically empowered to bargain for them from the government. This stretches back to the colonial period especially in Africa. The areas that were sidelined by the colonial governments have remained backwards in development in many countries.

A study survey carried out in India by research students sponsored by the World Bank in (1999-2000). New Delhi revealed that there are wide disparities in educational attainments across states and between gender. The quality of education across the state is compromised according to regions. Non-Governmental Organizations in India have enhanced the curriculum implementation through the provision of instructional and learning materials. NGOs have collaborated with the government of India in shaping curriculum for primary education. Examples of such NGOs are Bodh Sikhsha Samiti, Pratham and Elkavya. Bodh and Pratham have advocated for equitable distribution of instructional materials based on community participation and initiatives to ensure curriculum implementation. Bodh Siksha started work in 1980s in the slums of Jaipur, Rajasthan, to provide appropriate education for the marginalized groups. Most of the slums did not have schools but if any then the learning environment was unsuitable.

These NGOs took up the task of evolving such pedagogic practices and the processes to enhance curriculum implementation UNICEF (Rajaststhan) and Bodh Shiksha Samiti Base Line Study of Jaipur (1998).

Another NGO in India is the Rishi Valley Rural Education Centre (RVREC) which was also set up in India in the 1980s with the objective of catering for education needs of the rural countryside of Andhra Pradesh. Amongst their objectives was to ensure curriculum implementation through the provision of teaching learning materials and vocational training of teachers. RVREC in collaboration with the district primary education programme provided instructional materials to primary schools through the district resource centers (Elkavya Institute for Educational Research and innovative Action building systems, network and research studies for educational change. (Jaganathan, S., 1999).

In Bangladesh many NGOs have worked closely with the government to provide primary education. There are several NGOs but most of them provide primary education only to the underprivileged. They support curriculum implementation through the provision of instructional materials like textbooks for the teaching of languages, social studies and mathematics. These are NGOs like Bangladesh Rural Advancement Committee (BRAC). It has set objectives for the primary curriculum methods and the teaching/learning methods (Janaluddin and Chowdhury, 1996). GSS another leading NGO of Bangladesh was set up in 1983 aiming at the empowerment of the rural and urban poor. GSS also supports curriculum implementation through the provision of instructional materials and improvement of teaching methods which facilitates teacher/pupil relationship. GSS developed child centered teaching practice that appeared to be quite

innovative. They developed active learning through group teaching (World Bank 2000).

According to a study carried in Malawi, Mali, Guinea and Ethiopia, (2003) by support for Analysis and Research in Africa (SARA) project, funded by United States Agency International Development, (USAID) Save the Children and Plan International engage in delivering services to schools. They develop curriculum and learning materials in all the four countries. Though some governments are not thrilled by NGOs delivering services, they see international NGOs as having more relevant experience. All these activities the Non-Governmental Organizations have undertaken to pursue in basic education is to ensure equal opportunity of learning for the privileged through curriculum implementation (United States Agency for International Development, (USAID), 1961-2006).

In Kenya, NGOs have partnered with education sector to ensure curriculum implementation through the provision of instructional materials. For example, the Danish Foreign Aid International (DFID, UK 1999-2000). Undertook a review of children in Kenya and the issue that emerged was the poverty levels in Kenya which was attributed to among other things the impact of HIV AIDS. It was with this in mind that DFID and SC (UK) agreed to collaborate in the development and implementation of the child poverty study that in the end saw some districts in the country becoming beneficiaries of the study in 2002. These were mostly the marginalized and underprivileged areas like the slums in the cities and the

remote rural areas. With adequate instructional materials the teacher-pupil interaction in the classroom is enhanced.

## **2.5 Influence of NGOs co-ordination and monitoring of educational programmes**

As already mentioned above, different NGOs work in India to promote basic education. Eklavya an NGO in India collaborated with the state government of Madhya Pradesh to develop a primary education program called Seekhna Sikhana Package which included evaluation co-ordination and monitoring. They work with the Support Centre for Education Management (CEMD). Though monitoring they aim at improving the skills in school management bodies to nurture and support quality education in schools to promote curriculum implementation.

While there is some similarity in characteristics of non-formal education programmes provided by NGOs, there may be differences in the ways in which they adapt pedagogical approaches, depending on whether they intend to develop particular skills, or provide accelerated learning for basic literacy and numeracy, for example (Mfum-Mensah, 2003. As Thompson (2001), Hoppers (2006) and many others note, in principle attributes associated with 'alternative' approaches could apply to both formal and non-formal learning environments. A common concern is whether and how these could ultimately become integrated within a system-wide approach to education. Coombs and Ahmed (1974) envisaged that

‘rural education systems should ultimately blend formal and non-formal components, relevant to the realities of its participants’ lives and needs, flexible and adaptive to changing needs, and accessible to motivated learners of any age or sex. It should not be intellectually second-class; it should have its own standards of excellence geared to its different purposes and clientele and to the circumstances of its society’ (Coombs and Ahmed, 1974: 216). As such, the ‘alternative’ which is frequently associated with terms such as ‘innovative’; ‘flexibility’ etc. would become the ‘convention’. This has raised questions of why this has not occurred. Some suggest that the distinction can and should be overcome through the adoption of a ‘lifelong learning’ approach which interweaves formal/non-formal and informal approaches – with lifelong learning having been the preferred choice of terminology in the North, where the term non-formal education has rarely been used (Rogers, 2004; Hoppers, 2006; Torres, 2001).

Hoppers 2006; Carron and Carr-Hill, 1991). While NGO providers have commonly been associated with intending to provide an alternative form of curriculum to the state system, more recently they have become associated with ‘complementary’ (or ‘para-formal’) approaches. This indicates a shift towards an intention to promote equivalency with the government system by, for example, adopting a similar curriculum while focusing on particular subjects to enable ‘accelerated learning’. The term accelerated learning is also a term open to different interpretations, including approaches which support a reduced

curriculum compared with the state system focusing on basic literacy and numeracy; or systems offering a different kind of/additional curriculum – such as peace education, civic education etc. (Balwanz *et al*, 2006); or ‘using learner-centered teaching principles and in Bangladesh, the Non-Governmental Organizations have taken the bigger role in the sponsorship of primary education. NGOs like the Bangladesh Rural Advancement Committee (BRAC) that works with the underprivileged in the rural areas trains teachers, employs them, provides instructional materials, co-ordinates the educational programmes and also monitors the programmes to ensure curriculum implementation (Janaluddin and Chowdhury, 1996).

Save the Children that works in Guinea, Malawi, Mali and Ethiopia according to a report by SARA (January 2003) showed that as much as Save the Children is co-ordination of educational programs and monitoring to ensure the successful implementation of the programmes they also do monitoring of the programmes (United States Agency for International Development, (USAID), 1961-2006).

In Kenya, the Non-Governmental Organizations organize in-service training for teachers, provide instructional materials as cited above and also co-ordinate and monitor the programmes in some rural and urban slum settings where they provide the in-service courses on health integrated issues and life skills in primary education curriculum. These NGOs are like the Plan International, Aids Population Health Assistance (APHIA) and Danish Foreign International Development (DFID). With proper co-ordination and monitoring processes the

curriculum implementation is enhanced in the primary schools. This study therefore seeks to research on the role of the NGOs on the same in Kobama division Ndhiwa district, Homa-Bay County.

## **2.6 Summary of literature review**

This chapter has reviewed literature on the curriculum implementation through training and in-service training of teachers, provision of instructional materials, co-ordination and monitoring of education programmes to ensure curriculum implementation. The literature reviewed Non-Governmental Organizations in India, Malawi, Guinea, Mali, Ethiopia and Bangladesh. In India, the reviewed literature is on in service training of teachers and provision of instructional materials. In Malawi, Guinea, Mali and Ethiopia the Support for Analysis and Research in Africa (SARA) project funded by USA engage mostly in the provision of instructional materials to schools. While in Bangladesh, the NGOs like the Bangladesh Rural Advancement Committee (BRAC) train teachers, employ them, provide instructional materials, coordinate and monitor the educational programmes.

This research has focused on in service training of teachers, provisional of instructional materials, coordination and monitoring of educational activities and lastly, the effects of NGOs support of educational activities influence on curriculum implementation which has not been done by other researchers.

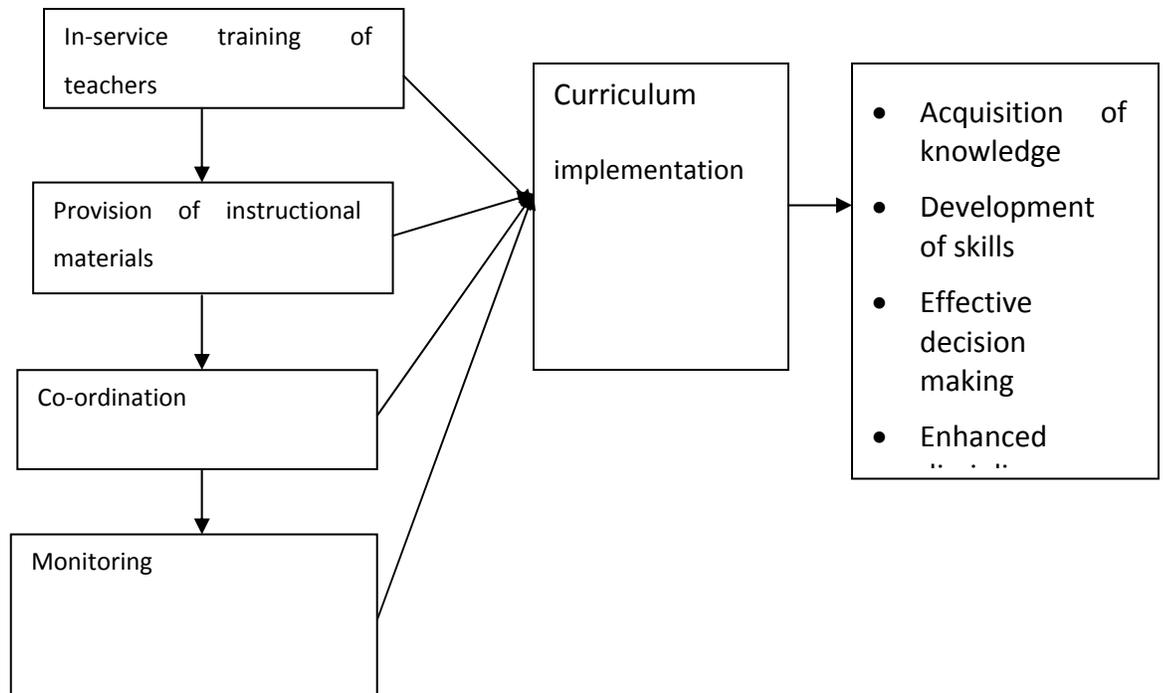
## **2.7 Theoretical framework**

Education is the key to development. There is a positive co-relation between education and development. Countries that invest much in education are more developed than those that invest less. This can be explained by social exchange theory which is an economic social theory which assumes that human actions are based on rational choice and cost-benefit analysis (Strauss & Corbin 1998).

Non-Governmental Organizations have played a very important role in uplifting the basic education of many under-developed countries. The NGOs have been able to support children of the underprivileged to access school by providing learning materials. They have also enabled learners to get quality education through ensuring curriculum implementation by training teachers; offering in-service courses to teachers, providing instructional materials to schools and also employing teachers. The NGOs have also been involved in the co-ordination and monitoring of those educational programmes that they sponsor. All these supportive activities of NGOs to education have led ensuring curriculum implementation in the primary schools.

## 2.8 Conceptual framework

This is a perceived framework on the contribution of Non-Governmental Organizations to curriculum implementation in basic education.



When teachers are trained on new innovations and instructional materials are provided to them teachers will possess the necessary skills and knowledge required for them to interpret the syllabus and interact with the learners. The teachers will be able to implement the curriculum effectively and efficiently using the learnt skills and approaches of teaching and learning. The objective of the programmes will be achieved through coordination and monitoring by the head teachers, education officers, and Non-Governmental Organizations to ensure curriculum implementation.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter discusses the designs the researcher used to carry out the study. Areas of coverage were research design, target population, sample and sampling procedures, research instruments, and the validity of the instruments, data collection and data analysis techniques.

#### **3.2 Research design**

A research design is the scheme outline, plan, structures or strategy of investigation conceived so as to obtain answers to research questions and control variance during the primary collection (Kathari 2003).

Descriptive research which is concerned with the conditions or the relations that exist, opinions that are held ongoing process, effects that are evident and trends that are developed (Best and Khan 2009) was used by the researcher. The researcher employed a descriptive survey design since it is the preferred method frequently used for the collection of information on people's attitudes and opinions (Mugenda and Mugenda 2007). It was used to describe, interpret and bring out the conditions, processes and opinions held by the NGOs, teachers, head teachers, education officers and sponsored learners.

### 3.3 Target population

Mugenda and Mugenda (2007) refer to the population as an entire group of individuals, events or objects having common observable characteristics and target population from which sample is taken. The target population in this study was 30 public primary schools in Kobama division, 240 teachers and 2,600 standard 6 to 8 pupils in public primary schools in Kobama division, Ndhiwa district. The total number of NGOs targeted is 3 and 2 education officers.

### 3.4 Sample size and Sampling Procedures

Best and Khan (2009) define a sample as a small proportion of population selected for observation and analysis. He defines sampling as deliberate rather than haphazard method of selecting subjects for observation and analysis.

**Table 3.1 Target and sample population**

	Target population	Sample size	%
No. of primary schools	30	30	100
Head teachers	30	30	100
Teachers	240	72	30
Non-Governmental Organizations	3	3	100
NGO field officers	3	3	100
Education officer	2	2	100
<b>TOTAL</b>	<b>2,908</b>	<b>918</b>	

### **3.5 Research instruments**

The research instruments used were the questionnaires, test, scale, rating or tool designed to measure the variables, characteristics or information of interest, often of a behaviour or psychological characteristic (Pierce, L. L. 2009).

The primary research instruments of this study were questionnaires which were in 4 categories. Category one was headteachers, two, the teachers, three pupils and lastly NGO field officers.

A second instrument was focus group discussion guide which involved discussion with Kobama Division TAC tutor, education officer, officers from the DEOS office.

#### **The head teachers questionnaire**

This consisted of two sections. Section A contains biographical data, which contains items seeking information about the head teacher. Section B contained questions seeking information on the in-service training of teachers by NGOs, provision of instructional materials by NGOs, coordination of programmes by NGOs and monitoring of the programmes to support curriculum implementation. Lastly, on the impact of NGO support on curriculum implementation. To answer these questions they either ticked in the boxes, delete or write a complete statement as per the instructions given.

### **Teachers' questionnaire**

Teachers' questionnaire contains two sections. Section A contains a biographical data about the teacher. Section B contains items seeking information on in-service training of the teachers by NGOs, adequacy of instructional materials, teaching approaches and the teachers general observation on the support of NGOs to schools in the enhancement of curriculum implementation. Teachers were required not to disclose their identities on the questionnaires for confidentiality. They were required to answer the questions according to the instructions given in every question.

### **NGO field officers**

The field officers questionnaire had two sections. Section A contains questionnaires on biographical data that seeks information on the NGOs. Section B contained 6 items seeking information on the NGO support to schools, in-service training to teachers, programmes on which they offer training, co-ordination of these programmes and monitoring of these programmes.

### **Pupils questionnaire**

Section A contains items seeking information on biographical data. Section B contains items seeking information on the kind of support they get from the NGOs, which NGOs support them, for how long they have got the support and what effect the support has had in their learning. To answer the questions the

pupils were required to tick in the boxes, delete or write a complete statement as per the instruction given.

### **3.6 The validity of the instrument**

This is the accuracy and meaningfulness of the inferences which are based on the research results (Mugenda and Mugenda, 2009). In other words validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. It was largely determined by the presence or absence of a non-random error. A pilot study was carried out by the researcher to determine whether there is ambiguity in any of the items and to ensure that the instruments elicit the type of data anticipated.

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

Reliability is a measure of the degree to which a research instrument yields consisted results or data after repeated trials. It is influenced by random error. As random error increases, reliability decreases. Random error is defined as deviation from a true measure due to factors that have not been addressed by the researcher. Errors may arise from coding fatigue, and bias (Orodho, 2008).

To measure reliability the researcher used test re-test method that was involve random selection of the respondents and administering the same instrument twice to the same group of participants after two weeks (Mugenda & Mugenda, 2003).

The following procedures were used in selecting the participants, administering the questionnaire to the group, and administer the same instrument after two weeks and finally analyze the two results. This was confirm whether the instrument is reliable or not.

The coefficient then be obtained through Pearson Product co-relation formula which is one of the best known measures of association Franken and Warren (2000). A correlation coefficient of about 0.8 shall be considered high enough to judge the instruments as reliable for the study (Orodho, 2008).

$$r_{yx} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{N\sum x^2 - (\sum x)^2} \sqrt{N\sum y^2 - (\sum y)^2}}$$

Where  $r$  = Pearson(r)

$X$  = dependent variables

$y$  = independent variables

$\sum x$  = The sum of raws x scores

$\sum y$  = Sum of raws of y scores

$\sum xy$  = Sum of product of each X times each Y

$\sum y^2$  = the sum of the square of each y score

$\sum x^2$  = the sum of the square of each x score

$N$  = the number of paired y and x scores

Reliability of the value was 0.38 which indicated that the instrument was highly reliable. According to Mugenda and Mugenda (2003), an instrument which has a reliability of 0.7 is considered as reliable.

### **3.8 Data collection procedure**

Schools sampled for the study were visited after obtaining authority from National Council of Science and Technology (NCST) and obtaining permit to warrant research. Appointments were made with the school head teachers. Questionnaires were used as the main tool for collecting data and focus group. Before administering the instrument, to the respondents, they were informed of the study and together with the researcher agreed upon the date of collection of the duly filled questionnaires may be a week later.

All the respondents were assured of confidentiality and security. This necessitated the creation of a rapport between the researcher and the respondents.

### **3.9 Data analysis**

This being a descriptive survey data was analyzed both qualitatively and quantitatively. The questionnaires were assembled and serialized numerically. Data was cleared and coded in a code sheet. The data was therefore presented using frequency tables, graphs and percentages as Mugenda & Mugenda (2007) noted that one commonly used method in reporting descriptive survey through the use of frequency distribution. From the tables, graphs and percentages, major

findings of the study and discussion were made. Data from the open ended questions was analyzed narratively by organizing, data based on themes in the objectives.

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATIONS AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents data analysis, findings, presentation and interpretation of findings. The purpose of the study was to investigate the role of Non-Governmental Organizations in curriculum implementation in primary school in Kobama division, Ndiwa district Homa – Bay County. The chapter is presented in sections addressing the questionnaire return rate; demographic information; influence of NGOs in-service training of teachers on curriculum implementation; establish the influence of NGO's provision of teaching / learning materials on curriculum implementation; establish the influence of NGO's co-ordination and monitoring of education activities on curriculum implementation as well as determining the effects of NGOs support of educational activities influence curriculum implementation.

#### **4.2 Questionnaire return rate**

Respondents for this study were the public primary school headteachers, teachers DEO and NGOs in Ndiwa District. The researcher targeted 1 DEO, 3 NGO field officers, 30 headteachers, 72 teachers, where the response rates are as indicated by Table 4.1.

**Table 4.1: Return rate**

<b>Target respondents</b>	<b>Sample size</b>	<b>Responses</b>	<b>Return rate (%)</b>
Headteachers	30	25	83.3
Teachers	72	72	100.0
NGOs' field Officers	3	3	100.0
DEO	1	1	100.0

This implies that return rate was good for all the targeted respondents since it was more than 80 percent (that is, return rate for all instruments was close 100 percent). The possible reason why some (17.6%) of headteachers did not return their questionnaire is because they had attended to other official functions on behalf of their respective schools. According to Edwards, Roberts, Clarke, DiGuisseppi, Pratap, Wentz and Kwan (2002), a questionnaire return rate of 80 percent and above is absolutely satisfactory, while 60 percent – 80 percent return rate is quite satisfactory. A return rate below 60 percent is 'barely acceptable'.

### **4.3 Demographic information**

This section was based on the gender of headteachers, teachers and NGO's field officers, their age distributions, the headteachers experience in headship as well as teachers experience in teaching. The section also presents teachers and headteachers academic qualifications

**Table 4.2: Distribution of headteachers by gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	14	55.6
Female	11	44.4
<b>Total</b>	<b>25</b>	<b>100.0</b>

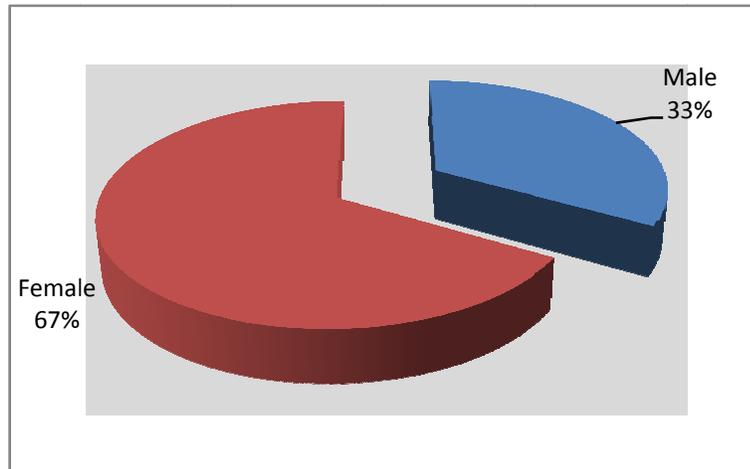
Findings on the gender of headteachers indicated that majority (55.6%) were males while the remaining 44.4% were females. This indicates that headship of schools in Kobama division, Ndhiwa district is dominated by male teachers.

**Table 4.3: Distribution of teachers by gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	42	57.7
Female	30	42.3
<b>Total</b>	<b>72</b>	<b>100.0</b>

As indicated by the findings, majority of the teachers were 57.7% were male while the remaining 42.3% were female. This indicates that majority of teachers in public primary schools in Kobama division, Ndhiwa District are male. This means there is need for the government to employ more female teachers for gender parity.

**Figure 4.1: Distribution of NGO field officers by gender**



The findings showed that majority (61.2%) of the pupils interviewed were males while the rest 38.8% were females. The shows the school’s populations are dominated by male child. This shows gender disparity in child enrolment.

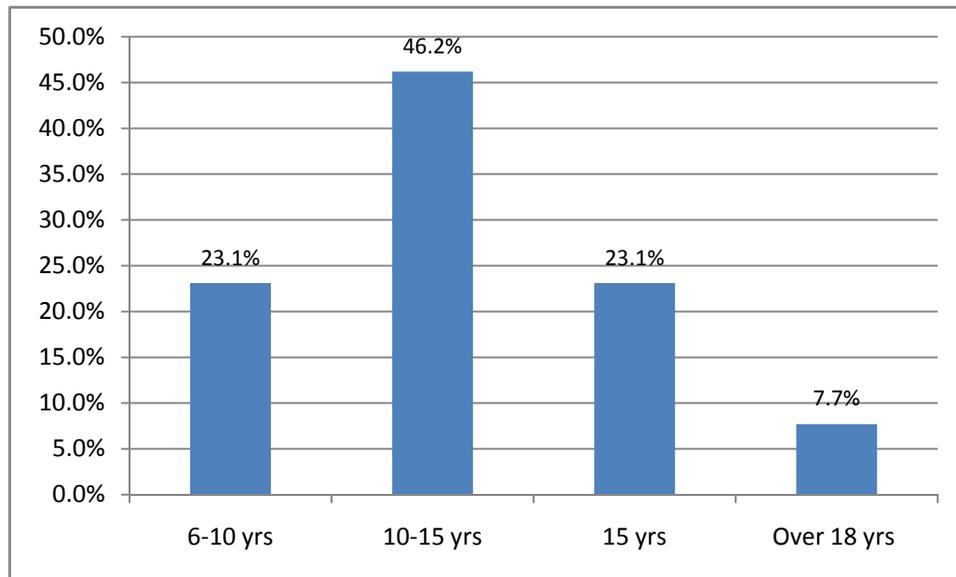
**Table 4.4: Distribution of headteachers by their experience in headship**

<b>Experience</b>	<b>Frequency</b>	<b>Percent</b>
1-5 years	6	16.7
6-10 years	15	83.3
<b>Total</b>	<b>25</b>	<b>100.0</b>

According to the findings on head teachers experience as a head teacher, majority (83.3%) had an experience of over 5 years and the remaining 16.7% had

an experience of 1-5 years. This implies that almost all head teachers in Kobama division, Ndhiwa District have been in headship for less than 10 years.

**Figure 4.2: Distribution of headteachers by their teaching experience**



From the study, 46.2% of the teachers had teaching experience of 10-15 years which is the majority. This is an indication that appointment to headship needs wide experience.

**Table 4.5: Distribution of headteachers by their academic qualification**

<b>Qualification</b>	<b>Frequency</b>	<b>Percent</b>
Bed and above	3	11.1
Diploma	13	55.6
P1	9	33.3
<b>Total</b>	<b>25</b>	<b>100.0</b>

Concerning the headteacher's academic qualification majority (55.6%) are diploma holders, 33.3% are P1 and 11.1% have Bachelor's degree in education. This is an indication that majority of teachers had high qualifications and therefore the few P1 holders need to upgrade their education.

**Table 4.6: Distribution of teachers by their academic qualifications**

<b>Qualification</b>	<b>Frequency</b>	<b>Percent</b>
B.ED and above	25	34.6
Diploma	37	50.0
P1	10	15.4
<b>Total</b>	<b>72</b>	<b>100.0</b>

The study indicates that, 50% of the teachers have diploma, 34.6% with Bachelor in Education while 15.4% are P1 holders. This implies that, majority of teachers in Kobama division, Ndhiwa District are at least diploma holders.

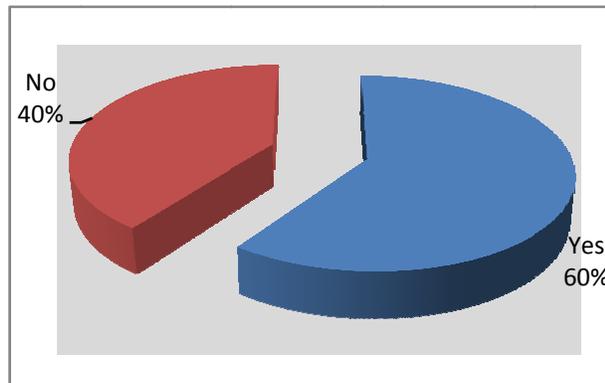
**Table 4.7: Headteachers’ response on whether they have ever received any assistance from NGOs**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Yes	14	55.6
No	11	44.4
<b>Total</b>	<b>25</b>	<b>100.0</b>

The study also sought to know whether the school received any assistance from NGOs. Findings showed that majority (55.6%) schools, as represented by headteachers, had while the rest had not. This indicates that most schools have received some assistance from the NGOs.

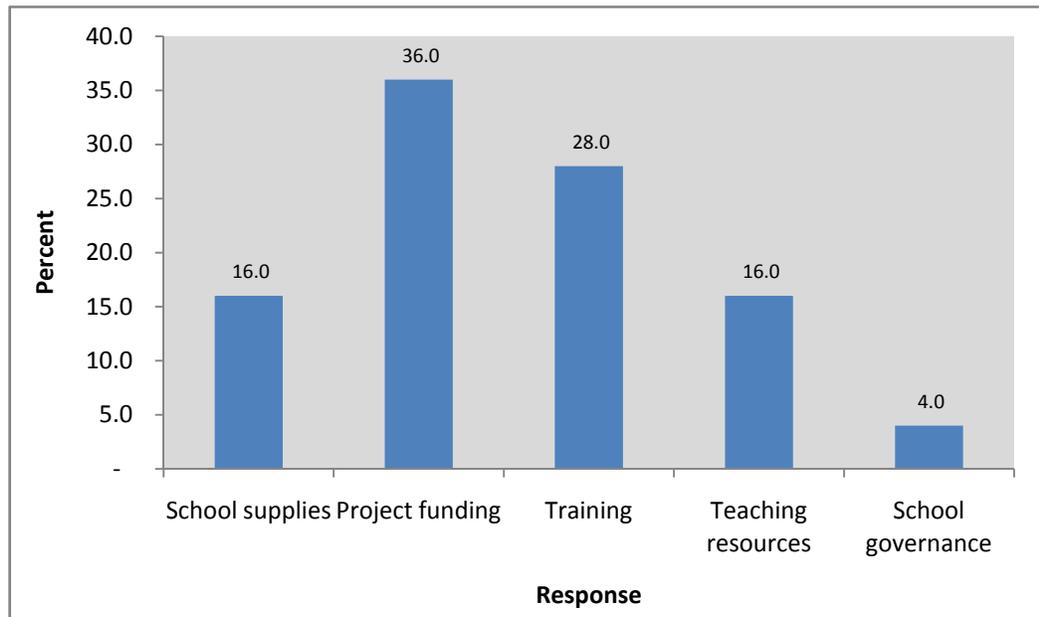
Headteachers went ahead and specified the form of assistance they got from the NGOs. Some of the mentioned assistance included teachers training, financial assistance, school project and facility support and capacity building among school heads. Other services included co-ordination and monitoring of education activities as well as provision of teaching / learning materials influences curriculum implementation.

**Figure 4.3: Headteachers' responses on NGO support**



Regarding whether the school had received any assistance NGOs majority (60.0%) of the headteachers said yes while 40.0% said their respective schools had never received any assistance from NGOs. This implies that most schools receive direct assistance from NGOs. As this study points out, most schools in Kobama Division in Ndhiwa district still face many deficits in the field of education, including lack of teachers, physical infrastructure, and low level of quality education. This is also reflected in most public primary schools in Kenya where NGO support is needed.

**Figure 4.4: Headteachers responses on support offered by NGOs to public primary schools**



From the findings 36% of headteachers disclosed that they had received project findings from NGOs. This means that this is the highest percentage of NGO support that the public primary schools in Kobama division receive.

From the findings, all NGOs claimed to have supported at least 5 public primary schools each in Kobama division, Ndhiwa district. The NGO field officer revealed that, they had upto seven division partners from education sector working with them. They reiterated that much of the support they give to the schools revolve around capacity building and training teachers. They also do have monitoring activities to schools to ensure curriculum implementation though two of the officers said the extent is minimal. The officers through

initiation of relevant programmes do assist the co-ordination and monitoring of these NGOs programmes to fit in the education system.

Some headteachers noted that, many times children lack basic requirement school uniforms and meals. Which they don't have make it hard attend school regularly. Yet if they don't receive education, they don't have the opportunity to realize their potential. With this they indicated that the partnership they have been having with NGOs has assisted them in sponsoring some children. However, most NGOs officers noted that, despite such efforts and their echoes in curricula intervention, many children are still out of school. One respondent believes such assistance do contribute to child enrolment. This reiterated that most of these children in deprived areas in Kobama division also need some long-term physical and cognitive protection to as other children in other parts of the country do have.

**Table 4.8: Headteachers' responses on the number of NGOs they have partnered with**

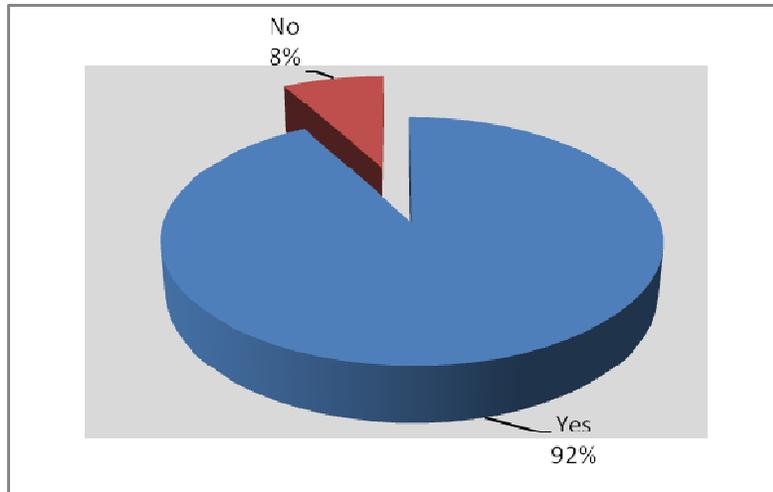
<b>Respondents</b>	<b>Frequency</b>	<b>Percent</b>
2 NGOs	10	38.9
3 NGOs	15	61.1
<b>Total</b>	<b>25</b>	<b>100.0</b>

Findings on the number of NGOs their schools have partnered with where majority (61.1%) schools had 3 partners and the remaining 38.9% had two partners. In Kenya, NGOs have partnered with education sector to ensure curriculum implementation through the provision of instructional materials. For example, the Danish Foreign Aid International (DFID, UK 1999-2000). Undertook a review of children in Kenya and the issue that emerged was the poverty levels in Kenya which was attributed to among other things the impact of HIV AIDS. It was with this in mind that DFID and SC (UK) agreed to collaborate in the development and implementation of the child poverty study that in the end saw Kobama division becoming a beneficiary of the study in 2002.

Another country is the United States of America (USA) with USAID as the NGO in Ndhiwa that works with the education sector to provide the above mentioned services. On what services and programmes the NGOs provide to public primary schools in Kobama division, Ndhiwa district, the NGO Officers unanimously indicated that their organizations have become the main service providers in countries where the government is unable to fulfill its traditional role. They added that, in the education sector, many NGOs have moved beyond 'gap-filling' initiatives into capacity building activities. This paper seeks to address the role of NGOs in development through the lens of capacity building. Therefore, NGOs are increasingly involved in capacity development.

As the development discourse leans towards developing skills and tools for strengthening society, NGOs have reacted accordingly. They wish first and foremost to remain important stakeholders in development and to impart their extensive knowledge in the education sector. This involvement changes the ways in which NGOs operate. Capacity-building activities complement traditional service provision, though this does not mean that all NGOs have good relations with government. In any case, NGO activities are increasingly diverse. They have an impact on the interpretation of capacity development. NGOs are influenced by the ideology of capacity development as defined by the hegemonic development discourse, but they also influence its meaning from the outside. This modified interpretation of capacity development can weaken central government but strengthen it in the long term. NGOs have the capacity to innovate and adapt more quickly than national governments; therefore, their actions can undermine government initiatives. But if they scale up their activities and impart their knowledge and techniques at the government level, the country as a whole can benefit. NGOs have a significant impact on the whole process but are also plagued by severe obstacles. NGOs continue to suffer from a lack of resources and from their general estrangement from the state. Unless they become partners with government, and not competitors, capacity-building initiatives will continue to be stunted.

**Figure 4.5: Instructional materials offered by NGOs had added value**



On whether instructional materials offered by NGOs have added any value, an overwhelming majority (92%) of headteachers revealed that the assistance has been of great value to their schools. However, 8% of headteachers claimed that the assistance did not add any value. This implies that, there is need to strengthen NGO interventions and the gaps faced by primary schools in meeting the aspirations of children in education. This is possible through converge multiple sources and extend to many key areas of NGO operation.

The DEO added that, in several divisions across Ndhiwa District, NGOs have also come out to counter social evils like child labor, child marriage, and trafficking to get unschooled children into the mainstream. In addition, the bias against the girl child is particularly strong in Kobama division where all-powerful village councils need to be engaged in a constructive dialogue before any work is undertaken.

The DEO however put across that, most NGOs established in Kenya are not in a position to assist fully when it comes to providing education since they are also in need of financial assistance. Many NGOs though have a clear leadership structure and succession plan.

**Table 4.9: Teachers’ response on the number of training sessions taught per week**

<b>Training sessions</b>	<b>Frequency</b>	<b>Percent</b>
10-15	13	19.2
Above 15	59	80.8
<b>Total</b>	<b>72</b>	<b>100.0</b>

Regarding the teachers’ response on the number of training sessions they have per year, majority (80.8%) revealed that they have over 10-15 training sessions per year while 19.2% said they have over 15 training sessions per week. This implies that most teachers in Kobama division, Ndhiwa District have an average of 15 training sessions per year.

Findings in this study rhymes with the expectations that, most children especially those from the rural areas have problems in learning other languages since they were first introduced into their native language.

**Table 4.10: Teachers' responses on adequacy of resources and facilities**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Yes	20	26.9
No	52	73.1
<b>Total</b>	<b>72</b>	<b>100.0</b>

Majority (73.1%) of the teachers claimed that their schools do not have enough teaching resources and facilities while the remaining (26.9%) said the resources are enough. This indicates that there are no enough learning resources in public primary schools in Kobama division, Ndhiwa District.

**Table 4.11: Coordination and monitoring of NGO initiatives**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Yes	12	49.6
No	13	50.4
<b>Total</b>	<b>25</b>	<b>100.0</b>

On whether the NGOs coordinate and monitor the initiatives the responses were almost equal although those who said no were slightly more by 0.4 percent. This means that as much as they do the coordination and monitoring they need to increase their frequency.

**Table 4.12: Teachers response on extent to which learning facilities are available**

<b>Adequacy</b>	<b>Frequency</b>	<b>Percent</b>
Adequate	36	50.0
Inadequate	36	50.0
<b>Total</b>	<b>72</b>	<b>100.0</b>

On the side of teachers on the extent to which learning facilities available were adequate or inadequate, half of the teachers said adequate and the other half inadequate. This contradicts with headteachers responses that the available resources were inadequate in all schools.

DEOs added that, the central problem for lack of adequate learning facilities in Ndhiwa District is financial problem. At the same time, many families still live below the poverty line. This means they cannot afford many social demands, education being one. This means they cannot afford many social amenities like schools and are not economically empowered to bargain for them from the government. This stretches back to the colonial period especially in Africa. The areas that were sidelined by the colonial governments have remained backwards in development in many countries.

Coordination and monitoring of NGOs initiatives is still faced with challenges. Some of these challenges are caused school calendar being different from the NGOs programmes. At times they may plan to coordinate their programmes with

the education officers but then find their calendar of events to be different. Another challenge that NGOs are faced with in the coordination and monitoring of their activities is the geographical position of schools in Kobama division. Kobama division being a large area with rugged topography accessing some schools during the rainy season becomes extremely difficult having to cross rivers and climb hills.

In conclusion the chapter has covered the headteachers, teachers, NGOs and educational officers responses on the influence of NGOs initiatives on curriculum implementation as addressed in the objectives. This include in service training of teachers, provisions of instructional materials, coordination and monitoring of the NGOs initiatives.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents summary of the study, findings of the study, conclusions and recommendations as well as suggestions for further studies.

#### **5.2 Summary of the study**

The purpose of this study was to investigate the role of Non-Governmental Organizations in curriculum implementation in primary school in Kobama division, Ndhiwa district Homa – Bay County. Specifically, the study sought to establish whether NGOs in-service training of teachers influences curriculum implementation; to determine whether NGO's provision of teaching/learning materials influences curriculum implementation; to establish whether NGO's co-ordination and monitoring of education activities influence curriculum implementation and to determine the effects of NGOs support of educational activities influence curriculum implementation.

The researcher employed a descriptive survey design since it is the preferred method frequently used for the collection of information on people's attitudes and opinions. The target population in this study was 30 public primary schools in Kobama division, 240 teachers and 2,600 standard 6 to 8 pupils in public primary schools in Kobama division, Ndhiwa district. The primary research

instruments of this study were questionnaires which were in 4 categories. To measure reliability the researcher used test re-test method that was involve random selection of the respondents and administering the same instrument twice to the same group of participants after two weeks. Category one was headteachers, two, the teachers, three pupils and lastly NGO field officers. Schools sampled for the study was visited after obtaining authority from National Council of Science and Technology (NCST) and obtaining permit to warrant research. Appointments were made with the school head teachers. Data was cleared and coded in a code sheet. The data was therefore presented using frequency tables, graphs and percentages. From the tables, graphs and percentages, major findings of the study and discussion were made. Data from the open ended questions were analyzed narratively by organizing, data based on themes in the objectives.

### **5.3 Conclusion**

From the study, there is very little systematic, critical analysis of who is gaining access to education offered by alternative providers, or what they are actually getting access to. While the school aims to be the provider of universal basic education, many countries rely on NGOs to reach those facing difficulties accessing formal education. The literature suggests that NGO provision of education often intends to bring benefits in terms of its alternative forms of pedagogy and accountability.

## 5.4 Recommendations

The researcher recommends that,

- i. Given that there is always need of in service training of teachers in order to equip them with new skills, it recommended that the government through the Ministry of Education allocates part of its budget to cater for the in service training of teachers. This should be encouraged to designing educational contents that contribute gently towards designing a modern, multimedia curriculum for teacher training based on scientific methodologies.
- ii. It is recommended that the government should consider increasing the Free Primary Education (FPE) to public primary schools inorder to cope up with the increasing enrolment in the schools. The FPE per child has remained constant at 1,050 shillings since its initiation in 2003 yet the prices of commodities have almost tripled.
- iii. Monitoring and coordination of educational activities has to influence curriculum implementation as is confirmed by the study. It is therefore recommended that the government employs more education officers to help coordinate and monitor the education activities more efficiently.

- iv. It is recommended that the government of Kenya too apply a revised set of transparent and objective criteria to determine the effects of NGOs support of educational activities on curriculum implementation.

### **5.5 Suggestions for further studies**

- i. A study on influence on NGOs initiatives on curriculum implementation should be carried out for comparative purpose.
- ii. An area or region other than Ndhiwa should be covered for the same study and results compared.

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## APPENDICES

### APPENDIX I: INTRODUCTION LETTER

University of Nairobi  
Department of Education  
Administration & Planning  
P. O. Box 30197  
Nairobi.

Dear Respondents,

#### **REF: PERMISSION TO COLLECT DATA IN YOUR SCHOOL**

I am a postgraduate student in the University of Nairobi pursuing a master degree in curriculum studies. I am carrying out a research on Role of Non-governmental Organizations in curriculum implementation in primary education in Kobama division, Ndhiwa district.

The research is purely for academic purposes and the information obtained will not be used elsewhere beyond this research work. I am kindly requesting you to participate in the study by filling the questionnaires honestly and to the best of your knowledge. You are therefore asked not to indicate your name or any other form of identification.

Your co-operation will be highly appreciated.

Yours faithfully,

Lilian Anyango Asewe

## APPENDIX II: HEAD TEACHERS QUESTIONNAIRE

This questionnaire is designed to gather general information about yourself and your school. Please indicate the correct answer by ticking (✓) the appropriate answer. Do not write your name or name of your school anywhere on their questionnaire.

### SECTION A

#### Biographical data

1. What is your gender

Male [ ]

Female [ ]

2. What is your academic qualification

Certificate [ ]

Diploma [ ]

Bachelors degree [ ]

Masters degree [ ]

3. What is your age bracket

30-35yrs [ ]

35-40yrs [ ]

41-45yrs [ ]

51 and above [ ]

4. For how long have you been the head teacher of the school

0-1yrs [ ]

2-4yrs [ ]

4-6yrs [ ]

6-10yrs [ ]

More than 10yrs [ ]

**SECTION B: HEAD TEACHERS SECTION QUESTIONS ON NGOS  
SUPPORT TO SCHOOL**

1. Does the school get support from any NGO?

Yes [ ]

No [ ]

(b) If so, which NGOs?

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2. What kind of support does the school get from the NGOs?

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3. Has any of your staff had in-service training by NGOs?

Yes [ ]

No [ ]

(b) What programmes have they been trained on?

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4. How do these programmes influence curriculum implementation?

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5. How has NGOs involvement in basic education influenced teaching methodologies, instructional materials and general curriculum implementation in your school?

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6. What is your view of NGOs being education partners?

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### **APPENDIX III: TEACHERS QUESTIONNAIRES**

This questionnaire is designed to gather information about your school. Please indicate the correct answer by ticking [✓] in the appropriate answer.

#### **Section A: Biographical data**

1. What is your gender?

Male [ ]

Female [ ]

2. What are your academic qualifications?

Certificate [ ]

Diploma [ ]

Bachelors Degree [ ]

Master Degree [ ]

3. What is your age bracket?

20-30yrs [ ]

31-40yrs [ ]

41-50yrs [ ]

51-55yrs [ ]

#### **Section B**

This section seeks information about the NGOs support to teachers through in-service training, instructional materials, teaching and learning skills, monitoring and co-ordination of the programmes.

1. What special workshops or in-service training have you attended organized by any Non-Governmental Organizations?



6. What follow-up activities are there to ensure implementation of the programmes by NGOs?

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7. What is your opinion about NGOs influence to education programmes?

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**APPENDIX IV: QUESTIONNAIRE FOR NGO FIELD OFFICERS**

**SECTION A: BIOGRAPHICAL DATA**

1. What is the name of your NGO?

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2. When was the project initiated?

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3. What are the objectives of the project?

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Which areas do you cover in Ndhiwa district

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Why do you cover these areas are not others?

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4. How long will the project last?

1-3 yrs  4-6 yrs

7-10 yrs  Over 10 yrs

5. What innovative have you put in place to ensure sustainability of the started programmes?

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---

---

6. How long has your NGO partnered with education sector?

1-3yrs  4-6yrs  7-10

7. What challenges are you faced with in the schools and community?

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8. How do you overcome these challenges?

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**SECTION B**

These questions seek information on your support to school as an organization.

Please answer in the spaces provided.

1. How many primary schools does your organization sponsor in Kobama division in Ndhiwa district?

10 [ ]

15 [ ]

30 [ ]

2. What kind of in-service courses does your organization offer teachers?

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3. What assistance do you give schools?

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4. What programmes are you involved in?

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5. How do you co-ordinate your educational programmes?

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6. How do you monitor the programmes?

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7. What influence has the organization had on curriculum implementation in primary schools in Kobama?

## **APPENDIX V: FOCUS GROUP DISCUSSION FOR EDUCATION OFFICERS**

The following are items of discussion with the focus group which will include 6 education officers from the DEOs office.

1. How many primary schools are supported by Non-Governmental Organizations in division?
2. How many NGOs work in your division partner with education sector?
3. What kind of support do these NGOs give to schools to enhance curriculum implementation?
4. How are the NGOs involved in the training of teachers?
5. How do they have monitoring activities to schools to ensure curriculum implementation?
6. How do you as education officers help in the co-ordination and monitoring of these NGOs programmes to fit in your education system?

**APPENDIX VI: PERMIT**

**PAGE 2** **PAGE 3**  
**Research Permit No. NCST/RCD/14/013/803**  
**Date of issue 24<sup>th</sup> May, 2013**  
**Fee received KSH. 1000**

**THIS IS TO CERTIFY THAT:**  
**Prof./Dr./Mr./Mrs./Miss/Institution**  
**Lilian anyango Asewe**  
**of (Address) University of Nairobi**  
**P.O Box 30197-00100, Nairobi.**  
**has been permitted to conduct research in**

**Location**  
**Ndhiwa District**  
**Nyanza Province**



**on the topic: Influence of Non-Governmental organizations initiatives on curriculum implementation in public primary schools in Kobama Division, Ndhiwa District, Homa-bay County, Kenya.**

**Applicant's Signature** **Secretary National Council for Science & Technology**

**for a period ending: 15<sup>th</sup> July, 2013.**

## APPENDIXVII: RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



### NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550  
Mobile: 0713 788 787 , 0735 404 245  
Fax: 254-020-2213215  
When replying please quote  
secretary@ncst.go.ke

P.O. Box 30623-00100  
NAIROBI-KENYA  
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/803**

Date: **24<sup>th</sup> May 2013**

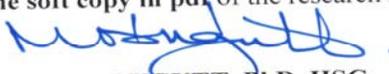
Lilian Anyango Asewe  
University of Nairobi  
P.O Box 30197-00100  
Nairobi.

#### RE: RESEARCH AUTHORIZATION

Following your application dated **14<sup>th</sup> May, 2013** for authority to carry out research on "*Influence of Non-Governmental organizations initiatives on curriculum implementation in public primary schools in Kobama Division, Ndhiwa District, Homa-bay County, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Ndhiwa District** for a period ending **15<sup>th</sup> July, 2013.**

You are advised to report to **the District Commissioner and District Education Officer, Ndhiwa District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

  
**DR. M. K. RUGUTT, PhD, HSC.**  
**DEPUTY COUNCIL SECRETARY**

Copy to:  
The District Commissioner  
The District Education Officer  
Ndhiwa District

*"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".*