# DETERMINANTS OF CURRICULUM IMPLEMENTATION IN NON-FORMAL SCHOOLS IN MBOONI WEST DISTRICT, MAKUENI COUNTY, KENYA

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## DECLARATION

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

**Sign:_____**

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## DEDICATION

I dedicate this research project to my wife Anastacia Ndunge and children, Erick, Rose and Karen, my father William, brothers, sisters and my late mother Alice Mule.

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I wish to thank the Almighty God for giving me a gift of life to write this work. I wish to express my gratitude to my supervisors Dr. Grace Nyagah and Dr. Rosemary Imonje for their professional guidance in research methodology and motivation that enabled me to compile this project. I also extend gratitude to my classmates whose presence offered me the psychological motivation and need to learn.

Finally, I thank my family for supporting me throughout all my studies from nursery school to university level.

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| | |
|---|---|
| AIDS | Acquired Immuno Deficiency Syndrome |
| CBO | Community Based Organizations |
| CE | Continuing Education |
| DAE | Department of Adult Education |
| EFA | Education for All |
| FBO | Faith Based Organizations |
| FDSE | Free Day Secondary Education |
| FPE | Free Primary Education |
| HIV | Human Immune Virus |
| KCPE | Kenya Certificate of Primary Education |
| KCSE | Kenya Certificate of Secondary Education |
| MDG | Millennium Development Goals |
| NFE | Non-Formal Education |
| NFS | Non-Formal Schools |
| NGO | Non-Governmental Organization |
| OOS | Out Of School |
| UIS | UNESCO Institute of Statistics |
| UNESCO | United Nations Environmental Science and Cultural Organization |
| UNICEF | United Nations International Children's Education Fund |

**ABSTRACT**

This study was an assessment of determinants of curriculum implementation in non-formal schools in Mbooni West District Makueni. Despite the importance of curriculum in both Formal and non-formal schools (NFS) a problem has been noted as far as implementation of the curriculum is concerned. Statistics indicate that only a handful of NFS's and centers are using the NFE curriculum. The objectives were to establish the adequacy of teachers competency on curriculum implementation, to establish the adequacy of physical facilities on curriculum implementation, to establish the adequacy of resources on the curriculum implementation and to establish the adequacy of community participation on the curriculum implementation. The study adopted a descriptive survey research which involved selecting a sample from the population and on that basis inferences are made about the population from which it is drawn. The population was 800 units and the sample size was 80 participants. A census of head teachers was used while upper and lower class teachers were sampled randomly. The students were chosen using purposive sampling. Specifically, a student representative (headboy or headgirl) were used purposely because they are expected to be more informed than other students. A student from each school was included in the sample, hence 20 students.This study used a questionnaire for data collection. The specific descriptive statistics to be used included mean scores and percentages frequencies. Results indicated that teacher's competency affects curriculum implementation. The correlation between teacher's competency and curriculum implementation was also found to be positive. Results indicate that poor physical facilities lead to low curriculum implementation. Findings show that correlation between curriculum implementation and physical facilities is positive significant. Results indicate that lack of resources especially from the government leads to slow curriculum implementation. Results indicate that lack of community support leads to low curriculum implementation. The correlation between public participation and curriculum implementation is positive. It was concluded that teachers competency on various aspects was found be inadequate. Physical facilities were found to be inadequate. Physical facility was found to significantly influence curriculum implementation. Resources were found to be inadequate. Resources were found to be one of the basic factors that affect curriculum implementation in non-formal schools. Lack of resources has a negative impact on curriculum implementation. It was concluded that community participation in curriculum implementation was inadequate. Community Participation was found to affect curriculum implementation in non-formal schools. The study recommends that the Government should intervene in the process of recruiting teachers and should ensure that qualified teachers are allocated in the Non formal sectors so as to ensure competency which births to curriculum implementation. Resources and funding to Nonformal Schools need to be enhanced. Education financing needs to be given priority as the access to better school facilities may improve the working and learning environment for both teachers and students. The community is called to support curriculum implementation because they have an impact in this area.

# CHAPTER ONE

# INTRODUCTION

## 1.1 Background of the study

There are more than a million children out of school due to lack of access to education because of living in remote rural areas, poor educational facilities, poor quality education, large class sizes, teachers attitudes and behavior irrelevant curricula or costs associated with schooling such as uniform and textbooks (UNICEF, 2004).

Gathenya (2003) observes that it would take considerable time and investment to bring all form, all systems up to a level where they can ensure the provision of quality universal primary education. Basic education is the first step in attempting the enormous disparities affecting many groups including women, rural populations, the urban poor, marginalized ethnic minorities and children not attending school and working (Delores & Draeke,1996). At the 1990 world conference on the education for All in Jomtien, Thailand, the international community agreed to universalize primary education by 2000 (UNESCO, 1990). This target date was later shifted to 2015 by the Darkar Framework for action (UNESCO, 2000).

The second of the millennium development goals is to achieve MDG is to achieve universal primary education with the specific target of ensuring that by 2015, children everywhere, boys and girls alike, will be able to complete

full course of primary schooling (Bruns, Mingat & Rakotomala, 2003). Despite all these declarations, efforts and commitment, education for all (EFA) remains a mirage as many children, the world over do not attend school (UNESCO, 2000).

The UNESCO institute of statistics (UIS) and UNICEF(2005) estimated that in 2001/02 there were 115 million children of primary school age who were out of school 61.6 million (53% ) being girls. UIS and UNICEF (2005) further reported that the greatest absolute numbers of out of school children were found in sub-Saharan Africa (45 million) and South Asia (42 million).

Among the millions of out of school children referred to by statistics were children with disabilities, refugees and displaced populations, ethnic and linguistic minorities, street, homeless and working children affected by HIV and AIDs, children in remote and isolated communities and girls who are forced out of school to get married (UNICEF, 2005).

According to EFC global monitoring report (2008) the number of children entering primary school grew by 40%, from 130 million between 1999 and 2005 yet the world is still far off track with 72 million primary school aged children still out of school. The presence of out of school children in countries that have a free primary education policy is obviously intriguing. It had previously been assumed that EPE was the ultimate panacea to the problem of out of school children. Unfortunately this thinking ignored the fact that the

phenomena of out of school children is a consequence of dynamic of factors that go beyond cost sharing in education. Factors like poverty, insecurity, HIV and AIDs certain cultural practices remain formidable barriers to the school access and participation (UNICEF, 2006).

The concept of NFE gained popularity with the publication of the world educational crisis known as a system analysis in 1968 by Oxford University Press. The positive role of NFE is supported by Evans 1981 studies in Ghana and Indonesia. He concluded that NFE could be highly instrumental in solving problems of equity access to educational and the promotion of citizens' effective participation in national development. Large section of poor parents are keen and willing to send their children to school but find formal full day school not suitable in their economic conditions (UNESCO, 2005) .

In 1994 a survey of NFE in Kenya was carried out as a joint initiative by the MOE and Ministry of Culture and social services under the aegis of the NFE project. The objective of the project was to promote NFE for out of school children. Kenya institute of education and department of adult education implemented the project the survey was carried out due o the unprecedented increase was the establishment of NHF centers by communities and NG'S for children aged 17 years and below.

The government's declaration of free primary education in 2003 attests to the commitment to improve access, retention and subsequent completion rates in the basic education sector. The government recognizes the role played by NFE institutions in providing basic education. The Kenya institute of Education (KIE) in conjunction with UNICEF developed a basic NFE curriculum that comprises academic and technical subjects in 2006. The NFE curriculum was officially launched in March 2007.The curriculum aimed at harmonizing NFE in all learning centers. Effective implementation of NFE curriculum requires adequate teaching and learning resources, enough physical facilities, qualified teachers and positive altitudes among stakeholders.

Adequate teaching and learning resources, enough physical facilities, qualified teachers and positive altitudes among stakeholders among others challenges and barriers confront the NFE schools in their effort to implement the curriculum. This study aimed at unearthing these challenges and barriers. A survey carried out by UNICEF points to the growth of the NFE sector.

**Table 1.1 Numbers of non-formal institutions, enrolment and teachers, November 2007.**

| Province | Institutions | | | | | | |
|---|---|---|---|---|---|---|---|
| | No | Girls | Boys | Total | Trained | Untrained | Total |
| Coast | 251 | 4,985 | 5405 | 10,390 | 337 | 661 | 998 |
| Central | 83 | 643 | 896 | 1539 | 73 | 170 | 243 |
| Eastern | 101 | 789 | 758 | 1547 | 110 | 171 | 281 |
| Nairobi | 640 | 46,830 | 44,167 | 90,997 | 2024 | 3904 | 5928 |
| Rift valley | 79 | 1642 | 2804 | 4446 | 416 | 697 | 1113 |
| Western | 18 | 875 | 1298 | 2173 | 78 | 114 | 192 |
| Nyanza | 133 | 2405 | 2907 | 5312 | 388 | 661 | 1049 |
| North Eastern | 90 | 1661 | 3320 | 4981 | 131 | 310 | 441 |
| Total | 1395 | 59,830 | 61,555 | 121,385 | 3557 | 6688 | 10,245 |

Source: UNICEF'S directory of NFE in Kenya, 2007

Table 1.1, shows the number of NFE institutions per province and the enrolment according to gender and the number of teachers both trained and untrained as at November 2007. Nairobi province has the highest number of NFE institutions at 640, as well as in enrolment at 90,997 pupils and 5928 teachers. Western province has the lowest number province institutions at 18 but the enrolment is higher than that of Eastern and central, provinces which have more institutions, 101 and 83 respectively. The NF schools and centers have come up in earnest as evidenced by Table 1.1 to fill the gaps left by the inability of public and private school to absorb all school going age children.

The expanding school age population resulting from a population growth rate of 3.2%, there was evidently an increasing demand for parents , households and community to respond to the need fro more education opportunity. This consequently led to the development if basic NFE curriculum for the primary level by the MOE and UNICEF aimed at harmonizing NFE in all learning centers .Some primary schools have accessed the curriculum but money are yet to and therefore use the KCPE syllabus. Still in the process of being developed effectively implemented, certain measures must be put in place such as adequate teaching /learning resources, enough physical attitudes among stakeholders, to mention a but a few .These and other challenges and barrier confront the NFE schools in their effort to implement the curriculum (ROK, 1998).

A needs assessment survey of NFE, funded by UNICEF was carried out in 1994. Its findings indicated that there was urgent need to develop a clear national policy on NFE and NFE curriculum to address the functional needs of NFE learners. The curriculum should help learners background and acquire desk employable skills, life skills and provide opportunities fro further education and training. In the same year, the government established a desk within the MOE, headquarters to co-ordinate NFE activities and to spearhead policy development (UNICEF, 1994)

The government encourages all school age children to enroll in formal primary schools but due to the various challenges such as overcrowded informal settlements, effects of HIV/AIDs pandemic, child labour, nomadic livelihoods and harmful cultural practices not all children are able to enroll in formal schools. Therefore there is need for the provision of quality complementary education for the COS children and youth using both formal and NFE curriculum. This commitment is articulated in the National Action Plan on EFA curriculum 2003-2015 and sessional paper No.1 of 2005 that recognizes NFE as alternative channel of education delivery (MOEST, 2003; MOEST, 2005.

**Table 1.2 Non-formal school's enrolment by level of education 2004**

| Province | Primary | | Secondary | | Adult | | Basic | | Technical | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | |
| Coast | 2240 | 1813 | 370 | 369 | 1128 | - | 929 | 1120 | 659242 | 8870 | |
| Central | 247 | 159 | 166 | 18 | 310 | - | 146 | 245 | 23 | - | 1314 |
| Eastern | 71 | 84 | 2 | 12 | 481 | - | 182 | 151 | 188 | 150 | 1321 |
| Nairobi | 36456 | 35959 | 3645 | 431 | 377 | - | 278 | 259 | 139 | 600 | 685 |
| Rift valley | 504 | 470 | - | - | 501 | - | 782 | 610 | 329 | 600 | 685 |
| Western | 602 | 532 | 673 | - | - | - | 22 | 11 | 11 | 4 | 3796 |
| Nyanza | 1050 | 945 | 205 | 71 | 454 | - | 707 | 780 | 229 | 90 | 1855 |
| North Eastern | 1413 | 738 | 545 | 189 | 398 | - | 427 | 400 | 104 | 38 | 4535 |
| Subtotal | 42583 | 40700 | 5610 | 1096 | 3649 | - | 3473 | 3606 | 1682 | 1229 | 4225 |
| Total | | 83,283 | | 6706 | 3649 | - | 7079 | | 2911 | 103,628 | 103,628 |

Source: MOEST, NFS, Nairobi, Directory and National summaries, 2003 - 2007

## 1.2 Statement of the research problem

Although a basic curriculum for Non Formal Schools (NFS) was developed in year 2006 and launched in march 2007, a problem has been noted as far as implementation of the curriculum is concerned. Statistics by UNICEF(2005) indicate that only a handful of NFS's and centers are using the NFE curriculum. The problem of poor implementation of curriculum for non-formal schools may have negative consequences since it may affect the Government especially as far as the achievement of Millennium Development Goals (MDGs) and Vision 2030 for education are concerned. The problem may affect the pupils in a number of ways with the most significant effect relating to the fact that pupils may not get quality education.

However, even with the widespread recognition of the importance of implementation of curriculum in Non-formal schools there is however paucity of study on the determinant of curriculum implementation in Non- formal schools for developing countries especially for Kenya. Eshiwani (1988) observed that lack of textbooks and teaching materials makes teaching difficult as students are unable to do their oral or written work during class lesson. Bandele and Faremi (2012) concluded that lack of in-service training and poor condition of service of Teachers and Instructors, outdated equipment, unstable government policy; lack of standard workshop for practical work and lack of related modern instructional materials. Jusuf (2005) noted that parents as supporters to the curriculum. In a study by Abagi & Odipo, (1997) titled efficiency of primary school education in Kenya, they state that most of the

expenditure that goes to teachers' salaries, resources spent in instructional materials and other expenses do not necessarily serve to make the teachers more motivated to perform their duties well. This study noted that most of the research findings in Kenyan schools have not focused on determinants of curriculum implementation in Nonformal schools. It is for this research gap that this study wished to investigate in-depth the reasons as to why the determinants of curriculum implementation in NFE schools located in Mbooni West District, Makueni County, Kenya.

### 1.3 The purpose of the proposed study

The purpose of the study was to investigate determinants of curriculum implementation in non-formal schools in Mbooni West District , Makueni County.

### 1.4 Objectives of the study

The following were the objectives of this study

(i) To establish the extent to which adequacy of teachers competency affects the implementation of curriculum for Non formal schools in Mbooni West District , Makueni County

(ii) To determine the effect of adequacy of physical facilities on the implementation of the curriculum in Non-formal schools in Mbooni West District , Makueni County

(iii) To establish the effect of adequacy of resources on the implementation on the curriculum in Non-formal schools in Mbooni West District , Makueni County

(iv) To determine the extent to which adequacy of community participation affects the implementation of curriculum in Non-formal schools in Mbooni West District , Makueni County

**1.5 Research questions**

The following research questions guided the study

(i) To what extent does adequacy of teachers competency affect the implementation of curriculum for Non formal schools in Mbooni West District , Makueni County

(ii) What is the effect of adequacy of physical facilities on the implementation of the curriculum in Non formal schools in Mbooni West District , Makueni County

(iii) What is the effect of adequacy of resources on the implementation on the curriculum in Non formal schools in Mbooni West District , Makueni County

(iv) To what extent does adequacy of community participation affect the implementation of curriculum in Non formal schools in Mbooni West District , Makueni County

### 1.6 Significance of the study

This study was of relevance to the Kenyan institute of Education to prepare a curriculum for non-formal schools to harmonize teaching and learning and human resource. Donors including the UNICEF used the findings of this study to assess the implementation of the NFE curriculum for further funding.

The ministry of education and the Vision 2030 secretariat used the findings of this study to draw a policy framework on what needs to be done so as to enhance the development of the Non formal school sector. The administrations of Nonformal schools used the study findings to come up with proper management practices in their effort to implement the curriculum.

### 1.7 Limitations of the study

The limitation of the study included the fact that Non-formal schools in the district are quite few and sparsely distributed. Reaching all of them was a challenge. The accuracy of the study findings was limited to the extent that the respondents were honest about their responses. In addition, the results might not have been applicable to other institutions that are not in the Non- formal school sector.

### 1.8 Delimitations of the study

The study was conducted in Mbooni west District. Unformatted, collected and analyzed data was only received from head teachers, teachers and students in the Non-formal primary schools. These findings may not therefore be generalized for use in other districts within the country and Kenya as a whole.

### 1.9 Basic assumptions of the study

The basic assumptions to the study were:

(i) All responds were co-operative and provide honest responses

(ii) Non-formals schools have a critical role to play in improving access to basic education.

(iii) No other factors other than the ones investigated in this study affected the curriculum implementation at the time of study.

### 1.10 Definition of significant terms

**Basic Education**: Refers to a whole range of educational activities taking place various settings that aim to meet basic learning needs.

**Curriculum**: Refers to a defined and prescribed course of studies which students must fulfill in order to pass certain level of education.

**Curriculum implementation**: Refers to the way content is designed and delivered. It includes the structure, organization, balance and presentation of the content in the classroom.

**Education for all**: Refers to education availed on equal basis without discrimination of any kind.

**Enrolmen**t: The number of learners who resisters at various grades at the beginning of the year

**Formal education**: Refers to highly institutionalized chronologically graded and hierarchically structured education system spanning from lower primary school and the upper reaches of the university (Coombs, 1968).

**Human rights**: Refers to right inherent to all human beings whatever nationality places of residence, sex , national or ethnic origin, colour, religion ,language or any other status.

**Non-formal Education**: Refers to any organized educational activity outside the established formal system, whether operating separately or as an important feature of some broader activity.

**Out of schoolchildren**: Refers to children of primary school.

### 1.11. Organization of the study

This study is organized into five chapters. Chapter one contains the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, and significance of the study limitations of the study, delimitations of the study, basic assumptions and definition of significant terms used in the study.

Chapter two presents a detailed analysis of the empirical and theoretical analysis. A conceptual framework is also presented in this chapter. This is done in line with the objectives of the study.

Chapter three contains research design, target, population sample size and sampling techniques, research instruments, validity and rehabilitee of instruments. Chapter four was on the presentation of data, data analysis and data interpretation. Chapter five includes the summary of the study, conclusions, recommendations and suggestions for further study.

# CHAPTER TWO

# LITERATURE REVIEW

## 2.1 Introduction

This chapter reviews the literature related to the key study variables as depicted in the conceptual framework. The chapter also looks into the linkages in addition to establishing the existing relationships amongst these variables. Empirical studies related to the study variables are reviewed in the chapter in order to lay down ground for research. The chapter also attempts to justify the study in addition to reinforcing and underpinning the conceptual framework.

## 2.2 Effect of teachers competency on the implementation of curriculum

According to Rahman, Nordin, Isa, Puteh, Muhammad, Majid, Khalid, Bahari, Tumin and Zakariya (2005) noted that teachers play an important role in delivering new knowledge and skills to students. They are regarded as excellent and competent teachers by parents' on the bases of excellent academic achievement of the students. Schools play a variety of important social, custodial and organizational roles in communities and with schools come teachers who have primary obligation to help students to learn how to recognize and solve problems, comprehend new phenomenon, construct mental models of those phenomena ,and, given a new situation, set goals and regulate their own learning.

According to Huntly (2003), the competent teacher is able to make conscious choices and exercise judgment over the relative importance of elements which impact on successful student learning outcomes. Competent teachers set rational goals and realistic means by which these may be achieved, although their teaching may not yet becharacterised by fluidity or flexibility.

Reddy and Sujathamalini (2005) noted that the success of inclusive education programmes to the children to a large extent depends on the teachers' awareness, attitude and competencies to deal children who are differently able in the regular classroom. The organizational, teaching and learning, and guidance and counseling activities should be tuned to meet the need of the learners.

Teachers' beliefs about their own effectiveness are known as teacher efficacy that underlies many important instructional decisions which ultimately shape students' educational experiences. Teacher efficacy is believed to be strongly linked to teaching practices and students' learning outcomes (Eslami and Fatahi, 2004).

Salamuddin, Harun and Abdullah (2011) conducted a study on teachers' competency in schools extra curricula management. The authors noted that Extra-curricular management is an integral part of the school management system. They also noted that Teachers being the main executors of extra-curricular activities should possess sufficient knowledge and skills in order to

ensure the success of extra-curricular education. Salamuddin et al (2011) further noted that teachers' competency comprises knowledge and skills in planning, implementing, guiding and evaluating.

The overall result showed that teachers' competency in extra-curricular management was relatively high ($m$=3.82, sd=0.42). Results also showed that there was a significant difference in teachers' competency with regard to teaching options ($t$=2.72,$p$<0.05) and continuous professional development courses attended ($t$=10.86, $p$<0.05). The results of this study presented a picture of teachers' competency in managing extra-curricular activities in schools. The results of this study provide appropriate guidelines to policy makers and also policy executors in improving the competency of teachers to manage extra-curricular activities in schools.

**2.3 Effect of physical facilities on the implementation of the curriculum**

Wabwoba (2011) investigated the factors influencing implementation of non-formal education in non-formal primary schools in the informal settlements of Mukuru-KwaNjenga Nairobi, Kenya. The study found out that among the challenges faced included inadequate academic and professional qualifications of teachers, teachers' turn over, teachers' attitudes, physical facilities and teaching learning materials on implementation of NFE. The respondents were requested to suggest ways of solving the challenges facing the implementation of NFE curriculum. The data collected showed solutions such as government to employ and post more teachers to the sector. Motivation of teachers should

be through proper remuneration. The study recommended that the government should provide adequate facilities and finances for non-formal schools to build more classrooms and other social amenities like latrines and toilets to ease congestion in the existing facilities. The head-teachers and teachers should have open sessions with the parents to educate them on the importance of education and parental support to their children.

The Ministry of Education and the Teachers' Services Commission need to ensure that there is even distribution of teachers in all schools in the country. The government should revise remuneration package for teachers in NFSs. These incentives will attract and retain teachers to the various geographical regions as they are expected to teach in any part of the country. The study also recommended that there should be provision of books and other teaching and learning resources in NFSs. The researcher recommends that for the implementation of NFE to be effective, there should be workshops for teachers and headteachers to equip them with the relevant skills and knowledge to improve on teaching methods, guidance and counselling services in schools.

Eshiwani (1988) observed that lack of textbooks and teaching materials makes teaching difficult as students are unable to do their oral or written work during class lesson. According to the KIE survey of 1994, there was a general lack of adequate and appropriate facilities and resources for teaching and learning in the NFS's. Physical facilities were generally inadequate and inappropriate while learning materials were inadequate and of low quality.

Teaching and learning materials such as textbooks enhance curriculum implementation. Shortage or lack of textbooks hampers teaching and learning .A curriculum designer needs to provide the required support for their recommended programs to facilitate rapid implementation. The few centers that are established and supported by communities, donors and NGO's are in-adequate in meeting the demand and are not sustainable. In adequate facilities hamper implementation of NFE curriculum in NFS's (MOE, 2007).These resources include: classrooms, desks, science equipments, laboratories, textbooks. Lack of these facilities will definitely have negative impact on the academic achievements of the students and also effect implementation of the curriculum.

According to Farrant (1997), school facility factors such as building age and condition, quality of maintenance, temperature, lighting, noise, color, and air quality can affect student health, safety, and sense of self and psychological state. Research has also shown that the quality of facilities influences citizen perceptions of schools and can serve as a point of community pride and increased support for public education. Unfortunately, most of the NFS's and centers are located in high poverty areas such as urban slums or marginal/hardship areas. They are financially unable to construct learning facilities.

### 2.4 Effect of resources on the implementation of curriculum

Beacco (2010) notes that community Members as curriculum resources .The success in the implementation of the curriculum requires resources. However, most often teachers complain that resources are very scarce. There are no books, materials nor facilities available. These are usual complaints of teachers. The community members and materials in the existing local community can very well substitute for what are needed to implement the curriculum. Respected community members may be included in school boards as in some schools.

Bandele and Faremi (2012) investigated the challenges facing the implementation of Technical College Curriculum in South West, Nigeria. The authors concluded that lack of in-service training and poor condition of service of Teachers and Instructors, outdated equipment, unstable government policy; lack of standard workshop for practical work and lack of related modern instructional materials affected curriculum implementation. The study also revealed that there was no significant difference between the view of the Instructors and Teachers on the challenges facing the implementation of the curriculum. In conclusion many factors are responsible for poor implementation of Technical College Curriculum as identified in the study. It was recommended among others that the government should provide the necessary and required human and nonhuman resources needed in Technical Colleges.

## 2.5 Effect of community participation on the implementation of curriculum

Slide Share (2013) notes that the learner is placed at the center of curriculum implementation. The learners are the very reason a curriculum is developed. They are the ones who are directly influenced by it. Learners in all levels make or unmake the curriculum by their active and direct involvement. How each individual learner contributes to the realization of a planned curriculum would depend on the interactions and internalization of the different learning experiences provided. After all, in curriculum implementation, the concluding question will always be: has the learner learned?

Jusuf (2005) noted that Parents are supporters to the curriculum. This simply means that the parents are the best supporters of the school, especially because they are the ones paying for the child's education. Parent's voices are very loud and clear. The power of parent's to influence curricula to include instructional materials and school activities is great, such that success of curricula would somehow depend on their support. Effective parental involvement in school affairs may be linked to parent educational programs which is central to high quality educational experiences of the children. The parent's involvement extends from the confine of the school to the homes. In most schools the Parents Association is organized, so they may play an important role in curricula development.

Oloruntegbe (2011) notes that there are other important stakeholders in curriculum implementation. Professional organizations have shown great influence in school curriculum. They are being asked by curriculum specialists to contribute in curriculum review because they have a voice in licensure examinations, curriculum enhancement and many more. Often, professional organizations are those of each profession, like teachers' organization, lawyers' organizations, medical doctors' association, engineers' organizations and many others.

Flint off (2008) conducted a study on targeting participating on gender equity, and school sport partnership. In his study he explores the ways in which gender equity issues have been explicitly addressed within the 'official texts' of the SSPP; how these have shifted over time and how teachers are responding to and making sense of these in their daily practice. Using participation observation, interview and questionnaire data, the paper explores how the coordinators are addressing the challenge of increasing the participation of girls and young women.

NFE curriculum has not been fully implemented due to a negative attitude towards NFE by many communities. The NFE are associated with failure's who could not make it in the formal education systems. This negative impression has made out of school children to miss the second chance for those who missed out formal education who are the target group of NFE curriculum (MOE, 2007).

People are always worried about changes and they feel they have little control or influence overtime. People prefer making changes in small and gradual steps (Johnson, 1986).

### 2.6 Summary of literature review

This chapter reviewed the literature related to the key study variables as depicted in the conceptual framework. The chapter also looked into the linkages in addition to establishing the existing relationships amongst these variables. Empirical studies related to the study variables were reviewed in the chapter in order to lay down ground for research. The chapter also attempted to justify the study in addition to reinforcing and underpinning the conceptual framework.

Although a basic curriculum for Non Formal Schools (NFS) was developed in year 2006 and launched in march 2007,a problem has been noted as far as implementation of the curriculum is concerned.. Statistics indicate that only a handful of NFS's and centers are using the NFE curriculum. The problem of poor implementation of curriculum for non-formal schools may have negative consequences since it may affect the Government especially as far as the achievement of Millennium Development Goals (MDGs) and Vision 2030 for education are concerned. The problem may affect the pupils in a number of ways with the most significant effect relating to the fact that pupils may not get quality education.

However, even with the widespread recognition of the importance of implementation of curriculum in Non-formal school there is however paucity of study on the determinant of curriculum implementation in Non- formal schools for developing countries especially for Kenya.

### 2.7 Theoretical framework

The Resource Base theory argues that firms possess resources a subset of which enable firms to achieve competitive advantage and a subset of those that lead to superior long term performance. Valuable and rare resources can lead to the creation of competitive advantage. That advantage can be sustained over longer time periods to the extent that the firm is able to protect against resource limitation, transfer or substitution (Barney and Penrose, 2005). Information system resources may take on many of the attributes of dynamic capabilities and may be useful to firms operating in rapidly changing environment. Information resources may not directly lead the firm to a position of superior sustained competitive advantage but they may be critical to the firm's long term competitiveness in unstable environments if they help it develop, add, integrate and release other key resources over time (Wade and Hulland, 2004)

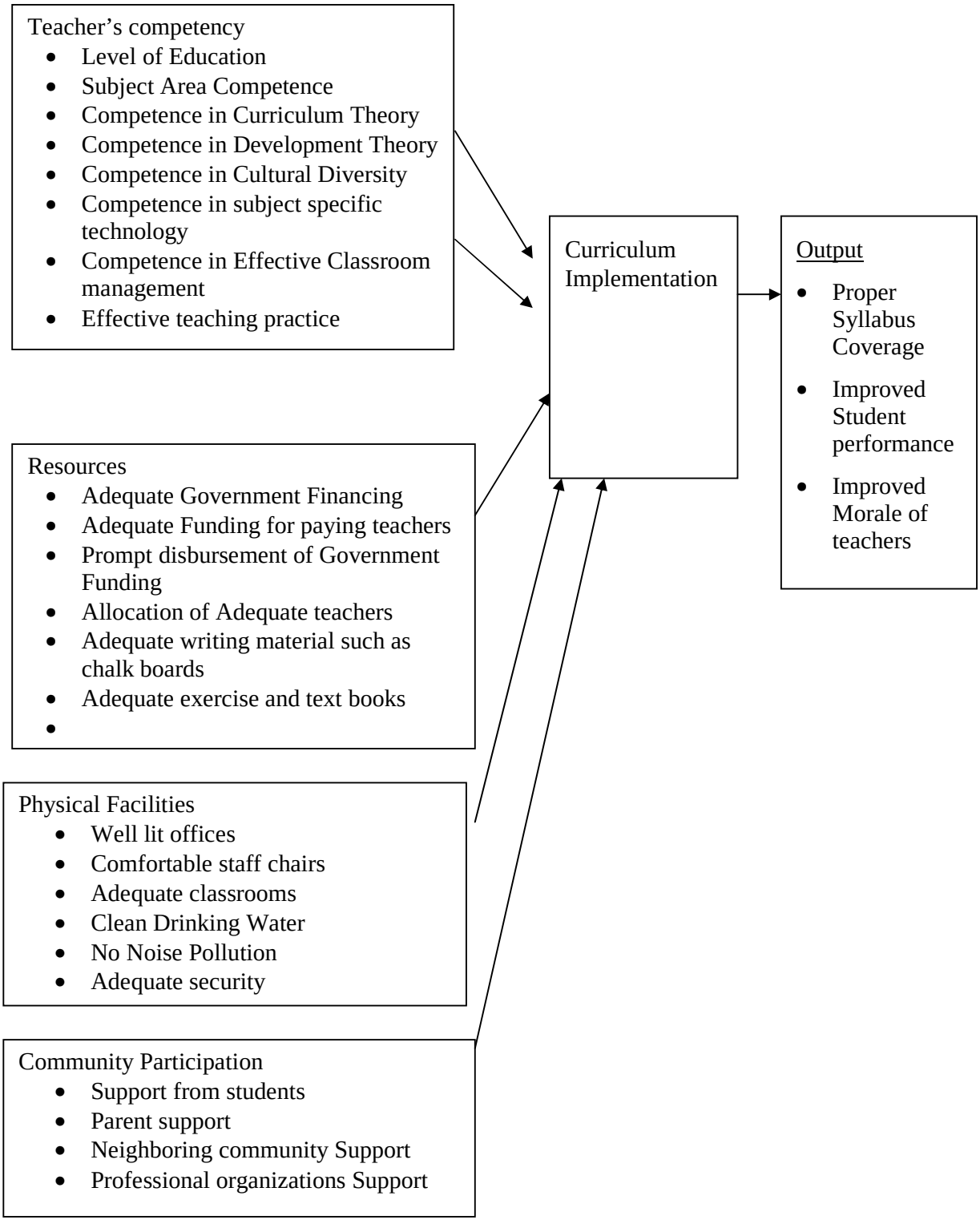
Resources such as adequate finance and competent human resource are crucial for the effectiveness of credit risk management practices in a rapidly changing environment. The dynamic capabilities which consist of the activities and mechanisms of managing resources in the creation of value may have an

influence on the effectiveness and success of mass marketing strategies. It is expected that an organization that has adequate financial resources would have more effective/successful mass marketing strategies.

### 2.7 Conceptual framework

Smith (2004) defines a conceptual framework as a framework that is structured from a set of broad ideas and theories that help a researcher to properly identify the problem they are looking at frame their questions and find suitable literature. This section defines the various types of variables which include dependent variable and independent variables. In this study, the independent variables were teachers' competency, financial resources, physical facilities and community participation. The dependent variable is curriculum implementation.

**Figure 2.1: Determinants of Curriculum Implementation**



Teachers competency is an independet variable. The expectations of the study are such that the higher the teachers competency, the more succesful the curriculum implementation. Resources is an independent variable. The more adequate the financial and human resources, the more succesful curriculum implementaion is.

Physcical facilties such as classrooms, desks, computers, blackboards, text books, excerice books, playgrounds, electricity, water and sewerage among others can infleuence whether the curriculum is implemented succesfully or not. Community participation affects curriculum implementation. Teachers, students, parents, local community based orgnaizations, churches, proffessional organizations, government departments and local businesses all have a role to play in curriuclum implemenation. The higher the support from community groups, the better the state of curriculum implemenetation.

# CHAPTER THREE

# RESEARCH METHODOLOGY

## 3.1 Introduction

This chapter described the specific strategies or procedures used in data collection and analysis. The chapter focused on research design, study variables, study location, target population, sampling technique, sample size and its determination, instrument development, pre-testing of the instrument, data collection techniques, data presentation.

## 3.2 Research design

The study adopted a descriptive survey research which involved selecting a sample from the population and on that basis inferences are made about the population from which it is drawn. It was a more appropriate method to use as extensive data can be derived from a large sample of respondents within a short period of time. This type of research is commonly used to study and describe social conditions, possible behavior, attitude, values and characteristics (Saunders, *et al,* 2003).

## 3.3 Target population

Chandran (2004) describes a population as the set of sampling units or cases that the researcher is interested in while Cooper and Schindler (2004) describe population as all the elements that meet the criteria for inclusion in a study. The study was conducted in Mbooni West District, Makueni County. Mbooni

District was chosen since the area had a poor curriculum implementation rate. In this study, the units of analysis were the teachers and administrators, teachers and students of the 20 Non Formal Schools in Mbooni West District. The population of this study was therefore approximately 800 respondents who constitute the teachers, administrators and students of the 20 Non formal Schools.

### 3.4 Sample size and sampling Pprocedure

A sample is a proportion of the population. Mugenda and Mugenda (2003) suggest that 10% or more of the population is ideal for a survey study. The study therefore relied on the wisdom of Mugenda and Mugenda (2003) and chooses 10% of 800 and got a sample size of 80 participants. A census of head teachers was used while upper and lower class teachers were sampled randomly. The students were chosen using purposive sampling. Specifically, a student representative (headboy or headgirl) were used purposely because they are expected to be more informed than other students. A student from each school was included in the sample, hence 20 students. The responses were selected using purposive sampling as follows;

**Table 3.1: Sampling size**

| Category | Population | Sample | Ratio |
|---|---|---|---|
| Head Teachers | 20 | 20 | 100% |
| Upper Class teachers/level 3 | 60 | 20 | 33.3% |
| Lower Class teachers/level 2 | 40 | 20 | 50% |
| Upper Class Students/level 3 | 680 | 20 | 2.9% |
| Total | 800 | 80 | 10% |

### 3.5 Data collection instruments

This study used a questionnaire for data collection. A questionnaire is simply a tool for collecting and recording information about a particular issue of interest. It is mainly made up of a list of questions, but should also include clear instructions and space for answers or administrative details (Mugenda and Mugenda, 2003).

A questionnaire was preferred because large amounts of information can be collected from a large number of people in a short period of time and in a relatively cost effective way. The results of the questionnaires can usually be quickly and easily quantified by either a researcher or through the use of a software package (Chandran, 2004; Cooper and Schindler, 2004). The questionnaire contained closed ended questions only.

### 3.6 Data collection procedure

The researcher intended to obtain a permit from the MOE to conduct research. Before the commencement of the study the researcher notified the District Education officer and the Head teachers of the 20 NFE centers to be used during the study.

The questionare for the head teacher, teachers and learners were delivered to the schools in time during working hours and respondents given time to answer the questions.

### 3.7 Data analysis techniques

After data has been collected through questionnaires, it was prepared in readiness for analysis by editing, handling blank responses, coding, categorizing and keying into Statistical Package for Social Sciences (SPSS) computer software for analysis. SPSS was used to produce frequencies, descriptive and inferential statistics which was used to derived conclusions and generalizations regarding the population.

The specific descriptive statistics to be used included mean scores and percentages frequencies. Inferential statistics involved correlation analysis. The significance of the correlation between independent variables and dependent variables was ascertained using a p value of 0.05 as the level of significance.

### 3.8 Reliability of the instruments

The reliability of the questionnaire was determined through a pilot study. The aim of pretesting was to remove and amend vague questions, use respondent comments to improve the questionnaire, remove deficiencies and analyze a few questionnaires to see if the methods of analysis were appropriate. Four (4) respondents (an administrator, upper class teacher, lower class teacher and an upper class student) were engaged in the pilot study. A cronbach alpha of more than 0.7 implied that the questionnaire was reliable. The reliability statistics were conducted in SPSS.

The formula used by SPSS to arrive at the cronbach coefficients was;

Alpha = [n/(n - 1)] x [(Vart - ∑Vari)/Vart]

Where;

Alpha= estimated reliability of the full-length test

n = number of items

$Var_t$= variance of the whole test (standard deviation squared)

$\Sigma Var_i$ = sum the variance for all n items

### 3.9 Validity of the instruments

This is the extent to which an instrument measures what if purports to measure. The validity of what is contained in the questionnaire was assessed. Validity was achieved by subjecting the questionnaire to experts. In particular, the supervisor and researchers in education checked whether the constructs were properly measured.

# CHAPTER FOUR

# DATA ANALYSIS, INTERPRETATION AND DISCUSSION

## 4.1 Introduction

The chapter presents the empirical findings and results of the application of the variables using techniques mentioned in chapter three. The response rate for the respondents in the head teachers category was about seventy five percent. The response rate for the respondents in the upper class category about ninety five percent. The response rate for the respondents in the lower class category about eighty percent. The response rate for the respondents in the students' category was about 90 percent.

**Table 4. 1: Response rate**

| | Successful | | Unsuccessful | | Total Targeted |
|---|---|---|---|---|---|
| head teacher | 15 | 75% | 5 | 25% | 20 |
| Upper class teacher | 19 | 95% | 1 | 5% | 20 |
| Lower class teacher | 16 | 80% | 4 | 20% | 20 |
| Student | 18 | 90% | 2 | 10% | 20 |
| Total | 68 | 85% | 12 | 15% | 80 |

### 4.2 Demographic characteristics for respondents

#### 4.2.1 Gender of respondents

The study sought to establish the gender of the respondents. The findings are presented in table 4.2 below.

**Table 4. 2: Gender of Respondents**

| Category | Frequency | Percentage |
|---|---|---|
| female | 32 | 47% |
| male | 36 | 53% |
| Total | 68 | 100% |

As illustrated in table 4.1, the findings revealed that majority of the respondents are male while the rest were female. This also implies that the gender distribution complies with the constitutional mandate of a third. The findings agree with those in Ellis, Cutura, Dione, Gillson, Manuel & Thongori (2007), which noted that in spite of women being major actors in Kenya's economy, and notably in agriculture and the informal business sector, men dominate in the formal sector citing the ratio of men to women in formal sector as 74%:26%.

#### 4.2.2 Age of the Respondent

The study sought to establish the age of the respondents. The findings are presented in table 4.3 below.

**Table 4. 3: Age of the respondent**

| Category | Frequency | Percentage |
|---|---|---|
| 21-30 years | 19 | 28% |
| 31-50 years | 38 | 56% |
| Over 50 years | 11 | 16% |
| Total | 68 | 100% |

As illustrated in table 4.3, the findings revealed that majority the respondents are 31-50years, followed by those who were 21-30 years while least frequent respondents were over 50 years. The study implies that majority of the respondent were middle aged and probably at the peak of their career.

### 4.2.3 Length of years worked

The study sought to establish the length of years worked for the respondents. . The findings are presented in Table 4.4 below.

**Table 4. 4: Cross tabulation of category of respondents and length of years worked**

| | category | less than 1 year | 1-2years | 3-5 years | 6-7years | more than 7 yrs | Not Applicable | Total |
|---|---|---|---|---|---|---|---|---|
| head teacher | Count | 0 | 1 | 3 | 0 | 11 | 0 | 15 |
| | % within Category | .0% | 6.7% | 20.0% | .0% | 73.3% | .0% | 100.0% |
| Upper class teacher | Count | 3 | 1 | 7 | 4 | 4 | 0 | 19 |
| | % within Category | 15.8% | 5.3% | 36.8% | 21.1% | 21.1% | .0% | 100.0% |
| Lower class teacher | Count | 1 | 4 | 3 | 5 | 3 | 0 | 16 |
| | % within Category | 6.3% | 25.0% | 18.8% | 31.3% | 18.8% | .0% | 100.0% |
| Student | Count | 0 | 0 | 0 | 0 | 0 | 18 | 18 |
| | % within Category | .0% | .0% | .0% | .0% | .0% | 100.0% | 100.0% |
| Total | Count | 4 | 6 | 13 | 9 | 18 | 18 | 68 |
| | % within Category | 5.9% | 8.8% | 19.1% | 13.2% | 26.5% | 26.5% | 100.0% |

Table 4.4 reveals that a majority of the respondents in the head teacher category had worked for more than 7 years. For the upper class teacher category, about thirty six percent had worked for their organizations for a period of 3 to 5 years. For the respondents in the lower class teacher category, about twenty five percent had worked for 1-2 years. Results revealed that none of the students respondents to this question.

### 4.3 Descriptive results of the main variables

#### 4.3.1 Curriculum implementation

This section sought to establish the views of the respondent regarding curriculum implementation. On the statement that awareness workshops were offered to teachers of various grade levels to familiarize them with the content and format of the new curriculum the 15 head teachers mean score 2.4, the 19 Upper class teachers mean score was 1, Lower class teachers mean score was 1, and student mean score was 1.33. In a scale of 1 to 3, where 1 was disagree, 2, moderately agree and 3 strongly agree, head teachers seem to have moderately agreed with the statement, upper class teachers, lower class teachers and students seemed to have disagreed. The overall mean score for all the 68 respondents was 1.4 implying that all respondents generally disagreed with the statement. This further implies that curriculum implementation had not been effective.

On the statement that upon completion of the implementation workshops, the principal and teachers reviewed the content and format of the new document the head teachers mean score was 2.33, Upper class teachers mean score was 1 , Lower class teachers means score was score was 1.31, and student mean score was 1.33 . In a scale of 1 to 3, where 1 was disagree, 2 , moderately agree and 3 strongly agree, head teachers seem to have moderately agreed with the statement, upper class teachers, lower class teachers and students seemed to disagreed.

The overall mean score was 1.46 implying that all respondents generally disagreed with the statement. This further implies that curriculum implementation had not been effective.

On the statement that the principals and teachers had the opportunity to investigate textbooks, software, online resources, and other instructional materials that may be needed to effectively implement the new curriculum. Head teachers means core was 2.6, Upper class teachers mean score was scored 1, Lower class teachers scored 1.69, and student scored 1.22. In a scale of 1 to 3, where 1 was disagree, 2 , moderately agree and 3 strongly agree, head teachers seem to have moderately agreed with the statement, upper class teachers, lower class teachers and students seemed to disagreed. The overall mean score was 1 implying that all respondents generally disagreed with the statement. This further implies that curriculum implementation had not been effective.

On the statement that the teams meet regularly to discuss students, the unit, and their work together as a team, Head teachers scored 2, Upper class teachers scored 1, Lower class teachers scored 1.19, and student scored 1.33. In a scale of 1 to 3, where 1 was disagree, 2 , moderately agree and 3 strongly agree, head teachers seem to have moderately agreed with the statement, upper class teachers, lower class teachers and students seemed to disagreed.

The overall means score was 1.35 implying that all respondents generally disagreed with the statement. This further implies that curriculum implementation had not been effective.

On the statement that the teachers are satisfied with the curriculum contents. Head teachers scored 1.67, Upper class teachers scored 1.58, Lower class teachers scored 1.56, and student scored 1.44 . In a scale of 1 to 3, where 1 was disagree, 2, moderately agree and 3 strongly agree. The Head teacher, upper class teachers, lower class teachers and students disagree with the statement. The overall means score was 0.88 implying that all respondents generally disagreed with the statement. This further implies that curriculum implementation had not been effective.

On the statement that the school administration is satisfied with the curriculum contents, Head teachers scored 1.4, Upper class teachers scored 1.58, Lower class teachers scored 1.56, and student scored 1.06. In a scale of 1 to 3, where 1 was disagree, 2, moderately agree and 3 strongly agree. The Head teacher, upper class teachers, lower class teachers and students disagree with the statement. The overall means score was 1.44 implying that all respondents generally disagreed with the statement. This further implies that curriculum implementation had not been effective.

On the statement that the parents are satisfied with the curriculum contents Head teachers scored 1.93, Upper class teachers scored 1.63, Lower class teachers scored 1.5, and student scored 1.94. In a scale of 1 to 3, where 1 was disagree, 2, moderately agree and 3 strongly agree. The Head teacher, upper class teachers, lower class teachers and students disagree with the statement.

The overall means score was 1.75 implying that all respondents generally disagreed with the statement. This further implies that curriculum implementation had not been effective.

**Table 4. 5: Effective curriculum implementation**

| | | N | Mean | Std. Deviation |
|---|---|---|---|---|
| Awareness Workshops were offered to teachers of various grade levels to familiarize them with the content and format of the new curriculum. | head teacher | 15 | 2.4 | 0.737 |
| | Upper class teacher | 19 | 1 | 0 |
| | Lower class teacher | 16 | 1 | 0 |
| | Student | 18 | 1.33 | 0.767 |
| | Total | 68 | 1.4 | 0.756 |
| Upon completion of the implementation workshops, the principal and teachers reviewed the content and format of the new document | head teacher | 15 | 2.33 | 0.816 |
| | Upper class teacher | 19 | 1 | 0 |
| | Lower class teacher | 16 | 1.31 | 0.479 |
| | Student | 18 | 1.33 | 0.767 |
| | Total | 68 | 1.46 | 0.762 |
| The principals and teachers had the opportunity to investigate textbooks, software, online resources, and other instructional materials that may be needed to effectively implement the new curriculum. | head teacher | 15 | 2.6 | 0.828 |
| | Upper class teacher | 19 | 1 | 0 |
| | Lower class teacher | 16 | 1.69 | 0.704 |
| | Student | 18 | 1.22 | 0.647 |
| | Total | 68 | 1.57 | 0.852 |
| The teams meet regularly to discuss students, the unit, and their work together as a team | head teacher | 15 | 2 | 0.655 |
| | Upper class teacher | 19 | 1 | 0 |
| | Lower class teacher | 16 | 1.19 | 0.403 |
| | Student | 18 | 1.33 | 0.767 |
| | Total | 68 | 1.35 | 0.641 |
| The teachers are satisfied with the curriculum contents | head teacher | 15 | 1.67 | 0.976 |
| | Upper class teacher | 19 | 1.58 | 0.902 |
| | Lower class teacher | 16 | 1.56 | 0.892 |
| | Student | 18 | 1.44 | 0.856 |
| | Total | 68 | 1.56 | 0.887 |
| The students are satisfied with the curriculum contents | head teacher | 15 | 1.47 | 0.743 |
| | Upper class teacher | 19 | 1.11 | 0.459 |
| | Lower class teacher | 16 | 1.31 | 0.602 |
| | Student | 18 | 1.72 | 0.895 |
| | Total | 68 | 1.4 | 0.715 |
| The school administration is satisfied with the curriculum contents | head teacher | 15 | 1.4 | 0.828 |
| | Upper class teacher | 19 | 1.74 | 0.991 |
| | Lower class teacher | 16 | 1.56 | 0.814 |
| | Student | 18 | 1.06 | 0.236 |
| | Total | 68 | 1.44 | 0.799 |
| The parents is satisfied with the curriculum contents | head teacher | 15 | 1.93 | 1.033 |
| | Upper class teacher | 19 | 1.63 | 0.895 |
| | Lower class teacher | 16 | 1.5 | 0.894 |
| | Student | 18 | 1.94 | 0.998 |
| | Total | 68 | 1.75 | 0.952 |

### 4.3.2 Effects of teachers competency on curriculum implementation

This section sought to establish the views of the respondent regarding effects of teacher's competency on curriculum implementation. On the statement that the teachers in Non formal Schools are highly educated, head teachers scored 2.47, Upper class teachers scored 1.05, Lower class teachers scored 1, and student scored 1.33. In a scale of 1 to 3, where 1 was disagree, 2 , moderately agree and 3 strongly agree, head teachers seemed to moderately agree with the statement, lower class teachers, upper class teachers, and students seemed to disagree. The overall mean score was 1.74 implying that all respondents generally disagreed with the statement. This further implies that curriculum implementation had not been effective.

On the statement that teachers know the content appropriate to their teaching specialty and the relevant applications of this content (Subject Area Competence), head teachers scored 1.8, Upper class teachers scored 1, Lower class teachers scored 1.44, and student scored 1.22. In a scale of 1 to 3, where 1 was disagree, 2 , moderately agree and 3 strongly agree, head teachers, upper class teachers, and students seemed to disagree with the statement. The overall means core was 1.34 implying that all respondents generally disagreed with the statement. This further implies that curriculum implementation had not been effective.

On the statement that the teachers understand the ways in which their teaching area connects to the broad curriculum (Competence in Curriculum Theory), head teachers scored 2.07, Upper class teachers scored 1.21, Lower class teachers scored 2.38, and student scored 1.11. In a scale of 1 to 3, where 1 was disagree, 2 , moderately agree and 3 strongly agree, head teachers and lower class teachers seem to have moderately agreed with the statement, upper class teachers, and students seemed to disagree. The overall mean score was 1.67 implying that all respondents generally disagreed with the statement. This further implies that curriculum implementation had not been effective.

On the statement that teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of the students they teach (Competence in Developmental Theory), head teachers scored 1.33, Upper class teachers scored 1, Lower class teachers scored 1, and student scored 1.22. In a scale of 1 to 3, where 1 was disagree, 2 , moderately agree and 3 strongly agree, head teachers, upper class teachers, lower class teachers and students seemed to disagree with the statement. The overall means core was 1.13 implying that all respondents generally disagreed with the statement. This further implies that curriculum implementation had not been effective.

On the statement that teachers recognize the impact of cultural, economic, political, and social environments upon their discipline (Competence in Diverse Cultural Environments head teachers scored 2.73, Upper class

teachers scored 1, Lower class teachers scored 1.06, and student scored 1.33. In a scale of 1 to 3, where 1 was disagree, 2 , moderately agree and 3 strongly agree, head teachers, seemed to moderately agree with the statement, upper class teachers, lower class teacher and students seemed to disagree with the statement. The overall means core was 1.49 implying that all respondents generally disagreed with the statement. This further implies that curriculum implementation had not been effective.

On the statement that teachers know the specific uses of technology in their discipline (Subject-Specific Technology), head teachers scored 1.75, Upper class teachers scored 1.74, Lower class teachers scored 1.75, and student scored 1.72. In a scale of 1 to 3, where 1 was disagree, 2 , moderately agree and 3 strongly agree, head teachers, upper class teachers, lower class teachers and students seemed to disagree with the statement. The overall means core was 1.74 implying that all respondents generally disagreed with the statement. This further implies that curriculum implementation had not been effective.

On the statement that practice effective classroom management by exercising leadership or by taking personal responsibility for the progress of all students. head teachers scored 1.6, Upper class teachers scored 1.53, Lower class teachers scored 1.81, and student scored 1.67. In a scale of 1 to 3, where 1 was disagree, 2 , moderately agree and 3 strongly agree, head teachers, upper class teachers, lower class teachers and students seemed to disagree with the statement.

The overall means core was 1.65 implying that all respondents generally disagreed with the statement. This further implies that curriculum implementation had not been effective.

On the statement that teachers use a variety of methods to teach students, including cooperative learning techniques, to promote content knowledge, critical thinking, and problem-solving skills (effective teaching practices), head teachers scored 1.47, Upper class teachers scored 1.21, Lower class teachers scored 1.63 and student scored 1.72. In a scale of 1 to 3, where 1 was disagree, 2 , moderately agree and 3 strongly agree, head teachers, upper class teachers, lower class teachers and students seemed to disagree with the statement. The overall means core was 1.65 implying that all respondents generally disagreed with the statement. This further implies that curriculum implementation had not been effective.

On the statement that teachers use a variety of methods to assess what students have learned (Effective Assessment), head teachers scored 1.6, Upper class teachers scored 1.63, Lower class teachers scored 1.94, and student scored 1.33. In a scale of 1 to 3, where 1 was disagree, 2 , moderately agree and 3 strongly agree, head teachers, upper class teachers, lower class teachers and students seemed to disagree with the statement. The overall means core was 1.62 implying that all respondents generally disagreed with the statement. This further implies that curriculum implementation had not been effective.

On the statement that teachers plan instruction that is appropriate for a diverse student population, including students with special needs, head teachers scored 1, Upper class teachers scored 1.37, Lower class teachers scored 1.94, and student scored 1. In a scale of 1 to 3, where 1 was disagree, 2 , moderately agree and 3 strongly agree, head teachers, upper class teachers, lower class teachers and students seemed to disagree with the statement. The overall means core was 1.32 implying that all respondents generally disagreed with the statement. This further implies that curriculum implementation had not been effective.

**Table 4.6: Effects of teachers competency and effective curriculum implementation**

| | | N | Mean | Std. Deviation |
|---|---|---|---|---|
| The teachers in Non formal Schools are highly educated | head teacher | 15 | 2.47 | 0.915 |
| | Upper class teacher | 19 | 1.05 | 0.229 |
| | Lower class teacher | 16 | 2.31 | 0.602 |
| | Student | 18 | 1.33 | 0.767 |
| | Total | 68 | 1.74 | 0.891 |
| Teachers know the content appropriate to their teaching specialty and the relevant applications of this content (Subject Area Competence) | head teacher | 15 | 1.8 | 1.014 |
| | Upper class teacher | 19 | 1 | 0 |
| | Lower class teacher | 16 | 1.44 | 0.512 |
| | Student | 18 | 1.22 | 0.647 |
| | Total | 68 | 1.34 | 0.683 |
| Teachers understand the ways in which their teaching area connects to the broad curriculum (Competence in Curriculum Theory) | head teacher | 15 | 2.07 | 1.033 |
| | Upper class teacher | 19 | 1.21 | 0.419 |
| | Lower class teacher | 16 | 2.38 | 0.806 |
| | Student | 18 | 1.11 | 0.471 |
| | Total | 68 | 1.65 | 0.877 |
| Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of the students they teach ( Competence in Developmental Theory) | head teacher | 15 | 1.33 | 0.488 |
| | Upper class teacher | 19 | 1 | 0 |
| | Lower class teacher | 16 | 1 | 0 |
| | Student | 18 | 1.22 | 0.647 |
| | Total | 68 | 1.13 | 0.42 |
| Teachers recognize the impact of cultural, economic, political, and social environments upon their discipline( Competence in Diverse Cultural Environments) | head teacher | 15 | 2.73 | 0.458 |
| | Upper class teacher | 19 | 1 | 0 |
| | Lower class teacher | 16 | 1.06 | 0.25 |
| | Student | 18 | 1.33 | 0.767 |
| | Total | 68 | 1.49 | 0.819 |

| | | N | Mean | Std. Deviation |
|---|---|---|---|---|
| Teachers know the specific uses of technology in their discipline (Subject-Specific Technology). | head teacher | 15 | 1.73 | 0.884 |
| | Upper class teacher | 19 | 1.74 | 0.933 |
| | Lower class teacher | 16 | 1.75 | 1 |
| | Student | 18 | 1.72 | 0.895 |
| | Total | 68 | 1.74 | 0.908 |
| Teachers practice effective classroom management by Exercising leadership or by taking personal responsibility for the progress of all students. | head teacher | 15 | 1.6 | 0.91 |
| | Upper class teacher | 19 | 1.53 | 0.841 |
| | Lower class teacher | 16 | 1.81 | 0.981 |
| | Student | 18 | 1.67 | 0.97 |
| | Total | 68 | 1.65 | 0.91 |
| Teachers use a variety of methods to teach students, including cooperative learning techniques, to promote content knowledge, critical thinking, and problem-solving skills(effective teaching practices) | head teacher | 15 | 1.47 | 0.743 |
| | Upper class teacher | 19 | 1.21 | 0.419 |
| | Lower class teacher | 16 | 1.63 | 0.885 |
| | Student | 18 | 1.72 | 0.958 |
| | Total | 68 | 1.5 | 0.782 |
| Teachers use a variety of methods to assess what students have learned (Effective Assessment) | head teacher | 15 | 1.6 | 0.91 |
| | Upper class teacher | 19 | 1.63 | 0.955 |
| | Lower class teacher | 16 | 1.94 | 0.929 |
| | Student | 18 | 1.33 | 0.767 |
| | Total | 68 | 1.62 | 0.898 |
| Teachers plan instruction that is appropriate for a diverse student population, including students with special needs. | head teacher | 15 | 1 | 0 |
| | Upper class teacher | 19 | 1.37 | 0.597 |
| | Lower class teacher | 16 | 1.94 | 0.929 |
| | Student | 18 | 1 | 0 |
| | Total | 68 | 1.32 | 0.657 |

### 4.3.3 Effect of physical facilities on curriculum implementation

This section sought to establish the views of the respondent regarding effects of physical facilities on curriculum implementation. On the statement that the schools has well lit offices, head teachers scored 2.47 , Upper class teachers scored 1, Lower class teachers scored 1.69, and student scored 1.11. In a scale of 1 to 3, where 1 was disagree, 2 , moderately agree and 3 strongly agree, head teachers seems to moderately agree with the statement while lower class teachers, upper class teachers, and students seemed to disagree. The overall mean score was 1.51 implying that all respondents generally disagreed with the statement. This further implies that curriculum implementation had not been effective.

On the statement that the school has comfortable chairs, head teachers scored 2.53, Upper class teachers scored 1, Lower class teachers scored 1, and student scored 1.33. In a scale of 1 to 3, where 1 was disagree, 2, moderately agree and 3 strongly agree, head teachers lower class teachers, upper class teachers, and students seemed to disagree with the statement. The overall means score was 1.43 implying that all respondents generally disagreed with the statement. This further implies that curriculum implementation had not been effective.

On the statement that the school has adequate class rooms head teachers scored 2.8, Upper class teachers scored 1, Lower class teachers scored 1, and student scored 1.33. In a scale of 1 to 3, where 1 was disagree, 2 , moderately agree and 3 strongly agree, head teachers and lower class teachers seem to have

moderately agreed with the statement, upper class teachers, and students seemed to disagree. The overall mean score was 1.49 implying that all respondents generally disagreed with the statement. This further implies that curriculum implementation had not been effective.

On the statement that the school has adequate clean drinking water, head teachers scored 1, Upper class teachers scored 1.4), Lower class teachers scored 2, and student scored 1.33 . In a scale of 1 to 3, where 1 was disagree, 2 , moderately agree and 3 strongly agree. The lower class teachers seem to have moderately agreed with the statement. Head teacher, upper class teachers, and students seemed to disagree. The overall mean score was 1.46 implying that all respondents generally disagreed with the statement. This further implies that curriculum implementation had not been effective.

On the statement that the school is located in an area with no noise pollution, head teachers scored 2.33, Upper class teachers scored 1.74, Lower class teachers scored 1.13, and student scored 1.06. In a scale of 1 to 3, where 1 was disagree, 2 , moderately agree and 3 strongly agree, head teachers seem to have moderately agreed with the statement, upper class teachers, lower class teacher and students seemed to disagree. The overall mean score was 1.54 implying that all respondents generally disagreed with the statement. This further implies that curriculum implementation had not been effective.

On the statement that the school is located in an area with adequate security, head teachers scored 1.8, Upper class teachers scored 1, Lower class teachers scored 1, and student scored 1.72. In a scale of 1 to 3, where 1 was disagree, 2, moderately agree and 3 strongly agree, head teachers lower class teachers, upper class teachers, and students disagreed with the statement. The overall mean score was 1.37 implying that all respondents generally disagreed with the statement. This further implies that curriculum implementation had not been effective.

**Table 4.7: Effects of physical facilities on curriculum implementation**

| | | N | Mean | Std. Deviation |
|---|---|---|---|---|
| The school has well lit offices | head teacher | 15 | 2.47 | 0.915 |
| | Upper class teacher | 19 | 1 | 0 |
| | Lower class teacher | 16 | 1.69 | 0.946 |
| | Student | 18 | 1.11 | 0.471 |
| | Total | 68 | 1.51 | 0.872 |
| The school has comfortable staff chairs | head teacher | 15 | 2.53 | 0.516 |
| | Upper class teacher | 19 | 1 | 0 |
| | Lower class teacher | 16 | 1 | 0 |
| | Student | 18 | 1.33 | 0.767 |
| | Total | 68 | 1.43 | 0.759 |
| The school has adequate class rooms | head teacher | 15 | 2.8 | 0.561 |
| | Upper class teacher | 19 | 1 | 0 |
| | Lower class teacher | 16 | 1 | 0 |
| | Student | 18 | 1.33 | 0.767 |
| | Total | 68 | 1.49 | 0.855 |
| The school has adequate clean drinking water | head teacher | 15 | 1 | 0 |
| | Upper class teacher | 19 | 1.47 | 0.841 |
| | Lower class teacher | 16 | 2 | 1.033 |
| | Student | 18 | 1.33 | 0.485 |
| | Total | 68 | 1.46 | 0.781 |
| The school is located in an area with no noise pollution | head teacher | 15 | 2.33 | 0.976 |
| | Upper class teacher | 19 | 1.74 | 0.872 |
| | Lower class teacher | 16 | 1.13 | 0.5 |
| | Student | 18 | 1.06 | 0.236 |
| | Total | 68 | 1.54 | 0.854 |
| The school is located in an area with adequate security | head teacher | 15 | 1.8 | 1.014 |
| | Upper class teacher | 19 | 1 | 0 |
| | Lower class teacher | 16 | 1 | 0 |
| | Student | 18 | 1.72 | 0.895 |
| | Total | 68 | 1.37 | 0.751 |

### 4.3.4 Effect of Resources on curriculum implementation

This section sought to establish the views of the respondent regarding effects of resources on curriculum implementation. On the statement that the school receive adequate financing from the Government, Head teachers scored 1.8 , Upper class teachers scored 1, Lower class teachers scored 1, and student scored 1.11. In a scale of 1 to 3, where 1 was disagree, 2 , moderately agree and 3 strongly agree, head teachers, lower class teachers, upper class teachers, and students disagree with the statement. The overall mean score was 1.21 implying that all respondents generally disagreed with the statement. This further implies that curriculum implementation had not been effective.

On the statement that the school receives adequate funding for paying teachers, head teachers scored 2.07, Upper class teachers scored 1, Lower class teachers scored 1.06, and student scored 1.22. In a scale of 1 to 3, where 1 was disagree, 2 , moderately agree and 3 strongly agree, head teachers seem to have moderately agreed with the statement, upper class teachers, lower class teachers and students seemed to disagree. The overall mean score was 1.31 implying that all respondents generally disagreed with the statement. This further implies that curriculum implementation had not been effective.

On the statement that the school receive government fund in good time head teachers scored 1.4, Upper class teachers scored 1.32, Lower class teachers scored 1.69, and student scored 1.33. In a scale of 1 to 3, where 1 was disagree, 2 , moderately agree and 3 strongly agree, head teachers, upper class

teachers, lower class teachers and students disagreed with the statement. The overall mean score was 1.43 implying that all respondents generally disagreed with the statement. This further implies that curriculum implementation had not been effective.

On the statement that the school has been allocated adequate teachers, head teachers scored 1.6, Upper class teachers scored 1, Lower class teachers scored 1.25, and student scored 1.33. In a scale of 1 to 3, where 1 was disagree, 2 , moderately agree and 3 strongly agree, , head teachers, upper class teachers, lower class teachers and students disagreed with the statement. The overall mean score was 1.28 implying that all respondents generally disagreed with the statement. This further implies that curriculum implementation had not been effective.

On the statement that the school has adequate writing materials such as chalk and blackboards, head teachers scored 1.13, Upper class teachers scored 1.63, Lower class teachers scored 1.25, and student scored 1.17. In a scale of 1 to 3, where 1 was disagree, 2 , moderately agree and 3 strongly agree, head teachers, upper class teachers, lower class teachers and students disagreed with the statement.. The overall mean score was 1.31 implying that all respondents generally disagreed with the statement. This further implies that curriculum implementation had not been effective.

On the statement that the school has adequate exercise and books, head teachers scored 1.27, Upper class teachers scored 1.37, Lower class teachers scored 1.38, and student scored 1. In a scale of 1 to 3, where 1 was disagree, 2, moderately agree and 3 strongly agree, head teachers, upper class teachers, lower class teachers and students disagreed with the statement.. The overall mean score was 1.25 implying that all respondents generally disagreed with the statement. This further implies that curriculum implementation had not been effective.

**Table 4.8: Effects of resources on curriculum implementation**

| | | N | Mean | Std. Deviation |
|---|---|---|---|---|
| The school receive adequate financing from the Government | head teacher | 15 | 1.8 | 1.014 |
| | Upper class teacher | 19 | 1 | 0 |
| | Lower class teacher | 16 | 1 | 0 |
| | Student | 18 | 1.11 | 0.471 |
| | Total | 68 | 1.21 | 0.612 |
| The school receive adequate funding for paying teachers | head teacher | 15 | 2.07 | 1.033 |
| | Upper class teacher | 19 | 1 | 0 |
| | Lower class teacher | 16 | 1.06 | 0.25 |
| | Student | 18 | 1.22 | 0.647 |
| | Total | 68 | 1.31 | 0.718 |
| The school receive government fund in good time | head teacher | 15 | 1.4 | 0.828 |
| | Upper class teacher | 19 | 1.32 | 0.478 |
| | Lower class teacher | 16 | 1.69 | 0.793 |
| | Student | 18 | 1.33 | 0.767 |
| | Total | 68 | 1.43 | 0.719 |
| The school has been allocated adequate teachers | head teacher | 15 | 1.6 | 0.737 |
| | Upper class teacher | 19 | 1 | 0 |
| | Lower class teacher | 16 | 1.25 | 0.447 |
| | Student | 18 | 1.33 | 0.767 |
| | Total | 68 | 1.28 | 0.595 |
| The school has adequate writing materials such as chalk and blackboards | head teacher | 15 | 1.13 | 0.352 |
| | Upper class teacher | 19 | 1.63 | 0.955 |
| | Lower class teacher | 16 | 1.25 | 0.577 |
| | Student | 18 | 1.17 | 0.514 |
| | Total | 68 | 1.31 | 0.675 |
| The school has adequate exercise and books | head teacher | 15 | 1.27 | 0.704 |
| | Upper class teacher | 19 | 1.37 | 0.597 |
| | Lower class teacher | 16 | 1.38 | 0.5 |
| | Student | 18 | 1 | 0 |
| | Total | 68 | 1.25 | 0.529 |

### 4.3.5 Effects of community participation on curriculum implementation

This section sought to establish the views of the respondent regarding effects of community participation on curriculum implementation. On the statement that the students of the schools are keen and enthusiastic on learning the content of the curriculum Head teachers scored 1.73, Upper class teachers scored 1, Lower class teachers scored 1, and student scored 1.67. In a scale of 1 to 3, where 1 was disagree, 2 , moderately agree and 3 strongly agree, head teachers, upper class teachers, lower class teachers and students disagreed with the statement The overall mean score was 1.34 implying that all respondents generally disagreed with the statement. This further implies that curriculum implementation had not been effective.

On the statement that the that their parents school are keen on supporting the curriculum implementation by paying fees in time, head teachers scored 2.07, Upper class teachers scored 1, Lower class teachers scored 1.19, and student scored 1.22 . In a scale of 1 to 3, where 1 was disagree, 2 , moderately agree and 3 strongly agree, head teachers seem to moderately agree with the statement while , upper class teachers, lower class teachers and students disagreed with the statement. The overall mean score was 1.34 implying that all respondents generally disagreed with the statement. This further implies that curriculum implementation had not been effective.

On the statement that the neighboring community supports the school by shunning unethical practice near schools such as operating bars, head teachers scored 2.27, Upper class teachers scored 1, Lower class teachers scored 1, and student scored 1.11 . In a scale of 1 to 3, where 1 was disagree, 2 , moderately agree and 3 strongly agree, head teachers seem to have moderately agreed with the statement, upper class teachers, lower class teachers and students seemed to disagree. The overall mean score was 1.31 implying that all respondents generally disagreed with the statement. This further implies that curriculum implementation had not been effective.

On the statement that the professional organization in the community are keen on supporting the school curriculum by making suggestion on the improvement of the curriculum, head teachers scored 1.16, Upper class teachers scored 1.73, Lower class teachers scored 1.19, and student scored 1.11. In a scale of 1 to 3, where 1 was disagree, 2 , moderately agree and 3 strongly agree, , head teachers, upper class teachers, lower class teachers and students disagreed with the statement. The overall mean score was 1.28 implying that all respondents generally disagreed with the statement. This further implies that curriculum implementation had not been effective.

On the statement that the professional organizations in the community are keen on supporting the school curriculum by offering attachments to students head teachers scored 1, Upper class teachers scored 1.26, Lower class teachers scored 1.5, and student scored 1.33 . In a scale of 1 to 3, where 1 was

disagree, 2 , moderately agree and 3 strongly agree, head teachers, upper class teachers, lower class teachers and students disagreed with the statement. The overall mean score was 1.28 implying that all respondents generally disagreed with the statement. This further implies that curriculum implementation had not been effective

**Table 4.9: Effects on community participation on curriculum implementation**

| | | N | Mean | Standard Deviation |
|---|---|---|---|---|
| The students of the school are keen and enthusiastic on learning the content of the curriculum | head teacher | 15 | 1.73 | 0.884 |
| | Upper class teacher | 19 | 1 | 0 |
| | Lower class teacher | 16 | 1 | 0 |
| | Student | 18 | 1.67 | 2.376 |
| | Total | 68 | 1.34 | 1.311 |
| The parents school are keen on supporting the curriculum implementation by paying fees in time | head teacher | 15 | 2.07 | 0.961 |
| | Upper class teacher | 19 | 1 | 0 |
| | Lower class teacher | 16 | 1.19 | 0.403 |
| | Student | 18 | 1.22 | 0.647 |
| | Total | 68 | 1.34 | 0.704 |
| The neighboring community supports the school by shunning unethical practice near schools such as operating bars | head teacher | 15 | 2.27 | 0.799 |
| | Upper class teacher | 19 | 1 | 0 |
| | Lower class teacher | 16 | 1 | 0 |
| | Student | 18 | 1.11 | 0.471 |
| | Total | 68 | 1.31 | 0.675 |
| The professional organization in the community are keen on supporting the school curriculum by making suggestion on the improvement of the curriculum | head teacher | 15 | 1.73 | 0.961 |
| | Upper class teacher | 19 | 1.16 | 0.375 |
| | Lower class teacher | 16 | 1.19 | 0.403 |
| | Student | 18 | 1.11 | 0.471 |
| | Total | 68 | 1.28 | 0.619 |
| The professional organizations in the community are keen on supporting the school curriculum by offering attachments to students | head teacher | 15 | 1 | 0 |
| | Upper class teacher | 19 | 1.26 | 0.653 |
| | Lower class teacher | 16 | 1.5 | 0.516 |
| | Student | 18 | 1.33 | 0.767 |
| | Total | 68 | 1.28 | 0.595 |

### 4.4 Inferential Statistics on dependent and independent variables

#### 4.4.1 Correlation analysis

Table 4.10 displays the results of correlation test analysis between the dependent variable (Curriculum implementation) and independent variables and also correlation among the independent variables themselves.

**Table 4. 10: Correlation analysis**

| | | Teachers competence | Curriculum implementation | Physical facilities | Resource | Community participation |
|---|---|---|---|---|---|---|
| Teachers competence | Pearson Correlation | 1 | | | | |
| | Sig. (2-tailed) | 0.00 | | | | |
| Curriculum implementation | Pearson Correlation | .372** | 1 | | | |
| | Sig. (2-tailed) | 0.002 | 0.00 | | | |
| Physical facilities | Pearson Correlation | .563** | .772** | 1 | | |
| | Sig. (2-tailed) | 0.00 | 0.00 | 0.00 | | |
| Resources | Pearson Correlation | .501** | .760** | .621** | 1 | |
| | Sig. (2-tailed) | 0.00 | 0.00 | 0.00 | 0.00 | |
| Community participation | Pearson Correlation | .468** | .697** | .716** | .708** | 1 |
| | Sig. (2-tailed) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

Results on Table 4.10 shows that curriculum implementation was positively correlated with all the independent variables. Teachers competence has a positive and significant correlation with curriculum implementation (r= 0.372). This implies that those who rated teachers competence highly also rated curriculum implementation highly.

Adequacy of physical facilities has a positive and significant correlation with curriculum implementation (r= 0.772). This implies that those who rated physical facilities highly also rated curriculum implementation highly.

Adequacy of resources has a positive and significant correlation with curriculum implementation (r= 0.760). This implies that those who rated resources highly also rated curriculum implementation highly.

Adequacy of community participation has a positive and significant correlation with curriculum implementation (r= 0.697). This implies that those who rated adequacy of community resources highly also rated curriculum implementation highly.

This reveals that any positive change in teacher's competency, physical facilities, resources and community participation will result to effective curriculum implementation.

# CHAPTER FIVE

# SUMMARY, CONCLUSION AND RECOMMENDATIONS

## 5.1 Introduction

This chapter finalizes the study by proving the summary of key findings, conclusions and recommendations. The summary, conclusions and recommendations are aligned to the specific objectives of the study.

## 5.2 Summary of key findings

One of the key findings was that poor curriculum implementation in Mbooni district. This was demonstrated by the extent of disagreement with the statements in the questionnaire in support of curriculum guided by study objectives.

The first objective was to establish the extent to which adequacy of teacher's competency affect the implementation of curriculum for non-formal schools. Descriptive results revealed that teacher's competency was low in on-formal schools in Mbooni District. This was demonstrated by the mean score of responses. Correlation results indicated that teacher's competency was a key determinant of curriculum implementation. The correlation between teacher's competency and curriculum implementation was found to be positive.

The second objective was to determine the effect of physical facilities on the implementation of the curriculum in Non-formal schools. Findings reveal that a majority disagreed with the statement that their school has adequate rooms in school, the school has adequate clean drinking water, adequate seats, the school has adequate writing materials, the school has adequate reading materials. Results indicate that poor physical facilities lead to low curriculum implementation. This was demonstrated by the positive and significant correlation between physical facilities and curriculum implementation. Hence, poor teaching facilities lead to low curriculum implementation and adequate teaching facilities leads to high curriculum implementation.

The third objective sought to identify the effects of resources on the implementation on the curriculum in Non-formal schools. Findings reveal that a majority disagreed with the statement that the school receive adequate financing from the Government. Results indicate that lack of resources especially from the government leads to slow curriculum implementation. Findings show that correlation between resources and curriculum is positive significant. The findings imply that resources have significant effect on curriculum implementation. Hence, lack of resources leads to low curriculum implementation.

The last objective was to determine the extent to which community participation affects the implementation of curriculum in Non-formal schools. Findings reveal that a majority disagreed with the statements in regards to

community support of curriculum implementation. Results indicate that lack of community support leads to low curriculum implementation. The correlation between public participation and curriculum implementation is positive.

### 5.3 Conclusions

Teachers competency on various aspects was found be inadequate. Teacher's competency is a key driver to curriculum implementation. This kind of finding is a familiar as it has been supported by other scholars and hence highlighting the intensity of teachers competence in driving curriculum implementation in non-formal schools.

Physical facilities were found to be inadequate. Physical facility was found to significantly influence curriculum implementation. Hence poor or inadequate physical facilities lead to low curriculum implementation.

Resources were found to be inadequate. Resources were found to be one of the basic factors that affect curriculum implementation in non-formal schools. Lack of resources has a negative impact on curriculum implementation.

It was concluded that community participation in curriculum implementation was inadequate. Community Participation was found to affect curriculum implementation in non-formal schools. Lack of community support negatively influence curriculum implementation.

### 5.4 Recommendations of the study

The study recommends that;

Teachers competency need to be enhanced. Education is the key to success and success only comes when one is educated with a person who has knowledge and is also highly qualified. The Government should intervene in the process of recruiting teachers and should ensure that qualified teachers are allocated in the Non formal sectors so as to ensure competency which births to curriculum implementation.

Resources and funding to Nonformal Schools need to be enhanced. Education financing needs to be given priority as the access to better school facilities may improve the working and learning environment for both teachers and students. Government and nongovernmental institutions need to develop better financing to improve non- formal school facilities as doing so would increase curriculum implementation.

Physical Facilities need to be enhanced. Inadequate physical facilities are a hindrance to curriculum implementation in non-formal school. The calls for policy intervention from the government departments concerned with education and vision 2030. Extensive need for new renovated of schools facilities such as, offices, classrooms should be effectively addressed so as to enhance curriculum implementation and birth of an educated society.

The community is called to support curriculum implementation because they have an impact in this area. The more the support from parents, profession organization, the better the implementation

### 5.5 Suggested areas for further research

The study recommends that future areas of study should concentrate on a larger sample. A sample of 68 may have been small though representative. Given funding and time, further studies should concentrate on a bigger sample. Future studies should focus on factors affecting curriculum implementation in relation to teachers' motivation for both public and private formal schools

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## APPENDICES

### Appendix I: Letter of introduction

University of Nairobi

Department of Education

Administration and Planning

P.O. Box 92, Kikuyu, Nairobi

To the Headteacher,

……..Primary School,

P.O. Box Kikima.

Dear Sir/Madam

**RE: REQUEST FOR RESEARCH DATA**

I am a Master of Education student (M.Ed) at the University of Nairobi carrying out a research in Determinants of Curriculum Implementation in Non-Formal Schools in Mbooni District, Makueni County, Kenya.

The purpose of this letter is to kindly request you to assist me by filling in the attached questionnaire as correctly and honesty as possible. I assure you that your identity and answers will be treated with utmost confidentiality and the information given shall strictly be used only for the purpose of this research.

Thank you for your co-operation in this important exercise.

Yours faithfully,

Charles Mwania

**Appendix II: Questionnaire on basic information**

This questionnaire is intended to collect information from headteachers, teachers and pupils regarding determinants to implementation of curriculum in non- formal schools in Mbooni west district. You are kindly requested to fill the questionnaire. Your response will be used for the purpose of this study only. To ensure complete confidentiality please do not write your name or that of your centre. Please tick where necessary or give brief answers.

**SECTION 1: BASIC INFORMATION (Please tick where Appropriate)**

**School_____**

**Tick the one that's describes your position**

- **Headteacher/Administrator_____**
- **Upper primary teachers_____**
- **Lower primary teachers_____**
- **Pupils_____**

1) Name (Optional)…….

2) Gender

   Male [ ] Female [ ]

3) Age

   21 – 30 31 – 50 Over 50

4) How many years have you been in this school?

   Less than 1 Year [ ] 1 -2 Years [ ]

   3 to 5 years [ ] 6 to 7 years [ ]

   More than 7 years [ ]

**Appendix III: Questionnaire on effective curriculum implementation**

The following statements attempt to establish the rating of curriculum Implementation. Please indicate by a tick your opinion on each statement

| No | Statement | Disagree | Moderately Agree | Strongly agree |
|---|---|---|---|---|
| | | 1 | 2 | 3 |
| 1 | Awareness Workshops were offered to teachers of various grade levels to familiarize them with the content and format of the new curriculum. | | | |
| 2 | Upon completion of the implementation workshops, the principal and teachers reviewed the content and format of the new document. | | | |
| 3 | The principals and teachers had the opportunity to investigate textbooks, software, online resources, and other instructional materials that may be needed to effectively implement the new curriculum. | | | |

| | | | | |
|---|---|---|---|---|
| 4 | The teams meet regularly to discuss students, the unit, and their work together as a team | | | |
| 5 | The teachers are satisfied with the curriculum contents | | | |
| 6 | The students are satisfied with the curriculum contents | | | |
| 7 | The school administration is satisfied with the curriculum contents | | | |
| 8 | The parents is satisfied with the curriculum contents | | | |

## Appendix IV: Questionnaire on teachers' competence

The following statements attempt to establish the rating of teacher competence. Please indicate by a tick your opinion on each statement

| No | Statement | Disagree | Moderately Agree | Strongly agree |
|---|---|---|---|---|
| | | 1 | 2 | 3 |
| 1 | The teachers in Non formal Schools are highly educated | | | |
| 2 | Teachers know the content appropriate to their teaching specialty and the relevant applications of this content (Subject Area Competence) | | | |
| 3 | Teachers understand the ways in which their teaching area connects to the broad curriculum (Competence in Curriculum Theory) | | | |
| 4 | Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of the students they teach ( Competence in Developmental Theory) | | | |
| 5 | Teachers recognize the impact of cultural, economic, political, and social | | | |

| | | | | |
|---|---|---|---|---|
| | environments upon their discipline( Competence in Diverse Cultural Environments) | | | |
| 6 | Teachers know the specific uses of technology in their discipline (Subject-Specific Technology). | | | |
| 7 | Teachers practice effective classroom management by Exercising leadership or by taking personal responsibility for the progress of all students. | | | |
| 8 | Teachers use a variety of methods to teach students, including cooperative learning techniques, to promote content knowledge, critical thinking, and problem-solving skills(effective teaching practices) | | | |
| 9 | Teachers use a variety of methods to assess what students have learned (Effective Assessment) | | | |
| 10 | Teachers plan instruction that is appropriate for a diverse student population, including students with special needs. | | | |

## Appendix V: Questionnaire on physical facilities

The following statements attempt to establish the rating of physical facilities.

Please indicate by a tick your opinion on each statement

| No | Statement | Disagree | Moderately Agree | Strongly agree |
|---|---|---|---|---|
| | | 1 | 2 | 3 |
| 1 | The school has well lit offices | | | |
| 2 | The school has comfortable staff chairs | | | |
| 3 | The school has adequate class rooms | | | |
| 4 | The school has adequate clean drinking water | | | |
| 5 | The school is located in an area with no noise pollution | | | |
| 6 | The school is located in an area with adequate security | | | |

## Appendix VI: Questionnaire on resources

The following statements attempt to establish the rating of resources. Please indicate by a tick your opinion on each statement

| No | Statement | Disagree | Moderately Agree | Strongly agree |
|---|---|---|---|---|
| | | 1 | 2 | 3 |
| 1 | The school receive adequate financing from the Government | | | |
| 2 | The school receive adequate funding for paying teachers | | | |
| 3 | The school receive government fund in good time | | | |
| 4 | The school has been allocated adequate teachers | | | |
| 5 | The school has adequate writing materials such as chalk and blackboards | | | |
| 6 | The school has adequate exercise and books | | | |

## Appendix VII: Questionnaire on community participation

The following statements attempt to establish the rating of community participation. Please indicate by a tick your opinion on each statement

| No | Statement | Disagree | Moderately Agree | Strongly agree |
|---|---|---|---|---|
| | | 1 | 2 | 3 |
| 1 | The students of the school are keen and enthusiastic on learning the content of the curriculum | | | |
| 2 | The parents school are keen on supporting the curriculum implementation by paying fees in time | | | |
| 3 | The neighboring community supports the school by shunning unethical practice near schools such as operating bars | | | |
| 4 | The professional organization in the community are keen on supporting the school curriculum by making suggestion on the improvement of the curriculum | | | |
| 5 | The professional organizations in the community are keen on supporting the school curriculum by offering attachments to students | | | |

## Appendix III: Research authorization letter

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/14/013/1068**

Date: **17th June, 2013**

Charles Ndunda Mwania
University of Nairobi
P.O.Box 92-0902
Kikuyu.

**RE: RESEARCH AUTHORIZATION**

Following your application dated ***11th June, 2013*** for authority to carry out research on ***"Determinants of curriculum implementations in Non-Formal schools in Mbooni West District, Makueni County, Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Mbooni West District** for a period ending **31st December, *2013.***

You are advised to report to **the District Commissioner and the District Education Officer, Mbooni West 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
Mbooni West District.

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

## Appendix IV: Research permit

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THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Charles Ndunda Mwania
of (Address) University of Nairobi
P.O.Box 92-0902, Kikuyu.
has been permitted to conduct research in

| Location | District | Province |
|---|---|---|
| Mbooni West | | Eastern |

on the topic: Determinants of curriculum implementation in Non-Formal schools in Mbooni West District, Makueni County, Kenya.

for a period ending: 31st December, 2013.

Applicant's Signature

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Research Permit No. NCST/RCD/14/013/106
Date of issue 17th June, 2013
Fee received KSH. 1,000

for Secretary
National Council for Science &Technology

**CONDITIONS**

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed with-out prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

HARAMBEE

**REPUBLIC OF KENYA**

**RESEARCH CLEARANCE PERMIT**

GPK6055t3mt10/2011

(CONDITIONS—see back page)