SCHOOL FACTORS INFLUENCING CURRICULUM IMPLEMENTATION IN NON-FORMAL PRIMARY SCHOOLS IN WESTLANDS SUB-COUNTY, NAIROBI

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A Research Project Submitted in Partial Fulfillment of the Requirement for the Degree of Master of Education in Curriculum Studies

University of Nairobi

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DECLARATION

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

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

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DEDICATION

This work is dedicated to those who have been a pillar in my academic journey; my husband, W.N Iraki and our children Maina, Naserian and Lalin who have always been there when I needed them.
ACKNOWLEDGEMENTS

I am indebted to Mrs. Lucy Njagi and Prof. Winston Akala for their guidance, patience and dedication as my university supervisors. They have made my research and project writing easier through their advice and commitment. I highly appreciate the entire curriculum studies teaching team whose advice assisted me in selection of the research topic. I sincerely thank my nephew George Kinyua who edited and formatted my work. Special thanks also go to my entire family members who encouraged me to pursue my academic dream. And finally my thanks go to my professional colleagues who have assisted me in one way or another in order to complete this work. Thank you all.
ABSTRACT

The purpose of this study was to investigate school-based factors influencing curriculum implementation in non-formal primary schools in Westlands sub-county. Non-formal primary schools are institutions of learning that caters for out of school children of primary school age. The research objectives of the study were to: examine the extent to which human resource influence curriculum implementation; establish how instructional materials influence curriculum implementation; determine how pupil characteristics influence curriculum implementation; examine the extent to which teaching methods influence curriculum implementation; and to establish how physical facilities influence curriculum implementation. The study adopted a descriptive survey design and targeted six non-formal primary schools which were registered under the Ministry of Education. The population of the study was 306 people and a sample size was 42 participants. A census of administrators was used while random sampling was used to select teachers. The researcher used purposive sampling to pick 24 pupils: that is, only classes 7 and 8 pupils were selected as respondents. This is because they were assumed to be literate enough to understand and respond to the research instrument. A boy and a girl were selected from each class in every school for the purpose of gender balancing in the study. Data were collected by use of questionnaires and observation check list and analyzed using both quantitative and qualitative techniques. The findings revealed that human resource and instructional materials in NFPSs were inadequate. Pupil characteristics were not fully considered in NFPSs while teaching methods were not well varied. The findings also revealed that physical facilities were inadequate. As a result of the findings, it was concluded that the extent of adequacy of human resource was low and therefore affected curriculum implementation in NFPSs. It was also concluded that lack of adequate of instructional materials and physical facilities affected curriculum implementation in NFPSs. It was further concluded that failure to put pupil characteristics in to consideration affected curriculum implementation in NFPSs. It was also concluded failure to vary teaching methods properly affected curriculum implementation in NFPSs. It was also concluded that physical facilities were inadequate and this affected curriculum implementation in Westlands sub-county. Based on the findings, the study recommended that the MOE should provide opportunities for in-service training and institute policies to ensure all teachers participate in the training. The government should provide enough funds to procure adequate instructional materials in NFPSs. The study recommended that NGOs should cooperate with GOK in provision of human resource, instructional materials and physical facilities which are necessary for effective curriculum implementation in NFPSs. The study also recommended that the GOK should set aside land for public utility where sports fields which are accessible to pupils from NFPSs should be provided. The study recommended that the MOE should train and deploy more special education teachers to NFPSs.
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<tr>
<td>Bed</td>
<td>Bachelor of Education</td>
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<td>Ed</td>
<td>Edition</td>
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<td>COBET</td>
<td>Complementary Basic Education in Tanzania</td>
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<td>GOK</td>
<td>Government of Kenya</td>
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<tr>
<td>HIV and AIDS</td>
<td>Human Immunodeficiency Virus and Acquired Immune Deficiency Syndrome</td>
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<td>KCPE</td>
<td>Kenya Certificate of Primary Examination</td>
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<td>KIE</td>
<td>Kenya Institute of Education</td>
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<td>Med</td>
<td>Master of Education</td>
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<td>MOE</td>
<td>Ministry of Education</td>
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<td>MOE</td>
<td>Ministry of Education and Vocational Training</td>
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<td>National Council on Teacher Education</td>
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<td>NFE</td>
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<td>Non-Formal Primary Schools</td>
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<td>NFS</td>
<td>Non-Formal School</td>
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<td>NPE</td>
<td>National Policy on Education</td>
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<td>RBV</td>
<td>Resource Based View</td>
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<td>SADC</td>
<td>South African Development Committee</td>
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<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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<td>STD</td>
<td>Standard</td>
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<td>TPR</td>
<td>Teacher Pupil Ratio</td>
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<td>TSC</td>
<td>Teachers Service Commission</td>
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<td>UNESCO</td>
<td>United Nations Educational Scientific and Cultural Organization</td>
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<td>UNICEF</td>
<td>United Nations International Children’s Emergency Fund</td>
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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is a precondition for development of any kind, for reduction of unemployment and poverty and for the establishment of lasting peace (Matsuura, 2001). At individual level, education occupies a pivotal position in relation to other rights and in playing a “facilitative” role in the enjoyment of other human rights (Rutere, 2007). The Jomtien Conference (1990), the Dakar Conference (2000) and the Millennium Development Goals (2000) committed governments to honour the set out goals which include provision of education for all citizens. Specifically, the Dakar Framework of Action which was adopted at the Dakar Conference (2000) required that all member governments, international institutions and Non-Governmental Organizations (NGOs) commit the necessary resources and effort to achieve a comprehensive and inclusive system of quality Education For All (EFA) by 2015 (UNESCO, 2007).

Basic education is the first step in attempting to overcome the enormous disparities affecting many groups including the urban poor, marginalized ethnic minorities and children not attending school and working (Delores & Draeke, 1996). 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. The estimation further reported that the greatest absolute numbers of out of children were found in sub-Saharan Africa (45 million) and South Asia (42 million).
Among the millions of out of school children referred by the statistics were children with disabilities, refugees and displaced populations, ethnic and linguistic minorities, street children, homeless and working children affected by HIV and AIDS, children in remote and isolated communities and girls forced out of school to get married (UNICEF, 2005). The study pointed to the need by governments especially in Africa and Asia to provide alternative basic education approaches which would meet the needs of out of school children who had been ignored by the formal education (Kiura, 2008). Non-formal education (NFE) fits this role as it is “relevant to the needs of the learner, focus on clearly defined purposes and concerned is with out of school children and it is flexible in organization and methods” (Fordham, 1993:2). For Non-formal education to solve the problem of out of school children and to realize any tangible gains, school factors including human, material and physical facilities must be appropriately allocated and utilized. At the same time pupil characteristics must be put in perspective and appropriate teaching methods applied in order to meet the learning needs of pupils.

Non-formal education has been adopted in many countries as an alternative form of education to cater for children who are out of school due to various socio-economic and political challenges. In India, a significant proportion of her young population remained uneducated by the 1970s. To address this problem, the centrally sponsored Scheme of NFE was set up to educate school drop outs, working children and children from areas without schools (Lall, 2005). In Tanzania, NFE is implemented through Complimentary Basic Education in Tanzania (COBET), a community based
programme evolving from District Micro-planning of Primary Education (Bhalalusesa, 2003). Among the challenges facing implementation of the curriculum in non-formal primary schools in Tanzania is failure to provide capitation grants to COBET learners, inadequate supply of teaching and learning materials in classrooms, and overdependence on untrained and voluntary teachers (MOEVT, 2012).

In Kenya, various policy documents have been put in place to ensure all pupils have access to quality education. Of great importance to this study is the Report of the National Committee on Educational Objectives and Policies of 1978 which recognized the contribution that NFE makes to lifelong education, to an individual’s wellbeing as well as the relationship between the training functions of the formal education system and other forms of training (Kiura, 2008). Sessional Paper No.1 of 2005 focused on expanding access to education to recover the gains lost in the 1990s when many children dropped out of school due to Structural Adjustment Programs (SAPs). In response to the sessional paper, Kenya Education Sector Support Program (KESSP) was developed which included non-formal education as one of its investment programs.

NFPSs in Kenya use the national primary school curriculum with the distinctive feature of school flexible practices such as school timing or flexible organization (MOE, 2009). The curriculums leads to national examinations and involve bridging education, comprising compensatory or catch up classes to raise the learners’ proficiency and ease the transition of school age children
back to formal school. In the NFPSs, the national curriculum is adapted for children with special needs (MOE, 2009).

Non-formal primary schools will only justify their worth if they help the government realize the dream of achieving EFA goals which demand quality basic education for all by 2015. This will be possible if the curriculum in the NFPSs is fully and properly implemented. According to Chhem (2001) the ultimate goal is not to design the best and ideal curriculum, but to put it in to practice successfully. According to her, successful implementation of a curriculum involves thoughtful planning and quality hard work at all levels. This includes putting in place factors influencing curriculum implementation in schools including NFPSs. Among core factors involved in curriculum implementation in NFPSs, school factors like human resource, instructional materials, pupil characteristics, teaching methods and physical facilities are crucial. This is because they have direct contact with the pupil for whom the curriculum is being implemented. They also operate within NFPSs environment where curriculum implementation normally takes place (Odom & Barley, 2001).

The adequacy of human resource has a direct bearing on curriculum implementation in NFPSs. Trained and experienced human resource is more updated on curriculum matters, teaching styles and in handling pupil characteristics (Firestone & Corbett, 1988; Hanushek, 2003; Moseti, 2007).

Availability and quality of instructional materials like textbooks, stationeries and teaching aids determines the extent to which the curriculum will be implemented (Yara & Otieno, 2010). Pupils’ characteristics in terms of
age and special needs are some of the main determinants of curriculum implementation as pointed out by the University of Zimbabwe (1985). It is therefore crucial that pupils’ needs are considered by curriculum implementers. According Davidoff (1990), learners will respond positively when their preferred learning styles are used in curriculum implementation process. Availability and condition of physical facilities influence curriculum implementation. UNESCO (1990) identifies overcrowding in primary schools as a major cause of poor achievement.

Kenya has over 2000 non-formal schools (NFSs). Out of these schools, 335 NFSs were registered by the MOE by 2012 (MOE, 2012). The registration provided the schools with an opportunity to get capitation grants to procure instructional materials and basic physical facilities from the governments in an attempt to improve curriculum implementation. The government was also to provide trained teachers to the registered NFSs. Since majority of registered NFSs are found in Nairobi County (MOE 2012), this study was prompted by need to establish the role played by the school factors in influencing curriculum implementation in registered NFPSs in Westlands, one of the sub-counties of Nairobi County.

1.2 Statement of the problem

The Dakar Framework of Action (2000) acknowledged and advocated for use of 3rd channel approaches including non-formal education to ensure that by 2015 all children have access to complete, free and compulsory education of good quality (MOEST, 2005). In Kenya achieving EFA goals is hinged on the ability to universalize primary education for school age children as well as
augment alternative basic education provisions for the youth and older populations (MOE, 2009). Given that formal education delivery channels are unable to reach all school age children, educationists and policy makers have since the 1970s argued for alternative delivery channels to complement mainstream efforts (MOE, 2009).

National curriculum has to be fully and properly implemented in NFPSs if basic education is to be universalized in Kenya. This in turn demands that all underlying factors be put in place. Most of the studies done on NFE in Kenyan schools have focused on other studies rather than school factors influencing curriculum implementation in NFPSs. It is for this research gap that this study wished to investigate how school factors influence curriculum implementation in NFPSs in Kenya and specifically in Westlands sub-county.

1.3 Purpose of the study

The purpose of this study was to establish how school factors influence curriculum implementation in NFPSs in Westlands Sub-County, Nairobi County.

1.4 Research objectives

This study was expected to achieve the following objectives;

1. To examine the extent to which adequacy of human resource influence implementation of the curriculum in non-formal primary schools in Westlands.
2. To establish how instructional materials influence curriculum implementation in non-formal primary schools.
3. To determine how pupils’ characteristics influence implementation of curriculum in non-formal primary schools.
4. To examine how teaching methods influence implementation of curriculum in non-formal primary schools.

5. To establish how physical facilities influence curriculum implementation in non-formal primary schools.

1.5 Research questions

This study was expected to answer the following questions;

1. To what extent does adequacy of human resources influence in curriculum implementation in NFPSs?

2. How does adequacy of instructional materials influence curriculum implementation in NFPSs?

3. How do pupils’ characteristics influence the implementation of curriculum in NFPSs?

4. What teaching methods do teachers use while implementing the curriculum in NFPSs?

5. How do physical facilities influence implementation of curriculum in NFPSs?

1.6 Significance of the study

The study may help the Non-Governmental Organizations (NGO) and Faith Based Organizations (FBO) which are the main providers of NFE, to understand the school factors influencing curriculum implementation in NFPSs and may help in generalizing the results to other areas in the country. The insights may be crucial in guiding the stakeholders to improve the standards of NFPSs which are low according to the study. The study may provide a source of information for policy formulators and decision makers.
while re-evaluating or updating policy guidelines pertaining to provision of human, material and physical resources in public primary schools including NFPSs. The study may provide information that may assist the Quality Assurance and Standard Officers in their supervisory and advisory duties. The study may serve as foundation for further and deep investigation in the area of curriculum implementation in NFPSs.

1.7 Limitation of the study

According to Komb and Tromp (2006), limitations are challenges anticipated or faced the researcher. This study used descriptive survey design where information was self-reported and therefore, it was difficult for the researcher to control the attitudes of the respondents as they could have given socially biased answers on school factors influencing curriculum implementation in NFPSs. This limitation was mitigated through use of observation checklist which helped to verify some of the responses given by the respondents.

1.8 Delimitations of the study

Although NFPSs are found in many other districts in the county, this study limited itself to one district. Studying NFPSs in all the districts was not possible because of various logistical constraints like inaccessibility especially those that are deep in the slum areas. Despite the fact that non-formal education is available at other levels like secondary and adult sector, this study limited itself only to non-formal education in primary level of education. This is because each level has its specific curriculum that needs to be studied differently. Although there are many factors that influence curriculum implementation in the non-formal primary education, this study limited itself
to the school factors since they are the ones that have closest connection to the curriculum. Although the target population of the study was 306, this study limited itself to 14 percent of the population due to time and financial constraints.

1.9 Basic assumptions of the study

According to Simon (2011), basic assumptions in the study are things that are somewhat out of researcher’s control but if they disappear, the study would become irrelevant. The study worked on the following basic assumptions;

1.) The information obtained from the respondents was true to the best of their knowledge.

2.) The respondents were well informed of the school factors influencing curriculum implementation.

1.10 Definition of significant terms

This sub-section defines all the terms as they are used in the context of this study.

**Basic education** refers to type of education offered in NFPSs catering for pupils ranging between 6-14 years of age.

**Curriculum** refers to all the knowledge, skills and attitudes which are planned and implemented in non-formal primary schools.

**Human resource** refers to the administrators and teachers within the NFPSs who take part in the implementation of the curriculum.

**Implementation** refers to putting the Kenya primary education curriculum in operation in non-formal primary schools.
Non-formal education refers to the systematic and organized form of education but which follows unconventional approaches in curriculum implementation.

Non-formal primary schools refer to institutions of learning that caters for out of schoolchildren of primary school age in accordance with the Basic Education Act (2013). That is out of schoolchildren of between 6-14 years of age.

Out of school children refers to children who either have never been to a formal school or have dropped out due socio-economic and/or cultural reasons.

Physical facilities refer to tangible resources that influence curriculum implementation in NFPSs like classrooms, desks, sports fields.

Pupil characteristics refer to aspects of the learners that influence curriculum implementation in NFPSs like age and special needs.

School Factors refers to the aspects within the NFPSs environment that influence implementation of the curriculum such as human resource, instructional materials, pupil characteristics, instructional methods and physical facilities.

Teaching methods refers to the various styles of teaching used by the teachers in NFPSs.

1.11 Organization of the study

This study comprises of five chapters and it is organized as follows; Chapter one contains the introduction which contains the following sub-topics; background of the study, statement of the problem, purpose of the study,
research objectives, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions, definition of terms and organization of the study. Chapter two contains literature review which has the following sub-topics; introduction, concept of NFE, development of NFE; a global perspective, NFE in Kenya, human resource, instructional materials, pupil characteristics, physical facilities, summary, theoretical framework and conceptual framework. Chapter three contains the research methodology and includes the following sub-topics; introduction, research design, target population, sample size and sampling procedure, data collection instrument, piloting and data analysis. Chapter four contains data analysis, interpretation and discussion of the findings. Chapter five contains summary, conclusions and recommendations of the study.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
This chapter focuses on what other studies have unearthed about curriculum implementation in NFPSs and the influence of school based factors in the implementation process. It does so under a number of sub-topics including the concept of NFE and curriculum implementation in non-formal schools; an overview of selected countries. It also focuses on school factors including, human resource and its influence on curriculum implementation in NFPSs, instructional materials and their influence on curriculum implementation in NFPSs, pupil characteristics and how they influence on curriculum implementation in NFPSs, teaching methods and their influence on curriculum implementation in NFPSs, physical facilities and how they influence curriculum implementation in NFPSs. The final part of the chapter comprises of theoretical framework, conceptual framework and the summary.

2.2 The concept of non-formal education
According to Coombs, Prosser and Ahmed (1973), non-formal education is any organized educational activity outside the established formal system-whether operating separately or as an important feature of some broader activity-that is intended to serve identifiable learning clienteles and learning objectives. The Kenya Institute of Education (KIE) (now Kenya Institute of Curriculum Development), defines non-formal education as any organized, systematic and quality education and training programs outside the formal
school system that are consciously aimed at meeting specific learning needs of children, youth and adults (KIE, 2003).

The definitions brings out the concept of NFE as a form of education that is systematic and organized just like the formal education but whose emphasis is on non-conventional delivery or facilitation methods, approaches and techniques. These methods are more flexible and diverse, being adapted to the particular needs of its clients or learners and their unique circumstances (Sifuna, 1994).

2.3 Curriculum implementation in non-formal schools: an overview of selected countries

Implementation is carrying out of something or the practical application of methods, procedure or desired purpose (Fullan & Pomfret, 1977). Loucks and Lieberman (1983) define curriculum implementation as rolling out of a new practice to establish how it looks like when it is actually used in a school system. This study looks at curriculum implementation as the process by which knowledge, skills, attitudes and abilities are put in practice in NFPSs. According to Fullan and Pomfret (1977), effective implementation of curriculum requires time, personal interaction and contacts, in-service training and other forms of support. Indicators of curriculum implementation have been defined as measures that convey a general impression of the state or nature of the curriculum being implemented (Raizen and Jones, 1985). In NFPSs the measures that indicate the extent of curriculum implementation include among others performance in examinations, rate of transition to secondary level, syllabus coverage and school dropout rate.
Curriculum implementation in Non-formal education varies from one country to another depending on the curriculum in place. In India, NFE consists of an organized, systematic and planned educational activity, essentially characterized by inbuilt flexibility and carried on outside the framework of the formal system (National Council for Teacher Education, 1993). The scheme started on pilot basis in 1979 and expanded over the next few years to cover ten educationally backward states. In 1986, National Policy on Education (NPE) built upon this scheme and recognized that a large and systematic program of NFE was required to ensure access to elementally education. NPE also revised the system and offered training to local men and women to become instructors (Rahman, 2010).

According to the Council, the education provides learning experiences to children in the age group of 6-14 years who are not able to avail of the facilities of formal schooling. Children from the non-formal system are eligible to appear in the examination leading to certification to join the formal system. In some cases formal and non-formal education are similar as both are organized to promote and facilitate learning. However, they differ in their institutional management and the organization of the course content (NCTE, 1993).

According to National Policy on Education (NPE, 1986) the national government was to take effective steps to provide a framework for the curriculum on the lines of the national core curriculum, but based on the needs of the learners and related to the local environment. Learning materials of high quality would be developed and provided free of charge to all pupils. Non-
formal programs would provide participatory learning environment, and activities such as games, and sports, cultural programs, excursions, etc (Rahman, 2010).

In Tanzania, basic education for out of schoolchildren and youth is implemented through COBET which was initiated in 1999 by the Ministry of Education with the support of UNICEF (Bhalalusesa, 2003). COBET learners range between 8-18 years of age. The curriculum is flexible and relevant to educational needs and interests of out of school children, linking classroom and home functions and including economic and income generating activities (Mushi, 2002). Classes run for three and a half hours to allow learners to do their chores or income generating projects. While pedagogy is based on child-friendly principles, it follows the formal primary school curriculum (MOEVT, 2012).

In Kenya, NFE is a complimentary strategy to provide education and training to children and youth who may have dropped out of school or have never enrolled. It caters for children and youth of between 6-18 years. It is aimed at assisting Kenya in the attainment of education for all (MOE, 2004). Most non-formal primary schools are managed by Non-Governmental Organizations, local communities, faith based organizations and private individuals. Recently, the MOE has been engaging on registration drive of NFSs that are then provided with capitation grants for teaching and learning materials. They are also provided with trained teachers who are crucial in curriculum implementation MOE, 2009).
NFPSs follow the national primary education curriculum and enroll school age children (MOE, 2009). Among the principles guiding provision of NFE in NFPSs includes: flexible and responsive education provisions; provision of basic needs like food, clothing and shelter by the government and stakeholders; provision of safe, friendly and protective learning environment; and provision of relevant and quality education (MOE, 2009).

2.4 Human resource and its influence on curriculum implementation in NFPSs

According to SADC (2000), the quality and quantity of the human resource determines the quality of teaching and learning. The MOE therefore should ensure that there is some equity in the distribution of qualified personnel in all schools. This because the allocation of human resources to schools is as important as the allocation of financial resources (SADC, 2000). According to Firestone and Corbett (1988), the functions of the administrators in the school includes obtaining resources, shielding curriculum implementation from outside interferences and encouraging staff members. They also provide the necessary leadership in evaluating teaching personnel and school program. It is the responsibility of the school administrators to keep records of curriculum implementation and reporting outcomes (Aguilando, 2012).

The school administrators are the final decision makers on matters concerning curriculum implementation. They ensure that the school has in place resources, tools, and processes that guide and support instructional improvements that enable the school to implement the planned curriculum without unnecessary delays. They also implement the government policies appertaining to curriculum-based establishment, in servicing of teachers and
standard of physical facilities. Bearing this in mind, an administrator who is adequately trained, experienced, frequently in-serviced and motivated will contribute a lot in as far as curriculum implementation in NFPSs is concerned. Wambowa (2011) recommended that headteachers in NFSs should be provided with workshops which would equip them with relevant knowledge and skills.

Aguilando (2012) argues that the teacher is the developer and implementer of the curriculum. He or she writes curriculum daily through a lesson plan, lesson notes and schemes of work. He then addresses the goals, needs and interests of the pupils by creating experiences from where they can learn. In the process, the teacher designs, enriches and modifies the curriculum to suit the needs of the pupils (Aguilando, 2012). Teacher use their knowledge, experiences and competencies to interpret and execute the curriculum on day-to-day basis (Zeiger, 2014). According to her, the key to getting teachers committed to curriculum implementation is to enhance their knowledge in the program through training and workshops. The Kenya Vision 2030 commits the government to improve teacher to student ratio from 1:47 to 1:40 (GOK, 2007). Salamuddin, Harun & Abdullah (2011) noted that teachers being the main executors of the curriculum should possess sufficient knowledge and skills in order to ensure success of the education. Basic Education Act (2013), demands that the government should provide human resource, including adequate teaching staff according to the prescribed staffing norms.

In their research work, Penuel, Fishman, Yamaguchi & Gallagher (2007) found out that educational attainment of teachers affect their class
performance. They argue that for the teacher to be qualified enough to be involved in the implementation process, he/she must be equipped with the right knowledge, skills and attitudes. As such, the focus on learning achievement implies increasing teacher capacity and performance through pre-service and in-service training and improved school and classroom management (UNESCO, 1990). Moseti (2007) argues that the effectiveness on any curriculum depends on the quality of teachers that are there to translate the syllabus into practical instructional materials in class. In addition, Orstein and Hunkins (1988) assert that effective implementation of any curriculum can only happen if the teachers’ pre-service and in-service training are adequate and regular.

Wambowa (2011) investigated the factors influencing implementation of non formal education in NFPSs in Mukuru-Kwa Njenga, Nairobi, Kenya. The study found out that among the challenges faced in the schools include inadequate academic and professional qualifications of teachers. The same study recommended that, for implementation of NFE to be successful, there should be workshops for teachers to equip them with the relevant knowledge to improve on teaching methods, guidance and counseling in schools.

According to Hanushek (2003), investigations of teacher experience have been conducted in a wide range of developed and developing countries. In his own research of the same, Hanushek found out that experience effects are concentrated in the first few years of teaching. Hussein (1978) argues that when all factors are held constant, it is generally agreed that a teacher gains skills through experience and that the more the experience a teacher has the
more successful he will be in his work. According to Mutoro (2001), a teachers’ experience determines competence and efficiency.

### 2.5 Instructional materials and their influence on curriculum implementation in NFPSs

Eshiwani (1988) observed that lack of textbooks and teaching materials makes teaching difficult as pupils are unable to do their oral or written work during class lessons. The availability of quality resource material has a great influence on curriculum implementation (University of Zimbabwe, 1995). Students’ achievement at any point is a cumulative function of inputs such as laboratories, textbooks, school buildings and libraries among others (Dahir and Faize, 2011). Provision of stationeries and teaching aids is also critical to curriculum implementation. According Yara and Otieno (2010), the more the provision of stationeries and teaching aids the better the academic performance of students. The findings of Yadar (2001) and the Report by UNESCO (2008) have shown that classrooms, teaching aids and stationeries affect the academic performance of learners. Further, they argue that learning is strengthened when there are enough reference materials such as textbooks, and classrooms. 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 NFSs. The survey revealed that learning materials were inadequate and of low quality. Shortage or lack of learning and teaching hampers curriculum implementation in NFSs (MOE, 2007).

While formulating the Kenya Vision 2030 (2007) the government acknowledged the need to raise the quality of education in order to improve
productivity and competitiveness of Kenya’s human resource pool. The second education goal for 2012 for the vision is raising the quality of education in which the government pledges that, all students will be provided with more textbooks this will provide learners with opportunities to exploit their potentials to the fullest. The target under this goal will be to reduce the textbook to the pupil ratio from 1:3 to 1:1 (GOK, 2007). This goes a long way to improve curriculum implementation in non-formal primary schools since it makes it possible for the learners to think for themselves, ask questions in class and to complete assignments (Udo, 1989).

2.6 Pupil characteristics and their influence on curriculum implementation in NFPSs

Learners hold the key to what is actually transmitted and adopted from official curriculum. Since learner factors influence teachers in their selection of learning experiences, there is need to consider their diverse characteristics in curriculum implementation (University of Zimbabwe, 1995). According to Biesta (2009), there is an emerging trend in the curriculum implementation, which is placing the learner at the heart of education; a trend he refers to as ‘learnification’ of education. This idea concurs with the position of Ross (2000) and Schiro (2008) who argue that the purpose of education is to train students’ skills and procedures they will need in the workplace.

Findings of a study done by Sharp, George, Sargent, O’Donnell & Heron (2009) revealed that pupils who are younger in the year group do less well in attainment tests. The findings also indicated that children who are younger in year group are more frequently retained, that is, they have to repeat a year of
schooling. The finding further revealed that relatively younger children are more frequently identified as having special needs. According to this study, though there is a smaller relative age difference among older primary children the difference remains educationally significant in primary school (P:1)

The vision of the National Special Needs Education Framework (2009) is to have a society in which all persons regardless of their disabilities and special needs achieve education to realize full potential (MOE, 2009). It also advocates an inclusive education where pupils with special needs are integrated in normal education system. As a result of the government commitment towards Universal Primary Education, the demand for services for children with special needs has increased (UNESCO, 2005). According to MOE (2005), the government trains primary school teachers in special education in order to improve the necessary national capacity to handle special needs education. Government’s efforts help to improve curriculum implementation in primary schools including NFPSs.

2.7 Teaching methods and their influence on curriculum implementation in NFPSs

In order for the teacher to effectively implement the planned curriculum, he/she must use diverse styles to teach the pupils and not just the subject (Chittom, 2012). According to her, this is because different pupils require different styles of teaching in order to grasp curriculum content that will in turn lead to effective curriculum implementation. According to Felder and Silverman (1988), when mismatches exist between learning styles and the teaching style of the teacher, the student may get bored and inattentive in
class, do poorly in class and get discouraged about the subject. They argue that teachers should strive for a balance of instructional methods. Davidoff (1990) argues that students learn better and more quickly if the teaching methods used match their preferred learning styles. He argues that appropriate teaching methods motivate pupils to learn and lead to improved student-teacher relationship that makes them more successful and is more interested in learning.

Auditory learners learn best through hearing the message and therefore such pupils will respond well to lecture teaching method and verbal instructions. According to NDT Education Centre (2014) auditory learners do well with lecture and classroom discussion. As such, teachers should use memory aids such as acronyms, short songs or rhymes. At the same time, since auditory pupils learn best when they read loudly, flip cards that can be read aloud can be used during class instructions (Chittom, 2012). Visual learners on the other hand process information according to what they see and the images they create in their minds. This group benefits from learn by observation, following written and drawn instructions and they like to read (NDT Education Centre, 2014). While teaching such pupils, illustrations, diagrams and charts are very helpful as this aid helps them understand the curriculum content better. Kinesthetic or tactile learners learn best through touching, feeling and doing. These pupils learn through experience and physical activity, benefit from demonstration and learn from teaching others what they know. In teaching these pupils, teachers should incorporate role playing, drama, playing games etc (NDT Education Centre, 2014).
2.8 Physical facilities and their influence on curriculum implementation in NFPSs

Physical facilities are the tangible resources in the school that support implementation of the planned curriculum. Though their relationship with learning may not be very direct, there is evidence that physical conditions of the schools can influence student achievement (Mcgowen, 2007). In a Virginia study, Cash (1993) developed research that examined the impact of various factors of building condition on student achievement in a manner that controlled socio-economic status of the students. He found out that when socio-economic factors were constant, facility condition had significant correlation with student achievement. Cash (1993) found that air conditioning, absence of graffiti, condition of science laboratories, locker accommodations, and condition of the classroom furniture correlated with students’ achievement at a significant level.

According to the Jomtien conference (1990), overcrowding in primary schools especially in early grades is a major source of poor achievement. Member states argued that there is evidence that there is correlation between special facilities like computer laboratories and achievement of specific domains of learning (UNESCO, 1990). According to the KIE survey of 1994, physical facilities in NFSs were generally inadequate and inappropriate. Inadequate facilities like classrooms, desks etc hamper curriculum implementation in NFSs (MOE, 2007). Unfortunately, most of the NFPSs are located in high poverty areas such as urban slums and they are financially unable to construct learning facilities (Mwania, 2013). The Basic Education
24

Act (2013), demands that the government provide infrastructure including schools, learning equipment and appropriate finances. According to the study of Mukuru Kwa Njenga on NFE by Wambowa (2011), the government should provide adequate facilities and finances for NFSs to build more classrooms and other social amenities to ease congestion in the existing facilities.

2.9 Theoretical Framework

The study is based on the Resource Based View (RBV) or Resource Based Theory, which according to Business Dictionary is founded on the idea that effective and efficient application of useful resources that a company can muster helps to determine its competitive advantage. The main proponents of this theory are Bain (1968) and Porter (1979, 1980, and 1985) who argues that firms possesses resources, tangible and in tangible, which when well utilized lead to creation of competitive advantage. Resource Based View focuses on internal resources of the firm and aims to explain why firms in the same industry differ in performance (Kraaijenbrink, 2009).

Resource Based View is applicable to this study because NFPSs are organizations or firms whose aim is to use various factors at its disposal to instill knowledge, skills, abilities and values that will enable the pupils to pass KCPE examinations, transit to secondary schools, complete primary school and avoid stagnation in one level productive in the society. In line with RBV, for NFPSs to produce a product of high quality, the curriculum must be fully implemented. Internal resources (school factors) both tangible and in tangible are the main inputs in the implementation process. Tangible resources in the context of this study are classrooms, desks, text books and teaching aids while
in-tangible resources include teachers’ qualification, teachers experience and pupils characteristics.

2.10 Conceptual framework

Miles and Huberman (1994) define conceptual framework as a visual or written product that explain graphically or in narrative the main things to be studied - key factors, concepts or variables - and the presumed relationships among them.

![Diagram of Conceptual Framework]

**Figure 2.1**

**Relationship between school factors, curriculum implementation and performance in NFPSs**

Figure 2.1 shows the interrelationship between school factors, curriculum implementation and performance of pupils in NFPSs. When school factors are
adequate, curriculum is properly and fully implemented which translates to high KCPE performance, high transition to secondary education, adequate syllabus coverage and low school dropout rate. On the other hand, if school factors are not available in adequate measures, curriculum is not properly implemented which leads to low performance in KCPE, low transition to secondary education, adequate syllabus coverage and high school dropout rate. Since this study does not concern itself with performance of pupils, the connection between curriculum implementation and the performance is shown in broken line.

2.11 Summary of literature review

For NFE to effectively contribute to the attainment of the EFA goals by 2015, the curriculum in operation must be effectively implemented (Chhem, 2001). Proper curriculum implementation demands that school factors among others must be put in place (Fullan and Pomfret, 1977). Sessional Paper No. 1 of 2005 on Policy Framework on Education, Training and Research acknowledged that quality and relevance of NFE are affected by unqualified teachers who often employ inappropriate methods, lack of teaching and learning materials and inadequate physical resources (MOEST, 2005).

The above challenges jeopardize curriculum implementation in NFSs including NFPSs. Poor curriculum implementation in turn negatively affects the individuals and the government in their attempt to meet their respective commitments (Mwania, 2013). Even with the widespread recognition of the influence of factors in curriculum implementation in NFPSs, no studies have
addressed school factors influencing curriculum implementation in Westlands sub-county hence this study fills in that knowledge gap.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter discusses how the research was conducted. It presents the procedures that were used in conducting the study. The procedures are presented under a number of topics, that is, research design, target population, sampling procedure, data collection instruments, piloting, validity of instruments, reliability of instruments, data collection procedure and data analysis.

3.2 Research design
The study used descriptive survey design, which is the systematic collection of data in standardized form from an identifiable population or representative (Oso and Onen, 2009). Through this method, the study sought to establish how the situation is on the ground in as far as school factors that influence curriculum implementation in NFPSs is concerned.

3.3 Target population
According to Mugenda and Mugenda (2003), target population are the members of a real or hypothetical set of people, events or objects the researcher wishes to generalize the results of the research. The study used six registered NFPSs in Westlands sub-county, Nairobi. The population of this study was approximately 306 respondents who constituted the administrators, teachers and pupils of the six NFPSs. This information was obtained from administrators of the specific schools under study.
3.4 Sampling size and sampling procedure

A sample is a proportion of the population. Mugenda and Mugenda (2003) suggest that 10 percent or more of the population is ideal for a survey study. The studies relied on the suggestions of Mugenda and Mugenda and choose 14 percent of 306 respondents to get a sample size of 42 participants. A census of head teachers was used while random sampling was used to choose the teachers and the pupils. Two teachers were selected from each school and four pupils (two boys and two girls) were chosen from each school. Table 3.1 illustrates the sample size.

Table 3.1

Sample size

<table>
<thead>
<tr>
<th>Category</th>
<th>Population</th>
<th>Sample</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td>6</td>
<td>6</td>
<td>100</td>
</tr>
<tr>
<td>Teachers</td>
<td>72</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>Pupils (class 7)</td>
<td>120</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Pupils (Class 8)</td>
<td>108</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>306</strong></td>
<td><strong>42</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

3.5 Data collection instrument

Data were collected by use of questionnaires and observation checklist. Three sets of questionnaires were prepared. One questionnaire was for the administrators of NFPSs and it contained two sections; the first section sought general information of the administrators and the second section dealt with the objectives of the study. The second questionnaire was for the teachers of NFPSs and it had two sections; the first section dealt with general information of the teachers and the second section sought information on the objectives of
the study. The third questionnaire was for class 7 and class 8 pupils in NFPSs and it had two sections; the first section dealt with general information of the pupils and the second section dealt with information on research objectives. In developing the questionnaire items, fixed choice and open-ended format items were used. Open-ended format was adopted to allow more spontaneity of response and provide more opportunities for self expression (Mutai, 2000). An observation checklist is the systematic and accurate collection of visual evidence leading to informed judgments (Tilstone 1998). The observation checklist was used to establish the available instructional materials and physical facilities and their adequacy in the curriculum implementation process.

3.6 Piloting of the research instruments

The researcher selected two registered NFPSs for the purpose of piloting. The pilot schools were selected from neighbouring sub-county. The study settled on two NFPSs because according to Baker (1994), a pilot size of at least 10%-20% of the sample size for the actual study is appropriate in any research. Two pilot schools represented a pilot size of 33.3% of the sample size and were considered sufficient for the study. Piloting helped to identify any ambiguity of the data collection instrument and unclear questions to the respondents. The pilot study also assisted the researcher to test for validity and reliability of the data collection instrument.

3.6.1 Validity of research instruments

Validity is the extent to which the instrument of research measures what it is supposed to measure (Babbie 1990). To test for validity, the researcher
discussed the items in the instruments with the supervisors who were expected to tick or cross every item in the questionnaire and verify whether it measures what it was supposed to measure or not. The response of the experts was checked against the research objectives to establish whether content validity had been achieved.

3.6.2 Reliability of research instruments

Reliability points at the degree to which an assessment tool produces stable and consistent results (Babbie, 1990). The researcher tested reliability of the instrument during piloting. To ensure reliability of the questionnaires, the researcher used split half method where the items in the instrument are divided in two halves and then correlated using Spearman-Brown Prophecy formula (Babbie 1990). According to Mugenda and Mugenda (2003) a high coefficient of reliability from split half indicates high reliability of the instruments. After computing the Spearman-Brown Prophecy formula, the level of reliability of $0.77$ was considered by the researcher to be adequate in judging the instruments to be highly reliable.

\[
 r = \frac{2 \cdot r_{\text{half-test}}}{1 + r_{\text{half-test}}}
\]

Where $2r = \text{correlated reliability}$

$r = \text{Uncorrelated reliability}$

$n = \text{No. of parts}$
To ensure reliability of the observation checklist, the researcher used triangulation method which according to O’Donoghue and Punch (2003) is a method of cross-checking data from multiple sources to search for regularities in the research data. In the study, the researcher cross-checked data of the observation checklist with similar data sourced through the administrators’, teachers’, and pupils’ questionnaires which enhanced accuracy and credibility of the instrument.

3.7 Data collection procedure

The researcher obtained a research permit from National Council of Science, Technology and Innovation, then an authorization letter from the Sub-County Education Office, Westlands. The researcher then booked an appointment with NFPSs administrators to visit their schools. On the day of conducting research, the researcher reported to the head teacher’s office and created rapport with the administrator. The administrator introduced the researcher to the teachers and pupils and then gives authority for commencing of the research process. The questionnaire was administered directly by the researcher to the administrators’ and teachers. The teachers then assisted the researcher to administer the questionnaire to the pupils. However, in some of the schools the administrators were absent on the appointment day and the researcher dropped the instrument and picked them after two days.

3.8 Data analysis

The collected data were cleaned to remove questionnaires that were incomplete and/ or responses that did not make sense. Then the raw data was coded according to the source. The coded data was first summarized using
cross tabulation, then analyzed through descriptive statistics that provided an overview of the respondents’ perspective of the school factors under study. To analyze qualitative data, the coded data was grouped in to themes that would help to answer the research questions. The data was then organized and compressed in to a display that facilitated the drawing of conclusions. The display was in form of figures, tables and text. Adequacy of school factors was addressed by getting the gap between the status of the factors and the expected status as stipulated in the MOE guidelines where possible. Statistical Package for Social Sciences (SPSS) software was used in the analysis.
CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents the analyses and discussion of the data collected from the survey of the six registered NFPSs in Westlands sub-county. Responses from the three sets of questionnaires and the observation checklist were examined, compiled and evaluated to answer the research questions. The data was then organized and displayed in tables and figures in order to come up with patterns that provided the best interpretation of the results of the study. The chapter is organized in to a number of topics; questionnaire return rate, demographic information of the respondents, respondents’ view on curriculum implementation in NFPSs and respondents’ view on factors influencing curriculum implementation in NFPSs.

4.2 Questionnaire return rate

The research targeted three sets of respondents comprising of administrators, teachers and pupils of selected NFPSs. An observation checklist was used by the researcher to establish the availability the physical facilities in the NFPSs. The response was as shown in table 4.1
Table 4.1

Questionnaire return rate

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Sample</th>
<th>Returned</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td>6</td>
<td>6</td>
<td>100</td>
</tr>
<tr>
<td>Teachers</td>
<td>12</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>Pupils</td>
<td>24</td>
<td>22</td>
<td>91.7</td>
</tr>
<tr>
<td>Observation checklist</td>
<td>6</td>
<td>6</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
<td><strong>46</strong></td>
<td><strong>98.6</strong></td>
</tr>
</tbody>
</table>

Table 4.1 shows that only less than 2 percent of the respondents failed to return the questionnaires. This means the rate of response to the research instrument was quite high at 98.6 percent. The high response rate may be attributed to the fact that the researcher personally administered the instrument.

4.3 Demographic data of the respondents

Demographic data is information regarding characteristics of human population (Dierckx, 2013). This section presents the demographic data of the administrators, teachers and pupils sampled for the study. The data presented includes gender and professional qualification of administrators and teachers on one hand and gender and age of pupils on the other. This data collected was used to answer research questions related to characteristics of the respondents.

4.3.1 Gender and professional qualifications of administrators in NFPSs

To establish the gender of the administrators, they were requested to indicate the same as represented in figure 4.1.
Although figure 4.1 revealed that majority (66.7%) of the administrators were males, the data shows that gender distribution among the administrators was in line with the government policy of at least a third of either gender in public offices (GOK, 2010).

The administrators were further requested to indicate their level of professional qualification.

**Table 4.2**

Administrators’ professional qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th>F</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>Certificate (P1)</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>6</td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
According to table 4.2, half of the administrators had a diploma level of professional qualification while the other half had a certificate level of qualification which was considered as the minimum qualification for primary school teaching and management. This showed that NFPSs many (50%) of the administrators had in inadequate qualification to manage curriculum implementation in the schools.

4.3.2 Gender and professional qualifications of teachers of NFPSs

The demographic data of teachers focused on their gender and professional qualification in NFPSs. Figure 4.2 represents distribution of teachers by gender.

![Figure 4.2](image)

**Figure 4.2**

**Distribution of teachers by gender**

Figure 4.2 on gender of teachers indicated that majority (75%) of teachers were males. This showed male teachers dominance in NFPSs in the area. This
implied inadequate gender balance among the teachers which may negatively affect curriculum implementation process.

Teachers were asked to indicate their professional qualification and figure 4.3 illustrates their response.

**Figure 4.3**

**Teachers’ professional qualifications**

Figure 4.3 shows that majority (75%) of teachers had minimum requirement for primary school teaching which is a certificate. There was also a considerably high percentage of untrained teachers teaching in NFPSs in Westlands sub-county. This is in contrast with the research findings by Moseti (2007) who argues that the effective implementation of any curriculum depends on the quality of teachers in the school. The study shows that teachers in NFPSs were not properly qualified to handle curriculum implementation in the schools.

**4.3.3 Age and gender of pupils in NFPSs**

The study sought to establish the age of the pupils by requesting them to state their age as illustrated by table 4.3.
According to table 4.3, in class 7 many (45.45%) of the pupils were below the MOE recommended age of thirteen years (MOE, 2013). Pupils below the recommended age may impede proper curriculum implementation because their cognitive maturity level is still low (Sharp, George, O’Donnell & Heron, 2009). In class eight, majority of the pupils are within the recommended age of fourteen years (MOE, 2013).

The study also sought to establish the gender of the pupils. Figure 4.4 show gender representation of the pupils.
Figure 4.4

Distribution of pupils by gender

As illustrated by figure 4.4, distribution of pupil respondents by gender was balanced. This was a deliberate attempt by the researcher to obtain views from both boys and girls equally on factors influencing curriculum implementation in their schools.

4.4 Curriculum implementation in NFPSs

The worth of a curriculum is only realized if the implementation is timely, proper and fully done (Mwania, 2013). To determine the extent to which the curriculum was being implemented in NFPSs in Westlands sub-county, the researcher used a number of curriculum implementation indicators. Administrators and teachers were asked to indicate the general academic performance of pupils in examinations in their schools and their response is represented in table 4.4.
Table 4.4

General academic performance of pupils in examinations in NFPSs

<table>
<thead>
<tr>
<th></th>
<th>Administrators</th>
<th></th>
<th>Teachers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Percentage</td>
<td>F</td>
<td>Percentage</td>
</tr>
<tr>
<td>Average</td>
<td>3</td>
<td>50</td>
<td>8</td>
<td>66.7</td>
</tr>
<tr>
<td>Below average</td>
<td>3</td>
<td>50</td>
<td>4</td>
<td>33.3</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>100</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.4 reveals that half (50%) of the pupils in NFPSs in Westlands sub-county were below average academically while the other half (50%) of the pupils were average achievers in examinations. This situation could be attributed to poor curriculum implementation in the schools. Administrators were also asked to indicate pupil dropout rate in NFPSs in Westlands sub-county. Figure 4.5 illustrates administrators’ response.

Figure 4.5

Administrators’ response on pupil dropout rate in NFPSs

Figure 4.5 shows that majority (83.3%) of NFPSs had high pupil dropout rates in NFPSs in Westlands sub-county. This could be attributed to poor
curriculum implementation in the schools therefore not meeting the pupils’ needs.

When asked the extent to which they had covered the syllabus as per their schemes of work, teachers in NFPSs in Westlands sub-county had varied responses as indicated by figure 4.6

![Figure 4.6](image)

**Response of teachers on syllabus coverage in NFPSs**

According to figure 4.6, many (41.7%) teachers in NFPSs in Westlands sub-county were behind schedule in the syllabus coverage. This implies that in many NFPSs in the sub-county, curriculum was inadequately implemented.

Administrators were requested to indicate the approximate percentage of pupils from their schools who transited to secondary schools in the last three years and their response is illustrated by table 4.5.
Table 4.5

Response of administrators on pupils’ transition rate to secondary schools

<table>
<thead>
<tr>
<th>Transition rate (Approximate %)</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>55</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>65</td>
<td>2</td>
<td>33.3</td>
</tr>
<tr>
<td>Over 70</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

According to table 4.5, in majority (83.3%) of NFPSs in Westlands sub-county, less than 70 percent of pupils transited to secondary schools. This is below the national transition percentage of 70 percent (MOE, 2012). Low transition rate in NFPSs could be attributed to poor performance in KCPE which could have been contributed by poor implementation of the curriculum.

4.5 Influence of human resource on curriculum implementation in NFPSs

The first objective of the study was to examine the role of human resource in curriculum implementation in NFPSs. To determine the extent to which adequacy of human resource influenced curriculum implementation, administrators and teachers respectively were asked to indicate whether they felt they were important in curriculum implementation in NFPSs. They were also required to indicate whether their qualifications, experience and in-service training was essential for curriculum implementation in NFPSs. Majority (83.3%) of administrators and all (100%) the teachers indicated that they felt they were essential in as far as curriculum implementation is concerned. All of
the human resource also indicated that their qualification, experience and in-service training contributed positively to curriculum implementation. To establish the level of preparedness of administrators and teachers in handling curriculum implementation in NFPSs, the respondents were requested to respond to the items that sought to establish the same. This is supported by SADC (2000) who argues that the quality and quantity of the human resource determines the quality of teaching and learning.

Many of the administrators and teachers reported that some teachers (33.3%) had never attended any in-service course while 25 percent had not attended any in-service training in the last three years. When asked how they learned of new innovations in education system and how they implemented them, majority (66.7%) of the teachers said they relied on other teachers to learn the innovations and used the same methods they had been using to implement the innovations. This was found to negatively affect curriculum implementation in NFPSs since teachers are not formally updated on new innovations teaching methods of curriculum implementation.

Administrators and teachers were asked to indicate reasons why they thought working experience is important in curriculum implementation in NFPSs. Majority (66.7%) of the administrators and teachers indicated that it helps in masterly of content which translates to effective curriculum implementation. On their working experience, administrators’ response is reported in table 4.6.
Table 4.6

Administrators working experience

<table>
<thead>
<tr>
<th>Experience in years</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-9</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td>10-20</td>
<td>3</td>
<td>49.9</td>
</tr>
<tr>
<td>Over 20</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5</strong></td>
<td><strong>83.3</strong></td>
</tr>
</tbody>
</table>

As illustrated in table 4.6, 66.7 percent of the administrators had 10 years and above of administrative experience. This indicated that administrators in NFPSs have a relatively high level of experience to provide direction in the implementation of curriculum in the schools. On the question of the working experience of the teachers, their response is represented in figure 4.7.

Figure 4.7

Teachers’ professional experience
According to figure 4.7, majority (50.1%) of teachers in NFPSs had five years and below of teaching experience. Hussein (1978) argues that the more the experience a teacher has the more successful the he will be in his work. Research findings on teacher experience in NFPSs in Westlands sub-county revealed that curriculum was not properly implemented as most of the teachers lacked adequate teaching experience. According to the administrators and teachers the ratio of teacher to pupils is below the recommended ratio by the MOE as illustrated in table 4.7.

**Table 4.7**

**Response of administrators and teachers on teacher pupil ratio**

<table>
<thead>
<tr>
<th>TPR</th>
<th>Administrators response</th>
<th>Teachers response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 1:40</td>
<td>F 6</td>
<td>F 8</td>
</tr>
<tr>
<td>Above 1:40</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Table 4.7 illustrates that, 33.3 percent of the NFPSs in Westlands sub-county had teacher pupil ratio above the recommended ratio of 1:40 by the MOE. This situation led to poor curriculum implementation in the schools because with the high number of pupils per teacher, the latter may not be in a position to handle academic individual differences of the pupils.

**4.6 Influence of instructional materials on curriculum implementation in NFPSs**

To effectively implement curriculum in NFPSs, adequate instructional materials are required in order to allow learners to complete assignments and
do individual studies (Eshiwni, 1988). With provision of capitation grants to registered NFPSs, it is expected that the ratio of textbook to pupil improve to 1:1 by 2012 (GOK, 2007). The same grants were to cater for stationeries and teaching aids to the pupils. It is on this basis that the researcher sought to examine the adequacy of instructional materials influenced curriculum implementation in NFPSs in Westlands sub-county.

Teachers were requested to indicate reasons why the felt text books were important in implementation of curriculum in NFPSs and all (100%) of the teachers responded that text books contain the curriculum content that needed to be implemented. Administrators and pupils were asked to indicate the ratio of textbook to pupils in the five subjects taught in NFPSs. The respondents gave different information and this prompted the researcher to analyze and interpret the data according to the source. The response of the administrators on textbook to pupil ratio is represented in table 4.8.

<table>
<thead>
<tr>
<th>Ratio</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:1</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td>1:3</td>
<td>4</td>
<td>66.7</td>
</tr>
<tr>
<td>1:4</td>
<td>1</td>
<td>16.6</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>100</td>
</tr>
</tbody>
</table>

According to table 4.8 majority (83.3%) of NFPSs in Westlands sub-county had not met the MOE recommendation of textbook to pupil ratio of 1:1 (GOK,
This scenario led to poor curriculum implementation in the schools. The pupils were asked to respond to a question about the number of other pupils they shared textbooks with in all subjects in the school and their response is shown in table 4.9.

**Table 4.9**

<table>
<thead>
<tr>
<th>Ratio</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:2</td>
<td>7</td>
<td>29.2</td>
</tr>
<tr>
<td>1:3</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>1:4</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>1:5</td>
<td>3</td>
<td>12.5</td>
</tr>
<tr>
<td>1:6</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.9 shows that all NFPSs in Westlands sub-county had not achieved the recommended government textbook to pupil ratio of 1:1. These findings implied that curriculum implementation in these schools is poor as pupils lack textbooks to make references and do extra work.

Pupils were asked to indicate whether provision of stationeries in the school helped them to do their class work better and majority (83.3%) of the pupils answered in the affirmative. Administrators and pupils were asked to indicate whether pupils are provided with stationeries in the school as provided by the MOE. The response of both the administrators and pupils are represented in figure 4.8.
Figure 4.8

Response of administrators and pupils on provision of stationeries by schools

Figure 4.8 illustrates that despite government provision of capitation grants to NFPSs in Westlands sub-county, over one third of the schools did not provide stationeries to the pupils. This could have negatively affected curriculum implementation since without stationeries pupils are not in a position to participate fully in learning process.

Teaching aids are some of the essential inputs for good curriculum implementation (Dahir and Faize, 2011). Teachers were asked to state why they required teaching aids during curriculum implementation process. According to teachers teaching aids helped learners to learn by seeing. Teaching aids also helped teachers to illustrate abstract concepts to the learners. Further teachers argued that teaching aids helps in varying the
teaching/learning styles. It is on these bases that the researcher sought to establish adequacy of teaching aids in NFPSs in Westlands sub-county. Teachers and pupils were asked to indicate the distribution of teaching aids in the schools and the response is shown in Figure 4.9.

![Pie chart showing distribution of teaching aids](image)

**Figure 4.9**

**Response of teachers and pupils on distribution of teaching aids in NFPSs**

According to Figure 4.9, although charts were found in all NFPSs in Westlands sub-county, atlases were found in only a handful of the schools. Lack of atlases in over 80 percent of the NFPSs indicated poor curriculum implementation especially in subjects like social studies which used atlases as reference material.

Importance of class readers in NFPSs is acknowledged by the GOK as they are some of the instructional materials targeted by the capitation grants. It is
on this basis that the researcher sought to establish the adequacy of class readers in NFPSs in Westlands sub-county. The pupils were asked to indicate whether they were provided with class readers in schools and their response is presented in figure 4.10.

Figure 4.10

Response of pupils on provision of class readers by schools

Figure 4.10 shows that majority (66.7%) of the schools did not provide pupils with class readers in NFPSs in Westlands sub-county. This disadvantaged curriculum implementation process in the schools since lack of class readers means that pupils do not have a chance to sharpen their reading skills which is crucial in curriculum implementation in all subjects.

Lack of adequate instructional materials in NFPSs in Westlands sub-county as shown by the study is supported by the KIE survey of 1994 which pointed out that there was lack of adequate and appropriate facilities and resources for teaching and learning materials.
4.7 Influence of pupil characteristics on curriculum implementation in NFPSs

Pupils are the focal point of any curriculum implementation. Consideration of the pupils’ characteristics is therefore crucial for any effective curriculum implementation to take place. Special needs pupils in NFPSs require special consideration if curriculum implementation will be effective in these schools (MOE, 2005). The researcher sought administrators’ response on whether they felt that special education teachers were essential in curriculum implementation process in NFPSs. They were also to indicate why they felt that special education teachers are important in NFPSs. Majority (83.3%) of the teachers indicated that special education teachers were important in NFPSs as they cater for the special needs of the pupils which lead to effective curriculum implementation.

On whether there were special needs pupils in NFPSs and whether there were trained teachers who would take care of the special needs of pupils in the schools, administrators response is represented by figure 4.11
Figure 4.11

Administrators’ response on the number of special needs pupils against the number of special needs education teachers in NFPSs

According to figure 4.11, half (50\%) of NFPSs had special needs pupils against 16.7\% of special needs education teachers. This implied that most special needs pupils in NFPSs did not have access to special needs education teachers who are trained to handle their special needs. This negatively affected curriculum implementation especially among special needs pupils since their special needs may not be attended to fully.

4.8 Influence of teaching methods on curriculum implementation in NFPSs

Teaching methods used by teachers determine the quality of education implemented. Therefore teachers should be aware the teaching methods for the purposes of making a suitable choice when it comes to instruction (Twoli,
To determine how teaching methods influence curriculum implementing in NFPSs Westlands sub-county, teachers were requested to indicate if they felt that teaching methods were important in curriculum implementation in NFPSs. According to the findings, all (100%) the teachers indicated that teaching methods were important in curriculum implementation. On why they felt that teaching methods were important in curriculum implementation, majority (66.7%) of the teachers indicated that teaching methods were the means through which they delivered the curriculum content.

To establish the teaching methods used in NFPSs in Westlands sub-county, the researcher sought the response of teachers and pupils. Table 4.8 illustrates teachers’ response on the teaching methods they used to implement curriculum in the order in which they used them.

**Table 4.10**

**Teachers response on teaching methods used in NFPSs**

<table>
<thead>
<tr>
<th>Teaching method</th>
<th>1st choice</th>
<th>2nd choice</th>
<th>3rd choice</th>
<th>4th choice</th>
<th>5th choice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Lecture</td>
<td>3</td>
<td>25</td>
<td>1</td>
<td>8.3</td>
<td>-</td>
</tr>
<tr>
<td>Discussion</td>
<td>8</td>
<td>66.7</td>
<td>2</td>
<td>16.7</td>
<td>2</td>
</tr>
<tr>
<td>Role play</td>
<td>6</td>
<td>50</td>
<td>-</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>Demonstration</td>
<td>4</td>
<td>33.3</td>
<td>4</td>
<td>33.3</td>
<td>2</td>
</tr>
<tr>
<td>Others</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
The data showed that majority (66.7%) of the teachers used discussion method of teaching in NFPSs as a first choice. There is very little use (33.3%) of other teaching methods apart from the four that had been suggested by the researcher in the questionnaire. The data implies that teachers in NFPSs in Westlands sub-county did not properly balance and vary the use of various teaching methods while implementing curriculum. This negatively affected curriculum implementation in NFPSs in Westlands sub-county.

When asked why they used the various teaching methods the teachers gave varied reasons. The most frequently indicated response in each of the teaching methods by the teachers is represented in table 4.9.

Table 4.11

Teachers’ reasons for using the teaching methods

<table>
<thead>
<tr>
<th>Teaching method</th>
<th>Reason for using the method</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Quick syllabus coverage</td>
<td>10</td>
<td>83.3</td>
</tr>
<tr>
<td>Discussion</td>
<td>Strengthens team work</td>
<td>6</td>
<td>50</td>
</tr>
<tr>
<td>Role play</td>
<td>Active participation by learners</td>
<td>7</td>
<td>58.3</td>
</tr>
<tr>
<td>Demonstration</td>
<td>Learning by observation</td>
<td>9</td>
<td>75</td>
</tr>
<tr>
<td>Others</td>
<td>Breaks monotony</td>
<td>4</td>
<td>33.3</td>
</tr>
</tbody>
</table>

Although majority (58.3%) of the teachers used lecture method only as a fifth choice as illustrated 4.10, majority (83.3%) of the teachers who used the method regardless of whether it was a first, second, third, fourth or fifth choice
were more interested in quick coverage of the syllabus without putting in to consideration whether effective teaching and learning had taken place. This jeopardized curriculum implementation process in NFPSs in Westlands sub-county.

Pupils were requested to indicate the teaching methods that teachers frequently used in their classes. Table 4.12 illustrates pupils’ responses.

**Table 4.12**

**Pupils’ response on teaching methods frequently used by teachers in NFPSs**

<table>
<thead>
<tr>
<th>Method</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>2</td>
<td>4.3</td>
</tr>
<tr>
<td>Discussion</td>
<td>18</td>
<td>39.1</td>
</tr>
<tr>
<td>Role play</td>
<td>8</td>
<td>17.4</td>
</tr>
<tr>
<td>Demonstration</td>
<td>18</td>
<td>39.1</td>
</tr>
</tbody>
</table>

Table 4.12 shows that discussion and demonstration teaching methods were highly emphasized in NFPSs in Westlands sub-county compared to other methods. Neglect of other teaching methods like lecture disadvantaged auditory learners who understand better by listening (Chittom, 2012). This data implied that curriculum implementation in the schools may not have been effectively implemented.

**4.9 Influence of physical facilities on curriculum implementation in NFPSs**

Cash (1993) argues that physical facilities including classrooms and furniture have a significant relationship with students’ achievement. Pupils in
undesirable physical environment will not concentrate during the teaching/learning process which leads to poor curriculum implementation. This scenario prompted the researcher to seek to establish the role of physical facilities on curriculum implementation in NFPSs in Westlands sub-county. The facilities included classrooms, desks, chairs and sports fields. To obtain the required data, administrators, teachers and pupils were requested to respond to relevant questions. The researcher also prepared an observation checklist which was used to establish availability and condition of various physical facilities in the NFPSs. When asked whether they felt there was a positive relationship between physical facilities and curriculum implementation in NFPSs, majority (66.7%) of the administrators indicated there was positive relationship between the two. Pupils were asked to indicate whether physical activities were important in their academic achievement and many (54.2%) indicated that physical activities were essential to their academic achievement.

When asked the number of classrooms in the schools and the school population in the NFPSs, the administrators gave the figures shown in table 4.9. The administrators’ response was used to calculate the average number of pupils per class which are represented in the same table.
Table 4.13

Average number of pupils per classroom in NFPSs

<table>
<thead>
<tr>
<th>No. of classrooms per NFPS</th>
<th>Population per NFPS</th>
<th>Average number of pupils per classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>231</td>
<td>20</td>
</tr>
<tr>
<td>10</td>
<td>361</td>
<td>37</td>
</tr>
<tr>
<td>11</td>
<td>65</td>
<td>6</td>
</tr>
<tr>
<td>11</td>
<td>192</td>
<td>18</td>
</tr>
<tr>
<td>13</td>
<td>234</td>
<td>18</td>
</tr>
</tbody>
</table>

According to table 4.13, only five schools were analyzed because one of the schools did not provide information on the populations of pupils to enable the researcher calculate the average number of pupils per class. Average number of pupils in classrooms was as high as thirty seven. According to the observation made by the researcher majority of the classrooms in NFPSs were quite small and the pupils were overcrowded. This jeopardizes curriculum implementation because the small classes give no room for effective private study or practice of teaching methods like group discussion, role-play and demonstration (UNESCO, 1990).

Pupils require comfortable and spacious sitting and working facilities to enable them efficiently and effectively engage in the learning process which will then lead to high academic achievement (UNESCO, 1990). The researcher observed that some desks were designed to comfortably accommodate one pupil while the others were designed to comfortably accommodate two pupils. The researcher also observed that some of the desks
used by pupils were in poor physical condition. On the data about adequacy of desks, pupils were asked how many people they shared a desk with and their response is represented by table 4.14.

**Table 4.14**

Pupils’ response on how desks are shared in NFPSs

<table>
<thead>
<tr>
<th>Ratio of desks to pupils</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:1</td>
<td>2</td>
<td>33.3</td>
</tr>
<tr>
<td>1:2</td>
<td>2</td>
<td>33.3</td>
</tr>
<tr>
<td>1:3</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td>1:4</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

According to table 4.14 in one third (33.3%) of NFPSs under study, three or four pupils shared a desk that was meant for either one or two pupils. This together with the fact that some of the desks were broken down made it hard to effectively implement curriculum in NFPSs in Westlands sub-county. The poor state of classrooms and desks in NFPSs in Westlands sub-county concurs with a study by Mwania (2007) which concluded that since most NFPSs are located in high poverty areas, they are financially unable to provide adequate physical facilities.

Physical education is one of the co-curricular subjects offered in NFPSs as a requirement by Kenya Institute of Curriculum Development (KICD), the body that develops curriculum for basic education (MOE, 2013). Physical exercise is also essential for physical and mental development which leads to
better understanding of academic work. Physical education can only take place where sports field is available and in good condition. It is in this light that the researcher sought to establish the availability and condition of sports fields in NFPSs in Westlands sub-county. The condition of the sports fields available was observed to be poor as there were no marked pitches and there was lack of cover vegetation. This implied that curriculum for physical education was not effectively implemented. On availability or unavailability of sports fields in NFPSs in Westlands sub-county, figure 4.12 represents the researcher’s observation.

![Sports field availability chart](image)

**Figure 4.12**

**Researcher’s observation on availability or unavailability of sports fields in NFPSs**

Figure 4.12 shows that majority (66.7%) of NFPSs in Westlands sub-county do not have sports fields. This implies that curriculum in these schools is not wholly implemented as recommended by the MOE. Curriculum implementation in academic subjects is also negatively affected as pupils lack
space to do physical exercise which relaxes their mind and enable them to concentrate in class work.

4.10 Summary of the findings

This chapter focuses on the research findings of the school factors influencing curriculum implementation in registered NFPSs in Westlands sub-county. Findings of the first research objective revealed that human resource in NFPSs was inadequate in terms of qualification, experience and in-service training. For example majority (75%) of the teachers had only a minimum qualification while 16.7 percent were untrained hence hindering effective implementation of the curriculum. Majority (50.1%) of the teachers had inadequate teaching experience which negatively affected curriculum implementation.

Findings of research objective two on instructional materials and their influence on curriculum implementation revealed that the ratio of textbook to pupils in majority (83.3%) of the NFPSs was far below the government recommendation of 1:1. Majority (66.7%) of the NFPSs did not provide learners with stationerries. Class readers which are essential in curriculum implementation were not offered in majority (66.7%) of the NFPSs. Findings further revealed that some essential teaching aids like atlases were not available in Majority (83.3%) of the schools. Lack of adequate instructional materials in NFPSs was likely to negatively affect curriculum implementation.

Analysis of data of the influence of pupil characteristics on curriculum implementation in NFPSs indicated that many (50%) of the schools have special needs pupils but only a few (16.7%) of the schools have special needs education teachers. The findings also revealed that many (45.5%) in class 7
and (36.4%) in class 8 pupils are below the MOE recommended ages. Failure to consider pupil characteristics in NFPSs negatively affects curriculum implementation in the schools.

Findings of objective number four on influence of teaching methods on curriculum implementation in NFPSs revealed that teachers did not appropriately vary teaching methods. This meant that different learning styles of pupils were not fully met which led to poor curriculum implementation. The findings also revealed that majority (83.3%) of teachers’ main reason for using certain teaching methods was to complete the syllabus quickly which did not necessarily translate to proper curriculum implementation.

Data analysis of objective five on influence of physical facilities on curriculum implementation in NFPSs indicated that physical facilities were not adequate in the schools. For example in many (33.3%) of the NFPSs, 3 or 4 pupils shared a desk that was meant to for 1 or 2 pupils. This made pupils uncomfortable and unable to concentrate during curriculum implementation process. The findings also revealed that classrooms in non-formal were small in comparison with the large population leading to overcrowding. In majority (66.7%) of the schools did not have sports fields therefore hindering them from implementing the full national curriculum.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This is the final chapter of the research project. The chapter focuses on summary of the research findings, conclusion and recommendations. In this chapter, the researcher also gives suggestions for further research in related fields.

5.2 Summary of the study

The purpose of this study was to investigate school factors influencing curriculum implementation in non-formal primary schools in Westlands sub-county. The study was guided by five research objectives. The research objectives sought to: examine the extent to which adequacy of human resource influence implementation of the curriculum in non-formal primary schools in Westlands sub-county; establish how instructional materials influence curriculum implementation in non-formal primary schools in Westlands sub-county; determine how pupils’ characteristics influence implementation of curriculum in non-formal primary schools in Westlands sub-county; examine how teaching methods influence implementation of curriculum in non-formal primary schools in Westlands sub-county; establish the extent to which physical facilities influence curriculum implementation in non-formal primary schools in Westlands sub-county.

The study adopted descriptive survey design employing both qualitative and quantative approaches in investigating the school factors that influence curriculum implementation in registered NFPSs in Westlands sub-county. The
sample comprised of 6 administrators, 12 teachers and 24 pupils. Data were collected using questionnaires and observation checklist. Data was then analyzed by use of qualitative and quantitative techniques.

According to the findings of the study, human resource in NFPSs in Westlands sub-county was inadequate to effectively implement the curriculum. The instructional materials were also found to be insufficient to help carry out proper curriculum implementation. According to the findings of the study, pupil characteristics were not fully considered in NFPSs in Westlands sub-county, a situation which jeopardized curriculum implementation in the schools. Teaching methods used in NFPSs in Westlands sub-county were not well varied in order to cater for the learning needs of all the pupils in the classrooms. According to the research findings, physical facilities are either unavailable or inadequate to cater for effective curriculum implementation in NFPSs in Westlands sub-county.

5.3 Conclusions

The researcher concluded that the extent of adequacy of human resource affected curriculum implementation in NFPSs. The extent of adequacy of human resource in NFPSs in Westlands sub-county is low as indicated by their minimal qualification and short teaching experience. The researcher concluded that lack of adequate instructional materials affected curriculum implementation in NFPSs. Instructional materials like textbooks, teaching aids and class readers inadequate which was likely to affect curriculum implementation in NFPSs in Westlands sub-county. The researcher further concluded that failure to fully consider pupils characteristics affected
curriculum implementation in NFPSs. Inadequate special education personnel and failure to put pupils’ age in to perspective may negatively affect curriculum implementation process. The researcher concluded that failure to vary and balance the use of teaching methods affected curriculum implementation in NFPSs. Overemphasis on a few teaching methods at the expense of other methods was likely to affect curriculum implementation. The researcher also concluded that inadequate physical facilities affected curriculum implementation in NFPSs. Poor condition and unavailability of physical facilities such as classrooms, desks and sports fields would easily affect curriculum implementation.

5.4 Recommendations

Based on the findings, the following were the recommendations for the study,

i.) The MOE should provide more opportunities for continuous professional development and institute policies that ensure all practicing teachers participate in the in-service courses. This is because many teachers in NFPSs have never attended an in-service course and this negatively affects curriculum implementation in these schools as teachers may use outdated instructional materials and teaching methods. The MOE can do this through provision of free or subsidized in-service courses over the school holidays to give many teachers in these institutions a chance to be retrained.

ii.) The GOK should provide adequate and regular capitation grants to the NFPSs so that the schools are able to meet the recommended ratio of 1:1 on textbooks. The funds will also enable the schools to provide stationeries, enough teaching and class readers to the pupils. This should be done by
increasing the existing capitation grants per pupil and releasing in good time so that it can be efficiently planned for.

iii.) The NGOs who are the main sponsors of NFPSs should cooperate with the GOK in provision of teachers, instructional materials and physical facilities that are some of the core factors in curriculum implementation yet they are lacking in many of the schools. Cooperation can be implemented through formation of committees and commissions involving members from the MOE and NGOs, which should deliberate on issues affecting curriculum implementation in NFPSs.

iv.) The GOK should provide land for public utility in all informal settlements where land for sports fields should be set aside. This will help learners to be able to engage in physical education, which is part of primary school curriculum. The government should do this by ensuring that public utility land is not encroached through informal settlement.

v.) The MOE should train and deploy more special education teachers to NFPSs. This is because the schools have shortage of these teachers yet there are children who require their essential services. This should be done through provision of free or subsidized special education training to primary school teachers so that they can effectively handle special needs of the pupils in NFPSs.

5.5 Suggestions for further research

i.) The following were suggestions for further research,
This research focused on NFPSs that are registered by the MOE. Further research should be done on unregistered NFPSs to establish how school factors influence curriculum implementation in the schools.

ii.) Further research should be done on other factors besides school factors that influence curriculum implementation. These factors include community factors and government policy.

iii.) There is need to do research in other levels of NFE like non-formal secondary schools and adult education institutions in order to establish how school factors influence curriculum implementation in the institutions.

iv.) There is need to do research on NFPSs in others districts to establish whether the challenges revealed by the study of the said schools in Westlands District, are widespread or unique to the district.

v.) Research needs to be conducted on formal primary schools to establish whether the challenges facing NFPSs are found in the formal institutions.
REFERENCES


Dahir, M. A. & Faize, F. A. (2011), Misallocation of Student Teacher Ratio, Class Size and Per Student Expenditure Leads to the Wastage of Resources and Lower Academic Achievement: An issue of Resource


Chron.co
Appendix i: Letter of introduction

P.O Box 62532-00600,
Nairobi.
Mobile: 0725045690

The Head teacher,

______Primary School,
P.o Box __________, Nairobi.

Dear sir/madam,

Ref. Permission to conduct research in your school

I am student at the University of Nairobi doing a research on School Factors influencing curriculum implementation in Non-formal primary Schools in Westland District, Nairobi County. The research will mainly focus on; human resource, instructional material, pupil characteristics, teaching methods and physical facilities. The target population of the study is the Head teachers, teachers and class 7 and 8 pupils from your school. I wish to request your permission to conduct the research in your institution in the month of March, 2014. I will highly appreciate if you offer me an opportunity to research in your institution.

Thank you.

Yours faithfully,

Joyce Iraki
Appendix ii: Administrators’ Questionnaire

I am carrying out a study on school factors influencing curriculum implementation in non-formal primary schools in Westlands District. Your school has been chosen as one of the centers where the study will be carried out. You are welcome to give your contributions that will go a long way in improving the status of non-formal primary schools in Kenya. Thank you.

Section 1: General information

1. Name of the Non-formal Primary school______________________________

2. Gender____________________________

3. Professional qualification; P2__P1__S1__Diploma__B.Ed__Med__ (Tick the appropriate)

4. Terms of employment: permanent___ Temporary___ (Tick the appropriate)

5. Working experience_______________ (Years/Months)

Section 2 School based factors influencing curriculum implementation in the school

1. Do you feel that being an administrator you are helping in curriculum implementation in your school? Yes__, No___ (Tick the appropriate)

2. Do you feel your qualifications, working experience and in-service training in curriculum implementation? Yes___, No___ (tick the appropriate).

3. How many teachers are in school? _______________ Number of trained teachers____

4. How many pupils are there in the school? ____ Boys ___Girls___
5. Do you feel that special education teachers are important in NFPSs?  
Yes___, No__ (Tick the appropriate) If yes, why_______________________________

6. Are there special needs pupils in the school? Yes ___ No ___ How many___ (Tick the appropriate)

7. Are there special needs education teachers in the school? Yes__ No__ how many____ (Tick the appropriate)

8. Why is working experience important in curriculum implementation in the school?

__________________________________________________________________________

__________________________________________________________________________

9. How often do teachers attend in-service courses? Every 6 months__every 1 year__ every 2 years__ other (specify) _____________ (Tick the appropriate)

10. What is the ratio of teacher to pupils in the school? ________________

11. What is general academic performance of pupils in your school? Above average____, Average___, below average____ (Tick the appropriate)

12. What is the pupil dropout rate in your school? Very high__, High__, Low___, Very low___ (Tick the appropriate)

13. Approximately what percentage of your pupils has proceeded to secondary schools over the last 3 years? __________________

14. What is the ratio of textbook to pupils in all subjects the curriculum?

________________________________________
15. Are pupils provided with stationary in school? Yes__ No___ (Tick the appropriate)

16. How many classrooms does the school have? _______________________

17. What materials are the classrooms walls build of? Wood___Iron sheets ___ stones___ Other (Specify) ____ (Tick the appropriate)

18. Do you feel there is a positive relationship between adequacy of physical facilities and curriculum implementation in NFPSs? Yes___, No___ (Tick the appropriate)

19. Is there a sports field in the school? Yes___No___ (Tick the appropriate)

20. Please share other issues concerning curriculum implementation in the school you wish to ____________________
Appendix iii: Teachers' Questionnaire

I am carrying out a study on school factors influencing curriculum implementation in non-formal primary schools in Westlands District. Your school has been chosen as one of the schools where the study will be carried out. You are welcome to give your contributions that will go a long way in improving the status of non-formal primary schools in Kenya. Thank you.

Section 1: General information

1. Name of the Non-formal school _____________________________

2. Gender________________________

3. Classes taught: STD 1…STD 2…STD 3…STD 4…STD 5…STD 6…STD 7…STD 8… (Tick the appropriate classes; you can tick more than one)

4. Professional qualification; P2__P1__S1__Diploma__B.Ed__M. Ed__ (Tick the appropriate)

5. Terms of employment: permanent___ Temporary___ (Tick the appropriate)

6. Working experience____________ (Years/Months)

7. Teaching subjects________________________________________
   ________________________________________________________
   ________________________________________________________

Section 2: School based factors influencing curriculum implementation in the school

1. Do you feel that as a teacher you are helping in curriculum implementation in your school? Yes__, No___ (Tick the appropriate)

2. Do you feel your qualifications, working experience and in-service training in curriculum implementation? Yes___, No___ (tick the appropriate).
3. Why is working experience important in curriculum implementation in school?

_______________________________________________________________

______________________________________________________________

4. Do you feel that teaching methods have positive effects on curriculum implementation? Yes__ No__ (tick the appropriate) if yes, gives reasons_________________________________________________________

______________________________________________________________

5. Have you attended any in-service course? Yes__ No__ If yes when? 0-6 months ago__ 1 year ago__ 2 years ago__ 3 years and above years ago____ (Tick the appropriate)

6. What is the general academic performance of pupils in your school? Above average____, average____, below average

7. Do you prepare professional records (schemes of work, records of work, lesson plans)? Yes____, No____ (Tick the appropriate)

8. To what extent have you covered the syllabus in your subject area in line with the schemes of work? Ahead of schedule____, within schedule____, behind schedule___ (Tick the appropriate)

9. Rate the following teaching methods with No.1 as the most frequently used and No. 5 as the least used.
10. Why are textbooks important in curriculum implementation in NFPSs?

11. What teaching aids are available in your subject area?

12. Why do you require teaching aids in the classrooms while teaching?

13. What is the general academic ability of the pupils in the school? Above average ___Average ___Below average___, (Tick the appropriate)

14. How do you learn of changes and innovations in the curriculum?
- Through administration__________, - Through MOE__________.
- Through other teachers ________ (Tick the appropriate)

15. What methods do you use to implement changes and innovation in the curriculum?
16. What is the average number of pupils in your classes? _________

Boys___ Girls___

17. How many other teachers teach your subjects apart from you?

_______________________________________________________________

_______________________________________________________________

18. What is the ratio of textbook to pupils in your subject area?

_______________________________________________________________

_______________________________________________________________

19. What materials are the classrooms walls build of? Wood __iron sheets __
stones__ others (specify) ______________________________ (Tick the appropriate)

20. Please share with us any issues on schooling/curriculum that you feel are unique to your school______________________________

_______________________________________________________________

_______________________________________________________________

____
Appendix iv: Pupils’ Questionnaire

I am carrying out a study on school factors influencing curriculum implementation in non-formal primary schools in Westlands District. Your school has been chosen as one of the schools where the study will be carried out. You are welcome to give your contributions that will go a long way in improving the status of non-formal primary schools in Kenya. Thank you.

Section 1: General questions

1. Name of your school________________

2. What is your gender? Boy____ Girl___ (Tick the appropriate)

3. What is your age? ________

4. Which class are you in____________

Section 2: School based factors influencing curriculum implementation in the school

1. Do you share a textbook with other pupils in all subjects? Yes ___No___ If yes how many____ (Tick the appropriate)

2. What teaching methods do teachers frequently use? Lecture___Discussion___Role-play___Demonstration___ (Tick the appropriate)

3. Are there wall charts and maps in your class? Yes___ No___ (Tick the appropriate) If yes, how many wall charts____ how many maps___

4. How many pupils sit on one desk in the classroom? ______

5. Are exercise books and pens given by the school? Yes___ No___ (Tick the appropriate)
6. Does provision of stationeries by the school help you to do your class work?
Yes____, No____ (Tick the appropriate)

7. Are you given storybooks in school? Yes___ No___ (Tick the appropriate)

8. Do you feel that physical activities positively contribute to your academic achievement? Yes__, No___ (Tick the appropriate)

9. What else do you wish to share?

________________________________________________________________________

________________________________________________________________________

__
## Appendix v: Observation Checklist

Name of school__________________________

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<tr>
<th>Instructional/physical Resources</th>
<th>Observed</th>
<th>Not Seen</th>
<th>Comments</th>
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<td>Teaching/learning aids</td>
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<td>Sports field</td>
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<td>Others</td>
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Appendix vi: Research permit

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241349, 310573, 2229420
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Ref: No.

NACOSTI/P/14/9105/1771

3rd June, 2014

Joyce Wambui Iraki
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “School factors influencing curriculum implementation in Non-formal primary schools in Westlands District, Nairobi County,” I am pleased to inform you that you have been authorized to undertake research in Nairobi County for a period ending 29th July, 2014.

You are advised to report to the County Commissioner and the County Director of Education, Nairobi County 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.

SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Nairobi County.
TO WHOM IT MAY CONCERN.

RE: IRAKI JOYCE WAMBUI REG. NO E55/75322/2012

The bearer of this letter, Ikari Joyce Wambui who is a student at the University of Nairobi, Department of Educational Administration and Planning has been authorized to collect data from your institution to help her complete her Masters of Education Degree UON.

Her research is on “School Factors Influencing Curriculum Implementation in Non-Formal Primary Schools in Westlands District, Nairobi”.

Any assistance accorded to her will be highly appreciated.

Julius Mburu Kimando
District Education Officer
Westlands.