

**FACTORS INFLUENCING IMPLEMENTATION OF CURRICULUM IN  
PUBLIC PRIMARY SCHOOLS IN UKWALA DIVISION OF SIAYA  
COUNTY, KENYA**

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

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## DECLARATION

This research project is my original work and has not been presented for award of 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 my beloved wife Everline Nabwire and children Paul, David, Michael, Jecinter and Jackline for their moral support and understanding during the entire period of my study.

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## **ABBREVIATIONS AND ACRONYMS**

**EFA** Education for All

**AIDS** Acquired Immuno Deficiency Syndrome

**HIV** Human Immuno Virus and

**KAIS** Kenya Aids Indicator Survey

**KNEC** Kenya National Examination Council

**NASMLA** National Assessment System for Monitoring Learner Achievement

**MDGs** Millennium Development Goals

**MoE** Ministry of Education

**NACC** National Aids Control Council

**SD** Sustainable Development

**SIDA** Syndrome Immuno Deficiency Acquires

**SSA** Sub Saharan Africa

**UN** United Nations

**UNAID** United Nations Agency for International Development

**UNESCO** United Nations Educational Scientific and Cultural Organization

## ABSTRACT

This study was aimed at establishing the factors that influence the implementation of curriculum in public primary schools in Ukwala division of Siaya County. The study was based on five main objectives: to determine the extent to which teacher training influence the implementation on curriculum; to establish the extent to which availability of teaching and learning materials influence the implementation of curriculum; to determine the extent to which time allocation of curriculum; to establish the degree to which innovative classroom practices influence the implementation of curriculum; to determine the extent to which integration of in other subjects influence the implementation of curriculum. Descriptive survey design was used in the study. The division had 48 public primary schools. The targeted population for this study was 1972: 1520 standard eight pupils; 404 teachers and 48 head teachers. From this accessible population the sample size was 287 respondents. Stratified random sampling was used to select schools and teachers, simple random sampling to select the sample size for the pupils' respondent. The 14 head teachers of the 14 selected schools participated in the study. Questionnaires were used to get information from the three categories of respondents. Piloting was done for the purpose of establishing the reliability value of instruments. Piloting was done to establish reliability of validity of the instruments. Data were analyzed using descriptive and inferential statistics. The findings of the study revealed that lack of teacher training on curriculum, in adequate time allocation, and insufficient teaching and learning materials on the subject impacted negatively on the implementation of curriculum. This study recommends that parents, schools and the government should address the issue of curriculum implementation. Teachers training through in-service programmes should urgently be undertaken. Also, insufficient teaching-learning materials on should urgently be addressed. More time should be allocated for education. The researcher suggests further studies to be carried on the influence of teachers' motivation on the implementation of curriculum.

## **CHAPTER ONE**

### **INTRODUCTION**

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

A curriculum is a “plan or program of all experiences which the learner encounters under the direction of a school” (tanner and tanner, 1995 : 158). According to the Gatawa (1990: 8) it is the “totality of the experiences of children for which schools are responsible”. The Human Immuno Virus (HIV) and Acquired Immuno Deficiency Syndrome (AIDS) is increasingly threatening the right to education and the attainment of Education For All (EFA) BY 2015, affecting the supply, demand and quality of education at the same time education can be one of the most effective means of preventing HIV / AIDS; United Nations Educational Scientific and Cultural Organization (UNESCO, 2013).

In the year 2000, the United Nations (UN) developed the Millennium Development Goals (MDGs) which were focused on universal education, gender quality, child health, maternal health, ending poverty and hunger, combating , environmental sustainability and global partnership (colucci, 2010). The sixth UN MDG is to defeat , malaria and other diseases by 2015 of importance to this study are the MDGs aimed at universal education and combating (Colucci, 2010).

The threat posed by the pandemic has reached a dangerously high level worldwide and is actually still increasing though most governments have put in place preventive measures. However, a study carried out by Kruijer (2010) indicates that many teachers are not effectively well informed on to provide guidance to their students. These teachers often face overcrowded classrooms, under resourced schools lacking appropriate facilities and poor pay and working conditions, which combined not only

negatively influence teachers motivation and status, but in the long run seriously undermine the quality of education provided (Kruijer, 2010).

Government of the People's Republic of Bangladesh formed a National AIDS Committee way back in 1985 for prevention and control of . As a result, Bangladesh is a low prevalence country. Prevalence among the general population and even in vulnerable populations is still very low far less than one percent (Jelmerud, 2006).

The Mexican Institute of Family and population Research (MIFAP) developed a 30 session students curriculum called 'A Team Against AIDS (un Equipo Contra el SIDA), and 36 four for teachers training programme in the city of Toluca where there was local interest in implementing a standardized curriculum. Students must pass the class just as they would other curriculum (Georges and Suzanne, 2003).

The Thailand Ministry of Education and the programme for Appropriate Technology (PATH) developed the "Teens in smart sex" programme for their college students. The curriculum which consist of 8 two four sessions conducted once a week is based on the. "Theory of Reasoned Action Behaviour Change Model". Young people must first learn and practice behaviours in order to successfully use them in the appropriate times; United Nations Agency for International Development (UNAID, 2003).

At the moment several different types of prevention interventions target young people in Sub-Saharan Africa (SSA), some offer education as part of the school curriculum, others offer it through extra curriculum activities targeting in or out of school youth (Georges and Suzanne,2003).

The Sustainable Development (SD) office of the United Nations Agency for International Development Africa Bureau (UNAID) has developed a strategy for confronting the pandemic based on more than a decade of systematic education reform work. Components of the study are : strengthen delivery of HIV prevention messages to learners and teachers; support the Ministries of Education (MOEs) in the Management of impacts in the sector; and support innovative delivery of education to orphans and other vulnerable children (Georges and Suzanne,2003)

In addressing the first point UNAIDS has worked with MOEs and other donors to strengthen existing programmes in life skills for prevention. These curricula aim to effect behaviour change and decrease the likelihood of infection among teachers and students in the course of their work (Georges T et al, 2003).In Kenya, was declared a national disaster in 1999 and the national AIDS control Council (NACC) was established to coordinate the national response (GOK – MOE, 2005). A number of institutions are currently implementing prevention programmes in Kenya. These programmes involve schools, health clinics and the media.

The great majority of Kenyan children attend at least some primary schools grades 1 – 8 but most do not attend secondary schools. In 1999, the Kenyan government established a national curriculum on education to reach children in primary schools. In 2003, a curriculum on life skills, which teaches about among other life skills, was introduced. The primary school curriculum teaches basic medical facts about AIDS, HIV transmission preventive and care for people living with AIDS (MoE, 2003).

Studies conducted in the implementation of HIV /AIDS curriculum in public primary schools in Ol Joro Orok Division, Nyandarua District, Kenya (Theudu G, 2011) and Nairobi Province (King'ori, 2012) found out that most teachers are not well prepared

to handle curriculum. These findings are supported by a UNESCO study (2006) which states that curriculum is underutilized due to teachers in experience and discomfort in teaching using sensitive material.

According to a study carried out by Kenya National Examination Council – National Assessment System for Monitoring Learner Achievement (KNEC-NASIMLA,2010), there are various social factors that influence the implementation of school curriculum. These factors among others include teacher training; availability of teaching, learning materials, time allocation, classroom practices and head teacher characteristics. These factors also influence the implementation of curriculum in public primary schools in Ukwala Division, Siaya County Kenya.

## **1.2 Statement of the problem**

Siaya County is part of Nyanza Province in Western Kenya. It is bordered by Busia District to the north, Vihiga and Butere - Mumias Districts to the north east, Bondo District to the south and Kisumu District to the south east and has a total area of approximately 1520 square kilometer (Matibabu Foundation 2011). Total population 842, 304 (2009 population and housing census). prevalence rate among adults : 24% number of adults living with 117,000. Children orphaned and made vulnerable: 29.3%. households with orphans and no support 79%; Kenya AIDS Indicator Survey (KAIS, 2007).

Siaya County, Nyanza Province has a unique situation concerning the spread of . This is because of its location near the lake region where many people gather at the lake region shores for fishing purposes. Studies have revealed that because of the nature of business, the spread of HIV is very high. The business has a lot of money in it. This



encourages school drop out by young children so as to make quick money (Empower Africa, 2011). Several studies on have been carried out in Siaya County. Unfortunately, most of these studies have targeted the local households but neglecting the learning institutions as concerns the implementation of curriculum. Some of the studies carried out include : HIV discordant couple study (Otieno Kepher, 2013); traditional and cultural practices and HIV reconciling cultures and human rights influence of gender on vulnerability to among small scale traders (Okello Brenda, 2011); facts about. Siaya County. (Matibabu Foundation, 2011) and news from Siaya (ACE Africa, 2012) among many others.

Individual schools and teachers have a lot of discretion about whether to teach about . Schools tend to be focused on the examinations students take at the end of primary school and is not examined as a separate subject, although questions on are included in examinations on other subjects. Most upper primary teachers have been trained to teach particular subject matter such as math and see this as their primary responsibility. Moreover, many do not feel competent enough to teach about. Thus, is often not covered very well in practice despite the development of national curriculum in 1999 and the life skills curriculum in 2003.

According to Area Education Office (A.E.O) Ukwala Division in their routine supervision, they have come to note that is rarely taught and the single period set for life skills is used by teachers for revising other subjects that are examinable. This is supported by studies on the implementation of curriculum in public primary schools in ol Joro Orok Division, Nyandarua District (Thendu, 2011) and Nairobi province (King'ori, 2012) which found out that curriculum is under implemented. Further confirmation is by the global study carried out by the UNESCO (2006) whose

findings state that curriculum is under-utilized due to teachers in competence on curriculum due to lack of training on curriculum and discomfort in using sensitive materials. Therefore the aim of this study is to investigate the factors that influence the implementation of curriculum in public primary schools in Ukwala Division Siaya County.

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

Purpose of the study was to investigate factors influencing the implementation of curriculum in public primary schools in Ukwala Division Siaya County.

### **1.4 Research objectives**

The study was guided by the following objectives:

- i. To determine the extent to which teacher training influences the implementation of curriculum in public primary schools in Ukwala Division Siaya County.
- ii. To establish the extent to which availability of teaching and learning materials influence the implementation of curriculum in public primary schools in Ukwala Division Siaya County.
- iii. To determine the extent to which time allocation influence the implementation of curriculum in primary public schools in Ukwala Division Siaya County.
- iv. To establish the degree to which innovative classroom practices influence the implementation of curriculum in public primary schools in Ukwala Division Siaya County.
- v. To determine extent to which integration of into other subjects influence the implementation of in public primary schools in Ukwala Division Siaya County.

### **1.5 Research questions**

The following questions guided the study

- i. To what extent does teacher training influence the implementation of curriculum in public primary schools in Ukwala Division Siaya County?
- ii. To what extent does availability of teaching and learning materials influence the implementation of curriculum in public primary schools in Ukwala Division Siaya County?
- iii. To what extent does time allocation influence the implementation of curriculum in public primary schools in Ukwala Division Siaya County?
- iv. To what degree do innovative classroom practices influence the implementation of curriculum in public primary schools in Ukwala Division Siaya County?
- v. To what extent does integration of into other subjects influence the implementation of curriculum in public primary schools In Ukwala Division in Siaya County?

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

The findings from the study could assist education service providers, policy makers and other education workers to develop improved policies and strategies for addressing issues on curriculum implementation.

### **1.7 Limitation of the Study**

Study findings cannot be generalized to all schools as private schools were not involved in the study, hostile and non-cooperating respondents and constraint in the completion and return of research instruments.

### **1.8 Delimitation of the Study**

The study was carried out in Ukwala Division Siaya County which had 48 public primary schools selected. Only standard eight pupils were involved in the study. Because they were mature and could read and understand and fill in the questionnaires. Teachers were involved because they are the implementers of the curriculum in classrooms. Head teachers were involved because they effect curriculum implementation directly through monitoring, supervision and provision of teaching and learning resources. Only 16 schools out of the 48 public primary schools in the division were involved in the study.

### **1.9 Basic Assumption of the Study**

In conducting this study, three assumptions were made;-

- i. Teachers are well prepared to handle the curriculum.
- ii. Teaching and learning materials are available in public primary schools in the division.
- iii. Time is allocated for teaching education.

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

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

**Factors** refers to things that influence the implementation of curriculum which include teacher training, availability of teaching and learning materials, time allocation, innovative classroom practices and integration of into other subjects.

**Implementation** refers to making something that has been officially decided to start or happen or to be used, in this case, the curriculum.

**Influence** refers to effect on a particular situation and the way it develops.

**Integration** refers to incorporation of education into other subjects.

### **1.11 Organization of Study**

The study is organised into five chapters. chapter one deals with introduction to the study covering; background to the study , statement of the study, research objectives, research questions , significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definition of significant terms and organisation of the study. Chapter two covers the literature review on factors influencing implementation of curriculum in public primary schools with an overview of impact of on education in Sub-Saharan Africa, core teaching and learning themes and; implementation of the curriculum. It focuses on variables such as teacher training on curriculum, teaching and learning materials on , time allocation for curriculum innovative classroom practices and integration of into other subjects. Also covered are theoretical framework and conceptual framework. Chapter three is on research methodology which deals with introduction, research design, sample size and sampling procedure, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis. Chapter four deals with data analysis, discussion, presentation and interpretation while chapter five is on summary of the study, conclusions, recommendations and suggestions for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This section provides the reviewed literature of the studies that have been done on the factors influencing the implementation of curriculum in public primary schools. The section deals with factors related to teacher training, availability of teaching and learning materials, time allocation, innovative classroom practices and integration of education into other subjects. Theoretical framework and conceptual framework based on the study are thereafter presented.

#### **2.2 Impact of on education in the Sub-Saharan Africa**

Mark a severe development crisis in sub-Saharan Africa, which remains by far the worst affected region in the world. Approximately 3.5 million new infections occurred in 2001, bringing to 28.5 million the total number of people living with in this region. The total number of orphaned children in the region at the time was estimated to be 11 million (1). The bulk of new AIDS cases are among young people of school going age, aged 15-25 years (2). Projections under conservative assumptions suggests that the toll of AIDS in sub-Saharan Africa will reach five million by 2010(3) (UNAIDS. December 2002)

Education and training are critical for long term development. The extent to which schools and other educational institutions are able to continue functioning will influence how well societies eventually recover from the AIDS epidemic (1). The provision and growth of quality education is directly linked to positive economic development, emancipation and health dividends (2) impacts negatively on the

following aspects of education: (i) the demand for education, (ii) the supply of education and, (iii) the quality and management of education. (Vandewalle, 1999)

A decline in school enrolment has been observed in many sub-Saharan countries and is widely reported. Contributing factors include removal of children from school to care for parents and family members, inability to afford school fees and other school expenses, AIDS related infertility and a decline in birth rate, leading to fewer children and early deaths of children due to HIV infection. This stagnation and or decline in school enrolment has also been observed in Swaziland(6), Botswana(7), South Africa(8), Zambia(9) and Malawi(10) among the countries in sub-Saharan Africa. (Vandewalle, 1999)

has significantly affected the ability of educational systems in sub-Saharan Africa to supply and manage quality education. This has been mainly through affecting the management and supply of education by diminished supply of teachers due to mortality. In Zambia, the number of teachers dying from AIDS is greater than the output from the teachers training colleges while in Kenya, it has been reported that 20-30 teachers die monthly, in one of the districts, from AIDS, with 200 dying monthly in the whole country from AIDS.

The supply of education can also be hampered by declining productivity of teachers due to frequent absenteeism because of illness, care of the ill family members or in funeral attendances leading to severe decline in learner/teacher ratio and reduced teaching due to slow or non-replacement of teachers who have died from AIDS. Education budget has also been adversely affected by training of additional teachers,

reduced availability of family resources and by double payments of off-duty teachers and their replacements. (Vandewalle, 1999)

Emotional stress of teachers and learners is also high through increased incidence of HIV and death due to AIDS among colleagues and relatives. This significantly affects the quality of learning. Other factors that must be considered include devalued standing status of teachers in the community through community perception of teachers as contributors to the spread of AIDS, perception of educational institutions as risky environment for sexual relationship between learners, and between learners and teachers and decline in standards of management, administration and financial control of educational institutions due to loss of human resources. (UNAIDS December 2002)

The impact of in the education sector is no doubt grave. The consequences are far reaching. Since the education sector is a leading employer in all countries. Education determines the future economy of any country. The challenge is to find ways to manage the situation and turn what is now seen as a high risk environment into an effective instrument to combat ignorance and motivate sustainable behaviour change. Some suggested interventions include, but are not limited to recognizing that is a serious disease with serious consequences to the education sector. All related issues should be documented, discussed and communicated from the highest level. Enactment of enabling policies and review of existing policies and regulations, and identification and changing of those items that are in conflict with effective response in the current policies is an urgent need. Also important is the empowerment of teachers and students by creating an environment in which life skills and personal choice can be taught (Barnett, 2003)



In Kenya, teaching of in schools is now official policy, but only 6000 out of 240,000 teachers have been trained in curriculum. Other considerations in managing the impact are reducing the risk of HIV transmission in schools by ensuring accountable administration, implementable code of conduct, appropriate disciplinary measures and other measures that will ensure responsible behavior surveillance to monitor and record progress of the pandemic with respect to key education issues; operational collaboration and partnership with the health sector, NGOs and other sectors involved with ; creation and development of resource centers to avail educational materials, facilitate distribution of materials, library access and educational support; availing accessible testing and counseling centers. This may enable establishment of prevalence data rates in the staff and in the classrooms; support for orphans in a creative manner; training more teachers to replace those that have died; enrichment and modifications of curricular to promote choice and sustainable behavior change; promotion of positive attitude to those infected or affected by HIV; and sharing of experiences and information locally, regionally and internationally to facilitate effective collective strategic plans, developments of early warning signs and action plans.( Ministry of Education, Kenya. Country report: 2002)

### **2.3 Core Teaching-Learning Themes**

Basic knowledge on health STIs, and care and treatment: This thematic topic is aimed at the development of basic knowledge on health, as well as important information processing skills.

Human rights, stigma and discrimination: Stigma and discrimination greatly increase the silence and fear surrounding as well as the suffering of people with/affected by . This core topic should focus on, among others, teaching learners about children's and

human rights – as applying to themselves and others, irrespective of their status. (IBE-UNESCO, 2006)

Relationships and gender issues: Increasingly, the epidemic is feminizing, with women accounting for more than half of HIV-positive adults worldwide. Gender inequity and general power discrepancies in relationships increase the risk of HIV infection as well as the impact of the main expected learning outcome of this third topic is the development of a critical understanding of the different vulnerabilities and risks men and women face, the equal rights of men and women. Equal participation of boys and girls in this module is essential (UNESCO, 2006).

Life skills: Though learners are expected to learn a range of skills through the other three thematic topics described above, it is recommended to include a fourth theme in the teaching-learning programme which pays attention to a specific set of additional life skills.

*Life skills* are generally defined as abilities that help promote mental well-being and competence in young people as they face the realities of life. Life skills are taught with the aim to empower people to take positive actions to protect themselves and to promote health and positive social relationships. Examples of life skills are skills in problem-solving, critical thinking, decision-making, negotiation, as well as ‘skills’ such as self-awareness, empathy, and coping with stress and emotions.

Life skills requiring additional attention in education can be organized into three categories: a) Critical thinking skills, including self- and social awareness, setting goals and solving problems; b) Social skills, including building positive relationships,

challenging gender stereotypes, stigma and (sexual) violence, coping with loss and stress; and c) Communication and negotiation skills, such as being able to voice one's concerns and needs, being able to say 'no' and to have that respected ( IBE-UNESCO, 2006: 4; UNESCO).

#### **2.4 Implementation of the National Curriculum in Primary Schools in Kenya**

Kenya revised the primary school curriculum in the year 2002 and the implementation of the revised curriculum started in 2003. During the revision of the primary syllabus special attention was paid to the coverage of emerging issues, with as one of the contemporary and vital issues addressed during the revision process. The old curriculum was phased out at the end of 2005 in both primary and secondary schools (Education Sector Policy Document, 2004).

The new, revised primary school syllabi infused and integrated the content, information and messages. An analysis of the revised primary school curriculum revealed that most of the content had been integrated into the various subjects in the revised national curriculum.

The new syllabuses indicate that content, information and messages have been covered in majority of the subjects although some bring out the issues better than others. In Primary English, the coverage of education was judged to be quite adequate. The science based subject areas unsurprisingly have a good number of topics. The use of the Kiswahili Lugha to pass information and messages on is satisfactory (Education Sector Policy Document, 2004).

The scope and spread of education through the various subjects is thus generally quite good, and if implemented well it should pass the necessary skills, knowledge and attitudes to youth to enable them to protect themselves against infection. Unfortunately, evidence from the key stakeholders (especially head teachers and teachers) indicated that in the majority of schools the implementation was not effective.

## **2.5 Teacher Training on curriculum**

African countries have expressed commitment to prevention messages in schools as have teachers in other parts of the world. A study in Zimbabwe and several studies outside Africa have shown that training programmes can improve teachers knowledge, attitudes and readiness to offer prevention programmes to their students. (Kathleen, Norr 2005).

A study conducted in Tanzania by Jeanj Louis and Arcand Eric (2010) concluded that training of teachers in Tanzania has boosted their confidence and ability to transfer knowledge and life skills to young people, helping them to protect themselves from contracting (Louis and Arcand, 2010).

A survey study carried out by Education International (EI) in selected Sub Saharan African countries states that greater emphasis need to be put in in teacher training both at the pre-service stages. The study confirmed the concerns that such training plans are currently lacking in the majority of countries surveyed (EI, 2006). This study supports the study carried out in 2004 which states that teachers in some sub Saharan African countries lack the training to educate and convince other adults on the importance of teaching HIV prevention. Thus, teachers are often inclined to limit

themselves on the transfer of knowledge. Teachers are the backbone of education and have the capacity to provide hundreds of learners with essential prevention skills on daily basis as long as they are well trained on curriculum and possess positive attitude towards the subject (Education International (EI),2006).

Attitude is the willingness to work with other persons to achieve common ends through commonly – agreed – upon means - According to Oxford Advanced Learner's Dictionary, attitude is defined as the way one thinks and feels about something or somebody. Banu D.P. (1985), defines it as a learnt tendency or predisposition to think or act in a particular way either negatively or positively.

According to Hawes (1979), the task of curriculum implementation involves some main processes, which include changing attitudes of policy makers, administrators, teacher trainers, supervisors, teachers, and parents and ultimately the learners. It also involves providing the materials and administrative means to make this possible.

Shiundu and Omulando (1992), observe that: the importance of attitude in implementation of a new programme cannot be neglected. Attitudes held by teachers, head teachers, pupils, parents and other education stake holders about a new programme such as curriculum play an important role in determining how the programme will be handled and received. A positive attitude towards a programme will favour its successful implementation.

Inadequate teacher training and support is one of the primary reasons why delivery and possible impact of education has been hampered. are topic that people generally find difficult to discuss, especially with young people. Learners need to see the relevance of learning for their own lives (Expectancy Value Theory - EVT). This is an

important reason why learning about this subject requires active and participatory teaching and learning methods (Miedema, 1996).

These methods are new to a great many teachers. Many -if not most – teachers use classical teacher driven pedagogical approaches, especially when they need to manage large and / or multi grade classrooms. When the curriculum is overcrowded, teachers will be not inclined or able to take the time to facilitate the active learning activities on . The subject may be skipped altogether if there is no specific time allocation and if it is not made examinable (Miedema, 1996).

It has been found that teachers with a solid understanding of the subject content are better able to teach in participatory learner centered manner (Miedema, 1996). This findings is supported by another study carried out in Thailand which revealed that teachers who were trained had more knowledge and understanding of , more positive attitudes toward young people's sexuality and towards people living with (PLWHA), and increase willingness to use participatory method ,stronger facilitator skills, Increased communication and better relationship with students, greater commitment towards teaching about sexuality and (Marianne,2006).

It goes without say that both pre-and-in-service teachers training on education need to be comprehensive. It is recommended that where possible educators with desirable characteristic be selected for teaching i.e. teachers who are willing and able to discuss those topics in an open manner, who are trusted by learners (in case of in-service training). Pre- and in-service teacher training should cover the same core themes that are addressed in education and should include ample time for trainees to try out participatory teaching method and facilitate active learning. Training on relevant

assessment method is also critical both in pre- and in-service training (Marianne, 2006).

During training (trainee) teachers will also need to become familiar with the teaching-learning materials designed for education. Finally where pre-service training will need to focus on enabling trainees to teach related curriculum, in-service will need to focus on enabling teachers to teach the modified curriculum (i.e. following integration of into other subjects (Miedema, 1996).

The success of curricular change largely depends on teachers and the extent to which they understand and support changes. It is important that the implications of curriculum change from teacher training be thought through carefully and that teachers be active partners in the consultation process on curriculum change. Because teachers may encounter resistance to their teaching on from both colleagues and the community, It is important that they be supported by the school principal and key community members (Miedema , 1996).

## **2.6 Teaching and learning materials on and curriculum implementation**

Miller and Seller (1990) assert that instructional materials are critical ingredients in learning and the intended programme cannot be easily implemented without them. Instructional materials provide information and opportunities for pupils to use what they have learnt. Wilkins (1974), concurs with Miller and Seller (1990), and observes that, without resource materials and facilities, the teacher may not be able to set the objectives that he would like his pupils to attain. It would mean that pupils cannot be taught using the most suitable methods. In case of lack of resources and facilities the

teacher should be innovative enough to improvise and provide alternatives using local materials

A survey study by Clarke (2008) found out that it is difficult to find appropriate curriculum materials in which authentic participatory pedagogical strategies have been incorporated that could lead to desirable behavior change in the youth (Clarke, 2008). A study carried out in Rift valley province, Kenya by Mutai (2011) found out that majority of teachers indicated that there were fewer text books for which hampered their effort in disseminating AIDS knowledge to learners. The study further notes that text books were used more than posters and newspapers in the dissemination of information to pupils (Mutai, 2011).

A large survey study carried out by Education International (EI) in selected countries in sub Saharan Africa in 2006 states that teachers report the difficulties they face in addressing in the classroom setting they often opt to avoid raising issue of condoms use in the classroom for fear of causing problem with parents and the school administration (E.I, 2006).

A study carried out in Kamkunji, Nairobi Province (Kenya) by Wanjiru (2008) recommend that the Kenya Institute of Education should avail necessary and adequate teaching and learning materials for easier implementation of programme (Wanjiru, 2008).

As observed from all these studies teaching and learning materials on are scarcely available in most schools to enable them teaching and learning of education be a success.



## **2.7 Time allocation for and curriculum implementation**

An important shortcoming of much of the education on is that there is not specific time allocation and that teaching-learning on the subject is fragmented and irregular. It is important when integrating education into the curriculum that a specific amount of time be allocated to the subject and that it be clearly scheduled in the school timetable (Miedema, 1996).

Deciding on the time that will be allocated to education can be guided by the following considerations: (i) Participatory teaching-learning methods, which are strongly recommended to teach this subject, require more time than classical teaching methods, whether peer educators are used to facilitate some of the teaching-learning on the subject or not as they may require more time as they get used to their new roles. (ii) Whether or not some sub-themes are covered in other school subjects, e.g. children's rights and human rights. (iii) The amount of time that education authorities are willing to spend on the subject, taking into account that the curriculum is often already overloaded and that, should time be taken off other subjects, subject specialists will need to be convinced of the importance of education. (Miedema, 1963).

The IBE-UNESCO Curriculum Manual on education provides guidelines for the minimum time required to complete the four different thematic modules during an average school year (160 days or 32 weeks). It is important to note that this minimum time should not be seen as time added to the existing curriculum and school calendar, but as part of the curriculum.

Participatory teaching methods, which are strongly recommended to teach the subject, require more time than classical teaching methods (Miedema, 1996). Whether or not some themes are covered in other school subjects, the amount of time that education authorities are willing to spend on the subject is quite limited (Miedema, 1996).

In South Africa, is taught in the life skills lessons which is allotted time as follows: Foundation classes (R1-R3) one hour per week, Intermediary classes one and hour hours per week and senior classes two hours per week (Georges, 2003). In Kenya is taught in life skills lessons and is allotted one period of thirty minutes in grades 1-3 (lower primary) and thirty five minutes in grade 4-8 per week (GOK MOE 1999).

The time allocated for conducting education is inadequate. This is supported by a study conducted by Samia (2013) which state that inadequate allocation of time for conducting the class was found to be barriers to education.

The MoE recognized that was not getting the attention it deserved on the timetable since it was not an examinable subject. In response the Ministry changed the implementation strategy following the 2003 curriculum review and introduced a dual strategy. The revised syllabi have infused and integrated content, information and messages in the majority of subjects, which ensures that content will be taught and examined within the carrier subjects just like any other subject. The revised curriculum contains most of the content from the old stand-alone syllabus. (MoE, 2003).

## **2.8 Innovative classroom practices on the implementation of**

Pedagogical innovations refer to emerging practices that involve changes in what teachers and students do and learn in the classroom, which prepare students for lifelong learning in the information society. Examples of such practices can be activities that promote active and independent learning in which students take responsibility for their own learning, and activities engaging students in collaborative learning in which students work with others on complex, extended, real-world-like problems (Kozma & Anderson, 2002)

In combating HIV infection, the curriculum responsibility of schools is to teach young people how to avoid either contracting the infection or transmitting to others and to serve as catalyst for the development of HIV related policies that are based on the most current scientific knowledge. In doing so, schools have the opportunities to make important improvement in the quality of health education provided to young people worldwide as a step towards improving global health (Schenker and Nyirenda,2011).

Educational drama train effective way of learning. It provides opportunities to listen, speak, think, feel, find out and be in the middle of the situations. It provides an opportunity to learn. Learning takes place during the drama processes and after the process, especially with sensitive issues. Drama is a powerful tool that can draw students into an experience. It is a tool to help move experience from the lecture platform into the interactive participative doing base (Boggs, 2007).Video is a potential window that can expose the mind and heart of many rural African children to matters related to far more than the traditional classroom teacher can achieve (Isiaka, 2007).

A study carried out by Kruijer (2010) state that child centred participatory teaching methods in classroom where teaching materials are scarce and pupil teacher relation are very high is the best method for disseminating prevention knowledge to learners. This study is supported by another one carried out by Education International (2006) that state that participatory learning experience is one of the most effective way to help people practice and acquire prevention skills.

A study carried out by Colucci (2010) found out that through interactive soccer games and activities information regarding prevention and positive life skills are discussed with the youth in order to help combat the pandemic (Colucci 2010) and according to Kizito and Suhonea (2008) information communication and technology (ICT) is one of the most important solution in order to provide preventive education for all learners (Kizito,2008).

According to Schenker 2011, teachers should apply the following elements as innovative classroom practices of teaching education: (i) Clarify Key concepts and generalizations to ensure that all learners gain powerful understandings that serve as the foundation for future learning. Teachers are encouraged to identify essential concepts and instructional foci to ensure all learners comprehend. (ii) Use assessment as a teaching tool to extend versus merely measure instruction. Assessment should occur before, during and following the instructional episode, and help to pose questions regarding students' needs and optimal learning. (iii) Emphasize critical and creative thinking as a goal in lesson design. The tasks, activities and procedures for students should require that students understand and apply meaning. Instruction may require supports, additional motivation, varied tasks, materials or equipment for

different students in the classroom. (iv) Engaging all learners is essential. Teachers are encouraged to strive for development of lessons that are engaging and motivating for a diverse class of students. Vary tasks within instruction as well as across students. In other words, the entire session for students should not consist of all drill and practice. (v) Provide a balance between teacher - assigned and student - selected tasks. A balanced working structure is optimal in a differentiated classroom. Based on pre-assessment information, the balance will vary from class-to – class as well as lesson – to – lesson. Teachers should assure that students have choices in their learning (Schenker, 2011)

## **2.9 Integration of messages into other subjects**

There are different approaches to integrating education into the curriculum. Though different countries may use different terms to describe a particular curricular approach, it has been found that education is usually integrated using one of the five curricular approaches described below: (UNESCO, 2006.)

- i. As a stand-alone subject: The topic is clearly labeled and earmarked in the school timetable. It addresses all relevant issues relating to SRH, education. An example of a country that uses this approach: Benin.
- ii. Integrated in one main carrier subject: Teaching and learning of most of the relevant material is addressed in one main carrier subject, e.g. social science. Examples of countries that use this approach: Brunei, Chile, China, Colombia, Nigeria, South Africa and Vietnam.
- iii. As a cross-curricular subject: education is integrated in a limited number of subjects (in no more than 1/3 of the total number of subjects in the

curriculum). These subjects bear a close affinity with the topic and teaching-learning on SRH, within these few subjects is clearly defined and divided. Examples of countries that use this approach: Cambodia, Brazil, Malawi, Malaysia, and Mozambique.

- iv. Infused through the curriculum: Teaching-learning on is included across a broad range of subjects (in more than 1/3 of the total number of subjects in the curriculum). This approach has generally been found to be less effective than the other approaches. Examples of countries that use this approach: Botswana and Kenya.
- v. As an extra-curricular topic: Extra-curricular activities are activities that schools arrange outside the regular curriculum. Extra-curricular activities often offer greater opportunity for more active interaction between learners, teachers and the community. On the downside, because extra-curricular activities are less structured, they are often irregular. In addition, because outcomes are generally not assessed or credited, teachers may be less motivated to devote time to facilitating these activities, in particular when overtime is not compensated. Examples of countries that use this approach: Botswana, Bahamas, Indonesia (UNESCO, 2006)
- vi. The general objective of the AIDs education aim at enabling the learners acquire necessary knowledge, skills and attitude about and STDs appreciate facts and issues related to and STDs develop life skills that will lead to HIV/AIDS and STDs free life and make decision about personal and social behavior that reduce risk of infectious (GOK-MOE 1999). Integration of

education in school setting is an asset which must be strengthened. AIDS message are carried through in most of the subjects in the curriculum (Benard, 2008).

is often added to the existing syllabus of a particular mandatory subject, but no provision are made to make sure that education is taught or that learning outcome are assessed in meaningful way (Miedema, 1996).AIDS education cannot be isolated from a comprehensive health education program addressing whole range of problems such as use of alcohol and other drugs, teenage pregnancies, poor living conditions, violence and unemployment. In fact many of the skills and attitude that young people need to prevent STD- are life skills that will be used in responding effectively to a wide range of other problems that they may face as they grow (Gayane, G, 2003).

Kenya has adopted the use of education and training as major tools in the prevention of a pandemic since the year 2000 when the first national school curriculum was launched. School-based education programmes and community-based and workplace education and training programmes have been implemented. There is need to have some common approaches in the implementation structure, mechanisms and process so that quality control can be done across the board, and also to assist replication in order to make the programmes cost-effective. (Gayane, G, 2003).

Since 2000 Kenya has been implementing a primary school and secondary school national curriculum through the Ministry of Education. During the first five years an infusion strategy was adopted for the implementation of the curriculum, with education content infused in carrier subjects. Teachers were expected to pass

messages through their regular subjects using the implementation guidelines for the syllabus that were provided by the MoE. (MoE,2007)

The majority of teachers were not adequately trained on the infusion strategy, and this lack of knowledge, skills, attitude and confidence negatively affected the quantity and quality of the implementation of the national curriculum. The fact that at the time the national curriculum was launched it was a non-examinable subject meant that it was not given prominence and importance in teaching. Some teachers did not teach it but instead used the time allocated to teach other subjects that they considered important for achieving success in national exams (MoE,2007).

The MoE recognized that was not getting the attention it deserved on the timetable since it was not an examinable subject. In response the Ministry changed the implementation strategy following the 2003 curriculum review and introduced a dual strategy. The revised syllabi have infused and integrated content, information and messages in the majority of subjects, which ensures that content will be taught and examined within the carrier subjects just like any other subject. The revised curriculum contains most of the content from the old stand-alone syllabus

The MoE prepared and distributed manuals for guiding the in-service training of teachers for the implementation of the revised integrated curriculum. The QASO Directorate used KIE trainers to train teachers at zonal and school levels, but only a small proportion had been trained on the new curriculum at the time of its launch. Since then KIE, ACU in conjunction with UNICEF have provided in-service training for teachers in the UNICEF Districts (MoE,2007).



Notwithstanding the above, teachers are still expected to cover part of the curriculum through the infusion strategy. This is rather complicated and confusing because the teacher has to use two syllabuses: from the integrated curriculum they are expected to cover the integrated education content and from the stand-alone education curriculum they are supposed to teach the rest of the topics that were left out of the integrated curriculum. This leaves the teacher with the responsibility of interpreting the two syllabi and deciding how much to integrate and the areas that need infusing during classroom hours. This is a great challenge, and considering that most teachers have not been adequately prepared, the effectiveness and quality of the curriculum are undoubtedly being compromised (MoE,2010).

## **2.10 Theoretical Framework**

The study will employ Martin Fishben's (1936-2009) Expectancy value theory (EVT) according to this theory behavior is a function of the expectancies one has and the value of the goal one is working. Teachers would undertake training with an expectation that the knowledge skills and attitude gained would enable them be better placed to tackle education with this training they would completely apply innovative classrooms practices and feel free to handle culturally deemed sensitive materials as condoms without shame or fear thereby imparting knowledge, skills and attitude to pupils on behavior change pertaining to prevention of the spread of the pandemic and personal protection against infection. Teachers would also wisely use the single lesson allocated for teaching then use it in revising other examinable subjects (Melessa, 2012)

Learners would also engage in classroom activities on education with an expectation that the knowledge gained would help them protect themselves from acquiring and

thereby prevent its spread, also they would be in a better position to freely talk about some of the culturally deemed sensitive materials such as condoms for prevention of the spread of without fear or shame. With this knowledge ultimately there is bound to be positive behaviour change in the learner.

## 2.1 Conceptual Framework

A Conceptual framework is a hypothetical description of a complex entity or process. The framework captures the relationship between independent and dependent variable.

**Figure 2.1 Conceptual Framework**

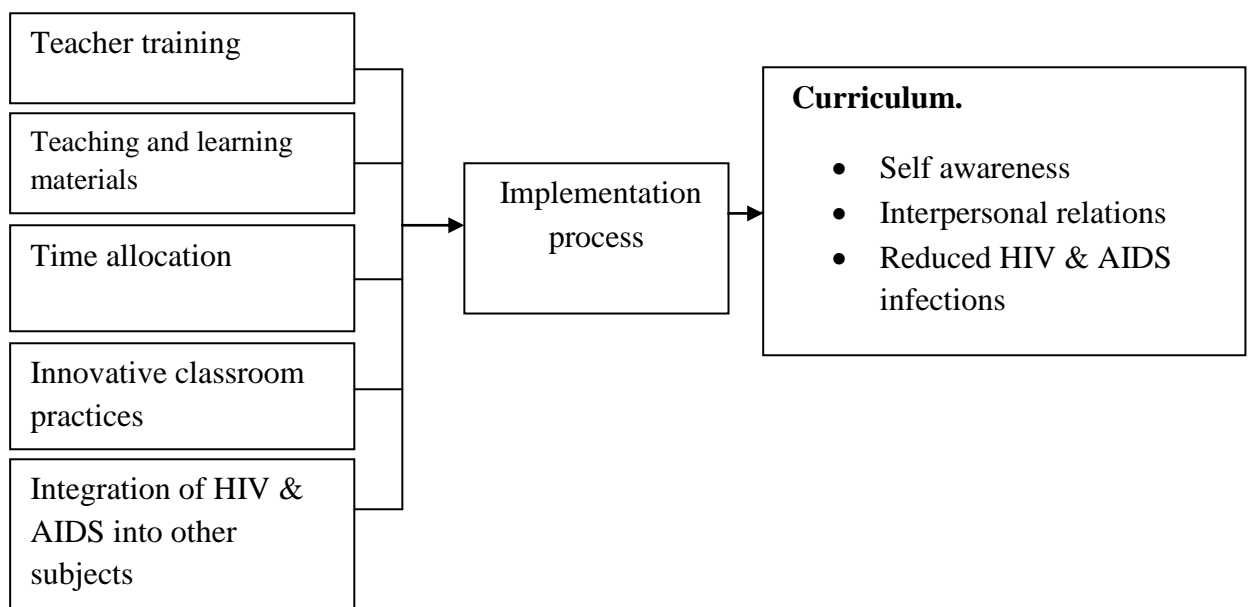


Figure 2.1 above shows the conceptual framework that has been developed from the reviewed literature and related theory. The independent variables are: teacher training; teaching and learning materials; time allocation; innovative classroom practices and integration of HIV & AIDS into other subjects. Dependent variables are self awareness, interpersonal relations and reduced HIV & AIDS infections while implementation is the process.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This section deals with descriptions of method that will be used to carry out the study. The sub sections includes research design ,target population, sample size, sampling procedures, research instrumentation and ,their validity and reliability method of data collection and data analysis.

#### **3.2 Research Design**

Descriptive survey research design was adopted to study the factors Influencing implementation of curriculum in public primary school in Ukwala Division, Siaya County, as it is deemed appropriate for this study (Pearson,2010). Survey research uses questionnaires and interviews to collect information about people's attitudes, beliefs, feelings, behaviors and life styles. The researcher opted for this design as a way of collecting first hand data from respondents so as to formulate rational and sound conclusions and recommendations for the study.

#### **3.3 Target Population**

Mugenda and Mugenda(2003) states that a target population is that population which the researcher wants to generalize result from .The `target population for this study was standard eight pupils, teachers employed by the Teachers Service Commission [TSC]and all the head teachers in the public primary schools in Ukwala Division, Siaya County .Data obtained from Ukwala Education office show that there are 48 public primary schools in the division with 1520 standard eight pupils, 404 TSC teachers and 48 head teachers.

### 3.4 Sample Size and Sampling Procedure

According to oxford advanced learners dictionary (8<sup>th</sup> ed.2011:307) a sample is a number of people or things taken from a large group and used in tests to prove information about the group. Sample size is the actual number of cases /respondents actually involved in a given study. Pearson (2010) states that sampling is the process by which a researcher selects a group of participants (the sample) from a larger population

Mugenda and Mugenda (2003) states that to arrive at a reasonable sample size, take 10% of the accessible population if the population is large and 30% if the population is small. Based on these authorities, sample size from this study was 287 respondents constituted as follows: 152 (10%) standard eight pupils, 121 (30%) TSC teachers, and 14,(30%) head teachers-all drawn from 14 (30%) public primary schools in Ukwala Division.

**Table 3.1 Sampling Matrix**

<b>Description</b>	<b>Target population</b>	<b>Sample size</b>
Head teachers	48	14
Teachers	404	121
Pupils	1520	152
<b>Total</b>	<b>1972</b>	<b>287</b>

Table 3.1 shows that out of the target population of 1972, a sample size of 287 was used.

For the purpose of this study, the following techniques were used: simple random sampling for selecting participating schools by writing all the names of the 48 public school in 48 pieces of paper with each school's name, folded, placed in a container, mixed, then the required number (14) randomly picked from the container. Stratified random sampling was used to select 121 teachers by gender and strata (Ukwala Division has three zones-Gaula, Sega and Nyaharwa) using teachers attendance register from the fourteen sampled schools; the fourteen head teachers from the fourteen schools involved and stratified random sampling was used to select the 152 standard eight pupils for the study by first randomly picking the first name from the class register then proceed to pick every third name until all the required pupil respondents within the fourteen schools is reached. A stratified random sample is chosen by first dividing the population into subjects or strata that share particular characteristics. The participants are sampled randomly from each stratum (Pearson, 2010).

### **3.5 Research Instruments**

The required data was collected by the use of questionnaire for Pupils, Teachers and Head teacher in the selected schools. The Pupils questionnaire was used to obtain information on age, gender, and class of the pupil respondents. The set of questionnaire were designed to influence the implementation of curriculum in public primary. The questionnaire was in one section and had straight forward statement with clear instructions on how to fill in. the Yes/No type of questions were used and the desired box regarding their view on factors influencing the implementation of curriculum.

The Teacher's questionnaire was used, to obtain information on gender, teaching experience and length of service in the current duty station. Structured, unstructured and matrix questions with clear instructions, were administered to the respondents to determine factors influencing the implementations of . The matrix questions were coupled with a five point likert scale. The scores ranged from 1-5 and the respondents circled the desired response regarding their view on the factors influencing the implementation of curriculum. The head teachers' questionnaire was used to obtain information on gender teaching experience and administrative experience. The set of questions in the questionnaire were designed to help determine the factors that influence the implementation of curriculum in public primary schools. Structured and unstructured questions with clear instructions were administered to the head teachers.

### **3.6 Instrument Validity**

In this study, face validity and content validity of the instruments were considered. To improve face validity of the instruments, a pilot study was conducted in four public primary schools in Ukwala division which were not sampled for the study. This was to ensure that there was no hitch during the administration of the instrument in the research region. The piloted questionnaire was scrutinized to identify items that seemed unclear or ambiguous to the respondents. Such items were reviewed and reworded, thereby improving the face validity of the instruments. Headteachers were selected for the study since they are managers who facilitate the implementation of the curriculum and provide the instructional materials needed. Teachers are the implementers of the curriculum in the classroom while standard eight pupils were selected for the study because they were mature enough and able to read, understand and fill in the questionnaires accurately. The researcher picked four schools which were not to participate in the study. The division has 48 public primary schools.

According to Mugenda and Mugenda (2003) for pilot purpose take (10%) of the accessible population. The researcher opted for 4 – lower limit of 4.8 thereby arriving at the figure of 4 schools.

### **3.7 Instrument Reliability**

The researcher established the reliability of the instrument by use of Cronbach Alpha Method. This method was appropriate since it involved a single administration of the instrument therefore it yielded greater internal consistency. This was after piloting the instruments and modification of some of the items (Mugenda & Mugenda, 2003).

Reliability for the various categories of respondents were established as follows: head teachers 0.7, Teachers 0.72 and pupils at 0.71.

Kunder-Richardson (K-R) 20 formula:

$$KR\ 20 = \frac{(K)(S)^2 - \sum s^2}{(S^2)(K-1)}$$

Where:

KR20=Reliability Co-efficient of Internal Consistency.

K=Number of items used to measure the concept.

S<sup>2</sup>=Variance of all scores

s<sup>2</sup>= variance of individual variance.

### **3.8 Data Collection Procedures**

A research permit was obtained from the National Commission for Science Technology and Innovation. This was done to give the study a legal backing. The document authorized the researcher to conduct the study in the identified primary schools in Ukwala Division. The researcher personally visited the sample schools. The researcher himself did direct observation and administered the questionnaires.

Questionnaires for each selected schools were filled and returned after two weeks. Head teachers, teachers and pupils who did not complete their questionnaires were added two more weeks to respond to the questionnaires.

### **3.9 Data Analysis Technique**

Data analysis involved the organization and interpretation of all the collected data so as to simplify and present it in the best way possible for easy interpretation and understanding. All data collected from the field were first checked to ascertain completeness. It was then categorized and coded and computed manually. The data were then analyzed both quantitatively and qualitatively. Qualitative data was organized. Put into categories, themes and patterns then analyzed and interpreted (Mugenda & Mugenda, 2003). Qualitative data were then presented in frequency tables, bar graphs and percentages.



**CHAPTER FOUR**  
**DATA ANALYSIS AND DISCUSSION**

**4.1 Introduction**

The purpose of the study was to investigate the factors that influence the implementation of curriculum in public primary schools in Ukwala Division, Siaya County. The results and findings are discussed using figures and tables based on the study objectives which were: teachers' training preparation prior to lesson presentation of passing message, teachers attitude towards curriculum implementation; teaching and learning materials on; time allocation for curriculum; integration of curriculum into other subjects; Also, the findings of the study have been compared with other previous studies on the same factors.

**4.2 Questionnaire Return Rate**

The questionnaires were administered to 14 headteachers 90 teachers and 140 pupils from the sampled schools. The response was as indicated in the Table 4.1.

**Table 4.1 Response Return Rate**

<b>Sampled</b>	<b>Returned</b>	<b>Percentage</b>
Head teachers'	14	100
Teachers	90	74
Learners	140	92
<b>Total Questionnaires</b>	<b>244</b>	<b>89</b>

Out of 152 Std 8 pupils, 140 returned in the questionnaires representing 92 percent. Out of 121 targeted teachers' only 90 completed the questionnaires representing 74 percent. All the 14 head teachers' all filled in the questionnaires filling-in the questionnaires making a response rate of 100 percent.

This response rate was excellent for statistical inference as it conforms to Mugenda and Mugenda (2003) stipulation that a response rate of 50 percent is adequate for analysis and reporting, a rate of 60 percent is good and a response rate of 70 percent and over is excellent. The researcher sought to identify the personal characteristics of the headteachers, teachers and pupils who participated in the study as shown in table

### **4.3 Demographic Characteristics of the Respondents**

Responses to the Std 8 Pupils, Teachers and Head teachers' were analyzed on the basis of their background information. This section focused on gender, age and level of experience.

#### **4.3.1 Pupils' by Gender**

The data for the study was collected from 14 public primary schools in Ukwala Division, Siaya County. An item was included in the questionnaire which sought information on the gender of the Std 8 pupils.

**Table 4.2 Respondents by Gender**

<b>Head Teachers</b>		
<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Males	12	86
Females	2	14
<b>Total</b>	<b>14</b>	<b>100</b>

There was a total of 14 head teachers of which 12 were male making up 86 percent. while 2 were females representing 14 percent..Table 4.2 presents this data.

### Teachers

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Males	60	67
Females	30	33
<b>Total</b>	<b>90</b>	<b>100</b>

### Pupils

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Males	84	60
Females	56	40
<b>Total</b>	<b>140</b>	<b>100</b>

67 percent of the teachers were male while 33 percent were females. Table 4.2 present this information.

Out of 140 pupils, 60 percent were males and 40 percent were females. The study revealed that majority of the pupils was female. The Table 4.2 presents the distribution of pupils by gender.

### Head teachers teaching experience

An item was included on the head teachers' questionnaire which sought information on head teachers teaching experience. Table 4.3 presents information on head teachers' experience.

**Table 4.3: Head Teachers Teaching Experience**

<b>Teaching Experience (Years)</b>	<b>F</b>	<b>%</b>
1 – 5	0	0
6 – 10	0	0
11 – 15	5	40
Above 16	9	60
<b>Total</b>	<b>14</b>	<b>100</b>

The study revealed that 40 percent of the head teachers had a teaching experience of between 11–15 years while 60 percent had over 16 years. The study revealed that majority of the head teachers had a teaching experience of above 16 years. The study revealed that majority the head teachers have a teaching experience 16 years and above. This means that they have more experience in administration which makes them understand how to facilitate implementation of curriculum.

### **Teachers Teaching Experience**

An item was included on the teachers' questionnaire which sought information on teachers teaching experience table.

**Table 4.4: Teachers Teaching Experience**

<b>Teaching Experience (Years)</b>	<b>F</b>	<b>%</b>
1 – 5	10	11
6 – 10	40	44
11 – 15	30	34
Above 16	10	11
<b>Total</b>	<b>90</b>	<b>100</b>

Table 4.4 presents information on Teachers' experience. The study revealed that 11 percent of the teachers had a teaching experience of between 1–5 years, 44 percent had worked for 6-10 years 34 percent had worked for 11-15 years and 11 percent had an experience of above 16 years. The study revealed that majority of the teachers had a teaching experience of 6-10 years.

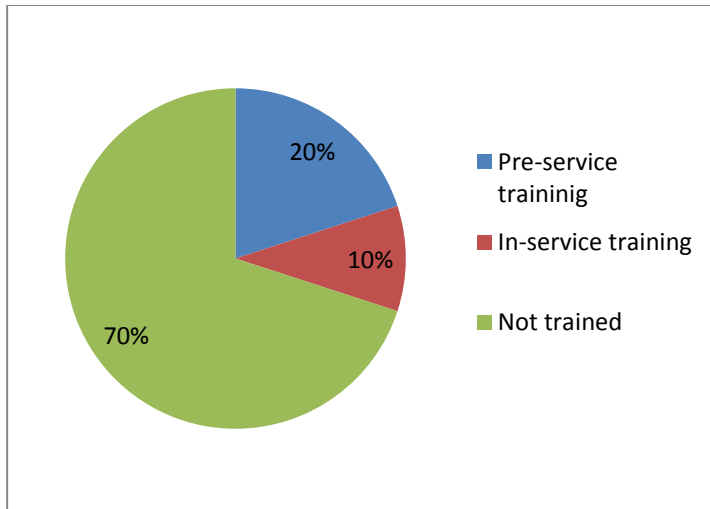
Majority of the class teachers have a teaching experience of between 6-10 years. This experience makes them to be in a better position of tackling curriculum in public primary schools.

#### **4.4 Teacher training and implementation curriculum**

Teacher training is an important component of education. Through it school teachers who are considered mentors of any society are prepared and produced (Lucas, 1972). Normally, it is ostensibly designed, developed and administered to produce school teachers for the established system of education (Kafu, 2003). Its importance in human life has been recognized for a long time.

Teacher training focuses on preparing school teachers in pedagogical content as well as academic content. Here, the emphasis is laid on equipping a school teacher with adequate competencies in both pedagogical and academic contents that prepares the teacher for challenges of modern life.

The aim of this study was therefore to ascertain whether teachers received pre-service training on curriculum. An item was included on the teachers' questionnaires which sought information on teachers training on curriculum. Figure 4.1 presents this information.



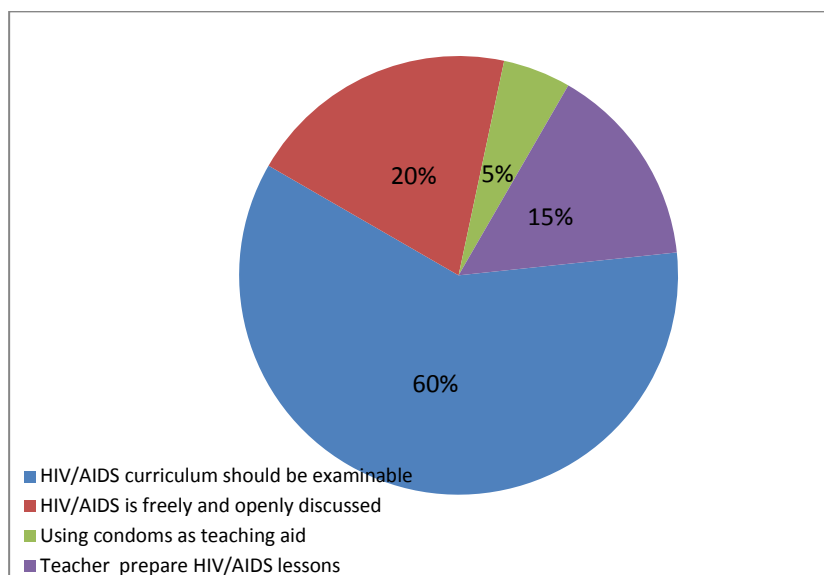
**Figure: 4.1 Teacher training on curriculum**

Figure 4.1 indicates that only 30 percent of teachers had training on curriculum of which 20 percent through pre-service training and 10 percent through in-service training. 70 percent have not received any training on curriculum. The findings agree with the findings of the study by United Nations Agency for International Development (UNAID) of 2004 which stated that teachers in Sub-Saharan African (SSA) Countries lack the training to advocate and convince other adults on the importance of teaching HIV prevention. Study by United Nations Educational Scientific and Cultural Organisation (UNESCO).

The findings agree with the findings of the study by United nations Agency for international Development (UNAID) which was done in 2004 which stated that teachers in Sub-Saharan African countries lack the training to educate and convince other adults on the importance of teaching HIV prevention, study by United Nations Educational Scientific and Cultural organisation (UNESCO) in 2006 found out that curriculum is under-utilized due to teachers incompetence in curriculum and discomfort in using sensitive materials, such as condoms, in the classroom. Inadequate number of trained teachers on curriculum impacts negatively on the

implementation of curriculum as noted by the findings of this study and other previous studies.

An item was included in the teachers' questionnaire which sought information on teachers' attitude on curriculum figure 4.2 presents this information.



**Figure.4.2: Teachers attitude on curriculum**

From 4.2, 60 percent of the respondents felt that curriculum should be examined, 20 percent stated that issues on is freely and openly discussed in classroom, 5 percent of the respondents used condoms as teaching aid while 15 percent of the teachers prepare for lessons. These findings show clearly that the implementation of the curriculum in public primary schools is not taken seriously because it is regarded as non-examinable subject.

The findings of the study agrees with the findings of Miedema, (1996) which states that the success of curricular change largely depends on teachers and the extent to which they understand and support changes. The findings of the study agrees with the findings of Miedema (1996) which states that the success of curricular change largely depends on teachers and the extent to which they understand and support changes.

The findings of the study note a serious shortage of teaching and learning materials on curriculum. A book ratio of one to five (one text book to five pupils) was predominant in the findings. The findings in Ukwala Division are in line with the findings of Mutai (2011) in Rift Valley Province, Kenya who noted a serious shortage of textbooks in the public primary schools in the province. Wanjiru in her study of 2008 in Kamukunji Nairobi Province underscored an urgent need by the government (Ministry of Education) to avail teaching and learning materials on HIV and AIDS education in the province.

#### **4.5 Availability of Teaching/Learning Materials and Implementation of Curriculum**

An item was included in the pupils' questionnaire that sought teaching and learning materials on the subject were available. Table 4.5 shows this information.

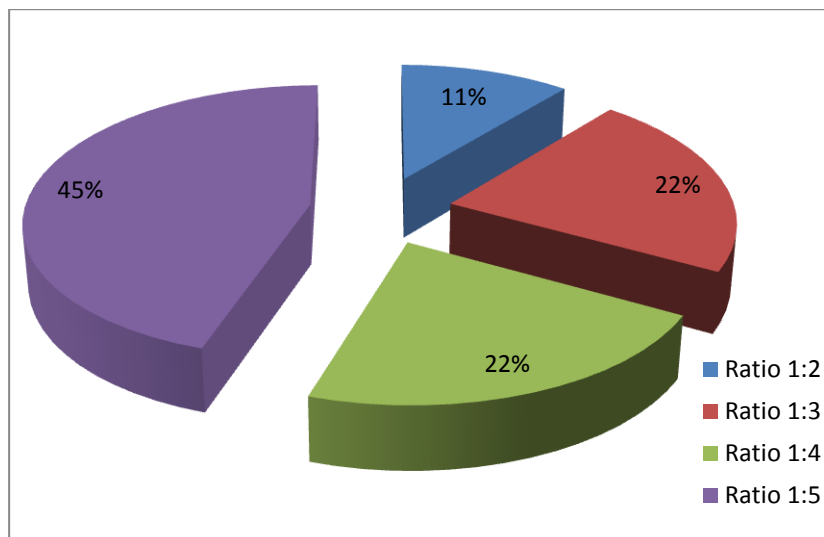
**Table 4.5 Availability of Teaching/Learning Materials on Lessons**

<b>T/L material</b>	<b>Available</b>	<b>%</b>	<b>Not available</b>	<b>%</b>
Text books	70	77	20	23
Charts/Posters	80	88	10	12
Magazine/Newspapers	80	88	10	12
Audio-visuals	15	16	75	84

From table 4.5, 77 percent of the pupils have textbooks while 23 percent don't have, 80 percent of the pupils do have chart/posters as well as magazine/newspapers while 12 percent don't have. 16 percent have audio-visuals equipments while 84 percent don't. This indicates that majority of the schools have written materials as opposed to audio-visual equipments for teaching.



An item was included in the teachers' questionnaire which sought information on text book: pupil ration. Figure 4.3 shows this information.



**Figure.4.3: Text Book: Pupil Ratio**

From figure.4.3, 45 percent had a textbook: pupil ratio of 1:5, 22 percent had a ratio of 1:3 as well as 1:4 while 11 percent had a ratio of 1:2. From the above data, it is clear that majority of the schools had a textbook: pupil ratio of 1:5. The findings of the study note a serious shortage of teaching and learning materials on curriculum. Finding of the study agrees with the findings of Miedema (1996) which states that the success of curricular change largely depends on teachers and the extent to which they understand and support changes.

The findings of the study note a serious shortage of teaching and learning materials on curriculum. A book ration of one to five (one book to five pupils) was predominant in the findings. The findings in Ukwala Division are in line with the findings of Mutai (2011) in rift Valley provinces Kenya, who noted a serious shortage of text books in the public primary schools in the province. Wanjiru in her study of 2008 in Kamkunji, Nairobi province underscored an urgent need by the government (ministry of Education) to avail teaching and learning materials on education in the province.

#### 4.6 Time allocation for education in primary school.

Many stakeholders in education have complained of lack of adequate time to cover syllabus. This is partly because as a subject is allocated less time in the teaching timetable at primary schools.

Headteachers and teachers were asked to state whether the time allocated for lesson was adequate.

**Table 4.6 : Adequacy of time allocation for lessons**

	<b>Adequate</b>	<b>%</b>	<b>Not Adequate</b>	<b>%</b>
Head teachers	5	35	9	65
Teachers	35	38	55	62

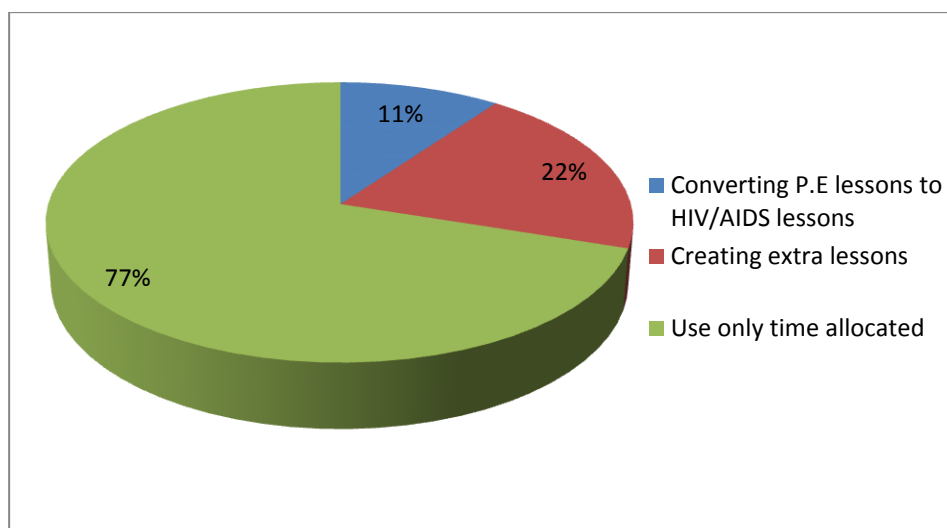
Table 4.6 indicates that 38 percent of the teachers felt that time allocated for lessons in the time table was adequate while 62 percent felt that the time was inadequate. Subsequently, 35 percent of the head teachers felt the time was adequate while 65 percent had a feeling that the time allocation for teaching lesson was inadequate. From the findings it is clear that much need to be covered in the curriculum but the number of lesson allocated is not enough.

The teachers were asked to indicate the coping strategies that they employed to deal with challenges related to inadequate time allocation for lessons, to which they responded as shown in Figure 4.4

The tables and figures indicate that time allocated for education is inadequate as confirmed in the review of literature by Miedema (1996) who states that an important shortcoming of education is that there is no specific time allocation for the subject.

An item was included in the teachers' questionnaire which sought to find out the coping strategies which teachers employ for inadequate time allocation for lessons.

Figure 4.4 shows the findings.



**Figure.4.4: Coping Strategies for Inadequate Time Allocation for Lessons**

Figure 4.4 shows 77 percent of the teachers only use the time allocated in the timetable to teach lesson, 22 percent of the create extra time in the morning, lunch time or evening to teach lessons while 11 percent converted PE lessons to teach lesson. From the foregoing, it is clear that majority of the respondents are contented with the time allocated in the time table despite the loaded curriculum.

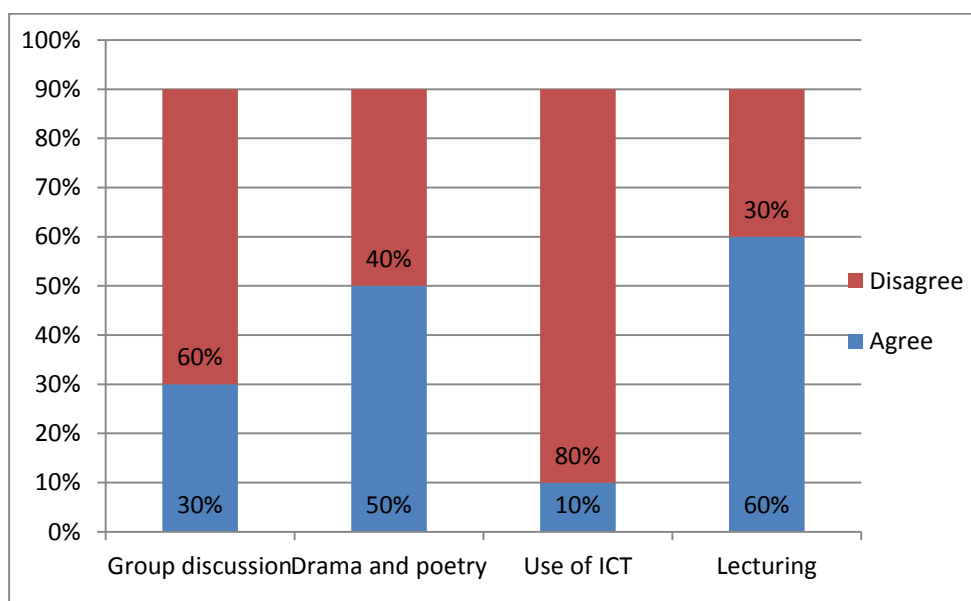
#### **4.7 Innovative Classroom Practices and Implementation of Curriculum**

Word web dictionary defines innovation as a creation (a new device or process) resulting from study and experimentation or the act of starting something for the first time; introducing something new. Curriculum documents reflect the necessity of

providing adequate cognitive methods and ensuring that learning should be child-centred.

Typically, the curriculum includes general objectives for each cycle, specific objectives for each discipline or subject area, sequences of contents and recommendations for practice, including pedagogical directions and suggestions for activities to be developed by teachers. At the school level, teachers are responsible for organization and management with a certain degree of flexibility. This is more demonstrated by the teaching methodologies teachers utilizes in disseminating concepts as outlined in the syllabus

An item was pegged in the teachers questionnaires that sought to find out teaching methods they used in teaching lessons as shown in figure 4.5.



**Figure 4.5 Teaching Methods of Lessons**

Figure 4.5 shows that 30 percent of the teachers used group discussion methods to teach lessons while 60 percent did not. 50 percent used drama and poetry while 40

percent did not. 10 percent used ICT technique while 80 percent did not, 60 percent used lecturing method while 30 did not.

From the foregoing, lecturing, drama and poetry are the methods that are favoured when communicating messages to the pupils. This comes as a result of most schools taking part in drama and music festivals hence actively participating in recitation and dramatization of themes. Teachers tend to prefer lecturing because it needs less logistic preparation. The least used method is ICT. This could be as a result of cost and maintenance and also due to the fact that most public rural schools acutely lack electricity.

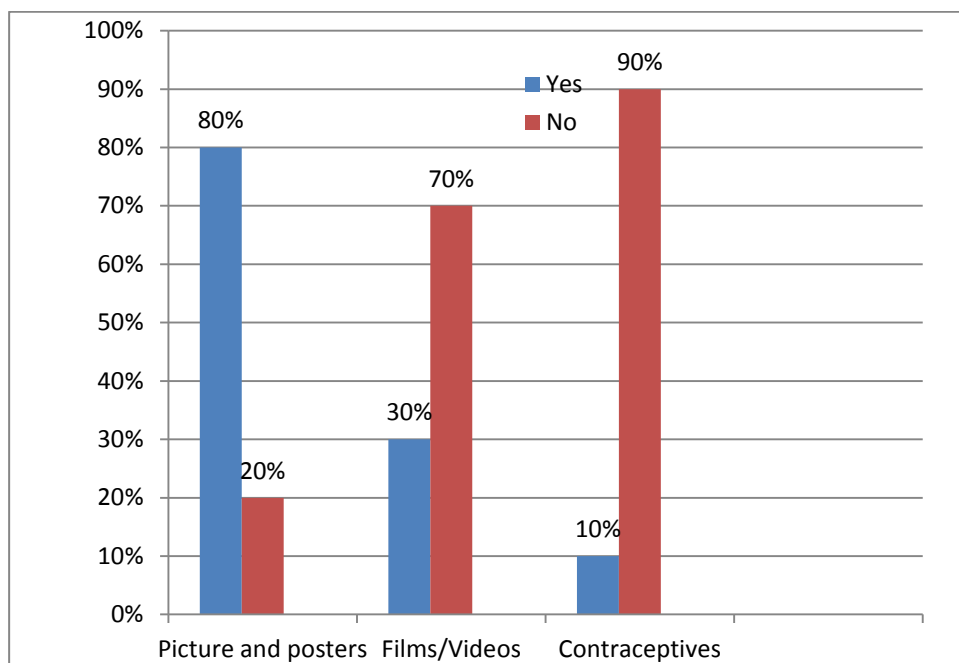
An item was included into the head teachers' questionnaire that sought to find out if teachers adequately prepare for lesson before going to class as shown in the table 4.7.

**Table 4.7 : Lesson Preparation.**

<b>Lesson preparation</b>	<b>Frequency</b>	<b>%</b>
Preparation by Teachers	6	43
No preparation by Teachers	8	57

From table 4.7, 43 percent of the teachers prepare for their lessons while 57 percent do not prepare for their lesson. This shows that majority of teachers do not prepare for their lessons as hence this impacts negatively on curriculum implementation. Pupils were asked methods that teachers use when teaching lesson as shown in the figure 4.6

An item was included on the pupils' questionnaires which seek information on methods employed by their teachers in the classroom when handling lessons. Figure 4.6 shows their responses.



**Figure 4.6: Innovative Teaching Practices.**

Figure 4.6 shows that 80 percent of the pupils indicated that teachers use posters and picture when teaching while 20 percent said teachers don't use. 30 percent confirmed that teachers use films and video while 70 percent indicated that they don't. 10 percent stated that teachers use contraceptives in their lesson while 90 percent said they don't.

From Figure 4.6, it can be observed that teachers use innovative teaching methods when disseminating messages as confirmed in the literature by Kruijer (2010) who states that child-centered participatory teaching method is the best for disseminating prevention knowledge to learners

The use of pictures and posters is more appealing to teachers than films and contraceptives but the last two methods are suitable because they appeal to all learners yet teachers use them to a lighter degree.

#### 4.8 Integration of Curriculum into Other Subjects

Integration means the act of combining into an integral whole (Word web).Kenya Institute of Curriculum Development (KICD) has developed an AIDS education curriculum and a series of textbooks on and life skills, and teachers have been inducted into the use of this curriculum and materials in classrooms.

An item was included into the Teachers and Head teachers' questionnaires to find out if they understand the term integration of curriculum into other examinable subjects.

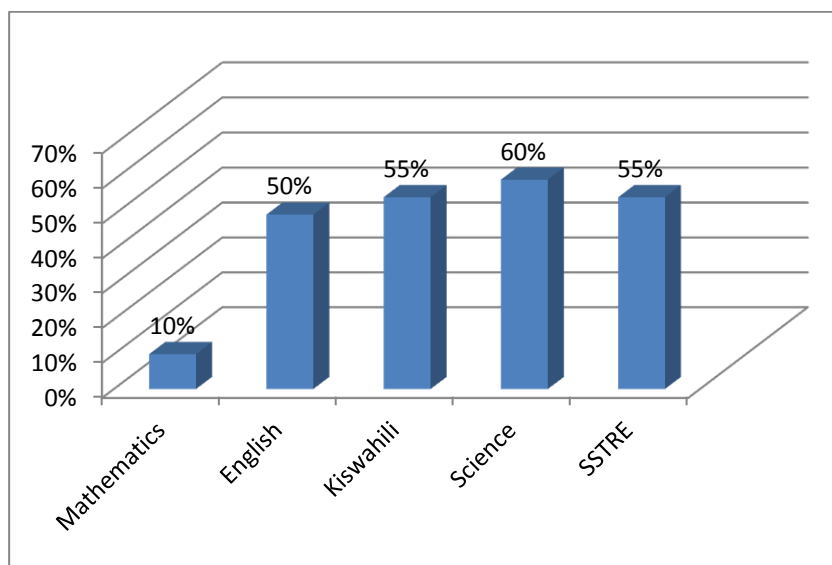
**Table 4.8 : Integration of into other subjects**

	<b>Understand</b>	<b>%</b>	<b>Do not Understand</b>	<b>%</b>
	<b>Meaning</b>		<b>Meaning</b>	
Teachers	85	94.5	5	21.4
Head teachers	11	78.6	3	21.4

Table 4.8 indicates that 94.5 percent of the teachers understand the term integration of curriculum in other discipline while 5 percent did not.78.5 percent of head teacher do understand the concept of integration while 21.4 percent did not.

Most head teachers and teachers agreed that messages are contained in other examinable subjects such as English, Kiswahili, Science, Mathematics and Social Studies. Integration of into other subjects facilitates its implementation as teachers have to cover the integrated themes as questions on these themes are tested at the end of topic or lesson.

An item was included in the pupil's questionnaire that sought to find out magnitude of integration of topics into other subjects. The data obtained is as shown in the Figure.4.7



**Figure.4.7: Integration of topics into other subjects**

Figure 4.7 shows the responses as per integration into various subjects as follows: Maths 10 percent, English 50 percent, Kiswahili 55 percent, Science 60 percent and SSTRE 55 percent. From this data it can be deduced that topics are integrated in all subjects.

The findings of the study indicate that majority of the head teachers (78.6%) and teachers (94.5%) understand the meaning of the term integration of into other subjects. Also, the findings indicate that all the examinable subjects of the primary school curriculum have topics or information on the study by Miediema(1996) also states that is often added to the existing syllabus of a particular mandatory subject. The inclusion of topics or information into other examinable subjects of the primary school syllabus is a right step towards the implementation of curriculum.



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter provides a discussion of the findings of this study. The conclusions, recommendations and suggestions for further research are also provided in this chapter.

#### **5.2 Summary of research findings**

The purpose of this study was to investigate the factors influencing implementation of curriculum in public primary schools in Ukwala Division of Siaya County. The research objectives were: To determine the extent to which teacher training influences the implementation of curriculum in public primary schools in Ukwala Division Siaya County, to establish the extent to which availability of teaching and learning materials influence the implementation of curriculum in public primary schools in Ukwala Division Siaya County, to find out the extent to which time allocation influence the implementation of curriculum in primary public schools in Ukwala Division Siaya County, to explore the degree to which innovative classroom practices influence the implementation of curriculum in public primary schools in Ukwala Division Siaya County and to find out the extent to which integration of into other subjects influence the implementation of in public primary schools in Ukwala Division Siaya County.

Data was collected using questionnaires. The findings, analysis and interpretations of the data are summarized in chapter four. The following section discusses the findings on each of the objectives, conclusions and recommendations.

The chapter discussed the findings of the research study based on the factors influencing the implementation of curriculum in public primary schools in Ukwala Division, Siaya County.

The findings indicate that only 30 percent of the teachers in public primary schools in the Ukwala Division have received training on curriculum; 70 percent have no training. The findings agree with the findings of the study by United Nations Agency for International Development (UNAID) which was done in 2004 which stated that teachers in sub-Saharan African countries lack the training to educate and convince other adults on the importance of teaching HIV prevention. Study by United Nations Educational Scientific and Cultural Organization (UNESCO) in 2006 found out that curriculum is under-utilized due to teachers' incompetence on curriculum and discomfort in using sensitive materials, such as condoms, in the classroom. Inadequate number of trained teachers on curriculum impacts negatively on the implementation of curriculum as noted by the findings of this study and other previous studies.

The findings show that most teachers use the old pedagogical methods of imparting knowledge to learners. The favoured methods were found to be lecture, group discussion and drama. Most teachers are not keen enough to use innovative methods such as use of ICT in imparting messages. To some extent, this (pedagogical methods) impact negatively on the implementation of curriculum to young primary school pupils. Miedema's study (1996) points out that many –if not most – teachers use classical teacher driven pedagogical approaches.

The findings indicate that most teachers (80%) have negative attitude towards curriculum implementation. 95% are not ready to use sensitive teaching/ learning materials, such as condoms, in the classroom. The negative attitude that most teachers harbor towards curriculum impacts negatively on its implementation. The findings of the study agrees with the findings of Miedema (1996) which states that the success of curricular change largely depends on teachers and the extent to which they understand and support changes.

The findings of the study indicate that majority of the head teachers (78.6%) and teachers (94.5%) understand the meaning of the term integration of into other subjects. Also, the findings indicate that all the examinable subjects of the primary school curriculum have topics or information on the study by Miedema(1996) also states that is often added to the existing syllabus of a particular mandatory subject. The inclusion of topics or information into other examinable subjects of the primary school syllabus is a right step towards the implementation of curriculum.

The findings of the study note a serious shortage of teaching and learning materials on curriculum. A book ratio of one to five (one text book to five pupils) was predominant in the findings. The findings in Ukwala Division are in line with the findings of Mutai (2011) in Rift valley province, Kenya, who noted a serious shortage of textbooks in the public primary schools in the province. Wanjiru in her study of 2008 in Kamkunji, Nairobi province underscored an urgent need by the government (ministry of Education) to avail teaching and learning materials on education in the province. The findings of the study notes that single lesson (per week).allocated for curriculum is insufficient. Also, it was noted that most teachers (78%) are not willing to create additional time to cover the curriculum. The findings concur with that of Miedema

(1996) who states that the amount of time education authorities are willing to spend on the subject is quite limited. Also, a study conducted by Samia (2013) found out that inadequate allocation of time for conducting the class was found to be barriers to education.

The adequate time allocation for curriculum and teachers unwillingness to create additional time for the subject impacts negatively on its implementation.

### **5.3 Conclusions of the study**

The chapter discussed the findings of the research study based on the factors influencing the implementation of curriculum in public primary schools in Ukwala Division, Siaya County. The findings were :majority of the primary school teachers(70%) lacked training on curriculum ;teaching and learning materials on education are inadequate in most public primary schools in the division, resulting in a book ratio of one to five pupils ;majority of teachers refer using lecture, group discussion and drama when teaching education; time allocated for into other mandatory subjects of the primary school curriculum positively enhances the implementation of curriculum.

### **5.4 Recommendations of the study**

From the research findings received by the researcher of factors influencing implementation of curriculum in public primary schools, the key findings were; Inadequate number of trained teachers on HIV and AIDS curriculum; Scarcity of teaching and learning materials on the subject; Inadequate time allocation for the curriculum; lecture, group discussion and drama are the most preferred methods for disseminating issues; and finally, topics are well distributed in all mandatory

subjects of primary school syllabus though examined to a lesser magnitude. To address these issues, the study recommends the following: One, in-service refresher courses for serving teachers. This would improve on curriculum implementation. This can be done through allocation of some funds from the constituency development fund (CDF), by the county governments for refresher courses for serving teachers. Also, schools can approach Non Governmental Organisations such as; Women fighting AIDS in Kenya, (WOFAK), the Matibabu Foundation, The Kenya Red Cross society and the Kenya Charity Sweepstakes for the same. Two, insufficiency of teaching and learning materials on the curriculum of be sorted out speedily. If this is done in time, teachers and pupils gain to benefit. The materials can be acquired through managerial skills by head teachers of allocating enough funds for purchase of teaching and learning materials on the subject. Also, parents and well-wishers can be approached on the same issue. Three, an additional lesson to be added to the single lesson allocated to the curriculum. With at least two lessons per week, teachers will be in a better position of covering a wider scope of the syllabus thereby benefiting the learners tremendously.

The Ministry of Education should seriously think about this issue. Four, teachers should make use of information, communication and Technology (ICT) during lesson presentation. What the children see and feel last longer than what they hear such as when teachers use lecture and group discussion methods. Parents, stakeholders within the community and Non-Governmental Organizations (NGO's) can be involved, by the school managers, to provide these facilities. Also, the schools can initiate Income Generating activities (IGA's) for maintenance of the facilities. And lastly, the study also recommends a broader evaluation of the curriculum by increasing the number of

questions dealing on issues in the mandatory examinable subjects: by doing so, more seriousness would be put into the subject by both teachers and pupils alike.

The Kenya National Examination Council (KNEC) should undertake this seriously in their setting grid for summative evaluation i.e. Kenya Certificate of Primary Education. Teachers also should be encouraged to increase the number of questions on in their setting grid in their formative and summative evaluation.

### **5.5 Suggestions for further research**

The following are some of the areas that could be considered for further research.

- i. The influence of teachers attitude on the implementation of Curriculum in public secondary schools
- ii. The influence of teaching methodology on the implementation of HIV and AIDS curriculum in public primary schools.
- iii. The influence of teachers motivation on the implementation of HIV and AIDS curriculum.
- iv. The availability of teaching and learning resources on the implementation of curriculum in public primary school

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**APPENDIX 1**  
**LETTER REQUESTING PARTICIPATION OF RESPONDENTS**

**OMONDI MARTIN**  
**UNIVERSITY OF NAIROBI,**  
**P.O.BOX 30169**  
**NAIROBI.**

12<sup>th</sup> August 2014

**UNIVERSITY OF NAIROBI,**  
**DEPARTMENT OF EDUCATIONAL**  
**ADMINISTRATION & PLANNING**  
**P.O.BOX 30169**  
**NAIROBI.**

Dear Sir/ Madam,

The study aims at determining the factors influencing determination of curriculum in public primary schools in Ukwala Division Siaya County. Your school has been selected to participate in the study. Your views will be useful in this study. You are therefore requested to fill in the questionnaire according to the instruction given in each part. Your co-operation and honesty will be highly appreciated. The identity of the respondents will be treated with absolute confidentiality.

Yours Sincerely,

OMONDI MARTIN

## APENDIX II

### QUESTIONNAIRE FOR PUPILS

The questionnaire attempts to find out *the factors that influence the implementation of curriculum in public primary schools*. The information given shall be used purely for research purposes and nothing else. So please be very honest in answering each of these questions. Please put a tick (v) in the box to the right response.

1. What is your gender?

Female [ ] Male [ ]

2. How old are you? \_\_\_\_\_ years

3. In which class are you? \_\_\_\_\_

4. Who do you live with? (please put a tick (v) in the box to the right response)

[ ] Both parents      [ ] Father only [ ] Mother only

[ ] Grandparents    [ ] Relatives [ ] Other (specify)

Beginning from item number 5 to number 15, please state your views concerning each of the statement. Put a tick (√) below the right column against the statement. If you strongly Agree with the statement, put a tick under column SA. If you Agree with the statement, tick under column A. If you Disagree with the statement, tick under column D and when you Strongly Disagree with the statement, then tick under column SD.

SA-Strongly Agree

A-Agree

D-Disagree

SD-Strongly Disagree

Item	Statement	SA	A	D	SD
5.	We have a lesson on in our school.				
6.	Our teachers are well trained to handle education.				
7.	Our teachers freely and openly discuss with us topics on .				
8.	We have enough textbooks and other learning materials on .				
9.	Teachers use both male and female condoms as teaching aid when explain skills on how to prevent infections.				
10.	We learn better matters on HIV and AIDS through drama, lecture and group discussions.				
11.	We do not have film projectors or videos in our school which would make lessons on more realistic.				
12.	Our teachers do not take the teaching of seriously and instead use lesson on life skills in teaching examinable subjects such as Maths.				
13.	The single lesson allocated for learning on (like skills) is adequate.				
14.	We come across information on in other examinable subjects such as English, Kiswahili, Science, Social Studies, Maths and Religious Education.				
15.	Knowledge, skills and attitude gained from lessons will help in controlling the spread of infection.				

### APPENDIX III

#### TEACHERS' QUESTIONNAIRE

The questionnaire attempts to find out *the factors that influence the implementation of curriculum in public primary schools*. The information given shall be used purely for research purposes and nothing else. So please be very honest in answering each of these questions. Please put a tick (v) in the box to the right response.

1. Please indicate your gender  Male  Female
2. For how long have you taught since you left college? (in years)  1 – 5  
 6 – 10  11 – 15  16 and above
3. For how long have you taught in your current work station? (in years)  
 1 - 5  6 - 10  11 - 15  16 and above
4. Do you teach education in your school?  
 Yes  No
5. Have you undergone any kind of training on curriculum?  
 Yes  No
6. If yes, what kind of training?  
 Pre - service  In - service  Seminars/workshops  other (specify)
7. Do you have enough textbooks on education in your school?  
 Yes  No
8. Besides textbooks, what other teaching materials do you use when handling the subject? \_\_\_\_\_  
\_\_\_\_\_
9. Do you use condom as one of the teaching aid during the lesson?  
 Yes  No

10. What are your feelings concerning use of condom as one of the teaching aids in class? \_\_\_\_\_  
\_\_\_\_\_

11. Which teaching methods do you find more relevant when dealing with this subject? \_\_\_\_\_  
\_\_\_\_\_

12. At times, do you use films or videos to teach education in your school?  Yes  
 No

13. In your school, is life skills education time tabled in the master time table?  
 Yes  No

14. Do you use this lesson (life skills) to teach about ?  
 Yes  No

15. During lesson do you openly and freely discuss sensitive sex issues with your learners?  Yes  No

16. What are the feelings of your learners concerning education.  
\_\_\_\_\_  
\_\_\_\_\_

17. Do you face any challenges from either the school administration or parents concerning the teaching of I education to the learners?  
\_\_\_\_\_  
\_\_\_\_\_

18. What do you understand by the term “integration” in education?  
\_\_\_\_\_  
\_\_\_\_\_

19. Which subjects of the general primary school curriculum have topics on covered?  
\_\_\_\_\_  
\_\_\_\_\_



20. Do you think integration is one of the best method of covering education?

21. What is the text book – pupil ratio in your school on curriculum?

1:2     1:3     1:4     1:5

*Please circle the response that best describe your feelings on the teaching learning of curriculum in your school. (The numbers represent the following responses: 1: strongly-disagree; 2: disagree; 3: neutral; 4: agree; 5: strongly agree)*

22. curriculum should be made examinable

1                    2                    3                    4                    5

23. Issues on are openly and freely discussed in the classroom

1                    2                    3                    4                    5

24. Teachers freely use condoms as teaching aid in the classroom when discussing on related issues

1                    2                    3                    4                    5

25. Teachers prepare adequately for lessons prior to moving into the classroom.

1                    2                    3                    4                    5

## APPENDIX IV

### HEADTEACHERS QUESTIONNAIRE

The questionnaire attempts to find out *the factors that influence the implementation of curriculum in public primary schools*. The information given shall be used purely for research purposes and nothing else. So please be very honest in answering each of these questions. Please put a tick (v) in the box to the right response.

1. Please indicate your gender [ ] Male [ ] Female
  
2. For how long have you taught since you collage? (in years)  
1-5  6-10  11-15  16 and above
  
3. For how long have you performed your duties as a head teacher in this school (in years)  
1-5  6-10  11-15  16 and above
  
4. Is education taught in your school? Yes  No
  
5. Have you undergone any sort of training in education?  
Yes  No
  
6. If yes what sort of training? Pre-service  in-service   
Seminars and workshops  other (specify)
  
7. Are all your teachers trained in education?  
[ ] Yes [ ] No
  
8. Does your school have enough teaching and learning materials on ? [ ] Yes [ ] No

9. What type of materials? (specify).....

.....  
.....

10. What is your opinion on the use of condom as teaching aid when discussing issues in the classroom?.....

.....  
.....

11. Do your teacher employ drama in conveying message on in your school?

Yes  No

12. Do your teacher encourage use of poetry as means of imparting knowledge to learner

Yes  No

13. Do you organize films/video shows in your school discussing on ?

Yes  No.

14. Is life skills education taught in your school? Yes  No

15. Do you think the single lessons allocated to life skills education on weekly basis are adequate enough to tackle matters?

[ ] Yes [ ] No

16. If no what is your suggestion?.....

.....  
.....

17. Do you see the inclusion of topic into other subjects as a better way of covering education? [ ] Yes [ ] No

18. If no what do you suggest should be done?.....  
.....

19. From your observation what can you say about the attitude of your teachers towards the teaching of education?.....  
.....

20. What would you suggest as the way forward for successful implementation of curriculum in primary schools?.....  
.....

**Thank you for participating in the study**

**APPENDIX V**  
**RESEARCH AUTHORIZATION**



**NATIONAL COMMISSION FOR SCIENCE,  
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2241349, 20-267 3550,  
0713 788 787, 0735 404 245  
Fax: +254-20-2213215

Email: secretary@nacosti.go.ke  
Website: www.nacosti.go.ke

9<sup>th</sup> Floor Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Date:

When replying please quote

**15<sup>th</sup> October, 2013**

Our Ref: **NCST/RCD/14/013/1623**

Martin Patius Omondi  
University of Nairobi  
P.O.Box 30197-00100  
Nairobi.

**RE: RESEARCH AUTHORIZATION**

Following your application dated *2<sup>nd</sup> September, 2013* for authority to carry out research on "*Factors influencing implementation of HIV and AIDS curriculum in public primary schools in Ukwala Division of Siaya County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Siaya County** for a period ending **31<sup>st</sup> December, 2013**.

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

**DR. M. K. RUGUTT, PhD, HSC.**  
**DEPUTY COMMISSION SECRETARY**  
**NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION**

Copy to:

The County Commissioner  
The County Director of Education  
Siaya County.

# APPENDIX VI RESEARCH PERMIT

**THIS IS TO CERTIFY THAT:**

**Prof. Dr. M. W. Misasi** of **Nairobi**

**has been permitted to conduct research in**


**Location: Siaya District, Siaya County**

**On the topic: Factors influencing implementation of HIV and AIDS curriculum in public primary schools in Ukwasi Division of Siaya County, Kenya.**

**for a period ending: 31 December, 2013.**

**Signature: National Commission for Science, Technology and Innovation**

**Applicant's For: Secretary**



**Date of issue: 15<sup>th</sup> October, 2013**

**KSH. 1000**


**Research Permit No. NST/RC/MD/013/2013**

**PAGE 2**


**PAGE 3**

**CONDITIONS**

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



**REPUBLIC OF KENYA**



**National Commission for Science, Technology and Innovation**

**RESEARCH CLEARANCE PERMIT**

**Serial No. A 00449**

**CONDITIONS: see back page**



**APPENDIX VII**  
**AUTHORIZATION FROM COUNTY DIRECTOR SIAYA**



**REPUBLIC OF KENYA**  
**MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY**  
**State Department of Education**

Telephone:  
Fax:

COUNTY DIRECTOR OF EDUCATION  
SIAYA COUNTY  
P.O. BOX 564  
SIAYA

When replying please quote:

SCA/10/VOL I (8)

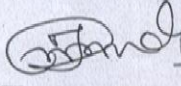
23<sup>rd</sup> October, 2013

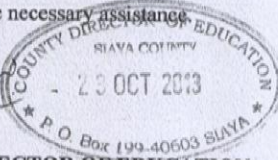
**TO WHOM IT MAY CONCERN**

**RE: RESEARCH AUTHORIZATION – MR. MARTIN PATIUS OMONDI**

The above mentioned has been mandated to carry out research in Ukwala Division, Siaya County following authority given by the National Council for Science and Technology Ref. NCST/RCD/14/013/1623 dated 15<sup>th</sup> October, 2013. The research title is on "Factors influencing implementation of HIV and AIDS curriculum in Public Primary Schools in Ukwala Division of Siaya County".

Kindly accord him the necessary assistance.

  
**EZRA ODONDI**  
**FOR COUNTY DIRECTOR OF EDUCATION**  
**SIAYA COUNTY**



**APPENDIX VIII**

**AUTHORIZATION FROM COUNTY COMMISSINER SIAYA**

**OFFICE OF THE PRESIDENT**



**MINISTRY OF INTERIOR & CO-ORDINATION OF NATIONAL GOVERNMENT**

County Commissioner,  
SIAYA COUNTY,  
P O Box 83,  
SIAYA.

When replying please quote

E-Mail [cc.siaya@yahoo.com](mailto:cc.siaya@yahoo.com)

CC/SC/A..16/(50)

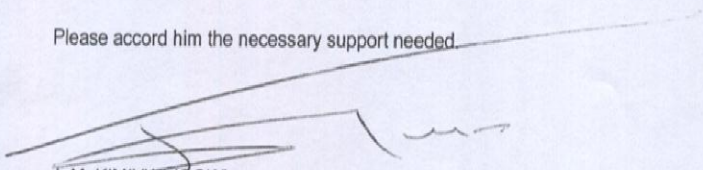
23rd October, 2013

**TO WHOM IIT MAY CONCERN**

**RE: RESEARCH AUTHORIZATION  
MARTIN PATIUS OMONDI**

The above named University of Nairobi Student has been authorized to carry out research on "*Factors influencing implementation of HIV and AIDS curriculum in public primary schools in Ukwala Division of Siaya County, Kenya*" for a period ending 31<sup>st</sup> December, 2013

Please accord him the necessary support needed.

  
**J. M. KIMIYWI (CGW),  
COUNTY COMMISSIONER,  
SIAYA COUNTY.**

C.C. All Deputy County commissioners,  
SIAYA.