SCHOOL BASED FACTORS INFLUENCING TEACHER PERFORMANCE IN IMPLEMENTATION OF CURRICULUM IN PUBLIC PRIMARY SCHOOLS IN NJORO SUB-COUNTY, NAKURU COUNTY, KENYA

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

University of Nairobi

2016

DECLARATION

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

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DEDICATION

I dedicate this work to my loving husband Joseph Kiburi for his encouragement and support throughout the period of writing. I also dedicate to my mother Grace for her continued encouragement and support. I also dedicate this work to my dear children Ian, Claire, Mercy and Emma.

ACKNOWLEDGEMENT

I would like to thank the Almighty God for making me come this far and giving me enough strength and wisdom to go through the course work and finally in writing of this research project. I sincerely extend most profound gratitude to my supervisors Dr. Rosemary Imonje and Dr. Mercy Mugambi for their patience, kindness and unending guidance and professional consultations that kept this study within the required standards of academic achievements. I also wish to express my sincere gratitude to my colleagues whom we studied together namely Karanja, Waigwa, Andrew, Purity just to mention a few.

ABSTRACT

The purpose of this study was to find out school based factors influencing teacher performance in implementation of the curriculum in public primary schools in Njoro Sub-County, Nakuru County. The research objectives were to find out how teacher-pupil ratio influence teacher performance, to establish how workload influences teacher performance, to establish hoe provision of instructional resources influences teacher performance and lastly to examine how teaching strategies influence teacher performance. The researcher used descriptive survey design to gather data. The target population was all the schools in Njoro Sub-County. The target population comprised of 10 public primary schools, 10 headteachers, 62 teachers and 123 pupils. The research instruments used were questionnaires directed to teachers and headteachers as well as Focus Group Discussion for pupils. In order to determine the influence of workload on teachers' performance in implementation of curriculum in public primary schools in Njoro Sub-County, Pearson's correlation coefficient analysis was done. Simple linear regression was used to establish how provision of teachers-pupils ratio, instructional resources and teaching strategies influences teacher performance in implementation of curriculum in public primary schools in Njoro Sub-County. This study concluded that teacher-pupil ratio, workload, adequacy of instructional materials and teaching methods influence teachers performance in the implementation of curriculum. This study recommends that more teachers should be employed and posted to work in the study area. The school administration in the institutions within the study area should also endevour to reduce the teacher workload since the same affect their performance. Teaching workload could be addressed with respect to modification of number of lessons taught per week, requirements to mark several students scripts within the given deadline, lack of enough time to prepare for lessons, responsibilities in teaching other subject(s), extra curricula responsibilities, the number of students taught, requirements to make reports on exam analysis, constant meetings in schools and lack adequate time to attend personal work.

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ABBREVIATION AND ACRONYMS

DEO	District Education Officer
FPE	Free Primary Education
KCPE	Kenya Certificate of Primary Education
KICD	Kenya Institute of Curriculum Development
KIE	Kenya Institute of Education
KNEC	Kenya National Examination Council
KNUT	Kenya National Union of Teachers
MOE	Ministry of Education
NACOSTI	National Commission for Science, Technology and Innovation
QASO	Quality Assurance Officer
SCRE	Scottish Council of Research
SPSS	Statistical Packages for Social Sciences
TSC	Teachers Service Commission
UNESCO	United Nations Educational Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is the primary agent of transformation towards sustainable individual, social-economic growth and development of the society. Investment in quality primary education is a foundation for education in subsequent higher levels (Rotich, 2014).”Quality education for all”-is the slogan for developing countries which are implementing Universal Primary Education (UEP) policy.

Onyango (2013) argues that next to pupils, teachers are the largest, most extensive, and crucial and key to improving quality in any education system (Afe, 2001; Staurt, 2002).In Kenya, many stakeholders are worried about the declining pupils' achievement and teacher performance (Odhiambo, 2008).According to National Education Sector Support Programme (NESSP)-Kenya (Department of Education, Republic of Kenya(2013)and Task force on the Realignment of the Educational Sector to the Constitution of Kenya 2010 (Ministry of Education (MoE)Republic of Kenya, 2012)dismal performance has been caused partly by high teacher-pupil ratio thus constraining effective teaching, inadequate teacher development among others. A number of studies carried out in Kenya in relation to poor performance attributed it to inadequate number of teachers. Ayeni and Afolabi (2012) contend that teachers' work is manifested in their knowledge of the subject matter, skill and competencies in the teaching and learning processes, which lead to the accomplishment of the stated educational goals. This suggests that teachers should possess qualities which are effective for teaching and learning within the school setting. Teachers need to discern what to teach, how to teach it and whom to teach it. Too, Kimutai and Kosgei(2012)

concur with Ayeni and Afolabi (2012) by making assertions that quality of teachers' work has a significant impact on pupils' academic achievement and to ensure quality oriented teaching and learning processes, the teachers are expected to have an in depth knowledge of pedagogy in their subject areas.

The United Nations (UN, 2013)estimates that there are eight million teacher shortages worldwide with more than one million in sub-Saharan Africa (UNESCO,2013).According to a study by Zhang and Grisary (2008) covering eleven countries in the World Economic Indicator (WEI)program, for instance, Paraguay and Uruguay had teacher-pupil ratio ranging between 1:20 to 1:30 respectively. India has the highest number of 59 pupils per teacher. Malaysia has the lowest number with teacher-pupil ratio of 1:18 in urban area and 1:15 in rural areas. Data from (UNESCO, 2008) on the teacher-pupil ratio in primary schools shows that crowded classrooms are more common in sub-Saharan Africa and South Asia than in any other part of the world.22 of the 27 countries with 40 or more pupils per primary school are located in sub-Saharan Africa. In Uganda according to Arbeiter and Hartley (1997) the range in teacher-pupil ratio was 1:70 to 1:50. In Kenya teacher-pupil ratio moved from 1:44 in 2007 to 1:45in 2010 against target 1:42.In many primary schools the ratio is above 1:42 with as high as 1:85.The recommended teacher-pupil ratio in sub-Saharan countries is 1:40 while the UNESCO benchmark is 1:24.

It is very important to have sufficient and adequate human resource in terms of teaching quality for the teaching subjects in the school curriculum. Without the teachers as implementers of the curriculum, the goals of education can never be achieved.

According to Onyango (2013), there is a link between workload and curriculum implementation. Teacher workload describes the amount of time spent teaching and interacting with pupils in and outside the classroom, the time left for preparation and time spent in other co-curricular and managerial activities. A number of studies done found out that changes in workload are related in performance in that increase in workload is accompanied by decrease in performance in relation to curriculum implementation(Belth,1987;Hart and Hauster,1987). Nevertheless, a study by a US Army Research Institute (1990) argues that in extreme low levels of workload, the workers may become bored and less proficient. In general, workload extremes are related to poor performance in curriculum implementation (Onyango, 2013). The Kenya Union of Teachers acknowledges that there is need to employ over 60,000 teachers to reciprocate the increased enrolment in public primary schools (KNUT, 2011).

Onyango (2013) argues that instructional resources which have educational input are of importance to the teaching of any subject in the school curriculum. In Vietnam, for example, most schools lack teaching equipment required by standardization of the Ministry of Education and Training. The same can be found in countries like Cambodia and Indonesia (Kieu, 2002). A study by Bizimana and Orodho (2004) on teaching and learning resources availability and effective classroom management and content delivery in Rwanda, established that there was a positive and significant correlation between teaching and learning resources and teacher effective classroom management, content delivery and eventual students' academic performance. This finding was in consensus with the findings documented by Orodho, Waweru,

Ndichuand Nthinguri (2013) in Kenya which established that challenges of availability and adequacy of learning resources was found to negatively affect teacher effectiveness in the use of teaching methods.

In regard to teaching and learning strategies, it is widely documented that teaching is an art that requires those who have the ability, skill, knowledge and the interest which would act as the springboard for success to be realized(Orodho, 2014).Each teaching technique is skillfully applied to gain the desired intellectual, social or affective skills Orich (2001). Dale (1969) says that helping learners to remember is one of the problems of teaching and learning. Certainly every teacher will often ask "Why don't my pupils remember what I teach them?" And for the pupils he/she will search his/her mind for the lost information and ideas learnt. On this note, Kenya Educational Commission Report (1964) advocates for activity- oriented methods which help the learner to learn more and sustains his/her interest throughout the learning sessions.

Teachers are the most powerful influence on pupils learning by making the curriculum real by translating learning and assessment objectives, syllabus aims, subject content and school policy to meaningful learning experiences. Heck (2009) states that schools are commonly evaluated using students' achievements data. Teachers cannot be dissociated from the schools they teach and academic results of schools. It would therefore be logical to use standardized students' assessment results as the basis for judging the performance of teacher in curriculum implementation. The performance of education is evaluated based on examinations given and attainments of pupils in such examinations. Over time pupils' academic performance in both internal and external examinations has been used to determine the effectiveness of

teachers and teaching (Ajao, 2001). Teachers have been known to have important influence on pupils' academic achievement since they are ultimately responsible for translating educational policies and principles into actions based on practice during interaction with the learners (Afe, 2001).

Teachers celebrate and are rewarded when their schools and teaching subjects are highly ranked. In Chile, for instance, teachers are rewarded collectively when they work in schools which are identified as high-performing by the National Performance Evaluation System of Subsidized Schools (Organization teaching for Economic Cooperation and Development, 2005). In Kenya teachers who excel in their teaching subjects are rewarded during open education day held annually in every Sub-County (Cherangis, 2010). While appreciating the value of rewarding teachers who produce better results, teachers should not escape a portion of blame when students perform poorly. It has been proven that teachers have an important influence on students' academic achievement. They play an important role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the learners (Afe, 2001).According to Mbatia (2004) examination have been accepted by educationists and other stakeholders as an important aspect of any education system.

1.2 Statement of the problem

The Government of Kenya is committed to education as noted from Sessional paper no. 1 of 2005 which guarantee every learner the right to quality and relevant education. The government has invested heavily in education especially in public primary schools through the introduction of Free Primary Education (FPE)in

2003.Due to this; there has been influx of pupils in public primary schools which in turn has resulted to large class size of more than 60 pupils in a single classroom, which in turn affects teacher performance in curriculum implementation. A teacher in such a class cannot interact effectively with pupils at personal level, class control also becomes difficult in organizing them into groups and evaluating them is a challenge (Onyango, 2013).

KCPE examination is related to the quality of education offered in schools and the efficiency with which these resources input are organized and managed to raise pupils' achievement(Onyango,2013).KCPE results in Njoro Sub-County have generally been poor for the last five years. This is evident in the KCPE result analysis in table1.1 for Njoro Sub-County as provided by County Directors' office.

Table 1.1Overall mean score attained by schools in KCPE by public primary schools in Njoro Sub-County Nakuru County

Year	**2011**	**2012**	**2013**	**2014**	**2015**	**Average Mean**
Njoro sub-county	**232.19**	**238.96**	**235.20**	**231.23**	**231.13**	**234.99**
Kuresoi sub-county	240.99	251.56	246.98	240.19	240.12	243.95
Naivasha sub-county	248.90	254.86	254.44	248.12	246.42	250.55
Gilgil sub-county	254.26	261.78	259.91	257.14	257.04	258.15
Nakuru North Sub-county	262.99	268.99	268.95	272.68	278.24	270.38
Rongai Sub-county	238.22	255.13	252.21	244.49	253.10	248.63
Molo sub-county	241.39	245.76	238.05	247.04	244.95	243.44
Subukia sub-county	234.54	242.70	237.26	243.21	245.26	239.40

Source:County directors' office, Statistics Exams office (2016)

Table 1.1 Shows that Njoro Sub-County performs poorly compared to other Sub-Counties in the County. Further, the analysis shows that in the five years (2011-2015) the performance of Njoro Sub-County is far below 250 marks compared to other seven Counties. Similarly, public primary schools in Njoro Sub-County do not seem to match the increased number of schools which remain the same. For instance 98 schools in 2014 and 98 schools in 2015, while the enrolment in 2014 was 58235, compared to an increased enrolment to 60760 in 2015. This shows an increase of 5% (DEO, statistic section 2014 and 2015).This revelation therefore motivated the

researcher to carry out investigation on school based factors influencing teacher performance in implementation of the curriculum in public primary schools.

1.3 Purpose of the study

The study investigated school based factors influencing teacher performance in implementation of the curriculum in public primary schools.

1.4 Research objectives

This study aimed to achieve the following objectives:

i. To determine how teacher-pupil ratio influence teacher performance in implementation of curriculum in public primary schools in Njoro Sub-County.
ii. To establish how workload influences teacher performance in implementation of curriculum in public primary schools in Njoro Sub-County.
iii. To establish how provision of instructional resources influences teacher performance in implementation of curriculum in public primary schools in Njoro Sub-County.
iv. To examine how teaching strategies influence teacher performance in implementation of curriculum in public primary schools in Njoro Sub-County.

1.5 Research questions

This study sought to answer the following questions:

i. How does teacher-pupil ratio influence teacher performance in implementation of curriculum in public primary schools Njoro Sub-County?
ii. To what extent does workload influence teacher performance in implementation of curriculum in public primary schools Njoro Sub-County?

iii. How does provision of instructional resources influence teacher performance in implementation of curriculum in public primary schools Njoro Sub-County?

iv. To which ways do teaching strategies influence teacher performance in implementation of curriculum in public primary schools Njoro Sub- County?

1.6 Significance of the study

The study may be useful to the stakeholders in the Ministry of Education to establish areas that have knowledge and skill gaps. The study may provide a source of information to policy formulation and decision making while re-evaluating or updating policy guidelines pertaining provision of human and material resources in public primary schools. The study may help schools improve on their teaching strategies and how to improve in implementation of the curriculum. It may also help future researchers who have quest for improving education in primary schools in the said area and Kenya at large.

1.7 Limitations of the study

Best and Khan (2008) define limitations as conditions beyond the control of the researcher. The respondents shared information in the process of filling the questionnaires hence affecting the objectivity of the findings. The researcher sensitized the respondents on the importance of filling the questionnaires independently. The findings were limited to public primary schools and therefore the study may not be used to generalize cases of other Sub-Counties because of their difference in geographical location, climate and economic status of the community.

1.8 Delimitations of the study

The study was conducted in 10 public primary schools. It involved10headteachers, 62 upper primary teachers and 123 pupils from class 7 and 8in Njoro Sub-County in Nakuru County(County Directors' office, Statistics office 2016).With this regard, the findings of this study may not apply to public schools in other counties in Kenya.

1.9 Assumptions of the study

The study was based on the following assumptions: Performance of teachers in curriculum implementation can be measured using academic performance of pupils in KCPE. The public primary schools follow a curriculum as required by Kenya National Examination Council (KNEC) and Kenya Institute of Curriculum Development (KICD).

1.10 Definition of terms

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

Implementation refers to putting the Kenya primary education curriculum in operation.

Teacher-pupil ratio refers to the number of pupils enrolled in primary schools divided by the number of primary school teachers

Teaching methods refers to various styles of teaching used by teachers in the process of curriculum implementation.

Workload refers to amount of work to be done especially in a specified period by a person or a machine.

1.11 Organization of the study

The study is organized into five chapters. The first chapter deals with introduction to the study which comprises of the background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, definition of significant terms and finally organization of the study. Chapter two covers literature review related to the study covering theoretical framework and conceptual framework. Chapter three covers research methodology which includes the research design, target population, sample size and sampling procedure, research instrument, validity of instruments, reliability of instruments, data collection procedures, data analysis techniques and ethical considerations. Chapter four covers data analysis, interpretation and discussions. Chapter five comprises of the summary of the findings, the conclusion and recommendations. Suggestions for further study have also been presented.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

Kombo and Tromp (2006) states that review of related literature refers to the researcher consulted in order to understand and investigate the problem. This section presented the related literature pertaining to school based factors influencing implementation of curriculum in public primary schools in Njoro Sub County. The review was conceptualized of the objectives of the study and focused mainly on an overview on teacher performance in implementation of curriculum, workload in relation to teacher performance in implementation of curriculum, teacher-pupil ratio in relation to implementation of curriculum, influence of instructional resources and teaching strategies in relation to implementation of curriculum.

2.2 Overview on teacher performance in implementation of curriculum

Teachers are supposed to perform teaching, administrative and supervisory duties that relate to their terms of service to promote education in Kenya (TSC Act chapter 212, Republic of Kenya, 1968). High performance leads to high job satisfaction, which in turn becomes a feedback to influence future performance. In teacher performance, the headteacher is the key person that monitors performance of teachers (Shrinkfield and Stufflebeam, 1995).

Adediwura and Tayo (2007) state that teacher performance in implementing the curriculum is an important predictor of pupils' academic achievement. The performance of teachers can be measured using the following performance indicators namely; success in impact of pupils progress, impact on a wider outcome for the

pupils, improvement in management or lesson planning, behavior, success in local and national examination, teacher-pupil contact time among others. Performance of pupils in Kenya has been linked to teachers' performance in terms of accomplishing the teaching task, attitude to work, teaching habits which have been attributed to motivation(Ofoegbu,2004).Conditions that influence teacher performance also include resources available to teachers, general conditions of infrastructure as well as instructional materials in public primary schools (Oredein, 2000).

2.3 Teacher-pupil ratio in relation to teacher performance

Teacher-pupil ratio refers to the number of teachers in a school with respect to the number of pupils who attend the institution. For example, a teacher-pupil ratio 1:10 indicates that there is one teacher for every ten pupils. Throughout the world pupils' enrolment in all levels of education are on a rising trend. In European Union member countries there are approximately in 97.2 million pupils and students enrolled in educational establishment. This has resulted in high teacher-pupil ratio which within primary education ranges from an average of one teacher for less than ten pupils (1:10) in Lithuania in 2010 to almost double that rate in the Czech Republic, France and the United kingdom (all above 18 pupils per teacher ratio 1:18).

In Kenya after the introduction of Free Primary Education in 2003, there has been a high enrolment figure in primary schools. The quality of education declines as teacher-pupil ratio rise. Waithera (2008) also noted that increase in enrolment overwhelmed teacher and therefore they are not able to give individualized attention to pupils or mark pupils' assessments on time.

In studies carried out by Glass and Smith using regression analysis, found out that as class size increases, achievement of the learners deteriorates. Major benefits were obtained as class size reduced to below 20 pupils. The average class size or teacher-pupil ratio is a variable considered paramount to the internal efficiency of education.

2.4 Workload in relation to teacher performance

Teachers' workload has a significant effect on academic achievement since it determines the effectiveness in teaching. The teaching load in primary schools in some parts of the country especially rural areas has been high thus affecting the performance of teachers (Ngware, 1994). Schools where teachers had 25 lessons or less registered higher mean score compared to schools where teachers had 26 lessons or more. The findings concurred with Nwikina and Nwanekezi cited in Osagie and Okafor (2012) who concluded that teacher's workload was one of the factors that inhibited learners' academic achievements. The findings point to the negative impact of increased workload for teachers in curriculum implementation.

Johnson (2003) provided a quick scrutiny of teachers' workload in schools within four Scottish regional authorities. 570 teachers from different sectors and variety of levels of responsibility responded. These teachers maintained a workload diary for a whole week and completed an occupational stress indicator questionnaire. In that week teachers recorded an average of 42.5 hours of work. In this case the main elements were teaching, preparation and marking.

Since the introduction of Free Primary Education in 2003, this situation has deteriorated where there has been influx of pupils in classes whereas the numbers of

teachers remain more or less the same. Buckley (2004) noted that high workload contributes to high teacher attrition and acts as a major cause of stress to workload, in terms of overload, underload or routine work. According to Onyango (2013), there is a link between workload and curriculum implementation. Teacher workload describes the amount of time spent teaching and interacting with pupils in and outside the classroom, the time left for preparation and time spent in other co-curricular and managerial activities.

2.5 Instructional resources in relation to teacher performance

Instructional resources refer to those materials that aid the learner in understanding of concepts or ideas presented in a learning environment or situation. Ngaroga (2007) talks of instructional materials as those materials that are accessed in the school environment, collected or bought. These materials can be three dimension, two dimension or real objects and others may be electrical. Availability of instructional materials is a core determinant in the successful implementation of any curriculum. Teachers use these materials to assist and increase interest in learning. These materials are also essential since they enhance learners' participation in class activities for effective learning (Klier, 2005).

Learners' achievement at any point is a cumulative function of inputs such as laboratories, textbooks and school buildings among others (Dahir and Faize, 2011). The findings of Yadar (2001) and the Report by UNESCO (2008) have shown that classrooms, teaching aids and stationeries affect the performance of learners. Ashion (2001) observes that instructional materials are crucial in planning and implementing curriculum.

The second education goal for 2012 for the vision2030 in raising the quality of education targeted that under this goal to reduce the textbook to the pupil ratio from 1:3 to 1:1 (GoK, 2007). Textbooks ratio should be one book per three pupils in lower primary and one book per two pupils in upper primary (Republic of Kenya, 2003). According to the Ministry of Education (MoE, 2001), the performance of learners can be affected by availability, distribution and utilization of learning resources.

Improving the quality of education should be a priority even where enrolment has not reached universal levels. Schools with adequate textbook and other materials stand a better chance of having better results than poorly equipped schools(Lowe, 2009). Other factors that have an effect on teacher performance include the frequency of use of the resources as well as the time allowed for their use. Asikhia (2010) pointed that there is a relationship between availability of instructional materials and curriculum implementation by the teachers.

2.6 Teaching strategies in relation to teacher performance

Teaching strategies are the ways in which a teacher delivers instruction to learners in order to achieve learning goals and positively impact learners' achievement. With regard to teaching and learning strategies, it is widely documented that teaching is an art that requires those who have the ability, skill, knowledge and the interest which would act as the springboard for success to be realized (Orodho, 2014).

The greatest factor that impacts on teachers' effectiveness may lie in his/her ability to use varying and engaging strategies to deliver knowledge and skills to the learners in

their classrooms (Barge, 2014). This concurs with Chitton (2012) who states that in order for the teachers to effectively implement the planned curriculum, he/she must use diverse styles to teach pupils and not just the subject. This is because different pupils require different styles of teaching in order to grasp curriculum content that will in turn lead to effective curriculum implementation. He further argues that appropriate teaching strategies motivate pupils to learn and lead to improved teacher-pupil relationship that makes them more successful and is more interested in learning. There is no one best teaching strategy that a teacher should choose, but rather varying instructional strategies will help learners in maintaining interest, interacting with content and eventually attaining learning goals.

2.7 Summary of literature review

Various studies done on the influence of school based factors on implementation of curriculum attest to the fact that they may influence implementation of curriculum (Onyango, 2013). Financial resources are used for acquisition of other resources such as physical facilities, textbooks and human resources (Lumuri 2009). These studies did not include all the school based factors like teaching techniques. This study therefore investigated how teacher-pupil ratio, workload, provision of instructional resources, and teaching strategies will influence implementation of the curriculum in Njoro Sub County.

2.8 Theoretical Framework

This study was guided by Instructional Theory which is advocated by Bruner (1966). He describes the key instructional components of curriculum: its sequence of activities in which learners become self-sufficient problem-solvers. In this theory

Bruner especially design a teaching strategy to help learners understand and construct or expand upon their knowledge for example, in order for learning to take place the instruction must incorporate relevant materials that draw the learner in many ways of interest. According to this theory teachers play an important role in the classroom instruction. The teachers' role is to build an environment that allows learners to make choice which is done through learning interaction. Therefore, the teacher is required to be equipped with the content prepared well for the pupils in the learning atmosphere.

This theory has direct implications on the teaching practices in the classroom. Instruction must be appropriate to the level of learners. The role of the teacher should not be to teach information by note learning, but instead to facilitate the learning process. This theory emphasizes on the following variables for effective and efficient learning. These include; assessment of pupils learning resources among others. Many scholars have been seeking to establish the most influential variables in pupils' achievement. This theory is therefore appropriate in this study for the researcher to assess the influence of school based variables on teacher performance in implementing curriculum in primary schools in Njoro Sub County. When school based issues come in such as inadequate staffing, inadequate teaching and learning resources, inappropriate teaching strategies, they adversely influence teacher performance in curriculum implementation.

2.9 Conceptual Framework

The conceptual framework below summarises the features that relate to this study concerning teacher performance in implementation of curriculum in public primary schools.

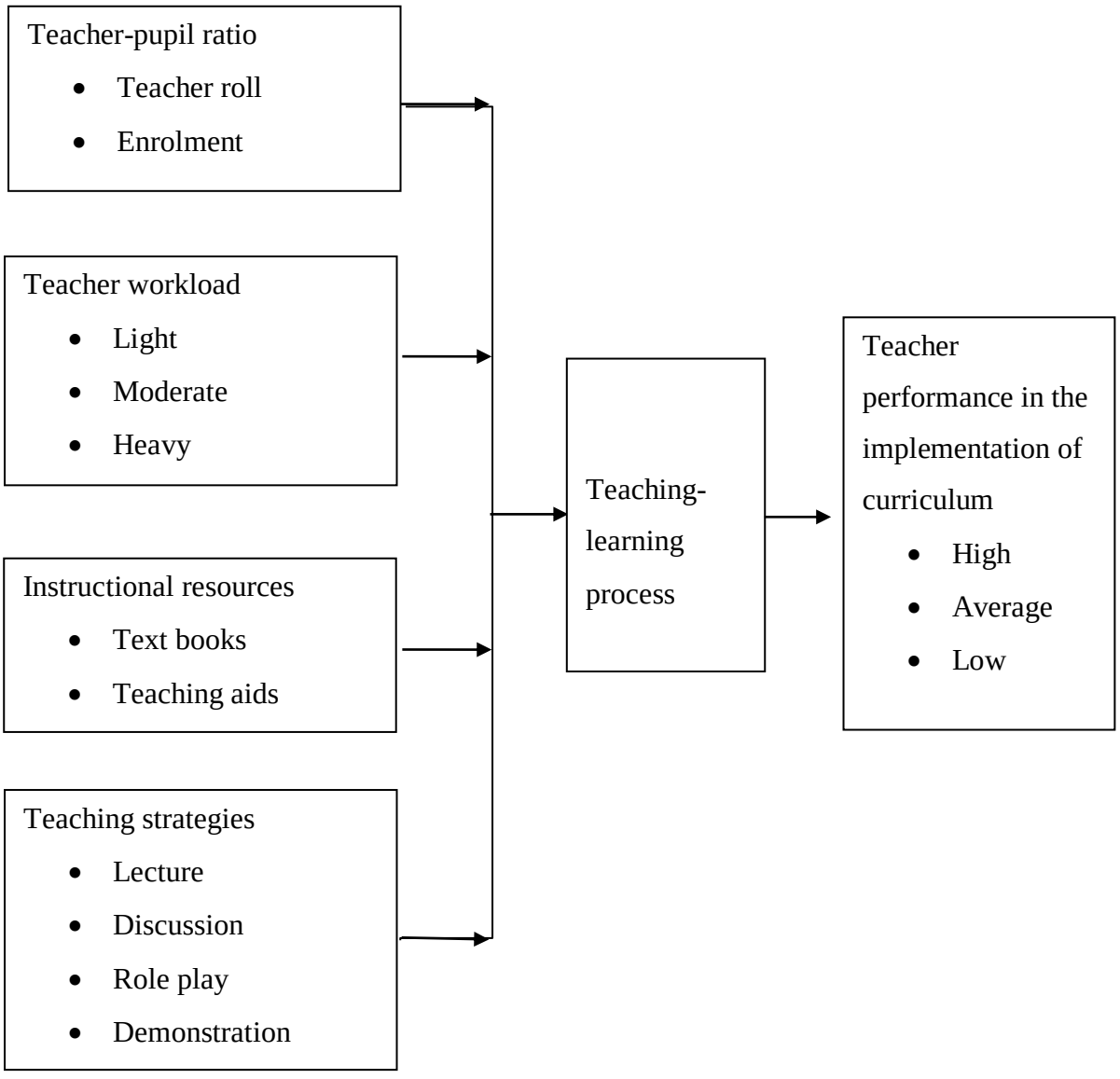

Figure 2.1. Conceptual framework of the influence of teacher performance in public primary schools

The conceptual framework in this study was an attempt to investigate possible relationships between teacher-pupil ratio, workload, learning resources and teaching strategies influence on teacher performance in implementation of curriculum. The independent variables affected teacher performance in curriculum implementation.

The school inputs to be investigated on how they influence teacher performance in implementing curriculum in primary schools include teacher-pupil ratio, workload, instructional materials and teaching strategies

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology highlights the research design, target population, sample size and sampling procedures, reliability of the research instrument, validity of the research instrument, data collection procedures, data analysis technique and ethical considerations.

3.2 Research design

The researcher used descriptive survey design as it is deemed appropriate by this study (Pearson, 2010).Mugenda and Mugenda (2003) define a survey as an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. Descriptive survey design is a self-report study, which requires the collection of quantified information from the sample. The design was selected because it has the ability to elicit a wide range of baseline information. The design was also considered relevant since the researcher was able to collect, analysis and report information as it exist in the field without manipulation of variables.

3.3Target population

A target population refers to a large group from which a sample is taken (Orodho, 2004). Njoro Sub-County has 10 primary schools which formed the study population. The study also focused on 10 head teachers and 62 teachers from upper primary and 123 pupils of class 7 and 8.

3.4 Sample size and Sampling procedure

According to Mugenda and Mugenda (2003), a sample is a small portion of the target population, while sampling is a research technique that is used in selecting a given number of subjects from the target population, as a representative of that population. By observing the characteristics of the sample one can make certain inferences about the characteristics of the population from which it is drawn. The study utilized 10% of the target population as a sample which comprised of 10 public primary schools, 10headteachers, 62teachers and 123 pupils. This was in line with Mugenda and Mugenda (2004) who suggests a sample of 10% to 30% as a good representative of a population.

Simple random sampling technique was used to select schools 10 schools from Njoro Sub-County. This technique allows all members of the population an equal chance of being selected. All the head teachers of the 10 schools participated. In the 10 schools, 6 teachers and 12 pupils were selected from each school. To sample 12 pupils per school, stratified sampling was used to select 6 girls and 6 boys in class 7 and 8.

3.5 Research Instrument

The researcher used questionnaires to collect data from teachers and headteachers and Focus Group Discussion for pupils. Questionnaires were considered best for this study because they are easy to administer to the respondent and convenient to collect information within a given short span of time. They also produce candid answers than is possible in the interview. The researcher prepared two sets of questionnaires one for headteachers and the other for teachers. Structured closed and open ended

questionnaire were developed by the researcher. The researcher developed closed-ended questions with only a few open ended questions. This is because closed ended questions were easier to analyze since they were in an immediate usable form. They were also be economical in terms of time and money (Mugenda and Mugenda, 2008).

The two questionnaires contained section A and B each. Section A contained questions aimed at obtaining general information about the respondent and the school. Section B consisted of specific questions related to the objective of the study. The information got was used to arrive at conclusion on the school based factors influencing teacher performance in curriculum implementation. Focus group discussion was used to collect data from pupils from class 7 and 8.

3.6 Validity of the instruments

Validity refers to ascertaining whether the instrument measures what it intend to measure. It is therefore the degree to which the instrument measures what it is purported to measure and consequently permit appropriate interpretations of scores(Orodho, 2005).Two experts from the Department of Education, Administration and Planning (University of Nairobi) were used to determine the validity of the instrument. The experts were also used to assess what concepts the instrument aimed at measuring and determined whether the items or indicators accurately depicted the concepts of interest. This ascertained both the face and the content validity of the instrument. Content validity occurs when an instrument provides adequate coverage of the subject being studied. This includes measuring the right things and having an adequate sample. Face Validity involve only a casual, subjective inspection of an

instrument to judge whether it covers the content it purports to measure (Bhattacherjee, 2012).

3.7 Reliability of the research instrument.

According to Mugenda and Mugenda (2003) reliability is the measure of the degree to which a research instrument yields consistent results or data after repeated trials .The test retest method was used to test the reliability of the questionnaires. This approach was appropriate since it gave a time lapse between the two tests and the researcher used this to prove the instruments' reliability.

Test retest method involves administering instruments twice to the same group of the subject. The instruments were administered to public primary school in Njoro Sub-County were randomly selected from the target population and the responses were scored manually. The same instruments were re-administered after duration of two weeks and the responses were analyzed manually. The reliability coefficient was determined using Pearson Product Moment Correlation Coefficient. According to Best and Kahn (1988) if the reliability coefficient was below 0.7 then the instrument would have been considered unfit and other instruments would be constructed or the same will be adjusted to be more reliable. If the coefficient would be 0.7 and above then the instrument would be considered reliable and can be used for research. Pearson Product Moment Correlation Coefficient formula

$$\text{Correlation (r)} = \frac{[N\sum xy - (\sum x)(\sum y)}{\sqrt{([N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2])}}$$

Where:

N = Number of scores

x = first set of scores

y = Second set of scores

$\sum xy$ = Sum of the product of first and second score

$\sum x$ = Sum of first set of scores

$\sum y$ = Sum of second set of scores

$\sum x^2$ = Sum of square first set of scores

$\sum y^2$ = Sum of square second set of scores

In this way, the reliability coefficient was determined using Pearson Product Moment Correlation Coefficient. A coefficient of 0.84 was calculated implying that the instruments were reliable.

3.8 Data collection procedure

The researcher obtained a clearance from the Ministry of Education so as to collect data. A research permit was obtained from National Commission for Science, Technology and Innovations (NACOSTI). A copy of permit and an introductory letter was presented to the County Director of Education Njoro Sub-County. Once the permit was received, the researcher visited the selected schools to make an appointment for the administration of the questionnaires. During the ideal field work all questionnaires for the head teachers and teachers were delivered to the sample schools by the researcher. The respondents were requested to respond to the questionnaires accordingly and hand them back to the researcher.

3.9 Data analysis techniques

According to Kerlinger (1986), data analysis is categorizing, manipulating and summarizing of data to obtain answers to research questions. After collection of data, the instrument checked for completeness and clarity. Data was analyzed both quantitatively and qualitatively based on the study objectives. Quantitatively analysis was applied for close ended questions that provided the respondents with alternative responses from which to choose. Qualitative analysis was used on open ended questions that required the respondents to give their own opinions. Descriptive statistics was used to summarize quantitative data. Inferential statistics such as simple linear regression as well as Pearson's correlation coefficient analysis was used in determining how selected factors influence teacher performance in the implementation of curriculum. Analysis involved editing the questionnaires, tabulating and coding the responses. Data was processed using Statistical Packages for Social Sciences (SPSS) computer programme. Frequency distribution, percentages, means scores and standard deviations were computed and tabulated.

3.10 Ethical considerations

This study applied the principle of voluntary participation. The researcher fully informed the respondents the procedures involved in the research. They were required to give their consent to participle. The researcher treated all the respondents with courtesy and respect. The research procedures were reasonable, non-exploitative, carefully considered and fairly administered. Responses from sampled headteachers, teachers and pupils was treated with utmost confidentiality and the information provided was used for the purpose of the study only. All sources of information were acknowledged.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This study investigated the school based factors influencing teacher performance in implementation of the curriculum in public primary schools in Njoro Sub-County, Nakuru County, Kenya. This chapter presents the results, interpretation and discussion of the findings of the study. The results are presented qualitatively and quantitatively. The responses from the respondents were analyzed using Statistical Package for the Social Sciences (SPSS) version 22 for windows.

4.2 Question Return Rate

The study involved administration of 10 questionnaires to 10 headteachers and 62 questionnaires to 62 teachers. Response rate is shown in Table 4.1

Table 4.1: Questionnaire Return rate

Respondents	Sample targeted	Actual respondent	%
Head teachers	10	10	100%
Teachers	62	62	100%
Total	72	72	100%

The results from Table 4.1 show a high number of return rate of all respondents in the study which provided (100%) of teachers and headteachers. This was taken as a good response for analysis of the variables under study. According to Mugenda (2011), it is enough to provide the required information.

4.3Demographic and background information of respondents

Demographic information of the respondents was based on gender, age, highest teaching professional qualification and number of years worked.

4.3.1 Gender of the Respondent

Gender was a factor to be considered among headteachers and teachers in schools because it would enable the researcher acquire information from both gender. The 10 headteachers and teachers indicated their gender as shown in Table 4.2

Table 4.2: Gender of headteachers and teachers

	Teachers		Headteachers	
Gender	Frequency	Percent	Frequency	Percent
Male	43	68.8%	7	70.0%
Female	19	31.3%	3	30.0%
Total	62	100.0%	10	100.0%

About 68.8% of the teachers' respondents were female while a few respondents (31.3%) were male. This may imply the existence of gender inequality in the teaching industry. The results suggest that perhaps, there was gender imbalance in the appointment of teachers in the public primary schools in the Njoro Sub-County. There is need to investigate the root cause of the gender imbalance in public primary schools teaching staff. Although this study does not provide evidence of how gender of teachers influence teacher performance in implementation of curriculum in the Sub-County, this issue is worth investigating.

On the issue of headteachers' gender, the results of the study showed that 70.0% were male while 30.0% were female. This imply that majority of the headteachers (2016) in Njoro Sub-county were male.The results suggest that perhaps there was gender imbalance in the appointment of headteachers in the public primary schools in Njoro Sub-County. This is line with the study of Anyango (2012), who also found that the number of female teachers especially in administrative positions in Homa Bay district is low. There is need to investigate the root cause of the gender imbalance in public primary schools management and address the issue.

4.3.2 Age of the Respondents

The study was interested in the average age of the public primary school teacher. The ages of the primary school teachers were categorized as shown in Table 4.3 shows the summary of the results.

Table 4.3: Age of teachers in Years

Age brackets	Frequency	Percent	Cumulative Percent
20 – 30	7	11.3%	11.3%
31 – 40	19	30.6%	41.9%
41 – 50	26	41.9%	83.9%
Over 50	10	16.1%	100.0%
Total	62	100.0%	

It was found that majority, (41.9%) of the public primary school teachers were aged between 41 - 50 years. Thirty one point three percent (30.6%) were aged between 31 - 40 years while 16.1% were aged over 50 years. A few teachers (11.3%) were aged

between 20 – 30 years. These results imply that majority of the teachers are above the age of 30. It also implies that they may be experienced in the profession.

According to Otago (2011) the age of the school teachers is correlated with experience and ability to work professionally in the institutions. Age brings with it greater competence, self-confidence, self-esteem and a high level of responsibility in which a person may feel a greater sense of accomplishment. These traits are critical ingredients of implementation of the school curriculum in public primary schools.

The headteachers' age is shown in Table 4.4

Table 4.4: Age of headteachers in years

Age brackets	Frequency	Percent	Cumulative Percent
20 – 30	7	11.3%	11.3%
31 – 40	19	30.6%	41.9%
41 – 50	26	41.9%	83.9%
Over 50	10	16.1%	100.0%
Total	62	100.0%	

4.3.3 Professional Qualifications of the Respondents

Professional qualifications of the teachers were categorized as P1, Diploma, bachelor of education (B.Ed.) and Masters in Education (M.Ed.). The distribution of the respondents' teachers' level of professional qualifications is shown in Table 4.2.a

Table 4.5: Professional Qualifications of the teachers and headteachers

Respondent categories	Academic level	Frequency	Percent
Teachers	P1	19	30.6
	Diploma	32	51.6
	B.Ed	9	14.5
	M.Ed	2	3.2
	Total	62	100.0
Headteachers			Percent
	P1	5	50.0
	Diploma	4	40.0
	B.Ed	1	10.0
	M.Ed	0	00.0
	Total	10	100.0

From Table 4.5, it was found that 51.6% of the teachers had diploma level of education while 30.6% had P1 level of education. A few teachers had bachelor (14.5%) and master (3.2%) degrees level of professional qualification. This implied that majority of the teachers had adequate level of education to enable them handle their obligations and exercise their mandate with excellence in the public primary schools. The smooth implementation of learning curriculum in schools is greatly dependent on the professional qualifications of the school teachers. These findings are consistent with MOEST (2005) observations that teachers' employment has not been based on performance, but on qualifications. SACMEQ (2000) revealed that the quality of teaching largely depends on teachers' academic qualification among other variables.

Professional qualifications of the headteachers were categorized as P1, Diploma, Bachelor and Masters. The distribution of the headteachers level of professional qualifications is shown in Table 4.5.

From Table 4.5, it was found that 40% of the headteachers had diploma level of professional qualification; while 10% had Bachelor of Education level of professional qualification. None of the headteachers who had masters degree. Headteachers should be encouraged to upgrade their qualifications so as to equip themselves with broad managerial, administrative and financial skills that are useful in their line of duty so as to be able to manage the schools well and to improve the teaching-learning process. Effective curriculum implementation requires trained and qualified teachers to design teaching and learning strategies and support learners in order to avoid abseentism, dropout, and repetition and to improve teacher performance. The absence of headteachers with PhD as well as low numbers of headteachers with masters degree may suggest that those with these qualifications transfer their services to the secondary schools and universities where they are required most.

4.4 Respondents' years of experience in Teaching

The study was also interested in the public primary school teachers' experience (clustered in years). Table 4.6 provides this information and reveals that teachers' experience was spread over varied years: that is, 1-5 years, 6-10 years, 11-15 and 16 years and above.

Table 4.6: Experience as a Teacher

Experience in years	Frequency	Percent
1-5 years	11	17.7%
6-10 years	15	24.2%
11-15 years	8	12.9%
16 years and above	28	45.2%
Total	62	100.0%

Most of the teachers had a teaching experience of 16 years and above as represented by 45.2% of the respondents. It was found that 24.2% of the public primary school teachers had 6 - 10 years of experience. About 17.7% of the teachers had 1 - 5 years of experience which was closely followed by 12.9% that had between 11-15 years of experience. Work experience is as important as the professional experience, since the skills are perfected through practice.

4.5 Schools characteristics

This study sought to determine some characteristics of the sampled schools such as performance (measured using KCPE, year 2015 mean grades) and school enrolment.

4.5.1 Schools performance

This study was interested in determining the mean score in KCPE examination (2015) in the schools covered in the study. The mean scores were relatively low as shown in

Table 4.7: Mean scores in Schools

Statistics	Mean scores
Mean	243.26
Standard Deviation	15.26
Range	33.66
Minimum	209.60
Maximum	243.26

Table 4.7 shows that the average mean scores for the schools in the study area was 243.26 and ranged between a minimum of 209.60 and a maximum 243.26 with a standard deviation of 15.26. The average mean scores for the selected schools was less than 250 marks implying that the performance was low.

4.5.2 Reasons for schools poor performance

Both headteachers and teachers respondents were asked to comment about the poor performance witnessed in the sampled schools and their responses summarized in Figure 4.1.

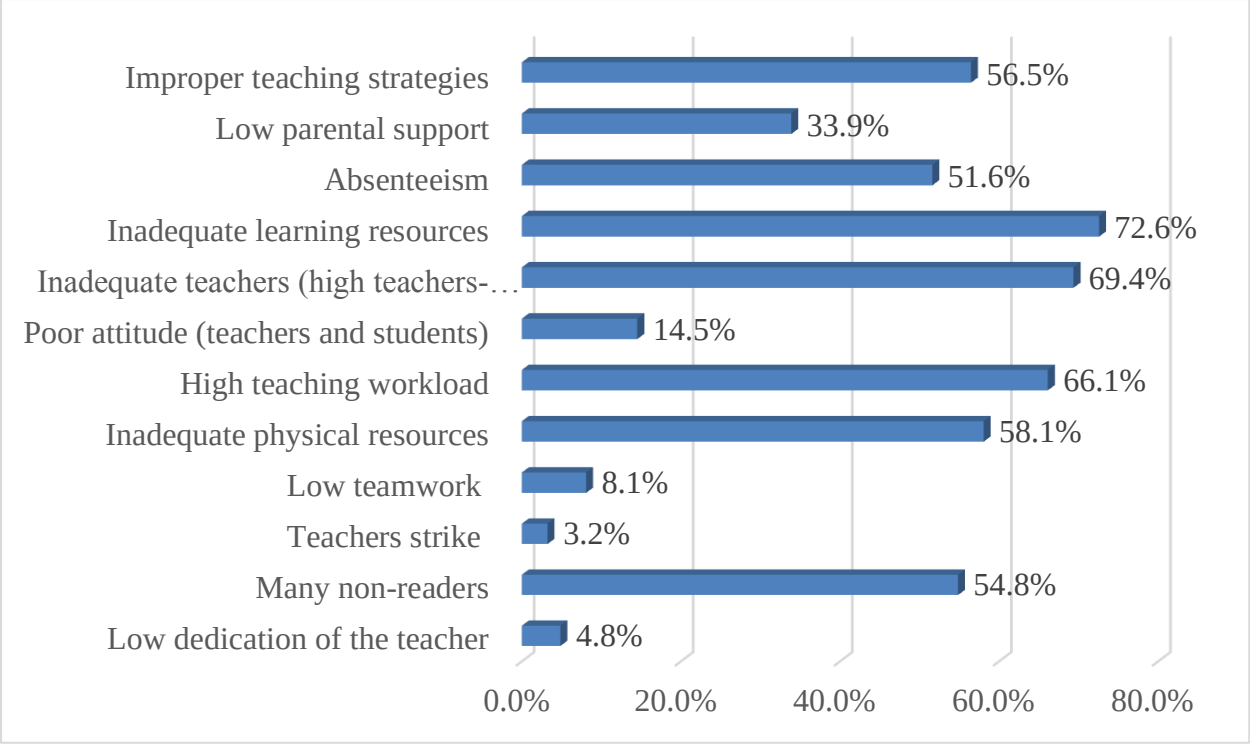

Figure 4.1. **Reasons for schools poor performance**

Some of the most key factors that were mentioned to affect schools' performance were lack of learning resources (72.6%), inadequate teachers/high teachers-pupils ratio (69.4%), high workload among the teachers (66.1%), inadequate physical facilities (58.1%), improper teaching strategies (56.5%), non-reading culture among pupils (54.8%) and absenteeism (51.6%).

These results concurs with Onyango (2013) and Lumuri (2009) who identified school based factors that influence implementation of curriculum and thus school performance as financial resources used for acquisition of other resources such as physical facilities, textbooks and human resources. Waithera (2008) also noted that increase in enrolment overwhelmed teacher and therefore they are not able to give individualized attention to pupils or mark pupils' assessments on time. Nwikina and Nwanekezi cited in Osagie and Okafor (2012) concluded that teacher's workload was

one of the factors that inhibited learners' academic achievements. Chitton (2012) stated that in order for the teachers to effectively implement the planned curriculum, he/she must use diverse styles to teach pupils and not just the subject.

4.5.3 Schools Enrolment (per stream)

The maximum pupils enrolled in each stream of the sampled schools are shown in Table 4.8.

Table 4.8: Maximum required enrolment in a stream

Enrolment	Frequency	Percent	Cumulative Percent
Less than 40	2	20.0	20.0
40 – 49	2	20.0	40.0
50 – 59	4	40.0	80.0
60 and above	2	20.0	100.0
Total	10	100.0	

Mean = 49.6000, Std. Deviation = 10.52193

Majority of the schools' maximum enrolment per stream range between 50 – 59 pupils as represented by 40.0% of the sampled schools. About 20.0% of the schools maximum enrolment was cited to be less than 40 pupils with a similar proportion having enrolment of 40-49 (20.0%) and 50-59 (20.0%).

The mean class size of 49.6 is far much above the ideal class size of 40 as recommended by UNESCO. According to the TSC (2014), Kenya is in need of more teachers in primary schools to attain the ideal PTR as required by UNESCO.

This is a clear indication that either the number of teachers is declining or the number of pupils is growing at a much faster rate than that of the teachers which may have serious negative implications on performance. The ratio may grow even worse with implementation of the new constitution which provides that 'Education is a basic right'.

4.5.4 Teacher-pupil ratio and teacher performance in implementation of curriculum

The first objective in this study sought to determine how teacher-pupil ratio influences teacher performance in implementation of curriculum in public primary schools in Njoro Sub-County. In pursuing this objective, a research question, 'How does teacher-pupil ratio influence teacher performance in implementation of curriculum in public primary schools Njoro Sub-County?'

The following table No. 4.9 shows teachers response on adequacy of teaching staff.

Table 4.9: Teachers' response on adequacy of teaching staff

Teachers	Frequency	Percentage
Yes	10	16.13
No	52	83.87
Total	62	100.0

As inferred from the findings in table 4.9 most teachers indicated that there is inadequacy of teaching staff in their various schools. Curriculum implementers are

teachers and their inadequacy would mean dismal performance which is evident in KCPE results in Njoro Sub-County.

Teacher- pupil ratio was assessed with respect to the total number of students divided by the total number of teachers. This variable was transformed to be ordinal where a ratio of 1:45 and below was considered as low, a ratio of 1:46 – 1:55 was considered as average while a ratio of 1:56 -1:65 was considered as high. None of the schools had a ratio less than 1:45 or greater than 1:65. Table 4.10 shows the relative proportion of the schools with different teachers-pupils ratio.

Table 4.10: Average teacher-pupil ratio

Teacher-pupil ratio	Frequency	Percentage
1:45 and below	38	61.3
1:46 – 1:55	22	35.5
1:56 – 1:65	2	3.2
Total	62	100.0

Most schools had a teacher pupil ratio of 1:45 and below as represented by 61.3% of the total responses. About 35.5% of the schools were reported to have a teacher pupil ratio of between 1:46 – 1:55. A few schools (3.2%) had a teacher pupil ratio of between 1:56 – 1:65.

The standard teachers-pupil ratio as set by UNESCO and other international organizations is 1:40. Likewise, the MoE recommends a ratio teacher-pupil ratio of 1:40 in the schools for effective teaching. In a study that was to assess the teacher-pupil ratio and its impact on academic performance in public primary schools in

Central Division, Machakos County, Kaloki (2012) noted that in situations where the number of pupils per teacher is higher than the set standards, pupil-teacher interaction is poor. The management of classrooms and pupils discipline becomes difficult.

The average teachers-pupils ratio in the sampled schools in the study area is significantly higher than the prevailing ratio in other countries such as Czech Republic, France and the United Kingdom with a ratio of approximate 1:18 (Waithera, 2008). It is very important to have sufficient and adequate human resource in terms of teaching quality for the teaching subjects in the school curriculum. Without the teachers as implementers of the curriculum, the goals of education can never be achieved.

The following table No. 4.11 shows headteachers responses on general performance of pupils.

Table 4.11: Headteachers responses on general performance of pupils

Performance	Frequency	Percentage
Below average	7	70
Average	3	30
Above average	_	_
Total	10	100.0

The findings in table 4.11 show that most schools are below average (70%), a few average (30%) and none is above average. Disparities in performance continues to be noticed as one of the many challenges facing education sector (MoE, 2003).This has raised a lot of concern as the government expenditure on education aimed to ensure quality is improved in schools at a minimum cost. The results of KCPE in 2015 were

below average. As a result pupils who go through primary schools in Njoro Sub-County cannot compete as expected for the opportunities in secondary schools in county and national level.

Table 4.12: Influence of teacher-pupil ratio on teacher performance

Instructional resources	Coef.	Std. Err.	T	P>t
Average teacher-pupil ratio	-32.184	6.910	-.466	.001
_cons	297.764	99.230	3.001	.004

F (1, 58) = 4.238, Prob> F = 0.027, R-squared = 0.364, Adj R-squared= 0.353

Results in Table 4.10 reveal that the coefficient for the average teachers-pupils ration (-32.184) was statistically significant at 5%. The F – ratio (1, 58) for the fitted model was 4.238 with a probability value of 0.027. The R^2 and adjusted R^2 of 0.364 and 0.353 respectively were above the statistical threshold confirming that the teachers' performance in the implementation of curriculum was significantly influenced by the teachers-pupils ratio. The changes in the dependent variable could be explained by approximately 35.3% by the independent variable. Based on these results, it can be concluded that teacher-pupil ratio has a statistically significantly influence on teacher performance in implementation of curriculum in public primary schools Njoro Sub-County.

It emerged from the focus group discussion that teacher-pupil ratio had a significant influence teacher performance in implementation of curriculum in public primary schools in Njoro Sub-County. One of the participants from the focus group explained:

High ratios mean the teacher is overworked and may be able to serve all the pupils. This makes teachers not to be able to cater for all the pupils needs especially the most needed attention to the slow learners. Where pupils are about fifty, marking is a problem

When teachers were asked on whether they covered the syllabus at the required time there responses were as shown in table 4.13

Table 4.13: Teachers' response on syllabus coverage in the required time

Teachers	Frequency	Percentage
Yes	20	32.26
No	42	67.74
Total	62	100.0

The findings in Table 4.13 shows that majority of the teachers (67.7%) were not able to complete the syllabus as stipulated in the curriculum.

Since the introduction of Free Primary Education (FPE) in 2003, there has been influx of pupils in public primary schools which in turn has resulted to large class size of more than 60 pupils in a single classroom, which in turn affects teacher performance in curriculum implementation. A teacher in such a class cannot interact effectively with pupils at personal level, class control also becomes difficult in organizing them into groups and evaluating them is a challenge (Onyango, 2013).

When teachers were asked on the number of subjects they teach they responded as shown on Table No. 4.14

Table 4.14: Distribution of teachers by the number of subjects they teach

No. of subjects	Frequency	Percentage
3	10	16.13
4-5	20	32.26
5 and above	32	51.61
Total	62	100.0

From table 4.14 it can be inferred that most teachers are supposed to teach more than five subjects. This shows that teachers concentrate more in lesson preparations rather than assisting the learners in class.

The findings on distribution of teachers by the number of subjects they teach concurred with Nwikina and Nwanekezi cited in Osagie and Okafor (2012) who concluded that teacher's workload was one of the factors that inhibited learners' academic achievements. The findings point to the negative impact of increased workload for teachers in curriculum implementation.

Table 4.15 summarizes the teachers' responses on whether they were able to prepare adequately for all the lessons taught daily.

Table 4.15: Whether respondents are able to prepare for all the lessons daily

Responses Teacher	**F**	**%**
Yes	13	21.0
No	49	79.0
Total	62	100.0
Responses Headteachr	**F**	**%**
Yes	7	70
No	3	30
Total	62	100.0

Most the teachers and headteachers cited that teachers were not able to prepare adequately for the lessons that they taught. It was just a few teachers who agreed that they were able to prepare for lessons. A teacher is supposed to undertake many duties and main one is implementation of the curriculum.

Due to the teachers' high teaching load, majority of them reported that they were not able to give pupils adequate work during lessons. These results are summarized in Table 4.16.

Table 4.16: Whether the respondent is able to give pupils adequate work during the lessons

Responses Teachers	Frequency	Percent
Yes	26	42.6%
No	35	57.4%
Total	61	100.0%

Responses Headteachr	Frequency	Percent
Yes	2	20
No	8	80
Total	61	100.0%

The findings in Table 4.16 show that majority of the teachers and headteachers agreed that teachers were unable to give their pupils adequate work during lessons. However, a few teachers argued that they were still able to give their students adequate work during lessons even with their current teaching workload.

These results on whether teachers were able to give pupils adequate work during lessons disagree with Waithera (2008) who noted that, increase in pupils' enrolment after the introduction of Free Primary Education in 2003 led to a drastic increase in teachers-pupils ratio and eventually poor teacher performance in the implementation of the curriculum partly because of lack of ability to give individualized attention to pupils or mark pupils' assessments on time.

4.6Workload and teacher performance in implementation of curriculum

The second objective of this study intended to establish how workload influences teacher performance in implementation of curriculum in public primary schools in Njoro Sub-County. Table 4.17 shows the number of KCPE candidates who sat for KCPE in year 2015.

Table4.17: KCPE candidates in year 2015

Number of pupil	Frequency	Percentage
30-50	1	10%
51-70	2	20%
71-90	1	10%
91-110	2	20%
110-130	4	40%
Total	10	100.0%

From table 4.17, it can be inferred that most schools had above seventy candidates. This called for more learning facilities which most of the time are strained by the high number of candidates to sit for the exams.

The government has invested heavily in education especially in public primary schools through the introduction of Free Primary Education (FPE) in 2003. Due to this; there has been influx of pupils in public primary schools which in turn has resulted to large class size of more than 60 pupils in a single classroom, which in turn affects teacher performance in curriculum implementation. A teacher in such a class cannot interact effectively with pupils at personal level, class control also becomes

difficult in organizing them into groups and evaluating them is a challenge (Onyango, 2013).

Table4.18: School mean score of year 2015

Number of lessons	Frequency	Percentage
200 and below	5	50%
201-250	4	40%
251-300	1	10%
300 and above	_	_
Total	10	100.0%

From table 4.18 it can be inferred that 90 %of the schools scored a mean of less than 250 marks. This indicates that the performance was low since only one school managed to score above 250 marks.

When asked whether there was an improvement from the previous year the response was as indicated in table4.19

Table 4.19: Teachers response on whether schools improved in 2015 from the Previous year

Responses	Frequency	Percent
Yes	15	24.19
No	47	75.81
Total	61	100.0

From the findings in table 4.19 most of the schools in Njoro Sub-County registered a drop from the previous year.

Decline in performance continue to be noticed as one of the challenges facing education sector (MoE, 2003). Dismal performance in schools has raised a lot of concern as the governments' expenditure on education seem not to match the quality of education which is low as compared to the input on the part of the government.

Respondents were asked to state the average lesson load per teacher per week in their respective schools. This is summarized in Table 4.20.

Table 4.20: Average subject load per teacher per week

Number of lessons	Frequency	Percentage
20-24 lessons	1	1.6%
25-30 lessons	5	8.1%
31 – 34 lessons	7	11.3%
35 – 40 lessons	23	37.1%
41 – 44 lessons	15	24.2%
45 lessons and above	11	17.7%
Total	62	100.0%

Mean = 36.93, Standard deviation = 3.488

Table 4.20 shows that (37.1%) of the teachers taught between 35 - 40 lessons per week. About 24.2% of the teachers taught between 41 – 44 while 17.7% taught 45 lessons or more per week. A few teachers indicated to teach between 31 – 34 lessons (11.3%), 25 – 30 lessons (8.1%) and 20 – 24 lessons (1.6%). Findings from Table 4.20 imply that there are many teachers in the study area with more lesson load than the 35-40 lessons recommended by the Ministry of Education. Teachers respondents were requested to rate the teaching workload that they had and the results summarized in Figure 4.2.

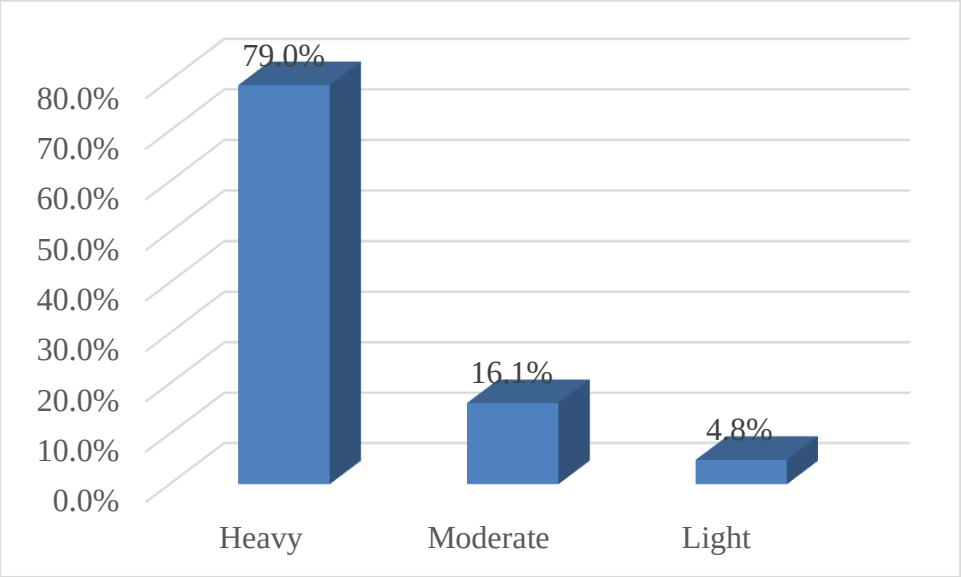

Figure 4.2. Teachers Ratings of workload

The results in Figure 4.2 shows that majority of the teachers (79.0%) felt that their workload was heavy. About 16.1% indicated that their teaching load was moderate while a few teachers (4.8%) argued that their teaching load was light. The government ought to employ more teachers to so that the teaching load to be minimized. The KNUT (2011), recommended employment of 60,000 teachers to curb teacher shortage in the country which has adversely affected teacher performance in the implementation of curriculum.

Pupils' focus group participants were asked to indicate the effect of teaching load on teacher performance in curriculum implementation. The participants were noted to agree that teaching load affect teacher performance in curriculum implementation. One respondent summarized the situation as follows:

> *Teaching workload is a big hindrance to teacher performance in the implementation of curriculum in primary schools. It leads to less quality delivered, teachers' fatigue, insufficient time for syllabus*

> *coverage and reduced ability to carry out follow-up activities such as assignments. Teachers are also not able to concentrate on weak learners. It also makes them unable to diagnose the abilities of all the learners and thereby becoming a disadvantage for students who are unable to discover their talents. The teacher has to find his/her time to complete the syllabus leading to less time for their personal development. The teachers-pupils direct contact is low making pupils to perform poorly.*

Some of the effects of the high teaching load among teachers in the public primary schools in the study area include inability to prepare adequately for lessons.

In an assessment of impact of teacher's workload on academic performance in public primary schools in Central Division, Machakos County, it emerged that high workload inculcates poor teachers' management of classrooms and inability to adequately prepare for lessons on a daily basis (Kaloki, 2012). This agrees with Kaloki (2012) who noted that in situations where teachers are overworked, it becomes a challenge for teachers to give pupils adequate work during lessons leading to poor students' performance. In order to determine the influence of workload on teachers' performance in implementation of curriculum in public primary schools in Njoro Sub-County, Pearson's correlation coefficient analysis was done.

Table 4.21: shows how teachers' workload influence performance in implementation of curriculum.

Table 4.21: Influence of workload on teacher performance

		Teachers performance	Teachers workload
Teachers workload	Pearson Correlation	1	.210(*)
	Sig. (2-tailed)	.	.036
	N	62	62
Teachers performance	Pearson Correlation	.210(*)	1
	Sig. (2-tailed)	.036	.
	N	62	62

* Correlation is significant at the $P \leq 0.05$ level (2-tailed).

On testing the influence of workload on teachers' performance in implementation of curriculum in public primary, a P-value of 0.036 was obtained. At a test of $P \leq 0.05$ significance level, the results of the study indicate that workload has an influence on performance in implementation of curriculum.

These results on influence of workload on teacher performance, agree with Akaka (2011) who noted that the problem of teaching workload is widespread across all types of schools including those that perform differently. Teachers' ability to manage the workload is a very crucial thing in the teaching profession. Akaka (2011) argued

that most teachers does more work and even lack adequate time to prepare for the lessons or even to concentrate fully on the teaching of the subject.

Ngware (1994) also noted that teachers' workload has a significant effect on academic achievement since it determines the effectiveness in teaching. Rural areas, being the most affected record poorer results than their urban counterparts. The results also agrees with Johnson (2003) whom in the analysis of teachers' workload in schools within four Scottish regional authorities noted that schools with more overloaded teachers recorded poor results in examination performance. The results also agrees with Osagie and Okafor (2012) who concluded that teacher's workload was one of the factors that inhibited learners' academic achievements with their findings pointing to the negative impact of increased workload for teachers in curriculum implementation.

4.7 Influence of provision of instructional resources on teachers performance in implementation of curriculum

The third objective in this study sought to establish how provision of instructional resources influences teacher performance in implementation of curriculum in public primary schools in Njoro Sub-County.

Table 4.22: Sufficiency of instructional resources in the sampled schools

Resources/materials	Very suffic-ient	Suffici-Ent	Fairy suffic-Ient	Insuff-Icient	Not avail-able	Total	Chi-Square	df	Asymp. Sig.
Textbooks	6.5	27.4	50.0	14.5	1.6	100.0	46.710	4	.000
Exercises books	4.8	24.2	40.3	27.4	3.2	100.0	30.903	4	.000
Supplementary Books	4.8	16.1	29.0	46.8	3.2	100.0	41.065	4	.000
Chalkboards/ wall	16.1	38.7	19.4	22.6	3.2	100.0	20.258	4	.000
Science kits	6.5	17.7	19.4	29.0	27.4	100.0	10.097	4	.039
Wall charts	3.2	11.3	46.8	33.9	4.8	100.0	46.387	4	.000

Most (37.7%) of the respondents cited that their schools had sufficient chalkboards/walls. About 22.6% of the schools however had insufficient chalkboards/walls while 19.4% had fairy sufficient chalkboards/walls. About 16.1% of the schools had very insufficient chalkboards/walls. It was just a few schools (3.2%) that did not have chalkboards/walls at all.

Majority (50.0%) of the respondents cited that their schools had fairly sufficient textbooks. About 27.4% of the schools had sufficient textbooks in stock. It was just a few schools (6.5%), that had very sufficient insufficient (14.5%) or not available at all (1.6%). As far as exercise books was concerned, most of the respondents (40.3%) cited that their schools had fairly sufficient exercise books. About 27.4% of the schools had insufficient exercise books in stock. It was just a few schools that had very sufficient (4.8%), sufficient (24.2%) or not available at all (3.2%) exercise books. On the part of supplementary books, most of the respondents (46.8%) cited that their schools had insufficient quantities. About 29.0% of the schools had fairy sufficient supplementary books in stock. A few schools (16.1) had sufficient ,very sufficient (4.8%) or not available at all (3.2%) supplementary books.

About 29.0% cited that their schools had insufficient science kit while 27.4% had no facility at all. It was only a few schools (19.4%), that had fairy sufficient, sufficient (17.7%) and very sufficient (6.5%). that did not have chalkboards/walls at all. As far as wall charts were concerned, most of the respondents (46.8%) cited that their schools had fairy sufficient numbers. However 33.9% of the schools had insufficient charts. A few schools (11.3%) had sufficient and very sufficient (3.2%). About 4.8% of the schools had no wall charts available.

Headteachers were asked to indicate provision of stationeries in their schools. The response is presented in the table 4.23

Table 4.23: Headteachers responses to ratio of textbooks to pupils

Ratio	Frequency	Percentage
1:1	_	0%
1:2	2	20%
1:3	5	50%
1:4	3	30%
Total	10	100%

According to Table 4.23, majority (80%) of schools in Njoro Sub-County had not met the Ministry of Education recommendation of textbook to pupil ratio of 1:1(GoK, 2007). The findings implied that implementation of curriculum in these schools is dismal since pupils lack textbooks to make references and also do extra work. The second education goal for 2012 for the vision 2030 in raising the quality of education targeted that under this goal to reduce the textbook to the pupil ratio from 1:3 to 1:1 (GoK, 2007). The performance of learners can be affected by availability, distribution and utilization of learning resources (MoE, 2001).

Table 4.24 Illustrates that most schools did not provide stationeries to pupils. This could have negatively affected implementation of curriculum since stationeries are essential to pupils and without them, they may not be in a position to participate fully in learning process.

Table 4.24: Headteachers response on the relationship between provision of Instructional materials

Responses	Frequency	Percentage
Yes	7	70%
No	3	30%
Total	10	100.0%

The results in table 4.24 shows that majority of headteachers (70%) argue that there is a relationship between provision of instructional materials and curriculum implementation. However a few headteachers argued that there is no relationship between instructional materials and curriculum implementation.

In order to establish how provision of instructional resources influences teacher performance in implementation of curriculum in public primary schools in Njoro Sub-County, a research question, 'How does provision of instructional resources influence teacher performance in implementation of curriculum in public primary schools Njoro Sub-County?' was formulated and analyzed using simple linear regression. The dependent variable, 'teacher' performance in implementation of curriculum' was measured in a scale level through the KCPE (year 2015) performance. The independent variables; measured through sufficiency of various learning resources (textbooks, exercises books, supplementary books, chalkboards/wall, science kits and wall charts) was analyzed in a five point likert scale (very sufficient=5, sufficient=4, fairly sufficient=3, insufficient=2 and not available=1).

Before analyzing the influence of sufficiency of selected learning resources on teacher performance in the implementation of curriculum using simple linear regression

analysis, diagnostic tests were first conducted to check the presence of any multicolinearity between the independent/explanatory variables. The presence of multicollinearity was tested by use of Variance Inflation Factor (VIF) to test association among continuous variables. In this study, VIF values for all continuous variables ranged between 1.03 and 4.18. On the other hand, the values of mean of the factors (1/VIF) were between 0.12 and 0.56 inclusive. This means that multicollinearity was not a problem among the continuous variables. Consequently, all the explanatory variables were entered and the equation fitting the simple linear regression model was estimated. In analyzing the influence of sufficiency of selected learning resources on teacher performance in the implementation of curriculum, the coefficients for textbooks, exercises books and science kits were found to be significant at 5% level. These results are presented in Table 4.16.

Table 4.25: Linear Regression Results on the Influence of Sufficiency of instructional resources on teacher performance

Instructional resources	Coef.	Std. Err.	T	P>t
Textbooks	0.038*	0.022	1.727	0.034
Exercises books	0.017*	0.010	-1.700	0.047
Supplementary books	0.043	0.087	0.494	0.482
Chalkboards/ wall	1.360	1.211	1.123	0.206
Science kits	0.001*	0.001	-1.000	0.001
Wall charts	-0.022	.0261	0.843	0.395
_cons	1.660	3.752	0.442	0.66

N = 62, F (6, 57) = 5.69, Prob> F = 0.002, R-squared=0.42, Adj R-squared = 0.40

Three coefficients were significant while three were not significant at 5% level indicating that all parameters were jointly significant. The R^2 and adjusted R^2 of 0.42 and 0.40 were also above the statistical threshold of 20% confirming that the teachers performance in the implementation of curriculum was well attributed to the availability of teaching/instructional resources considered in the model. The coefficients for sufficiency of textbooks, exercise books and science kit were noted to have a significant influence on teacher performance in implementation of curriculum at 5% level.

Adequacy of textbooks in the schools was observed to have a significant positive relationship with the teachers' performance in the implementation of curriculum at 5% level. The positive sign imply that performance increase when a school has adequate textbooks. This implies that for a school to record good performance in KCPE, efforts to ensure that textbooks are adequate for students are necessary. This agrees with K.I.E. (2010) that argued that availability of textbooks was a challenge in most schools and significantly influences the performance in the subject. The Ministry of Education recommendation that every text book should be shared by at most two students is not adhered in most schools in the study area and hence the poor performance in the subject.

Just as the adequacy of textbooks in the schools, availability of exercise books to pupils in schools was observed to have a significant positive relationship with the teachers' performance in the implementation of curriculum at 5% level. The positive sign imply that high performance was attributed to high availability of these resources.

Possession of a well-equipped science kit in schools was noted to have a significant positive relationship with the teacher performance in the implementation of curriculum at 5% level. The positive sign imply that performance increase when a school possessed a well-equipped science kit. This implies that schools should invest on construction, stocking and maintenance of modern science kits since they provide a condusive environment for students to learn science subjects.

The following excerpt from the focus group discussion summarizes how provision of instructional materials influence implementation of curriculum in public primary schools:

> *Instructional materials enable teachers and pupils to follow the stipulated syllabus since no time is wasted (delivery of content is smoothened). This leads helps in the curriculum implementation and hence improved performance. Instructional materials also help learners to study in their own.*

These results agree with Ngaroga (2007) who argued that availability of instructional materials is a core determinant in the successful implementation of any curriculum. These materials are also essential since they enhance learners' participation in class activities for effective learning (Klier, 2005). The results are also consistent with Dahir and Faize (2011) who noted that learning achievement is a cumulative function of inputs such as laboratories, textbooks and school buildings among others.

This study also agrees with Yadar (2001) and the UNESCO (2008) that noted that classrooms, teaching aids and stationeries affect the performance of learners. It also helps teachers in the implementation of curriculum. Likewise, Ashion (2001) observes that instructional materials are crucial in planning and implementation of curriculum.

These findings concur with Ministry of Education (MoE (2001), Asikhia (2010) and Lowe (2009) that pointed that there is a relationship between availability of instructional materials and curriculum implementation by the teachers. The performance of teachers can be affected by availability, distribution and utilization of learning resources. Schools with adequate textbook and other materials stand a better chance of having better results than poorly equipped schools (Asikhia, 2010).

4.8 Influence of teaching strategies influence on teacher performance in implementation of curriculum

The fourth objective in this study sought to examine how teaching strategies influence teacher performance in implementation of curriculum in public primary schools in Njoro Sub-County.

Table 4.26: Use of various teaching strategies

Teaching strategies	Mean	Std. Deviation
Lecture	3.63	1.87
Discussion	2.02	1.38
Role play	2.75	1.59
Demonstration	2.17	1.51
Others	1.80	0.52

Nb: Others include Dramatization, Educational trips, Storytelling and Debates

The results depicted in Table 4.17 shows that lecturing was the most frequently used method of teaching among the sampled schools in the study area. The use of lecture

method had a mean score of 3.63. This was closely followed by role play (2.75) and demonstration (2.17). Discussion as a teaching strategy had a mean scores of 2.02. Other teaching strategies (dramatization, educational trips, storytelling and debates) had a mean frequency score and others of 1.80.

Fasold & Linton (2006) noted that teaching methods used in schools influence teachers' performance in the implementation of curriculum and eventually the performance of pupils. Although there are many teaching methods that teachers may use, the choice of specific method choose be influenced by the content of the material being taught, the course objectives and the resources available (Cannon & Newble, 2000). However, most schools prefer the use of lecturing method due shortage of resources.

In order to examine how teaching strategies influence teacher performance in implementation of curriculum in public primary schools in Njoro Sub-County, simple linear regression analysis was done. Objective four was translated into a research question, 'how does teaching strategies influence teacher performance in implementation of curriculum in public primary schools Njoro Sub- County?' The research question was analyzed using Simple linear regression. Table 4.18 shows the influence of teaching strategies on teacher performance in implementation of curriculum in public primary schools.

The extent of use of various teaching strategies was analyzed in a 5 point likert scale. The results reveal that three coefficients were significant at 5% level. The F – ratio for the fitted model was 3.91 (Prob> F = 0.003; Critical F-Ratio = 2.53) indicating that all

parameters were jointly significant at 5%. The adjusted R^2 of 0.31 was also above the statistical threshold of 20% confirming that the teachers performance in the implementation of curriculum was well attributed to the teaching strategies considered in the model.

Table 4.27: Linear Regression Results on the Influence of the Teaching Strategies on teacher performance

Teaching strategies	Coef.	Std. Err.	T	P>t
Lecture	4.685*	1.675	2.73	0.01
Discussion	4.484*	1.269	3.89	0.00
Role play	4.368*	1.338	3.33	0.00
Demonstration	1.360	1.211	1.12	0.26
Others (specify)	1.750	1.272	1.38	0.17
_cons	1.660	3.752	0.44	0.66

N = 62, F (4, 57) = 3.91, Prob> F = 0.003, R-squared=0.33, Adj R-squared = 0.31

Use of lecture as a teaching strategy was found to have a significant and positive influence on teacher performance in the implementation of curriculum at 5% level. The positive sign on the variable imply that the use of the strategy enhances teacher performance in the implementation of curriculum. This therefore suggests that better results in KCPE mean grade is possible by greater use of lecture method of teaching.

Use of discussion as a teaching strategy was found to have a significant and positive influence on teachers' performance in the implementation of curriculum at 5% level. The use of discussions in teaching enhances (implied from the positive sign) teachers

performance in the implementation of curriculum. Better KCPE grades can therefore be achieved through more use of this strategy.

Use of role play as a teaching strategy had a significant and positive influence on teacher performance in the implementation of curriculum (at 5% level). The positive sign on the variable imply that the use of the strategy enhances teachers' performance in the implementation of curriculum. This therefore suggests that better results in KCPE mean grades is possible by greater use of lecture method of teaching.

The use of demonstration as a teaching strategy was not significant at 5% level. This may be attributed to the fact that most schools lacked enough resources (especially physical facilities) that were important for the better use of the strategy. Most of the other strategies did not have a significant coefficient on their influence on teacher performance in the implementation of curriculum. This is probably due to their rare use due to costs factors (educational trips and Debates) as well as creativity requirement (dramatization and storytelling).

Table 4.28: Teachers response on whether teaching strategies have positive effect on curriculum implementation

Responses	Frequency	Percent
Yes	43	69.4%
No	19	30.6%
Total	62	100.0%

The outcome of focus group discussion pointed that teaching strategies influence teacher performance in implementation of curriculum in public primary schools in Njoro Sub-County. One participant summarized the situation as follows:

> *The various types of teaching strategies used in curriculum implementation include lecturing, discussions, role play, demonstration, dramatization, educational trips, storytelling and debates. The choice of various teaching strategies is useful in effective implementation of the planned curriculum in schools.*

The findings emanating from this study are consistent with Barge (2014) who found that teaching strategies are the greatest factor that impacts on teachers' effectiveness. They affect teachers' ability to deliver knowledge and skills to the learners in their classrooms. The study concurs with Chitton (2012) who states that in order for the teachers to effectively implement the planned curriculum, he/she must use diverse styles to teach pupils. This is because different pupils require different styles of teaching in order to grasp curriculum content that will in turn lead to effective curriculum implementation.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The summary of findings, conclusions and recommendations are presented in this chapter. Suggestions for further studies are also presented.

5.2 Summary of the Study

This study set out to investigate on school based factors influencing teacher performance in implementation of the curriculum in public primary schools. Based on the analysis of the research questions in this study, the following findings were established:

Demographic Characteristics of Respondents

On the characteristics of the teachers' respondents, about 68.8% were female while a few respondents (31.3%) were male. Most of the public primary school teachers (41.9%) were aged between 41 - 50 years. About 51.6% of the teachers had diploma level of education while 30.6% had P1 level of education. Most of the teachers had teaching experience of 16 years and above as represented by 45.2% of the respondents.

On the other hand, about 70.0% of the headteachers respondents were male while 30.0% were female. Sixty percent (60.0%) of the headteachers had diploma level of professional qualification; while 30.0% had Bachelor of Education level of professional qualification. About 10.0% of the sampled headteachers had Masters in education.

On the school performance, the average mean scores for the schools in the study area was 243.26 and ranged between a minimum of 209.60 and a maximum 243.26 with a standard deviation of 15.26. Some of the most key factors that were mentioned to affect schools' performance was lack of learning resources (72.6%), inadequate teachers/high teachers-pupils ratio (69.4%), high workload among the teachers (66.1%), inadequate physical facilities (58.1%), improper teaching strategies (56.5%), non-reading culture among pupils (54.8%) and absenteeism (51.6%). Majority of the schools' maximum enrolment per stream range between 50 – 59 pupils as represented by 40.0% of the sampled schools.

5.2.1 Influence of teacher-pupil ratio on curriculum implementation

Majority of the schools had a teacher pupil ratio of 1:45 and below as represented by 61.3% of the total responses. About 35.5% of the schools were reported to have a teacher pupil ratio of between 1:46 – 1:55. A few schools (3.2%) had a teacher pupil ratio of between 1:56 – 1:65.

From the study it is evident that the number of enrolment per class influences teacher performance in the implementation of curriculum. For instance the findings revealed that a teacher is required to handle more than 40 pupils in most cases. This makes the classroom to be overwhelming and as a result the teaching learning process is affected. This makes the quality of education to be compromised. Therefore there is need to employ more teachers in order to reduce the burden of existing teachers in Njoro Sub-County.

5.2.2 Influence of teachers' workload on curriculum implementation

Majority of the teachers (37.1%) taught between 35 - 40 lessons per week. About 24.2% of the teachers taught between 41 – 44 while 17.7% taught 45 lessons or more per week. A few teachers indicated to teach between 31 – 34 lessons (11.3%), 25 – 30 lessons (8.1%) and 20 – 24 lessons (1.6%). Majority of the teachers (79.0%) felt that their workload was heavy. About 16.1% indicated that their teaching load was moderate while a few teachers (4.8%) argued that their teaching load was light.

5.2.3 Influence of provision of instructional resources on curriculum implementation

Most of the respondents (38.7%) cited that their schools had sufficient chalkboards/walls. Most schools had fairly sufficient textbooks (50.0%) and wallcharts (46.8%). In the same way majority of the schools had fairly sufficient exercise books. Majority of the schools had insufficient supplementary books (46.8%) and science kit (29.0%) with a handful more that did not have these facilities at all.

5.2.4 Influence of teaching strategies on curriculum implementation

Use of discussion, lecture and role play as teaching strategies were found to have a significant and positive influence on teachers' performance in the implementation of curriculum at 5% level.

Finally, the findings established that the general performance in KCPE year 2015was below average that is 250. This shows a low performance on teachers. the factors that contributed to the low performance were due to high teacher-pupil ratio, understaffing, heavy workload and inadequate instructional resources.

5.3 Conclusions

The study has established that teacher performance is influenced by the following factors; teacher-pupil ratio, workload, provision of instructional materials and teaching strategies. Based on the study findings, the following conclusions were made: Teacher-pupil ratio influences teacher performance in implementation of curriculum. The higher the ratio, the higher the teachings load. Teacher workload influences teacher performance in the implementation of curriculum. Adequacy of instructional materials has a positive influence on teachers' performance in the implementation of curriculum. The extent/frequency of use of various teaching methods such as lecture, discussion and role play have a significant and positive influence on teachers performance in the implementation of curriculum.

5.4 Recommendations

Based on the findings of this study, the following recommendations were made:

i) The government through the Teachers Service Commission should employ more teachers and have them posted to work in the study area. This could consequently improve the teacher-pupil ratio and enhance teachers' performance in implementation of curriculum in public primary schools in Njoro Sub-County.

ii) School administration in the institutions within the study area should endevour to reduce the teacher workload since the same affect their performance. Teaching workload could be address with respect to modification of number of lessons taught per week, requirements to mark several students scripts within the given deadline, lack of enough time to prepare for lessons, responsibilities in teaching other subject(s), extra curricula responsibilities, the

number of students taught, requirements to make reports on exam analysis, constant meetings in schools and lack adequate time to attend personal work.

iii) Administration in the public primary schools in the study area should endeavour to support the use of discussion groups, role play and lecture methods of teaching. This could be a good measure to improve teachers' performance in the curriculum implementation and also improve on the quality of education.

iv) The government should increase its current funding in public primary schools with an aim to provide more textbooks, exercise books and establishment of well-equipped science kits. This would boost the teachers' performance in curriculum implementation. The Government should also allocate funds for construction of more classes in schools and improve on sanitation by building more toilets.

5.5 Suggestions for Further Research

The research presented in this study has shed light on school based factors influencing teacher performance in implementation of the curriculum in public primary schools. However, more research needs to be done on the following areas:

i. The influence of parental support on teachers' performance in the implementation of curriculum in primary schools.

ii. Influence of teaching attitude on teachers' performance in the implementation of curriculum in primary schools.

iii. Replication of this study in other areas.

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APPENDICES

APPENDIXI: LETTER OF INTRODUCTION

University Of Nairobi

P.O.BOX 92,

Kikuyu

Date / /2016

To all Head Teachers,

Njoro Sub-County,

P. O.BOX …..

Njoro.

Dear Sir/ Madam,

RE: PERMISSION TO ADMINISTER QUESTIONNAIRES IN YOUR SCHOOL

Iam a Postgraduate student at the University of Nairobi carrying out research on **'School BasedFactors Influencing Teacher Performance in Implementation of Curriculum in Public Primary Schools in Njoro Sub-County, Nakuru County, Kenya'.**Your school has been randomly selected for the purpose of participation in the study. It is my humble request that you assist me by filling the questionnaires as accurately as possible. The answers and opinions given will only be used for academic purpose

I take this opportunity to thank you in advance for your cooperation.

Yours faithfully,

Wairimu Joyce Mwangi

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

The purpose of this questionnaire is to gather information on teacher-pupil ratio, workload, instructional materials and teacher strategies in your school. The information provided will be treated with absolute confidentiality and is only meant for this study. You are kindly requested to tick (√) the appropriate response or respond as indicated

SECTION A: DEMOGRAPHIC INFORMATION

1. What is your gender?

   Male ( ) Female ( )

2. What is age bracket?

   20-30( )

   31-40( )

   41-50( )

   over 51( )

3. What is your highest teaching professional qualification?

   P1 ( )

   Diploma( )

   B.Ed( )

   M.ed( )

Others specify…….

4. How many years have you worked as a teacher?

   1-5 years ( )

   6-10 years ( )

   11-15 ( )

   16 and above ( )

SECTION B: TEACHER-PUPIL RATIO AND TEACHER PERFORMANCE IN IMPLEMENTATION OF CURRICULUM

5. Is there adequate number of teaching staff in your school?

   Yes ( )

   No ( )

6.What is the average teacher-pupil ratio in your school?

1:45 ( )

1:55 ( )

1:65 ( )

1:75 ( )

7. How does the teacher-pupil ratio affect teacher performance in implementation of the curriculum……..

…….

8.Do you normally cover the syllabus in the subject you teach in the required time?

Give reasons……

……..

9. How many lessons are you supposed to prepare in a day?…….

10. Are you able to prepare for all the lessons daily?

Yes ( )

No ( )

Give reasons……

……

11. Are you able to give the pupils adequate work during your lessons?

Yes ( )

No ( )

Give reasons……..……

……

SECTION C: WORKLOAD AND TEACHER PERFORMANCE INIMPLEMENTATION OF THE CURRICULUM

13. How many pupils in your school sat for the KCPE examination in the year 2015?

……

14. What was the school mean score of year 2015?

……

15. Was it an improvement of the previous year?

Yes ( )

No ( )

Give reasons:……

…….

16. How many lessons do you teach per week? .....

17. What is the number of lessons recommended by the Ministry of Education?

……

18. a) What is the average load per teacher per week?

Below 20 lessons ( )

20-24 lessons ( )

25-30 lessons ( )

more than 30 lessons ( )

b) How do you rate this workload?

Heavy ( )

Moderate ( )

Light ( )

c) What effect do you think the teaching load has on the teacher performance in curriculum implementation? .....

……

SECTION D: INSTRUCTIONAL RESOURCES AND TEACHER PERFORMANCE INIMPLEMENTATION OF THE CURRICULUM

19. To what extent is your school sufficiency in the following instructional materials and equipment for effective curriculum implementation? Very sufficient=5, Sufficient=4, fairly sufficient=3, Insufficient=2, Not available=1

Resources Materials	**Very sufficient**	**Sufficient**	**Fairly sufficient**	**Insufficient**	**Not available**
Textbooks					
Exercises books					
Supplementary Books					
Chalkboards/ wall					
Science kits					
Wall charts					

20: How does sufficiency of instructional materials affect curriculum implementation? ……

……..……

SECTION E: TEACHING STRATEGIES AND TEACHER PERFORMANCE IN CURRICULUM IMPLEMENTATION

21. Rate the following teaching methods withNo.1 as the most frequently used and No.5 as the least used.

Teaching strategies	Frequency	Reason for using the method
Lecture		
Discussion		
Role play		
Demonstration		
Others (specify)		

22 Do teaching strategies have positive effect on curriculum implementation?

Yes ( )

No ( )

If yes, give reasons……

……

Thank you for your participation

APPENDIX III: QUESTIONNAIRE FOR HEADTEACHER

The purpose of this questionnaire is to gather information on teacher-pupil ratio, workload, instructional materials and teacher strategies in your school. The information provided will be treated with absolute confidentiality and is only meant for this study. You are kindly requested to tick (√) the appropriate response or respond as indicated

SECTION A: BIOGRAPHICAL INFORMATION

1. What is your gender?

   Male ( )

   Female ( )

2. What is your highest teaching professional qualification?

P1 ( )

Diploma ( )

B.ed ( )

M.ed ( )

Others specify…….....

3. What is the maximum required enrolment in a stream? ……..……

……

4. What was the school meanscore in KCPE examination 2015?……

5. Outline factors that may have attributed to the above performance

……

……

6. What can be done to improve results in your school?

……

……

SECTION B: TEACHER-PUPIL RATIO AND TEACHER PERFORMANCE IN CURRICULUM IMPLEMENTATION

7. What is the ratio of teachers to pupils in the school? .....

8. How does the teacher-pupil ratio affect teacher performance in implementation of the curriculum…….

……

9. What is the general academic performance of pupils in your school?

Above average ( )

Average ( )

Below average ( )

10. Explain how teachers-pupils ratio in your school influence the coverage of syllabus in the subjects that they teach.……

……

……

11. Are teachers able to prepare for all the lessons daily?

Yes ( )

No ( )

Give reasons……...

……

12. Are you able to give the pupils adequate work during your lessons?

Yes ( )

No ( )

Give reasons……...

……

SECTION C: WORKLOAD AND TEACHER PERFORMANCE IN CURRICULUM IMPLEMENTATION

13. How many subjects do teacher teach per week? .....

14. a) What is the average load per teacher per week?

Below 20 lessons ( )

20-24 lessons ( )

25-30 lessons ( )

more than 30 lessons ( )

b) How do you rate this workload?

Heavy ( )

Moderate ( )

Light ( )

c) What effect does the teaching load have on implementation of curriculum in your school?.....

……

SECTION D: INSTRUCTIONAL RESOURCES AND TEACHER PERFORMANCE IN CURRICULUM IMPLEMENTATION

15. What is the ratio of textbooks to pupils in your school?

……

16. Are pupils provided with stationary in your school?

Yes ( )

No ( )

17. Is there a relationship between provision of instructional materials and curriculum implementation?

Yes ( )

No ( )

If yes, give reasons ……

……

SECTION E: TEACHING STRATEGIES AND TEACHER PERFORMANCE IN CURRICULUM IMPLEMENTATION

18. To what extent do teachers use teaching strategies for effective implementation of curriculum in your school? Enter data according to the scale 1-Always (A), 2-Often (O), 3-Rarely (R), 4-Never (N)

Teaching methods	**A** **1**	**O** **2**	**R** **3**	**N** **4**
Discussion				
Role play				
Lecture				
Demonstration				
Question and answer				

Thank you for your participation

APPENDIX IV: OBSERVATION CHECKLIST

	INSTRUCTIONAL RESOURCES	**AVAILABLE**	**NOT AVAILABLE**	**ADEQUATE**	**INADEQUATE**
1.	Textbooks				
2.	Teaching/learning aids				
3.	Supplementary books				
4.	Exercise books				
5.	Chalkboard/wall				
6.	Wall charts				
7.	Science kits				

APPENDIX V: PUPILS FOCUS GROUP DISCUSSION GUIDE

The purpose of the focus group discussion is to gather information on your own perception of how School based factors influence teacher performance in implementation of curriculum in public primary schools.

Date…….. Venue of FGD……

Group: pupils Gender: Boys…… Girls……

Age range of participants 12-15 years

Number of participants in the FGD……..

1.What is the total number of pupils in your school?

2.What is the total number of teachers in your school?

3. How often are you able to get individualized attention from your teachers?

4. How many lessons do teachers teach in a week?

5. How often are you given assignments by your teachers?

6. How often are you assessed by your teachers?

7. Why are text books important in the implementation of curriculum?

8. How do you rate the provision of instructional materials in your school?

9. How does sharing of textbooks affect your learning?

10. What is the relationship between sufficiency of instructional materials and curriculum implementation?

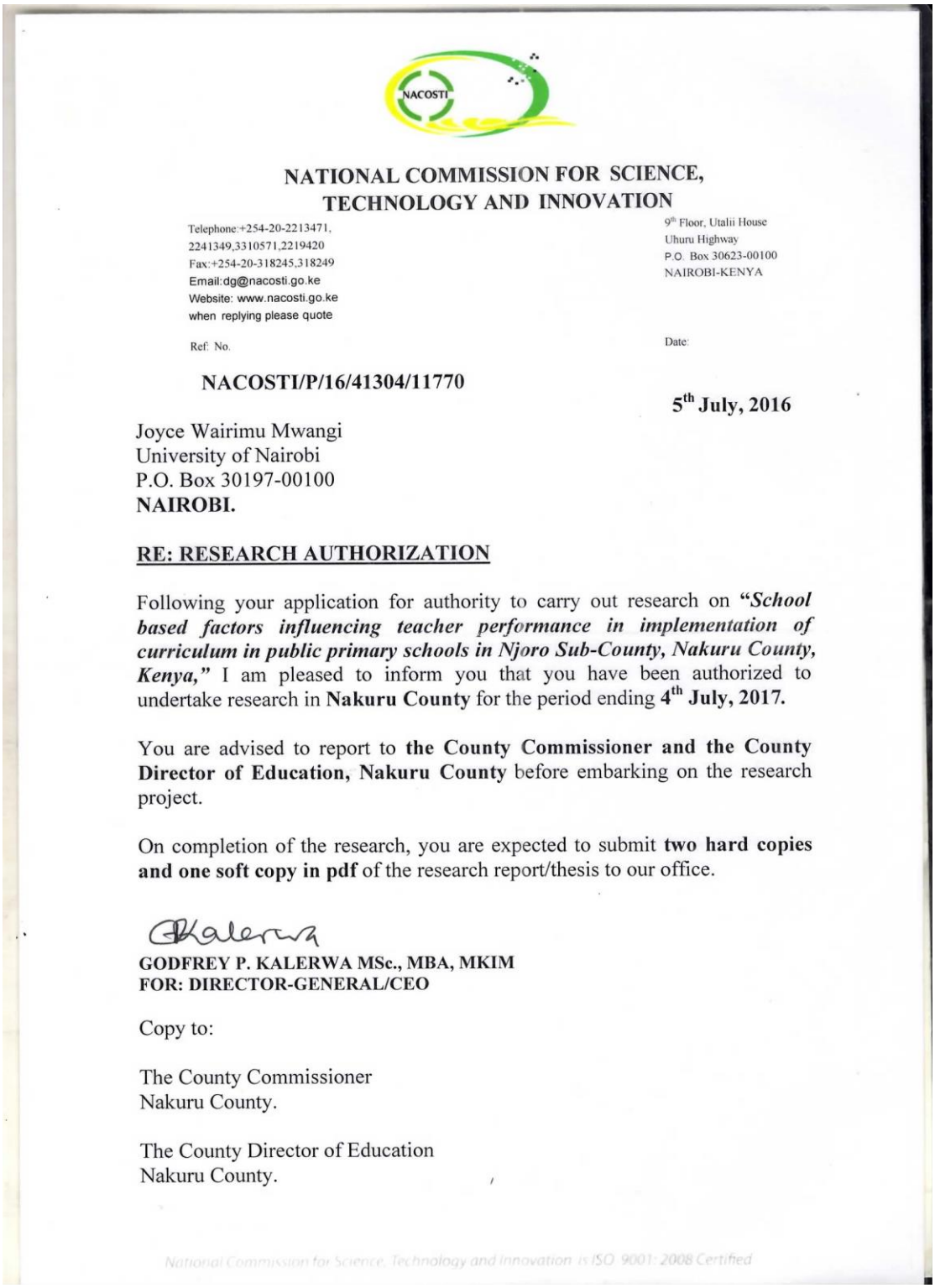
11. Mention the various teaching method used during curriculum implementation.

12. Which teaching method is commonly used in your school?

13.How do teaching methods used influence curriculum implementation?

Thank you for your participation

APPENDIX VI: RESEARCH AUTHORIZATION LETTER



NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/16/41304/11770**

Date: **5th July, 2016**

Joyce Wairimu Mwangi
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"School based factors influencing teacher performance in implementation of curriculum in public primary schools in Njoro Sub-County, Nakuru County, Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for the period ending **4th July, 2017.**

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

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nakuru County.

The County Director of Education
Nakuru County.

National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified

APPENDIX VII: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. JOYCE WAIRIMU MWANGI
of UNIVERSITY OF NAIROBI, 197-20107
NJORO,has been permitted to conduct
research in *Nakuru County*

on the topic: *SCHOOL BASED FACTORS INFLUENCING TEACHER PERFORMANCE IN IMPLEMENTATION OF CURRICULUM IN PUBLIC PRIMARY SCHOOLS IN NJORO SUB-COUNTY, NAKURU COUNTY, KENYA*

for the period ending:
4th July,2017

Permit No : NACOSTI/P/16/41304/11770
Date Of Issue : 5th July,2016
Fee Recieved :Ksh 1000

.....
Applicant's Signature

.....
Director General
National Commission for Science, Technology & Innovation

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 9904

CONDITIONS: see back page