

**FACTORS AFFECTING CURRICULUM IMPLEMENTATION IN  
PUBLIC PRIMARY SCHOOLS AMONG PASTORALIST IN DROUGHT  
PRONE AREAS SUSWA DIVISION, NAROK COUNTY, KENYA**

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the award of the Degree in Master of Education in Education in Emergencies**

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## **DECLARATION**

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

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## **DEDICATION**

This project is dedicated to my family members; my dad Lukas Kimani, my dear mother Margaret Wambui and my dear sisters Catherine, Fransiscah ,Stella ,Florence ,Trizah and Susan.

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## **ABBREVIATIONS AND ACRONYMS**

<b>ASAL</b>	- Arid and Semi-Arid
<b>BED</b>	- Bachelor of Education
<b>DEO</b>	- District Education Officer
<b>EFA</b>	- Education for All.
<b>FGM</b>	- Female Genital Mutilation
<b>KHRC</b>	- Kenya Human Rights Commission
<b>KIE</b>	- Kenya Institute of Education
<b>MEd</b>	- Masters in Education
<b>NGO</b>	- Non Governmental Organization
<b>P1</b>	- Primary Certificate
<b>WASH</b>	- Water, Sanitation and Hygiene
<b>SPSS</b>	- Statistical Package For Social Sciences

## ABSTRACT

The purpose of this study was to investigate factors affecting curriculum implementation in public primary schools among pastoralists in drought-prone areas Suswa division, Narok County. Four objectives were formulated in this study. The first objective was to establish extent to which pupils 'learning environment affects curriculum implementation in public primary schools among pastoralist in drought prone areas Suswa Division, Narok county Kenya. The second objective was to determine the extent to which teacher mobility affects curriculum implementation in public primary schools among pastoralist in drought prone areas Suswa Division, Narok county Kenya. The third objective was To establish the extent to which adequacy of physical facilities affects curriculum implementation in public primary schools among pastoralist in drought prone areas in Suswa Division, Narok county Kenya. The fourth objective was to examine the extent to which cultural practices affects curriculum implementation in public primary schools among pastoralist in drought prone areas in Suswa Division, Narok county Kenya. The sample size of the study comprised of 6 head teachers and 62 teachers. The study adopted descriptive survey method. The target population consisted of 12 head teachers and 124 teachers from public primary schools in Suswa. The instruments used by the researcher were questionnaires and interview guide. Data was gathered and analyzed qualitatively and quantitatively. The finding of the study revealed that formal curriculum implementation in pastoralist areas was affected by the mobility of teachers. The findings also revealed that inadequate physical facilities affect curriculum implementation. It was established that material and facilities were inadequate for effective curriculum implementation. It was revealed that pupils learning environment was affected by poor climatic conditions which interrupted proper implementation of curriculum. It was revealed that cultural practices like FGM and early marriages affect curriculum implementation. The majority of the parents 20 (35 %) had very negative attitude toward formal education. It was also established that the security situation in the area had an impact on environment where 5 (66.7%) of the head teachers said it had great impact. In view of the finding the study recommended that the some measures should be taken to enable girls who have fallen victims of early pregnancies to continue their schooling after delivery. It was also recommended that the government should build boarding schools for pastoralists, children to attend. The researcher suggested further research on the role of parents in enhancing successful implementation of curriculum in pastoralist area, importance of early preparedness in drought and floods stricken areas and implementation of curriculum in public secondary schools.

## **CHAPTER ONE**

### **INTRODUCTION**

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

Education is a fundamental right of every person, a key to other human rights; the heart of all developments; the prerequisite for equity, diversity and lasting peace World Education Forum Education For All: All for Education, A Framework for Action (Dakar, 2000). Education occupies a central place in Human Rights and is essential and indispensable for the exercise of all other human rights and for development. For nations, education opens doors to economic and social prosperity, dynamic workforce, well informed citizens who are able to compete and cooperate in the global arena. It gives voice to the disadvantaged and is fundamental to constructing society (World Bank, 2003).

The Universal Declaration of Human Rights, adopted in (1948), declared that everyone has a right to education. This call is further supported by the World Conference on Education For All (1990 ), held in Jomtien, Thailand where representatives from 155 countries and 150 organizations pledged to provide education for all by the year 2000. The intention of these country representatives was that children, youth and adults would benefit from educational opportunities designed to meet their basic learning needs. The World Declaration on Education for All thus defined a bold new direction in education.

The Dakar Framework for Action (2000) commits nations to the provision of primary education of good quality and to improving all aspects of educational quality. The provision of a quality education demands attention to the content of the curriculum, the nature of the teaching and the quality of the learning environment. It implies a need for the creation of flexible, effective and respectful learning environments that are responsive to the needs of all children. The curriculum must enable every child to acquire the core academic curriculum and basic cognitive skills, together with essential life skills that equip children to face life challenges, make well-balanced decisions and develop a healthy lifestyle, good social relationships, critical thinking and the capacity for non-violent conflict resolution. It must develop respect for human rights and fundamental freedoms, promote respect for different cultures and values and for the natural environment.

The curriculum must also be inclusive and tailored to the needs of children in different or difficult circumstances. All teaching and learning materials should be free from gender stereotypes and from harmful or negative representations of any ethnic or indigenous groups Krafli (2004).

Krafli (2004), study indicate that nomadic herders include some of the poorest and most vulnerable people in areas like Africa, the middle East-South-West and

central Asia. Pastoralist in these areas have suffered a long period of neglect, lack of or inequality basic education which contributes to ongoing conditions of impoverishment social marginalization and discrimination that leads to serious risk to national integration. The basic development infrastructures and social services, including education and training in these areas are very meager. Various research findings illustrate that, the salient problems of pastoralists are closely associated with the socio-economic and natural environment they are found in. These include drought, poverty, school distance and harmful traditional practices. Drought has always been a major threat among natural hazards to people livelihood and social-economic development. It tends to occur less frequently than other hazards.

However, when drought occurs it generally affects a broader region for a number of seasons or years in Suswa division. This results in larger proportion of the population being affected by drought than by any other disaster. Many countries in the world that are affected by drought are mostly arid and semi-arid regions (Campbell 1999; Shivakumar & Kerbat 2004). According to republic of Kenya (2006), arid and semi-arids areas have largely lagged behind in development hat has made it difficult for the region to achieve the Millennium Development Goals (MDG) and national development target. Droughts cause a complex web of impacts that spans many sectors of the economy and reaches well beyond the



areas experiencing physical drought. Drought and famine within the pastoralist regions becomes an emergency because they interfere with the education system in the area. The climatic uncertainty and associated risks are high in pastoral areas. These require a number of efforts to develop systems for early warning of impending stressor disaster including climatic shock. Availability of quality education in this areas will help the people to be prepared incase drought related disasters occur.

Studies by Krafli (2004),Kiungu (2000),Sifuna (1990) indicate that reaching the pastoralists with formal education has been a major challenge attempting to hook them into school with intervention such as free education, school feeding programmers and introduction to boarding schools. To encourage the pastoralists in formal schooling has proved difficult and retaining them to school is problematic. This has resulted to high dropout rate that has greatly affected the implementation of curriculum in this area. A study carried out by Iro (2002) , among the Fulani people in Nigeria established that education curricula among pastoralist community were unsuitable if not impediment to learning for example, they reported use of English was appropriate. Learning in English is difficult for Fulani children whom were yet to master their own language. Akinpelu (1993) identifies three categories of nomadic groups in Nigeria such as; hunters, food gatherers, itinerant fishermen and pastoralists .The access to education is a major

problem affecting Nigeria's pastoral nomadic people and migrant fishermen. To improve the literacy rate of Nigeria's nomads, various approaches such as on-site schools, the 'shift system,' schools with alternative intake and Islamiyya (Islamic) schools to provide literacy education to the nomads. The multifaceted schooling arrangement helps to meet the diverse habits of the Fulani people yet it's still difficult to reach them with education.

To achieve the EFA goals the government of Kenya made provision of free primary education available. Through the free primary education programme, primary school fees and levies were abolished, thus significantly reducing the burden on households in financing primary education in Kenya (MoEST, 2005). Following this announcement by the government an estimated 1.5 million children who were previously out of school reported to school. The aim of free primary education was to provide more school opportunities especially for poor communities in Arid and Semi-arid land (ASALS). The argument is that the payment of school fees tended to prevent a large proportions of children from attending school. Kenya's pastoral communities occupy three quarters of the countries' total land mass, spreading out over the dry north-east, north-west, southern Rift and inland parts of the coast. In Kenya Pastoralists are divided into various ethnic and linguistic groups, ranging from the large and famous groups like the Maasai and the Somali. Some Maasai are found in Narok County which is

situated in the former Rift Valley Province of Kenya. It occupies 17,933 square kilometers with a population of 850,920 people who predominantly belong to the Maasai community. The other communities found here are the Kipsigis, the Kisii, and the Kikuyu (Ronoh, 2008)

According to Republic of Kenya (2010) the low land receive very low amount of rainfall and hence areas are dry throughout the year these areas include Mosiro, Ongata, Naado, Ntulele and Suswa. The major economic activity here is pastoralism and is often characterized by scarcity of pasture, Water and food. Competitions on resources result in disruption of livelihoods. Land ownership especially in lower zones is still communal even though demarcation process is underway. Problem in formation of committees on demarcations and acceptance of common boundaries are common resulting to youths being involved in communal conflicts. Makau (2011) indicates that Narok is a Water deficit in the country with only a few people having access to water. Whenever there is drought, the conditions worsen within livestock farming leading to degradation susceptible to flooding when rains come.

Within the education sector, pastoralist vulnerability in the area is influenced by a number of underlying factors. These factors include; weak government structure and capacity in disaster management, Lack of authority and coordination between

levels and sectors, Lack of understanding of the root causes of disasters like drought and famine. Poor planning and lack of accountability, Lack of an early warning mechanism to help the community members to be prepared if there is floods in the area. Gender discrimination where the girl child education is not valued. Exclusion where the availability of resources exclude them because of poor infrastructure and communication network. Low capacity of teachers and education administrators in disaster prevention and response. Little or no participation of teachers, managers and learners in the design of a school's emergency response plan and poorly built school structures. All these factors affect the education in the areas thus the implementation of curriculum in Suswa area In Narok county affected. The enrollment rate among the girls is still low in Narok whereby in 571 Primary schools the total enrollment is 175, 409. The enrollment rate for boys is 83% while for girls is 73% .The 10% difference is attributed to many factors like dropout due to early marriages child labour and migration (Action Aid Kenya, 1998)

Pastoralist reliance in natural resources have made them vulnerable to natural disasters like, floods droughts, famine and man-made disasters like conflicts and destruction of properties. Even in their normal circumstances, pastoral community often faces extremes challenges in meeting their basic need. The unsafe environment like; lack of proper sanitation leading to diseases resulting from

their nomadic way of living, communal conflicts due to land and children being forced to tend for animals often pose great threat and anxiety in both teachers and children and causes lots of damage to schools and education systems ( Orpinas & Frankowski, 2001).

Many factors come into play to affect the education system especially during emergencies this affects the successful implementation of the curriculum these factors are; Pupils learning environment, teachers mobility in pastoralist areas which affect the implementation process. Inadequacy of physical and material facilities and cultural practices like early marriages, female genital mutilation and moranism. It is the duty of educators to ensure that society's youth learn and achieve in the classroom, and complete their formal schooling formally by ensuring that there is proper implementation of the curriculum. This will enable them to function as productive citizens. If they fail, then the future development of our nations will likely fail. It is upon this background that the study will be carried out to investigate the factors influencing curriculum implementation in public primary schools among pastoralists in Suswa division, Narok county Kenya.

## **1.2 Statement of the problem**

In semi-arid and arid areas drought is a major barrier in achieving universal primary education. As a result of drought the attainment of primary education is

influenced in the following ways: pupil's dropout, problem of absenteeism, failure to enrolment in schools, early marriages and child labour. This has become major concern to educationist NC Namara (1974). Education is key to national development. However it can only be achieved when quality education is offered to all citizens. In an effort to enhance accessibility, the government has provided facilities for the realization of formal education in pastoralist areas. Pastoralist lack or being unable to access basic education makes them marginalized. This is attributed natural environment they are found in. The climatic change causes famine and drought that threatens not only their economic growth but education system. With such challenges, concerns have been raised whether implementation of the curriculum among pastoralist in drought prone areas takes place. This study therefore sought to determine the factors affecting curriculum implementation in public primary schools among pastoralist in drought prone areas Suswa division, Narok County, Kenya

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

The purpose of this study was to investigate factors affecting curriculum implementation in public primary schools among pastoralist in drought prone areas Suswa Division, Narok county Kenya.

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

The study was guided by the following objectives:

- i. To establish extent to which pupils' learning environment affects curriculum implementation in public primary schools among pastoralist in drought prone areas Suswa Division, Narok county Kenya.
- ii. To determine the extent to which teacher mobility affects curriculum implementation in public primary schools among pastoralist in drought prone areas Suswa Division, Narok county Kenya.
- iii. To establish the extent to which adequacy of physical facilities affects curriculum implementation in public primary schools among pastoralist in drought prone areas in Suswa Division, Narok county Kenya.
- iv. To examine the extent to which cultural practices affects curriculum implementation in public primary schools among pastoralist in drought prone areas in Suswa Division, Narok county Kenya.

### **1.5 Research questions**

The research questions of the study were

- i. What is the effect of pupils' learning environment on curriculum implementation in public primary schools among pastoralist in drought prone areas Suswa Division, Narok county Kenya?

- ii. What is the effect of teacher's mobility on curriculum implementation in public primary schools among pastoralist in drought prone areas Suswa Division, Narok county Kenya?
- iii. What is the effect of availability of physical facilities on curriculum implementation in public primary schools among pastoralist in drought prone areas Suswa Division, Narok county Kenya?
- iv. What is the effect of cultural practices on curriculum implementation in public primary schools among pastoralist in drought prone areas Suswa Division, Narok county Kenya?

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

The findings of this study might be useful to teachers, school administrator education officers, parents and stakeholders in education fraternity in discovering the various factors that impede the implementation of formal curriculum among pastoralist in drought prone areas. The information might be important to the Non-Governmental Organization (NGOs) churches, institutions and KIE which is responsible for developing curriculum in Kenya, to develop relevant curriculum that might benefit the nomadic community not only in Narok but in the republic. The finding might also be important to the community members in checking how they can benefit from education and hence be encouraged to make their children participate more. Future researchers in education in emergencies or those who are interested with drought as an emergency might use it for references.



### **1.7 Limitations of the study**

According to Best and Kahn (1998) limitations are conditions beyond the control of the research that may place restrictions on the conclusion of the study and their application to other institution .The major limitation of the study was the fact that it was not possible to control some intervening variables. For example, there could be variation in the capacity of the head teachers due to experience and training. Some have more work experience and can handle the challenges better than others and therefore the generalization of findings to all schools needed to be considered basing on this possible diversity. To overcome this, the researcher employed random sampling technique and collected data from a large proportion of respondents.

### **1.8 Delimitations of the study**

Urodho, (2002) states that delimitation of study is the boundary within which the study is to be carried out. The study focused on factors which included school based factors which include :pupils learning environment where curriculum is implemented, teachers mobility physical facilities (toilets, adequate classrooms),and cultural factors like; FGM, and early marriages and social factors like moranism that affects curriculum implementation in public primary schools among pastoralist in Suswa Division, Narok county Kenya yet, there are more factors such as social economic factors that can hinder the implementation of curriculum in public primary schools.

## **1.9 Assumption of the study**

The study made the following assumptions

- i. Respondents gave honest and accurate information.
- ii. That the education office in Narok gave accurate and reliable report on how enrollment and drop-out rate affect curriculum implementation.

## **1.10 Definition of significant terms**

**Agro-pastoralist** -These are segment of pastoralist societies who promote opportunistic crop farming integrated to livestock husbandry.

**Cultural practices**- Refers to totality of learned behaviors' transmitted from one generation to the next.

**Curriculum implementation** –Refers to putting into practice the officially prescribed courses of study, syllabuses and subjects. The process involves helping the learner acquire knowledge or experience.

**Drop-out** - refers to pupils who have withdrawn from school prematurely.

**Hazard:** refers to a geophysical, atmospheric or hydrological event (e.g. earthquake, landslide, flood or drought) that has the potential to cause harm or loss.

**Opportunity cost:** Refers to alternatives available to school pupils which compete for their own attention as opposed to going to school.

**Pastoralists:** Refers to these are people who depend for their living primarily on livestock

**Vulnerability:** refers to the potential to suffer harm or loss, related to the capacity to anticipate a hazard, cope with it, resist it and recover from its impact.

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

The study was organized into five Chapters. Chapter one consisted of the background of the study, statement of the problem, purpose of the study, objective of the study, research questions, significance of the study, assumption of the study, limitations and delimitations of the study, definition of significant terms and organization of the study. Chapter two consisted of review related literature under the following sub headings: Implementation of curriculum in pastoralist area, Teachers mobility, Inadequacy of physical facilities and social-cultural constrains. Chapter three consisted of the research methodology on the following. Introduction, research design, target population, the sample and sampling techniques, research instruments, instruments validity and reliability, of the instruments data collection procedures, data analysis techniques. Chapter four consisted of data analysis interpretation and discussion of the findings. Chapter five provided the summary of the study, conclusion, recommendations and suggestions for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This section gives background upon which information was premised and insights into various issues of the role of teachers and other stakeholders in enhancing effective curriculum implementation in pastoralist areas with the aim of elucidating strength and weakness of past studies in the same area. Problems of pastoralists are closely associated with the natural environment they are found in.

The down-trodden economic status of pastoralists that is mainly based on backward animal rearing practices and severely limits their capacity to support the education system financially and materially. Therefore, curriculum implementation in these areas is greatly affected by the following factors: The deterrent impact of mobility and low density of population which is as a result of drought in the area. This has made the building of infrastructures and social services (road, water, health, education, etc) difficult. Consequently inability of addressing the educational needs of pastoralists through formal schools and high dropout rate of children particularly girls, due to school distance. The mobility also causes human resource development problems whereby, majority of officials and professionals at various levels of the regional education structure have problems to execute their respective jobs efficiently. This happens especially if

the pastoralist moves to other places in search of water when drought strikes. There is also high turn-over of teachers causing Shortage. Being a hardship place there is unsatisfactory level of commitment on the part of teachers who are currently serving.

Adam, (1971) said that teachers have a big role to play in the teaching and learning process. They are the chief facilitators for learning to take place. Two main factors about teachers that seriously affect school performance are adequacy and quality. Inadequacy of teachers in school causes idleness, boredom in the learners and wastage of time. This affects the implementation of curriculum in the area because of the insufficient teachers.

Negative attitude among the parents towards formal education affect the implementation. Low level of awareness on the importance of education and reluctance to send girls to school on the part of pastoralists that stems from deep-rooted backward mind-set and harmful traditional practices like; early marriages and female genital mutilation denies the girl child an opportunity to learn. These affect the implementation of curriculum as many girls will tend to drop out of school. Occasional conflicts among different communities that arise from scarcity of pasture and water, results to displacement of families and dropping-out of school on the part of students as they move to more stable areas. The vulnerability

of pastoralist areas to repeated drought and flooding causes food shortage which in turn forces students to drop-out of school this affect the implementation process as teachers and learners are displaced and it takes time for them to settle again in their areas. The demand for child labor in the various economic activities of the family and household chores like; collecting firewood, cooking and looking after the cattle makes them not to attend school and this affect the curriculum implementation in the area. Another factor is the quality and relevance of education among the pastoralist's communities. Absence of variety of educational delivery modes that are compatible with the way of life affects the implementation processes because the children in this locality find it difficult to understand some concept .As a result of teachers from different locality being deployed here, there is inability to deliver at least the first cycle of primary education in the vernacular language and therefore there is communication barrier between the learners of this level and teachers. Another factor is the acute shortage of teaching-learning materials and teaching aids in primary schools in Suswa regions and Low quality of teaching-learning materials.

Wamahiu (1995) notes that inappropriate school facilities such as poor sanitary facilities or lack of separated toilets may hinder pupils' school attendance. Considering that Suswa is an agro pastoralist's area where the communities migrate in search of pasture and water when there is drought their learning

process is affected .The review was taken into consideration existing literature on implementation of curriculum in pastoralist areas, teacher mobility, adequacy of physical, cultural activities that affect the implementation of curriculum in pastoralist areas.

## **2.2 Implementation of curriculum in pastoralist area**

Curriculum Implementation is the manner in which the teacher selects and mixes the various aspects of knowledge contained in a curriculum document or syllabus. It takes place when the teacher-constructed syllabus, the teacher's personality, the teaching materials and the teaching environment interact with the learn University of Zimbabwe, (1995.) Curriculum implementation therefore refers to how the planned or officially designed course of study is translated by the teacher in syllabuses, schemes of work and lessons to be delivered to students. There is need for teachers to consider learners learning environment to facilitate learning.

According to Kenya Human Rights Commission (KHRC) (2000), there is need to question the sort of education that is needed by the nomads and its purpose. The commission complains that the curriculum used by the nomads is designed for down country urban communities and it doesn't take into account the needs and wants of pastoralist people. Education systems rely almost always on standard curricular all pupils in the same grade everywhere in the country learn the same

things more or less in the same way. Formal Curriculum implementation entails putting into practice the officially prescribed courses of study, syllabuses and subjects. The process involves helping the learner acquire knowledge or experience. It is important to note that curriculum implementation cannot take place without the learner. However pupils' learning environment and experiences can vary greatly from place to place and from one way of life to another.

Lack of curriculum differentiation has become major explanation for pastoralist supposed low interest in Educational and for the high dropout rate from school in pastoralist areas. In pastoralist areas a curriculum will become relevant to pastoralist children by tackling the foundation subject from the perspective of pastoralist's daily reality and pre-existing knowledge. In these areas, mobile schools, tent schools and adult education can be suitable to ensure that these skills are impacted even when they have migrated. The process involves helping the learner acquire knowledge or experience. It is important to note that curriculum implementation cannot take place without the learner. In Suswa, due to the movement of the people from one place to another the children absent themselves from school and this makes it difficult for teachers to cover syllabus in time or may not cover it at all.



### **2.3 Teachers mobility in pastoralist area and its impact on curriculum Implementation.**

Stenhouse (1979) assert that to put the curriculum into operation requires an implementing agent. The teacher as an agent selects and mixes the various aspects of knowledge contained in a curriculum document or syllabus. This can be affected by teachers' mobility or sustainability within a given area. According to Oxfam (2003) the mobility of nomads and pastoralists means that they are likely to be particularly affected by poor retention of teachers in rural areas. Owing to the generally low education levels among pastoralists, it is difficult to recruit pastoralist teachers. There are even fewer pastoralist or nomadic women with the appropriate formal qualifications, which means that there are few examples of pastoralist and nomadic women in different and challenging roles. Gender equality is therefore an important issue in the recruitment and retention of teachers. Teachers from outside, who do have appropriate education qualifications and strong command of the local language affect learning process in early schooling in pastoralist area.

Teacher's mobility can also be caused by the frequent movement of pastoralist children with their parents when there is drought. This makes the teachers to find it difficult to move with them and therefore prefer to look for places where they

settle. In pastoralist areas, payment of teachers' salaries can be a problem if the teachers have to move for a distance to get the money from the bank. Such problem will contribute to high turnover and thus implementation process will be affected.

Schools in pastoralist areas have very high rate of staff turnover and the highest rate of request in moving to other locations it is contributed by lack of basic amenities like water, health facilities and harsh environmental conditions. Emerging issues such as conflict between the communities affects teacher attendance in schools because they fear for their security. This hinders syllabus coverage in good time and therefore implementation of curriculum is affected.

As Whitaker (1979) asserts that the teachers view their role in curriculum implementation as an autonomous one. They select and decide what to teach from the prescribed syllabus or curriculum. Teachers have the greatest potential to influence children's Education. Teachers are the most important human resource in curriculum implementation since they are the ones who adopt and implement the ideas and aspirations of the designers. This implies that success of the curriculum depends on the teachers (Okello &Kagoire ,1996). The teacher is to be able to translate curriculum intentions into reality, it is imperative that the teacher understand the curriculum document or syllabus well in order to implement it

effectively. A sufficient supply of trained teachers is therefore, needed if the implementation of the curriculum is to be effective.

#### **2.4 Inadequate physical and material facilities in curriculum implementation among pastoralist areas**

Physical facilities for education include all material resources that are needed to impart formal education. It includes school building, availability of enough rooms, proper lighting and ventilation, seating and furniture, provision of pure and safe drinking water, availability of play grounds, writing boards, enough washrooms. In order to improve teaching learning process general cleaning and particularly the cleanliness of class rooms are necessary. Proper school facilities are basic ingredients for enhancing good learning atmosphere and are very important for ensuring that proper implementation of curriculum takes place.

Lyons (2012) documented that that there is an explicit relationship between the physical characteristics of school buildings and educational outcomes therefore good maintenance, modern systems, and flexible designs are required. The School facilities should be flexible enough to accommodate changing learning patterns and methods. A school should be set up in a suitable atmosphere. Its location has enormous significance. It must have plenty of space with shady trees around .The school building should be attractive, have adequate lighting, comfortable seating, useful service facilities such as library, multipurpose rooms, functional

playground, classrooms, chalk and bulletin boards, sinks, work areas, filing and storage space and lockers for pupils and teachers

Teacher support materials serve as a compass that gives teachers direction on how to enact the curriculum (Schneider & Krajcik, 2002). According to Collopy (2003) teacher support materials are an integral part of teachers' daily work as they support classroom instruction. Stronkhorst and Van den Akker (2006) ,point out that curriculum materials can play an important role in implementation. The support materials can help teachers overcome the barrier of uncertainty, reduce the amount of work involved in implementing the new approaches, and reduce stress and reduce stress levels. They can also orientate teachers to new subject matter and new teaching methods Ottevanger (2002) ,Grayson (2003) ,claim that the lacks of resources or the poor quality of resources, have often been identified as undermining the effort of even the best teachers, and can seriously hinder the implementation of the new ideas.

Access to water, sanitary and hygiene (WASH) services in the pastoralist areas to ensure that the pastoralists are provided with effective and health environment that meet their basic need. This service will provide resident with sufficient quantity and quality services to survive and stay in good health. It can be done by provision of physical facilities like toilets that pastoralist need for sanitation, hand

washing, water supply and provision of the skills, attitudes and knowledge necessary for effective hygiene practice. The Poor WASH services in pastoralist areas will hinder effective implementation of curriculum. This will have effect on the learners and teachers who are the key stakeholders in the implementation. The main causes of diarrhea are poor hygiene practices, which include lack of, clean water for hand washing, safe water for drinking and poor faecal disposal, tied to poor hygiene practices. A clean and healthy environment and safe water supply are essential for children in their school environment for optimal cognitive, nutritional and healthy development. This will contribute to the child ability to learn. This means they need exclusive access to these services not only in the home, but also in the school environment to ensure that effective implementation of curriculum takes place. Equally important is the fact that toilets and hygiene facilities in schools are essential to girls' education. Menstrual hygiene is especially crucial to enable them to attend school during menstruation assured of their privacy and dignity. In pastoralist areas many girls from conservative families are not allowed to go to school due to lack of privacy or school toilets. Lack of facilities is a serious barrier to curriculum implementation because of absenteeism or even drop out.

## **2.5 Cultural practices that affects public primary schools curriculum implementation among pastoralists**

Culture refers to totality of learned behaviors' transmitted from one generation to the next. In Maasai culture the warrior is of great importance as a source of pride. Young Maasai boys begin to learn the responsibilities of being a man (herder) and a warrior. So as to protect their animals from human and animal predators and to provide security to their families. Therefore boys in Maasai community enter moran system which is a stage into which males Maasai enter soon after concluding their circumcision rites. These traditions have made many young boys from the community find education irrelevant because they are already given the mandate to take care of cows as their wealth. This has really contributed to drop out and therefore the implementation process is affected ( Ronoh ,2008 ).

The learners in these areas do not get a chance to learn skills and coping mechanisms that are relevant when droughts and famine strike the area this became an emergency in the area. The girl Child is subjected to harmful cultural practices such as Female Genital Mutilation (FGM).The incidence of FGM also correlates with high rates of early or child marriage because the practice is a passage rite that marks the readiness of girls for marriage and child bearing. The high status accorded to marriage and motherhood in pastoralist communities' impacts negatively on female participation in education (Cammish & Brock, 1994).

In poor households, this value certainly takes on a significant meaning, particularly as girls approach puberty. Cultural expectations and values also play an important role in influencing the pattern of women's participation in formal education.

Wamahiu (1995) also notes that pupils' education is curtailed because early marriages are preferable for their advantages such as avoidance of pre-marital pregnancy, preservation of chastity and acquisition of bride wealth. This has great impact on implementation of curriculum in the area because the girls will drop out of schools. The outcome of economic decisions made at household level ultimately determines the level of both male and female education; poverty severely hampers their educational opportunity. This is because the direct and indirect cost of sending a child to school is often more than poor family can afford. In addition, a daughter's labour at home in pastoralist communities is commonly considered more valuable and justified than her time that she spent at school (for instance looking after cattle, fetch of water especially in such district where water is a big problem. Drawing children into the work force denies them the right to development and exposes them too early to exploitation.

The constant movement by pastoralist families makes access to formal schools challenging as they may settle in areas far removed from any school. In such

cases, even when they enroll, such children experience prolonged periods of repeated absenteeism or eventually drop out. While the pastoralist parents have a duty to ensure that their children's right to education is fulfilled, they are also struggling to secure a livelihood that is being challenged by environmental and climate change, which keeps them on the move in search of pasture; sometimes putting them at conflict with other communities as the population pressure on resources (land, pastures, water etc) begins to take its toll on children, families and the larger Kenyan economy. This cultural factors hinder the rights of child to education and this become an emerging issue in the area.

## **2.6 Summary of literature review**

The researcher reviewed literature related to the factors affecting curriculum implementation in public primary schools among pastoralist. This makes them to be a marginalized group. The researcher discussed and analyzed issues concerning curriculum implementation phenomena from public primary schools among pastoralist. This is with a view of identifying factor like inadequate physical facilities pupils' learning environment, teacher mobility and cultural practices. Regardless of all these challenges, all children had right to access to education. According Kenya Human Rights Commission (KHRC) (2000), there is need to question the sort of education that is needed by the nomads and its purpose to ensure that proper implementation takes place.



## **2.7 Theoretical framework**

The study was guided by the right based approach that is derived from universal declaration of human rights (UDHR, 1948 article 26 which state everyone has the right to education. Education shall be free, at least in the elementary and fundamental stage. Elementary education shall be compulsory. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. The agro-pastoralist faces social marginalization and discrimination this approach to education advocate achievement of education for all and there should be no division whether civil, cultural, economic, political or social therefore it advocate for inclusiveness.

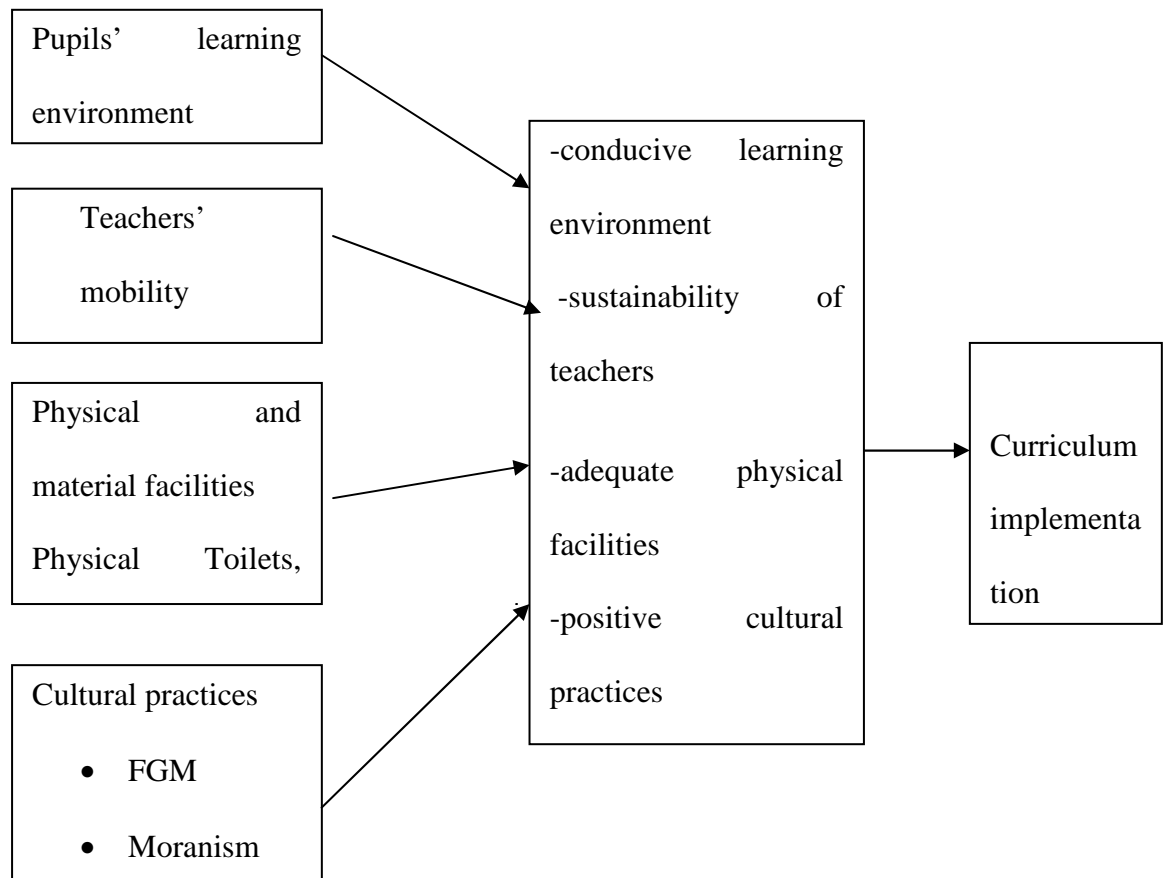
The approaches also have the potential to contribute to the attainment of the goals of governments, parents and children. In pastoralist areas Childs' right to education can be achieved more effectively if measures are also implemented to address their rights to freedom from discrimination, protection from exploitative labour , physical violence and sexual abuse, and access to an adequate standard of living. The approach considers the right to access and quality education which should be achieved where resources are scarce .To meet education needs means ensuring that children attend school as required, there is no higher teacher-student ratios, fewer materials and resources per class, and lower building standards because this will sacrifice quality for access. In these models, access to

education is an overriding concern; it is not acceptable to discriminate between groups of children and offer preferential treatment to some on the basis of resources. Right based approach will empower the pastoralist children to claim their right to education from their parents' .This will help the parents and teachers who are the duty bearers to take account of the children rights.

### **2.8 Conceptual framework.**

In conceptual frame work it was conceptualized that curriculum implementation was influenced by the pupils learning environment, physical facilities and trained personnel. These are independent variables being assessed and in which influence the implementation process (dependant variable).

**Figure 1: Interrelationship between different factors affecting curriculum implementation**



A relationship exist between the dependent variables and dependent variable in that without the independent variables implementation process cannot take place then the end product after implementation is improved performance in schools and access to education.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter discussed the methodology to be used in the study under the following sub-headings; the research design ,Target population, sampling and sampling procedures, research instruments, validity of instruments, data collection procedures and data analysis.

#### **3.2 Research design**

The study adopted descriptive survey method. The survey was conducted to collect detailed descriptions of existing phenomena with the view of employing data to justify the current conditions and practices or to make more intelligent plans for improving them (Koul ,2001) .A descriptive survey does not require variables understudy to be manipulated therefore this research design was appropriate for gathering information, summarizing, presenting and interpreting it for purpose of clarification(Orodho ,2002).The research seeked information from teachers and other stakeholders without manipulating them.

#### **3.3 Target population**

Gay (1981) defines population as the group of interest to the researcher, the group to which the researcher would like the result of the study to be generalized. The target population consisted of 12 head teachers and 124 teachers from the primary schools in Suswa division and District Educational Office in Narok County .The

teachers and head teachers were chosen because they spend most of the time with learners and are the key implementers of the curriculum while the D.E.O ensures that the curriculum is implemented.

### **3.4 Sample size and sampling techniques**

Sampling means selecting a given number of subjects from a defined population as representatives of that population. Simple random sampling was used. In this procedure each element in the population was given an equal and independent chance of selection a simple random sample was selected by identifying the number of schools in the division, in determining the size of the sample for quantitative studies the researcher considered the number of variables and the research design used. According to Mugenda (2003), a sample of 10% of the population is considered minimum while 20% of the total population is required for a smaller population. Considering a total population the researcher work with 50% since 20% is small to make the research reliable. The sample comprised on 6 head teachers and 62 teachers. Simple random sampling was used to sample the schools where the number of schools were written on separate slips of paper and put into a box. The researcher picked them out one by one without looking until the number of slips selected the 6 schools.

**Table 3.1 Sample Frame**

<b>Category</b>	<b>Target population</b>	<b>Sample size</b>	<b>Percentage</b>
Head teachers	12	6	50
Teachers	124	62	50
D.E.O	1	1	100
<b>Total</b>	<b>137</b>	<b>69</b>	

A sample of 6 headteachers which is 50% of the target population was used. A Sample of 62 teachers which was 50% was used while that of D.E.O was 100% because he was just one.

### **3.5 Research instruments**

The main research instrument that was used in this study were questionnaire and interview schedule. A questionnaire is a written list of questions to which answers are recorded by respondents. In a questionnaire respondents read the questions interpret what is expected and then write down the answers. This questionnaire was designed to solid information that helped the researcher in answering research questions of the study.

Head teachers questionnaires: The questionnaires were administered to 6 head teachers were in the selected schools, the questionnaires were divided into three sections A, B and C. The questionnaires consisted of structured and non-

structured items. Section A on head teachers Bio data. Section B seeked school based factors affecting curriculum implementation in public primary schools in drought prone areas Suswa division section C seeked social- cultural factors affecting curriculum implementation in public primary schools in drought prone areas Suswa division.

Teachers' questionnaire: The questionnaires were administered to class 7 and 8 teacher in the selected schools, the questionnaire were divided into three sections A, B and C. The questionnaires consisted of structured and non-structured items. Section A on teachers' Bio data. Section B seeked school based factors affecting curriculum implementation in public primary schools in drought prone areas Suswa division section C seeked social- cultural factors affecting curriculum implementation in public primary schools in drought prone areas Suswa division

An interview schedule : The interview schedules was used to conduct interview with the D.E.O in which the researcher designed open ended questions on the factors affecting on curriculum implementation in public primary schools among pastoralist in drought prone areas Suswa Division, Narok county Kenya..The interview enabled the researcher to acquire in depth information on the factors influencing the implementation of curriculum in pastoralist areas in relation to availability of physical facilities, adequate teachers and cultural practices.

### **3.6 Instrument Validity**

Mugenda and Mugenda (1999) define validity as the accuracy and mindfulness of influence which are based on results. In other words, validity is the degree to which result obtained from the analysis of data actually represents the phenomena understudy. The instrument in this research namely questionnaires and interview reflected the objectives, research questions and more importantly the research topics for validity the researcher ensured that all the items in all these instruments were based on the themes highlighted in the conceptual frame work and sub heading in the literature review. The items were also structured in English language which the respondents found it easy to respond.

#### **3.6 .1 Pilot Study**

The purpose of the pilot study was to enable the researcher to ascertain the reliability and validity of the instruments, and to familiarize himself with the administration of the questionnaires therefore improve the instruments and procedures. Before the actual data was collected, the researcher conducted a pilot study in the neighbouring Mau Division among 4 head teachers who were not included in the final study population. From each of the schools where the four head teachers were stationed, 10 teachers were randomly selected for the pilot study. Therefore the pilot study participants were 4 head teachers and 40 teachers, giving a total of 44 cases, which is the minimum number of cases required for conducting statistical analysis as recommended by Mugenda & Mugenda (2003).



### 3.6.2 Instrument Reliability

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which research instruments yields consistent result or data after repeated trials. In this particular study the researcher tested reliability of the research instruments by applying test-retest procedure. The researcher administered the questionnaires to the pilot group from selected primary schools with similar characteristics of the target population. After two weeks the same instruments were administered to the same group. The two sets of data were then correlated using The Pearson Product Moment Correlation Coefficient (r) formula.

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

Where N = total number of Scores

X = Scores in the first test items

Y = Scores in the retest items

To test for the reliability of the whole instrument the Spearman Brown Prophecy

Formula will be used as follows:

$$Re = 2r$$

$$1 + r$$

Where: Re = reliability of the first test

r = Coefficient for half of the instrument

(Gay, 1981: pg 300-301) The researcher made the instructions used in the instruments as clearly as possible in order to improve clarity to the respondents. In addition, the researcher will make the instrument moderately longer in order to improve reliability.

Category	Frequency	Correlation co-efficient	Deviation
Head teachers	4	0.60	0.1
Teachers	45	0.72	0.22

**Table 3.2 Correlation co-efficient analysis**

A correlation coefficient of 0.60 for the head teachers, 0.72 for teachers was achieved compared to the acceptable number of 0 and was therefore considered high enough to judge that the instrument was reliable.

### **3.7 Data collection procedures**

The researcher obtained permit from the National Council of Science and Technology further the researcher sought permission from the area District Education officer and the school headteachers' of the specific schools before commencing the data collection. The researcher administered the instruments personally. Best and Kahn (1987) noted that the person administering the instrument has an opportunity to establish rapport. The researcher visited the head

teacher of the selected schools to discuss and make arrangement on the most suitable day and time for administering the questionnaires in their schools.

### **3.8 Data analysis techniques**

In this study data was analyzed both qualitatively and quantitatively. Data from open ended questions in the questionnaires and interview schedules was analyzed and reported qualitatively. Qualitative data was analyzed through organizing responses in the themes as per the objectives of the study. The data was analyzed according to major themes related to Factors affecting the implementation of curriculum. Responses were organized in various pertinent aspects of the study which were: nature of the curriculum content, teachers mobility, Inadequacy of physical facilities and social-cultural constrains. Quantitative data was analyzed through descriptive statistics. Responses from the questionnaires were analyzed and reported using simple statistics such as frequencies and percentage. Statistical package for social sciences SPSS was utilized to provide descriptive statistics.

## CHAPTER FOUR

### DATA ANALYSIS, INTERPRETATION AND DISCUSSION

#### 4.1 Introduction

This chapter focuses on the demographic information of the respondents, presentations, interpretation and discussions of research findings. The presentations were done based on the research objectives. The main aim of this chapter is to present the results of the analyzed data together with the appropriate interpretations to enable the researcher make informed judgment on the problem under investigation.

#### 4.2 Questionnaire return rate

Questionnaire return is the proportion of the questionnaires returned after they have been issued to the respondents. In this study, Out of 6 questionnaires administered to the headteachers', 6 (100%) were filled and returned. Out of 62 questionnaires administered to the teachers, 58 or an equivalent of (93.5%) were returned and were usable for data analysis.

**Table. 4.1 return rate**

Category	Sample	Returns	Percentage
Head teacher	6	6	100
Teachers	62	58	93
<b>Total</b>	<b>68</b>	<b>64</b>	<b>94</b>

Saunders, Lewis and Thorn hill (2007) point out that a response rate of 60% and above can be considered sufficient in answering research questions. The percentage return rate was 94% which is sufficient for answering research questions.

### **4.3 Demographic information of the respondents**

The researcher sought data on the demographic data on the head teachers and the teachers. Their gender, professional qualifications and qualification.

#### **4.3.1 Demographic information of the head teachers**

The demographic information of the head teachers was based on gender, professional qualification and administrative duration. The head teachers, were asked to indicate their gender this is presented in table 4.2

**Table 4.2 Distribution of headteacher' by gender**

<b>Gender of headteachers'</b>	<b>F</b>	<b>%</b>
Male	4	66.7
Female	2	33.3
<b>Total</b>	<b>6</b>	<b>100.0</b>

Table 4.2 Indicated that majority of the respondents 4(66.7%) of the head teachers were males 2 (33.3%) were males. This data shows that there was gender disparity in the leadership of schools in Suswa pastoralist's drought prone areas

with the majority of schools being led by males head teachers. The phenomenon is that many female teachers avoid these places because it's a hardship area.

The study further sought to establish the administrative experience of the head teachers. Data indicating the same is tabulated in table 4.3

**Table 4.3 Head teachers experience**

<b>Experience</b>	<b>F</b>	<b>%</b>
Above 15 years	2	33.3
6 – 10 years	3	50
1--5 years	1	16.7
<b>Total</b>	<b>6</b>	<b>100.0</b>

Data revealed that 3 (50%) of the head teachers' had been in the administration for between 6 to 10year, 2 (33.3%) of headteachers' for above 15 years while 1 (16.7%) for 1-5years . The data shows that headteachers' had a considerable long time in administrative position adequate for them to have indentified factors affecting curriculum implementation in schools within drought prone areas. schools and thus look for some strategies in a bid to ensure curriculum is properly implemented.

The head teachers were further asked to indicate their level of education. Their responses are presented in table 4.4

**Table 4.4; Professional qualification of the head teachers**

<b>Qualification</b>	<b>F</b>	<b>%</b>
MEd	1	16.6
Bed	1	16.6
Diploma	1	16.6
S1	1	16.6
PI	2	33.3
<b>Total</b>	<b>6</b>	<b>100.0</b>

Data on the professional qualification of the headteachers' as tabulated in table 4.2 revealed that most 1 (16.6%) of the headteachers' were holders of B.Ed , Med, degree, diploma and SI, while 2 (33.3%) were P1. The data shows that majority of the headteachers' had received the minimum qualification for one to teach and even be a headteacher' of primary school. The data further indicates that the teacher may have had training in management and hence able to apply their skill These skills will help them analyse drought characteristics and formulate proper mitigation strategy within the area to ensure that curriculum is well implemented

#### 4.4 Demographic data of the teachers

The demographic data of the teachers were based on their gender, professional qualifications and teaching experience. Table 4.5 present the teacher's data according to gender

**Table 4.5 Gender distribution of teachers**

<b>Gender of teachers</b>	<b>F</b>	<b>%</b>
Male	32	55.2
Female	26	44.8
<b>Total</b>	<b>58</b>	<b>100.0</b>

Findings in figure 4.5 on the gender of the teachers indicated that majority 32 (55.2%) were males while 26 (44.8%) were female. The data shows that there were more male than female teachers teaching in Suswa hence gender disparity. This is as a result of mobility of female teachers due to harsh conditions. The researcher further asked the teachers to indicate their academic qualifications, they responded as indicated in table 4.6



**Table 4.6 Distribution of teacher's Professional qualification**

<b>Qualifications</b>	<b>F</b>	<b>%</b>
MED	5	8.6
Degree	10	17.7
Diploma	9	15.5
ATS	8	13.8
PI	26	44.9
<b>Total</b>	<b>58</b>	<b>100.0</b>

Data showed that 26 (44.9%) were holders of a P1 certificate, 10 (17.7%) had attained a degree while 9 (15.5%) had attained a diploma. The data indicates that teachers had acquired higher qualifications other than the minimum P1 certificate and hence were able to understand and explain how curriculum is implemented in the area.

#### **4.5 Findings on pupils learning environment effects on curriculum implementation**

The researcher wanted to find out how pupils learning environment affect implementation therefore, the researcher asked the head teachers to rate the pupil's learning environment at their schools and the response was as shown on table 4.7 below

**Table 4.7: Learning environment in different school**

<b>Learning environment in schools</b>	<b>F</b>	<b>%</b>
Good	1	16.7
Satisfactory	2	33.3
Poor	3	50
<b>Total</b>	<b>6</b>	<b>100.0</b>

The data reveals that majority 3 (50%) of the headteachers said that the learning environment was poor because the classrooms were dusty as there was no water to settle the dust. 2(37%) said it was satisfactory 1(16%) said it was good .The majority said the learning environment was poor because that the learning condition were not suitable where some children had no desks to sit on while they were learning. Other said that the children had difficulties in learning as some of them attended school without taking a meal to keep them going. Some head teachers also said that the condition of classes were not conducive because the floor was earthen and therefore remained very dusty as there was no water to settle the dust down. Another problem was the absenteeism among the pupils which mostly happened when there was drought as the children will go for distance in search of water. This made some children come to school late and even others failed to report at all thus affecting the curriculum implementation. The researcher sought to find out the type of curriculum used because of the

pastoralist way of life. in response on this the researcher sought to find out the type of curriculum used in the area .In response to this the respondents responded as shown on table 4.8

**Table 4.8: Response of teachers on type of curriculum used**

<b>Type of curriculum</b>	<b>F</b>	<b>%</b>
Formal	45	77.6
Non-formal	13	22.4
<b>Total</b>	<b>58</b>	<b>100.0</b>

The data showed that majority of teachers 45 (77.6%) said that formal education was used while 13 (22.4%) said that non -formal education was used. The teachers said that formal education was mostly used because that what the school offers while non-formal was just viewed to many as things learnt to daily basis. In relation to these findings that formal education was adequately used in Suswa area, the researcher sought to find out whether the teachers managed to complete the syllabus in good time and the response was as indicated on table 4.9

**Table 4.9: Response of teachers' syllabus coverage**

<b>Response on syllabus</b>	<b>F</b>	<b>%</b>
Syllabus completed	10	17.2
Syllabus not completed	48	82.8
<b>Total</b>	<b>58</b>	<b>100.0</b>

Data indicated that majority 48 (82.8%) of the teachers said that they did not manage to finish the syllabus in time because many pupils migrate to other areas while drought strikes while 10 (17.2%) of the teachers said that they managed. They also attributed this to the unsuitable learning environment in schools as a result of the pastoralist's community migration in different areas, this causes high late of absenteeism among the children.

The researcher also sought out for the head teachers whether the security in the surrounding community had effect on the enrollment and completion rate in the schools. Then response of the head teachers as shown on table 4.10

**Table 4.10: Head teachers' response on security situation in the community and its impact on enrollment**

<b>Effect of security on environment</b>	<b>F</b>	<b>%</b>
Affect environment	5	83.3
Does not affect environment	1	16.7
<b>Total</b>	<b>6</b>	<b>100.0</b>

From the head teachers response as shown on table 4.10 above 5 (83.3%) said that the security of the area affects the enrollment of pupils in schools because insecurity issues has far reaching implication both on mobility pattern and an access to education. Girls in the area are exposed to harassment in the insecure areas as they cover long distances to go to school.

#### 4.6 findings on effects of teachers mobility on curriculum implementation

The researcher sought to establish the experience of teachers in the teaching profession. Their responses are tabulated in table 4.11

**Table 4.11: Distribution of teachers by teaching experience**

<b>Experience</b>	<b>F</b>	<b>%</b>
Less one year	11	19.0
2-3 years	20	34.5
4-6 years	17	29.3
Above 7 years	10	17.2
<b>Total</b>	<b>58</b>	<b>100.0</b>

Data indicated that 20 (34.5%) had taught for a duration of between 2 and 3 years, 17 (29.3%) had taught for a duration of between 4 and 6 years with 10 (17.2%) having taught for over 7 years. The data shows that teachers had a considerable experience in teaching which ought to have exposed them to realizing factors hindering the curriculum implementations in drought prone areas Suswa division. The data also shows that there is a high rate of mobility among teachers as there are 10 (17%) of the teachers with experience above seven years which shows that the teachers within the area do not stay for a long time.

The researcher wanted to find out from headteachers the school based factors that may affect curriculum implementation. Therefore she sought to find out the teachers establishment in the schools in Suswa division. In response to this the respondents responded as shown on table 4.12

**Table 4.12: Distribution on headteachers response on number of teachers in gender**

<b>Gender of teachers</b>	<b>F</b>	<b>%</b>
Male	4	66.7
Female	2	33.3
<b>Total</b>	<b>6</b>	<b>100.0</b>

Result in table 4.12 revealed that 4(66.7%) of headteachers said that the teachers where males while 2(33.3%) of headteachers said that the teachers were females. The phenomenon is that many females' teachers avoid these areas because it's a hardship area. The researcher wanted to find out whether there was experience of teacher shortage in the schools and the response was as indicated on figure 4.13

**Table 4.13: Distribution of head teacher’s response on number of teacher’s shortage**

<b>Teacher shortage</b>	<b>F</b>	<b>%</b>
Yes	4	66.7
No	2	33.3
<b>Total</b>	<b>6</b>	<b>100.0</b>

The data in figure 4.13 indicated that majority 4(66.7%) said there was shortage of teachers while 2 (33.3%) said there was no shortage .The headteachers explained that the shortage was as a result of high turnover rate due to drought within the area, causing the pastoralists to migrate to other places in such of pastures. This results to poor retention of teachers’. The teachers ask for transfers to other areas affecting curriculum implementation. Environmental factor like drought and flooding makes the place inaccessible and hard for teachers to meet their social needs causing them to move to other places.

#### **4.7 Findings adequacy of physical facilities effects on curriculum implementation**

The researcher also sought to find out the adequacy of facilities in school. To determine this, headteachers were asked to rate the adequacy of teaching and learning resources in their schools to which they responded as shown in table 4.14

**Table 4.14: Head teachers' rating of adequacy of resources**

Resources	adequate		Inadequate		not available	
	N	%	N	%	N	%
Classrooms	2	33.3	3	50	1	16.7
Teaching materials(charts, chalk)	1	16.7	4	66.7	1	16.7
Sanitary units	1	16.7	5	83.3	0	0
Playground	5	83.3	1	16.7	0	0
Library	0	0	0	0	6	100
Textbook	0	0	4	66.7	2	33.3
Teachers	1	16.7	3	50	2	33.3
Water	0	0	1	16.7	5	83.3
Playing equipments e.g balls	2	33.3	4	66.7	0	0

Data presented in Table 4.14 shows that some schools did not have the required facilities for a smooth running of the school which can be a great effect to implementation of curriculum. For example, 2(33.3%) of the headteachers indicated that classrooms were adequate, this is because once the pastoralist migrate in search of pasture during drought, there are no classes or classes are inadequate in places where they have migrated to. 3(50% ) of the teachers said that classrooms were inadequate 6 (100%) reported that there were not laboratories in their schools. 4 (66.7%) of the head teachers reported that they did not have enough textbooks in their schools, 4 (66.7%) said that they did not have enough playgrounds in their schools, 3 (50%) said they did not have enough teachers. Availability of facilities could be a factor which may contribute to poor



implementation of curriculum. The findings of the head teachers concur with the findings presented by the D.E.O who said that lack of facilities was a great contributing factor to low enrollment rate and therefore affecting the implementation.

**Table 4.15: teacher’s response on factors affecting the implementation of primary education curriculum in pastoralists area.**

Learning Resource	Very High		High		Low		No influence	
	F	%	F	%	F	%	F	%
Lack of adequate classroom	22	38	19	33	17	29	0	0
Lack of text books	27	46.5	16	28	8	14	7	12
Toilets	30	51.7	20	34.4	6	10.3	2	3.4
Playing ground	18	31	13	22.4	22	37.9	5	8.6
Lack of furnitures	19	32.7	17	29.3	22	37.9	0	0
Lack of clean water	37	63.7	12	20.6	9	15.0	0	0

The data showed that majority of teachers 22 (38%) said that inadequate classrooms had very high influence in curriculum implementation while 17 (29%) said that it was low. In relation to these findings the teachers said that the high influence was because children did not have enough spaces especially after migration this affected the implementation process. The finding also indicated that 27(47%) of the teachers said that lack of text books influence was very high,

16(28%) was high, 8 (14%) low while 7(12%) said that it had no influence. The majority 22 (38%) said that it was because the children could not get materials to read or to refer from and this make it difficult for them to understand the concept. Other finding indicated that lack of clean water had very high influence with majority being 37 (63.7%) had a great influence. When there is drought the maasai community moved far distance in search of water and once they get access to some, they shared dam water with their livestock. Lack of toilets with majority 30(52%) of the teachers saying its very high. inadequacy of sanitation facilities (toilets and urinals) were among the challenges experienced in the schools. Lack of adequate toilets can prove to be a health hazard to the schools and the community around it as it can cause diarrhea and respiratory infections. Provision of these toilets will help In a school situation where girls will not miss their classes because toilets are not available.

The inadequacy of these resources could make it difficult for headteachers and teachers to perform their functions adequately. The badly constructed buildings; shortage of books and equipment; lack of proper school furniture particularly desks; poor or sometimes non-existent maintenance and repairs and inadequate classrooms. Shortage of these resources could compromise the quality of education. For instance, inadequate classrooms would mean lack of learning

spaces and hence making the classroom environment un favorable for learning. This will affect curriculum implementation in Suswa area.

#### **4.8 Findings on cultural factors affecting curriculum implementation**

The researcher wanted to find out from headteachers the social- cultural factors that may affect curriculum implementation. Therefore she sought to find out the reaction of parents towards sending their children to school in Suswa division. In response to this the respondents responded as shown on table 4.16

**Table 4.16: Headteachers’ response on parents’ willingness to take their children to school**

<b>Willingness to send learners to school</b>	<b>F</b>	<b>%</b>
Parent not willing	5	83.3
Parent willing	1	16.7
<b>Total</b>	<b>6</b>	<b>100.0</b>

Data gathered in figure 4.16 revealed that 5(83.3%) of headteachers said that parents were not willing they were resistance to take their children to school while 1(16.7%) said that parents were willing. Therefore Majority 5 (83.3 %) were not willing to send their children to school. This implies that they have negative attitude towards education. The researcher also asked about the effects on

traditional practices such as bride price and early marriages and the response was that many children especially the girls dropped out of school due to early marriages. Their parents marry them off when they are still in schools. The findings concurred with the D.E.O reporting who said that among the fourteen schools in Suswa area Early marriage and FGM were the main factors of drop out among the girls due to early child bearing and unwanted pregnancies.

According to D.E.O Young girls who get married are most likely be forced into having sexual intercourse with their, usually much older, husbands. There is Domestic violence and sexual abuse as young girls are often married to men who are much older than themselves, the age difference tends to reinforce the powerlessness of the girl, who is thus at greater risk of abuse and less likely to assert herself. The D.E.O also said that there was high maternal mortality and morbidity he referred to The World Health Organization estimates that the risk of death following pregnancy is twice as great for women between 15 and 19 years than for those between the ages of 20 and 24. There is also Increased risk of contracting sexually transmitted diseases and HIV/AIDS: Fear of HIV infection, for example, has encouraged men in some African countries to seek young virgin and therefore uninfected –partners. On top of pregnancy-related complications, young married girls are also at high risk of contracting sexually transmitted diseases and HIV/AIDS. The researcher sought to establish the enrollment rate of

boys and girls from different classes the research findings are represented in table 4.17

**Table 4.17: Head teachers' response on the enrollment ratio of boys to girls from different classes**

School	class 1-3			class 4-6			class 7-8		
	B	G	%	B	G	%	B	G	Ratio
A	29	26	60	15	13	31	4	4	9
B	33	25	72	12	11	28	0	0	0
C	69	70	50	56	50	38	22	10	12
D	55	52	58	39	23	33	11	6	9
E	55	77	40	66	58	38	44	27	22
F	71	71	40	78	77	44	34	34	16

According to the head teachers from different schools there was a decrease in percentage as pupils go to upper primary classes. This concurred with the D.E.O Narok county report which shows that, boys girls enrolment percentage was very high in lower primary classes example of this is in school C with the majority of 139(50%) in lower primary classes. The phenomena here is that the young girls and boys at this age are almost treated equally because once there is drought the boys and girls in upper classes move with their parents to search for pastures but

as they grow up they are treated differently even in the delegation of duties at their homes. The D.E.O also responded that there was a decrease in enrolment rate from class 4-6 going to 7-8. The phenomena here is that while pupils in drought prone areas Suswa division reach in classes 4-6 girls are either forced into early marriages were by the parents takes the bride price for their girls while they are still in schools this contributes to drop out. Other are involved in FGM which makes them traumatized and they stop going to schools. Boys enrollment in classes 4-6 and 7-8 decreases because they enter moran system which is a stage into which males Maasai enter soon after concluding their circumcision rites .This makes the percentage in enrollment go down and it affects the implementation of curriculum in the area because of high dropout rate of pupils.

The researcher wanted to find out from head teachers about the interest of the surrounding community in formal education and the response was as shown on table 4.18 it was also noted that many parents are not interested with formal education.

**Table 4.18: Headteachers response on interest of the community in formal education**

<b>interest of community</b>		
<b>in formal education</b>	<b>F</b>	<b>%</b>
Interested	2	33.3
Not interested	4	66.7
<b>Total</b>	<b>6</b>	<b>100.0</b>

The data revealed that majority 4 (66.7 %) of the head teachers said that the community members have no interest in formal education while 2 (33.3%) of the head teachers said that the members had interest in education. The phenomenon is that the community view that formal education promotes the values and practices of dominant cultures rather than prioritizing their needs. The communities also have the view that the curriculum taught does not address their needs and thus making it irrelevant for their children.

In response to the remedies that can help in the proper implementation of curriculum among pastoralist ,the response was as follow ; to ensuring there is access to education among pastoralists children by creating a child friendly teaching learning environment. The government should ensure that all schools have adequate material and physical facilities. The government should also promote conflict resolution and peace education to help this people to learn how

to solve conflicts. They should also mobilize the community at large to the attainment of the goal of universal primary education in pastoralist areas by ensuring cultural practices like early marriage and FGM are not practiced.

In relation to some cultural effects on curriculum, the researcher asked the teachers to indicate how these factors affected the implementation the response was as shown on table 4.19

**Table 4.19: Distribution on extent of how house hold chores affects boy and girl child education**

<b>Extent of effect</b>	<b>F</b>	<b>%</b>
Very high	28	48.3
High	20	34.5
Low	10	17.2
<b>Total</b>	<b>58</b>	<b>100.0</b>

Data indicated that 28 (48.3%) of the teachers were of the opinion that the cases were very high, 20 (34.5%) indicated it was high while 10 (17.2%) indicated it was low. The data shows that respondent were of the opinion that performance of chores among the children affected their education. The phenomena was that most of the children are left at home especially when there was drought as the parents went to search water for consumption of livestock and for house hood. This contribute to a greater number of children be left at home to take care of their



younger siblings. The researcher further sought to know the attitude of parents towards formal education their responses is as tabulated on the table 4.20

**Table 4.20: parents’ attitudes towards education according to teachers**

<b>Extent of effect</b>	<b>F</b>	<b>%</b>
Very positive	9	15.5
Positive	12	20.7
Neutral	17	29.3
Very negative	20	34.5
<b>Total</b>	<b>58</b>	<b>100.0</b>

Data showed that 20 (34.5%) of the teachers had the opinion that parents in Suswa had a negative attitudes towards formal education. I7 (29.3%) indicated it was neutral while 9 (15.5. %) indicated it very positive. The data shows that respondents were of the opinion that parents in this area have negative attitude toward education. The researcher sought to find out from the teachers about the willingness of parents to take their children to school the response was as shown on the table 4.21

**Table 4.21: Distribution on parents' willingness to bring their children to school according to teachers**

<b>Parents willingness</b>		
<b>towards schooling</b>	<b>F</b>	<b>%</b>
Parent willingness	19	32.8
Parents not willing	39	67.2
<b>Total</b>	<b>58</b>	<b>100.0</b>

Data revealed that 39 (67.2%) of the teachers said that parents were not willing to take their children to school while 19(32.8%) of the teachers said that the parents were willing. The Phenomena behind many parents not willing because they believed that education was changing their children values. This can be related with a study by according Kenrick (1998) who said that nomadic parents don't like the idea of giving their sons and daughters to people they don't know ,to whom they are not related and whose moral integrity they tend to doubt. All these factors will have an impact on curriculum implementation.

## **CHAPTER FIVE**

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

#### **5.1 Introduction**

This chapter summarizes the findings of the study and presents conclusions, recommendations and suggestions for further research.

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

The purpose of the study was to investigate factors affecting implementation of curriculum in public primary schools in pastoralists' areas in Suswa division Narok county Kenya. Four research objectives were formulated to guide the study. Research objective one sought to establish pupils learning environment affects how formal curriculum is implemented in pastoralist area Suswa division Narok county; research objective two aimed at determining the extent to which teachers mobility affects the implementation of primary education curriculum among pastoralist in Suswa division Narok county; research objective three sought to establish the extent to which physical and material facilities availability affects primary education curriculum implementation among pastoralists; research objective four aimed at examining the extent to which culture practices affects primary education curriculum implementation among pastoralists in Suswa division Narok county. The study adopted descriptive survey method. The sample comprised of 6 head teachers and 62 teachers. Data was gathered by use of

questionnaires for the teachers and the head teachers while data were analyzed qualitatively and quantitatively.

### **5.3 Summary of the findings**

The study revealed that curriculum implementation in public primary schools was affected in drought prone areas Suswa division Narok county. The effects were as a result of various factors which took a wide view in areas of school based factors which included the curriculum and the pupils' learning environment. The findings revealed that 3 (50%) of the headteachers said that learning environment in their schools was poor because of the climatic conditions that caused drought. This was because the learning condition was not conducive where some children did not have desks to sit on. Finding also indicated that teachers mobility had great impact on curriculum where there is high turnover rate due to the hardship situation within the area thus pupils are left with no one to facilitate learning.

Findings also indicated that provision of teaching and learning resources influenced the curriculum implementation For example some schools did not have the required facilities for a smooth running of the school. For example, 6(100%) reported that there were no laboratories in their schools. 4 (66.7%) of the head teachers reported that they did not have adequate textbooks in their schools, 1 (16.7%) said that they did not have enough playgrounds in their schools, 3 (50%) said they did not have enough teachers and another four (66.7%) said that they did

not have enough teaching materials such as charts and chalks. Findings further indicated that sanitary provision was a factor in affecting implementation of curriculum in public primary schools in Suswa. For example, majority of the headteachers 5 (83.3%) indicated that there was inadequate sanitary units in schools such as toilets, latrines, and urinals thus affecting implementation due absenteeism that result from diseases due to poor hygiene practices. Water was also a factor indicated by 3 (50%) who said it was a factor because many children were forced to be out of school in search of water for pasture and for their lively hood.

Findings also revealed that the ratio of boys to girls in different schools was decreasing as the children reached middle and upper classes due to cultural practices such as, FGM, moranism ,Early marriage, gender discrimination and pregnancy among girls. These findings were revealed by 4(66.7%) of the headteachers. Other factors that affect implementation included parents attitude toward formal education as rated by 20(34.5%),chores done by children as shown by (34.5%). From the teachers findings These was attributed to social cultural activities in the area and also responsibility given to the pupils.

#### **5.4 Conclusions**

Based on the findings, the study concluded that curriculum in Suswa areas was affected by various factors. The first objective was to establish how pupils'

environment affected formal curriculum implementation in pastoralist area Suswa division, Narok County. From the findings it was noted that climate was poor and therefore the learning condition not suitable for proper implementation of curriculum.

The second objective was to determine the extent to which teachers' mobility affects the implementation of primary education curriculum among pastoralist in Suswa division Narok County. From the findings it was noted that the teacher mobility was due to the harsh environment and it results to high rate of turn over which affected the curriculum implementation in the area.

To third objective was to establish the extent to which physical facilities availability affects primary education curriculum implementation From the findings it was noted that there was a deficiency in school resources and utilities provision. For example some schools did not have the required facilities for a smooth running of the school such as textbooks, playgrounds in their schools, enough teachers and availability.

The fourth objective was to examine the extent to which culture practices affects primary education curriculum implementation among the pastoralist in Suswa division Narok County. The finding indicated that cultural practices like FGM and

early marriages caused high school dropout. It was also found out that moranism in the area caused absenteeism which later result to drop out.

### **5.5 Recommendations.**

- i. There is need for the government to come with permanent schools like boarding's schools for both boys' and girls' to attend as parents migrate.
- ii. There is need to attract qualified teachers to serve in pastoral areas to alleviate the serious problem of under-provision of personnel.
- iii. Teachers of nomadic backgrounds should be trained since such teachers are likely to withstand the nomadic environment.
- iv. A direct campaign to elicit parental support and participation in the education of girls is essential and discouraging negative cultural practices.
- v. To curb the problem of teenage pregnancies and subsequent drop-out, religious and family counseling in church, mosques, schools and at home by all parties concerned such as parents, teachers, religious elders will need to be promoted.
- vi. Some measures should be started to enable girls who have already fallen victim to these teenage pregnancies to continue their schooling to gain the increase in economic productivity and other attitudinal changes that education would provide. The high drop-out rate resulting from teenage pregnancies is a real social loss.

## **5.6 Suggestion for further research**

Based on the finding of the study, the research makes the following suggestion for further research

- i. The role of parents in enhancing successful implementation of curriculum in pastoralist areas.
- ii. Importance of early preparedness in drought and floods stricken areas.
- iii. Implementation of curriculum in public secondary schools.



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## APPENDICES

### APPENDIX I

#### LETTER OF INTRODUCTION

University of Nairobi

Department of Educational

Administration and planning

P.O. BOX 30197 – 00100

Nairobi.

The Head teacher \_\_\_\_\_ Primary School

Dear Sir / Madam,

#### **REF: RESEARCH PROPOSAL**

I am a postgraduate student at the University of Nairobi, undertaking a master of Education course in Education in emergencies. I am carrying out a research on **Factors Affecting curriculum implementation in public primary schools among pastoralist in drought prone areas Suswa division, Narok County Kenya**. The research is purely academic and the information provided in this research will be used in this research work only. I therefore request you to assist me achieve this goal by allowing me choose your school as my study sample.

Thank you in advance.

Yours Faithfully,

Lucy N. Njoroge.

## APPENDIX II

### HEAD TEACHERS QUESTIONNAIRE

#### Instructions

Please read the following questions and answer them honestly. The aim of this questionnaire is to investigate factors affecting curriculum implementation among pastoralist in Suswa division, Narok County.

#### SECTION A

The section requires you to give personal and general information. Tick in the appropriate box or fill in the spaces provided .(Tick appropriately)

1. What is your gender?

Male            ( )            Female            ( )

1. What is your professional qualification?

- i. Med
- ii. Bed
- iii. Diploma in Education
- iv. S1
- v. P1

2. What are your years of experience?

- i. As a teacher-----years
- ii. As a head teacher -----years

**Section B**

The section contains a number of statements. Study each of the statement and give your response.

4. what is the current teacher establishment in your school?

i Male----- ii female-----

Does your school experience teacher shortage?

i yes ( ) ii No ( )

5. which is the enrollment ratio of boys to girls in the following classes?

Standard 1-3 ( )

Standard 4-6 ( )

Standard 7-8 ( )

b. How do you explain these ratios?

---

---

6. Indicate the adequacy of the following facilities in your school

Facilities /Resources	Very adequate	Adequate	Inadequate	Not available
Classrooms				
Teaching materials				
Toilets				
Play grounds				
Library				
Text books				
Teachers				
Water				
Playing equipments e.g. balls				
Others specify				

d. How would you rate the overall school environment?

(Good)  (Satisfactory )  Poor )

### Section C

7. Do parents normally resist sending their children to school?

i. Yes ( )                      ii No ( )

8. What are the effects of the traditional practices such as bride price?

---



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### APPENDIX III

#### TEACHERS' QUESTIONNAIRES

Please read the following questions and answer them honestly. The aim of this questionnaire is to investigate factors affecting implementation of curriculum in pastoralist area, in Suswa division Narok County. There are no wrong or correct answers. Kindly respond to all items. Please do not indicate your name on the sheet.

##### SECTION A Demographic information

This section requires you to provide provided space or tick where applicable.

1. What is your gender?

Male  Female

2. What is your highest academic qualification?

a) Med

b) BED

c) Diploma in education

d) S1

e) P1

f) P2

g) Any other (Please specify) \_\_\_\_\_

3. How long have you worked in your current station?

Less than 1 year

2-3 years

4-6 years

Over 7 years

**Section B**

4. Which kind of curriculum do you use?

Formal ( )

Non formal ( )

5. (a) Do you manage to finish the syllabus in time?

Yes ( )

No ( )

b) If no what are the reasons for this?

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6. Which factors affect the curriculum implementation in these areas?

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7. The table below presents some factors affecting curriculum implementation among pastoralist in public primary schools in Suswa Division Narok County, Kenya. Indicate the appropriate answer by ticking.

Learning resources	Level of influence			
	Very high	High	Low	No influence
Lack of adequate classroom				
Lack of text books				
Toilets				
Playing grounds				
Lack of furniture				
Lack of clean water				

**Section C**

8. What is the effect of house chores on boy and girl child education?

Very high

High

Low

9. How does the performance of chores affect pastoralist child education?

---

---

---

10. What attitude does the community have towards formal education?

Very positive

Positive

Neutral

Very negative

11. Are parents willing to bring their children to school ? Yes ( ) No ( )

## **APPENDIX IV**

### **INTERVIEW GUIDE FOR EDUCATIONAL OFFICER (D.E.O)**

Please respond all items as fully as possible by writing in spaces provided. All responses will be treated with almost confidentiality

#### **Section A**

1. How many primary schools are there in the district?
2. What is the enrollment of boys and girls in primary schools?
3. What is the teacher pupil ratio in the schools
4. How does this ratio affect the implementation of curriculum

#### **Section B**

5. What is the effect of the FGM on girl's education in formal school program?
  6. How does the nomadic way of live affect the education of pastoralist children
  7. What is the effect of traditional practices such as bride price and early marriages?
- 
-

## APPENDIX V

### RESEARCH PERMIT

REPUBLIC OF KENYA



### NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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

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

Our Ref: **NCST/RCD/14/013/1004**

Date: **7<sup>th</sup> June 2013**

Lucy Nyambura Njoroge  
University of Nairobi  
P.O Box 92-0902  
Kikuyu.

#### **RE: RESEARCH AUTHORIZATION**

Following your application dated **4<sup>th</sup> June, 2013** for authority to carry out research on "*Factors affecting implementation of curriculum in public primary schools in pastoralist areas in Suswa Division, Narok County, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Narok District** for a period ending **31<sup>st</sup> August, 2013**.

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

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

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

Copy to:  
The District Commissioner  
The District Education Officer  
Narok District.

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

**APPENDIX VI**

**RESEARCH AUTHORIZATION FROM THE DISTRICT  
EDUCATION OFFICER, NAROK COUNTY**

**PAGE 2** **PAGE 3**  
**Research Permit No. NCST/RCD/14/013/1004**  
**Date of issue 7<sup>th</sup> June, 2013**  
**Fee received KSH. 1000**

**THIS IS TO CERTIFY THAT**  
**Prof./Dr./Mr./Mrs./Miss/Institution**  
**Lucy Nyambura Njoroge**  
**of (Address) University of Nairobi**  
**P.O Box 92-0902, Kikuyu**  
**has been permitted to conduct research in**  
**Location**  
**Narok District**  
**Rift Valley Province**  
**on the topic: Factors affecting implementation**  
**of curriculum in public primary schools in**  
**pastoralist areas in Suswa Division, Narok**  
**County, Kenya.**  
**for a period ending: 31<sup>st</sup> August, 2013**

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

