SCHOOL-RELATEDFACTORSINFLUENCING EFFECTIVE IMPLEMENTATION OF PRIMARY SCHOOL CURRICULUM IN NGUU DIVISION, MAKUENI COUNTY, KENYA

BY

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DECLARATION

This project report is my original work and has not been presented to any other institution for any other award. I understand that plagiarism is an offence and I declare therefore that this project report is my original work and has not been submitted for any award in any other institution,

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DEDICATION

This study was dedicated to my family members; my wife, Ruth Nduto and my children Daniel and John Nduto for their moral support and commitment towards my education.

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LIST OF ABBREVIATIONS

EFA   Education for All

FPE   Free Primary Education

GOK   Government of Kenya

KCPE   Kenya Certificate of Primary Education

KNBS   Kenya National Bureau of Statistics

MoE   Ministry of Education

NACOSTI   National Commission for Science, Technology and Innovation

SPSS   Statistical Package for Social Science

ABSTRACT

Schools play critical roles in the implementation of primary school curriculum. However, syllabus coverage and pupils' academic performance has been dismal. The purpose of this study was to investigate school-related factors influencing effective implementation of primary school curriculum in Nguu Division, Makueni County, Kenya. The study objectives sought to; investigate the influence of schools' staffing levels; schools' provision of instructional resources; schools' provision of school facilities and school management support on implementation of primary school curriculum in Nguu Division. The target population for this study comprised of 32 head teachers, 221 teachers and one Sub-County Director of Education from which a sample of 10 head teachers, 66 teachers from the public schools in Nguu Division and one Sub-County Director of Education totaling to 77 respondents. Simple random sampling was used to select the head teachers and teachers. Census sampling was used to select one Sub-County Director of Education. The study was guided by the Systems theory. Descriptive survey research design was used to gather information, summarize, present and interpret data for the purpose of clarification. Questionnaires and an interview schedule were used as tools for data collection. Once data was collected from the field, it was coded and analyzed using SPSS. Qualitative data generated from the open ended items were organized into themes. Quantitative data was analyzed descriptively and presented using frequency distribution tables with percentages and cross tabulations. The findings of the study established that: there was teachers' shortage in Nguu Division of Makueni and this influenced curriculum implementation to a great extent, majority (40%) of the respondents strongly agreeing with it. Most of the schools in Nguu Division did not have adequate teaching and learning resources which greatly influenced curriculum implementation. According to 70% of the respondents, most of the schools lacked adequate instructional resources while only 30% had adequate instructional resources and that there were 3-5 pupils per text book (56%). The open ended question on the missing resources indicated that they included but not limited to; text books, charts, exercise books, library and computers among others. There was inadequacy of school facilities in most schools which included; classrooms, desks and toilets, the administrative management skills influenced the curriculum implementation to a very great extent. The study recommended that the government should increase the number of teachers per school to reduce teachers' shortage so as to improve curriculum implementation. The ministry of education should ensure staff balancing as per the school curriculum establishment; the teachers should improvise teaching- learning resources like charts so that schools could only purchase the ones which are hard to improvise. For the parents, they should support the schools by providing local materials for free so as to help schools in the construction of school buildings, and that the school administration should invest in capacity building and motivation for teachers, embrace team work and delegate responsibilities to teachers so as to improve their curriculum implementation skills.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Curriculum implementation refers to the act of working out the plans and suggestions that have been made by subject experts in classroom or school setting. Teachers are the main curriculum implementers while pupils, parents and administrators can be directly or indirectly involved. Curriculum implementation needs well thought and planned strategies be put in place in terms of inputs then be well facilitated to produce the expected output (Aiken, 2000).

School-related factors provide some useful information with which to evaluate effective preparation practices for teachers (Adre and Sullivan, 2008). However, much of the research is limited in scope, focuses on inputs to the education process rather than outcomes, uses data that are only loosely connected to the concepts being examined, or employs case-study methodologies from which it is difficult to determine causal relationships or generalize to other populations (Adre and Sullivan, 2008). As a result, there is still much to learn about school-related factors influencing the effective implementation of primary school curriculum. Adelman (2006) posits that school related factors include; adequate staffing, instructional resources, school facilities and school management support.

In a longitudinal study conducted in California, Ball (2000b) revealed that discussions of the preparedness of most schools in California have focused on the percentages of teachers without credentials or, at the middle and high school levels, teachers without the appropriate single-subject credential for the subject areas to which they are assigned. Ball (2000b) established that little attention has been paid to the preparation of primary schools in California to provide dynamics such as teachers, instructional resources, physical facilities and stakeholders' attitudes towards implementation of primary school curriculum.

In Sub-Saharan Africa, most studies seeking to evaluate teachers' proficiency in a given subject area have focused on interview studies measuring teachers' perceptions

of their own preparedness, without a comparative analysis of school related factors and pupils' educational outcomes (Amarel, 2008). However, research on school related factors and teacher efficacy has indicated that there is a relationship between self-assessments of preparedness and behaviors that affect pupil learning, including a willingness to try new instructional techniques, persistence in problem-solving, and levels of planning and organization.

In a longitudinal study conducted in Ghana about what certification does tell about teacher effectiveness on academic achievement, Ajayi (2011) indicated that teachers who are prepared with instruments of teaching such as schemes of work, lesson plans, and records of work are competent in their delivery and have the greatest impact on children's achievement. The study further indicated that any form of preparedness such as provision of teachers, instructional resources, school facilities and manifestation of positive attitude are among the principal components of any pedagogical program aimed at improving Implementation of primary school curriculum.

In Kenya, efficacy and schools' preparedness influence the effort teachers invest in teaching, the goals they set for their classes and their level of aspiration and, in addition, stakeholder, especially teachers with a strong sense of efficacy, often tend to manifest greater levels of planning and organization of lessons. They are also more open to new ideas and tend to experiment with new methods and strategies to better meet the needs of their learners. These research studies affirm the fact that dynamics within schools are key in enhancing pupils' Implementation of primary school curriculum which determines their transition to other levels of learning. Despite these assertions, little is known about how such aspects of school related factors enhance primary school pupils' academic performance (Sushila, 2004).

Considering Nguu Division, implementation of primary school curriculum has experienced numerous challenges. Studies have had difficulties identifying specific mode of preparedness related to schools' effectiveness (SifunaandKarugu, 2000). The lack of evidence linking observable aspects of preparedness such as adequate levels of staffing, provision of instructional resources, physical facilities and stakeholders'

attitude tothe implementation of primary school curriculum is a common problem which requires to be addressed.

Dupas, Duflo and Kremer (2006), notedthat improvement of the staffing levels in primary schools improves teacher to pupil ratio (that is to a smaller sized class per teacher), this leads to improvement in curriculum implementation. This will consequently lead to improved performance in exams because the test scores are expected to be higher in a case wherebypupils are put in more homogeneous classes or assigned to extra teachers. This because a large number of pupils per teacher, makes it difficult for teachers to give adequate assignments to the pupils, as teaching workload and marking become overwhelming (UNESCO, 2005). This concurred with the findings of this study.

According to Fuller (1986), school quality is often indicated by school characteristics which include the institutional resources and school facilities which are related to effective curriculum implementation. The school characteristics should be able to improve the achievements by the students and encourage more efficient management of material inputs by school management. Poor curriculum implementation is associated with limited learning materials and facilities (Riddell and Nyagura1991). Adequate learning materials and facilities such as availability of sufficient textbooks and well trained and experienced instructors will improve curriculum implementation. Boissiere, (2004) found that management support appears to be the most important ingredient that affect curriculum implementation. These results suggest that management support is associated with better achievement. This is because it the management which provides the teaching and learning resources and facilities, making their support very key in the implementation of curriculum. Most Studies have left out a gap on school-related factors influencing effective implementation of primary school curriculum which the study sought to fill.

1.2 Statement of the Problem

There has been a general concern on the slow pace of syllabus coverage and academic performance of pupils in Kenya (Ministry of Education, 2010). This has the

amplifying effect that Kenya may not achieve the goal of industrialization as envisaged in Vision 2030, for which primary school education is necessary. In Kenya and Nguu Division in particular, it is the responsibility of schools to create an environment where syllabus coverage and general pupils' academic performance in both internal and national examinations are achieved. However, even schools with experienced and long- serving teachers, adequate facilities, instructional resources and support from management also show low performance trends (Adre and Sullivan, 2008).

According to a report from the Curriculum Support Officer in NguuDivision (2016) syllabus coverage had been inadequate and pupils' academic performance dismal. For example, in the year 2015, the overall Divisional performance stood at 43.9% against national aggregate of 67.9%. However, little has been done to interrogate theschool-related factors influencing effective implementation of primary school curriculum in Nguu Division. This raises doubts on the quality of instructional resources, school facilities, teachers and school management support towards contributing to implementation of primary school curriculum. Most of the earlier studies done in Makueni County focused on the effectof school feeding programme on pupils' participation in public pre- schools (Kitivui, 2016), the influence on the academic performance of visually impaired learners (Mbalo, 2015) and primary school quality and performance (Irene, 2010). None of these studies have addressed the issue of school-related factors influencing effective implementation of primary school curriculum in Nguu Division. The report from the Curriculum Support Office (CSO) in Nguu Division (2016) indicated that there had been poor performance associated with school related factors. This has raised concern from educators, local leaders and parents thus there was the need to investigate on school-related factors influencing effective implementation of primary school curriculum in Nguu Division, Makueni County, Kenya.

1.3 General Objective of the study

The general objective of this study was to investigate on school-related factors influencing effective implementation of primary school curriculum in Nguu Division, Makueni County, Kenya.

1.3.1 Specific Objectives of the Study

i. To investigate the influence of schools' staffing levels on curriculumimplementationin public primary schoolsinNguu Division;

ii. To examine the influence of schools' provision of instructional resources on curriculum implementation in public primary schoolsinNguu Division;

iii. To examine the influence of schools' provision of school facilities on curriculum implementation in public primary schoolsinNguu Division;

iv. To establish the influence of school management support on curriculum implementation in public primary schoolsinNguu Division.

1.4 Research Questions

i. To what extent does the school staffing level as a school-related factor influence the implementation of primary school curriculum in Nguu Division?

ii. To what extend does the provision of instructional resources as a school-related factor influence curriculum implementationin public primary school in Nguu Division?

iii. To what extent does the provision of school facilities as a school-related factor influence the implementation of primary school curriculum inNguu Division?

iv. What influence does school management support as a school-related factor have on implementation of primary school curriculum in Nguu Division?

1.5 Significance of the Study

The information gathered in this study is hoped to be utilized to alert head teachers on how different school factors interplay to enhance curriculum implementation. The study may benefit teachers in that they may understand the qualities they need to possess in order to enhance implementation of primary school curriculum. The study is expected to help parents understand the need to provide school facilities and instructional resources which play critical roles in curriculum implementation. Parents may be enlightened to become partners in development and get involved in curriculum implementation in schools and help in streamlining the quality of school factors designed to enhance such implementation. Policy makers may benefit from

this study in that, as individuals charged with formulating policies, their understanding of the school dynamics which influence implementation of primary school curriculum, may help them in formulating better strategic policies to guarantee efficiency, suitability, relevance and appropriateness of school factors. The issues raised in this study are likely to lead to the involvement of various researchers in generating more knowledge from various perspectives. The findings of this study could form a basis for further research to those interested in transfer of teachers or teachers among primary schools. The study may be significant since a deeper understanding of school related factors towards teaching profession in the content area may be gained.

1.6 Limitations of the Study

The limitations of this study were that the results of the study may not be generalized to other primary schools since there are different unique dynamics which influence implementation of primary school curriculum other than the variables under investigation. Also some respondentswereunwilling to provide the correct information about their attitude towards their pupils' Academic performance. In this study, the respondents were assured that the information they give was to be treated with utmost confidentiality and that it would be used for academic purposes only. Theywere also informed that they should not write their names on the questionnaires.

1.7 Delimitations of the study

There are many factors influencing the curriculum implementation in primary schools but this study only investigated the school-based factors. The study also was carried out in Nguu Division, Makueni County thus excluding other Divisions. The study was only confined to public primary schools.

1.8Assumptions of the Study

This study was based on the following assumptions:
i. Relevant records and data on pupils' academic performance are available and accessible at the schools.

ii.   School factors influence implementation of primary school curriculum.

iii. Schools' provision of teachers, instructional resources, school facilities and school management support influence implementation of primary school curriculum.

1.9 Operational definition of terms

Implementation of primary school curriculum refers to the process of putting into practice primary school curriculum. It involves syllabus coverage and pupils' academic performance.

Instructional resources refer to the teaching and learning resources which are provided by schools to enhance syllabus coverage and pupils' performance. They include number of text and exercise books, chalk, dusters, charts, resource persons, laboratories equipment, geometrical sets, metre rules, thumb pins, soft boards, felt pens pencils, and manila papers.

School facilities refers to the structures within the schools such as number of classrooms, laboratories, playgrounds, chairs, buildings and desks which are provided in schools to facilitate quality learning process.

School management support refers to the kind of support which schools provide in order to enhance implementation of primary school curriculum.

School-related factors refer to all dynamics within schools which enhance implementation of primary school curriculum. They include; teaching staff, instructional resources, school facilities and support from school management.

1.10 Organization of the study

The report comprises of six chapters. Chapter one contains the background information to the study, the statement of the problem, purpose of the study, limitations of the study, assumptions of the study, Organization of the study and definitions of significant terms used in the study. Chapter two covered the literature review of aspects explored under implementation of primary school curriculum. It focused on the concept of school- related factors, influence of schools' provision of teaching staff, instructional resources, school facilities and management support on

implementation of primary school curriculum, summary of literature review, theoretical framework and conceptual framework. Chapter three dealt with the research methodology that was used in this study which consisted of research design, the target population, sample size and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedures, data analysis techniques and ethical considerations. The study used descriptive survey research design. Chapter four consists of data analysis results presented in frequency distribution tables based on the four research questions. Chapter five dealt with discussion and interpretation of the study results findings. Chapter six was on conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter consists of literature review of aspects explored under implementation of primary school curriculum. It focused on the concept of school related factors, influence of schools' provision of teaching staff, instructional resources, school facilities and management support on implementation of primary school curriculum, summary of literature review, theoretical framework and conceptual framework.

2.1.1 Concept of implementation of primary school curriculum

Primary school learners' performance in curriculum subject has been investigated through bilateral surveys in two European countries (Aiken, 2000). Requirements of changes in national policies suiting their respective culture are emphasized in order to minimize the differences in performances amongst the countries. The primary school learners' achievement in the outcome of curriculum tests depends on how much interest they put in learning. Achievement processes have been viewed by the characteristics of primary school learners and their environments, utilization of teaching-learning models, instructional materials as well as the structural ability of the primary school learners. Human and social psychologists have viewed the term performance or achievement in varying ways. On the effect of attitude and consistent overt behavior that can be manifested by an individual through a pattern of performance in a given task.

Akpan (2000) agrees that the lack of straight line relationship between attitude and consistent action is not real. He concluded that if an individual is not influenced by fear or other external influences, the individual would always produce consistent action or behavior which will reflect his or her attitude towards the object of interest. This is to say that if a candidate has an unfavorable attitude towards a subject, then this will reflect in his or her performance on that subject. He confirmed that attitude predicts behavior. Thus, it can be inferred that the perceived difficulty of curriculum tests, by some learners is as a result of their poor attitude towards the subjects. On the

relationship between sex and performance in curriculum tests, Belagali (2011) acknowledges the superiority of males over females when he noted that in all tests, boys obtained higher scores than girls at 0.01 levels. Maccoby and Jacklin (2002) referred to the differences as a direct effect of sex stereotyped interests. In another study, it was revealed that members of each sex are encouraged in and become interested in and proficient at, the kinds of tasks that are most relevant to the roles they currently or are expected to play in the future.

2.1.2 Concept of school related factors

According to data obtained from pupils in North Carolina by Jackson (2010) teacher effectiveness is higher after a transfer to a different school and teacher-school matching can explain a non- negligible part of teacher quality. Studies by Boyd, Lankford, Loeb, Ronfeldt and Wyckoff (2010) found out that schools and teachers whose pupils demonstrate higher achievement growth in Mathematics are less likely to transfer to another school. These results suggest that one reason teachers may desire to move is that they are a poor fit for their present schools. Thus a better school job matching may potentially increase productivity and pupil achievement. According to Fenech (2006), satisfaction at work may influence various aspects of work such as efficiency, productivity, absenteeism, turnovers rates, and intention to quit, and finally employees' including qualified educational staff. Fenech (2006) posits that educator's well-being has serious implications for the quality of the education they provide. Schools which have satisfied teachers are expected to hold their jobs longer, to be able to engage in more responsive, positive and consistent interaction with pupils, and to positively influence implementation of primary school curriculum (Marlach and Leiter, 2009). Extrinsic incentives, such as merit pay or effectiveness among Nigerian teachers (Ubom, 2001). The extrinsic factors evolve from the working environment while the actual satisfiers are intrinsic and encourage a greater effectiveness by designing and developing teachers higher level needs.

According to (Habyarimana, 2007) in Zambia, there is a potential crisis in the teaching profession that threatens the ability of national government to reach internationally agreed targets to expand and improve education. In many developing

countries the teaching force is demoralized and fractured. The report focuses on factors in four areas conditions of the level of teachers, instructional resources and facilities, the situation as educators, the relationship with their local community and their voice in educational policy. Habyarimana (2007) concludes that teachers' poor payment, inadequate instructional resources, school facilities and stakeholders' attitudes adversely affect schools' status in the society hence poor Implementation of primary school curriculum. Eisy's (2005) study in Ghana found that school dynamics which significantly contributed to low pupils' academic achievement were incidences of lateness to school, absenteeism and inability to complete the syllabus thus affecting implementation of primary school curriculum in national examinations.

In Kenya, Odhiambo (2010) contends that there is a growing demand from the Kenyan government and the public for schools' accountability in pupils' performance. Schools are commonly evaluated using pupils and teachers cannot be disassociated from the schools they teach and academic results of the pupils. Teachers celebrate and are rewarded when their schools and subjects are highly ranked. The study thus focused on staffing levels, instructional resources, school facilities and school management support in relation to pupils' performance.

2.2 Schools' staffing level and implementation of school curriculum

According to Gross, Glacquinta and Bernstein (2000), the teacher resource is an important input in achieving the objectives of the Education Sector and is another important component for the successful implementation of a new programme in the training or in-servicing of teachers, head teachers and the educational supervisors. In a longitudinal study in Australia, Goddard and Leask (2002) assert that teachers, like psychiatrists, work with the mind and much of their work are unseen. They work with raw materials of unknown and variable quantity, that is, the potential of an individual. This makes the judging of a teacher's effectiveness difficult and it means that the impact of poor teaching is insidious; the effects may not be seen for many years. It allows for superficial judgments about what the work of the teacher involves.

Quality primary school education can only be achieved if the teaching and learning is underpinned by a model of learning for service as a whole. For learners to become

better learners, the nature of the teaching process demands that teachers must continue to be learners throughout their careers, otherwise they will cease to be effective (Goddard, 2002). Gross et al (2000) concurs with Fullan (2000) by asserting that effectiveness and efficiency in primary school teaching and learning are determined by a teacher's academic and professional characteristics as well as his/her experiences as a teacher. Bennaars, (2004) observe that untrained, poorly trained, discontented and frustrated teachers cannot bring about the anticipated economic, cultural and moral change spelt out in the aims and goals of education. Sifuna (2000) reported that untrained teachers are a great set back in implementing a new curriculum programme.

Miller and Seller (2000) noted that the introduction of a new programme is very complex. The change is much more visible and will need to receive more attention from teachers and administrators. Teachers are expected to teach a new programme in the classroom while working within a complex social system. The teachers need to acquire some ownership of the new programme. This can be achieved through in-servicing of teachers. For these reasons, teachers may be required to undertake retraining in various subjects. Organized short courses could be arranged throughout training colleges and teachers' advisory centers to prepare teachers for the initial implementation of any new primary school curriculum.

In Kenya, equitable distribution of teachers in most primary schools has remained one of the challenges in teacher management as reported by the Ministry of Education (MoE, 2011). The number of teachers has remained constant over the years despite growth in enrolments and the number of educational schools resulting to inequality in distribution of teachers and impacting negatively on quality and access of education. Recruitment of teachers has in the recent past mainly been done only to replace those who exit through natural attrition. The number of teachers employed by Teachers Service Commission had remained constant over the years (MoE, 2011). As a measure of school preparedness in dealing with teacher-shortages and in order to cope with the increased enrolment and to assist in the implementation of the findings of the staffing norms study, the Ministry of Education though the Teachers' Service Commission(TSC) has undertaken several measures such as recruitment of new staff.

Onyango (2001) emphasizes that human resource is the most important resource in a school organization. He further adds that teachers comprise the most important staff in the school.

Onyango (2001) observes that the most important purpose of a school is to provide pupils with equal and enhanced opportunities for learning, and the most important resource a school has for achieving that purpose is the knowledge, skills and dedication of its teachers. Teachers therefore need to be well managed. The head teachers' responsibility in human resource management involves leading and motivating staff; delegating responsibilities effectively; and conflict management. In Nguu Division, with increased number of pupils as a result of free primary education, teacher-pupils ratio became high, leading to increased workload for teachers. However, MoE (2011) has not indicated whether mere change in staffing levels to cater for influx of pupils is directly linked to implementation of primary school curriculum reflected through syllabus coverage and pupils' academic performance.

2.3 Schools' provision of instructional resources and implementation of primary School curriculum.

The term instructional materials, teaching resources, audio visuals aids have the same meaning. Instructional resources refer to those materials that support or aid the learner in understanding of the concepts or ideas presented to the learner in a learning environment or situation. These materials assist teachers in teaching and also increase interest in learning. Teachers use resources to enhance learner's participation in class activities for effective implementation of primary school curriculum (Klier, 2005). According to Agosiobo (2007), the use of teaching resources is important because they motivate learners to learn as they offer stimulus variation and assist in sustaining learners' attention throughout the lesson. Learning resources clarify information, sometimes a concept may be complex and words alone cannot offer a clean explanation.

Instructional materials stimulate lively class discussion after watching a film in a class or listening to a radio. They also challenge independent thinking especially when used

individually in an assignment or as a class activity. In a longitudinal study conducted in the Netherlands, Cooney (2000) posited that learning resources also increases learning. Learning resources generate more interest and create a situation where the learner would fully engage in classroom and outdoor activities. The adequate use of learning resources also gives the learner a practical experience which can help in selection of learning concepts more easily. Miller and Seller (2000) assert that instructional materials are critical ingredients in learning and the intended primary school curriculum cannot be easily implemented without them. Instructional materials provide information and opportunities for pupils to use what they have learnt, without resource materials and facilities, the teacher may not be able to achieve the objectives that he would like his pupils to attain. It would mean that pupils cannot be taught using the most suitable methods. In case of lack of resources and facilities the teacher should be innovative enough to improvise and provide alternatives using local materials.

The study of Lowe (2009) on effective teaching and learning resources in South Africa, found that, lack of relevant teaching materials caused dismal implementation of primary school curriculum. Teaching and learning activities can be obtained through cultivating pupils' creativity and motivation by away of linking the classroom with natural and social environment. The study found out that pupils' achievement is mainly caused by lack of relevant textbooks which are tailored to the requirements of the curriculum and lack of other publications and handbooks.

Teachers use resources to enhance learner's participation in class activities for effective learning. Since learners' interest and abilities are varied, the teacher needs to select and use a wide variety of resources in teaching in order to take care of individual differences in class. Such resources include learners printed materials such as magazines, books and journals which are crucial in their learning process (Lowe, 2009). Therefore when learners come to school with their own learning materials; it is the responsibility of the teachers to use what the learners came with to effect learning. Learning materials are drawn from learners' experience. The learning resources include, print electronic, models and multi-media, and print media which refers to

books, magazines, newspaper, chart, map and posters. The print media make learning practical and the learners can see models which make learning real or represent real things. Learning materials are meant to stimulate the total growth and development of children.

Instructional resources which are educational inputs are vital to the teaching of any subject in the school curriculum.Adeogun (2001) discovered a very strong positive significant relationship between instructional resources and academic performance. According to Adeogun, schools endowed with more resources performed better than schools that are less endowed.Adeogun (2001) discovered a low level of instructional resources available in public schools and stated that our public schools are starved of both teaching and learning resources. He expresses that effective teaching cannot take place within the classroom if basic instructional resources are not present.

Lowe (2009) further posits that learning resources increases learning. Learning resources generate more interest and create a situation where the learner would fully engage in classroom and outdoor activities. The adequate use of learning resources also gives the learner a practical experience which can help selection of learning concepts more easily. Utilization of learning resources and performance are closely related because learners are able to master the learning strategies. This masterly comes after learners are exposed to a number of objects. Lowe (2009) recommends that learners should be allowed to learn in a way which suits the preferred style of learning. Through the use of variety of learning resources, learners are given an opportunity to learn their own learning style.

In Nigeria, the government has made some subjects such as Mathematics compulsory at the primary school level (World Bank, 2008). Baker (2002) noted that there was a general fear and hatred for mathematics which resulted in decline performance in the subject. This was attributed the pupil's poor performance in Mathematics to factors such as the notion among pupils that mathematics is an abstract and difficult subject, inadequate qualified teachers to teach the subject as specialist, improper method of

teaching mathematics, lack of mathematics laboratory, insufficient instructional aids and poor use of instructional materials. Similar findings were reported by Muller and Alexander (2004) who support the fact that a well-planned and imaginative use of instructional aids in lessons should do much to banish apathy, supplement inadequacy of books as well as arouse pupils' interest by giving them something practical to see and do, and at the same time helping to train them to think things out themselves.

The government of Kenya through FPE supply teaching and learning resources to all public primary schools but the supply is inadequate due to high enrolment which was occasioned by free primary education policy (Eshiwani, 2005). Learners when taught without teaching and learning materials tend to forget after a short span of time but when taught using instructional materials they do not forget the concepts quickly. They would internalize the concepts and retain them for a long time which is an indication that a curriculum objective had been achieved by the teachers. However, in Nguu Division, there had been inadequate use of instructional materials such that the curriculum objectives and quality of education was compromised. Despite these observations, Eshiwani (2005) failed to articulate how mere provision and use of instructional resources would guarantee effective implementation of primary school curriculum.

2.4 Schools'provision of School facilities and implementation of primary School curriculum

School facilities have a great impact on implementation of primary school curriculum. Consistent with these assertions, Rivkin et al (2005), in a study conducted in the US to establish the convenience of the facilities to learners, posited that there is a relationship between availability of school facilities and pupils' performance. The study concluded that inadequate provision of school physical facilities such as classrooms, libraries and resource centers to mainstream public primary schoolswould lead to poor implementation of primary school curriculum.

According to Avery (2002), in a longitudinal study carried out in Scotland amongst 113 respondents about Library and Literacy Action Plan, indicated that there are a variety of different models of library provision to serve the community and education.

All primary schools have access to library services either through a dedicated school library, a joint school and community library or from a central authority library service. The study further revealed that schools with well stocked libraries registered impressive educational outcomes compared to their counterparts which had no such resource center. This lends credence to the fact that libraries staffed by professionally qualified librarians, who are in an excellent position to support teaching and learning by providing appropriate curriculum related resources, offer a range of reading material, and helping the school community to develop skills required to be proficient users of information.

Bell and Rhodes (2003) noted that school facilities include the administrative office, staff rooms and offices, classrooms laboratories, workshops, equipment, stores libraries, hostels, staff houses and the school grounds. In order for a school to advance the learning opportunities offered to the pupils, it has to adequately utilize the facilities available. It is the responsibility of the head teacher to ensure that there is adequate classroom space to enable the teaching-learning process take place without any hitches. He should ensure that the facilities are used efficiently and effectively. Verspoor (2008) argues that increases in public spending will be inadequate to generate increased education attainment and learning achievement unless accompanied by reforms that aim at a more efficient use of available resources and find sources of additional funding.

In Kenya, there is general lack of preparedness due to large influx of pupils, especially with the introduction of Free Primary Education where most primary schools have registered over-enrolment, which means that the resources available in schools are constrained. In a study to establish the relevance of school facilities on pedagogy in Kenya, Onyango (2001) states that planning for material resources involves the identification of the resource requirements, assessing quality in terms of the needs, establishing criteria for standards, determining the cost per unit and the use of the materials whether by individuals or groups.

On the same breath, in Nguu Division, influx of pupils has put pressure on the limited school facilities. However, the studies have not indicated how having well-stocked

libraries, designed and conducive classrooms or equipped resource centers have relevance in pupils' academic performance. However, Onyango (2001) has not shown how the degree or frequency of usage of school facilities enhances implementation of primary school curriculum hence the need to fill the research gap on the influence of school facilities on implementation of primary school curriculum.

2.5 School management support and implementation of primary school curriculum

The study of Sushila (2004) on the role of head teachers in schools asserts that, head teachers play a significant role in the implementation of primary school curriculum. The study further found that, the head teacher is the decision maker and a think tank of the school. The head teachers who employ teamwork as a working strategy are bound to obtain a high academic achievement. It was therefore realized that, the implementation of primary school curriculum was appraised against the skills of the head teacher. It is in this context that Best and Kahn, (2011) remarked that the implementation of primary school curriculum depends on the head teacher of the school since they are the focal system of a school through which all important functions rests and are therefore the controller of all resources that may influence syllabus coverage and pupils' academic performance.

A study by Nannyonjo (2007) on analysis of factors influencing learning achievement in public primary schools in Uganda found out that implementation of primary school curriculum is influenced by head teachers' characteristics such as; qualification, in-service training, age, experience and tenure of service in the school. The study further revealed that good supervision strategy and administration styles were other significant factors influencing syllabus coverage and pupils' achievements' in internal and national examinations. The finding of this study concurs with the findings of another study by Muchele (2006) on the role of head teacher in influencing implementation of primary school curriculum inKuria District.

According to the study, a good school administrator should have adequate professional training and administrative experience. The study found that implementation of primary school curriculum is largely affected by the availability of

teachers, lack of teachers affect pupils' academic performance curriculum. Muchele (2006), in a thesis about attitudes of primary schools head teachers towards the involvement of pupils in administration mentions several factors which seems to influence the extent that a head teacher can allow pupils to participate in curriculum implementation. Muchele (2006) defines the term attitude as an organized predisposition to think, feel, perceive and behave towards a referent or cognitive object. Muchele (2006) further says that it is a learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object while individual factors clearly contribute to pupils' participation in governance, individual attitudes and behaviors may be shaped by various settings or context in which pupils live. This perspective is important because there are some factors which are beyond head teachers' attitudes. For example smaller schools may allow a teacher to participate more with pupils.

In Nguu Division, this is structural characteristics which may account for the differences in the approach of leadership of the head teachers. The third type of differences in leadership characteristics concerns school resources. Resources in particular pupils/teachers ratios and teacher quality appear to influence the level of participative governance even after controlling head teachers personal characteristics. These school's factors contribute significantly to head teacher's approach of governance; one way is indirectly affected by creating conditions that influence implementation of school curriculum. However, Muchele (2006) fails to indicate how different forms of school support enhance implementation of primary school curriculum.

2.6 Summary of the Literature Review

According to Aiken, (2000) primary school learners' performance in curriculum subject has been investigated through bilateral surveys in two European countries and found to be significantly influenced by learners' attitude. However Akpan (2000) agrees that the lack of straight line relationship between attitude and consistent action is not real. He concluded that if an individual is not influenced by fear or other external influences, the individual would always produce consistent action or

behavior which will reflect his or her attitude towards the object of interest. On the other hand, Belagali (2011) acknowledges the superiority of males over females when he noted that in all tests, boys obtained higher scores than girls at 0.01 levels. Maccoby and Jacklin (2002) referred to the differences as a direct effect of sex stereotyped interests. In another study, it was revealed that members of each sex are encouraged in and become interested in and proficient at, the kinds of tasks that are most relevant to the roles they currently or are expected to play in their future.

On school location and performance, Wyckoff (2010) argued that schools and teachers whose pupils demonstrate higher achievement growth in most subjects are less likely to transfer to another school. These results suggest that one reason teachers may desire to move is that they are a poor fit for their present schools. This agrees with Fenech (2006) who argued that, satisfaction at work may influence various aspects of work such as efficiency, productivity, absenteeism, turnovers rates, and intention to quit, and finally employees' including qualified educationists.

Eisy's (2005) study in Ghana found that school dynamics which significantly contributed to low pupils' academic achievement were incidences of lateness to school, absenteeism and in ability to complete the syllabus thus affecting implementation of primary school curriculum in national examinations. However Habyarimana, (2007) argued that in many developing countries the teaching force is demoralized and fractured leading to poor performance. According to Gross, Glacquinta and Bernstein (2000), the teacher resource is an important input in achieving the objectives of the Education Sector and is another important component for the successful implementation of a new programme in the training or in-servicing of teachers, head teachers and the educational supervisors. Gross et. al (2000) concurs with Fullan (2000) by asserting that effectiveness and efficiency in primary school teaching and learning are determined by a teacher's academic and professional characteristics as well as his/her experiences as a teacher.

According to Agosiobo (2007), the use of teaching resources is important because they motivate learners to learn as they offer stimulus variation and assist in sustaining learners' attention throughout the lesson. Cooney (2000) posited that learning

resources also increases learning. Learning resources generate more interest and create a situation where the learner would fully engage in classroom and outdoor activities. From these studies none has focused on the influence of school related factors on implementation of primary school curriculum which creates a knowledge gap which this study was addressing.

2.7 Theoretical Framework

This study was based on the systems theory. The Systems theory is an approach to organizations which likens an organization to an organism with interdependent parts, each with its own specific function and interrelated responsibilities. Systems theory was first introduced by Von Bertalanffy (1968). Systems can be closed or open. Closed systems do not interact with the environment. The school as an organization is an open system, which interacts with the environment and is continually adapting and improving. All parts of the organization are interconnected and interdependent. If one part of the system is affected, all parts are.

Core (1996) and Scott (2008) argued that the open systems have the following characteristics: they receive inputs from the environment, they transform these inputs into outputs and they discharge their outputs into their environment and receive feedback from the environment. This theory is beneficial in that open systems are interrelated and interdependent. A disturbance in one part of the organization affects other parts of the organization hence the whole organization. Continuous feedback and responses results in better understanding by leadership and management of the organizations structure within the environment. However, the theory fails to specify the nature of relationship and interdependence between organizations and its environment**.** The theory is applicable in a school set up as an organization in that the school as an open system receives inputs from the environment (Okumbe, 2001). Thus, the inputs include; pupils, teaching staff and learning resources and facilities. The good interaction of these components leads to effective curriculum implementation. The teaching staff plays their role of enhancing effective learning instructions geared towards good pupil's performance. This can only be effectively done if the teachers are provided with the necessary instructional resources and

learning resources to aid the learning process. The schools should therefore provide good classes and equipped with the necessary learning materials. All this can be done if there is management staff which will provide the required learning resources. It is expected that the results of the interaction of these components will be good curriculum implementation. If properly implemented good academic performance is achieved whereas poor implementation will result to poor academic achievements.

2.8 Conceptual framework

In this study, the conceptual framework was based on schools' provision of teaching staff, instructional resources, school facilities and management supportwhichconstituted the independent variables whereas implementation of primary school curriculum whose indicators include syllabus coverage and pupils' academic performance will constitute the dependent variables. The intervening variables for this study included teachers' experience and stakeholders' involvement as shown in the **Figure 2.1**
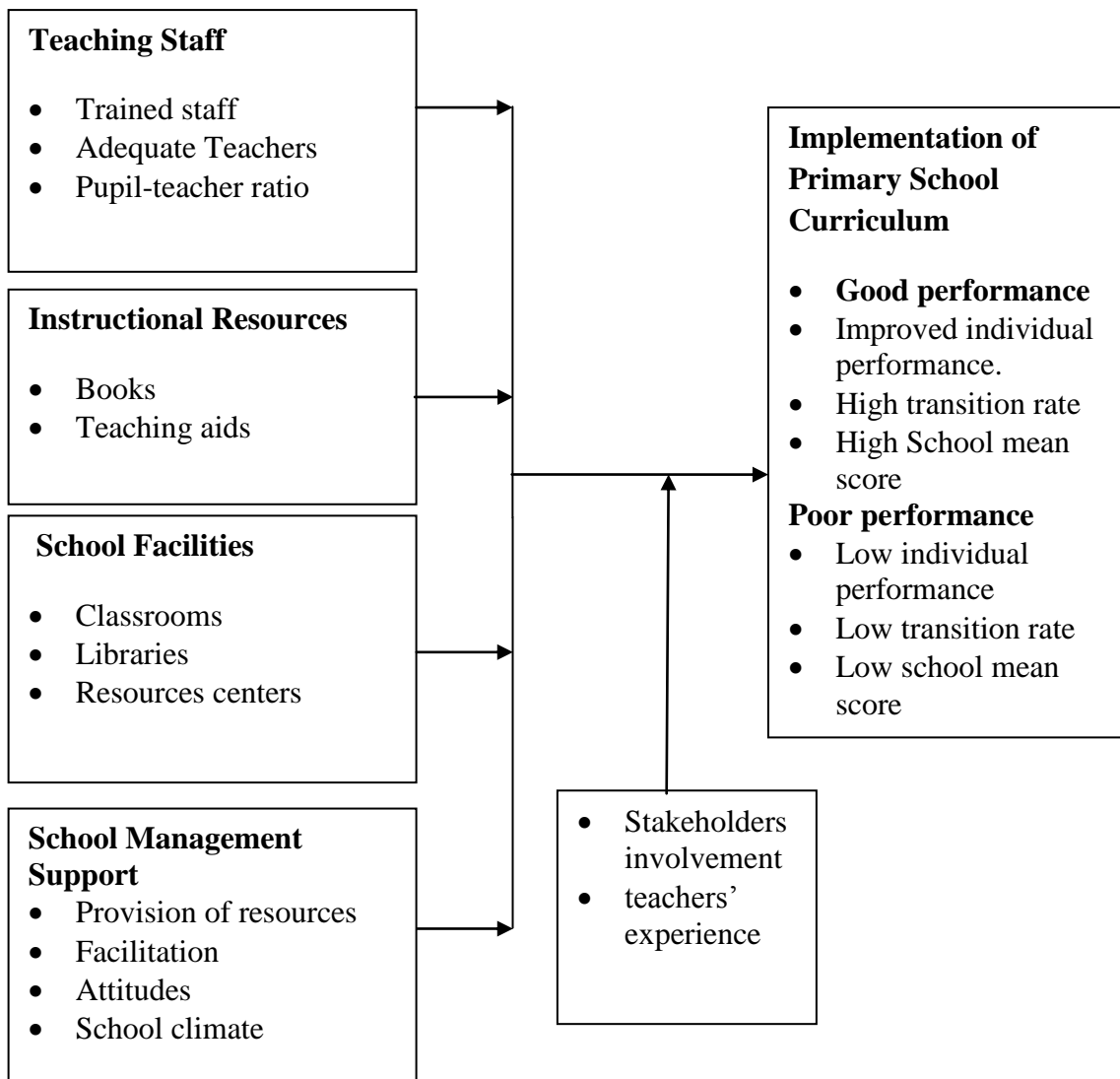
Independent Variables

Figure 2.1 Conceptual framework showing the relationship between School-related factors and implementation of Primary School Curriculum.

The independent variables of the study are; teaching staff, instructional resources, provision of school facilities and school management support. These variables determine the implementation of primary school curriculum which is the dependent variable for this study. The intervening variables are; stakeholder's involvement and teachers experience which might not be influenced by this study. If the there is effective implementation of primary School curriculum we do expect there to be good performance for the individual students as well as good performance for individual

schools. In the event that there is poor implementation of primary school curriculum, then we expect poor individual candidates' performance as well as poor individual performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology that was used in this study which consisted of research design, the target population, sample size and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedures, data analysis techniques and ethical considerations.

3.2 Research Design

The studyused descriptive survey research design. Descriptive survey research designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification (Orodho, 2009). Mugenda and Mugenda (2005) on the other hand give the purpose of descriptive research as determining and reporting the way things are. Kothari (2005) noted that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators.

3.3 Target Population

Kothari (2005) defines a target population as all members of a real or hypothetical set of people, events or objects to which an investigator wishes to generalize the results of a research study. According to Makueni County Government (2014), Nguu Division has 32 public primary schools. Therefore, the target population for this study comprised of 32 head teachers from the public primary schools and 221 teachers all totaling to 253 respondents. One sub-County Director of Education was also targeted.

3.4Sampling Procedure and Sample Size

A sample is a small proportion of a population selected for observation and analysis (Best and Kahn, 2000). Sampling is the process of selecting a small proportion from the population (Best & Kahn, 2011). The study used a sample size of 30% which is

sufficient according to Mugenda and Mugenda (2003). Simple random sampling according to Mugenda and Mugenda (2003) is where by all the elements under investigation have equal chances of being selected. Using this strategy, this study sampled 10 head teachers and 66teachers.Census sampling is where the entire population is selected for the study (Mugenda and Mugenda, 2003).This method was used to select one sub-County Director of Education because he is just one. This made a total of 77respondents. The head teachers were selected because they are the school managers and therefore are supposed to monitor effective curriculum implementation which is indicated by good performance. The teachers were selected because they are directly involved in the implementation of the curriculum. The sub county director of Education is supposed to ensure that schools have enough teachers and also monitor and evaluate the learning process.

Table 1: Sample Grid

Categories	Target Population	Sample Size
Head teachers	32	10
Teachers	221	66
Sub-County director	1	1
Total	**254**	**77**

3.5Research instruments

This study used questionnaires and an interview schedule as tools for data collection. Qualitative data was collected using the open-ended questions as well as the interview schedules. They were developed along the set objectives with each objective forming a sub-topic with relevant questions. The questionnaires were used in this study because they have the ability to collect a large amount of information in a reasonably quick space of time, ensure anonymity and they are easier to complete (Orodho, 2009).

3.5.1 Questionnaire

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents(Kothari, 2011).Questionnaires were used simply because they can reach a large number of respondents within a short time, it gives the respondents adequate time to respond to the items, offers a sense of security and confidentiality to the respondents and lastly it tends to be objective since there is no bias resulting from the personal characteristics (Ogula, 2005). MugendaandMugenda (2003) observes that the use of questionnaire is a popular method for data collection in education because of the relative ease and cost effectiveness with which they are constructed and administered to large samples. The study used self-designed questionnaire to gather quantitative data from closed ended questions as well as qualitative data from open ended questions. This is due to the fact that the use of questionnaires was less expensive and they do not consume a lot of time to administer. The briefness in a questionnaire also encourages response and offers considerable advantages in the administration, that is, it presents an even stimulus potentially to large numbers of people simultaneously and provides the investigation with an easy accumulation of data. For this study, the questionnaire was divided into five parts. Section A consisted of information on respondents' demography, while the section B contained teaching staff, section C covered instructional resources, section Dcoveredprovision of school facilities and section Ecoveredschool management support. Quantitative data was coded from closed ended questions while qualitative data was coded by forming common themes from open ended questions.

3.5.2 Interview Schedules

An interview schedule is a method of collecting data that involves presentation or oral-verbal stimuli and reply in terms of oral-verbal responses (Kothari 2011). Interview method provide in depth and qualitative data as it presents opportunity to explain the purpose of study. This instrument was considered appropriate because it enables the study to yield highest cooperation and lowest refusal rates; it offers high

response quality, takes advantage of interviewer presence and its multi-method data collection (Kothari 2011).

The study used open ended interview questions for Sub-County Director of Education to collect qualitative data. An interview guide was developed with questions based on the research objectives. Interview was important for this study since it enabled probing and supplementary questions be asked; a good rapport with the respondents and a goal-directed attempt by the interviewer to obtain reliable and valid measures in the form of verbal responses from one or more interviewees.

3.6 Validity of research instruments

Validity is the degree to which results obtained and data analyzed represent the phenomenon under investigation (Orodho, 2009). A research instrument is valid depending on how the data is collected, in terms of how effective the items have sampled significant aspects of the purpose of the study. Research instrument should provide adequate coverage of the topic. Content validity of the research instrument was enhanced through expert judgment. The research instruments were prepared in close consultation with the supervisors to ensure that the specific areas or objectives were covered by the instruments. Research expertsassistedin identifying areas of weakness of the instruments and made the appropriate corrections which were incorporated in the instruments to increase its validity. Instruments validity was determined by conducting a pilot study. The instrument was adjusted by including more Likert Scale questions in sections B, C, D and E.The interview schedules were also validated by undertaking a pilot study which involved one sub county Director of Education from the County.

3.7 Reliability of research instruments

The term reliability points to the level of internal consistency or stability over time of a research instrument. A measuring instrument is reliable if it provides consistent results (Kothari, 2011).Therefore, for a research instrument to be reliable; it must be capable of yielding consistent results when used more than once to collect data from two samples drawn randomly from the same population. Test- retest method was used

to test the reliability of the research instrumentsinthree primary schools which were not included in the study. The Pearson's Product- Moment correlation(r) formula:

$$r_{xy} = \frac{\sum x_i y_i - n\bar{x}\bar{y}}{(n-1)s_x s_y} = \frac{n\sum x_i y_i - \sum x_i \sum y_i}{\sqrt{n\sum x_i^2 - (\sum x_i)^2}\sqrt{n\sum y_i^2 - (\sum y_i)^2}}.$$

was used to correlate the pre-test and post- test results in order to determine the coefficient of reliability which was obtained as 0.85.From the computation, according to Gay (2005),reliability of 0.7 is considered adequate. The evidence is shown in the data below.

Table 3.1: Reliability Test correlation

		Odd questions	Even questions
Odd questions	Pearson Correlation	1	.850[**]
	Sig. (2-tailed)		.000
	N		50
Even questions	Pearson Correlation	.850[**]	1
	Sig. (2-tailed)	.000	.001
	N		50

3.8 Data Collection Procedures

The study obtained an introduction letter fromtheBoard of Post Graduate Studies (BPS) South Eastern Kenya University. A research permit fromtheNational Commission for Science; Technology and Innovation (NACOSTI) was then sought. Permission to collect data from Nzaui sub- Countywas also sought from the

Nzauisub- county Director of Education. Appointment with the head teachers was made; gave them the introduction letter and explained the purpose of the study. After establishing a rapport, the research instruments were administered to the respondents who filled them and then collected. Qualitative data was collected using open ended interview questions from the sub-county director of Education. The researcher developed an interview guide with questions based on the research objectives and then booked an appointment and conducted the interview with the Sub-county director of Education.

3.9 Data analysis techniques.

According to Orodho (2008), data analysis involves carrying out some type of grouping of data collected, thereafter placing the data in common categories and computing a number or a percentage of each division. Once data was collected, it was post-coded and analysed using the Statistical Package for Social Sciences (SPSS). Quantitative data gathered from closed ended questions was first post-coded and organized into similar themes as per the research questions. It was analysed, tabulated and presented by using descriptive statistics and presented in form of frequency distribution tables with percentages, means and standard deviation. Qualitative data was organised and presented in themes based on the study objectives. It was then coded, analysed, tabulated and presented by using descriptive statistics and presented in form of frequency distribution tables with percentages, means and standard deviation. This was done after conducting an interview with the sub- County director of Education.

3.10 Ethical Considerations

Orodho (2009) observes that ethical considerations in research involve outlining the content of research and what was required of participants, how informed consent was obtained and confidentiality ensured. Ethics has been defined as that branch of philosophy which deals with one's conduct and serves as a guide to one's behavior, and so, most professions have ethical guidelines which govern their profession.

Great care was taken to assure respondents that all information would be confidential. The respondents were informed that the information provided would not be shared with third parties. Also their information was not to be identified and would only to be used for research purposes only. The respondents were also assured of their individual identity which was not to be revealed whatsoever. Besides, no identifying information about the individual or the institution was to be revealed in written form. The respondents were also not required to write their names or any other information which is likely to disclose their identity. Consent was ensured in the study by explaining to the respondents the nature and the purpose of the study and the procedure to be used during the data collection so that they could participate willingly. The respondents were also requested to give their consent concerning participation in the study before they are included in the study.

CHAPTER FOUR

RESULTS

4.1 Introduction

This chapter presents the results of the data analysisandpresentation based on the research objectives. The sample for this study was 10 head teachers, 66 teachers and one sub-County Director of Education.

4.2 Questionnaires return rate

Questionnaire return rate refers to the number of respondents who returned usable instruments for the study out of the total number contacted for the study (Mugenda and Mugenda, 2003). The questionnaires were administered by the researcher personally by dropping them to the respondents and then giving them one week to complete after which they were picked. The questionnaires were issued to the 10 head teachers and 66 teachers while an interview schedule was administered to one sub-County Director of Education. The questionnaires return rate was presented in Table 4.1.

Table 4.1: Questionnaires Return Rate

Respondents	Sample	Return rate	Percentage Return rate
Teachers	66	40	60.6
Head teachers	10	10	100.0
Total	**76**	**50**	**65.8**

Table 4.1 shows that out of the 66 questionnaires issued 40 were returned by the teachers while all the 10 questionnaires issued to head teachers were returned making a return rate of 65.8%. This was sufficient according to MugendaandMugenda (2003)

who observed that a 50 percent response rate is adequate for analysis and reporting. A response rate of 60 percent is good and a response rate of 70 percent and over is very good. Since the response rate was 65.8 percent, it was considered good. This would provide the required information for purposes of data analysis hence this could enhance sample representation and meaningful generalization for the response rate implies a very good representation. Thestudyalso interviewed one sub-County Director of Education. The data analysis was presented in the subsequent sections.

4.2 Demographic data

This study sought to establish the demographic data for the respondents which included; gender, academic level and teaching experience.

Table 4.2: Gender of the respondents

Gender	Frequency	Percent (%)
Male	23	46.0
Female	27	54.0
Total	**50**	**100.0**

Table 4.2 shows that majority (54%) of the respondents were females while 46% were males. This was a good gender representation. The academic level of the respondents was presented as indicated in table 4.3

Table 4.3: Academic level

Academic level	Frequency	Percent (%)
P1	30	60.0
Diploma	10	20.0

Bachelors	7	14.0
Masters	3	6.0
Total	**50**	**100.0**

It was established that majority (60%) of the respondents had P1 certificate as their highest academic level. This was followed by 20% with a diploma while 14% had a bachelor's degree. The least were those with a master's degree with 6% responses. This means that all the teachers were qualified to effectively implement the curriculum and attain good performance.

The teaching experience was further presented in Table 4.4.

Table 4.4: Teaching Experience in the Current School

Experience	Frequency	Percent
Below 5	6	12.0
5 – 9	19	38.0
10 -14	15	30.0
14 and above	10	20.0
Total	**50**	**100.0**

Table 4.4 shows that most (38 %) of the respondents had a working experience of 5 – 9 years. This was followed by those who had worked for 10 –14 years (30%) and 14 and above with 20%. The least were those below 5 years with 12%.

4.3 Staffing levels and implementation of primary school curriculum

The first objective for this study was to investigate the influence of schools' staffing levels on implementation of primary school curriculum in primary

schoolsNguuDivision. The respondents were required to indicate their work load per week. The responses were presented in Table 4.5.

Table 4.5: Teachers' number of lessons per week

Work load	Frequency	Percent (%)
Below 30	12	30.0
30- 35	20	50.0
36- 40	5	12.5
More than 40	3	7.5
Total	**40**	**100.0**

Table 4.5 revealed that, majority (50%) of the respondents had 30-35 lessons per week. This was followed by30% with a workload of below 30 lessons per week. Those with 36-40 lessons were 12.5% while those with more than 40 lessons were 7.5%. Reports from the interviews showed that many teachers had high work load especially during this time of free primary Education implementation.

The head teachers were asked to indicate the teachers lacking in their schools. The responses were presented in Table 4.6.

Table 4.6: Head teachers' response on teachers' understaffing levels

Under staffing levels	Frequency	Percent (%)
Below 3	3	30.0
3- 4	4	40.0
5- 6	2	20.0
More than 6	1	10.0

Total	**10**	**100.0**

Majority (40%) of the head teachers indicated that they were lacking 3-4 teachers as per the school curriculum establishment, followed by 30% with less than 3 teachers. There were however 20% and 10% schools lacking 5-6 teachers and more than 6 teachers respectively.

The respondents were further required to indicate the influence of teachers' shortfall on curriculum implementation in their schools.

Table 4.7: Influence of teachers understaffing on curriculum implementation

Influence of Under staffing	Frequency	Percent (%)
Very great	30	60.0
Averagely	15	30.0
Slightly	3	6.0
No influence at all	2	4.0
Total	**50**	**100.0**

According to table4.7, 60% of the respondents, teachers' shortfall influences curriculum implementation in their school to a very great extent. This was followed by 30% who indicated that it influences averagely. A total of 6% indicated that teachers' shortage influenced curriculum slightly and a 4% said that teachers' shortage had no influence on curriculum. The interviews reported that the inadequacy of teachers has compromised the curriculum at a great extend.

The respondents were further required to tick to indicate the extent to which they agreed with the statements in Table 4.8.

Table 4.8: Staff related factors

	Statement	SA	A	N	D	SD
1.	Teacher-shortages are associated with increased enrolment.	15 (30%)	20(40%)	5(10%)	6(12%)	4(8%)
2.	Teacher-shortages influences curriculum implementation	20(40%)	20(40%)	4(8%)	3(6%)	3(6%)
3.	Human resource is the most important resource in a school organization.	32(64%)	10(20%)	2(4%)	3(6%)	3(6%)
4.	Influx of pupils is directly linked to poor implementation of primary school curriculum	12(24%)	25(50%)	3(6%)	5(10%)	5(10%)
	Mean responses	**20(40%)**	**19(38%)**	**4(8%)**	**4(8%)**	**3(6%)**

Table 4.8 revealed that, majority (40%) of the respondents strongly agreed with the statements that; teacher-shortages are associated with increased enrolment, teacher-shortages influences curriculum implementation, human resource is the most important resource in a school organization and influx of pupils is directly linked to poor implementation of primary school curriculum. This was followed by 38% who only agreed with the statements. A 24% saw little or no relationship between this factors and the curriculum implementation. From the interview schedule, the sub-County Director of Education reported that there was shortage of teachers in most of the schools. The sub-County director of Education said that the shortage of teachers was a national problem which the government was trying to address. He also reported that in schools where the shortage was acute, curriculum implementation was affected.

4.4 Provision of instructional resources and implementation of primary school curriculum

The second objective for this study was to examine the influence of schools' provision of instructional resources on implementation of primary school curriculum in NguuDivision. To achieve this objective the respondents were required first to indicate whether the instructional resources were adequate or not.

Table 4.9: Adequacy of instructional resources

Adequacy of the Resources	Frequency	Percent (%)
Yes	15	30.0
No	35	70.0
Total	50	100.0

Pupils per text book	Frequency	Percent (%)
< 3	10	20.0
3 – 5	28	56.0
Over 5	12	24.0
Total	50	100.0

According to 70% of the respondents, most of the schools lacked adequate instructional resources while only 30% had adequate instructional resources and that there were 3-5 pupils per text book (56%). The open ended question on the missing resources indicated that they included but not limited to; text books, charts, exercise

books, library and computers among others. The respondents were further required to indicate the extent to which they agreed with the statements in Table 4.10.

Table 4.10: Instructional resources and implementation of primary school curriculum

Statement	SA	A	N	D	SD
1. Teaching resources assist teachers in teaching and also increase learners' interest in learning.	40(80%)	10(20%)	0(0%)	0(0%)	0(0%)
2. Instructional materials provide information and opportunities for pupils to apply what they have learnt.	20(40%)	20(40%)	3(6%)	4(8%)	3(6%)
3. Lack of relevant teaching materials cause dismal implementation of primary school curriculum.	15(30%)	12(24%)	6(12%)	10(20%)	7(14%)
4. Learning materials are meant to stimulate the total growth and development of children.	26(52%)	12(24%)	10(20%)	1(2%)	1(2%)
Mean responses	**25(50%)**	**14(28%)**	**5(10%)**	**3(6%)**	**3(6%)**

Table 4.10 revealed that majority (50%) of the respondents on average strongly agreed that; teaching resources assist teachers in teaching and also increase learners' interest in learning, instructional materials provide information and opportunities for pupils to apply what they have learnt, lack of relevant teaching materials cause dismal implementation of primary school curriculum and learning materials are meant to stimulate the total growth and development of children. This was followed by 28% who only agreed with the statements. There were 10% of them who said that there

was no influence and 12% disagreed with the statements. This is an indication that provision of instructional resources greatly influences implementation of primary school curriculum. The interviews reported that from their frequent visits in schools many lacked adequate teaching-learning resources which lead to poor curriculum implementation. However the teachers should be encouraged to improvise where possible. This is because instructional resources help the pupils to visualize abstract concepts.

4.5 School facilities and implementation of primary school curriculum

School facilities are important in curriculum implementation. This study sought to examine the influence of schools' provision of school facilities on implementation of primary school curriculum in NguuDivision. Therespondents were required to use ABCD to indicate the ratio of school facilities in their schools

Table 4.11: Ratio of school facilities

Classrooms		
Pupils per class	**Frequency**	**Percent (%)**
< 30	5	10.0
30 – 40	12	24.0
41 – 50	15	30.0
Over 50	18	16.0
Total	**50**	**100.0**

Number of pupils per desk	Frequency	Percent (%)
< 3	12	24.0
3 – 5	36	72.0
More than 5	2	4.0
Total	**50**	**100.0**

Pupils per Toilet	Frequency	Percent (%)
< 30	7	14.0
30 – 50	25	50.0
Over 50	8	16.0
Total	**50**	**100.0**

Table 4.11 shows that most of the schools have 41-50 pupils per class (30%), 3-5 pupils per desk(72%) and 30-50 pupils per toilet. The highest ratio was over 50 pupils per class (16%), over 5 pupils per text book (24%), more than 5 pupils per desk and over 50 pupils per toilet (16%). These results show that the worst hit was the numbers of pupils per text books (1:5) with 24%. The toilets also seemed to be overcrowded in many schools which were likely to lead to time wasting as the students queue. It was also revealed that none of the school facilities was adequate for effective implementation of primary school curriculum.

From the interview schedule, it was reported that, most schools were lacking text books, toilets, classes and desks. These facilities are important in curriculum implementation and lack of them would affect pupil's performance.

The respondents were further requested to indicate the extent to which they agreed with the statements in Table 4.12.

Table 4.12: Influence of School facilities on implementation of primary school curriculum

	Statement	SA	A	N	D	SD
1.	School facilities have a great influence on implementation of primary school curriculum.	36(72%)	14(28%)	0(0%)	0(0%)	0(0%)
2.	Availability of school facilities influences pupils' performance.	20(40%)	20(40%)	2(4%)	5(10%)	3(6%)
3.	Schools with well stocked libraries register impressive educational outcomes	10(20%)	9(18%)	9(18%)	10(20%)	12(24%)
4.	The degree of usage of school facilities enhances implementation of primary school curriculum.	13(26%)	15(30%)	8(16%)	7(14%)	7(14%)
	Mean responses	**20(40%)**	**14(28%)**	**5(10%)**	**5(10%)**	**6(12%)**

Table 4.12 shows that, on average majority (40%) strongly agreed with the statement that; school facilities have a great influence on implementation of primary school curriculum, availability of school facilities influences pupils' performance, schools with well stocked libraries register impressive educational outcomes and the degree of usage of school facilities enhances implementation of primary school curriculum. This was followed by 28% who agreed with the statements.

4.6 Management support and implementation of primary School curriculum

Effective curriculum implementation requires the management support. This study sought to establish the influence of school management support on implementation of primary school curriculum in Nguu Division. The respondents were required to indicate the areas supported by school administration. The responses were as presented in Table 4.13.

Table 4.13: Areas Supported by School Administration

Administrators supported Areas in schools	Frequency	Percent (%)
Teacher capacity building	12	24.0
Teacher/pupil motivation	25	50.0
Enhancement of teamwork	13	26.0
Total	**50**	**100.0**

Table 4.13 shows that, majority (50%) of the respondents indicated that most schools supported teacher/pupil motivation. This was followed by those who supported enhancement of teamwork (26%). The least was teacher capacity building (24%).

The respondents were further requested to indicate the extent to which management skills as a school-related factor influence curriculum implementation. The responses were presented in Table 4.14.

Table 4.14: Influence of Management Skills on Curriculum Implementation

Management Influence level	Frequency	Percent (%)
Very great	18	36.0

Great	25	50.0
Moderate	10	20.0
No effect	4	8.0
Total	**50**	**100.0**

Table 4.14 shows that, majority (50%) of respondents indicated that to a great extent management skills influence curriculum implementation. This was followed by 36% who indicated that the influence was to a very great extent (36%). The least (8%) indicated that there was no effect.

It was also reported from the interview schedule that the school management helps in procuring the facilities they are able to afford. Also he said that school management motivates teachers by awarding the teachers whose subjects were well performed. This helps the teachers to go an extra mile to do more work than allocated hence covering the syllabus more.

CHAPTER FIVE

DISCUSSION AND INTERPRETATION OF DATA

5.1 Introduction

This chapter presents the summary of the findings, discussions and interpretation.

5.2StaffingLevels and Implementation of Primary School Curriculum

The first objective was to investigate the influence of schools' staffing levels on implementation of primary school curriculum. The study established that there was a shortfall of teachers in most schools and this influenced implementation of curriculum. Majority of the respondents had 30-35 lessons per week and that most schools were lacking 3-4 teachers. It was also indicated by a majority that teachers' shortfall influences curriculum implementation in their school to a very great extent. They strongly agreed with the statements that; teacher-shortages are associated with increased enrolment, teacher-shortages influences curriculum implementation, human resource is the most important resource in a school organization and influx of pupils is directly linked to poor implementation of primary school curriculum. These results agreed with MoE, (2011) report which indicated that the number of teachers has remained constant over the years despite growth in enrolments and the number of educational schools resulting to increase work load per teacher.TSC has frozen mass teacher recruitment. They just replace those exiting the profession due to retirement and natural attrition.

These results indicate an acute shortage of teacher which affected the curriculum implementation. These results agrees with (MoE, 2011) report which indicated that in Kenya, equitable distribution of teachers in most primary schools has remained one of the challenges in teacher management. The number of teachers has remained constant over the years despite growth in enrolments and the number of educational schools resulting to inequality in distribution of teachers and impacting negatively on quality

and access of education. This is an indication that teachers shortfall is a major cause of failure to implement primary curriculum successfully. This agrees with Onyango (2001) who argued that teachers comprise of the most important resource in the school and that understaffing would greatly influence curriculum implementation. Agosiobo (2007) argued that, the teacher resource is an important input in achieving the objectives of the Education Sector and is another important component for the successful implementation of a new programme in the training or in-servicing of teachers, head teachers and the educational supervisors. The implementation of primary school curriculum is largely affected by the availability of teachers, lack of teachers affect pupils' academic performance.

5.2.1 Provision of instructional resources and implementation of primary School curriculum

The second objective was to examine the influence of schools' provision of instructional resources. The study also established that most of the schools lacked adequate instructional resources. The resources which were missing includes but not limited to; text books, charts, exercise books, library and computers among others. Most of the teachers strongly agreed that; teaching resources assist teachers in teaching and also increase learners' interest in learning, instructional materials provide information and opportunities for pupils to apply what they have learnt, lack of relevant teaching materials cause dismal implementation of primary school curriculum and learning materials are meant to stimulate the total growth and development of children. This implies that teaching and learning resources influences curriculum implementation.

Teachers had to use improvised instructional resources which are likely not to effectively implement the curriculum. This was supported by Miller and Seller (2000) who argued that instructional materials are critical ingredients in learning and the intended primary school curriculum cannot be easily implemented without them. These results agree with Klier (2005) who argued that teachers use resources to enhance learner's participation in class activities for effective implementation of primary school curriculum. Further the results agrees with Agosiobo, (2007) who

argued that the use of teaching resources is important because they motivate learners to learn as they offer stimulus variation and assist in sustaining learners' attention throughout the lesson. In a longitudinal study conducted in the Netherlands, Cooney (2000) indicated that, learning resources also increases learning.

5.2.2School Facilities and Implementation of Primary School Curriculum

The third object to examine the influence of schools' provision of school facilities and to establish the influence of school management support on implementation of primary school curriculum in NguuDivision. The study revealed that most of the schools had 41-50 pupils per class and that there was text books shortage with a ratio of 1:5.The study also revealed school facilities had a great influence on implementation of primary school curriculum, availability of school facilities influences pupils' performance, schools with well stocked libraries register impressive educational outcomes and the degree of usage of school facilities enhances implementation of primary school curriculum. This is in line with Bell and Rhodes (2003) who noted that school facilities include the administrative office, staff rooms and offices, classrooms laboratories, workshops, equipment, stores libraries, hostels, staff houses and the school grounds. In order for a school to advance the learning opportunities offered to the pupils, it has to adequately utilize the facilities available. It is the responsibility of the head teacher to ensure that there is adequate classroom space to enable the teaching-learning process take place without any hitches. He should ensure that the facilities are used efficiently and effectively.

These results agrees with, Rivkin (2005) who argued that, school facilities have a great impact on implementation of primary school curriculum. Consistent with this Flodenand Clark (2008) assertions in a study conducted in the US to establish the convenience of the facilities to learners, posited that there is a relationship between availability of school facilities and pupils' performance. The study concluded that inadequate provision of school physical facilities such as classrooms, libraries and resource centers to mainstream public primary schools would lead to poor implementation of primary school curriculum.

5.2.3 Management Support and Implementation of Primary School Curriculum

The last objective of the study was to establish the influence of school management support on implementation of primary school curriculum. The study revealed that management skills influences curriculum implementation. It was also established that the management support provided by most schools was teacher/pupil motivation which was likely to influence curriculum implementation. From the interview schedule it was clear that a school manager was very focal and key in ensuring curriculum. These results agrees with Amarel (2008) who observes that the most important purpose of a school is to provide pupils with equal and enhanced opportunities for learning, and the most important resource a school has for achieving that purpose is the knowledge, skills and dedication of its teachers. Teachers therefore need to be well managed. The head teachers' responsibility in human resource management involves leading and motivating staff; delegating responsibilities effectively; and conflict management.

These results agree with Sushila (2004) who argued that the role of head teachers in schools asserts that, head teachers play a significant role in the implementation of primary school curriculum. The implementation of primary school curriculum depends on the head teacher of the school since they are the focal system of a school through which all important functions rests and are therefore the controller of all resources that may influence syllabus coverage and pupils' academic performance.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1conclusions

Based on the findings of this study, the researcher concluded that;

   i. Schools' staffing levels influenced implementation of primary school curriculum at a great extend.The study concluded that it's important to maintain the recommended teacher pupil ration for better implementation.
   ii. Schools' provision of instructional resources influenced implementation of primary school curriculum.
   iii. Schools' provision of school facilities influenced implementation of primary school curriculum
   iv. School management support influenced implementation of primary school curriculum.

6.2 Recommendations from the study

Based on the finding of this study the following recommends were made;

   i. The government should increase the number of teachers per schools to reduce teachers' shortage so as to improve curriculum implementation.
   ii. The teachers should improvise the learning resources like the charts so that the schools will only purchase the ones which are hard to improvise.
   iii. The parents should support the schools by providing local materials for free so as to help schools in the construction of school buildings.

iv.   The school administration should invest in capacity building for their teachers so as to improve their curriculum implementation skills.

6.3 Suggestions for Further Research

This study investigated the influence of school related factors on implementation of primary school curriculum in Nguu Division, Makueni County, Kenya. Further research can be done on the following;

i.   Community based factors influencing implementation of primary school curriculum.
ii.   Home based factors influencing implementation of primary school curriculum.
iii.   The influence of head teachers' personal characteristics on implementation of primary school curriculum.

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APPENDIX I

LETTER OF INTRODUCTION

SOUTH EASTERN KENYA UNIVERSITY

P.O BOX 170

KITUI

June, 2016

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT RESEARCH IN YOUR SCHOOL

I am a student undertaking a course in Master of Education in Curriculum Studies at South Eastern Kenya University. I am carrying out a study on **school-related factors influencing effective implementation of Primary School Curriculum in Nguu Division, MakueniCounty, Kenya**."Thereforeyourschool has been selected to participate in the study. As a respondent, you are kindly requested to participate in the study. This information will be used purely for academic purposes only. To maintain confidentiality, your name should not be included on the research tools.

Your assistance and cooperation will be highly appreciated.

Thank you in advance.

Yours faithfully,

APPENDIX II:

 QUESTIONNAIRE FOR PRIMARY SCHOOL HEAD TEACHERS

The information you provide will be treated with confidentiality and entirely used for purposes of this study.

Section A: Demographic Information

Instruction: Please tick against the most appropriate answer and fill the spaces provided.

Please indicate your gender.

Male [   ]   Female [   ]

1.   What is your highest level of education

P 1 [   ] Diploma   [   ] Bachelors [   ] Masters   [   ]

2.   How long have you been a head teacher in this school?

Below 5 years [   ]   5-9 years   [   ] 10-14 years   [   ] Over 14 years   [   ]

School characteristics

3.   Please indicate the number of streams in your school?

Single strea

m [   ] Double stream [ ] Tripled stream [ ] others……….

Section B: Staff related factors and implementation of primary school curriculum

4.   Please indicate the Curriculum Based Establishment (CBE) of your school?   [   ]   [ ]   [ ]

Others…………………………………………………………

5.   Based on your CBE how many teachers do you have in your school…………..

6.   Does your school have adequate teachers?

{b} If your answer is No., what is the short fall?

……………………………………………………………………….

7. What influence does the teachers' shortfall have on curriculum implementation in your school? Very great [   ] averagely [   ] slightly [   ] No influence at all [   ]

8. Please tick to indicate the extent to which you agree with the following statements in a 5-Likert scale where: **SA= Strongly Agree, A= Agree, N=Neutral, D= Disagree, SD= Strongly Disagree.**

	Statement	**SA**	**A**	**N**	**D**	**SD**
1	Teacher-shortages are associated with increased enrolment.					
2	Teacher-shortages influences curriculum implementation					
3	Human resource is the most important resource in a school organization.					
4	Influx of pupils is directly linked to poor implementation of primary school curriculum					

SECTION C: Schools' provision of instructional resources and implementation of primary school curriculum

9. Does your school have adequate instructional resources for teaching and learning?

(a)   Yes   ( )

(b)   No   ( )

10. If your answer is No, what instructional resources does your school lack greatly?

……………………………………………………………………………………………

11. How then does the lack of these instructional resources mentioned above influence curriculum implementation in your school…………………………………………………………………………………..?

12. Please tick to indicate the extent to which you agree with the following statements in a 5-Likert scale where: **SA= Strongly Agree, A= Agree, N=Neutral, D= Disagree, SD= Strongly Disagree.**

	Statement	SA	A	N	D	SD
1	Teaching resources assist teachers in teaching and also increase learners' interest in learning.					
2	Instructional materials provide information and opportunities for pupils to use what they have learnt.					
3	Lack of relevant teaching materials cause dismal implementation of primary school curriculum.					
4	Learning materials are meant to stimulate the total growth and development of children.					

SECTION D: Schools' provision of school facilities and implementation of primary school curriculum

13. What is the ratio of the following school facilities against the enrolment in your school?

(a)   Classrooms   ( )
(b)   Text books   ( )
(c)   Desks   ( )
(d)   Toilets ( )
(e)   Others (specify) ……………………………………………………………….

14. According to the above ratios, how do these facilities influence curriculum implementation in your
school…………………………………………………………………………………………
…………………?

15. Please tick to indicate the extent to which you agree with the following statements in a 5-Likert scale where: **SA= Strongly Agree,   A= Agree,   N=Neutral,   D= Disagree,   SD= Strongly Disagree.**

	Statement	SA	A	N	D	SD
1	School facilities have a great influence on implementation of primary school curriculum.					
2	Availability of school facilities influences pupils' performance.					
3	schools with well stocked libraries register impressive educational outcomes					
4	The degree of usage of school facilities enhances implementation of primary school curriculum.					

SECTION D: School Management Support and Implementation of Primary School Curriculum.

Please tick the most appropriate practice in your school

16. Which areas as a school administrator do you provide support for curriculum implementation in your school?

Teacher capacity building [   ]

Teacher/pupil motivation [   ]

Enhancement of team work [   ]

Specify others…………………………………………………………..

(b)To what extend do the above mentioned management skills influence curriculum implementation in your school? Very great [ ] greatly [ ] slightly [ ] No effect [ ]

17. Please tick to indicate the extent to which you agree with the following statements in a 5-Likert scale where: **SA= Strongly Agree,   A= Agree,   N=Neutral,   D= Disagree,   SD= Strongly Disagree.**

	Statement	**SA**	**A**	**N**	**D**	**SD**
1	School management support has a great influence on implementation of primary school curriculum.					
2	The head teachers who employ teamwork are bound to obtain a high academic achievement.					
3	Implementation of primary school curriculum depends on the head teachers management skills					
4	Good supervision strategy of school management influence syllabus coverage and pupils' achievements'					

Thank you,

APPENDIX III:

QUESTIONNAIRE FOR PRIMARY SCHOOL TEACHERS

The information you provide will be treated with confidentiality and entirely used for purposes of this study.

Section A: Demographic Information

Instruction: Please tick against your most appropriate answer and fill the spaces provided. Please indicate your gender

Male [   ]   Female [   ]

1. What is your highest level of education

P 1 [   ] Diploma   [   ] Bachelors [   ] Masters   [   ]

2. For how long you been teaching in this school?

Below 5 years [   ]   5-9 years   [   ] 10-14 years   [   ] Over 14 years   [   ]

School characteristics

Section B: Staff related factors and implementation of primary school curriculum

3. What is your work load per week?

(a) Below 30   (   )

(b) 30 -35   (   )

(c) 36 – 40   (   )

(d) More than 40   (   )

4. How many teachers do you lack in your school?

(a) Less than 3   (   )

(b) 3 - 4   (   )

(c) 5 - 6　　　　　(　)

(d) More than 6.

5. What influence does the teachers' shortfall have on curriculum implementation in your school? Very great [   ] averagely [   ] slightly [   ] No influence at all [   ]

6. Please tick to indicate the extent to which you agree with the following statements in a 5-Likert scale where: **SA= Strongly Agree,　　A= Agree,　　N=Neutral,　D= Disagree,　　SD= Strongly Disagree.**

	Statement	SA	A	N	D	SD
1	Teacher-shortages are associated with increased enrolment.					
2	Teacher-shortages influences curriculum implementation					
3	Human resource is the most important resource in a school organization.					
4	Influx of pupils is directly linked to poor implementation of primary school curriculum					

SECTION C: Schools' Provision of Instructional Resources and Implementation of Primary School Curriculum

7. Does your school have adequate instructional resources for teaching and learning?

(a)　　Yes　　　(　)

(b)　　No　　　(　)

8. If your answer is No, what instructional resources does your school lack greatly?

………………………………………………………………………………………

9. How then does the lack of these instructional resources mentioned above influence curriculum implementation in your school...?

10. Please tick to indicate the extent to which you agree with the following statements in a 5-Likert scale where: **SA= Strongly Agree,   A= Agree,   N=Neutral,   D= Disagree,   SD= Strongly Disagree.**

	Statement	**SA**	**A**	**N**	**D**	**SD**
1	Teaching resources assist teachers in teaching and also increase learner's interest in learning.					
2	Instructional materials provide information and opportunities for pupils to use what they have learnt.					
3	Lack of relevant teaching materials cause dismal implementation of primary school curriculum.					
4	Learning materials are meant to stimulate the total growth and development of children.					

SECTION D: Schools' provision of school facilities and implementation of primary school curriculum

11. What is the ratio of the following school facilities against the enrolment in your school?

(a) Classrooms   ( )
(b) Text books   ( )
(c) Desks   ( )
(d) Toilets ( )
(e) Others (specify) ………………………………………………………..

12. According to the above ratios, how do these facilities influences curriculum implementation in your

school...
.....................?

13. Please tick to indicate the extent to which you agree with the following statements in a 5-Likert scale where: **SA= Strongly Agree,   A= Agree,   N=Neutral,   D= Disagree,   SD= Strongly Disagree.**

	Statement	**SA**	**A**	**N**	**D**	**SD**
1	School facilities have a great influence on implementation of primary school curriculum.					
2	Availability of school facilities influences pupils' performance.					
3	schools with well stocked libraries register impressive educational outcomes					
4	The degree of usage of school facilities enhances implementation of primary school curriculum.					

SECTION D: School management support and implementation of primary school curriculum.

Please tick the most appropriate practice in your school

14. Which areas as a school administrator do you provide support for curriculum implementation in your school?

Teacher capacity building [ ]

Teacher/pupil motivation [   ]

Enhancement of team work [   ]

Specify others…………………………………………………………..
(b)To what extend do the above mentioned management skills influence curriculum implementation in your school? Very great [ ] greatly [ ] slightly [ ] No effect [ ]

15. Please tick to indicate the extent to which you agree with the following statements in a 5-Likert scale where: **SA= Strongly Agree,   A= Agree,   N=Neutral,   D= Disagree,   SD= Strongly Disagree.**

	Statement	**SA**	**A**	**N**	**D**	**SD**
1	School management supports have a great influence on implementation of primary school curriculum.					
2	The head teachers who employ teamwork are bound to obtain a high academic achievement.					
3	Implementation of primary school curriculum depends on the head teachers management skills					
4	Good supervision strategy of school management influence syllabus coverage and pupils' achievements'					

Thank you,

APPENDIX IV

INTERVIEW GUIDE FOR SUB-CONTY DIRECTOR OF EDUCATION

1. Are there adequate teachers in your sub-County?

2. Does the number of teachers influence enhance KCPE performance?

3. Does class size influence syllabus coverage?

4. Do your schools have sufficient teaching aids, text and exercise books?

5. How does an instructional resource enhance curriculum implementation in primary school?

6. What school facilities do the schools in your sub-County mostly lack?

7. How do different school facilities enhance syllabus coverage and pupils' academic performance?

8. What kinds of support does your school management provide to enhance curriculum implementation in primary school?

9. How does school management support enhance syllabus coverage and pupils' academic performance?