THE ROLE OF THE PRIMARY SCHOOL TEACHER IN IMPLEMENTING CHANGE IN THE PRIMARY SCHOOL CURRICULUM: A CASE STUDY OF MOUNT ELGON DIVISION BUNGOMA DISTRICT

BY

RODERICK K. OLE TUGEES

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DEDICATION

This work is dedicated to my beloved wife Margaret Tugee whose self-sacrificing care and support in demanding enterprises like this was a source of inspiration and vigour to me. Her unwavering good sense, patience, encouragement and tolerance augured well for the completion of this work. To my daughter Sharon M. Tugee whose fatherly love she missed for the entire period of my study.
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ABSTRACT

The main purpose of this study was to investigate the role of the primary school teachers in implementing change in the primary school curriculum. The research was carried out in Mount Elgon Division, Bungoma District.

The study is timely considering that it is coming at a time when a new system of education (8-4-4) in our schools is being implemented. It is also crucial because it tries to highlight some of the problems teachers face in the rural area in their implementation endeavours.

The short time and financial constraints disallowed the use of a large sample of teachers and schools. Nine schools were selected from a total of about 26 schools and each of these schools was visited by the researcher to administer the research instruments.

The data obtained was recorded, analysed and interpreted as frequencies, ranks and percentage distributions.
The findings of the study showed that the teachers' views on their roles and activities in curriculum implementation were held as vital for the process of change implementation. The teachers' problems in implementing change in the rural areas were diverse and quite challenging. The study further revealed that the community assistance was above all paramount to the success of implementation of any change, the school being deeply rooted in the community.

Based on these findings, a number of recommendations were made. That the teachers should be involved in the entire curriculum development and implementation processes was one of the recommendations.
CHAPTER 1

INTRODUCTION

The Background of the study:

Curriculum implementation is a translation of theoretical ideas into practice. It calls for an analysis of the existing situation in order that the wrongs and rights of a system are determined; the needs, relevance, values, attitudes and knowledge that are cherished by the nation and its people are outlined.

In any implementation process, there must be a process of adaptation. It is worth noting here that whereas curriculum development is in a completely different context, its implementation phase is also hitherto, in a different context vis-a-vis K.I.E. and the schools are at variance in contexts. Change in any curriculum must demonstrate superior benefits and implementing change therefore is a high risk process especially if superior alternatives are not realized in the new practice. The 8-4-4 system for instance, is a big intellectual challenge particularly at the transition stage. It implies overloading those in charge of implementation, teachers' professionalism
is also at test and the true image of the system may not be too familiar. Thus there are both institutional and personal challenges of any curriculum change.

Each process of implementation is unique because there are a totality of unique characteristics in each place and environment. Materials, staff, knowledge, methodology, community support, finance and attitude are just some of the prerequisites necessary for the implementation of change.

The implementation of change in a curriculum may call for a total disintegration of a traditional routine unique to individual schools. There are different styles of management and individuals in one setting may not possess the very conducive and healthy skills necessary for implementation. A change in a curriculum may call for a very close monitoring schedule. It also calls for constant analysis of participant responses i.e. the teacher and other agents of curriculum change.

Dialogue is a must for any successful execution of an implementation process of a
curriculum change. Change in itself is problematic and problems may not be realized in advance but may come out in the process of implementation.

Paul Hurst (1983) draws a number of conclusions as guidelines for implementers of change. He lists these among others as:

1. The aim of implementation should not be to secure change for change's sake but for the sake of the benefits which may accrue.

2. Traditional practices have considerable value and may not be too easy to replace them. In this guidelines, Paul Hurst seems to be in agreement with Thompson (1982) who accepts the view that experience in many parts of the


world appears to suggest that educational systems are very difficult to change fundamentally and that only superficial structural and curricular change can be achieved. The nature of what actually happens in the classrooms is difficult to discern.

(3) To implement change one requires substantial contingency reserves (support) in order to promote each flexible response, as well as careful initial planning and design. Thus implementation calls for analysis to uncover the conditions of acceptance that are not being satisfied by the change.

(4) There are basic questions that every implementer should ask. These are necessary for any change but not necessarily sufficient. Thus one should ask about:

(a) Communication
(b) Relevance or desirability
(c) Effectiveness or reliability
(d) Feasibility
(e) Efficiency
(f) Trialability
(g) Adaptability. 3

An implementer should be capable to address himself to these salient questions; Am I wasting time? Do I have resources? Money? What about staff and resource people? Is this the best method? Is the administration too rigid to accept change? How do I reorganize the user's resources and how do I change attitudes of the consumer? etc.
Implementation calls for training of personnel to control and manage the change.

Turning to the process of implementing change, an implementer needs to be aware that that change is necessary for the attainment of better and upto-date results. The implementers interest should be captivated by the benefits accruing from the change. He needs to be considerate of the possible course of action by carefully examining the possible alternatives. New knowledge must therefore be taken account of and the implementer needs to be quite realistic about the goals and the ability of the

consumers that the curriculum is intended for. It is very vital that in the process of implementing change, one needs to be knowledgeable about the advantages and opportunities which the change will bring about, the disadvantages and problems and the various strategies for eliminating these or reducing their effect. Misconceptions need to be cleared up and a clear understanding of the nature and purpose of change must be ensured before implementation.

Implementation also calls for identifying the acceptable key people responsible for change and allocating them their specific roles. Roles should not be duplicated or be seen to be overlapping. Training programmes must be developed to promote the development of skills, attitudes, knowledge and confidence of the implementers. Adequate resources and other facilities should be provided for, but it is logical to implement change with the best available resources.

Perhaps the best recent work on educational innovation is Fullan (1982). The main limitation

is that it draws almost entirely upon experience and literature from the U.S.A. and Canada with occasional references to the U.K. The literature drawn upon is however very comprehensive. The approach is explicitly phenomenological and a substantial part of the book is an examination of the significance of innovation as it impinges on various actors involved in the process. A summary of what he considers as factors affecting adoption are:

- Access to information
- Advocacy from central administration
- Teacher pressure/support
- Community pressure/support/apathy/opposition
- Availability of funds
- Bureaucratic incentives for adoption

He also identifies implementation factors under three categories:

(i) Characteristics of the change. These include:

- needs and relevance of change
- clarity
- complexity
- quality and practicality of programme

(ii) Characteristics at the school level. These are:

- adoption process
- administration support and involvement
- staff development (in-service) and participation
- time-line and information system (evaluation)
- board and community characteristics
- teacher characteristics and orientations
- teacher-teacher, teacher-pupil relations

(iii) Characteristics external to the local system thus role of government and external assistance.

Giacquinta et. al. (1973)\(^5\) identified in a study the following factors as strongly correlated with successful implementation:

- role clarity
- willingness to adopt

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- availability of resources
- organisational compatibility

Indeed, implementation of change is a complex undertaking it being a process and not an event. It is a process of professional development and growth. It involves clarification and socialization.

Scholars agree generally that the teachers' role in implementing changes in the curriculum is important to the learners, society and curriculum developers. The teacher is an individual who wants to provide worthwhile learning experiences for the learners, and the parents would like to have the best possible instruction for their children. The role of the teacher may be seen therefore to be a definition of teaching competence which identifies
areas of responsibility which as Corwin (1972)\(^7\) points out are on a continuum extending from an employee model to a professional model. The teacher determines the effectiveness of a change for many curriculum changes are realized in school both in their extent, consequences and effectiveness. The individual school therefore influences the extent and nature of a teacher's role and because of the unique environments of the schools, teachers roles may vary.

The role of the teacher in curriculum implementation is not only important but it is also central to matters pertaining to curriculum development. The success of the current changes called for lots of materials, equipment, finance and manpower resources. There had to be efficiency, effectiveness and accountability on the part of the teachers. These needed in-servicing, seminars, conferences and workshops before undertaking the tasks of implementation.

Research to identify the activities, and

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roles, the teachers played, the problems they faced and community assistance they received would provide a deeper and clearer insight to what happened at the phase of implementation. This was the primary purpose of the study. It was also intended to fill in the gap of theory research and practice at the local level.

The position of the researcher was supported by Shipman, M. (1972) who asserted that,

"The pressures on teachers to go back to traditional methods are strong. They spring not only from the strain and effort of innovation but also from the security of established work."8

Statement of the problem:

History of education in post-independent Kenya indicates that there has been changes in the primary school curriculum as evidenced in the Ominde Report of 1964, the Gachathi (NCEOP) report of 1976 and 8-4-4 system of 1981. These changes have been made in a deliberate effort towards the

provision of meaningful and relevant education to the Kenyan society. The 8-4-4 system emphasizes a practical-oriented curriculum that will offer a wide-range of employment opportunities for its graduates to whom primary education is terminal. Education addresses itself to the notion of self-reliance of school leavers. At the school level implementation of these changes is considered as central to the teachers role. The importance of implementation cannot be overemphasized and so is teacher participation in the implementation process of the curriculum in their schools.

The following questions had therefore to be answered about the teachers involvement in implementation:- What implementation activities were teachers involved in? What were the actual roles of the teachers? How did the teacher effectively implement change? What problems did the teacher encounter? and What community assistance did the teacher receive? All these questions stemmed from the following statement of the problem: What roles did primary school teachers in Kenya perceive as necessary in
implementing change?

Rationale of the problem:

The post-independence commissions have tried to re-define education to suit the needs and aspirations of Kenyans. They highlighted the problems and flaws of existing systems and based on their findings, recommended systems they believed were within the nation's needs. Notable was their concern on the outputs (products) and the outputs in the form of teaching and learning materials, the objectives and the manpower requirements. The most crucial factor in the processes of curriculum innovation was the full involvement of teachers especially at the stage of implementation. There is no conceivable way in which curriculum implementation could be divorced from the teacher. Such implementation and the need for continuation of the new approaches in schools depended not only on the teacher as an individual but also on the knowledge, skills and attitudes of the participating teachers in general. This study was basically a stop-gap between the inputs and the outputs. It was concerned with what really happened in primary schools during the implementation of the curriculum.
change. This study was therefore based on the following rationales:

(a) Among all the various agents that curriculum change and implementation involved, the teachers were singled out as being the most crucial and vital. In addition, teachers were the right people who could make dependable suggestions on what materials were to be included in the curriculum.

(b) A critical evaluation of the roles of the various agents of curriculum change and implementation revealed that all the other agents were involved in pen and file-pushing. Only the teacher was involved in practical activities of socializing the learner. He was the pivot on which all aspects of implementation revolved.

(c) The teachers role involved interpreting the curriculum programmes, education objectives, upholding the nations' traditions,
cultures and virtues; He stroke a balance between the elitists, the nomadic, the illiterate and the agriculturalists by creating avenues for effective interaction among children of diverse backgrounds.

(d) Being the sole practical implementer of the curriculum, the teacher was never consulted or involved at the planning stage of the curriculum. The curriculum was only handed over to him for execution.

Basic Research Questions:

The following research questions were generated from the problem of this study and needed investigation to find the answers:-

(1) What curriculum implementation activities were primary school teachers involved in?

(2) How did the primary school teacher effectively implement a curriculum?

(3) What are the teachers perceptions of his roles in implementing change?
(4) What were the major factors (problems) that hindered primary school teachers to effectively implement curriculum change?

(5) Did the community assist the primary school teacher in curriculum implementation?

Hypotheses:

The following hypotheses were generated from the specific statement of the problem.

(1) The primary school teacher participated in certain activities in the process of implementing changes in the curriculum.

(2) The primary school teacher adopts certain strategies to effectively implement a curriculum change.

(3) The teacher had perceptions of his roles in curriculum implementation and identifying these roles was therefore possible.

(4) There were problems that hindered the teachers to effectively implement curriculum
(5) The community gave assistance to the primary school teacher in his efforts in implementing curriculum change.

Purpose of the Study:

The basic purpose of this study was to identify the roles of primary school teachers in implementing change in the primary school curriculum. The study was centred on the teachers of primary schools in Mount Elgon Division of Bungoma district. The above broad purpose had a number of related objectives:-

(1) To identify curriculum implementation activities that the primary school teachers participated in.

(2) To determine the strategies teachers used to effectively implement curriculum change.

(3) To identify the problems that affected the teachers' roles as curriculum implementers.
(4) To identify the nature of community support the teacher got in the process of curriculum implementation.

Significance of the study:

The significance of this study may be summarized under the following statements:

(1) The researcher felt that this study will indicate some of the roles and activities of the teachers in the implementation process and such exposure would, notably, lead to suggestions of measures that could be taken by decision-makers in future as regards the role change or role conflict among teachers; and ultimately develop techniques for dealing constructively with them. This study was therefore significant in helping bring about a recognition and understanding of the current roles of the primary school teacher in curriculum implementation.

(2) This study was to lay bare the importance of the teacher as the 'adopting unit' of any
curriculum. It was to assist policy-makers and educational planners in understanding the problems of implementation and the nature of community support so that they may be able to assess the extent of success of an innovation.

(3) It is hoped that the study would help in uplifting the training programmes of primary school teachers in lieu of changes in the curriculum.

(4) The study would add a chapter to the already existing literature in the area of curriculum implementation in general and specifically as a rural-based study it would help in ascertaining the extent of success of an innovation in a rural setting.

(5) The study aimed at increasing the awareness of the Ministry of education, and Kenya Institute of Education of the implication of curriculum change to the teacher and the
Limitations of the study:

(i) This study was limited to only one administrative area in Kenya and the researcher worked with a relatively small sample of teachers (45) randomly selected from nine schools. As such the significance of the findings will claim immediate applicability only to that area.

(ii) The survey focused on the roles, activities, problems and community support of teachers in implementing changes in the curriculum and did not make any value judgements of such nor did it attempt to evaluate the effectiveness of the teachers in terms of implementation.

(iii) The role of the headteachers in curriculum implementation was not included in this study.
The findings were checked against the teachers' answers to the questionnaire and interview, and although this revealed additional information important in evaluating answers to the questionnaire in general, the findings were not reported separately.

Definition of terms:

The following terms were used in the study and should be understood as defined below:

(i) ROLE: The part played or taken by the teacher in implementing the curriculum.

(ii) PRIMARY SCHOOL: All the grades from standard one to standard eight.

(iii) CURRICULUM: All goal directed activities that are generated by the school whether they take place in the institution or outside it.
(iv) IMPLEMENTATION: Taking specific steps to ensure that the curriculum developed reaches and is used by the schools.

(v) ACTIVITY: Something that is done or is being done.

(vi) CHANGE: The difference in the condition of the curriculum from the first to the second point in time represents the extent of change that occurred in the curriculum.

(vii) SCHOOL TEACHER: One who gives knowledge/skill/training/lessons within a place of education or institution.

(viii) STRATEGY: The determination and evaluation of alternative paths to a mission or objective.

(ix) INNOVATION: Introduction of visible qualitative or quantitative changes in a system.
(x) S1: A teacher who successfully completed four years of secondary education and two years of training in a teachers college.

(xi) P1: A teacher who has successfully completed four years of secondary education passing in Division Three or above and completing two years of training.

(xii) P2: A teacher who has successfully completed two years of secondary education or its equivalent and two years in a training college.

(xiii) P3: A teacher who has completed elementary education and two years of training in a teachers college.

Summary:

Due to the importance attached to the role played by the teacher in matters related to curriculum implementation, the researcher within the limitations of study and its definition, through survey tried to identify these roles. The study identified the problems, community assistance and ended with recommendations based on the findings of the study.
CHAPTER TWO

LITERATURE REVIEW

Introduction:

In this chapter the author has selected, presented and organized the whole review in seven broad but interrelated units that gradually flow into each other.

The beginning has a review of the historical perspective of curriculum change. This part supplements the work covered in the background of the study discussed in Chapter 1. There is also a brief discussion on the 8-4-4 curriculum. Based on this broad background, the author reviewed literature on:-

(1) Challenge of curriculum change to teachers

(2) The role of the teacher in curriculum implementation

(3) Preparation of teachers for effective curriculum implementation
(4) Factors influencing curriculum implementation

(5) General problems of curriculum implementation.

The researcher attempted to cover a wide but meaningfully focused spectre of literature. By and large, the literature reviewed was diverse and the researcher used these theoretical frameworks of the problem to fill in the missing gaps. The review included reports, policy statements, books, research papers, scholarly theses and journals.

**Historical Perspective of Curriculum Change:**

Over the decades, there have been numerous attempts to introduce changes (reforms) in education in both the industrialized and the developing nations. This is resultant from a worldwide perception that education was not pursuing relevant goals as it should, that the quality of output was less than satisfactory, that educational costs were too high and that it was too elitist.
Since independence (1963) Kenya had been making efforts to make primary education system relevant, appropriate and meaningful to her citizens and recipients of the same. It had been argued that the unemployment problem indicated the extent of irrelevance of the curriculum. In a nutshell, the irrelevance of the Kenyan curriculum can be traced to the colonial period in which there was no realization of a 'national' education. The then system operated on four distinctly identifiable sections i.e. European, Asian, African and sometimes Arab education'. European education was superior and received special attention in terms of finance and personnel. Comprising only 3% capital investment in their education was surprisingly enormous. African education was limited to practical subjects apart from the 4R's (reading, writing, arithmetic and religion). The extent of such an African education was limited to rural society and occupations. The high levels of academic pursuits at the primary sector remained a monopoly of the Europeans and to a very limited and controllable extent Asians.

African consciousness awakened with the dawn
of independence in matters pertaining to their education which was considered inferior in light of that of the Europeans and Asians:

"The emerging state of Kenya was to adopt a different process of socialization in order to prepare its citizens psychologically for nationhood." 9

To the African therefore academic education was the only sure bridge to material welfare and therefore education was seen as the best instrument to do this. Various African associations called for a change of the curriculum and equality of educational opportunities. Thus, the appointment of various education commissions to review the nature and structure of curriculum and prescribe means and strategies of implementation was a clear evidence of the search for a meaningful and relevant education system. The number of frequency of these commissions were self-explanatory.

These commissions included Ominde (1964), Kericho Conference (1966), Ndegwa (1971), Bessey (1972), Gachathi (1976) and Mackay (1981). All these commissions discussed issues of education in Kenya. All revealed the increase and rise of government expenditure on education due to the rapid population growth that made it possible for Kenya to have about 1.2 million children starting school.


The Ominde report stressed the introduction of an education that would promote national unity, foster appreciation and respect for the customs of the various ethnic groups and uphold the dignity of man. In response to an outcry for a better education for the newly independent nation the report says:-

"... the tendency in a rising number of occupations to-day is to require more, rather than less basic education. To Truncate the basic element of this juncture would, we feel, be a retrograde step, out of harmony with the general trend... If a specific vocational element were introduced into primary vii, that would have an effect of shortening the time given over the primary course to basic education."17

The report further stated that:-

(a) the curriculum be revised to be more relevant to the Kenyan child.


(b) the emphasis to be placed on practical subjects.

(c) educational planning be in relation to employment opportunities.\textsuperscript{18}

This Ominde recommendation argued for specific vocational element in the curriculum side by side with the academic element. In fact at independence public and private sector employment called for academic education.

That however remained a short-lived undertaking, for within a decade, job opportunities were getting less and less and a vacuum had been created for lack of practical skills vital for the informal "blue-collar-job" section. Education was seen then as irrelevant to the Kenyan needs. In 1969 International Labour Office (ILO) was launched by the Director General at the 1969 Geneva Conference. As part of the programme, pilot country missions were envisaged, to study with the help of other agencies in the United Nations system the causes of unemployment. The Kenyan Mission produced findings in

a master-piece document entitled "Employment, Incomes and Equality, a strategy for increasing productive employment in Kenya." This was designed to provide the government with analysis to design appropriate strategies. In the area of education the I.L.O. report made several observations relevant to this study. It pointed out that primary education in Kenya was exclusively oriented and geared toward secondary education. It therefore called for reform. It recommended a terminal, meaningful and relevant basic education. C.P.E. syllabus which was overwhelmingly loaded with topics that were academic and only relevant to secondary education was now to devote more time and emphasis toward prevocational subjects.


Among other things the report recommended that:

"... a one cycle of basic education of 8-9 years duration covering the present primary and lower secondary education to be free and universal." 21

This needed curriculum and textbook revision. It called for its orientation to the rural situation and development. This framework could be considered as a foundation upon which Gachathi and Mackay Commission operated.

To uphold priorities of the Kenyan school curriculum, the Government appointed a committee (i.e. National Committee on Educational Objectives and Policies - N.C.E.O.P.) popularly referred to as the Gachathi report for the seventies. This committee stated interalia;

"One of the basic requirements is, therefore, for the education system to impart new economic values and goals for young people and their

parents, including positive values for rural careers and local technological production." \(^{22}\)

N.C.E.O.P. also paid particular emphasis to the role of education in promoting Kenya's culture. It stated,

"the committee has come to the conclusion that the education system which has in many cases been instrumental as an agent of social alienation must therefore be made to make the necessary social corrections by teaching a national culture and basic family and social life education." \(^{23}\)

This laid the foundation for a broad based curriculum in Kenya's education system. A nine year primary education was recommended in which the following were to be the components of the curriculum:

(i) Development of literacy and communication skills through the learning of language (Mother Tongue, Kiswahili and English).

\(^{23}\): Ibid., pp. 10.
(ii) Development of numeracy through learning of Mathematics.

(iii) Development of Scientific outlook through the study of General Science.

(iv) Development and acquisition of social and cultural knowledge, skills and attitudes through the teaching of history, geography and civics, religious education, music, art and craft, and physical education.

(v) The acquisition of work-oriented knowledge and skills through the teaching of vocationai subjects such as agriculture, business education (budgeting), home science (family welfare), art and craft, and community development.24

The 8-4-4 Curriculum:

The 8-4-4 curriculum is the offshoot of the presidential working party on the second university in 1981 chaired by Mackay. The recommendation was

accepted by the government in 1982.

The concept of the 8-4-4 education system is aimed at responding to the challenge of national development and the actual participation of the youth in this development. This change has been prompted by previous reports on education that intimated that the education system was not responding adequately to the very needs of the nation and its peoples. The 8-4-4 is a step towards redressing this very shortcoming.

The system provides a practical-oriented (vocational) curriculum that is a preamble to a wide-range of employment opportunities. It is argued that the products of the system at any level will be equipped with rudiments of scientific and practical knowledge. Such a knowledge-base will lead to self-employment, salaried employment or further training. Basically therefore the 8-4-4 system is a gesture towards improving the quality and nature of education at all levels. It is a change that can only be achieved through content and method of instruction. The content of the subject will impart useful skills through practical
orientation.

It is for this that primary education in the 8-4-4 system aims at providing the children with adequate intellectual and practical skills vital for living in both the urban and rural environments. To this end, the system will improve the quality, the content and relevance of education to the primary school children, majority of whom primary education is terminal. The system is also diversified enough in order to enhance competence in a large spectre of development tasks. It is also geared towards making the eight-year primary education available to all primary school age children.

Like the Gachathi report, the 8-4-4 system is diversified in scope. It involves teaching of practical subjects for practical skills, thus:

- Arts/Crafts: drawing, weaving, woodwork, claywork, painting, leatherwork etc.

To this the primary school children will in the end make useful and functional articles like posters,
baskets, tablemats, combs, stools etc.

- Home Science: Needlework, child-care, food preparation, home care etc.

- Agriculture: Growing crops like vegetables and flowers.
  - rearing of domestic animals
  - poultry and bee-keeping
  - making farm tools
  - caring for the soil and environment.

"The desire to lengthen the basic education period from seven years in the 7-4-2-3 system to eight years in the 8-4-4 system was probably well-intentioned since it was thought that the 3.5 million primary school leavers who could not find places in secondary schools were too young at between 11-15 years to be employed and that their training in general education left most of them unsuitable for a technological world." 25

The above quote underscores the importance of the 8-4-4 system in Kenya. For the primary school therefore the present system has a curriculum composed of the following subjects:

- English
- Kiswahili
- Mathematics
- Primary Science (including Agriculture)
- Home Science
- Arts/Crafts
- Music
- History and Civics
- Geography
- Religious Education

At the end to the eight years of primary education, a Kenya Certificate of Primary Education (K.C.P.E.) examination is administered. The K.C.P.E. comprises of six papers namely:

(1) English language and English composition
(2) Kiswahili language and Kiswahili composition

(3) Mathematics
(4) Science and Agriculture
(5) Geography, History, Civics and C.R.E.
(6) Arts/Crafts, Home Science and Music. 27

Challenge of Curriculum Change to Teachers:

"Each country in its own way has been coming to grips with the need to re-conceptualize educational goals and to re-structure educational systems. The challenge facing teacher education is how to prepare and motivate teachers for national education in a new mode which will be relevant to the real needs of the majority of the populace." 28

G.V. Mnavi (1972) agrees with Manone (1972) above that the challenge of any change in the curriculum calls for encouragement to the teacher to be able to initiate and promote the positive change. Curriculum changes may shift the teachers' traditional role of imparting knowledge to pupils to mingling with parents and the community members in the discussion


and implementation of the new changes. Kenya's 8-4-4 system has indeed made the teacher lay concern on aspects of leadership and managerial roles.

A big challenge for the teacher is to strike an acceptance of the changes with the community. A paraphrase from Fanon (1985)\textsuperscript{29} and Frere (1971)\textsuperscript{30} is a believe that it is the people who are the experts. There must be dialogue between the people and the leaders. If teachers hope therefore to spearhead change, then this must be not according to what experts say must be done in their neat scientific reports, but in alliance with the people's wishes.

Herein therefore lies a challenge to the teachers. That it is upon their shoulders to convince the community to accept changes through their active participation in disseminating the changes and implementing the changes in their schools.

\textsuperscript{29}: Fanon, F: \textit{The Wretched of the Earth}. Richard Clay, the Chaucer Press Ltd. Bungay, Suffolk, 1985.

The structuring of Kenya's educational system, otherwise popularly branded Eight-Four-Four system, presents us with a most recent change which brought in the new curriculum to the school thereby demanding a lot of effort from the teachers in the field and even the teacher training colleges. This view is strongly expressed by Thompson when he says:—

"... the redirection of educational process and curricular, and structural reforms means not only that new kinds of instructors or educators are needed..., but that serving teachers find that to a considerable extent their knowledge and skills, their initial training, and their store of experience have become inadequate and to some extent at least irrelevant... consequently, the need for updating and refresher courses for serving teachers has become increasingly urgent."31

Apart from expanding the primary cycle by lengthening it by one year, the change introduced vocational subjects which hitherto had been neglected. Agriculture is emphasized to create awareness of its importance in the daily life of

various communities in Kenya as a whole, leading to self-reliance, resourcefulness in the children. Other subjects have been mentioned elsewhere in this paper. This has posed a great challenge to the teacher who is the 'adopting unit' of the curriculum changes.

Curriculum changes requires great efforts from teachers. The headteachers must take trouble to inform parents about the new approaches and thus avoid the possibilities of conflict between the expectations and the assumptions of home and school. The role of the teacher changes as society and education change affecting them considerably. A challenge to the teacher of such changes is that of;

"... evolving in concert with the changes taking place in their respective societies including changes in the education system itself."  

Gallup (1969) argues that pedagogical experts,

school administrators and the public agree that the teacher must establish and keep sovereignty over classroom affairs. This has the implication that the teacher is expected to elicit work from students in all subjects. That students must engage in directed activities which are believed to produce 'learning'. Behaviour should be purposeful, normatively controlled and steady. Concern with discipline and control, in fact largely revolves around the need to get work done by immature, changeful and divergent persons who are confined in a small space (classroom). Eliciting work in this circumstances requires attention of scheduling activities, coordinating student efforts, keeping supplies coming, dealing with emergencies etc. All these are a considerable amount of managerial work for the teacher.

In a nutshell, the implication of changes and conflicts which come with them for the teacher are quite profound. Conflicts because;

"... much of the disillusion when schools and other institutions fail to lead to all varying goals thought to be desirable by the different groups - the good citizen expected by the government, the
fully developed individual hoped for by the teacher, the trainable manpower unit desired by the employer, the still respectful yet better educated offspring wished for by the parent, the successful job-seeker demanded by the pupil himself. "33

To the humble primary school teacher falls the task of turning dreams into reality and of reconciling the apparently irreconcilable.

Tanzania presents a clear picture of the challenges that face teachers. This was an attempt to attain the 1980 target of U.P.E. (Universal Primary Education). In 1976 with a primary school enrolment of about 50% of the school going age group, and a teaching force of 29,000, Tanzania required to nearly double the teaching force by training another 26,000 teachers and the number of colleges was increased from twenty two in 1974 to thirty three in 1977. This expansion did not meet the challenge. Training on the job

was executed. This explains a fundamental challenge of any change in school be it length of time or curriculum change. The question of teaching force is vital in implementing satisfactorily a developed curriculum.

The Role of the Teacher in Curriculum Implementation:

Curriculum implementation involves a series of inter-related tasks, ranging from dissemination of ideas to lay ground for acceptance of the changes to establishing a workable strategy for the actual implementation based on conditions as they are. Curriculum change and implementation involves not only the introduction of new practices into a system but their consolidation and continuation after the first impulse has worn off. Curriculum change must first address itself to the teacher because a curriculum cannot be interpreted into practice effectively without the actual and active participation of teachers at different levels.

For implementation of a curriculum, it is desirable that a workable strategy based on the objective conditions should be established. The
teachers first role is to design such a strategy. This calls for a situational analysis in which the curriculum will operate before any step is taken towards its implementation. Implementation involves the preparation of the teachers and programme materials. There is also need for a follow-up and evaluation. The teacher participates in all these areas of the curriculum process. Hugh Hawes identifies two main processes;

"In the simplest analysis... first, changing attitudes of policy makers, administrators, teacher trainees, supervisors, teachers, parents and ultimately learners; secondly, providing the materials and administrative means to make this possible."34

Two aspects are, one of attitudinal change and two, of material preparation: The teacher is heavily charged with the responsibility of continuously producing teaching-learning materials. But it is true that the teacher's role will only surface and be obvious after a curriculum has gone through

different stages notable of which are:-

(i) the phase of decision-making or policy formulation, usually a political decision and consideration.

(ii) the phase of research and study of the viability of the intended changes.

(iii) the phase of material production.

This however does not rule out teacher participation in all these phases. At the phase of implementation the teacher moves to the centre stage of curriculum process.

Due to these changes, it becomes even vital and necessary that teachers are trained and even re-trained in lieu of the changes in the curriculum to ensure a fair and justifiable participation in curriculum implementation. And as Hugh Hawes points out:-
"the demands which new programmes make on teachers involve acquiring new knowledge and attitudes to learning including a degree of flexibility often uncomfortable to an insecure teacher and foreign to an authoritarian culture, more work and more thinking for everybody and thinking in itself is hardwork."35

Seen in this line, the teacher is bestowed with the responsibility of thought. He becomes a 'think-tank', he stretches his imagination and creativity in the process of curriculum implementation.

Hilda Taba (1962)36 supports this view of Hugh Hawes by pointing out that to change the curriculum implies changing people and even institutions. The implication of this statement by Taba is that curriculum change cannot be considered independent of planned organizational change but should focus on the created situations in which teachers are taking up more and more responsibility. It is upon the teacher to create situations that are conducive to new curricular. With every curriculum change, there is an urgent need for careful scrutiny of claims made on the

35: Ibid., p. 119.
teachers to adopt the new curriculum that has been developed nationally. The teacher therefore makes a new curriculum operational at the local level.

Pre-service about the curriculum for the teachers is a prerequisite for effective implementation. To this Hugh Hawes confirms that:

"The implementation of a new programme in schools does not only depend on the retraining of teachers, but also on the attitudes, knowledges and skills fostered during initial training."37

The above quote calls for the need to inservice teachers in the event of curriculum change for effective programme implementation.

If an observer looks at a curriculum of any society, he will find, either stated or implied;

(1) A set of educational objectives

(2) A body of subject matter

(3) A list of exercises or activities to be performed

(4) A way of determining whether or not the objectives have been met by learners for whom the curriculum is designed

(5) Some form of control which the teacher is required to exercise over the learners.

All these tenets comprising the curriculum calls upon the teacher, who is central to implementing them to interpret objectives and content, and to manage the learning situations through which invention is transformed into actual practice.

Preparation of teachers for effective curriculum implementation:

Crucial to the teachers' role in the process of implementation is the;

"Ability of teachers to understand the curriculum and its implications for the teaching-learning situations." 38

A vital component as stated above, for the effective implementation of the curriculum is the teachers' preparedness for the roles. The teacher is the programme user. The teacher needs to be advised and informed of the new programme changes. It is at this point that teamwork is very essential, calling on all concerned to participate in curriculum matters. Hilda Taba states that:

"Teamwork is more than simply cooperating in groups. It involves planning and streamlining many kinds of competences so that they can complement each other. Teacher has an expertness which needs to be given due attention in curriculum planning. Cooperation is not merely working together - it needs to be a true meshing of ideas, approaches insights and skills. Creativity depends on this meshing, and inventiveness is a much needed quality in this process." 39

The imparting of ideas, knowledge, skills and the deepening of insights for the teachers involved in implementation is a vital component of preparing teachers for curriculum change.

Many countries have attempted to solve the lack of preparedness of the teachers to provide skills required by new curricular and the general demand of teachers, through in-service courses, often correspondence-cum-contact variety and the expansion of teaching institutions. Instances include Nigeria, Zimbabwe, Lesotho, Uganda, Swaziland, Sierra Leone, Sri Lanka, Nepal, Malaysia, India, Tanzania and Kenya (Thomson and Greenland, 1983). The preparation of programme users should be coordinated by the curriculum development centre which should also make certain that the inspectorates in the field are fully involved in the various seminars and workshops intended to educate the teachers.

However, the change would require a more than the help teachers get of a scheme of work, and a seminar or workshop once in a while (Udo Bude 1982). This was the case with Kenya's 8-4-4- system.

Coombs, P. (1968) argues that:

"Education systems will not be modernized until the school system of teacher training is drastically overhauled, stimulated by pedagogical research, made intellectually"
richer and more challenging and extended far beyond pre-service training into a system for continuous professional renewal and career development for all teachers."40

There are a number of techniques that must be applied in order to keep the teachers well informed of the programmes. According to course five (Curriculum Implementation)41 in basic training course in systematic curriculum development, the major techniques are discussed as follows:

(a) Pre-Service Training:

This simply suggests the preparation of the beginner to participate in the implementation of the new programme. A panel which is solely responsible for the development of the teacher training programmes


must work hand in hand with the curriculum development centre. This would enable student-teachers acquire the necessary skills and attitudes which finally prepare them for the complete execution of the programme. This means that all primary teacher training colleges must coordinate their plan of work with that of the curriculum development centre.

The outcry is that the form of training that makes a "once-and-for-all quick wash" of teachers has been defeated in the face of constant educational reforms. The preservice institutions which aim at providing entrants into the profession with skills intended to sustain them throughout their careers have not been successful. The viable solution would be to programme 'life long' teacher education curricular. Conditions in which teachers are trained should be profoundly changed so that essentially they become educators rather than specialists in transmitting pre-established curricular.

(b) In-Service Programme:

This programme accommodates all teachers who have not passed through the formal teacher training programme and who for one reason or another
are resistant to change in the education system. This will acquaint the teachers with the curriculum changes in terms of scope, method, materials and evaluation procedures adopted.

(c) Workshops and Seminars:

This would be for those teachers already in the field trained or untrained. This has to be organized by subject specialists to acquaint the teachers with the application of the new programme in each subject. Explanations of how these programmes have been initiated and how they can be implemented can be given. Demonstrations can also be held.

(d) Radio, television and Newspapers:

These are essential media in effecting curriculum change. This will assist the teachers adopt the new curriculum within their own working environments without undue inconvenience to them and their students. Programmes through these media will involve what is expected of the change and the teacher.
(e) **Resource Centres:**

It is very important that teachers get the required materials in good time to facilitate implementation in good time and with ease. Although transportation can be a major set-back this can be organized at the very local level to avoid delay. To alleviate the above problem, the development of resource centres will help considerably in developing programme users. Here, various teaching-learning materials can be made available for use by teachers and the students. A resource centre will include staff, audio-visual facilities, equipment, work materials and provision for learning in the environment and community. It is only when teachers are fully prepared for curriculum change, that they can be an effective force in curriculum implementation.

**Factors Influencing Curriculum Implementation:**

Curriculum implementation is a gradual process and it is true that uneven variations will occur depending on the curriculum strategy adopted and the style of curriculum development used.
"Even if people are ready, willing and able to implement new policies, they cannot do so unless certain administrative, financial and material criteria are met."42

These criteria can be seen as the factors influencing curriculum implementation and these include:-

(i) Administrative machinery need to ensure that adequate communication takes place and that, provided they are reasonable, the demands for manpower and its development made by a curriculum can be satisfied.

(ii) A policy for school building and adequate furnishing which is constant with reasonable demands made by the curriculum.

(iii) Facilities for the production of suitable materials of suitable costs and in adequate numbers is a factor to be much considered.

(iv) There must be efficient systems of ordering distribution, and even storage of such materials.

materials so that they actually get to schools and remain there.

(v) Financial control must be efficient and at the same time flexible enough to allow for necessary regional and local variations.

Other notable factors in curriculum implementation include the need to change the organization set-up at school and class level, between school and community, staff increment, training and retraining of all concerned, provision of resource facilities for teachers and other workers in the field; a change in patterns of examination and assessment, and the need to venture into an explanation of the changes to the parents and the community and their involvement in implementation.

General Problems of Curriculum Implementation:

"A teaching body can sometimes be a conservative influence, unless positive measures are taken by the education authorities and by the teachers' own leaders, to explain the changes that are being made and to obtain the full understanding and support of the profession."\(^{43}\)

Hooper (1971) confirms the above observation by pointing out that for any curriculum change to become an effective improvement on the existing practice it must 'take' with the school and become fully institutionalized. The teacher and the institutions can therefore be a problem to curriculum implementation.

One initial problem and difficulty is that effective communication is just one of the strong points in African systems of education. All too often headteachers, teachers and parents are ill-informed about intended changes in school programmes. Communication, important as it is, is a great problem to curriculum implementation.

The implementation of a curriculum will be affected by lack of relevant books to the changes. These books may also be inadequate and limited both in numbers and scope. The implementers and users of the curriculum (teachers and pupils respectively) will be greatly handicapped in relation to relevant information. Quoted in the Daily Nation Mr. David Kisili (D.I.S. Trans Nzoia) expressed the same fear.


For any effective curriculum implementation there is need to consider the quality of the implementers (teachers) who are charged with the responsibility of interpreting the new curricular into practical terms. Kenya is amiss of the quality staff, for by 1979, 35,000 untrained teachers had been recruited - a third of whom had only primary or junior secondary education: 45 Todate, it must be ranging between 40,000 and 50,000 Untrained teachers. 11,500 untrained teachers were recruited for the 8-4-4 programe 46. Welime (1970), Sifuna (1974), Eshiwani (1983) and Ombwochi (1984) agree that untrained teachers are a great set-back to curriculum implementation.

Materials and physical facilities are vital for both teachers and pupils in the teaching-learning situations. Any trace of inadequacy leads directly

to frustration and the motivating factor in terms of comfort of work diminishes. MacMillan (1970) points out this fact as yet another major set-back to curriculum implementation.

Environmental factors are vital for the adoption of any curriculum. It is true that there can be no dichotomy between the community and the school. The school being the extention of the community, needs to coordinate and cooperate all efforts from within and without. Kenya's schools today are central and deeply rooted to the community. The failure of the community to work with the school teacher may hamper the effective implementation of the new curriculum, for the community is bestowed with the responsibility of providing both physical and other kinds of requirements like land for expansion.

Sifuna (1975) summarizes these when he refers to some contextual problems when he says that:—

"Most of the primary school buildings were not suitable for the implementation of N.P.A. They frequently lacked doors, locks or cupboards. Some had no furniture at all, to say nothing of the
the special movable seats and
tables required for group work.
Suitable books were in short supply.\textsuperscript{47}

**Summary:**

Every educational change is a challenge to teachers. However, with recurrent changes, it is becoming increasingly necessary to establish life-long teacher training programmes which would train teachers whose professional competence is not tied to a curriculum in practice.

The review that failure in implementation of a reform is due to teachers' lack of skill to use the available materials or teachers' eventual 'delay' in the face of reform may be a misinterpretation of inertia factors inherent in every change. It is the duty of those introducing change to provide clear information about the change to the teachers. The need to involve teachers, and that of considering contextual set-ups cannot be 'drummed' up any further.

The problems of any curriculum implementation are within the school, around the teacher, in the community (environment) and within the administration. Beck, R.H. et. al. summarizes this as:-

"The personalities of the teacher must be included in the curriculum. Infact, the whole community and beyond that the total culture affect the children and to the extent that they do are part of the curriculum and constitute problems of curriculum implementation."48 (emphasis mine).

CHAPTER THREE

THE RESEARCH METHODOLOGY

Introduction:

This study focused on the roles of the primary school teachers in implementing changes in the primary school curriculum. Chapter two highlighted theoretical positions of various schools of thought as regards the roles, the activities and the problems of teachers in effecting a change in a curriculum. It was noted that training, provision of materials and equipment were prerequisite to successful curriculum implementation. A programme of education in today's primary schools called for greater abilities, flexibility and skill from the teachers to be able to adopt and utilize resources for its success.

The teachers competence in effecting educational innovations could be heightened and sustained by regular seminars, in-service courses, conferences and workshops. This was discussed in Chapter 1 and 2 in theoretical frameworks.

This chapter dealt with the following themes:
(i) A research design
(ii) A brief discussion concerning the selection of the sample
(iii) A description of the research instruments
(iv) Data collection process and
(v) The procedures of data analysis.

There were 22 primary schools in the five sub-locations in Mount Elgon division. The breakdown of these schools per sub-location was as follows:-

Kaptama 3
Kaboyyo 5
Chemoge 7
Kapsokwony 5
Nomorio 2

From each sub-location 2 schools were randomly sampled. The names of the schools were written on slips of paper, folded and using blind folding technique, an assistant researcher was asked to pick 2 slips. The two schools were written down by the researcher, and similar procedure was
followed for each sub-location until all the 9 schools were drawn. Only one school was selected from the smaller sub-location. This selection of two schools per-sub-location was aimed at providing a geographical balance of the entire division, while the blind folding technique had the advantage of providing all the research population "with an equal chance of being included" in the sample for the study.

The sub-locations that were involved in the study were Kaptama, Kaboywo and Chemoge in the East, Kapsokwony in the centre, and Nomorio in the West. To ensure that all the sub-locations were fairly covered, ten (10) teachers from each were selected to respond to the questionnaire and the interview schedule. The following schools were therefore randomly selected:

Sub-location 1 (Kaptama): 1. Kaptama Primary School
2. Kaborom Primary School

The Research Design

Mount Elgon Division

Sub-location (1) n=(50)

Sub-location (2) n=(68)

Sub-location (3) n=(65)

Sub-location (4) n=(55)

Sub-location (5) n=(25)

School (1) n=(11)

School (2) n=(26)

School (1) n=(10)

School (2) n=(18)

School (1) n=(13)

School (2) n=(14)

School (1) n=(21)

School (2) n=(17)

School (2) n=(25)
Sub-location 2 (Kaboywo): 1. Chesinende Primary School  
2. Chesito Primary School

Sub-location 3 (Chemoge): 1. Chemoge Primary School  
2. Kaptalelia Primary School

Sub-location 4 (Kapsokwony): 1. Kapsokwony Primary School  
2. Kibuk Primary School


Description of Subjects:

The sample of this study consisted of forty-five (45) primary school teachers who constituted approximately 27.3% of the total primary school teachers in the five sub-locations selected. These teachers were selected using systematic random sampling technique. Every third teacher in a list of 1987 primary school teachers provided by the headteachers of the sampled schools was selected. Five teachers from each of the schools sampled participated in responding to the questionnaire and oral interviews.
Description of the Research Instruments:

There were two research instruments:

(a) the written questionnaire

(b) Oral interview

The Written Questionnaire:

The questionnaire had to be responded to by all the 45 teachers systematically sampled. This instrument had 36 items. They were meant to cover the various variables as set forth in the objectives of the study. The first 7 items in the questionnaire asked for general demographic information eliciting personal details such as name of school, sex, age, experience, academic attainments and professional status of the teachers sampled. The rest of the questionnaire had as Part B ten multiple choice items, Part C had some closed and open free-response items. Part D had multiple choice items plus free-response items seeking opinions, comments, and explanations and suggestions. Item 20 in the questionnaire required the teachers to rank alternatives given.
Oral Interview:

The oral interview schedule involved the 45 primary school teachers that participated in the written questionnaire. This was aimed at finding out their views regarding the study. It was structured and had 11 items. These items covered the areas of implementation strategies, roles of the teacher, material selection, methodology, skill development, attitudes and evaluation. The aim of this interview was to:

(a) Ascertain the awareness of teachers of the means of effectively implementing the curriculum.

(b) Find out from discussion their actual roles.

(c) Find out how they chose teaching-learning facilities and how they went about evaluating their pupils and hence the curriculum.

All in all, the oral interview schedule was merely used as instruments for counter-checking teachers'
responses in the questionnaire and to get additional information that was not covered by the questionnaire.

The instruments (questionnaire and oral interview) were pilot-tested in schools and on teachers that were not involved in the final study. The validity and reliability of these instruments was achieved through submission of the draft to the experts or authority to check its clarity and relevance. Corrections/omissions were therefore made and the final instruments constructed for this study.

**Data Collection Procedure:**

A letter of introduction was written to the headteachers (See Appendix A) of the sample schools informing them that their schools were selected for the purposes of this study and hence sought their approval and cooperation of members of his staff. The headteachers were also informed that the study was in fulfilment of a Master's degree course and that findings were geared towards this end. Confidentiality was also assured. There was also a letter attached to the questionnaire for the
teachers (See Appendix B).

The researcher also applied for a permit from the Office of the President. On being granted the permit the researcher proceeded to Mount Elgon Division Headquarters (Kapsokwony) to get permission from the A.E.O. (Assistant Education Officer) and D.O. (District Officer) to carry out research within Mount Elgon Division. Permission was granted and the A.E.O. gave the researcher a letter of authority to administer the instruments.

A familiarization tour was conducted by the researcher for a period lasting one week. This was also used to obtain lists of the teachers in order that sampling would be done.

The questionnaires and oral interviews were administered personally by the researcher. The researcher grouped the sampled teachers in one classroom and they answered the questionnaire in one sitting. The oral interview was conducted by the researcher to individual teachers one at a time. Their responses were recorded by the
researcher.

However there were minor constraints and challenges that the researcher had to face:-

(a) The research was conducted during the rainy season and travelling from one school to another was sometimes problematic and lack of means of transportation delayed the speed with which this information would have been gathered. There was therefore rescheduling of visits to the schools.

(b) Some of the teachers seemed very reluctant to respond to the interview and on responding did so only with a one word answer prominent of which was "I don't know."

(c) The theme under investigation seemed so interesting and appropriate that the researcher was asked several questions unrelated to the scope of the study. Some sought for assistance from the
researcher for the problems they encountered in the system.

(d) At some instance the researcher was mistaken for an inspector and the teachers were not free in discussing issues of the study for fear that they would be victimized despite the letter addressed to them guaranteeing their anonymity.

Data Analysis:

As indicated, the data was collected using two instruments, the questionnaire and oral interview schedule. The researcher used manual coding because the sample was calculator was relatively manageable. Toshiba HB-101 calculator was used to calculate simple descriptive statistics such as Means, totals and percentages. Means were calculated using the standard formula of \( \frac{FX}{N} \). There was also use of Analysis tables with frequency of occurrences (F), Popualtion Sample (n) having been computed from the Tallies, although these were not reflected in the analysis tables. A summary of these appear in Chapter 4.
Rank order method was used in cases where it helped explain best a variable. The data was discussed simultaneously as it was analysed for this was thought logical in making conclusions.

**Summary:**

This chapter highlighted the methodology used in the data collection procedure, problems encountered and the data analysis processes. This enabled the researcher to come up with suggestions, conclusions and recommendations as will be seen in Chapter four and five. This will primarily be interpretation of the findings of the study.
CHAPTER FOUR

DATA ANALYSIS

Introduction:

The analysis that follows was guided by and focussed on the basic research questions that were set up in Chapter 1. These questions determined the purposes and scope of the study. The following were the major research questions:-

1. What curriculum implementation activities were primary school teachers involved in?

2. How did the primary school teachers effectively implement a curriculum?

3. What was the teachers' perception of the roles of primary school teachers in implementing changes?

4. What were the major factors (problems) that hindered primary school teachers to effectively implement the curriculum?

5. Did the community assist the primary school teachers in curriculum implementation?
CHAPTER FOUR

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2. How did the primary school teachers effectively implement a curriculum?
3. What was the teachers' perception of the roles of primary school teachers in implementing changes?
4. What were the major factors (problems) that hindered primary school teachers to effectively implement the curriculum?
5. Did the community assist the primary school teachers in curriculum implementation?
Data in this study was summarized and presented by use of tables. The major methods of analysis were by use of proportions (percentages) and means. Data was also ranked.

Table 1 shows that 82.3% of the respondents were below or at the age of 40 years and are likely to serve for a period stretching for the next 15 years, 55 years being the retirement age for Kenyans in the public service. The proportion of those teachers that had 15 or less years before retirement was 17.7% i.e. those over 40 years of age.

These findings could be interpreted to mean that the bulk of the teaching force at the primary school level are young and therefore would be enthusiastic enough to implement the current changes in the primary school curriculum. As for the older teachers (above 41 years) the researcher noted that this group needed a lot of time to complete the questionnaire and respond to the interview. This could be a reflection of their approach to the changes in the curriculum.

As regards teachers academic attainment, there
is clear indication that a majority of the respondent teachers accounting for 48.9% had attained K.C.E. level of education. Their percentages diminished drastically to the higher level (K.A.C.E.) 13.3%, and the lower levels of K.J.S.E. and K.C.P.E. with 26.7% and 11.1% respectively. Out of a total sample of 45 teachers, 22 had attained a K.C.E. Certificate, 6 had K.A.C.E. Certificates, 12 were K.J.S.E. holders and 5 were K.C.P.E. graduates. The researcher noticed that there was close relationship between the teachers' academic attainment and their professional qualification. A larger proportion of 40% were trained as P1 teachers. This proportion was almost commensurate to the proportion of teachers' academic attainment at K.C.E. level of 48.9%. Thus, a majority of K.C.E. and K.A.C.E. holders trained as P1's while K.J.S.E. graduates trained as P2's. Accordingly therefore 22.2% of the respondents were P2's and 15.6% were P3's. Another 22.2% were untrained teachers. Compared to their academic attainment, one clearly notes the close relationship between the teachers' professional qualification and their academic attainment. The untrained teacher element helps to explain the differences in both numbers
### Table 1:

Analysis of teachers' personal information derived from selected variables:

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AGE (YEARS)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below 20</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>21 - 30</td>
<td>21</td>
<td>46.7</td>
</tr>
<tr>
<td>31 - 40</td>
<td>16</td>
<td>35.6</td>
</tr>
<tr>
<td>41 - 50</td>
<td>8</td>
<td>17.7</td>
</tr>
<tr>
<td>Above 50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>ACADEMIC ATTAINMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K.C.P.E.</td>
<td>5</td>
<td>11.1</td>
</tr>
<tr>
<td>K.J.S.E.</td>
<td>12</td>
<td>26.7</td>
</tr>
<tr>
<td>K.C.E.</td>
<td>22</td>
<td>48.9</td>
</tr>
<tr>
<td>K.A.C.E.</td>
<td>6</td>
<td>13.3</td>
</tr>
<tr>
<td><strong>PROFESSIONAL QUALIFICATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>U.T.</td>
<td>10</td>
<td>22.2</td>
</tr>
<tr>
<td>P3</td>
<td>7</td>
<td>15.6</td>
</tr>
<tr>
<td>P2</td>
<td>10</td>
<td>22.2</td>
</tr>
<tr>
<td>P1</td>
<td>18</td>
<td>40.0</td>
</tr>
<tr>
<td>S1/Diploma</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TEACHING EXPERIENCE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below 5 years</td>
<td>17</td>
<td>37.8</td>
</tr>
<tr>
<td>6 - 10</td>
<td>15</td>
<td>33.3</td>
</tr>
<tr>
<td>11 - 15</td>
<td>6</td>
<td>13.3</td>
</tr>
<tr>
<td>16 - 20</td>
<td>2</td>
<td>4.4</td>
</tr>
<tr>
<td>Above 20 years</td>
<td>5</td>
<td>11.2</td>
</tr>
</tbody>
</table>
and proportion in P1, P2, and P3 category as compared to the academic attainments of K.C.P.E., K.J.S.E., K.C.E. and K.A.C.E. one may also assume that this difference was due to the wrong indication by teachers of qualifications they had not. A notable observation from this table was the absence of S1/Diploma teachers in the sampled schools.

Curriculum Implementation Activities:

About seventy one percent of the teachers sampled had served a period not exceeding ten (10) years. This accounts for the 37.8% of teachers with teaching experience of below 5 years and 33.3% of those between 6-10 years. The mean period of service for these teachers was 12.5 years. Holding all attributes equal, one is apt to infer that the large percentage (62.2%) of teachers who had served above six (6) years were of relatively sufficient experience. This is taken as an indices of experience. The researcher held the view that this proportion had the necessary experience for implementing any change in a primary school curriculum.

An overall impression of Table 2 indicates that above 50% of the teachers intimated an
awareness of their curriculum implementation activities. The following observations were adduced from Table 2 below:

Out of a total respondent sample of 45, 60% indicated that the teachers first activity was two fold; drawing appropriate lessons and collecting and preparing materials for curriculum implementation. 37.8% and 48.9% respectively thought this was K.I.E.'s activity. Comparing these proportions, one would infer that the teachers' responsibility in this activity is unquestionable. These two activities singles out the teachers roles in curriculum implementation in which the teacher adopts the curriculum to the age level and collects and prepares teaching materials appropriate to the content of the lessons and within the schools environment.

Approximately fifty eight per indicated that the teacher was involved in the information gathering activity. An explanation for this proportion would be that the teachers are daily involved with the learners within the framework of the school and the society. The proportion of teachers indicating that K.I.E. was involved was below 50% i.e. 42.2%. However this
Table 2

Curriculum Implementation Activities as_viewed by Primary School Teachers

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>KIE</th>
<th>TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gathering information</td>
<td>19</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>42.2</td>
<td>57.8</td>
</tr>
<tr>
<td>Drawing appropriate lessons</td>
<td>17</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>37.8</td>
<td>60.0</td>
</tr>
<tr>
<td>Setting objectives, organizing content and deciding on methodology</td>
<td>27</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>60.0</td>
<td>51.1</td>
</tr>
<tr>
<td>Collecting and preparing materials</td>
<td>22</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>48.9</td>
<td>60.0</td>
</tr>
<tr>
<td>Seeing the extent to which curriculum objectives are realised</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>31.1</td>
<td>33.3</td>
</tr>
<tr>
<td>Selecting textbooks for a subject</td>
<td>35</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>77.8</td>
<td>33.3</td>
</tr>
</tbody>
</table>

N/B Some teachers indicated more than a single item while others never indicated at all. This explains why the total number could not be 45 neither could the proportion be 100%.
proportion is significant and one would infer that K.I.E. organises the activity and teachers carry out observations, interviews with the learners and the society and the information they get is passed on to K.I.E.

Setting objectives, organizing content and deciding on methodology is an activity carried out by K.I.E. (60%) and the teachers (51.1%). One would infer that both play leading roles in this activity. This inference was arrived at due to the present practice that K.I.E. was charged with the responsibility of drafting curricular as a central professional unit and therefore set objectives and chose methods of instruction at a broad-based level i.e. objectives for an entire curriculum of a specific level e.g. primary school curriculum and specific subjects. The teacher adopted and restated these objectives, methods and organized content into schemes of work and lesson plans. This explains the 60% for K.I.E. and 51.1% for the teachers.

Only 33.3% believed that teachers saw the
extent to which curriculum objectives were realised and the same proportion thought that they selected textbooks for a subject. Compared to 31.1% and 77.8% respectively for K.I.E. one would infer that curriculum evaluation is undertaken by K.I.E. at the broad level and the teacher at the local level. This is because K.I.E. planned, developed and disseminated new curriculum. It therefore monitored its working and based on the information from the teacher it modified or changed certain unworkable sections of the curriculum. Very significant is the 77.8% indication that K.I.E. was the sole institution that decided and selected textbooks for a subject. The teachers' selection of a book for use in the class was perhaps for remedial work or for further reading outside the classroom. This explains the 33.3%.

Teachers Suggestions for Effective Curriculum Implementation:

As seen in Table 3, 68.9% of the respondents suggested that teachers should store resource materials and another 51.1% suggested that there was need for teachers to draw appropriate lessons from content. 66.7% of the teachers would like the numbers of pupils in the classroom to remain at thirty (30) or below, 37.8% suggested
<table>
<thead>
<tr>
<th>Suggestion</th>
<th>No. of Times Mentioned</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers to be involved in curriculum development process</td>
<td>3</td>
<td>6.7</td>
</tr>
<tr>
<td>Teachers should store resource materials</td>
<td>31</td>
<td>68.9</td>
</tr>
<tr>
<td>Society must be involved</td>
<td>6</td>
<td>13.3</td>
</tr>
<tr>
<td>Teachers should motivate pupils</td>
<td>1</td>
<td>2.2</td>
</tr>
<tr>
<td>Teachers should draw appropriate lessons from content</td>
<td>23</td>
<td>51.1</td>
</tr>
<tr>
<td>Good time allocation</td>
<td>12</td>
<td>26.7</td>
</tr>
<tr>
<td>Teachers should draft schemes of work</td>
<td>17</td>
<td>37.8</td>
</tr>
<tr>
<td>Teachers should prepare lesson plans</td>
<td>17</td>
<td>37.8</td>
</tr>
<tr>
<td>Teachers should adopt method to pupils' level</td>
<td>4</td>
<td>8.9</td>
</tr>
<tr>
<td>Teachers should keep pupils' progress record</td>
<td>2</td>
<td>4.4</td>
</tr>
<tr>
<td>Teachers should be inserviced</td>
<td>10</td>
<td>22.2</td>
</tr>
<tr>
<td>Teachers should read extensively</td>
<td>5</td>
<td>11.1</td>
</tr>
<tr>
<td>Teachers should identify teaching-learning problems</td>
<td>13</td>
<td>28.9</td>
</tr>
<tr>
<td>Class numbers should not exceed thirty (30)</td>
<td>30</td>
<td>66.7</td>
</tr>
</tbody>
</table>
that for an effective curriculum implementation teachers should draft schemes of work and prepare lesson plans respectively. In-service for teachers was thought as very vital.

Other respondents as specified by the various proportions and frequencies in Table 3 above, suggested that the following had to be taken into consideration in the process of implementing curriculum change; involving the society and the teachers in the curriculum processes; motivating pupils, allocating good time for implementation, adopting teaching methods to the pupils' level, keeping pupils' progress records, need for extensive reading by the teachers and lastly, the teachers should be able to identify the teaching-learning problems and seek for solutions lest the implementation process is hampered or delayed.

From this revelation, the researcher held the view that the following six suggestions were of primary importance for effective curriculum implementation:-

(1) Storage of resource materials.
(2) Drafting of schemes of work and preparing lesson plans.

(3) Adopting content and methodology to pupils' age level.

(4) In-service for teachers in the event of curriculum change.

(5) Identification by teachers of the teaching-learning problems and offering solutions to them and

(6) Having an optimum manageable class size of upto thirty (30) pupils.

**Tenets of Well Planned Implementation:**

Comapred to all other tenets of a well-planned implementation strategy, teachers ranked the following tenets in order of importance as seen in Table 4:-

(1) Identifying the pupils' environment 44.4%

(2) Preparing teaching materials 40.0%

(3) Allocating ample time 33.3%

(4) Training and skilled manpower 31.1%
These six items can be taken to represent the most important tenets in that order, in designing a strategy for implementation, thus environment, materials, time, training, facilities and inserviceing of teachers. However, other tenets include drafting of schemes of work and preparing lessons, the use and availability of reference books, choice of evaluation procedures, choosing appropriate methodology, thorough understanding of content and lastly community awareness is essential to facilitate the school community relations.
## Table 4

### Tenets Of A Well-Planned Implementation

**Strategy As Indicated By Primary School Teachers**

<table>
<thead>
<tr>
<th>TENETS</th>
<th>n</th>
<th>Rank</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying the pupils' environment</td>
<td>20</td>
<td>1</td>
<td>44.4</td>
</tr>
<tr>
<td>Preparing teaching materials</td>
<td>18</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Allocating ample time</td>
<td>15</td>
<td>3</td>
<td>33.3</td>
</tr>
<tr>
<td>Trained/skilled manpower</td>
<td>14</td>
<td>4.5</td>
<td>31.1</td>
</tr>
<tr>
<td>Preparing facilities for operation</td>
<td>14</td>
<td>4.5</td>
<td>31.1</td>
</tr>
<tr>
<td>In-Servicing of teachers</td>
<td>13</td>
<td>6</td>
<td>28.9</td>
</tr>
<tr>
<td>Drafting Schemes of work</td>
<td>12</td>
<td>7</td>
<td>26.7</td>
</tr>
<tr>
<td>Preparing lesson plans</td>
<td>11</td>
<td>8</td>
<td>24.4</td>
</tr>
<tr>
<td>Ensuring the availability of references</td>
<td>5</td>
<td>9.5</td>
<td>11.1</td>
</tr>
<tr>
<td>Deciding on evaluation procedure in advance</td>
<td>5</td>
<td>9.5</td>
<td>11.1</td>
</tr>
<tr>
<td>Choosing appropriate methodology</td>
<td>3</td>
<td>11.5</td>
<td>6.7</td>
</tr>
<tr>
<td>Understanding the content</td>
<td>3</td>
<td>11.5</td>
<td>6.7</td>
</tr>
<tr>
<td>Involving the community</td>
<td>1</td>
<td>13</td>
<td>2.2</td>
</tr>
</tbody>
</table>
Teachers Perception of Their Roles in Curriculum Implementation:

Teachers perception of their roles in curriculum implementation were identified and ranked as indicated in Table 5 below. This analysis revealed that teachers' roles stretch throughout the four major curriculum components i.e. Aims, Content, Methodology and Evaluation. A breakdown of this as indicated below throws a deeper insight into the actual realities of teachers' roles in curriculum implementation.

Selecting and developing teaching-learning materials was ranked first as seen in the table. One would infer that the 75-6% indication by teachers singles out this role as the most important. Teachers constantly use materials in their daily classroom instruction and the teachers role in implementation involves the selection of appropriate materials to facilitate the easy and fast understanding of the content. Conducting research and experimenting was ranked second with 62.2% of the respondents indicating thus. Teachers assist in the process of ascertaining the appropriateness of a particular curricular through research and experimentation thus pilot-study or try-out. Adopting content to level required was
Table 5

Primary Teachers' Perception Of Their Roles
In Curriculum Implementation

<table>
<thead>
<tr>
<th>PERCEPTIONS</th>
<th>n</th>
<th>Rank</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selecting and developing materials</td>
<td>34</td>
<td>1</td>
<td>75.6</td>
</tr>
<tr>
<td>Conducting research and experimenting</td>
<td>28</td>
<td>2</td>
<td>62.2</td>
</tr>
<tr>
<td>Adopting content to level required</td>
<td>25</td>
<td>3.5</td>
<td>55.6</td>
</tr>
<tr>
<td>Relating the curriculum to local environment</td>
<td>25</td>
<td>3.5</td>
<td>55.6</td>
</tr>
<tr>
<td>Assisting pupils understand the curriculum</td>
<td>16</td>
<td>5.5</td>
<td>35.6</td>
</tr>
<tr>
<td>Creating a conducive teaching-learning environment</td>
<td>16</td>
<td>5.5</td>
<td>35.6</td>
</tr>
<tr>
<td>Drafting schemes of work from syllabuses</td>
<td>14</td>
<td>7</td>
<td>31.1</td>
</tr>
<tr>
<td>Agent and instrument of curriculum implementation</td>
<td>13</td>
<td>8.5</td>
<td>28.9</td>
</tr>
<tr>
<td>Evaluating the curriculum</td>
<td>13</td>
<td>8.5</td>
<td>28.9</td>
</tr>
<tr>
<td>Identifying teaching-learning problems</td>
<td>6</td>
<td>10</td>
<td>13.3</td>
</tr>
<tr>
<td>Informing the community</td>
<td>5</td>
<td>11</td>
<td>11.1</td>
</tr>
<tr>
<td>Controlling the classroom</td>
<td>4</td>
<td>12</td>
<td>8.9</td>
</tr>
<tr>
<td>Suggesting possible curriculum modifications</td>
<td>2</td>
<td>13</td>
<td>4.4</td>
</tr>
</tbody>
</table>
ranked third by the teachers with a proportion of 55.6%. For the teacher to do this, he needs to understand his pupils and be thoroughly vast with the content to be able to relate it to the pupils mental age. This will also require that the teacher relates the curriculum to the local environment i.e. he should be able to adopt the resources available and the conditions therein to the content and nature of the classroom. This explains the 55.6% for the role of the teacher to relate curriculum to local environment.

Assisting pupils understand the curriculum and creating a conducive teaching-learning environment were ranked next in importance with a proportion of 35.6% for each. These roles are related to the above two roles.

These six roles mentioned above were considered as the central roles of teachers in curriculum implementation. That unless a teacher conducted research and experimented within the school and with the learners, he would not be able to understand the local environment and adoption of the curriculum to age levels would be
problematic. All these leads to the identification of teaching-learning problems and the appropriate selection and development of teaching-learning materials. All these roles flow into each other and diversifies the roles of teachers in curriculum implementation.

Problems of Curriculum Implementation:

However teachers identified and ranked other roles in that order as: drafting schemes of work from syllabuses, teacher is agent and instrument of curriculum implementation, evaluating the curriculum, identifying teaching-learning problems, informing the community, controlling the classroom and suggesting possible curriculum modifications.

A glance at Table 6 below reveals that teachers get problems in implementing changes in a curriculum. The most serious problem ranked first and indicated by 93.3% of the teachers or 42 teachers was that of lack of sufficient finance. The teachers attributed this to the community's reluctance to pay the fixed amount per pupil arguing that primary school education was free and lack of financial assistance from the government. Provision and lack of teaching materials was ranked as a second most
serious problem with 80% indicating thus. Without materials teachers would not be able to instruct adequately. Materials are either provided by K.I.E. or readily available within the schools' setting. 77.8% ranked problems in teaching new subjects in the curriculum and that of too many expectations on the teacher as third respectively. There is correlation between the two problems. These problems subjected the teachers to lots of pressure. New subjects introduced new knowledge and skills that teachers were not acquainted with. The community for their part demanded of the teachers to effect such changes. This helps to explain why 64.4% of the teachers thought pre-service training was not adequate for the new curriculum.

Ranked as a sixth problem is lack of in-service for serving teachers in the event of curriculum changes. Without in-service teachers fail to embrace the changes and fail to understand these actual changes.

Of significance was the 55.6% indication that teachers failed to understand the new changes. Although this impinged on the credibility of the
### Table 6

**Ranking Of Problems In Curriculum Implementation As Perceived By Primary School Teachers**

<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>n</th>
<th>Rank</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of sufficient finance</td>
<td>42</td>
<td>1</td>
<td>93.3</td>
</tr>
<tr>
<td>Teaching materials not provided</td>
<td>36</td>
<td>2</td>
<td>80</td>
</tr>
<tr>
<td>Problems in teaching new subjects in the curriculum</td>
<td>35</td>
<td>3.5</td>
<td>77.8</td>
</tr>
<tr>
<td>Too many expectations on the teacher</td>
<td>35</td>
<td>3.5</td>
<td>77.8</td>
</tr>
<tr>
<td>Pre-service training not adequate for new curriculum</td>
<td>29</td>
<td>5</td>
<td>64.4</td>
</tr>
<tr>
<td>Lack of in-service</td>
<td>27</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>Difficulties in understanding changes by teachers</td>
<td>25</td>
<td>7.5</td>
<td>55.6</td>
</tr>
<tr>
<td>Lack of support of the Board of Governors</td>
<td>25</td>
<td>7.5</td>
<td>55.6</td>
</tr>
<tr>
<td>Disagreement between teacher and Headmaster on the execution of the programme</td>
<td>21</td>
<td>9</td>
<td>46.7</td>
</tr>
<tr>
<td>Lack of facilities for operation</td>
<td>18</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>Overload in teaching</td>
<td>14</td>
<td>11</td>
<td>31.1</td>
</tr>
<tr>
<td>Overcrowded classrooms</td>
<td>11</td>
<td>12.5</td>
<td>24.4</td>
</tr>
<tr>
<td>Lack of land for expansion</td>
<td>11</td>
<td>12.5</td>
<td>24.4</td>
</tr>
<tr>
<td>Inadequacy in supervision</td>
<td>8</td>
<td>14</td>
<td>17.8</td>
</tr>
</tbody>
</table>
teachers, this proportion was held by the researcher as highly significant because it tested the honesty of the teacher. This revelation threw lots of insight into the believe by the researcher that teachers were themselves problems in curriculum implementation. Failure of the teacher to understand the changes would mean wrong interpretation of the objectives, content, methodologies and evaluation procedures. There is need for inservice in order that teachers are socialized into the new system of education. This was amiss.

Nearly fifty six percent of the respondents ranked the lack of Board of Governors support as the seventh problem. One would conclude that perhaps this was due to the illiterate composition of the members of the Board of Governors in the division who totally failed to understand the workings, needs and problems of the teachers. These Boards were also reluctant to participate fully in the day to day activities of the schools, and failed also to liase support from either the community or other agencies that would provide assistance to the schools.
Other notable problems included disagreement between teachers and headteachers on the execution of the new programme, lack of facilities for operation, overload in teaching, overcrowded classrooms, lack of land for expansion and inadequate supervision.

**Community Assistance to Curriculum Implementation:**

From Table 7 below one discerns that the community gives the teacher the following assistance in that order:-

(1) School facilities which include classrooms, workshops, home science halls etc. ranked as first by 43 teachers which constituted 95.6%.

(2) Ranked second was the teaching materials by a proportion of 86.7%.

(3) Third ranked was finance which was accounted by 68.9% of the respondents.

(4) Land for expansion was 4th.

(5) Textbooks and methods of teaching were ranked fifth and sixth respectively by 35.6% and 22.2% in that order.
One would therefore infer that teachers got most of their facilities and teaching materials from the community. The community built classrooms, workshops and home science halls. This was mainly through harmabee contribution or fixed amount paid by each pupil towards the building fund. This was due to the fact that represent day Kenyan schools
belong to the community and it was up to the community therefore to provide all that was needed by schools.

As regards the 22.2% proportion indicating that methods of teaching were a responsibility of the community, one would infer that such methods referred to community-rooted subjects as arts/crafts, agriculture and GHC (Social studies). That resource people were sometimes invited to talk to the pupils on aspects of the curriculum that teachers were not conversant with and those that were deeply-rooted in the community. The pupils also used the community for practical and observation lessons.

**Summary:**

This data analysis and interpretation was divided into seven sections tabulated in the seven tables above. These tables revealed the teachers' reactions to the questionnaire and the interview schedule. It was possible for the researcher to make observations, generalisations and interpretations based on the items under analysis. This chapter interpretation readily led to the summary conclusion and recommendations in Chapter Five.
CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

A brief discussion of the major findings:

The highlights of the major findings was guided by and focussed on the purposes of the study.

From the survey findings it was observed that there was a large proportion of teachers (82.3%) that were in their prime and energetic period of service with an age of below 40 years.

Significantly, the mean was even lower 35.5 years. Ideally therefore, a majority of the teachers would at least serve for another fifteen years in the profession assuming that civil and public servants in Kenya retire at 55 years.

Griffiths (1973) concluded that innovations are inversely proportional to the tenure of office of the chief administer. With this in mind the researcher was of the opinion that the present primary schools have young, energetic teachers in the vanguard of implementing curriculum change. It is possible

that teachers on the verge of retirement have less enthusiasm, sympathy and support for change. It would be disservice to any curriculum change if inservice courses, seminars, workshops involved entirely such teachers at the expense of the younger teachers. About thirty eight percent of the teachers had formal education up to KJSE and CPE levels i.e. 26.7% and 11.1% respectively. Another 22.2% were untrained teachers. It was reasonable to infer from this calibre of teachers that they formed the vanguard of interpreting, instructing and the total operationalization of the new curriculum. As Luvern Cunningham (1976)\textsuperscript{51} argues that leadership calls for blending of leading, provoking and generating strengths and capabilities. So does it call for confidence on the part of the teacher in leading the implementing process. As things were at the time of the research, the teachers who had formal education up to all the levels, had this necessary confidence. The 8 year primary education cycle called for more specialized and highly qualified teachers. One therefore could not exaggerate

\textsuperscript{51}: Luvern Cunningham: Educational leadership - Journal of the Association for Supervision and Curriculum Development Vol. 33 No. 5:
their ability to provide meaningful, productive, guided and imaginative interpretation of the changes in the curriculum. Onyango (1976)\textsuperscript{52} carrying out research in Nyanza found that the rural teachers tended to be of lower qualification compared to their urban counterparts. He concluded that this was a contributory factor to the rural teacher incapability of showing competence in handling innovations.

The mean period of service of teachers was 12.5 years which was reasonably encouraging. This can be safely taken to indicate that on average the teachers were relatively experienced. However 37.8\% of the teachers had served for a period of less than five years and required a considerable supervisory assistance from either their headteachers or the primary school inspectors. The researcher held the view that for those teachers who had served for more than seven years in one school stagnated in their

Due to the high proportion (22.2%) of the untrained teachers, and due to the fact that there was general understaffing, there was need for school based training programmes to be manned and organized by headteachers in collaboration with the primary school inspectors and the local education officers. However, there was no evidence that the primary headteachers had the prerequisite skills for such training programmes.

From the findings of the study, it was observed that teachers' curriculum activities were diverse. One such activity was that of information gathering or situational analysis (57.8%), under this broadly stated activity the teachers were involved in school analysis, society i.e. its cultural, economic, social, political, geographical etc. institutions; the students' interests, abilities, attitudes and needs all as activities centred on curriculum implementation. Such information gathering activity includes consultation with competent
groups and individuals, educational planners, reading books and visiting the community within which the school is built. The researcher was of the view that these activities ensured the actual proper environment for the success of implementing a change in a curriculum.

The second broad activity was that of drawing appropriate lessons from learning situations in schools (60.0%). The researcher contends that this activity involves setting and stating objectives appropriately, organizing content and deciding on methodology of instruction. Here the teacher is involved in other sub-activities as sharing views with others that were more qualified and experienced.

A very important curriculum activity of the primary teachers as indicated by 60% of the teachers, is that of collecting and preparing materials and drafting guidelines for their use. The researcher was of the view that the teachers' main activity was deciding on the appropriateness of each material for particular content. The researcher also believes
that this involves trying-out these materials to ascertain the extent to which they assist in realizing the curriculum objectives underlying it as was shown by 33.3% of the teachers under study. However, this also was the domain of the Ministry of Education (13.3%) and K.I.E. (48.9%)

The curriculum implementation activity of selecting textbooks for a subject remained a monopoly of K.I.E. (77.8%). The teacher played a less significant part in this activity as shown by a proportion of 33.3%. The researcher however believes that the teacher selects books in addition to K.I.E.s recommended texts for the purposes of remediation and further reading.

Implementation of any plan or change calls for a clear and well-drafted strategy. Primary school teachers have suggestions that would lead to effective curriculum implementation. Most important of which was the storage of resource materials (68.9%). The researcher inferred that teachers attached a lot of importance to teaching materials. They believed that a teacher trained or
untrained could handle any content so long as he has the appropriate materials. This to the researcher was an overstatement because skill, motivational factors, in-service, extensive reading, class size were factors among others in point in implementing effectively a curriculum. Teachers needed to draft schemes of work, prepare lesson plans, identify teaching-learning problems to succeed as innovators. They needed several reference books, ample time, community assistance and a broad-base knowledge of the workings of any curriculum in place and time.

The teachers' roles in curriculum implementation are closely related to their curriculum implementation activities: However, the researcher held the view from the findings of the study that these roles were extensively confined within the four major curriculum components (Aims, Content, Methodology and Evaluation). Curriculum implementation activities were in the curriculum development stages while roles were in the actual operationalization of the curriculum i.e. once a full curriculum package
has been bound and sent to schools. Most notable of these roles are materials selection, content adoption, method selection, activity planning, time allocation, understanding instructional conditions, and enlisting community support within which the curriculum will operate.

The teachers' role involves examining the syllabus and textbooks for general enrichment and to enable him prepare users to use it effectively. The teacher communicates the contents to the users by spelling out of these contents of each level of the curriculum. Teacher selects materials needed for teaching-learning, edits these materials and gives rationales and how they should be used in instruction clearly spelt out in lesson plans. He is involved in the general and specific evaluation of the curriculum. Here, the teacher collects evidence on the degree of implementation, impact, consequences and the values of the curriculum. This is attained by the teachers' selection or development of necessary instruments for evaluation.

This survey revealed that the teachers
were not adequately aware of the changes and their relative participation in proposing these changes in the primary school curriculum had been negligible. One can safely infer that the teachers' support and sympathy for these changes was merely a matter of policy. One would expect less commitment from a group that would have felt neglected in its initiation. Cook (1971)\(^5\) suggested in his findings that a teacher is an innovator and that if he was not involved and committed to a proposed innovation he becomes a hindrance. Limited awareness, and lack of commitment could easily result into the teachers' giving lip-service to curriculum change. This was identified as a problem to curriculum implementation by 44.4% of the respondents.

It was also observed that in-service courses were quite irregular in the event of curriculum change. Thus, the implication of the curriculum change had not been fully comprehended. There was no sufficient appreciation of the essence

53: Cook and Mack, H: The headteachers' Role. New York Citation Press 1971 p.11.
of the non-human and the human resources such as personnel recruitment, appraisal, in-service and supervision. The findings revealed that the schools sampled had insufficient classrooms, laboratories, workshops, home science facilities and libraries all vital for the success of the curriculum change. School compounds were generally inadequate for expansion. The quality of the teaching personnel for a programme with a practical and pre-vocational bias as the case was with the primary school curriculum left alot to be desired.

The community took the challenge of providing teaching materials, classrooms, furniture, home science halls, laboratories, workshops and finances but these community providence was notably inadequate. Bolam (1982) did indicate that successful innovation implementation would be a result of general support of local authority and community expressed in form of funds while teachers should be ready to expend extra energy. The researcher observed that teacher-community relations and

54: Bolam, R: *Staff development and planned educational change*. Bristol, School of Education 1982, p. 4.
accountability of public resources was rather poor. There was need to mobilise ability and resource management.

**Conclusions:**

There was a significant proportion of teachers with low academic and professional qualifications. D.N. Sifuna (1975)\(^5\) agreed with Thesis by Beeby that there are two strictly professional factors that determine the quality of education in primary schools: the level of general education of teachers in the system and the amount and quality of training they have received. The present change of curriculum in the primary cycle of education demands higher qualification, some degree of specialization and a wealth of teaching experience. Teachers with low professional and academic attainment would question their competence in the event of implementing the new curriculum.

There was evidence that teachers were not fully conversant and sufficiently informed about

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the new changes in the curriculum and their total commitment was therefore suspect. None could explain shift in methodology, content or general approach in the new system.

There was no evidence of any in-service course, seminar, conference or supervisory visit that laid emphasis on the tenets of the new primary school curriculum. Teachers were left to effect the new changes through trial and error method.

The success of any curriculum reforms depends to a very large degree, on the conviction and willingness of teachers to implement these reforms. In this respect teachers' role would appear to be even more crucial in curriculum implementation than it is in curriculum design. Teachers hold a key position in the implementation of a new programme. This view has been held by prominent educationists in Africa from the time the formal school started. Thompson, A.R. (1975) states that:

"We seek to produce teachers of broad outlook and personal commitment able to relate their work to the society they serve,
to identify and respond to changing circumstances and to take the initiative in a continuing re-examination and revision of their role."56

Inadequate classrooms, no laboratories, no libraries, and no workshops were noticeable features in the sampled schools. This was an indication that these schools were not adequately prepared for the curriculum changes that were. Community support was being mobilised to raise funds and provide necessary materials and equipment. However, a great deal had been done by the teachers' own initiatives of improvisation and stretches of imagination.

The survey findings indicated that teachers had developed apathy about curriculum changes. They had seen programmes melt away within a short period of enthusiastic initiation (NPA or the English Medium, New Maths). Teachers seemed to have developed a wait-and-see attitude. This appeared to be the environment the new curriculum

56: Thompson, A.R.: Education in Eastern Africa
East African Publishing House
was operating. There was need to assure the teachers of the continuity of this programme lest they remained suspicious of it. Moreover, on a much general note, there was indication of real concern on the part of the teachers for the success of the new programme in primary schools.

Recommendations:

On the basis of the study, the following recommendations are thought valid by the researcher:

Teachers' professional and academic statuses need to be reviewed and where possible steps should be taken to reduce the untrained teacher element in our primary schools.

Teachers' participation in the entire curriculum development, implementation and changes should be considered. Such teacher participation could start at the local divisional level through subject panels. These can involve representative teachers from individual schools within the division whose recommendations are forwarded for discussion at higher levels. This will eliminate
the feeling of adopting a curriculum that is somewhat 'foreign' and 'imposed'.

In the event of any curriculum changes teachers need to be in-serviced or be exposed to the changes through seminars, workshops, conferences, meetings, discussions in panel groups. Teachers should be encouraged to be active participants. The experienced teachers should be called upon to share their wealth of experiences in the event of curriculum change.

There is need to mobilise various groups, agencies and the community to provide materials, supplies, equipment and physical facilities that were noticeably a problem to the new curriculum in primary schools.

The community should be made fully aware of their responsibilities and accountability to the school. This should be centrally and squarely a teachers' role.

If possible the Ministry of Education needed to start any change in a curriculum in schools with
complete elements of the requirements and those without such requirements. After identifying the successes and limitations of the programme in the pilot schools (both rural and urban) adjustments and modifications could be made for the implementation of the change in the rest of the schools in the republic.

There should be psychological and professional preparation for the teachers. Human beings are by nature conservative and will always resist change especially where they cannot see anything wrong with what already exists and which they probably feel quite comfortable about. Teachers are no exception. In the preparation of teachers for implementing a new curriculum, there is need to get them to see and accept the need for change. Thus, they should be involved at the pre-planning and needs assessment stages. This helps to put them in a correct frame of mind for change and even much more important it makes them feel that they are the ones who need changes and that such changes are in their interests. The programmes
become individualized and not imposed on them.
Once this happens, teachers are bound not just to support the programme but to want to see it succeed.

Suggestions for further research:

1. Due to time and financial constraints this study was based on a relatively small sample. It would be interesting to see the nature of findings and conclusions if a larger sample was used.

2. The area covered by the sample was a rural division, a research in an urban area or a comparison of a rural and urban area would definitely provide more reliable generalisations.

3. It might be of interest also to conduct a research on the role of the headteachers/deputy headteachers in curriculum implementation.
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Thompson, A.R: *"Current Trends in Teacher-Education in English-Speaking Africa"*. Lecture delivered on May 11, 1982 at Ibadan University - Nigeria.


Dear Sir/Madam,

I am a post-graduate student taking a Masters Degree course in Primary Teacher Education at Kenyatta University. I have chosen your school as a representative of a divisional sample of schools and teachers to participate in a study project of major importance.

The project is an attempt to find out the role of teachers in implementing change in primary school curriculum. The study is important considering the challenges and demands posed on teachers and the schools in the implementation of the 8-4-4 system of education.

The study project will be partial fulfilment for the Masters course at the University. All the responses will be treated with utmost confidentiality and will only be used for purposes of the study.

A copy of a clearance letter from the Office of the President will be forwarded to you as soon as possible.

I am requesting you to give me a list of all teachers in your school, so as to enable me select a representative number of five teachers from the school to participate in the study.

I would like to visit your school on __________ in order to administer a questionnaire and interview the sampled teachers.

Thank you.

Yours faithfully,
Dear Sir/Madam,

Your help is urgently needed and very significant. I have chosen you as a representative of the divisional sample of teachers to take part in a very important study project in the area of curriculum development.

This project is an attempt to find out the role of the teacher in implementing changes in the curriculum. It is a timely issue because the recently introduced 8-4-4 System of Education calls for greater participation of teachers in its implementation and operationalization of the goals, content, method and evaluation.

You are kindly requested to take a little of your time to complete the questionnaire to-day. Your cooperation will be most appreciated.

You are assured that your answers to the questions will be treated with utmost confidentiality and used only for the purpose of this study. Your anonymity is guaranteed. Kindly answer all questions.

Thank you.

Yours faithfully,

RODERICK K. OLE TUGEE
KENYATTA UNIVERSITY.
APPENDIX C

QUESTIONNAIRE FOR TEACHERS

PART A

DEMOGRAPHIC INFORMATION SHEET

Below, you are provided with statements. You are kindly requested to give the appropriate information either by ticking ( ) and/or by giving further information.

1. Name of school ________________________________

2. Your sex is (a) Male ( )
   (b) Female ( )

3. Your age is (a) Below 20 years ( )
   (b) 21-30 years ( )
   (c) 31-40 years ( )
   (d) 41-50 years ( )
   (e) Above 51 years ( )

4. Your academic qualification is
   (a) KAPE/KPE/CPE ( )
   (b) KJSE ( )
   (c) CSC/EACE ( )
   (d) HSC/EAACE ( )
(e) Any other (Please specify) ............

5. Your professional qualification is
   (a) Untrained ( )
   (b) P4 ( )
   (c) P3 ( )
   (d) P2 ( )
   (e) P1 ( )
   (f) S1 ( )
   (g) Diploma ( )
   (h) Graduate ( )
   (i) Any other (Please specify) ............

6. Teaching experience in years in
   (a) Present school _______________________
   (b) Your entire teaching career _________

7. You are a teacher of
   (a) Lower primary ( )
   (b) Upper primary ( )
   (c) Both (a) and (b) ( )

PART B

TEACHER'S ROLE IN CURRICULUM IMPLEMENTATION INSTRUCTIONS

Circle the number that is closest to your perception of the key curriculum implements in the various task
areas of the curriculum stated below. You may circle more than one when more are involved in curriculum implementation.

1. Situational analysis (i.e. the school, the society and learner).
   (a) Ministry of Education
   (b) K.I.E.
   (c) Board of Governors
   (d) The Headteacher
   (e) The Teacher

2. Drawing appropriate lessons from learning situations in schools.
   (a) Ministry
   (b) K.I.E.
   (c) Board
   (d) Headteacher
   (e) The teacher

3. Setting objectives, organizing content and deciding on Methodology.
   (a) Ministry
   (b) K.I.E.
   (c) Board
(d) Headteacher
(e) Teacher

4. Collecting and preparing materials and drafting guideline for their use.
   (a) Ministry
   (b) K.I.E.
   (c) Board
   (d) Headteacher
   (e) Teacher

5. Seeing the extent to which the curriculum can realise the objectives underlying it.
   (a) Ministry
   (b) K.I.E.
   (c) Board
   (d) Headteacher
   (e) Teacher

6. Getting the new curriculum to a larger audience and making the recipients understand the objectives.
   (a) Ministry
   (b) K.I.E.
   (c) Board
7. Finding out how well the new curriculum is working.
   (a) Ministry
   (b) K.I.E.
   (c) Board
   (d) Headteacher
   (e) Teacher

8. Selecting textbooks for a subject.
   (a) Ministry
   (b) K.I.E.
   (c) Board
   (d) Headteacher
   (e) Teacher

9. Determining the size of the class
   (a) Ministry
   (b) K.I.E.
   (c) Board
   (d) Headteacher
   (e) Teacher
10. Determining the teaching load and time for the teachers.
   (a) Ministry
   (b) K.I.E.
   (c) Board
   (d) Headteacher
   (e) Teacher

PART C

Instructions:

Put a tick and give further information on the following items.

11. Do you think that you are performing your responsibilities as a curriculum implementer satisfactorily?
   (a) Yes ( )
   (b) No ( )
   If 'No' Why ________________________________
   ________________________________

12. Are you provided with guides for curriculum implementation (a) Yes ( )
    (b) No ( )
13. Do you have sufficient money to carry out your responsibilities as a curriculum implementer?

(a) Yes ( )
(b) No ( )

If 'No' What are the problems

14. Do you have problems in understanding the changes in the curriculum?

(a) Yes ( )
(b) No ( )

If 'Yes' state some of them

15. Does the schools' Board of Governors give you support as regards your role as a curriculum implementer?
16. Do you have problems in teaching the newly introduced subjects in the primary school curriculum?

(a) Yes ( )
(b) No ( )

If 'Yes' specify them ________________________

17. Are too many expectations placed on you as a curriculum implementer.

(a) Yes ( )
(b) No ( )

18. Do you think that you have sufficient training to implement changes in the curriculum.

(a) ( )
(b) ( )

If 'No' what are your training needs ________
19. Are you in-serviced in case of changes in the curriculum?
(a)  
(b)  

20. Which of these do you think is the most serious problems in curriculum implementation. Rank them in order of seriousness.
(a) That the programme materials are not sent in time.  
(b) The disagreement between teachers and headteachers in executing the curriculum.  
(c) The inadequacy of materials included in the curriculum  
(d) The lack of inservice of teachers in case of curriculum change  
(e) Others (Please specify)  

21. Please, suggest to teachers at least three ways and means of overcoming curriculum implementation problems.
PART D

22. Do you get some of your teaching materials from the community around the school.
   (a) Yes ( )
   (b) No ( )

23. Where do you get your finances? From
   (a) Ministry ( )
   (b) Community ( )
   (c) Both ( )

24. Who supplies or buys textbooks for use in the school.
   (a) Ministry ( )
   (b) K.I.E. ( )
   (c) Community ( )
   (d) Teacher ( )

25. Do the parents/community provide desks and other furniture for use in schools.
   (a) yes ( )
   (b) No ( )
26. Who builds the classrooms, workshops, Home Science Halls etc.?
   (a) Ministry ( )
   (b) School ( )
   (c) Community ( )

27. Does the community suggest to you how best to teach certain subjects.
   (a) Yes ( )
   (b) No ( )
   If 'Yes' what subjects ____________________________

28. Is the community aware of the changes in the curriculum.
   (a) Yes ( )
   (b) No ( )
   If 'No' what have you done to make them aware? ____________________________
29. Please list other forms of assistance you get from the community in the process of curriculum implementation.

__________________________________________

__________________________________________

__________________________________________
APPENDIX D

INTERVIEW SCHEDULE

1. How does the primary school teacher effectively implement a curriculum?
   (a) 
   (b) 
   (c) 
   (d) -----

2. What do you consider as the roles of the teacher as a curriculum implementer.
   (a) 
   (b) 
   (c) 
   (d) 

3. What does a well-planned implementation strategy involve?
   (a) 
   (b) 
   (c) 

4. Do you take time to understand your pupils before planning a lesson or do you just
follow the recommendation in the syllabus?

5. In your selection of materials needed for teaching and learning do you work with competent and experienced persons in the school or do you make personal decisions?

6. In your lesson plans or schemes of work do you give rationales for selecting materials and how it should be used in the classroom?

7. Do you read extensively or do you just rely on the recommended texts?
8. What shift of methodology have you realized in the new curriculum?

9. How do you go developing appropriate skills recommended in the 8-4-4 curriculum?

10. What about attitudes?

11. What about evaluation?
## APPENDIX E

### PRIMARY SCHOOLS IN MT. ELGON DIVISION

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<th>Sub-Location</th>
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