CHALLENGES TO IMPLEMENTATION OF CURRICULUM IN NON-FORMAL SECONDARY SCHOOLS IN KIAMBU EAST DISTRICT-KIAMBU COUNTY, KENYA.

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E55/11812/08

A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR MASTER OF EDUCATION (CURRICULUM) DEGREE.

KENYATTA UNIVERSITY

NOVEMBER 2011.
DECLARATION

This project is my original work and has not been presented to any other university for an award of any other degree or programme.

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This project has been approved for examination with our authority.

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I am proud to dedicate this project to my wonderful husband Joseph and children Edwin and Melissa. Without their love, support and unfailing encouragement this report would never have happened.
ACKNOWLEDGEMENT

My deepest gratitude goes to my two supervisors; Prof. Grace Bunyi and Dr. Levi Libese who have guided me through the rigorous process of writing this research project. I am also indebted to my fellow students in the curriculum class especially my dear friend Rosemary for the encouragement and moral support.

My sincere thanks also go to Judy and Teresa who typeset this work brilliantly.

While thanking the above personalities any errors of omission or interpretation are solely my responsibility.
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ABBREVIATIONS AND ACRONYMS

ACE- Adult and Continuing Education
CESA- Comprehensive Education Sector Analysis
DAE- Department of Adult Education
CE- Complimentary Education
CEDC- Children from Especially Difficult Circumstances
CBOs- Community Based Organizations
EFA- Education for All
ESSP- Education Sector Support Programme
FAO- Food and Agricultural Organization
FBOs- Faith Based Organizations
FPE- Free Primary Education
FPSE- Free- Partial Secondary Education
KCSE- Kenya Certificate of Secondary Education
KESSP- Kenya Education Sector Support Programme
KNALS- Kenya National Adult Literacy Survey
K.I.E- Kenya Institute of Education
MOE- Ministry of Education
NF- Non-Formal
NFE- Non-Formal Education
NFS- Non-Formal School
ROK- Republic of Kenya
UN- United Nations
UNESCO- United Nations Educational, Scientific and Cultural Organization
MDGs- Millennium Development Goals
UPE- Universal Primary Education
UNICEF- United Nations Children’s Fund
ABSTRACT

For economic advancement to occur, there must be an adequate skilled human resource that is productively employed. The hope to achieve Universal Primary Education by 2005 and raise transition rates from primary to secondary from 40% to 80% remains unfulfilled. The national objective to promote Non-Formal Education (NFE) and establish mechanisms for transition into formal education has not been put into place. Owing to the importance of education in society today and the need to develop new approaches to NFE within the context of lifelong learning, the development of NFE programmes for the out of school youth in Kenya is necessary. Previously, cost-sharing strategies in financing education proved prohibitive to most households resulting in the mushrooming of NF schools. These schools provide cheaper education than the formal schools as requirements on parents are limited. This study investigated the challenges to implementation of curriculum in the NF secondary schools in Kiambu East District. The study involved a critical review of relevant literature to shed light on this topic and also to identify gaps that justified the need for this research. It adopted the survey research design. The target population consisted of all the 15 NF secondary schools in Kiambu East District, all the head teachers, 95 teachers and 1116 learners. Detailed questionnaires were used to gather data from the teachers, the learners and the head teachers. Observation check lists were used by the researcher to observe the situation in each of the schools. All the 15 NF secondary schools were used in this study. One school was used for the piloting of instruments and the rest (14) used for the actual study. The study used 28 teachers, 2 from each school, who were sampled using the rotary method, all the 14 head teachers and 112 learners, 8 from each school. The learners were sampled using random number tables. A pilot study was done to establish the validity and reliability of the research instruments. Data was analyzed using descriptive statistics. The findings were presented in frequency distributions and percentages shown in tables, graphs and pie charts. The major finding was that NF secondary schools in Kiambu East district did not have adequate teaching/learning resources and that there was a critical shortage of physical facilities. The study also found that the major challenge teachers in these schools face is being underpaid leading to demotivation. Challenges faced by learners include; poor financial background, inadequate teachers and inadequate T/L resources among others. Based on these findings, it is recommended that the NF secondary schools be provided with adequate T/L resources and that the government should employ teachers in the NF secondary schools to retain them.
CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter consists of the background to the study, statement of the research problem, purpose of the study, objectives and research questions, significance of the study, assumption, limitations theoretical framework, conceptual framework and the definition of the operational terms.

1.2 Background to the Study

According to Gachukia (2007), education needs to be given a lot of attention because it is a cornerstone of economic and social development of any modern society. Even if a country was rich in natural resources, the country would still require the skillful exploitation and manipulation of the resources by the educated and trained human hands and mind, for the resources to be of any benefit to the country. At the same time, education is a basic human right. Every human being, rich or poor, white or black, has a right to it. Education develops both the individual and the society. Otiende (1992), observes that a person's intellectual, emotional, spiritual and physical abilities mature through education, thus enabling him or her to fully participate in community affairs. Todaro and Smith (2006); ROK (1998); World Bank (2003), and Heislin (2006), observe that education reduces poverty, hunger and malnutrition, improves maternal health, fights diseases, reduces child mortality rates and promotes environmental sustainability among other contributions. Education is also a key determinant of an individual's earnings and therefore an important exit route from poverty. According to KNALS (2007), education enhances people's ability to take advantage of opportunities that can improve their well being as individuals and enable them participate more effectively in the community, markets and democratic process.
Despite the importance of education for individuals and nations, education is still not accessible to all. For example, UNICEF (2007), observes that there are more than a million children out of school due to lack of access to education because of living in remote rural areas, poor educational facilities, poor quality education, large class sizes, teachers’ attitudes and behavior, irrelevant curricula and costs associated with schooling such as uniform or textbooks. Gitau (1998) observes that it would take considerable time and investment to bring all formal systems up to a level where they can ensure the provision of a quality Universal Primary Education. Therefore, it is crucial to ensure adequate financial and moral support to Non-Formal programmes that target marginalized groups because they can help reduce the number of out of school children and youth and at the same time offer quality education.

According to Sibangani and Rwezura (2006), the international community’s renewed commitment to extending the benefits of education to all, as well as to the increasing awareness of the linkages between education and productivity, continues to form an integral part of all governments’ social concerns. The international community has also realized that education is the main vehicle for transforming latent human potential as a cornerstone of socio-economic development. This gives impetus to countries to enhance and harness all chances of education-formal or non-formal. To accomplish this function, the discrepancy between supply and demand for formal education has put NFE in the forefront to address the shortcomings of formal education. Recent declarations at international forums on EFA have highlighted the importance attached to both formal and non-formal education systems.

According to Kenya Institute of Education (K.I.E) Accelerated Programmes, NFE was initiated as a means through which the problem of out of school children and youth would be addressed and it is increasingly becoming a necessary and complementary component of a comprehensive
strategy to provide EFA. Due to challenges of modern society, the council of Europe in 2000 recommended that NFE be recognized as a partner in the lifelong learning process and make it accessible to all, (Rodgers, 2004). The concept of NFE gained popularity with the publication of the World Educational Crisis: a system analysis in 1968 by Oxford University press. Two reports commissioned by World Bank and UNICEF, namely; New Paths to Learning for Rural Children and Youth, (1973), and Attacking Rural Poverty: How NFE can help, (1974), accelerated the pace for popularizing the concept. Both studies concluded that NFE had a potential to contribute to the development of rural areas. The positive role of NFE is also supported by Evans 1981 studies in Ghana and Indonesia. He concluded that NFE could be highly instrumental in solving problems of equity, access to education and the promotion of citizen’s effective participation in national development.

Kenya’s commitment to achieve EFA is in keeping with the UN 1998 declaration of human rights, the Jomtien declaration of EFA 1990, the Dakar framework of EFA 2000, the Millennium Development Goals and the Kenya children’s Act 2001, all of which state that every child has a basic right to education. The Dakar forum set 2015 as the year to achieve EFA while UPE attainment was moved to 2006, though it’s yet to be achieved. Acknowledging that EFA goals could not be achieved through formal education delivery channels alone, the forum advocated for the 3rd channel approaches, that is informal and NFE delivery models (MoE, 2005).

The development of NFE in Kenya received impetus from the 1990 World Conference on EFA. In 1994, a survey of NFE in Kenya was carried out as a joint initiative by the MoE and Ministry of Culture and Social Service under the aegis of the NFE project. The objective of the project was to promote NFE for Out Of School children. Kenya Institute of Education and Department of Adult Education implemented the project. The survey was carried out due to the
unprecedented increase in the number of the Out Of School (OOS) children between 1984-1994. The response to this increase was the establishment of NFE centers by communities and NGOs for children aged 17 and below. In January 2003, the government introduced FPE and with it an extra 1.4 million children enrolled in public primary schools. In 2008, the government also introduced FPSE. Despite the efforts that the Kenya government has been putting to increase access, there are still too many OOS children and youth. According to UNESCO (2005), the high numbers of out of school children and youth has been caused by the high cost of education to parents, increasing levels of poverty in the country, socio-economic and cultural factors as well as institutional or school related factors. The Comprehensive Education Sector Analysis (CESA), of 1994, concurs with the above saying that the cost-sharing policy introduced by the government imposed an unbearable burden on parents. The indirect cost to parents for example purchases of books and uniform, lack of clear statute enforcing the compulsory aspect of FPE, lack of adequate facilities in schools among other factors work against the full success of the programme.

The NF schools and centers have come up in earnest as evidenced by Table 1.1, to fill the gaps left by the inability of public and private schools to absorb all school going age children. The table shows the proportion of persons attending NFE per province per level of education.
Table 1.1 Non Formal Schools' Enrolment by Level of Education 2004

<table>
<thead>
<tr>
<th>Province</th>
<th>Primary M</th>
<th>Primary F</th>
<th>Secondary M</th>
<th>Secondary F</th>
<th>Adult Ed. M</th>
<th>Adult Ed. F</th>
<th>Basic literacy M</th>
<th>Basic literacy F</th>
<th>Technical M</th>
<th>Technical F</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coast</td>
<td>2240</td>
<td>1813</td>
<td>370</td>
<td>369</td>
<td>1128</td>
<td>-</td>
<td>929</td>
<td>1120</td>
<td>659</td>
<td>242</td>
<td>8870</td>
</tr>
<tr>
<td>Central</td>
<td>247</td>
<td>159</td>
<td>166</td>
<td>18</td>
<td>310</td>
<td>-</td>
<td>146</td>
<td>245</td>
<td>23</td>
<td>-</td>
<td>1314</td>
</tr>
<tr>
<td>Eastern</td>
<td>71</td>
<td>84</td>
<td>2</td>
<td>12</td>
<td>481</td>
<td>-</td>
<td>182</td>
<td>151</td>
<td>188</td>
<td>150</td>
<td>1321</td>
</tr>
<tr>
<td>Nairobi</td>
<td>36456</td>
<td>35959</td>
<td>3645</td>
<td>431</td>
<td>377</td>
<td>-</td>
<td>278</td>
<td>259</td>
<td>139</td>
<td>105</td>
<td>77685</td>
</tr>
<tr>
<td>R. Valley</td>
<td>504</td>
<td>470</td>
<td>-</td>
<td>-</td>
<td>501</td>
<td>-</td>
<td>782</td>
<td>610</td>
<td>329</td>
<td>600</td>
<td>3796</td>
</tr>
<tr>
<td>Western</td>
<td>602</td>
<td>532</td>
<td>673</td>
<td>-</td>
<td>-</td>
<td>22</td>
<td>11</td>
<td>4</td>
<td>1855</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nyanza</td>
<td>1050</td>
<td>945</td>
<td>205</td>
<td>71</td>
<td>454</td>
<td>-</td>
<td>707</td>
<td>780</td>
<td>229</td>
<td>90</td>
<td>4535</td>
</tr>
<tr>
<td>N. Eastern</td>
<td>1413</td>
<td>738</td>
<td>545</td>
<td>189</td>
<td>398</td>
<td>-</td>
<td>427</td>
<td>400</td>
<td>104</td>
<td>38</td>
<td>4252</td>
</tr>
<tr>
<td>Sub Total</td>
<td>42583</td>
<td>40700</td>
<td>5610</td>
<td>1096</td>
<td>3649</td>
<td>-</td>
<td>3473</td>
<td>3606</td>
<td>1682</td>
<td>1229</td>
<td>103628</td>
</tr>
<tr>
<td>Total</td>
<td>83283</td>
<td>6706</td>
<td>3649</td>
<td>7079</td>
<td>2911</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>103628</td>
</tr>
</tbody>
</table>

Source: MOEST, NFS, Nairobi, Directory and National summaries.

The growth of the NFE sector has continued as seen in Table1.2 which shows the number of NFE institutions per province and the enrolment according to gender and the number of teachers both trained and untrained as at November 2007. Nairobi Province has the highest number of NFE institutions at 640 as well as in enrolment at 90,997 pupils and 5928 teachers. Western Province has the lowest number of NFE institutions at 18 but the enrolment is higher than that of Eastern and Central Provinces which have more institutions -101 and 83 respectively.
Table 1.2: Number of Non-Formal Institutions, Enrolment and Teachers. November 2007

<table>
<thead>
<tr>
<th>Province</th>
<th>Institutions No.</th>
<th>Enrolment Number</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Girls</td>
<td>Boys</td>
</tr>
<tr>
<td>Coast</td>
<td>251</td>
<td>4,985</td>
<td>5,405</td>
</tr>
<tr>
<td>Central</td>
<td>83</td>
<td>643</td>
<td>896</td>
</tr>
<tr>
<td>Eastern</td>
<td>101</td>
<td>789</td>
<td>758</td>
</tr>
<tr>
<td>Nairobi</td>
<td>640</td>
<td>46,830</td>
<td>44,167</td>
</tr>
<tr>
<td>Rift Valley</td>
<td>79</td>
<td>1,642</td>
<td>2,804</td>
</tr>
<tr>
<td>Western</td>
<td>18</td>
<td>875</td>
<td>1298</td>
</tr>
<tr>
<td>Nyanza</td>
<td>133</td>
<td>2,405</td>
<td>2,907</td>
</tr>
<tr>
<td>North Eastern</td>
<td>90</td>
<td>1,661</td>
<td>3,320</td>
</tr>
<tr>
<td>Totals</td>
<td>1,395</td>
<td>59,830</td>
<td>61,555</td>
</tr>
</tbody>
</table>


ROK (1998), revealed that with the expanding school age population resulting from a population growth rate of 3.2 %, there was evidently an increasing demand for parents, households and communities to respond to the need for more education opportunities. This consequently led to the development of basic NFE curriculum for the primary level jointly by the MoEST and UNICEF aimed at harmonizing NFE in all learning centers. Some schools have accessed the curriculum but many are yet to and therefore use the KCPE syllabus. The NFE curriculum for secondary education is still in the process of being developed and these schools use the KCSE syllabus. In order for a curriculum to be effectively implemented, certain measures must be put in place such as, adequate T/L resources, enough physical facilities,
qualified teachers, positive attitudes among stakeholders, to mention but a few. These and other challenges and barriers confront the NFE schools in their effort to implement the curriculum. This study sought to investigate these challenges.

1.3 Statement of the Research Problem

Kenya implemented FPE in 2003 and partial FSE in 2008. While this has increased enrolment at both levels, many children and youth are still out of school due to diverse reasons. The UN declaration of human rights 1948, Jomtien Declaration 1990, Dakar Framework 2000 and Children’s Act Cap 586 of the Laws of Kenya, all provide that every child is entitled to education through the formal system and where necessary through complementary and flexible approaches that address their multiple needs (ROK, 2005).

According to Gitau (1998), in spite of the declaration of FPE and FPSE, other factors like poverty and uniforms sometimes keep children out of schools. Some of these children join the NFSs where they get education and are sometimes provided with meals. The NFSs are also flexible when it comes to age and therefore allows access by over-age children and youths. However though the NFSs have made significant and remarkable progress in enhancing access to education, (as shown in table 1.2), a great number of school going age children are still out of school. The NFSs efforts to implement the curriculum to those children who have been locked out of formal schools are being hindered by a myriad of challenges and barriers. This study sought to determine the challenges facing these schools in their effort to implement the curriculum.
1.4 Purpose of the Study

The purpose of the proposed study was to investigate the challenges to implementation of the curriculum in the NF Secondary schools in Kiambu East District.

1.5 Objectives of the Study

1) Establish the availability of T/L resources needed for effective implementation of the curriculum in the NF secondary schools in Kiambu East District.

2) Determine the adequacy and availability of physical facilities in the NF schools.

3) Identify the challenges faced by both teachers and learners in these institutions.

4) Establish the funding patterns for the NF schools apart from school fees.

5) Seek views of the respondents on the measures that could be adopted to alleviate the challenges to implementation of curriculum in the NF Secondary schools in Kiambu East District.

1.6 Research Questions

The following research questions guided the study.

1) What is the status of T/L resources in the NF Secondary Schools in Kiambu East District?

2) What is the status of physical facilities in the NF Secondary Schools in Kiambu East District?

3) What challenges do teachers in NF Secondary Schools face in their efforts to implement the curriculum?

4) What challenges do learners in NF Secondary schools in Kiambu East District face?

5) Who funds the NF Secondary Schools in Kiambu East District?
6) What are the views of the respondents on the measures that could be adopted to alleviate the challenges to implementation of curriculum in the NF Secondary schools in Kiambu East District?

1.7 Significance of the Study

The study highlighted the challenges faced by teachers and learners in the NFSs as they implement the curriculum and pursue education. The study has created awareness of the existence of NFE schools in the country.

1.8 Assumptions of the Study

- All respondents will be willing to provide honest and reliable responses.
- All learners in the NFSs can comfortably fill in questionnaires.
- All schools are within reach of target population.
- NFE has a critical role to play in improving access to education.

1.9 Limitations of the Study

- The study limited itself to only one district due to financial and time constraints
- Available data concerning NFE is generally limited. Most data is from papers presented in conferences.

1.10 Delimitations

The study did not seek to get the opinion of parents and educational officers. It only involved head teachers, teachers and students.
1.11 Theoretical Framework

A theoretical framework is a framework for explanation about the phenomenon being investigated. Gal et al (1976), defines a theoretical framework as “an explanation of a certain set of observed phenomenon in terms of a system of constructs and laws that relate these constructs to each other.” This study was guided by the Classical Liberal Theory of Equal Opportunity which asserts that education empowers an individual by developing each person’s born capacity. Horace Mann, who lived between 1796-1889, referred to education as the great equalizer. In our Kenyan situation in general, and in my area of study in particular, there are many barriers that prevent bright students who come from poor economic backgrounds from exploiting their inborn talents which would in turn help them to move up the economic ladder. This theory of equal opportunity asserts that all children should, through education, be given a chance to progress from where they are. Each and every learner has a right to access education.

During earlier years when education guaranteed jobs after university, or college, this really worked in Kenya because bright children from poor backgrounds were able to break the poverty cycle. Such children were equalized with their counterparts from rich backgrounds through education. If equal opportunities of education are provided, according to this theory, then social mobility will be promoted. Rousseau, one of the proponents of this theory, claimed that the ‘natural’ statesmen were born equal and personal qualities should not jeopardize social equity so long as a society rewards people according to their status.

It is therefore in order to say that, the social institutions such as education should attempt to treat people equally. The NARC government attempted this in 2003 when it introduced free primary education where every child is entitled to education. Secondary education was also made partially free in 2008 which has enabled many students from poor background to access
secondary education especially in the day schools where extra costs are very minimal. Before this excessive fee, user charges and other school related costs had locked millions of children of school going age out of primary school (Njeru et al, 2003).

This theory was chosen for this study because education in Kenya is funded through taxation, grants and donor funds. The policies on education are directly affected by the funds available to run the programmes. Although the government introduced the FPE and the partially free secondary education, many children still remained out of school due to hidden costs. According to Gitau (2003), these hidden costs pushed many learners to the NFE schools which were coming up in earnest. However these NF schools are faced with many challenges due to the fact that the government does not fund the NFE as it does the formal (MOE, 2004). The students in the NFSs should also get from the government teaching/learning resources, facilities and other requirement just like their counterparts in the formal schools. Therefore, it appears that social barriers like economic, gender and geographical location, abstract the theory of equal opportunity. Bright pupils from disadvantaged backgrounds don’t access quality education. Their personal qualities and abilities are compromised by social inequality.

1.12 Conceptual Framework

According to Orodho (2004), a conceptual framework is a model of presentation where a researcher conceptualizes or represents the relationship between variables in the study and shows the relationship graphically or diagrammatically. This study was based on the concept that if implementation of curriculum in NFE is eased through improvement of the learner’s situation, provision of adequate T/L resources and facilities, teachers’ qualifications and morale, learners will be equalized. Learners in both formal and non-formal learning institutions should be accorded equal opportunities to ensure this equality. The education they all get should empower
them which would lead to better lives. Education, be it formal or non-formal leads to empowerment which results in new personal, social and economic change. It is therefore important that NFE be given as much value as the formal education.
Figure 1.1 Conceptual Frameworks

LEARNERS

EQUAL EDUCATION OPPORTUNITIES
- Physical Facilities
- Teaching/Learning Resources
- Qualified Teachers
- Relevant Curriculum

Formal Education

Non-Formal Education

EMPOWERMENT
For social, personal and economical development

Source: Researcher, 2011.
1.13 Operational Definition of Central Terms

**Basic learning needs:** an education that includes learning to know, to do, to live together and to be that is geared towards tapping each person’s talents and potential and developing learners’ personality so that they can improve their lives and transform their societies.

**Enrolment:** the number of learners who register at various grades at the beginning of the year.

**Education:** individual and social development process which cause a person’s intellectual, emotional, spiritual and physical abilities to mature thus enabling him to participate fully in community.

**Formal education:** education offered in schools according to rules and regulations of the Education Act by the GOK.

**Implementation:** the actual use of the curriculum or syllabus or what it consists of in practice.

**Non-formal education:** any organized educational activity outside the established formal system, whether operating separately or as an important feature of some broader activity.

**Qualification:** a skill or type of experience that one needs for a particular job or activity.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter reviewed literature based on the concept of the importance of Education for All including out of school children and youths. It also reviewed existing literature directly or indirectly related to the implementation of the curriculum in the NF system of education. The literature has been reviewed under the following sub-sections; importance of education, overview of non-formal education, NFE situation in Kenya, challenges facing NFE, future of NFE in Kenya and a summary of review.

2.2 Importance of Education

Being a human right, the importance of education cannot be emphasized enough. In the global, regional, national and local levels, huge efforts are being made in order to achieve education for all. Conferences have been held time and again with the aim of determining ways and methods to help governments especially in developing countries move towards education for all. A good example of this is the Dakar conference of 2000 which set the target to achieve EFA by 2015.

Education has both individual (private) benefits and social benefits. An educated individual has investment benefits such as greater productivity, higher pay, greater job satisfaction and increased enjoyment of leisure. This is according to Branchflower and Oswald (2000), who go on to say that job satisfaction is typically highest among people with advanced levels of education. Dascy and Tessering (2001), agree with this and categorize individual benefits as material and non-material benefits. Material benefits include current, future and lifetime income, career prospects job security and job adequacy while non-material benefits include health,
quality of life, personal wellbeing, life expectancy among others. At the same time, education promotes thinking, vocational and social skills in an individual.

According to Bynner and Egerton (2000), education is part of a socialization process because it transmits attitudes and values which is a critical part of fostering shared attitude, thus strengthening social cohesion. Education improves a person’s future earnings which translate to increased future tax payments which is a benefit to the society. Higher levels of education are correlated with higher levels of civic participation including volunteer work, voting and blood donation. They also noted that college graduates have lower smoking rates and more positive perception of personal health.

2.3 An Overview of NFE.

The first definition of NFE was coined by Coombs in 1968. He defined NFE as ‘any organized, systematic education activity outside the established formal system, whether operating separately or as an important feature of some activity that is intended to serve identifiable learning clientele and learning objectives.

Lynch (1998), however explains that, there is no clear cut definition of NFE and indeed some educational activities stride across formal and non-formal modes of delivery. With the imprecise definition of NFE, every country interprets NFE in its own way. To some it means adult literacy classes, to others it means schooling provided by Non-Governmental Organizations and Community Based Organizations, yet to others it means training and educational activities by other ministries other than the mainstream MoE. Generally, emphasis in NFE is on non-conventional delivery or facilitation methods, approaches and techniques. Freire (1970), observes that NFE models offer a chance to many out of school, children and youth opportunities to access education. These opportunities are availed through accelerated, mobile, multi-grade and
multi-shift school models that operate under a broad umbrella of NF programmes meant to address the learning needs of children who have little or no chance to access formal schooling.

Coombs (1968), advocates for the adoption of NF system of education and practices to help developing countries catch up with the rest of the world. The system was supposed to provide to as many people as possible, applicable knowledge and skills, upgrade the competence of partially qualified individuals, and secondary unqualified and unskilled school leavers. Combs goes on to say that rural areas receive less attention in the process of imbalanced development of third world nations, and that the rural areas gained the fewest benefits of modernization. He raised the following question ‘what might be done through NFE to help meet the minimum essential learning needs of millions of deprived rural children and adolescents and to help accelerate social and economic development in rural areas?’ In an attempt to answer the question he first equated education with learning the identified four types of educational needs for rural development. These are; basic education through primary and general secondary formal schooling, family improvement education through NFE programs designed to import knowledge skills and attitudes useful for improving family life quality, community improvement education through NFE activities to strengthen local and national institutions in such matters as local and national government, co-operatives community projects and the like and occupational education through NFE programs to develop particular knowledge and skills associated with various economic activities and in making a living.

Studies conducted in Cuba, Russia, China and Nicaragua and quoted by Ekundayo (2000), show that NFE is cost effective and educationally promising. The system shows reliable indicators of positive trends and comes out as a powerful instrument for economic growth especially in rural areas.
2.4 The NFE Situation in Kenya

According to UNICEF (2007), the NFE is offered in two types of institutions namely; NFSs and NFCs. NFSs follow the formal curriculum but it is flexible in other aspects of learning like uniforms and standards of learning facilities whereas NFCs do not follow the formal curriculum.

The concept of NFE for out-of-school children and youth is not new in Kenya. As early as 1996, the National Conference on Education, Employment and Rural Development, underscored the need for full mobilization of the nation’s human resources through a coordinated program for youths and adults. The conference emphasized that people have to be mobilized outside the school system, as schools constitute only one method of producing sufficient volume of educated persons for development. NFE in its various forms of expression is one of the most appropriate responses to the goal of providing Basic Education for All (BEFA). The stakeholders’ forum on NFE and Alternative Approaches to Basic Education states that a major challenge in education is understanding the concept of education in general and NFE in particular.

According to the Kenya NFE National Policy guidelines, NFE embraces programs designed for broad national development goals and individual learner’s developmental objectives as well as selected academic objectives. The ROK (1999), was informed that in addition to over 50% Kenyan children who don’t complete primary education, of those who do the K.C.P.E, 60% don’t get places in secondary schools. Considering that 10-12 years of education is now accepted as basic right, these two groups require to be given an opportunity to go on learning to obtain what the community has defined as Basic Education (BE). For this reason, a new education strategy needs to recognize and strengthen BE programs, encourage and support the creation of new ones and ensure quality control that will make such programs efficient in complementing formal education.
The same commission noted that the NFE desk set up in 1994 in the MoE is therefore not adequate or efficient for the role of coordination of alternative approaches to basic education and as a consequence, many of the NFE schools lack quality assurance because they are not obliged to tailor their teaching to the formal education syllabus. The issue of lack of quality was also noted by ROK (1998), which noted that the various providers of NFE have been operating independently hence the type of quality education they offer varies. In an attempt to ensure provision of quality education, the government of Kenya in collaboration with UNICEF started a program of cooperation as an intervention through which ways would be devised of addressing the education needs of OOS children.

In view of this, a Technical Planning and Monitoring Committee (TPC) was formed to spearhead the implementation of the project. The TPC conducted a needs assessment survey on 12-24th September 1994 in focus districts in order to gather information pertaining to the current situation in view of the initiatives that had been taken by various communities to provide education to children out of formal school system. The results of this survey was discussed at a seminar held at KCCT (Mbagathi) from 6th – 9th October 1997 where policy guidelines were formulated.

It is estimated that 500,000 – 700,000 school age going children, (6-13 years) are out of school. They are mainly from urban informal settlements, the ASAL regions and pockets of poverty across the country. In addition, there were about 1.7 million children and youth who because of socio-economic reasons have been unable to access formal education and are therefore learning in NFSs or centers (ROK, 2005)

The ROK (2004), noted that the most affected groups include vulnerable groups like child workers, orphans, nomadic children, street children, youth and adolescent parents. This is the
reason it has been acknowledged that NFE is not a substitute of formal education but rather it is meant to complement formal education. The KIE Accelerated Programmes notes that the target groups for NFE are school age children, who for any reasons have been unable to join the formal system and are learning either in NFSs or NFCs. Both categories which may or may not be registered by the MoE have been established to provide education and other services (shelter, health, nutrition, counseling and protection) to school age children. The above is supported by the ROK (2005), who also add that the NFSs provide the formal curriculum with support from communities.

A study on NFE done in Kisumu, Nairobi and Mombasa in 2000, established that most of the learners in the NFSs, were former street children, homeless children, child labour victims and regular pupils majority of them poor. Ekundayo’s study of 2000, which represents an important contribution to understanding the reality of NF programs and the efforts by the agencies like GTZ to strengthen alternative approaches to Basic Education, seems to agree with the observations of Comprehensive Education Sector Analysis (CESA) team, that the little data which is available is unreliable because it focuses almost exclusively on the urban children in major towns, neglecting the children of nomadic parents, displaced and refugee children, children in difficult circumstances in small towns and rural areas.

The report on the National Conference on Education of November 2003, notes that access and equity in the NFE sub-sector in Kenya has for a long time been characterized by low participation rates and regional and gender disparities arising from a long history of neglect. The MoE (2005), notes that though the concept of NFE and Continuing Education for OOS children and youth and adults is not new in Kenya, marginalization has continued from the fact that NFE is viewed as an inferior form of education in terms of quality and opportunities to those who
‘graduate’ from its rank, is largely under resourced; lacks a nationally recognized policy that
guide both NFE providers and government institutions charged with ensuring quality education.

In August 2005, the MoE started extending FPE grants to NFSs where each child is allocated
1,020/= for the procurement of instructional materials. This marked a very important milestone
in the NFE subsector. However many of the children learning in these centres or schools have
not benefited from it due to several challenges including weak management of the centers.

The renewed strength to revitalize NFE came with the EFA debate during the Jomtien
conference (1990). Article 5 of the world declaration on EFA which calls for broadening the
means and scope of Basic Education (BE), states that “The diversity, complexity and changing
nature of basic learning needs of children, youth and adults necessitates broadening and
constantly refining the shop BE” (Inter Agency Commission, 1990).

Currently in Kenya the proportion of target persons as opposed to actual persons attending NFE
is not balanced. There is therefore need to popularize NF schools at the higher levels to attract
the many OOS youths and adults who may not have been accounted for and also take care of the
many primary schools graduates who may not be able to attend formal secondary schools. A
report on NFE by MoE and UNICEF in 2007 revealed that the number of orphans increased from
9,307 in 2003 to 32,340 in 2007. Nairobi was leading with 18,428 followed by Nyanza at 4073
while Eastern Province registered the lowest at 754.

2.5 Challenges Facing NFE

The ROK (1999), noted that many of the NFSs cater for many poor children and lack basic
necessities like infrastructure, T/L resources, and qualified teachers among other problems. In
addition to the above the KIE accelerated programmes list lack of a clear policy framework to
guide and regulate various players in the sub-sector; inadequate funding, negative societal attitudes towards NFE lack of special curriculum; irregular monitoring and evaluation mechanisms and inadequate data on out-of-school children.

2.5.1 NFE Learner’s Situation

As mentioned earlier most of the NFE learners are from the disadvantaged groups like orphans, former street children, child laborers e.t.c. Their socio-economic backgrounds are low. Despite the low school fees and subsidies from the sponsors, the learners still find themselves lacking essentials like books. At home, most learners do not get enough time to do their homework either because there is no fuel or due to chores they have to do in the evening.

2.5.2 NFE Policy and Curriculum

According to the ROK (2005), a policy document to guide NFE was developed in 1998 by the MoEST. The guidelines provided the basis for coordinated government outreach to the children and youth outside the formal school system bringing together key players. The key players were the Department of Adult Education (DAE) and Ministry of Education Science and Technology (MoEST). However, the guidelines have not been implemented and therefore the NFE system is prone to a lot of irregularities and exploitation. The 1998 draft policy for NFE recognized the need to develop NFE as a strategy to achieve Universal Primary Education (UPE) and proposed a curriculum that would address the needs of the clientele and capacity building for teachers to raise their competencies. Although the DAE in collaboration with KIE have developed an NFE curriculum for primary education, it has not been implemented due to controversies reigning in this sector.
According to the MoE (2005), in June 2004, the NFE/CE national policy guidelines were designed to help overcome the challenges that characterize the NF and CE system. One development has been the production of a NFE curriculum jointly by MoEST and UNICEF and the curriculum is ready for use. Some schools have accessed the curriculum but many are yet to. The basic NFE curriculum is broad in nature and provides the learners with opportunity to acquire knowledge skills and attitudes for their individual and national development. It is flexible and has linkages and equivalences with the formal education. It has 3 levels. Level I is equivalent to standard 1-4, level II standard 5-6 and level III, standard 7-8. However, as earlier stated only very few NFS follow this curriculum.

The low transition rate from primary to secondary school is a critical issue that requires realistic solutions. Recognizing that secondary education enrolment increased as a result of FPE, the inference is that formal schooling only, will not lead to the realization of the EFA and MDGs aspirations. Consequently, other complementary modes of education delivery have to be explored (KIE Accelerated Programs). There is need also for Alternative Secondary Education (K.I.E. Research Report series No. 81), which would provide an opportunity for school drop outs to complete or further their secondary education. Strategies for the development of this program are at an advanced stage.

2.5.3 NFE Facilitators or Teachers

In Kenya, NFE teachers vary from full time teachers employed by the government, part time teachers who are paid honoraria by the government, volunteer teachers who are paid by the schools and those employed by NGOs, CBOs or FBOs. UNESCO (2005), where Kenya is a member confers that the poor remuneration of teachers leads to high turnover that not only inconveniences the learners but make their learning take longer than expected. The report
recommended that to retain the teachers and raise their morale, it is important that they be paid at least the equivalent of the minimum wage of their counterparts in formal schools.

The KIE survey of 1994, done four years after the world conference on EFA, found that teachers in NFE were inadequate in number, inappropriately trained in content and delivery and were poorly remunerated. They said that turnover was high due to both poor remunerations and conditions of work. According to Sibangani and Rwezura (2006), the training for NFE teachers should be organized into several recurrent training sessions rather than one long term to give room for integration of theory and practice in light of changing situation in the sector.

2.5.4 T/L Resources and Facilities

Availability of T/L resources and facilities are very important as far as implementation of any policy is concerned and should be provided in good time. They help learners retain what they have learnt and also pique the learner’s interest. These resources range from classrooms, desks, science equipments, laboratories, textbooks and other materials. Lack of these facilities in the school will definitely have negative impact on the academic achievements of the students and also affect implementation of the curriculum.

Studies concerning academic performance conducted by Kathuri (1992) and Orodho (1996) found that there is a positive and significant relationship between students’ achievements in physics and chemistry and the level of adequacy of science textbooks, laboratories, and exposure to practical exercises. In a similar study Eshiwani (1988), observed that most of the schools, whose students performed poorly, spent less money on the purchase of teaching resources. Lack of adequate textbooks and teaching materials makes teaching difficulty as students are unable to do their oral or written work during class lesson.
Kombo (2005), affirmed that availability and the use of teaching aids/resources in schools are among the factors which may explain why poor performance in examinations is a characteristic of secondary schools. According to him schools with adequate resources such as laboratories, textbooks, and other instructional materials would stand a better chance of having better results than poorly equipped ones.

The ROK (1976), states the need to mobilize teachers, equipment and other physical facilities for a conducive learning environment. This can be achieved through co-ordination and utilization of existing instructional resources. According to this view, we can make use of existing instructional resources that are available so long as they are managed well. According to the KIE survey of 1994, there was a general lack of adequate and appropriate facilities and resources for teaching and learning in the NFSs. Physical facilities were generally inadequate and inappropriate while learning materials were inadequate and of low quality.

2.5.5 NFE Funding.

According to ROK, (1999), the communities and other providers should be encouraged to keep the cost of NF education to a minimum by tapping locally available resources. NFE schools are encouraged to include income generating activities as part of their and training strategies to sustain the programme.

2.6 Future for NFE in Kenya

The Gachukia (2007), learnt from the DAE, that NFE system (sometimes referred to as Continuing Education – CE) targets all OOS youth and adults who wish to pursue further education and if possible take national examinations. Since there are no structures for progression from basic literacy, these learners revert to the formal education curriculum. As stated earlier, the MoE through KIE has developed a curriculum for primary NFE and is in the
process of developing another one for secondary NFE. In the meantime the post primary NFE is using the formal curriculum and prepares students to sit for KCSE. According to Kebathi (2007), consultations between various providers have come up with proposals for a National Qualification Framework (NQF), with linkages between formal and non formal curricula. This may prove to be a savior to the CE programs though no one knows when it will ever happen.

Currently, many standard eight graduates are locked out of formal secondary schools. These are usually more than half the number. Therefore the government and other stakeholders should seriously think about the NF secondary schools so that these learners can also access secondary education which is now part of basic education in Kenya.

2.7 Summary of Review

The Dakar forum, acknowledges that EFA cannot be achieved through formal education delivery channels alone. Rather, other approaches like informal and NFE should be embraced. Since then NFE in Kenya tends to subscribe to addressing children’s alternative schooling. It concentrates on those younger children who were too old to go to school. However, NFE should not target such children alone but a variety of groups including youths and adults who wish to acquire literacy, vocational and technical skills on part time or full time basis. The recent report of the Sector Review and Development (MOEST, 2003), also stresses the importance of NFE and observes that the formal education system does not adequately serve the interests of all children and youth. It recognizes the alternative and complementary modes of provision of education including multigrade, multi shift, mobile schools, shepherd schools, open and distance learning and Adult and Continuing Education.

Lastly, the youths already in the NF programmes should be encouraged to come up with their own out of school activities and participate fully knowing the activities are beneficial to them.
NFE needs to be protected, promoted and nurtured in its diversity of forms and responses. This will propel educational needs in Kenya to enable the country achieve the EFA goal by the year 2015.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology of the study. It describes the research design, study location, target population, sample and sampling procedures, research instruments, validity and reliability of the research instrument, data collection procedures and the data analysis plan.

3.2 Research Design

This study used the descriptive survey design whose major purpose, according to Delno and Kombo (2006), is the description of the state of affairs as it exists and the researcher reports the findings. Orodho (2003), describes descriptive survey as a method of collecting information by interviewing or administering questionnaires to a sample of individuals. This research design was appropriate for this study because it collected data from head teachers, teachers and learners in order to investigate challenges to implementation of the curriculum in NF secondary schools.

The purpose of descriptive survey research is to secure evidence concerning existing or current conditions, identify standards or norms with which to compare present condition in order to plan the next step having determined where the society is and where it wishes to go.

3.3 Location of the Study

The study was conducted in Kiambu East District in Kiambu County. The district has its headquarters at Kiambu Town. It has three divisions namely: Municipality, Kiambaa and Githunguri. However recently the district was split into Kiambu and Githunguri districts but this research covered the larger former Kiambu East District, which is slightly over 200 square
kilometers. Kiambu Town, which houses the district headquarters, is approximately 17 kilometers from the capital city, Nairobi. The major economic activities in the district include: trade, mixed farming and transport. Most people are small scale mixed farmers with dairy farming earning them a lot especially in recent years. There are two milk processing plants in the area. There are large coffee and tea estates in the district owned by prominent individuals and large companies. These provide employment for the low social economic status people who also make up a big population of those who enroll in NF schools. There are also big businesses in the towns where many other people work. The infrastructure is relatively good with all the major roads tarmacked.

Kiambu East District was chosen because the researcher has some familiarity with it, having worked and lived there for many years and is interested in the development of the area.

3.4 Target Population

Gay (1992), defines target population as a group of interest to a researcher. The study targeted a population of 15 NF institutions where the population comprised all the 15 head teachers, 95 teachers and 1166 learners.

3.5 Sample and Sampling Techniques

According to Gay (1992), a sample size of 10% of the target population should be the minimum for a descriptive survey. Sampling is the process of selecting a sub sample from a target population. This study covered the whole population of the NF secondary schools in the district. Piloting was done in 1 school while the actual study was conducted in the other 14 schools. All the 14 head teachers, 28 teachers 2 from each centre and 112 learners 8 from each centre were used. To sample teachers, the researcher used the rotary method where enough papers were
folded with only 2 with a yes. Those who picked yes were used in the study. For the learners, the researcher used the random number tables to select the sample.

3.6 Research Instruments

This study used questionnaires and observation schedules. Questionnaires were used to collect data from the head teacher, teachers and learners. Observation schedules were used to enable the researcher collect first hand information on situations and issues personally without relying on other people. The observation schedules were used to collect data on the status of the physical facilities in all the schools involved. All the instruments helped the researcher to gather enough information for the study. The research also utilized documents analysis. Documents analyzed included fee structures and student registers.

3.7 Piloting

Piloting of research instrument is done in order to determine their validity and reliability. The researcher conducted a pilot study before the actual administration of the instruments using the actual research instruments. The school where the piloting was done was not included in the actual study. Piloting involved checking the suitability of the questions as far as the language is concerned, the clarity of the questions and the choices in the response and adequacy of spaces provided for the responses. Since only a small sample is needed for piloting, the researcher selected one school randomly.

3.71 Reliability of Instruments

Reliability refers to consistence of measurement thus the extent to which the results are similar over different forms of the same instrument or occasions of data collection and the extent to which measures are free from error (McMillan & Schumacher, 2001). Berthoud (2000) states
that a reliability index of a minimum of 0.6 is satisfactory for any research instrument. The researcher used the test-re-test method to determine the reliability of the instruments. The developed questionnaires were administered to head teachers, teachers and learners in the pilot school twice at an interval of one week. The scores of each administration was recorded separately. Pearson’s Product Moment Formula was used to calculate the correlation coefficient between the tests. The formula for calculating Pearson’s Coefficient of Correlation Coefficient is as given below:

\[
\begin{align*}
\text{r} &= \frac{N \sum xy - \sum x \sum y}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}} \\
N &= \text{the number of respondents completing the questionnaires} \\
x &= \text{the scores of the first administration} \\
y &= \text{the scores of second administration after one week}
\end{align*}
\]

The researcher’s value of coefficient correlation (r) was 0.71 and hence the instruments were considered reliable for data collection as required by (Berthoud, 2000).

3.72 Validity of Instruments

This is the extent to which an instrument measures what it purports to measure. The validity of what is contained in the questionnaires was assessed.
3.8 Data Collection

Prior to the piloting and actual collection of data, the researcher obtained a research permit from the MoEST using an introductory letter from the education department of Kenyatta University then linked up with the District Education Officer (DEO) in Kiambu East District for arrangement on visiting the NFSs. The researcher paid courtesy calls to the heads of the schools she wished to study before the actual date. The researcher personally administered the questionnaires. During the visit to each school the researcher observed the physical facilities and filled in the observation forms.

3.9 Data Analysis

According to Kerlinger (1973), data analysis is the categorizing, manipulating and summarizing of data to obtain answers to research questions. In this study questionnaires were examined for completeness. Incomplete questionnaires were regarded as spoilt and ignored. Descriptive statistics was used to analyze the collected data. Findings were presented in frequency distributions and percentages in form of tables, graphs and pie-charts for ease of interpretation.
CHAPTER FOUR

DATA ANALYSIS, PRESENTATION OF RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

The purpose of the current study was to investigate the challenges to implementation of the curriculum in the NF Secondary schools in Kiambu East District.

This Chapter presents the data and data analysis procedures and explains the findings of the study as regards the challenges to implementation of the curriculum in the NF Secondary schools in Kiambu East District as guided by the objectives of the study and research questions.

Head teachers’, teachers’ and learners’ questionnaires were utilized to collect data.

Data analysis was done using frequencies and percentages. The analyzed data was presented in form of tables, bar charts and line graphs. Finally, findings of the study were discussed in the light of related literature.

Data analysis, presentation of study findings and discussion were guided by the following research questions:

i. What is the status of T/L resources in the NF Secondary Schools in Kiambu East District?

ii. What is the status of physical facilities in the NF Secondary Schools in Kiambu East District?

iii. What challenges do teachers in NF Secondary Schools face in their efforts to implement the curriculum?

iv. What challenges do learners in the NF Secondary Schools in Kiambu East District face?

v. Who funds the NF Secondary Schools in Kiambu East District?
vi. What are the views of the respondents about the measures that could be adopted to alleviate the challenges to implementation of the curriculum in the NF Secondary schools in Kiambu East District?

The presented data, analysis and discussion of results are organized by research questions.

4.2 Demographic Characteristics of Respondents

This section presents demographic information on head teachers, teachers and learners including gender, academic and professional qualifications, the employer, monthly pay for teachers and frequency of attending in-service training.

Even though the study sampled 112 learners, 28 teachers and 14 head teachers, only 96 learners, 24 teachers and 12 head teachers responded to the questionnaires. Information about the gender of all respondents is given in table 4.1

Table 4.1: Gender Information of Learners, Teachers and Head Teachers

<table>
<thead>
<tr>
<th>Gender</th>
<th>Head Teachers</th>
<th>Teachers</th>
<th>Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Males</td>
<td>7</td>
<td>58</td>
<td>14</td>
</tr>
<tr>
<td>Females</td>
<td>5</td>
<td>42</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
<td>24</td>
</tr>
</tbody>
</table>

The data in the Table 4.1 show that majority, head teachers (58 %), teachers (58%) and learners (53%), were males. 42% of head teachers, 42 % of teachers and 47% learners were females. This information implies that both sexes were represented in the study. ROK, (1999), observes that
Kenya is committed to the provision of equal opportunities to men and women as well as eradication of all forms of discrimination against sexes.

The teachers and head teachers were also asked to indicate their professional qualifications. The findings are presented in Table 4.2.

Table 4.2: Teachers’ and Head Teachers’ Academic Qualifications

<table>
<thead>
<tr>
<th>Academic Qualifications</th>
<th>Head Teachers</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Form Four Certificate</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Diploma</td>
<td>8</td>
<td>66</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.2 shows that 67% of teachers and 84% of head teachers are holders of diploma and bachelor’s degree. According to UNESCO, (1998), the academic qualification of teachers, their ability to teach, their working conditions, their human and moral qualities and their general education background have crucial influence on the results of the teaching learning process and the general and specialized education of students. The teacher is the cornerstone of any higher education system.

The teachers and head teachers were also asked to indicate their professional qualifications. The findings are presented in Table 4.3.
Table 4.3 Professional Qualifications of Teachers and Head Teachers

<table>
<thead>
<tr>
<th>Professional Qualifications</th>
<th>Head Teachers</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Certificate</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Diploma in Education</td>
<td>8</td>
<td>66</td>
</tr>
<tr>
<td>Bed</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>Med</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

Data on teachers’ professional qualifications indicated that only 24 percent of the respondents had achieved bachelor’s degree level of education. Majority of head teachers (74%) and teachers (75%) had however, achieved a certificate and a diploma in Education.

4.3 Status of Teaching and Learning Resources in NF Secondary Schools in Kiambu East District.

First, the questionnaires utilized with learners, teachers and head teachers sought to find out the respondents’ views regarding the adequacy of learning resources in the NFSs. Information concerning whether there were adequate learning resources in the NF secondary schools is presented in Table 4.4.
Table 4.4: Learners’, Teachers’ and Head Teachers’ Responses on Adequacy of Learning Resources

<table>
<thead>
<tr>
<th>Responses</th>
<th>Learners</th>
<th>Teachers</th>
<th>Head Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>Yes</td>
<td>13</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>No</td>
<td>83</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>100</td>
<td>24</td>
</tr>
</tbody>
</table>

Information gathered by the researchers as per Table 4.4 showed that 80 percent of the students sampled for the study indicated that Non-Formal secondary schools did not have adequate learning resources such as course books; set books, exercise books, geometrical sets and calculators.

However, 20 percent of the students indicated that learning resources are adequate.

Majority of teachers (83 %) and head teachers (75 %) concurred with learners on the state of adequacy of learning resources. Teachers and head teachers stated that learning resources in a majority of NF secondary schools were not adequate.

Among the variables that impact on curriculum implementation is adequacy of teaching/learning materials, equipments, and physical facilities. Eshiwani (1988), observed that lack of adequate textbooks and teaching materials makes teaching difficult as students are unable to do their oral or written work during a lesson.

The issue of text books in particular was of concern in most NF secondary schools since the ratio of text books to learners in schools was below the government recommended ratio of 1:3 (one book shared among three learners). This information is presented in Table 4.5.
As can be seen in Table 4.5, the learner:textbook ratio in the NF secondary schools is not in line with the government recommended ratio of 1:3. This information was given by the head teachers through their questionnaires. It is only in two schools and only in two subjects in the said schools where the government recommended ratio is evident.
Learning resources and materials are basic requirements for education and should be available to learners in adequate quantity and quality at the time they are required for proper implementation of the curriculum (Kathuri, 1992).

These resources range from calculators, science laboratory equipments, textbooks and other materials. Lack of these resources in the school will definitely have negative impact on the academic achievements of the students and also affect implementation of the curriculum. Kombo (2005), affirmed that availability and the use of teaching aids/resources in schools are among the factors which may explain why poor performance in examinations is a characteristic of secondary schools. According to him, schools with adequate resources such as laboratory equipment, textbooks, and other instructional materials stand a better chance of having better results than poorly equipped ones.

Those teachers and head teachers, who indicated that learning resources in NF secondary schools were inadequate, were also required to state complementary modes used to fill the gap created by the inadequacy of learning resources. These data are presented in Table 4.6.

**Table 4.6: Strategies to Deal with Inadequacy of Learning Resources in NF Secondary Schools.**

<table>
<thead>
<tr>
<th>Responses</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvisation of materials</td>
<td>18</td>
<td>75</td>
</tr>
<tr>
<td>Sharing the available materials</td>
<td>19</td>
<td>79</td>
</tr>
<tr>
<td>Use lecture method of teaching</td>
<td>17</td>
<td>70</td>
</tr>
<tr>
<td>Teach / learn without them</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>
The availability and adequacy of text books and other learning resources has been the most constraining resource to the implementation of curriculum in Non-Formal secondary schools. This situation has forced the NF secondary schools to change their focus in line with filling this gap. As per Table 4.6, 75% of teachers cited improvisation of materials, 79% sharing the available materials, 70% use of the lecture method of teaching and 8% teaching without learning resources as the methods used to address the problem of inadequacy of learning resources.

Various Government Departments, NGOs, communities, religious organizations and donor agencies are involved in the provision of NF education for particular subgroups in the population, adults and out-of-school children. The questionnaires utilized with teachers and head teachers sought information on the agencies that provides learning resources to NF secondary schools. This information is presented in Table 4.7.

### Table 4.7: Bodies Providing Teaching/Learning Resources to NF Secondary Schools

<table>
<thead>
<tr>
<th>Responses</th>
<th>Teachers</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Ministry</td>
<td>2</td>
<td>8</td>
<td>1</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>NGO</td>
<td>3</td>
<td>13</td>
<td>1</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Parents/ Community</td>
<td>19</td>
<td>79</td>
<td>10</td>
<td>84</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100</td>
<td>12</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

According to Table 4.7, 79% of teachers and 84% of head teachers feel that it is the parents who provide the teaching/learning resources to NF secondary schools. Only 8% and 13% of head
teachers and teachers respectively say that NGOs play a role in the provision of these resources.

Figure 4.1: Bodies Providing Learning Resources to NF secondary Schools

![Bar Chart]

Majority of head teachers (84%) and teachers (79%) as per Figure 4.1 felt that the community, churches and parents played a pivotal role in the provision of learning resources. However, 8% of head teachers and 13% of teachers were of the opinion that the NGOs played a major role in the provision of learning resources. It can be noted that lack of involvement of major players in support of Non-Formal secondary schools such as the government may hinder effective implementation of the curriculum outside the formal school system.

Questionnaires utilized with teachers sought to find out if the few learning resources available are provided on time to NF secondary schools in the study area. The gathered information is presented in Table 4.8.
Table 4.8: Teachers’ Responses on Whether Learning Resources Are Provided On Time

<table>
<thead>
<tr>
<th>Responses</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>7</td>
<td>29</td>
</tr>
<tr>
<td>No</td>
<td>17</td>
<td>71</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100</td>
</tr>
</tbody>
</table>

According to results in Table 4.8, majority of teachers (71%) felt that learning resources are not delivered on time to Non-Formal secondary schools. However, 29% of teachers indicated that learning resources are delivered on time.

Table 4.9: Teachers’ Responses on Whether Learning Resources Are Appropriate.

<table>
<thead>
<tr>
<th>Responses</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>21</td>
<td>88</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100</td>
</tr>
</tbody>
</table>

According to Kenya Institute of Education, there are only six publishers recommended for secondary schools curriculum: some of these are Oxford Press, Macmillan Publishers, Kenya Literature Bureau, Longhorn Publishers and KIE. The researcher therefore sought the teachers’ opinion on whether the available learning resources are appropriate. 88% indicated that they were appropriate while 12% said they were appropriate as seen in Table 4.9.
The study also sought to find out whether laboratory equipments were available in the NF secondary schools in the study location. Information gathered through the questionnaires is presented in Table 4.10.

**Table 4.10: Teachers’ Responses on Availability of Laboratory Equipments**

<table>
<thead>
<tr>
<th>Responses</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>10</td>
<td>42</td>
</tr>
<tr>
<td>No</td>
<td>14</td>
<td>58</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>24</td>
<td>100</td>
</tr>
</tbody>
</table>

According to Table 4.10, majority of teachers (58%) indicated that laboratory equipments were not available in schools. On the other hand, 42% of teachers indicated that some schools in the district had laboratory equipments. Lack of equipments in schools in some cases is an indication that the laboratory as a repository for practical materials is not given sufficient attention in schools.

For those teachers who indicated that laboratory equipments in schools were available, they were also required to state the rate of their adequacy. The collected data were presented in Figure 4.2.
Figure 4.2: Rate of Adequacy of Laboratory Equipment

Figure 4.2 shows that majority of teachers (79%) felt that laboratory equipments in schools are not adequate. But 21% of teachers indicated that laboratory equipments are adequate.

Inadequacy of laboratory equipments in schools is a testimony that science subjects are taught using the lecture method of teaching thus hindering innovation and creativity among the learners.

4.4: Status of Physical Facilities in the NF Secondary Schools in Kiambu East District in Terms of Quality and Adequacy

The second research question sought information on the status of physical facilities in the NF secondary schools in Kiambu East District.

The questionnaire utilized with the head teachers gathered information on the availability of physical facilities in NF secondary schools. The collected information is analyzed and presented in Table 4.11.
Table 4.11: Physical Facilities Available in the NF Secondary Schools in Kiambu East.

<table>
<thead>
<tr>
<th>Schools</th>
<th>Laboratories</th>
<th>Toilets</th>
<th>Classrooms</th>
<th>Staffroom</th>
<th>Kitchen</th>
<th>Library</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

According to Table 4.11, there is a critical shortage of physical facilities in NF secondary schools in the area under study. Only three schools have a laboratory and none of them have a library. However, according to the Ministry of Education guidelines on the number of toilets for both boys and girls, the toilets in the NF secondary schools are adequate. This was deduced from
the observation schedule. At the same time, though all the NF secondary schools have adequate classroom, their condition is not commendable.

Eshiwani (1983), states that difference in school facilities such as libraries, laboratories, playing fields and electricity may account for difference in achievements. He found that the schools that performed consistently well possessed adequate facilities. Thus the presence or absence of school facilities can determine performance. Bearing in mind that the availability of physical facilities has a major impact on education outcomes, their lack may hinder the effective implementation of the curriculum. For instance lack of library in all schools is an indication that the library as a repository for reference books is ignored in many schools.

Teachers’ questionnaires sought information on whether physical facilities available in NF secondary schools cater adequately for the student population. This information is presented in Table 4.12.

<table>
<thead>
<tr>
<th>Responses</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>No</td>
<td>19</td>
<td>79</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100</td>
</tr>
</tbody>
</table>

According to Table 4.12, 79% of teachers expressed their feelings that the physical facilities available in NF secondary schools do not adequately cater for all students. Only 21% of teachers indicated that physical facilities are adequate in NF secondary schools.
The questionnaires utilized with teachers sought information on the status of physical facilities in NF secondary schools. Information collected by the researcher was presented in Figure 4.3.

**Figure 4.3: Current Status of the Physical Facilities in NF Secondary Schools**

![Bar Chart](image)

Figure 4.3 shows that half of teachers selected to take part in the study indicated that the state of physical facilities in NF secondary schools was both fair and good. But the other half felt that physical facilities in the schools were dilapidated.

Teachers through the questionnaires noted that in some schools, there were peeling floors and sagging roofs. In other schools, walls had not been painted for a long period of time. This information by teachers was confirmed through the observation schedule used by the researcher to capture the adequacy or lack thereof of these facilities.

Information from the observation showed that the physical facilities are not in satisfactory conditions. Table 4.13 presents the above information.
Information gathered and presented in Table 4.13, show that it is only one of the 12 NF schools whose physical facilities were in excellent condition in terms of ventilation, lighting floors and furniture. In four other schools, the condition of the physical facilities was rated good while the remaining seven were rated either fair or unsatisfactory. In addition, the study found from the observation schedule, that the furniture was not adequate in almost all the schools.

4.5 Teacher Related Challenges in the NF Secondary Schools While Implementing the Curriculum.

The researcher sought information concerning the problems the teachers face in the teaching and learning in the NF secondary schools so as to have a clear picture of what the teachers are experiencing and the challenges they face in the implementation of curriculum in NF secondary schools in the District. First, the researcher sought to know the number of teachers employed in NF secondary schools in the District. This data was important in the current study in order to compute the ratio of learners to teachers. Teachers are an important resource in the teaching and learning process.
In Kenya, NFE teachers vary from full time teachers employed by the government, part time teachers who are paid honoraria by the government, volunteer teachers who are paid by the schools and those employed by NGOs, CBOs or FBOs (UNESCO, 2005). The study found that these are the same category of teachers in the NF secondary schools in the area of study.

Information on the number and category of teachers employed in NF secondary schools in the study area is shown in Table 4.14.

Table 4.14: Number and Category of Teachers in NF Secondary Schools

<table>
<thead>
<tr>
<th>Category of Teachers</th>
<th>Males</th>
<th></th>
<th></th>
<th>Females</th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
<td></td>
<td>Number</td>
<td>%</td>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>Full Time</td>
<td>31</td>
<td>58</td>
<td></td>
<td>22</td>
<td>42</td>
<td></td>
<td>53</td>
</tr>
<tr>
<td>Part Time</td>
<td>6</td>
<td>67</td>
<td></td>
<td>3</td>
<td>33</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Volunteer</td>
<td>12</td>
<td>52</td>
<td></td>
<td>11</td>
<td>48</td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>58</td>
<td></td>
<td>36</td>
<td>42</td>
<td></td>
<td>85</td>
</tr>
</tbody>
</table>

Information gathered by the researcher through document analysis as per Table 4.14 shows that there were a total of 85 teachers. Elsewhere in the document, it is indicated that there are 1318 learners in all the NF secondary schools. This gives a ratio of 15 students to one teacher. The pupil/teacher ratio is generally regarded as a measure of school quality which is a factor in the implementation of curriculum. Although the above teacher: pupil ratio seems even better than the government recommended one, the true picture in the schools is that many subjects do not have teachers. There is also the issue of very high turnover of teachers because majority if the part-time and volunteer teachers are high school graduates who are either waiting to join university/colleges or who don’t have anything better to do. Therefore although low
teacher:pupil ratios are associated with better performance, this may not be the case in these schools.

Questionnaires utilized with teachers and head teachers sought information on whether learners in NF secondary schools were of the right school going age in various grades. Teachers’ and head teachers’ responses are shown in Table 4.15.

Table 4.15: Views of Teachers on whether Learners were of the Right School Going Age

<table>
<thead>
<tr>
<th>Responses</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>9</td>
<td>38</td>
</tr>
<tr>
<td>No</td>
<td>15</td>
<td>62</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100</td>
</tr>
</tbody>
</table>

Majority of teachers (62%) expressed their feelings that learners in NF secondary schools were not of the right school going age. Most learners in NF schools according to teachers are those who could not get places in the formal learning institutions. Their delayed entry in secondary schools contributed to this discrepancy in ages. The researcher gathered through the teachers, the ages of learners in the NF secondary schools. This is shown in Table 4.16 and Figure 4.4

Table 4.16: Views of Teachers on Learners’ Ages.

<table>
<thead>
<tr>
<th>Responses</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Underage</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Overage</td>
<td>16</td>
<td>67</td>
</tr>
<tr>
<td>Right Age</td>
<td>7</td>
<td>29</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100</td>
</tr>
</tbody>
</table>
According to Table 4.16, 67% of learners are overage while only 29% are the right age. This poses a problem to teachers because most overage learners especially in secondary school are very difficult to handle. This problem is further magnified by the fact that most NF secondary school teachers are not trained as teachers let alone as counselors. Figure 4.4 clearly shows this.

**Figure 4.4: Views of Teachers on the Ages of Learners Schools**

![Figure 4.4](image)

Figure 4.4 shows that most learners were above the normal school going age. Majority of teachers (67%) indicated that learners were overage while 29% of them indicated that learners were of the right age. Only 4% were of the opinion that learners were underage.

The researcher sought information concerning the challenges faced by teachers in the NF secondary schools. Information on these challenges faced by teachers was gathered from the questions in the teachers' questionnaire. Data on challenges facing teachers were presented in Table 4.17.
Table 4.17: Challenges Faced By Teachers in the NF Secondary Schools

<table>
<thead>
<tr>
<th>Responses</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low salaries for teachers</td>
<td>24</td>
<td>100</td>
</tr>
<tr>
<td>Delay in salary payment</td>
<td>18</td>
<td>75</td>
</tr>
<tr>
<td>Poor working conditions</td>
<td>13</td>
<td>54</td>
</tr>
<tr>
<td>Inadequate teaching and learning resources</td>
<td>21</td>
<td>88</td>
</tr>
<tr>
<td>Heavy teaching workloads</td>
<td>15</td>
<td>63</td>
</tr>
<tr>
<td>High rates of absenteeism among students</td>
<td>13</td>
<td>54</td>
</tr>
<tr>
<td>High rates of drop outs among students</td>
<td>19</td>
<td>79</td>
</tr>
<tr>
<td>Over age learners</td>
<td>17</td>
<td>71</td>
</tr>
</tbody>
</table>

According to Table 4.17, all teachers (100%) involved in the study felt that the salary they received each month was below what teachers under the Teachers’ Service Commission scheme of service receive. Teachers in NF secondary schools thus felt de-motivated. To compound this problem further, the salary was delayed, and in some instances, it was never paid.

UNESCO (2005), where Kenya is a member observes that poor remuneration of teachers leads to high turnover that not only inconveniences the learners but make their learning take longer than expected. The report recommended that to retain the teachers and raise their morale, it is important that they be paid at least the equivalent of the minimum wage of their counterparts in formal schools.
54% of teachers indicated that important physical facilities such as staffrooms were lacking thus leading to poor working condition for teachers. Other challenges faced by teachers in the implementation of curriculum in the NF secondary schools are: inadequate teaching and learning resources (88%), heavy teaching workload (63%), high rates of absenteeism among students (54%), overage learners (71%) and high rates of drop outs among students (79%).

Since head teachers play an important role in the curriculum implementation in the education sector, they were selected for the current study. The research instruments utilized with head teachers sought information on the challenges they faced in the management of their school and the curriculum implementation in NF secondary schools. This information is presented in Table 4.18.

Table 4.18: Challenges Faced By Head Teachers in the School Management

<table>
<thead>
<tr>
<th>Challenges</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>High turnover of teachers</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>Problems in fees payment</td>
<td>11</td>
<td>92</td>
</tr>
<tr>
<td>Inadequate teaching/learning resources</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>Lack of sponsors</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>High rates of Dropouts and absenteeism</td>
<td>9</td>
<td>75</td>
</tr>
<tr>
<td>Inadequate physical facilities</td>
<td>11</td>
<td>92</td>
</tr>
<tr>
<td>Entry behavior of learners</td>
<td>8</td>
<td>67</td>
</tr>
<tr>
<td>Quality of teachers</td>
<td>9</td>
<td>75</td>
</tr>
</tbody>
</table>
According to head teachers, as per Table 4.18, schools faced high turnover of teachers which was a major challenge to the curriculum implementation. Information gathered by the researcher through document analysis indicates that there were just 85 teachers teaching in the NF secondary schools in Kiambu. Else where in this study, it was revealed that schools were getting funding only from the school fees received from parents. The problem in fees payment is two fold: one it leads to high rate of absenteeism and also means that some important activities are being foregone.

The ROK (1999), noted that many of the NFSs cater for many poor children and lack basic necessities like infrastructure, T/L resources, and qualified teachers among other problems. According to Table 4.18, all head teachers said that inadequate teaching/learning resources were a major hindrance to the implementation of the curriculum. Other challenges to the implementation of the curriculum are: lack of sponsors, high rates of dropouts and absenteeism among the learners, inadequate physical facilities, low entry behavior of learners and the low quality of teachers which is measured by their level of training.

Head teachers’ questionnaires also sought information on frequency of learners’ attendance and the data were presented in Figure 4.5.

Figure 4.5: Frequency of Learners’ Attendance.
Irregular attendance of learners was a major issue in majority of the NF secondary schools. This claim was attested to by 71\% of head teachers. However, 29\% of head teachers were of the opinion that attendance of learners was regular.

Data regarding the drop out rate in schools were collected from the teachers. Data were collected, analysed and presented in Table 4.19.

Table 4.19: Views of Teachers on Drop out Rate in NF Secondary Schools

<table>
<thead>
<tr>
<th>Responses</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very High</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>High</td>
<td>14</td>
<td>58</td>
</tr>
<tr>
<td>Low</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Referring to Table 4.19, 75% of teachers felt that drop out rate in NF secondary schools was high. Only 25 % of teachers indicated that the drop out rate among the learners was low.

This phenomenon could partly be attributed to the poverty levels exhibited in many households from where the learners come from. According to Montmarquet and Briot (2000), certain features of socio-economic status and background relating to family and peer structure, education, occupation and attitudes are associated with the incidence of dropping out. Rumberger (2001), observes that dropouts are less likely to find and hold jobs that pay enough money.

4.6 Challenges Faced By Learners in the NF Secondary Schools

The fourth research question sought for information on challenges faced by learners in the NF secondary schools

Previously in part of this study, 71% of teachers were of the opinion that attendance of learners was irregular. Learners were also required to indicate whether they attended school regularly and if not, cite possible reasons for their irregular attendance. This information was collected, analyzed and presented in Table 4.20.

Table 4.20: Reasons for Irregular Attendance of Learners in NF secondary Schools

<table>
<thead>
<tr>
<th>Responses</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of school fees</td>
<td>22</td>
<td>92</td>
</tr>
<tr>
<td>Lack of learning materials</td>
<td>19</td>
<td>79</td>
</tr>
<tr>
<td>Family responsibilities</td>
<td>10</td>
<td>42</td>
</tr>
<tr>
<td>Lack of enough physical facilities</td>
<td>8</td>
<td>33</td>
</tr>
<tr>
<td>Understaffing</td>
<td>13</td>
<td>54</td>
</tr>
</tbody>
</table>
According to Table 4.20, there were varying reasons for irregular attendance of learners in NF secondary schools. The following reasons were identified: lack of school fees (92%), lack of learning materials (79%), family responsibilities (42%), lack of enough physical facilities (33%) and understaffing (54%). Poverty was a major problem because most parents/guardians had incomes, which were not only low but also not consistent, therefore making fees payment difficult. As a result, learners were kept away from school for lack of fees. Family responsibilities such as farming and house chores for girls were also blamed for high rate of absenteeism in NF secondary schools. These findings agree with ROK (1999).

Following the revelations of the teachers about the inability of the learners to pay school fees, learners were asked to give their views as to whether the government assisted them in pursuit of NF education. The responses are presented in Table 4.21.

**Table 4.21: Views of Learners on Government Assistance in their Pursuit of NF Education**

<table>
<thead>
<tr>
<th>Responses</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>No</td>
<td>84</td>
<td>87</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>96</td>
<td>100</td>
</tr>
</tbody>
</table>

According to Table 4.21, 87% learners do not receive any help from the government in their pursuit of education in the Non-Formal secondary education. However, 13% of learners said they get government assistance in form of CDF funds and bursaries. Unfortunately, bursaries are provided for only the needy and bright children in secondary schools. Therefore seeing that most students in the NF secondary schools had very low entry behavior, they don’t qualify for bursary. Those who do get government assistance get it in form from the Constituency Development...
Fund (CDF). In addition, only 7% of the learners belonging to the poorest quintile who score very highly enjoy bursary relief in full. This scenario exposes a situation that is detrimental to the curriculum implementation. Additionally, given the prohibitively high cost of secondary schooling in Kenya, the current bursary allocation is grossly inadequate.

Learners gave a summary of the problems they experience in NF secondary schools. These responses have been presented in Table 4.22.

**Table 4.22: Views of Learners on Problems Faced in NF Secondary Schools**

<table>
<thead>
<tr>
<th>Responses</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor family financial status</td>
<td>87</td>
<td>91</td>
</tr>
<tr>
<td>Inadequate teachers</td>
<td>63</td>
<td>66</td>
</tr>
<tr>
<td>Inadequate learning resources</td>
<td>79</td>
<td>82</td>
</tr>
<tr>
<td>Proximity from schools</td>
<td>33</td>
<td>34</td>
</tr>
<tr>
<td>Lack of government support</td>
<td>41</td>
<td>43</td>
</tr>
<tr>
<td>Inadequate physical facilities</td>
<td>53</td>
<td>55</td>
</tr>
</tbody>
</table>

According to Table 4.22, learners cited various problems they face in Non-Formal secondary schools. These are; poor family financial status, inadequate teachers, inadequate learning resources, proximity from schools, lack of government support and inadequate physical facilities.

### 4.7 Sources of Funds in NF Secondary Schools in Kiambu East District

The fifth research question sought information on the sources of funds in the NF secondary schools in Kiambu East District. First, the questionnaires utilized with head teachers sought
information on whether they receive any government financial support in the process of running the NF secondary schools. The findings are presented in Table 4.23.

**Table 4.23: Views of Head Teachers on Whether the Government Funds NF Secondary Education.**

<table>
<thead>
<tr>
<th>Any government support?</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>No</td>
<td>10</td>
<td>83</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

From Table 4.23, majority of head teachers (83%) concurred with learners in supporting the view that the government did not offer direct support to NF secondary schools. Those head teacher (17%) who indicated that they received assistance are those whose learners received bursaries.

For those head teachers who indicated that the government did not offer support to NF secondary schools they were also required to state the sources of funds used to run the schools. This information is presented in Table 4.24.

**Table 4.24: Sources of Funds**

<table>
<thead>
<tr>
<th>Sources of Funds</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>School fees</td>
<td>11</td>
<td>92</td>
</tr>
<tr>
<td>Income generating projects</td>
<td>6</td>
<td>50</td>
</tr>
<tr>
<td>Fund raisers</td>
<td>3</td>
<td>25</td>
</tr>
</tbody>
</table>
Many methods were utilized by head teachers as survival tactics in sustaining NF secondary schools with the absence of government assistance. Majority of head teachers (92%) indicated that school fees collected from parents constituted the highest percentage of sources utilized by the head teachers. According to ROK (1999), the communities and other providers should be encouraged to keep the cost of NF education to a minimum by tapping locally available resources. NFE schools are encouraged to include income generating activities as part of their and training strategies to sustain the programme. Households and communities have substantially contributed towards the expansion of NF secondary schools at all grades. At this level, households are expected to pay school fees which are often relatively high in relation to their households' income. This problem is compounded where households have to support more than one child in school. Other sources were income generating projects and fund raisers.

On the issue of school fees charged per term, head teachers furnished the researcher with details of the amount charged per term as shown by Table 4.25.

Table 4.25: School Fees Charged Annually According to Head Teachers

<table>
<thead>
<tr>
<th>School Fees in Ksh</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>6000-9000</td>
<td>7</td>
<td>58</td>
</tr>
<tr>
<td>9001-12000</td>
<td>4</td>
<td>34</td>
</tr>
<tr>
<td>12001-20000</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

Information gathered by the researcher as per table 4.25 shows the trend of fees charged annually. It is revealed that the absence of adequate provision of government expenditure and other operating costs for NF secondary schools have been shifted to the parents through school
fees. The analysis further reveals that majority of head teachers (82%), charged a fee of between Ksh 6000 and Ksh 12000 annually. Considering the current high cost of living in the country, this amount can barely meet the essential needs of the schools. Due to this the quality of education is highly compromised.

The head teachers’ questionnaires also sought information on the criteria used by head teachers to decide the amount of money to charge as school fees. The collected data are presented in Table 4.26.

Table 4.26: Criteria Used by Head Teachers to Decide on the School Fees to Charge

<table>
<thead>
<tr>
<th>Responses</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOG</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>The prevailing inflation rate</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>MOE Guidelines</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>School committees and parents</td>
<td>6</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

According to Table 4.26, majority of schools (75%) did not follow the Ministry’s guidelines when charging school fee. Half of the schools relied on school committees and parents to fix the amount of fees to be charged. Such committees may be influenced by the head teachers on the optimal fees to be charged, which at times may be too high for the poor households.

The researcher also sought to gather information from head teachers on whether the NF schools have feeding programmes. This information is presented in Table 4.27.
Table 4.27: Views of Head Teachers on whether NF Secondary Schools have School Feeding Programme

<table>
<thead>
<tr>
<th>Responses</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>9</td>
<td>75</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

The results in Table 4.27 shows that majority of schools (75%) have functional feeding programmes. The potential of school feeding programme as a strategy for enhancing retention in secondary schools can never be overemphasized. According to Briggs (2008), there is much evidence to suggest that school feeding programmes increase enrolment and attendance in school, particularly amongst girls. However, with the current high fuel prices and consequently high rate of inflation, the sustainability of the feeding programmes is difficult. This situation may pose a challenge to the effective implementation of the curriculum.

4.8 Views of the Respondents on the Measures that Could be Adopted to Alleviate the Challenges to Implementation of the Curriculum in the NF Secondary Schools in Kiambu East District

The researcher sought for information on strategies of improving the implementation process of curriculum in NF secondary schools from head teachers, teachers and learners because these three are directly linked to the implementation (learners as recipients and head teachers and teachers as interpreters and implementers). This information is presented in Table 4.28.
Table 4.28: Possible Solutions to the Challenges to Implementation of Curriculum in the NF Secondary Schools made by the Respondents.

<table>
<thead>
<tr>
<th>Strategies To Improve Curriculum Implementation</th>
<th>Learners</th>
<th>Teachers</th>
<th>H/Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Provide more teaching /learning resources</td>
<td>96</td>
<td>100</td>
<td>24</td>
</tr>
<tr>
<td>Improve schools’ infrastructure</td>
<td>86</td>
<td>90</td>
<td>24</td>
</tr>
<tr>
<td>Employ more and qualified teachers</td>
<td>77</td>
<td>80</td>
<td>22</td>
</tr>
<tr>
<td>Increase bursary allocations to cater for poor learners</td>
<td>66</td>
<td>87</td>
<td>21</td>
</tr>
<tr>
<td>Government to allocate more funds for NF schools</td>
<td>63</td>
<td>69</td>
<td>23</td>
</tr>
<tr>
<td>Lobby for more players to assist in education provision</td>
<td>40</td>
<td>42</td>
<td>15</td>
</tr>
<tr>
<td>Provide competitive scheme of service for teachers</td>
<td>--</td>
<td>--</td>
<td>24</td>
</tr>
<tr>
<td>Schools to initiate income generating activities</td>
<td>11</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td>Enforce MOE’s guidelines on school fees</td>
<td>-</td>
<td>-</td>
<td>17</td>
</tr>
</tbody>
</table>

Results in Table 4.28 indicate that the government, community, parents and other stakeholders should provide more teaching, learning and physical resources to NF secondary schools as a
strategy to alleviate challenges to the implementation of the curriculum as attested by all learners, teachers and head teachers (100%). Learning resources and materials are basic requirements for education and must be available to learners in adequate quantity and quality at the time they are required for proper implementation of the curriculum. These resources range from classrooms, desks, science equipments laboratories, textbooks and other materials. Lack of these resources in the school will definitely have negative impact on the academic achievements of the students and also affect implementation of the curriculum.

Another strategy suggested by the respondents to alleviate challenges to the implementation of the curriculum as hinted by (80%) of learners, 92% of teachers and head teachers, was that the government should employ more teachers to NF secondary schools. Other strategies include; increase bursary allocations to cater for poor learners, government to allocate more funds for NF schools, lobby for more players to assist in education provision, provide competitive scheme of service for teachers, schools to initiate income generating activities and schools to enforce MOE’s guidelines on school fees.

4.9 Summary of results

The findings of this study show that there are many challenges to implementation of curriculum in the NF secondary schools which are faced by head teachers, teachers and learners.
CHAPTER FIVE
SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the findings, conclusions and recommendations drawn from the findings in connection to the challenges to implementation of the curriculum in the NF Secondary schools in Kiambu East District.

5.2 Summary of the Research Findings

The study findings from analyzed data are presented under themes derived from research questions of the study. The collected data were analyzed and then results interpreted as well as discussed whose major findings include:

5.2.1 Status of Teaching and Learning Resources in the NF Secondary Schools in Kiambu East District in Terms of Quality and Adequacy

Information gathered by the researchers showed that 80% of the students, 83% of teachers and 75% of head teachers sampled for the study indicated that NF secondary schools did not have adequate learning resources such as course books, set books, exercise books, geometrical sets and calculators. Methods used to address the problem of inadequacy of learning resources are: improvisation of materials, sharing the available materials, use lecture method of teaching and teach / learn without learning resources.

Majority of head teachers (84%) and teachers (79%) indicated that community, churches and parents played a major role in the provision of learning resources. In addition, 71% of teachers said that learning resources are not provided on time to NF secondary schools. The study revealed that available learning resources are those recommended for secondary schools.
curriculum. According to a majority of teachers (58%), laboratory equipments were available in some schools, however, (72%) of teachers felt that laboratory equipments in schools are not adequate.

5.2.2 Status of Physical Facilities in the NF Secondary Schools in Kiambu East District in Terms of Quality and Adequacy

The research showed that there is a critical shortage of physical facilities in NF secondary schools in Kiambu East District. Majority of schools did not have a laboratory (75%), library (100%), staffroom (83%) and kitchen (75%). It was noted that NGOs and the Ministry of Education played minimal role in the provision of physical facilities to NF secondary schools. As noted from the teachers’ responses, majority of teachers (75%) indicated that the few laboratories in NF secondary schools were not well equipped.

It was revealed by 50% of teachers that physical facilities in schools were dilapidated. Schools had peeling floors, while walls had not been painted for a long period of time.

Information from the observation schedule showed that the physical facilities in NF secondary schools are not in satisfactory conditions. The furniture was not enough and rickety chairs and tables were a characteristic of physical facilities. The current study also established that there were no libraries in all the NF secondary schools in the District. The income generating activities noted were: chicken management, vegetable, nappier grass and maize plots.

5.2.3 Challenges Faced By Teachers in the NF Secondary Schools While Implementing the Curriculum

The current data gathered through document analysis showed that there were a total of 85 teachers and 1318 learners in all the NF secondary schools.
All teachers (100%) involved in the study felt that they were under paid and hence de-motivated. In addition, the salary was delayed or never paid altogether.

54% of teachers indicated that physical facilities such as staffrooms were lacking thus leading to poor working condition for teachers. Majority of teachers (62%) and head teachers (58%) expressed their feelings that learners in NF secondary schools were not of the school going age. Most learners in NF schools according to teachers and head teachers are those who could not get places in the formal learning situations.

Majority of teachers (67%) indicated that learners were overage while 29% of them indicated that learners were of normal age. Other challenges faced by teachers in the implementation of curriculum in the NF secondary schools are: inadequate teaching and learning resources (88%), heavy teaching workload (63%), high rates of absenteeism among students (54%) and high rates of drop outs among students (79%).

5.24: Challenges Faced by Head Teachers.

Head teachers said schools faced very high turnover of teachers which was a major challenge to curriculum implementation. The study revealed that schools only get funding from school fees and that lack of school fees leads to high rate of absenteeism and learning activities not being completed.

All head teachers said that inadequate teaching/learning resources were a major hindrance to the implementation of the curriculum. Other challenges to the implementation of the curriculum are: lack of sponsors, high rates of dropouts and absenteeism among the learners, inadequate physical facilities, low entry behavior of learners and the low quality of teachers which is measured by their level of training. Irregular attendance of learners was found in a majority of the NF secondary schools. 75% of teachers felt that drop out rate in NF secondary schools were high.
5.2.5: Challenges Faced By Learners in the NF Secondary Schools

Reasons for irregular attendance of learners in NF secondary schools were found to be: lack of school fees (92%), lack of learning materials (79%), family responsibilities (42%), lack of enough physical facilities (33 %) and understaffing (54%).

87 % of learners said that they did not receive any help from the government in order to pursue education in the NF secondary education. 13 % of learners received CDF funds and bursaries. Unfortunately, bursaries are provided for only the needy and bright children in secondary schools.

Problems faced by learners in NF secondary schools include; poor family financial status, inadequate teachers, inadequate learning resources, proximity from schools, lack of government support and inadequate physical facilities.

5.2.6 Sources of Funds in NF Secondary Schools in Kiambu East District

Majority of head teachers (92%) indicated that the government did not offer direct support to NF secondary schools other than bursaries offered a few students and employment of one or two teachers per school.

Majority of head teachers (92%) indicated that school fees collected from parents constituted the highest percentage of sources utilized by the head teachers. Households and communities also contributed towards the expansion of NF secondary schools at all grades.

The analysis of school fees reveals that majority of head teachers (75%) charged a fee of between Ksh6000 and Ksh9000 annually. Majority of schools (75%) did not follow the Ministry’s guidelines when charging school fees. Half of the schools relied on school committees and parents to fix the amount of fees to be charged. The research shows that majority of schools (75%) have functional feeding programmes.
5.2.7 The Views of the Respondents on the Measures that Could be Adopted to Alleviate the Challenges to Implementation of the Curriculum in the NF Secondary Schools in Kiambu East District

To alleviate the challenges to implementation of the curriculum in the NF secondary schools in Kiambu East District, head teachers, teachers and the learners offered varying suggestions. These are: the government, community, parents and other stakeholders should provide more teaching/learning and physical resources to NF secondary schools. Teaching/Learning resources and materials are basic requirements for education and must be available to learners in adequate quantity and quality at the time they are required for proper implementation of the curriculum. These resources range from classrooms, desks, science equipments laboratories, textbooks and other materials. Another strategy suggested by (80%) of learners, 92% of teachers and head teachers, was that the government should employ more teachers to NF secondary schools. Others include; increase bursary allocations to cater for poor learners, allocate more funds for NF schools, lobby for more players to assist in education provision, provide competitive scheme of service for teachers, schools to initiate income generating activities and schools to enforce MOE’s guidelines on school fees.

5.3 Conclusions

There are many challenges to implementation of the curriculum faced by the different groups of respondents involved in the study of the NF secondary schools in Kiambu East District. The challenges faced by teachers include; low and delayed salaries, poor working conditions, heavy workload and high rates of absenteeism by learners. For the learners, lack of school fees, family responsibilities, and proximity to school are the major challenges. Head teachers quoted the following challenges; lack of sponsors, low entry behavior, irregular attendance, high teacher
turnover and high rates of dropout. Inadequate physical facilities and teaching learning resources were mentioned by all the groups.

Based on the findings, the following conclusions have been made: NF secondary schools do not have adequate teaching and learning resources such as course books; set books, exercise books, geometrical sets and calculators. Community, churches and parents play a major role in the provision of learning resources. Teaching learning resources are not provided on time by the parents to NF secondary schools. Methods used to address the problem of inadequacy of learning resources are: improvisation of materials, sharing the available materials, using lecture method of teaching and teach / learn without learning resources.

There is a critical shortage of physical facilities in NF secondary schools in Kiambu East District. Majority of the schools do not have laboratories, libraries, staffrooms, and kitchens. Laboratory equipments were available in most schools; however, they are not adequate. Where there are laboratories, these facilities are not well equipped. NGOs and the Ministry of Education play minimal role in the provision of physical facilities to NF secondary schools. Most physical facilities in the NF secondary schools are dilapidated.

Teachers are under paid and hence de-motivated. In addition, the salary is delayed or not paid altogether. Few learners receive CDF funds and bursaries. School fees collected from parents constitute the highest percentage of funding utilized by the head teachers. Head teachers charged a maximum of between Ksh6000 and Ksh9000 annually. Majority of the NF secondary schools do not follow the Ministry’s guidelines when charging school fees. They rely on school committees and parents to fix the amount of school fees to be charged.
5.4 Recommendations of the Study

Based on the study findings, the researcher made the following recommendations;

1) The research has noted that only a small number of learners in NF secondary schools have benefited from bursary and CDF funds. To reach more learners, the study recommends that the government should allocate more funds in terms of bursary and CDF funds in the current budget.

2) Acute lack of physical facilities and teaching/learning resources in NF secondary schools are the major challenges identified in curriculum implementation. The research recommends that the government, NGOs, communities, religious organizations, and donor agencies should be involved in the provision of physical and teaching/learning resources. This can be achieved by mounting vigorous campaigns and lobbying.

3) There is acute shortage of qualified teachers in the NF secondary schools. To compound this problem, some teachers are volunteers while others are employed on part time basis. The study recommends that the government sets aside funds to employ teachers on a permanent basis and with a similar scheme to teachers in the formal secondary education.

4) Schools are faced with a shortage of funds to finance their numerous programmes. To supplement monies obtained from school fees and bursaries, the study recommends that schools should initiate more income generating activities.
5.5 Recommendation for Further Research

Based on the findings of the study, the researcher suggests that another study be carried out to investigate the challenges to implementation of the curriculum in the adult literacy programmes and also in the NF primary schools in Kiambu East District.
REFERENCES


APPENDIX 1 – TEACHER’S QUESTIONNAIRE

This questionnaire is intended to collect information regarding challenges to implementation of curriculum in NF Secondary Schools Kiambu East District. You are kindly requested fill the questionnaires. Your response will be used for the purpose of this study only. To ensure complete confidentiality please do not write your name or that of your centre. Please tick where necessary or give brief answers.

1. What is your gender? Male [ ] Female [ ]
2. What is your age? __________
3. What is your highest level of education?
   - Bachelors degree [ ] O-Level [ ]
   - Diploma [ ] K.C.P.E/C.P.E [ ]
   - A level [ ] others _________
4. Who is your employer?
   - GOK [ ] FBO [ ] CBO [ ] NGO [ ] Volunteer [ ]
5. What is your monthly pay? Between 1000-5000 ( ) 6000-10000 ( ) 11000-15000 ( )
   - Above 15000 ( )
6. How many years have you taught in a NFS? _______
7. How many years have you taught in this school? _________
8. How many other NFE schools have you taught?
9. Have you been trained as a teacher?
   - Yes [ ] No [ ]
10. If yes to 9 above, indicate length of course and the certificate awarded e.g. diploma, certificate, degree etc.
11. a) Are you well motivated financially or otherwise? Yes [ ] No [ ]
b) If no, give reasons for your answers

12. How can you describe your relationship with your learners?

   V. Good [ ]  Good [ ]  Fair [ ]  bad [ ]

13. How would you describe the attendance of the learners?

   Regular [ ]  Irregular [ ]

14. If irregular what do you think are the reasons?

15. Describe the drop out rate in your school.

   Very high [ ]  High [ ]  Low [ ]

16. Are teaching learning resources available and adequate?

   Yes [ ]  No [ ]

17. Are they delivered on time?

   Yes [ ]  No [ ]

18. Who provides the resources?

   Ministry [ ]  NGO [ ]  Others [ ]

19. Are the T/L materials easy to use and to understand by the learners?

   Yes [ ]  No [ ]

20. Are the teaching learning materials the current ones?

   Yes [ ]  No [ ]
21. Are there Science laboratories in the school?
   Yes [ ] No [ ]

22. If so, are the facilities and the materials adequate for the number of students you have?
   Yes [ ] No [ ]

23. What are some of the challenges that you face as an NFE teacher?
   -------------------------------
   -------------------------------
   -------------------------------

24. What solutions would you suggest for each of the problems mentioned above?

25. Do you think the current curriculum is adequate for your learners?
   Yes [ ] No [ ]

26. On average are the learners in your class the right age if that class according to the Ministry of Education guidelines?
   Yes [ ] No [ ]

27. In what ways would you like stakeholders like the government to assist in making NFE acceptable by all?
   -----------------------------------------------
   -----------------------------------------------
   -----------------------------------------------
APPENDIX 2-HEADTEACHER’S QUESTIONNAIRE

This questionnaire is intended to collect information regarding challenges to implementation of curriculum in the NF Secondary Schools in Kiambu East District. You are kindly requested to fill in the questionnaire. Your responses will be used for the purpose of this study only. Please tick where necessary or give brief answers.

1. Gender Male_______ Female_______

2. Age in years._______

3. What’s your highest academic qualification? ________________

4. Highest professional qualification? ________________

5. When did the school open what was the initial enrolment? Started_______

enrolment_______

6. Are there any vocational courses offered at the school?

Yes [ ] No [ ]

If yes, which ones?

____________________________________________________________

7. How do you recruit your teachers? __________________________________________

8. Do you register learners for KCSE every year?

Yes [ ] No [ ]

9. Do you receive any government support in the process of running the school?

Yes [ ] No [ ]

Yes [ ] No [ ]

10. How much fee do you charge per term? Ksh_________________________

11. How do you decide on the amount to charge? ____________________________
12. What are the other sources of funding apart from the school fees you charge and what is the % for each?

<table>
<thead>
<tr>
<th>Source</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. Do you have a school feeding programme?
   Yes [ ] No [ ]

If yes, who supports it? ______________________________

14. How many learners are in your centre? __________

15. How many teachers? Male ___ Female ___
   a. Full time ______
   b. Part time ______
   c. Volunteers ______

16. Do your teachers attend in service courses? Yes ___ No ___
   If yes how many per year ______
   Average length of each course ______

17. What instructional materials do you provide teachers?

18. What is the ratio of text books in your school in the following subjects?

   Mathematics _______ C.R.E _______

   English _______ Biology _______
19. How do you acquire the teaching/learning resources?

________________________________________________________________________

20. Show the adequacy of physical facilities in your school by putting a tick where applicable.

<table>
<thead>
<tr>
<th>Facility</th>
<th>Very Adequate</th>
<th>Adequate</th>
<th>Not Adequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laboratory</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

21. What are some of the challenges you face in the management of the school? Put a tick where applicable.

a) Staffing
b) Obtaining T/L materials
   □
   □
c) Keeping updated with education issues
   □
d) Space
   □
e) Retaining pupils
   □
f) Motivating staff
   □
g) Others
   □

22. How have you tried to overcome the above challenges?

________________________________________________________________________

23. What steps are the owners of NFSs in Kiambu area taking to help them manage their schools better?

________________________________________________________________________

24. What suggestions would you give that would help improve learning in NFSs?

________________________________________________________________________
25. In what ways would you like the government and other stakeholders to assist NFS owners become more efficient in managing those schools?

26. Who is your school’s sponsor?
APPENDIX 3

LEARNER’S QUESTIONNAIRE

This questionnaire is intended to collect information regarding challenges facing the implementation of curriculum in the NF Secondary Schools in Kiambu East District. The information you give will be treated confidentially and you are advised not to write your name anywhere in the questionnaire. Please be as truthful as possible and respond to all questions.

1. Indicate your gender  Male _  Female _

2. Your age in years ________

3. When did you join this school? Year ________

4. Why did you enroll? ________________________________________

5. How did you know about the school? ________________________________________

6. Has the government assisted you in pursuit of education
   Yes [ ]   No [ ]
   If yes, please explain how ________________________________________

7. Do you have adequate learning materials?
   Yes [ ]   No [ ]

8. What are some of the learning materials available at your home that help you in your studies? ________________________________________

9. Do you think what you are taught is adequate?
   Yes [ ]   No [ ]
   If not, why?
10. Below are some of the problems you may be experiencing in your pursuit of education. Put a tick where it is true and an X where it is not.

a. Family financial status

b. Lack of enough teachers

c. Inadequate instructional materials

d. Long distance to school

e. Inadequate classrooms/facilities

11. What other challenges do you face?

________________________________________________________________________
________________________________________________________________________

12. Suggest ways in which you think the above challenges can be tackled

________________________________________________________________________
________________________________________________________________________

13. Do you have— both parents □ mother only □ father only □ no parent □

14. Number of sisters ________

15. Number of brothers ________

16. Position in family________
APPENDIX 4

OBSERVATION SCHEDULE

1. Rate the conditions of the following facilities or classrooms in the centre. Put a tick where appropriate

<table>
<thead>
<tr>
<th>Condition</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ventilation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lighting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Floor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Furniture</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. What furniture do the learners use? Benches _____ Desks _____ Chair _____

3. Availability of materials

Adequate __________ inadequate __________________

4. Condition of T/L materials

Good _______ Fair _______

5. Interaction between teachers and learners

Cordial _____ Strained _______

6. Does the school have a library?

Yes [ ] No [ ]

8. Are there observable income generating projects? Yes [ ] No [ ]

If yes which ones? _________________
APPENDIX 5

INTRODUCTION LETTER

KENYATTA UNIVERSITY
P.O. BOX 43844,
NAIROBI.
Date: ____________

THE HEAD TEACHER,

Dear Sir/Madam,

RE: INTRODUCTION LETTER

I am a Masters student in the School of Education – Kenyatta University. I am preparing to study the challenges to implementation of curriculum in the Non-formal secondary schools in Kiambu East District.

Although this study is for academic purposes, I believe it will benefit all the stakeholders of education.

I am seeking permission to carry out the study in your school and would wish to involve you, some of your teachers and learners.

Thank you.

Yours faithfully,

EDITH WAIYAI
### APPENDIX 6 (BUDGET)

<table>
<thead>
<tr>
<th>ITEM NO.</th>
<th>ITEM DESCRIPTION</th>
<th>COST (KHS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Traveling expenses</td>
<td>10,000</td>
</tr>
<tr>
<td>2</td>
<td>Stationery</td>
<td>3,000</td>
</tr>
<tr>
<td>3</td>
<td>Proposal writing</td>
<td>1,200</td>
</tr>
<tr>
<td>4</td>
<td>Typing and printing , photocopying research instruments</td>
<td>5,000</td>
</tr>
<tr>
<td>5</td>
<td>Data analysis</td>
<td>4,000</td>
</tr>
<tr>
<td>6</td>
<td>Piloting of instruments</td>
<td>10,000</td>
</tr>
<tr>
<td>7</td>
<td>Report typing and printing</td>
<td>3,000</td>
</tr>
<tr>
<td>8</td>
<td>Photocopying of final copies</td>
<td>1,500</td>
</tr>
<tr>
<td>9</td>
<td>Binding the reports</td>
<td>1,500</td>
</tr>
<tr>
<td>10</td>
<td>Contingency fund</td>
<td>8,000</td>
</tr>
<tr>
<td>11</td>
<td>Grand total</td>
<td>47,200</td>
</tr>
<tr>
<td>ACTIVITY</td>
<td>DURATION IN MONTHS</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>--------------------</td>
<td></td>
</tr>
<tr>
<td>Problem identification and proposal development</td>
<td>May-June July-Nov Jan-Mar Apr-Jun July</td>
<td></td>
</tr>
<tr>
<td>Draft proposal refinement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Piloting, refinement and data collection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data analysis and writing of project report</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submission of project report for examination</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 8: KIAMBU AREA MAP
NCST/RRI/12/1/SS-011/322/5

Edith Wanjiru Waiyai
Kenyatta University
P. O. Box 43844
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Challenges to implementation of curriculum in non-formal secondary schools in Kiambu East District, Kenya” I am pleased to inform you that you have been authorized to undertake research in Kiambu East District for a period ending 31st December 2011.

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

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

P. N. NYAKUNDI
FOR: SECRETARY/CEO

Copy to:

The District Commissioner
Kiambu East District

The District Education Officer
Kiambu East District