IMPLEMENTATION OF GEOGRAPHY CURRICULUM IN PUBLIC SECONDARY SCHOOLS IN GATUNDU SOUTH DISTRICT IN KIAMBU COUNTY, KENYA

BY

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DECEMBER, 2012
DECLARATION

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

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DEDICATION

To my wonderful children, Wangari and Ngatia for you give me reason to live. My husband Muita, for your true love and support. My parents Gitonga and Muthoni for you are my greatest inspiration. My siblings for your immense love and encouragement.
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ABSTRACT
The purpose of this study was to establish the effectiveness of geography curriculum implementation in public secondary schools in Gatundu South District. The study was guided by the following objectives: to find out the extent of Geography teachers involvement in the curriculum development process in public secondary schools in Gatundu South District, to identify the availability and use of teaching and learning resources and the teaching methods used by Geography teachers, to determine the level of the support of the school administration and QASOs in enhancing Geography curriculum implementation process through supervision, and professional development and to establish the challenges facing Geography teachers in the process of implementing curriculum. Descriptive survey design was used for the study. The study was carried out in Gatundu South District in central Province, Kenya. The target population for the study were 416 qualified secondary school teachers from 31 public schools within Gatundu South district and employed by the T.S.C. A total of 17 schools were randomly sampled for the study. Systematic sampling procedure was used to sample 15 schools for the actual study while two schools were used for piloting. Purposive sampling technique was used to sample the respondents for the study. The technique has been chosen because only a specific group of people were sampled for the study. The researcher sampled averagely 3 Geography teachers from each of the schools studied and the school principal. A total of 60 respondents were targeted by the study (constituting 45 teachers and 15 principals). A total of 54 respondents (42 teachers and 12 Principals) giving a response rate of 90%. Questionnaires and interview schedules were used as instruments for data collection. Questionnaires was used to get data from teachers while interview schedules was used to collect data from the school principals. Descriptive statistics such as frequencies, percentages, means and standard deviations were used to describe the data; this was done using the Statistical Package for Social Sciences (SPSS). The analyzed data were presented in form of frequency tables, bar graphs and pie charts. The study found that teachers were not involved in the development of the curriculum besides their crucial role in the development of the curriculum being the implementers of the same. The study also found that resources such as text books, teachers’ guides, photographs, maps and charts were available but inadequate. On the other hand, resources such as weather stations, computers, slides, statistical tables and films were not available in many of the schools and that those which had such resources, they were inadequate. Regarding the use of the resources for teaching and learning, the study found that the available resources were put in use. Lecture, exposition and discussion methods were used to a large extent (mean score between 1.1 to 2.0). Other methods of teaching included: experimentation on soils, group work, peer teaching, assignments, use of resource persons, symposiums between schools, K.I.E CDs, peer teaching, group presentation and questions and answer methods. The administration of the schools were found to support the teachers to go for in-service trainings and that QASOs visited the schools twice to help teachers to improve their classroom teaching. The major challenges facing teachers in the implementation of Geography curriculum in secondary schools included were incomplete syllabus coverage and inadequacy of teaching and learning resources. The study recommended that schools should be well equipped with teaching and learning resources and that teachers should adopt more effective methods of teaching to ensure effective curriculum implementation in schools.
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<td>K.I.E</td>
<td>Kenya Institute of Education</td>
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<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
</tr>
<tr>
<td>MOE</td>
<td>Ministry of Education</td>
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<tr>
<td>HOD</td>
<td>Head of Department</td>
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<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
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<td>QASOS</td>
<td>Quality Assurance and Standards Officers</td>
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<td>KNEC</td>
<td>Kenya National Exams Council</td>
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<td>TQM</td>
<td>Total Quality Management</td>
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<tr>
<td>BOG</td>
<td>Board of Governors</td>
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<tr>
<td>ADEA</td>
<td>Association for the development of Education in Africa.</td>
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<tr>
<td>HIV/AIDS</td>
<td>Human Immuno Deficiency Virus – Acquired Immuno Deficiency Syndrome</td>
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CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Curriculum implementation is one of the major stages in curriculum development process. It is a continuous process in education owing to innovations, changes or curriculum reforms that take place and the socio-economic and environmental changes. Curriculum implementation refers to putting into use what has been planned or part of the process of effecting curriculum change.

According to Darder (1991), curriculum traditionally refers to the coursework offered or required by an educational institution for the successful completion of a credentialing objective. He added that the content and knowledge that is taught is based upon what is recognized as legitimate and necessary by those who dictate curricular decisions. As Darder illustrates, curriculum can often be viewed as a document presented for implementation, not necessarily developed in partnership with those responsible for the implementation of the said curriculum. Beauchamp (1982) supports the notion of curriculum as a document when he states that curriculum can be a written plan depicting the scope and arrangement of the projected educational program for a school as the basic environmental structure from which teachers are to develop teaching strategies for specific classroom groups. As Chandler (1992: 41-42) asserts, this “should” “is a valued based decision”. Hence, we see the duality of curriculum. First, its contents are based upon developers’ value judgments,
and second, its delivery and reception is based upon the values of the teachers, students, and community in question.

In Kenya, The Ministry of Education is responsible for developing the curriculum and overseeing its implementation. According to UNESCO (2006), the Kenya Institute of Education (KIE) develops the curricular support materials and the Kenya National Examination Council is responsible for student assessment and curriculum evaluation. Furthermore, various stakeholders in education, such as teachers, religious organizations, learners, and parents, may voice their concern on the appropriateness of the curriculum. The Kenya Institute of Education (KIE) is the national curriculum development centre for all levels of education, except the university. Along with this, it co-ordinates the development of curriculum support materials, including basic textbooks and carries out research and evaluation studies at all levels of education. UNESCO (2006) further observed that KIE provides assistance in the development of curricula for non-formal basic education and training.

The teacher is the most important personnel in curriculum implementation. Curricular may be developed within the school i.e. school based curriculum development or centrally-based curriculum development as observed by Shiundu and Omulando (1992). In the former, the teacher may be involved from planning to evaluation while in the later, the teacher’s role is dominant only at the implementation stage as most curriculum activities are done by the central office. Shiundu and Omulando (1992) noted that most systems especially in less developed countries like Kenya, approaches to curriculum development are centrally based. However, Shiundu
and Omulando note that one shortcoming of this approach is that teachers tend to think that their role is only in the classroom; to implement what they have received from the central office and worse still some teachers follow this externally planned syllabus to the letter without appropriately relating it to the local situation.

1.1.1 Geography as a Subject

In the Kenyan 8-4-4 system of education, Geography is one of the core subjects in secondary schools from form I and II but becomes optional at form III. MOE (2008), notes that the curriculum revision of 2003 led to re-organization and rationalization of the subjects and content while also making a conscious effort to respond to pertinent contemporary issues in the society. This was after the Kamunge report of 1988 noted overloading and overlapping in the 8:4:4 system of education. Geography is currently recognized as a department on its own with HODs in secondary schools.

The study of geography describes and analyses the location of places on earth and the spatial distribution of phenomena in their varied interrelationship as they influence human activities. Geography is a dynamic subject in content and methodology as it responds to constant environmental changes. It is considered both as a science and humanity as it transcends boundaries to describe the earth and its diverse elements and also interrelates with all the other disciplines. Study of geography involves a process of discovery and enables the learner to acquire knowledge and develop positive attitudes and skills of inquiry, critical thinking and decision making. Geography has been fashioned to help learners cope with the demands and challenges
of modern world and also the realization that the world has evolved into a global village. The geographical Association (2011) underscores the importance of Geography as having a distinctive role to play in the school curriculum but notes that its potential and promise can be compromised if it is seen only as body of subject ‘knowledge-to-be-delivered’ but instead should be seen as a resource that can enable students to better understand the world and their place in it.

Geography is divided into 3 broad categories which are further sub-divided into several sub-branches. The broad categories are physical Geography, Human and Economic Geography and practical Geography. As such Geography requires learner-centered, practical, diverse teaching approaches and methods as well as varied teaching and learning materials/resources. Macalester (2011) observed that Geography possesses an integrated approach to human knowledge and has a global viewpoint.

KIE (1990) noted that as indicated by the general objectives of teaching Geography in secondary school in Kenya, Geography is a very important subject, as one of the major determinants for future careers to be undertaken by students in the process of developing Kenya’s economy. The main work of teachers is to teach, or to organize learning experiences. DJoh (1992) (cited by TSC, 1998) noted that, of the major inputs to education, effective teaching contributes 75% to good result or school effectiveness. The document spells out the duties of a teacher as planning and preparation of teaching and learning materials, carrying out all teaching and learning
activities as assigned, planned and targeted, instructional leadership and facilitating learning and self management techniques. Bishop (1985) is of the opinion that curriculum implementation must take into consideration the specific curriculum areas which must be organized into a school program. This, he says will involve:

i. Time allocation - provisioning, for the various areas /subjects/ experience.

ii. Means – Resources and aids such as text books and other instructional learning materials, units and kits. Appropriate institutional settings such as laboratories, workshops and field work. These form the main activities of curriculum implementation process.

iii. Approaches to instructions, learning methods, teaching techniques and media of presentation.

iv. Evaluation Scheme.

There are limited studies on Geography curriculum implementation but other studies on the subject may reveal some crucial information to support this study. The question of the extent of secondary school Geography teachers’ involvement in curriculum implementation process is informed by the fact that there are disparities in enrolment and performance in Geography in Kenyan secondary schools. While some schools record high grades, some still record very low grades in national examinations. Enrolment in Geography at form III still remains low as compared to other humanities i.e. History and C.R.E. Maoga (2007) noted a decline in enrolment of Geography as compared to other humanity subjects pointing out that this was an indicator of underlying factors which need to be identified. He quoted KNEC report
(2004) on KCSE which noted that there was tremendous decline in students enrolment in Geography; a fact that the MOE (2005) agreed with.

This study was based in Gatundu South District which has continuously recorded poor performance in Geography as evidenced by the District K.C.S.E results analysis of 2011. The results show that the subject has recorded low mean scores in the national examinations over the past three years. In 2008, the mean score was 3.531 (D+), 2009 mean of 3.507 (D+) and a mean of 3.919 (D+) in 2010. A report in the Daily Nation April, 3, 2010 an article by Otieno et al.; The Schools Heads Association Chairman Tirop termed the 2009 K.C.S.E results as sad and shocking and remarked that the results raised serious questions on curriculum delivery in schools. This concern touched on all subjects. There may be several causes of poor performance in Geography in Gatundu South but this study focuses on curriculum implementation process. The study seeks to establish the effectiveness of geography curriculum implementation in public secondary schools in Gatundu South District.

1.2 Statement of Problem

Curriculum implementation is perhaps the most crucial stage in curriculum development. Each of the stages must take implementation into consideration. Pratt (1994) described curriculum implementation as the Great Barrier Reef where many a curricula sink without trace. He further noted that curriculum will fall by actions of teachers. While the whole curriculum development process involves many stakeholders, teachers often come in more strongly at the implementation stage. This
is after the curriculum has gone through the stages as outlined by Shiundu and Omulando (1992), situational analysis, formulation of objectives, setting up curriculum project, program building, piloting, improvement and delivery to schools for implementation by teachers. Analysis of these stages shows that there is minimal teacher involvement in the initial stages except a few teachers in the subject panels at KIE. Teachers are involved mostly in the implementation stage.

The question of whether Geography teachers are able to implement the curriculum fully is not exhaustively studied. Geography performance and enrolment in central province and in particular Gatundu South District reveal weaknesses. Maoga (2007) investigated factors affecting the enrolment of students in Geography in public secondary schools in Nyamira District. The results revealed that factors influencing student’s enrolment in Geography were: teacher characteristics such as teachers’ experience and qualifications, students’ attitude towards the subject and availability of teaching and learning resources. Ogechi (1991) did a study on the availability, utilization and management of teaching and learning resources; he found that the availability of teaching and learning resources enhances students understanding of the subject and retention of what is learnt. There is no known study to the researcher which has been done on the effectiveness of the implementation of Geography curriculum in schools. To fill the knowledge gap that exists, this study was therefore aimed at establishing the effectiveness of geography curriculum implementation in public secondary schools in Gatundu South District.
1.3 Purpose of the Study

The purpose of this study was to establish the effectiveness of geography curriculum implementation in public secondary schools in Gatundu South District. The study investigated the involvement of teachers in curriculum development, use of appropriate teaching methods, availability and utilization of teaching and learning resources, curriculum support and the challenges facing geography teachers in the process of implementing the curriculum.

1.4 Objectives of the Study

The objectives of this study were to:-

i) Find out the extent of Geography teachers’ involvement in the curriculum development process in public secondary schools in Gatundu South District.

ii) Identify the availability and use of teaching and learning resources and the teaching methods used by Geography teachers in public secondary schools in Gatundu South District.

iii) Determine the level of support of the school administration and QASOs in enhancing Geography curriculum implementation process through provision of teaching and learning resources, supervision, and professional development

iv) Identify the challenges Teachers of Geography face in the process of implementing curriculum.
1.5 Research Questions

The following research questions were generated from the statement of the problem:-

i) To what extent are Geography teachers involved in curriculum development processes from planning to evaluation in public secondary schools in Gatundu South District?

ii) What is the level of availability and utilization of teaching and learning resources and how effective are the teaching methods used by Geography teachers in the implementation of Geography curriculum in public secondary schools in Gatundu South District?

iii) How does the school administration and QASOs support curriculum implementation process through curriculum support?

iv) What challenges do Teachers of Geography face in the process of implementing Geography Curriculum?

1.6 Significance of the Study

The results of this study will be significance in the following ways:

- It will be useful to curriculum developers i.e. KIE as teachers perception towards curriculum development process and professional development needs will be highlighted. This will also help in improving the role of the teacher in curriculum development.

- The policy makers at the MOE will understand what goes on in class and the teachers sentiments regarding teaching and learning. By this they will be able to come up with strategies for improving curriculum implementation in schools with
regard to allocation of resources, professional development and effective teaching strategies to be used in the implementation of the curriculum.

- KNEC, the National Examining body will be able to understand how curriculum implementation takes place in order to test appropriately and advice on professional development of teachers.

- Head teachers will be in a position to understand the role of teachers and see how well they can involve them in issues concerning curriculum delivery, allocation of teaching and learning materials and resources, supervision and professional development.

- Teachers themselves will be able to express their views concerning involvement in curriculum implementation process. They will also understand their role in curriculum implementation better.

1.7 Limitations of the Study

This study had the following limitations:

1. The study was limited to public schools in public secondary schools in Gatundu South District leaving out private schools hence limiting generalization to all secondary schools

2. Limited to public secondary schools in Gatundu South District due to time limitations and financial constrains thus only generalized for that area.
1.8 Delimitations of the Study

This study had the following delimitations:

1. The study focused on teachers and principals only leaving out other stakeholders or others involved in curriculum development and implementation process.

2. The teachers who were teaching during the session in which this study was conducted were included in the study.

1.9 Assumptions of the Study

The study was based on the following assumptions:

1. The respondents would provide accurate and honest information required for the study.

2. There were challenges facing effective implementation of Geography curriculum in public secondary schools in Gatundu South District

3. All secondary schools used the national curriculum developed by KIE.

1.10 Theoretical Framework

This study was based on Total Quality management theory of Daft and Marcic (2006). As defined by Daft and Marcic (2006), Total Quality Management is an organization-wide commitment infusing quality into every activity through continuous improvement. It involves long-term dedication to improving of quality through the organization and the active participation of all members at all levels to meet and exceed their customers’ expectations. According to Weihrich and Koonz (1993), in a school setting, the major stakeholders namely parents, teachers, the community and students must be satisfied with the educational services offered.
According to Abraha (2009), the school management must learn how to infuse quality by focusing on the key elements of the schools activities such as admission procedures, employment policies, student discipline and academic performance, equal educational opportunities among geographical areas and sexes. The author feels that the concept of TQM is incomplete without understanding what is meant by ‘quality’. According to Gerard, Morris and Wilson (2004), quality is the provision of excellent services/product reasonably fit for the purpose of meeting or exceeding the expectations of the customer. Quality is then the constant maintenance of a value that may go wrong in the service delivery at the school. For instance, if the administration realizes that performance in examinations is poor or that parents are unhappy with the schools management, or that the teachers are not satisfied, then all these call for ‘repairing’.

The theory identified 5 techniques that school managers use to ensure quality in their services and survival for their institutions. The techniques include:

1. **Quality Circles.** According to Daft and Marcic (2006), it entails identifying a group of between 6-12 volunteer employees who meet regularly to discuss and solve problems affecting the quality of their work. Based on this theory, the education management system, the decision making organs can meet regularly and discuss matters on curriculum development and implementation in schools. According to the researcher, this should involve Geography teachers’ involvement
in curriculum development and implementation process, thus resulting into effective curriculum implementation.

2. **Customer Focus**
   TQM suggests that school “customers” such as parents, students, employers and BOG must be consulted to monitor their expectations and satisfaction. School management should continuously ensure that it is meeting or exceeding the expectations with regard to the school mission. It is during such meetings that teachers can express their opinions, expectations and dissatisfaction.

3. **Take immediate action.**
   Instead of wasting time, effort and money in correcting mistakes, TQM recommends taking preventive measures instead and solving problems as they occur. In this case problems resulting from non involvement of teachers in curriculum development and the delegation of duty to implement the curriculum should be discussed. The effectiveness of the teaching methodologies and availability of teaching and learning resources should be addressed. Morris and Wilson (2004) propose correction and concentrating on the process rather than prioritizing the results.
4. **Bench Marking**

This is the continuous process of measuring products, services and practice against major competitors. According to Daft and Marcic (2006), challenges should be identified and strategies revised accordingly.

This study focuses on ensuring that the teaching methodologies are effective in the curriculum implementation. If some methodologies are not effective, then new ones can be devised. It may also involve the analysis of how teachers perceive their involvement in curriculum development and implementation. From such analysis, better and effective ways can be devised to ensure successful implementation of the curriculum in schools.

5. **Continuous Improvement**

This refers to on-going incremental improvements in all areas of the organization. For this purpose, staff training and development are very important for developing skill, and for learning how to use different tools and techniques. This continuous effort at improving quality requires an environment that can be said to be a ‘learning organization’ (Weinrich and Koontz, 1993). Teachers need continuous exposure to new trends, developments, changes and innovations in education. This requires continuous improvement on the strategies, procedures and programmes in place for ensuring adequate involvement in curriculum development and implementation process.
Relating this theory to this study, teachers often feel left out in curriculum decision making or that most changes find them unprepared or unaware. To maintain quality in education and in particular the curriculum, teachers need to be adequately involved. This study was aimed at finding the missing link between curriculum development and curriculum implementation process. The study used this theory to explain the relationship between the variables of the study. It explained how teachers’ involvement in curriculum development, teaching methods, the use of teaching and learning materials and administrative support affects curriculum implementation in schools.

1.11 Conceptual Framework

![Conceptual Framework Diagram](image-url)

Source: Researcher (2010)

**Figure 1.1 Conceptual Framework**
A conceptual framework is a model of presentation where a researcher represents the relationships between variables in the study and shows the relationship graphically or diagrammatically (Orodho, 2004). This gave an overview of the relationship between the variables to be tested and their effect on curriculum implementation. In the framework, the independent variables are: teachers’ involvement in curriculum development, teaching methods, use of teaching and learning resources and curriculum support from the administration and QASOs while the dependent variable is the effectiveness of Geography curriculum implementation. The intervening variables were the school environment which entails the student’s determination and attitude towards Geography as a subject.

1.12 Operational Definitions of Terms

**Curriculum implementation** – process of enacting the curriculum instructional plan or program produced during the previous stages. Putting into intended use what has been planned or effecting curriculum change once it is delivered to schools.

**Teaching and learning resources** - Resources like personnel, materials and finances necessary for implementation of curriculum.

**Content** - Selection of material or knowledge for learning formulated through the objectives of a curriculum.

**Curriculum Development** - A formal or informal process of re-shaping or designing a curriculum to be implemented in schools for the purpose of attaining objectives of an educational system.
**Curriculum Evaluation** - The Process of collecting, analyzing and interpreting data for the purpose of facilitating decision making at various stages of curriculum development. Also the continuous review of achievement of objectives during instruction.

**Methodology** - Techniques of instruction used during instruction.

**Learner-Centered approaches** - Approaches that recognize the learner as an important factor and important people in curriculum development.

**Supervision** - Professional consultation and advisory services to improve the quality of teachers through inspection of what goes on in the classroom.

**Instruction** - Refers to the activities the teacher and learners engage in while interacting with content of the program during learning process.

**In-Service** - Training-Education and Training that takes place at any time either as full time or as part time study, during the potentially continuous professional life of the teacher to acquaint the practicing teacher with the latest innovations in the curriculum in his/her subject area to cope with new demands, new approaches and methodology intended to enhance teaching and learning.

**Teacher** - One who facilitates acquisition of knowledge, skills and attitudes in students by organizing learning experiences and manages the learning environment.

**Teacher Involvement** - The extent to which teachers are included or take part or feel part of curriculum implementation process.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents relevant literature on: role of teachers in curriculum development, teaching methods used in the implementation of Geography curriculum, curriculum materials for teaching and learning Geography, Administration and logistical issues and challenges facing the implementation of curriculum in schools.

2.2 Role of Teachers in Curriculum Development

The inclusion of a classroom teacher as a member of the design team provides several important benefits to both the design of the curriculum materials and teacher learning. First, the teacher serves as an important generator and judge of ideas that would not have been otherwise available in the design process (Connelly & Ben-Peretz, 1996). The design team is able to develop materials that better meet the teacher’s needs during the initial phase of the design process. Secondly, the teacher is better prepared to implement the materials and understand the intent of the materials during enactment. The teacher should have an understanding of the intent of the materials and the larger context behind the curriculum materials design. Thus, a teacher will more likely be able to implement the curriculum as written.

According to Shawer (2003), teachers approach curriculum in different ways: as curriculum transmitters, curriculum-developers, or curriculum makers. No doubt that
instructors in general and college instructors in particular are driven by various motives to make different curricular decisions. Such motives should be identified for several reasons. For example, Randolph et al. (2007) indicated that different curricular decisions lead teachers to run different curricula which impacts differently on teachers, learners, and the taught curriculum. For similar reasons, Cochran-Smith and Lytle (1999) encouraged teachers to become researchers not only to develop curricula and improve schools, but also to “generate theories grounded in practice”.

Some studies on teachers’ involvement in curriculum development at the classroom level embodies Cohen and Ball’s (1999) notion of instructional capacity that means “the interactions among teachers and students around curriculum materials. Cohen and Ball (1999), however, stressed that the teacher plays the pivotal role, since “teachers’ knowledge, experience, and skills affect the interactions of students and materials in ways that neither students nor materials can. The outcome of this interaction is the actual curriculum. Curriculum is often developed in advance, but students’ and teachers’ interactions with this material comprise the enacted- which is to say, the actual or effective- curriculum implementation. Doyle (1992) termed the curriculum constructed out of this interaction as the enacted curriculum. Doyle also emphasized that it is teachers who turn curriculum knowledge which is decided on at the institutional level into pedagogy (experienced curriculum).

Snyder, Bolin, and Zumwalt (1992) echoed this discussion by suggesting that teachers approach curriculum in three different ways. One category of teachers follows the “fidelity approach,” where curriculum knowledge is defined for teachers
from outside. This means that curriculum change starts from the centre to the periphery, whereas the teacher’s role is restricted to delivering curriculum according to specific instructions. Snyder et al. (1992) indicated that a second category of teachers follows the “mutual-adaptation” approach, which is a process whereby adjustments in a curriculum are made by curriculum developers and those who use it in the school. Curriculum knowledge does not differ much from the fidelity approach, which outside experts still provide. However, the adaptation approach differs in that it involves changes and adjustments that teachers and developers make. Moreover, curriculum change is no longer linear, as teachers adapt the curriculum. The teachers’ role has become active because they adapt curriculum to their contexts.

Doyle (1992) concurred with Snyder et al. (1992) that a third creative category of teachers adopts the “enactment” approach, where curriculum is “jointly created and individually experienced by students and teacher”. Herein, the curriculum may or may not hinge on the external curriculum; while curriculum knowledge becomes an ongoing process of construction rather than a product.

Curriculum designers seldom consider the full potential of teachers as co-designers of curriculum materials. Traditionally, curriculum designers view teachers as either transmitters of the intended curriculum or as active implementers of the curriculum materials (Connelly & Ben-Peretz, 1997). Designers may seek teachers’ input during formative stages of the development project and ask for teachers’ feedback during implementation, but these roles assume that teachers merely play a supportive role in
the educative process. Wiggins and McTighe (1998) take an opposite view by assigning to teachers the sole role of curriculum developers. This approach fits the Drawing-On perspective of Remillard, which assumes that teachers have exclusive agency over the curriculum, as well as the time and resources to create curriculum and curriculum materials from scratch. In this role as co-designers, teachers act as decision-makers who operate in the complex learning context of the classroom to co-create the enacted curriculum with the students and the curriculum materials (Connelly & Ben-Peretz, 1997).

Two hurdles impede teachers in becoming participators with the curriculum materials and students in the co-design of the enacted curriculum. First, both teachers and curriculum developers are unfamiliar with the changed roles they are required to play in this partnership (Connelly & Ben-Peretz, 1997). Teachers are more comfortable adapting the implementation of materials than viewing themselves as critical users and co-designers of curriculum. Similarly, curriculum designers are more comfortable as the creators of materials rather than as partners with teachers in the design of the enacted curriculum. This new view requires that curriculum designers recognize the dynamic relationship between teachers and curriculum materials and understand that the enacted curriculum reflects both the intent of the designers and the demands of the classroom learning situation (Connelly & Ben-Peretz, 1997). Developing materials with this changed view of the role of teachers in co-creating the enacted curriculum means that curriculum researchers need to understand better how teachers change and learn from their use of curriculum materials. The second hurdle for teachers in
developing a participatory relationship with curriculum materials is that there are few materials that can support such a relationship with teachers. Materials designed to be strictly followed or adapted upon implementation do not avail themselves to supporting multiple outcomes (Connelly & Ben-Peretz, 1997).

The role of teachers is crucial in the process of curriculum development and change. Teacher education leads to more creativity, which in turn stimulates student motivation. A better understanding of the curriculum by teachers will lead to a better use of time, material, content of curricula, as well as less resistance. Well-trained teachers can make important decisions with wide implications in the classroom, whether it is in terms of the content or the methods used in teaching. Innovations and changes, such as the introduction of integrated subjects, have a better chance of successful integration if teachers are familiar with the aims and objectives of the curriculum. Thus, curriculum developers need to define the kind of teachers they would want to actually deal with.

2.2.1 Curriculum Implementation in Schools

Curriculum implementation entails putting into practice the officially prescribed courses of study, syllabuses and subjects (Chikumbi and Makamure, 2000). Putting the curriculum into operation requires an implementation agent. The teacher is identified as the agent in the curriculum implementation process. Curriculum implementation therefore refers to how the planned or officially designed course of study is translated by the teacher into syllabuses, scheme of work and lessons to be
delivered to students. Implementation is said to take place when the teacher-constructed syllabus, the teacher personality, the teaching materials and the teaching environment interact with the learner.

Implementation further takes place as the learner acquires the planned or intended experiences, skills, knowledge, ideas and attitudes that are aimed at enabling the same learner to function effectively in the society. The learner is therefore seen as the central figure of curriculum implementation process. Obanya (2004) defined implementation of curriculum as day-to-day activities which school management and classroom teachers undertake in the pursuit of the objective of any given curriculum. Obanya (2007) contends that effective curriculum is the one that reflects what the learner eventually takes away from an educational experience, which he termed ‘the learned curriculum’.

In order to understand the extent of teacher involvement in curriculum implementation process, it is important to establish the extent of teacher involvement in other curriculum development processes from planning to evaluation. This is because teachers need to understand the intents and rationale for curriculum change, innovation or reform that they are supposed to implement.

Curricula are not always implemented as planned. The gap between what is planned and what is taught or implemented is an indicator of success. If it is narrow, then the set goals will be attained, if it’s wide, the goals are not achieved. Bishop (1985) observed that involvement of the teacher in education reform and innovation is
crucial, noting that the teacher is indeed the heart of the matter. He further noted that, in the final analysis any curriculum comes through decisions by teachers in the classrooms. Bishop was of the view that there must be endeavor between all those working on new programs. Instead of the arrogant ‘we-know-what is good for you’ attitudes, the teachers must be consulted rather than told what to do; they must be respected rather than patronized.

Bishop underscores the importance of teacher involvement in all stages of curriculum development by noting that not only must the teacher understand the reasons behind the change or innovation, he must fully appreciate the philosophy underlying the innovation. For example, if the intention is to introduce more discovery/enquiry-oriented teaching and learning in the classroom, the teacher must fully comprehend the rationale behind the methodology. He further notes that no change in practice, no change in curriculum has any meaning unless the teacher understands it and accepts it. Shiundu and Omulando (1992) noted that many curriculum projects in Africa have ignored the role of the teacher and the end result has usually been a disastrous failure. In Kenya, curriculum development process is centrally-based meaning that most curriculum activities are done by the central Office and the teacher’s dominant role is implementation. Shiundu and Omulando noted a shortcoming in this approach that teachers tend to think that their role is only in the classroom to implement what they have received from the central office and worse still, some teachers follow this externally planned syllabus to the letter without appropriately relating it to the local situation. Shiundu sadly noted that the vast majority of classroom teaches today have
never been directly involved in the process of making recommendation regarding the goals of education, the broad content of the curriculum or course objectives.

Kydd et al. (1998) observed that the curriculum now tends to arrive in schools in neatly packaged portions each complete with aims, objectives, tasks, worksheets, homework and assessment. That the curriculum has become more standardized. They felt that though the pre-packaged curriculum compensates teachers for lack of preparation time, in the long term, they limit the intellectual and emotional scope of teacher’s work. This means that, where once teachers were able to exercise considerable professional autonomy over the selection of knowledge and the ways it would be taught, their initiatives in the classroom are now more tightly controlled leaving the teachers with less room for exercising both professional autonomy and professional authority.

Lortie (1975) noted that teachers are seen as agents charged with implementing detailed specifications developed in central headquarters. ADEA (1999) discusses teachers as partners and observed that dialogue between officials and teachers is perhaps even more crucial. Teachers often feel that they are not involved in major decision concerning educational programmes. They believe that their problems are ignored and their interests are let behind.
2.3 Teaching Methods in the Implementation of Geography Curriculum

Republic of Kenya (2006) is of the view that the rapidly changing environment and resurgence of new ideas, beliefs and ways of life require Geography teachers to review their approaches to the subject. The teacher requires a careful choice from variety of teaching and learning methods and techniques which should aim at reaching all students while emphasis should be placed on active participation of the learners. Some of the approaches and methods of teaching Geography suggested by MOE are discussion, Question and Answer, lecture, oral exposition (combined lecture, question and answer), role play, demonstrations, field work, use of maps, use of photographs, use of resource persons, case studies, co-operative studies, integration and infusion of contemporary issues. The following section presents some of the methods used in teaching geography:

The Expository Approach

The expository approach is instruction in which the teacher stands most of the time giving verbal explanations in the form of talk-and-chalk while the students listen and write notes from the chalk-board. Kiboss (2002) describe such teaching method as inadequate and limited that tends to negatively affect the learners’ views of practical concepts and associated methods.

Expository approach harbors two basic skills which every teacher must endeavor to explore for effective dissemination of information to the students. These skills include: clear and good command of language and ability to write clearly and boldly.
on the chalk-board. In expository approach, the teacher knows everything and that the learner is almost blank. It is the teacher’s role to impart his knowledge merely by telling his students. The expository approach derives from the commonly held notion that in the teacher – student relationships, the teacher, as an embodiment of knowledge, gives out what he knows to his students. The teacher talks with the students by means of reading his notes. Teachers make practically all the decisions; the mode of instruction; organization of learning experiences and materials; sequence; pacing and style of information dissemination. Teacher is therefore, the expositor and actor, while students are listeners, speaking only when called upon to answer questions, ask questions or demonstrate a procedure.

**Lecture Method**

According to Davis (1993), the classroom lecture is a special form of communication in which voice, gesture, movement, facial expression, and eye contact can either complement or detract from the content. McCarthy (1992) in article “Common Teaching Methods” stated strengths of lecture method that it presents factual material in direct, logical manner, contains experience which inspires, stimulates thinking to open discussion, and useful for large groups.

Sullivan & McIntosh (1996) said that with planning and effective presentation techniques, the lecture can be a highly effective and interactive method for transferring knowledge to students. According to Kochhar (2000), lecture gives the pupils training in listening and taking rapid notes.
Discussion

Discussion is a free verbal exchange of ideas between group members or teacher and students. For effective discussion the students should have prior knowledge and information about the topic to be discussed. McCarthy (1992) stated strengths of class discussion as; pools ideas and experiences from group, and allows everyone to participate in an active process. Kochhar (2000) stated that; a problem, an issue, a situation in which there is a difference of opinion, is suitable for discussion method of teaching.

Wamutitu (1991) noted that Geography being both a body of knowledge and a distinctive discipline of study requires a multi-method approach of teaching to be adopted by the teachers. Such method should therefore merge theory, content and application together in the experience of the students. The curriculum consists of, Human Geography, physical geography practical Geography includes which includes statistics, field work, photograph interpretation and map work. On teaching methodology, Achola (2003) found out that teachers used, question and answer, lecture methods small group discussion, individual assignments, observations, discovery, demonstrations, talk and chalk in order of preference. Geography teachers did not give use to field work as a method of teaching Geography though it is recommended in the curriculum. There was minimal use of field work. Problems identified affecting field work included: time constraints, inadequate Geography equipment and teaching resources, inadequate Geography teachers, financial constraints, broad based Geography syllabus, public exam oriented teaching
approach, interference with schedules or programs of the school especially due to field work activities and lack of in-service courses and seminars for Geography teachers.

2.4 Curriculum Materials for Teaching and Learning Geography

The availability and utilization of teaching and learning resources are critical in the curriculum implementation process. According to Valverde et al. (2002), curriculum materials have a powerful influence on what students learn. When educators and the general public raise questions about the use of specific curricula, at least two main aspects should be considered: (1) what students learn about specific content; and (2) what factors account for differences in student performance among students using the same curriculum as well as among students using different curricula.

Availability and the ability to use teaching and learning materials is a crucial factor in full involvement of the teacher in implementing Geography curriculum. Availability of teaching and learning materials may depend on several factors such as availability of finances, school management’s willingness to provide the resources, attitude towards Geography and teachers ability to involve the administration.

Different studies have been carried out on the availability of learning resources and its impact on students’ general performance both in primary and secondary schools. A MoEST, (2003) survey concluded that there was a critical shortage of textbook equipment and physical facilities in most public schools. Further there existed inter
and intra provincial resource variations in availability contributing directly to their performance in National examinations. In their report, the Technical Working Group reported that availability of textbooks and other learning materials were the most restraining factors to educational quality in schools in Kenya. Textbooks, whether used by teachers to guide students or independently by pupils provide the most explicit instructional design formats (Aroni, 2007). Angura, (2003) asserts that schools with adequate textbooks, apparatus and other instructional materials are at an upper hand with regard to examination performance compared to those without. A study by Chepkurui (2004) on the impact of availability of educational resources on pupil performance confirmed that, among other factors, instructional materials influenced performance mostly with textbooks having the greatest impact. Achola (2003) noted that omission of topics in geography syllabus suggest that teachers seem not to be prepared fully to handle certain topics as they lack certain materials.

UNESCO, (2005) reports that increased spending to provide more textbooks, reduced class size, improved teacher education and school facilities have a positive impact on learners’ cognitive achievement. According to Aroni, (2007), education resources that consistently and positively influence students’ performance in examinations in developing countries are the teacher quality, the teaching and learning materials and physical facilities (school land, buildings including classrooms, offices, libraries, laboratories, workshops and toilets, equipment like type writers computers, furniture, vehicles, first aid kits and infrastructure).
Bishop (1985) observes that, if there is to be change and improvement in education, there must be adequate resources. He adds that, basic to the success of any attempt at curriculum improvement is the preparation of suitable text books, teachers guides and other learning materials while the excellence of the teaching materials and resources provided by a central development agency is often a considerable incentive to innovation. He further notes that ready and continuing supply of teaching and learning equipment and adequate support services is critical condition for successful innovation and implementation. George observed that most countries have resource centres containing all the things teachers are likely to find useful in their teaching. Some of these may be found in schools and are of great value to geography teachers for example collection of books, reference materials, multi-copies of resource items, kits of newspapers articles, photographs, maps, diagrams, historical documents, statistical tables, journals, paintings, tape records, slides, films, weather station, models, laboratories, workshop etc. All these tools increase teacher’s confidence, effectiveness and productivity and with better tools, the teachers professional capabilities are more fully utilized to accomplish larger and better results.

Achola (2003) investigated factors affecting the implementation of Geography curriculum in secondary school in Suba district. His study focused on the availability of physical facilities, teaching and learning resources, qualification of Geography teachers, methods of teaching Geography used by teachers, evaluation, preparation of lesson plans, schemes of work and preparation of teachers through pre-service and in-service as well as the assistance the school heads offer to Geography teachers.
Ministry of Education Education Science and Technology (2003) Technical Working Group survey found that availability of educational resources like classrooms, equipments, furniture, libraries, textbooks, students’ writing materials and teacher quality have a major bearing on educational outcomes. In agreement, Kathuri (1986) found that better physical facilities yield better students performance on examinations and that physical facilities like classrooms, laboratories, desks and libraries have a direct bearing on student performance. These views are supported by Eshiwani, (1993) who asserts that educational resources account for scholastic differences between schools. It is therefore necessary to look into the issue of the availability of resources in secondary schools since it is evident from these studies that instructional resources are quite inadequate or lacking in our schools despite the fact that they play a major role in teaching and learning and in ensuring effective curriculum implementation.

2.5 Administrative and Logistical Issues

The administrative and other logistical issues are critical in the curriculum implementation process. This can be viewed in terms of allocation of funds for teaching and learning resources and teachers professional development. These responsibilities are vested on the principal. School administration influences teacher involvement in curriculum implementation to a great extent. Supervision entails giving directions to the school to offer a suitable approved and diversified curriculum in accordance to M.O.E and to ensure that teachers prepare schemes of work and develop appropriate instructional materials like teaching aids. The principal ensures
that assessments and evaluation are carried out appropriately, time table is appropriate and followed, checks what goes on in the classrooms, laboratories and workshops. The principal is also charged with the responsibility of organizing regular staff meetings to discuss progress in the various departments as well as update teachers on issues affecting the school.

Lortie (1975) observed that principals decisions can vitally affect the teacher’s working conditions as he assigns teachers to classes and students to particular teachers. He notes that the principals are the court of final appeal. He further observed that the allocation of materials, space and equipment is handled through the principal’s office and time schedules are worked out under his supervision. While teachers exercise great authority over curriculum implementation, their authority is limited. Lortie (1975) observed that, when teachers try to wrest greater control over working conditions, they are liable to collide with the principals prerogatives. School administration determines the level of involvement of teachers in formulation of school based policies affecting teaching and learning through departmental and staff meetings where issues affecting teachers and the various subjects are discussed.

Moon and Mayes (1994) observed that although much of teachers activity may be oriented to the education of their students, teachers more so than many professionals are also answerable to a number of others including parents, administrators, advisers, inspectors, employers, curriculum development agencies and politicians who are in a position to influence what teachers do by controlling the provision of materials,
curriculum guidelines and finance and the determination on of the conditions in which teachers work. Blase and Kirby (1992) pointed out that affective principals suggest techniques for instructional improvement use other subtle strategies to increase teachers knowledge, create opportunities for professional development and provide them with current professional literature. Moreover, they felt that teachers must be provided with opportunities to acquire the knowledge necessary to warrant classroom autonomy and authority over school-wide decisions.

While emphasizing the role of principals in curriculum implementation, Blase and Kirby (1992) identified the qualities of effective principals as: praising teachers efforts, conveying high expectations for teacher and student performance, actively involving teachers in decision making, providing teachers the autonomy to try creative approaches, Supporting teachers by providing materials, training opportunities and backing in student discipline matters, nudging teachers to consider alternative solutions to instruction and discipline problems, Judiciously evoking the power of authority and consistently modeling effective practice.

Achola (2003) observed that, head teachers have a task to perform as the chief executive for schools as far as curriculum implementation is concerned. Principals organize physical facilities, human resources and create the school environment in readiness for curriculum implementation. He noted that principals assisted teachers by buying relevant books, teaching and revision materials, maps, globes, marking
schemes, financing fieldwork and inter-school symposiums for students, approving their text budgets and importing teachers to assist in the syllabus coverage.

Principals have considerable influence over logistical issues of teacher professional development. Teachers need permission or leave of absence from school, financing and planning for the courses offered through seminars or workshops which take short periods and other professional courses that take longer periods. All these can take place as in-service on-service courses. Professional development is a form of teacher empowerment strategy which Alfred and Hess (1992) considered to focus upon enhancing the role of educational professionals, particularly at the school level. They noted that besides teacher preparation, professional development helps in promotion, compensation, continuing education and capacity for decision making. The importance of professional development cannot be underrated as it enhances teachers involvement in curriculum implementation process. Blase and Kirby (1992) viewed in-service training as an appropriate vehicle for increasing teacher status and knowledge.

The question is whether geography teachers are adequately involved in professional development as well as provision of resources and allocation of physical facilities. Maoga (2007) underscores the importance of professional development in enhancing teaching of Geography. He pointed out that regular in-service training of teachers should be done to ensure quality teaching and training of teachers is done in a manner that conforms to the current trends of education. He observed that the teaching of
Geography was a contributing factor to low enrolment in the subject. He recommended that for sustainability of continued improvement of enrolment in Geography, new teachers should be inducted and oriented into the profession by experienced teachers. He further noted that head teachers and education officers should ensure regular seminars, workshops and other such in-service courses for all Geography teachers to keep them up dated in current trends in the teaching of Geography as a subject. Achola (2003) identified inability to attend in-service courses as one of the factors affecting the implementation of Geography curriculum in secondary schools.

2.5.1 The role of Supervision in Curriculum Implementation.

Supervision of curriculum implementation is carried out by the principals and QASOs from the M.O.E. Supervision is today viewed as part of educational administration concerned with improving effectiveness. The principal ensures that teachers carry out their delegated tasks in the proper manner and on time by ensuring that HODs and teachers give feedback and discuss matters of curriculum implementation. Supervision is an on-going activity which entails working with and through people in a humane and understanding manner.

QASOs on the other hand visit schools to assess whether meaningful teaching and learning is taking place. They also determine whether the curriculum is delivered as intended. In this study, it would be important to understand the role of QASOs in geography curriculum implementation. QASOs work closely with teachers through
monitoring and offering guidance/advice which greatly enhances teacher involvement in curriculum implementation. Adikinyi (2007) studied teachers perceptions on the role of quality assurance and standards officers on quality of education in Nairobi public secondary schools. She found out that the role of QASOs is promoting and maintaining quality of education, improvement in quality of education measured in terms of the extent to which teachers were assisted by quality assurance and standards officers to improve in their classroom teaching, preparation and keeping of teaching records, assessment and evaluation of students, role modeling and mentoring as well as organization of classroom resources. She further found that teachers felt that they needed to be helped more in the areas of assessment and evaluation. Teachers received minimal assistance in knowledge of improvisation of learning resources. Most teachers felt that QASOs faced challenges that needed to be addressed to improve quality and standards, for example negative attitude by teachers towards QASOs, irregular visits, lack of transport and insufficient personnel. She recommended that: teachers should be educated on various changes in approach being undertaken by QASOs in their effort to improve quality, train QASOs to adjust to new role of supervision as opposed to inspection, empower QASOs financially to carry out activities more effectively, ensure regular training of QASOs to update them on the ever changing classroom situation and subject content to be more relevant and employment of QASOs specialized in particular subjects.

Bishop (1985) underscores the role of supervision in curriculum implementation. He pointed out that teachers and head teachers, the school supervisors and inspectors
must be involved in the process of curriculum reform if their active co-operation is to be won. He further noted that to secure the co-operation of the supervision staff, it is necessary to involve them in activities of programme development and teacher pre-service and in-service training. He noted that without the supervisory staff co-operation, programme implementation becomes extremely difficult if not impossible. Bishop argues that sympathetic and understanding school supervisors and inspectors can help raise the productivity of the teachers they come in contact with. Moreover, Bishop is of the opinion that real reform can only be achieved through a full measure of teacher involvement.

A report by M.O.E (2005) pointed out that one of the core functions of the DQAS is quality assurance which entails effective monitoring of curriculum delivery in schools to ensure effectiveness. This can be realized by providing advisory services to schools on how best to improve their teaching. However the report identified issues and constrains as: inadequate school level supervisory capacity, lack of tools to measure learning achievement, widespread weakness in teacher skills due to lack of inset services, inability of the DQAS to organize sufficient subject based in-services courses to address short-comings relating to revised curriculum, generic and assessment skills and publishers over concentration on the production of curriculum materials in main subjects thus leaving some subjects without adequate support materials.
2.6 Challenges facing the Implementation of curriculum

This section focuses on the challenges facing involvement of Geography teachers in curriculum implementation process. Geography is viewed as a wide subject requiring a wide range of teaching approaches/methods, resources and physical facilities. Wamutitu (1991) noted that Geography, being both a body of knowledge and a distinctive discipline of study require a multi-method approach of teaching to be adopted by the teacher, such a method should merge theory, content and application together in the experience of the students.

According to Macalester (2011) Geography possesses an integrated approach to human knowledge and has a global view point. Through classroom and laboratory experience, field work and community involvement, students are provided with the knowledge and skills required to carry out locational analysis and appreciate the diversity of peoples and places, the integration of places on the surface of the earth and the spatial processes that affect contemporary society. These factors make teaching Geography very demanding. Wamutitu (1991) identified a broad-based Geography syllabus as one of the problems affecting Geography. Geography is divided into 3 main branches and sub-branches. These are:

i) Practical Geography - statistical methods, field work, photograph interpretation, map work.

ii) Physical Geography

iii) Human and economic Geography
Achola (2003) noted that head teachers identified Geography paper 312/1 (paper 1, physical Geography) as one feared by students. The wide Geography syllabus could perhaps explain Achola’s (2003) findings from students who identified incomplete syllabus coverage as one of the problems facing Geography.

Inadequate teaching and learning resources is a major challenge to teaching Geography. Resources include personnel, finances and teaching and learning materials and time. Due to diversity of content and the wide curriculum, Geography requires enough personnel and funding for purchase of teaching and learning resources and field trips. Geography requires sufficient time for a teacher to be able to merge theory, content and application together in the experience of the students as observed by Wamutitu (1991). Wamutitu also identified time constraints, inadequate Geography equipment and teaching resources, inadequate Geography teachers, financial administrative constraints as problems affecting Geography teaching. Maoga (2007) observed that resources availability does greatly influence student enrollment in Geography. Better equipped schools were found to enroll more students in Geography than those poorly equipped and availability of enough teaching personnel in schools is a key factor to enrolment in Geography.

Time factor is a challenge in implementation of Geography curriculum. Wamutitu (1991) identified interference with schedules and programs of the school especially due to field work activities as a problem affecting Geography.
Inadequate curriculum support is a challenge to implementation of Geography curriculum. This support is necessary at the departmental level in school, administrative level and supervisory level. In his principal findings, Maoga (2007) observed that head teachers’ attitude has an impact on enrolment in Geography as a subject. Achola (2003) observed that use of field work for teaching Geography was affected by insensitivity of the head teachers and poor planning by HOD humanities department. The challenges of inadequate resources can be attributed to a great extent to headteachers willingness to allocate funds for Geography department. Head teachers have the ultimate authority over provision of funds and allocation of physical facilities.

There are issues surrounding professional development of Geography teachers. Professional development takes place as pre-service, on-service or in-service training. Effectiveness of curriculum implementation depends on the level of preparedness of teachers in the system. Bishop (1985) was of the opinion that a curriculum is only as good as the quality of its teachers. He observed that there are many reasons for the discrepancy between the intent of curriculum projects and what actually happens in the classroom, between theory and practice, between desire and actual achievement, between plan and execution. While emphasizing the importance of teacher professional development as one of the reasons, Bishop noted that for curriculum implementation to be effective, it requires continuous support which may be realized through various support services such as; training of key personnel on implementation process. Establishment of local centres, peripheral to the central
office, where educational personnel can converge in seminars and workshops to discuss and improve the new curriculum and providing continuous information on the implementation progress through various means such as newsletters, annual reports of schools and central office.

Maoga (2007) observed that training of geography teachers was wanting and recommended regular in-service training of teachers to be done to ensure quality teaching and done in a manner that conforms to the current trends of education. He noted that headteachers and educational officers should ensure regular seminars, workshops and other such in-service courses for all geography teachers to keep them updated in current trends in the teaching of Geography as a subject. In-service training should also focus on competencies required in preparing and presenting candidates for the national exams. Wamutitu (1991) identified lack of in-service courses and seminars for Geography teachers. On preparation of Geography teachers, Achola (2003) observed that despite changes in Geography curriculum, few Geography teachers had been updated over the current trends in evaluation and setting format by KNEC. A course most teachers had viewed as very effective in helping them learn more on curriculum implementation.

Negative attitude by head teachers, teachers and students towards Geography is a challenge as it affects commitment and motivation. Achola (2003) observed that students negativity, lack of aggressiveness by Geography teachers in preparing students, laxity among Geography teachers and insensitivity of the head teacher as
some factors affecting implementation of Geography curriculum. Moaga (2007) observed that headteachers attitude has an impact on enrollment in Geography as a subject. Bishop (1985) underscores the challenge of attitude change. He observed that the task of curriculum implementation can be said to involve two main processes, first changing the attitude of policy makers, supervisors, teachers, parents and ultimately students and secondly providing the materials and administrative means to make this possible.

2.7 Summary of the Literature Review

This section presents the summary of the literature review in relation to the variables of the study. Relevant literature has been reviewed on the role of teachers in curriculum development where it has been found that Curriculum designers seldom consider the full potential of teachers as co-designers of curriculum materials. Regarding the implementation of the curriculum, it has been found that teachers are expected to implement the curriculum as developed by the designer. It was found that in order to understand the extent of teacher involvement in curriculum implementation process, it is important to establish the extent of teacher involvement in other curriculum development processes from planning to evaluation. Concerning teaching and learning methods used by Geography teachers, it was found that teaching and learning methods used for teaching Geography includes discussions, lecture and expository approaches and fieldwork. On the availability of teaching and learning resources, it was found that the availability of textbooks and other learning materials is the most restraining factor to educational quality in schools in Kenya.
Finally, it was found that the supervision of curriculum implementation is carried out by the principals and QASOs from the M.O.E. The QASOs had been found to assist teachers to improve in their classroom teaching, preparation and keeping of teaching records, assessment and evaluation of students, role modeling and mentoring as well as organization of classroom resources.
3.1 Introduction

This chapter presents the research design, target population, sample size and sampling procedure, research instruments, data collection procedure and methods of data analysis.

3.2 Research Design

Orodho (2008) defines a research design as the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in the procedure. Descriptive survey design was used in this study to help in data collection, to help answer the research questions and possibly look for solutions to the problems raised. Mugenda and Mugenda (2003) asserts that descriptive research determines and reports the way things are, and attempts to describe such things as possible behavior, attitudes, values and characteristics. This design was suitable for collecting data the effectiveness of geography curriculum implementation in public secondary schools in Gatundu South District
3.3 Locale of the study

The study was carried out in Gatundu South District in Kiambu County, Kenya. Gatundu South District is one of the districts in Kiambu County. The District is approximately 70Km to the North of Nairobi City. The economic activity of the people living in Gatundu South District is mainly farming in the rural areas and business in the shopping centers. The district has a well developed transport and communication network linking it with Thika-Nairobi Super Highway.
The locale was deemed suitable due to proximity to the researcher which help her save on cost and time. The district has been recording dismal performance in KCSE as evidenced by central province exam analysis. The district attained a mean of 4.326 out of possible 12 in 2009 as compared to the neighbouring Nyandurua district which had 5.041. Poor performance in the country has continually raised questions about curriculum delivery in secondary schools, (Daily Nation 4th March, 2010) which is the teacher’s core role. This study sought to address specifically effective implementation of geography curriculum in public secondary schools in Gatundu South district.

3.4 Target Population and Sample Selection

The target population for this study were 416 qualified secondary school teachers from 31 public schools within Gatundu South district and employed by the T.S.C. A total of 17 schools were randomly sampled for the study. Systematic sampling procedure was used to sample 15 schools. A sampling interval of every 2nd school was applied on a list organized alphabetically. Systematic sampling procedure allows each case a chance of being selected from the population. From the sampled schools, two were used for the pilot study while 15 were used for the actual study. The study targeted geography teachers and principals of the sampled schools.
3.5 Sample Size and Sampling Technique

Purposive sampling technique was used to sample the respondents for the study. The technique was chosen because only a specific group of people were sampled for the study. A total of 60 respondents were targeted by the study. This constituted 45 teachers and 15 principals from the 15 schools studied.

3.6 Research Instruments

Questionnaires and interview schedules were used as instruments for data collection.

3.6.1 Questionnaires

Best and Khan (1993) observes that questionnaires enable the person administering them to explain the purpose of the study and to give meaning of the items that may not be clear. Mugenda and Mugenda (1999) argued that, questionnaires are used to obtain important information about the population. The questionnaires was used to collect data from teachers. The questionnaires contained both open ended and closed ended questions. Likert scale was used in questions testing on the degree of the respondents’ agreements with particular variables under investigation or the extent of the effect of the factors.

3.6.2 Interview Schedule

Interview schedules was used to collect data from the principals of the sampled schools. Kerlinger (1973) observed that more people are willing to communicate orally than in writing and will therefore provide data more readily in an interview.
The interview schedules was chosen because they gave the researcher a chance to test questions which would not have been tested using questionnaires

3.7 Piloting

The questionnaire was subjected to pre-testing on a small selected sample similar to the actual sample which was used in the actual study. Two schools were sampled for piloting. The pilot sample was 10% of the study sample but not those to participated in the actual study. Mugenda and Mugenda (2003) suggest a pilot sample of 1% and 10% depending on the sample size that is 1% for a large sample and 10% for a small sample; hence 10% of 17 schools gave two schools for piloting. The questionnaire were administered to the pilot sample which were then subjected to split half technique to determine reliability. Piloting was necessary to reveal weaknesses in the questionnaires. According to Kombo and Tromp (2006), piloting is done to test whether the questions measure what they are supposed to measure, check ambiguity and to test for researcher’s biasness.

3.7.1 Validity of instruments

Validity of the instruments was determined using expert judgment. Non-statistical method was used to validate the content used in the questionnaire. The expert judges are expected to assess the relevance of the content used in the questionnaire after which, feedback was used in the adjustment of the questionnaire.
3.7.2 Reliability of the Instruments

Reliability was determined by administering the instruments to a pilot sample after which, split half technique was applied. This was done on an identical sample from selected schools and teachers not among the ones sampled for the study.

Split halves

Split half method was applied in which case the test administered in one session was split into half then the correlation co-efficient between the halves was calculated. Spearman-Brown prophecy formula was used to compute each subject total score from the 2 groups of items. A high positive association was taken to indicate reliability of the test. Spearman Brown Prophecy formula:

\[
\frac{2 \times \text{Corr. Between the Halves}}{1 + \text{Corr. Between the Halves}}
\]

\[
r = \frac{2r}{r + 1}
\]

where \(r\) = reliability of the coefficient resulting from correlating the scores of the odd items with the scores of the even items.

According to Gay (2003), a coefficient of 0.80 is good. The researcher got a correlation coefficient of 0.77 for the teachers’ questionnaire. The researcher therefore considered the instruments reliable for the study.
3.8 Data Collection Procedure

Before carrying out the study, the researcher obtained authority to conduct research from MOE and further informed the provincial and district offices of the intended research project. Permission to conduct the study was sought from the respective principals. Questionnaires which were used to collect data from the participants were hand delivered to the respondents in the selected schools by the researcher to ensure the participation of the intended respondents. The purpose of the study was explained to the respondents and confidentiality of information guaranteed. The respondents were expected to fill in the questionnaires because they were considered literate and were able to interpret the questions appropriately. They were given enough time during the particular day of delivery to complete the questionnaires. The research personally administered the contents of the interview schedule to the principals where she engaged the respondents on a face to face interview.

3.9 Data Analysis

The primary data from the field were edited first. Coding was then done to summarize the data into specific categories for analysis. Descriptive statistics such as frequencies, percentages, means and standard deviations were used to analyze the data. According to Mugenda and Mugenda(2003), descriptive statistics enable the researcher to meaningfully describe a distribution of scores or measurements using a few indices or statistics. Statistical Package for Social Sciences (SPSS) was used to analyze the data. The analyzed data were presented in form of frequency tables, bar graphs and pie charts.
CHAPTER FOUR

DATA ANALYSIS, PRESENTATION OF FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents data analysis, presentation of findings and discussions of the study. A total of 60 respondents were targeted by the study (45 teachers and 15 principals). A total of 54 responded (constituting 42 teachers and 12 Principals) giving a response rate of 90%. The findings of the study are presented in the following sections.

4.1.1 Distribution of the Respondents by Gender

The respondents were first asked to indicate their gender. The study found that 27(64%) of the teachers were male while 15(36%) were female. From the findings of the study, it can be said that most of the teachers of Geography in Gatundu South District are male. These are as presented in Figure 4.1.

Figure 4.1 Distribution of the Respondents by Gender

Source: Researcher (2012)
4.1.2 Distribution of the Respondents by Age

The respondents were asked to indicate their age brackets. The study found that 17 (42%) of the teachers interviewed were between 31-40 years. The study also found that 14 (34%) were between 41-50 years. It was further found that 9 (22%) were between 20-30 years and that 1 (2%) were above 50 years. These are as presented in Table 4.1.

Table 4.1 Distribution of the Respondents by Age

<table>
<thead>
<tr>
<th>Age Bracket</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-30 Years</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>31-40 Years</td>
<td>17</td>
<td>42</td>
</tr>
<tr>
<td>41-50 Years</td>
<td>14</td>
<td>34</td>
</tr>
<tr>
<td>51 and above</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Researcher (2012)

4.1.3 Respondents’ Academic Qualifications

Teacher respondents were asked to indicate their academic qualifications. According to the findings of the study, 27 (64%) of the respondents had Bachelor of Education Degree, 8 (19%) had Masters of Education, 6 (14%) had diploma in education and 1 (2%) was untrained (‘O’). From the findings of the study, it can be said that most of the teachers were qualified for teaching Geography. The findings of the study are presented in Figure 4.2.
4.1.4 Teaching Experience

Teachers were asked to indicate the period for which they had taught in school. The study found that 12(28%) of the respondents indicated that they had taught for a period between 16-20 years. The study also found that 11(26%) of the respondents had taught for a period between 11-15 years, 8(19%) had taught for a period between 6-10 years, 7(17%) had taught for a period of above 20 years and that 4(10%) had taught for a period between 1-5 years. From the findings of the study, it can be said that majority of teachers interviewed had taught for a long period of time. Focusing on teacher experience and effective curriculum delivery, Clotfelter, Ladd and Vigdor (2006), found that teachers with more experience are more effective than those with less experience. The researcher therefore considered the information given by the teachers to be reliable as it was given out of experience. These are as presented in Table 4.2.

Source: Researcher (2012)
Table 4.2 Distribution of Teachers by Teaching Experience

<table>
<thead>
<tr>
<th>Teaching Experiences</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5 Years</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>6-10 Years</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td>11-15 Years</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>16-20 Years</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>Over 20 Years</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>42</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Researcher (2012)

4.1.5 Period of Service as Principal

In an interview with the principals, they were asked to mention the period for which they had served as principals. The findings of the study were as presented in Table 4.3. The study found that most of the principals interviewed 6(50%) had served for a period of 10 years and above. It was also found that 3(25%) of the respondents had served as principals for a period between 1-3 years, 2(17%) had served for a period between 7-9 years, and 1(8%) had served for a period between 4-6 years.

Table 4.3 Period of Service as Principal

<table>
<thead>
<tr>
<th>Experience (Years)</th>
<th>f</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>3</td>
<td>25%</td>
</tr>
<tr>
<td>4-6</td>
<td>1</td>
<td>8%</td>
</tr>
<tr>
<td>7-9</td>
<td>2</td>
<td>17%</td>
</tr>
<tr>
<td>10 Years and above</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>

Source: Researcher (2012)
The following sections present the findings of the study as per the objectives:

4.2 Extent of Geography teachers’ involvement in the curriculum development process in public secondary schools in Gatundu South District.

4.2.1 Consultation of Teachers by K.I.E during Curriculum Development

Teacher respondents were asked to indicate whether they had been consulted by the K.I.E during the curriculum development. The study found that 40(95%) indicated that they had not been consulted while 2(5%) indicated that they had been consulted. From the findings of the study, it can be said that most of the teachers are not consulted during the development of curriculum. The findings of the study are presented in Figure 4.3.

Figure 4.3 Consultation of Teachers by K.I.E during Curriculum Development

Source: Researcher (2012)
In an interview with the principals on teachers’ involvement in curriculum development, they were asked whether teachers in their schools are involved in curriculum development. The study found that 10 (83%) mentioned that their teachers had not been involved in curriculum development while 2(17%) mentioned that teachers in their schools had been involved in curriculum development.

Teachers were further asked to indicate whether their involvement in the development of curriculum was of any importance. The study found that all the teachers interviewed 42(100%) indicated that their consultation and involvement in curriculum development was very important.

The following were their explanations: that their involvement will help in suggesting areas to be included in the curriculum and the areas to be excluded, they are shareholders in education and therefore their involvement is vital because of experience, they are the curriculum implementers and therefore their opinions and contribution should not be left out during the development of a curriculum and that teachers should be part of the formulation and implementation of any curriculum.

In an interview with the principals on the importance of teachers involvement in curriculum development; they mentioned that teachers’ involvement allows them to get in touch with the requirements as well as being able to identify areas which need particular attention. It was also found that teachers being the implementers of the
curriculum are aware of the areas of weakness in the curriculum thus their involvement is very critical.

4.2.2 Secondary schools Curriculum Development

The respondents were given different statements on the development of secondary education curriculum in Kenya and asked to give their level of agreement with each statement. The study found that 38(91%) of the respondents strongly agreed that the role of teachers is crucial in the process of curriculum development and change. It was also found that 31(74%) of the respondents strongly disagreed with the statement that teachers do not think that it is necessary for them to be involved in curriculum development. The study further found that 24(57%) of the respondents strongly agreed that teachers are not involved in the development but are expected to implement the curriculum, 24(57%) agreed that curriculum designers seldom consider the full potential of teachers as co-designers of curriculum materials, 23 (55%) agreed that KIE never seeks teachers opinion when developing new curriculum to be implemented in schools and that 20(48%) disagreed that teachers are more comfortable to implement the curriculum rather than being co-designers of the curriculum. From the findings of the study, it can be said that teachers are very crucial in the development of curriculum and therefore should be involved in its formulation. According to Connelly and Ben-Peretz (1996), the teacher serves as an important generator and judge of ideas that would not have been otherwise available in the design process and thus they are important in curriculum formulation process. Cohen and Ball (1999) also stressed that the teacher plays the pivotal role, since
“teachers’ knowledge, experience, and skills affect the interactions of students and materials in ways that neither students nor materials can. The findings of the study are presented in Table 4.4.

**Table 4.4 Secondary schools Curriculum Development**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers are not involved in the development but are expected to implement the curriculum</td>
<td>24 57</td>
<td>13 31</td>
<td>3 7</td>
<td>2 5</td>
<td>0 0</td>
</tr>
<tr>
<td>KIE never seeks teachers opinion when developing new curriculum to be implemented in schools</td>
<td>8 19</td>
<td>23 55</td>
<td>3 7</td>
<td>8 19</td>
<td>0 0</td>
</tr>
<tr>
<td>Curriculum designers seldom consider the full potential of teachers as co-designers of curriculum materials</td>
<td>9 21</td>
<td>24 57</td>
<td>0 0</td>
<td>7 17</td>
<td>2 5</td>
</tr>
<tr>
<td>Teachers are more comfortable to implement the curriculum rather than being co-designers of the curriculum</td>
<td>8 19</td>
<td>5 7</td>
<td>1 2</td>
<td>20 48</td>
<td>10 24</td>
</tr>
<tr>
<td>Teacher do not think that it is necessary for them to be involved in curriculum development</td>
<td>1 2</td>
<td>1 2</td>
<td>2 5</td>
<td>7 17</td>
<td>31 74</td>
</tr>
<tr>
<td>The role of teachers is crucial in the process of curriculum development and change</td>
<td>38 91</td>
<td>2 5</td>
<td>1 2</td>
<td>1 2</td>
<td>0 0</td>
</tr>
</tbody>
</table>

Source: Researcher (2012)
Teacher respondents were further asked to give the recommendation on what should be done by curriculum developer to ensure effective geography curriculum implementation in schools. The following were their suggestions: teachers should be involved in the development of the curriculum; topics should be minimized to enhance full syllabus coverage, rearrangement of topics such that some difficult topics be taught at higher levels, arrangement for in-service training of teachers, improving on the marking of geography to encourage students to take the subject, reviewing of geography curriculum as it appears to be wide, organizing seminars for geography teachers and that they should consider teachers views in the development of the curriculum to be implemented.

4.3 Availability and use of teaching and learning resources and the teaching methods used by Geography teachers in public secondary schools in Gatundu South District.

4.3.1 Adequacy of Time allocated for Teaching Geography

Teacher respondents were asked to indicate the level of adequacy of time allocated for teaching Geography. The study found that 74% of the respondents indicated that the time allocated for teaching geography as a subject was inadequate. The study also found that 15% indicated that the time was adequate, 9% indicated that the time was not adequate at all and 2% indicated that the time allocated for teaching Geography was very adequate. From the findings of the study, it can be said that time allocation for the implementation of Geography curriculum was a challenge to its
implementation. Wamutitu (1991) observed that Geography as a subject requires sufficient time for a teacher to be able to merge theory, content and application together in the experience of the students. The findings of the study are presented in Figure 4.4.

**Figure 4.4 Adequacy of Time allocated for Teaching Geography**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very adequate</td>
<td>2%</td>
</tr>
<tr>
<td>Adequate</td>
<td>15%</td>
</tr>
<tr>
<td>Inadequate</td>
<td>74%</td>
</tr>
<tr>
<td>Not adequate at all</td>
<td>9%</td>
</tr>
</tbody>
</table>

Source: Researcher (2012)

**4.3.2 Availability and Adequacy of Teaching and Learning Resources**

Teacher respondents were given a list of different resources used for teaching and learning Geography and were asked to indicate whether they were available and the level of their adequacy. The study found that text books were available as indicated by 41(98%) but they were inadequate as indicated by 73% of the respondents. Teachers’ guides were available as indicated by 34(81%) and adequate as indicated by 76%. Photographs were not available as indicated by 32(76%), maps were available as indicated by 40(95%) and adequate as indicated by 33(79%) and charts were available as indicated by 32(76%) but inadequate as indicated by 27(84%). The
study further found resources such as weather stations, computers, slides, statistical tables and films were not available in many of the schools and that those which had such resources, they were not adequate. From the findings of the study, it can be concluded that most of the schools studied did not have resources for teaching and learning Geography and those which had the resources, were not adequately equipped. A survey by MoEST (2003) concluded that there was a critical shortage of textbook equipment and physical facilities in most public schools. This is an indication that availability and adequacy of teaching and learning resources hindered proper implementation of Geography curriculum in secondary schools in Gatundu South District. The findings of the study are presented in Table 4.5.

### Table 4.5 Availability and Adequacy of Teaching and Learning Resources

<table>
<thead>
<tr>
<th>Resource</th>
<th>Availability</th>
<th>Adequacy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Availability</td>
<td>Adequate</td>
</tr>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Text books</td>
<td>41</td>
<td>98</td>
</tr>
<tr>
<td>Teachers guides</td>
<td>34</td>
<td>81</td>
</tr>
<tr>
<td>Photographs</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>Maps</td>
<td>40</td>
<td>95</td>
</tr>
<tr>
<td>Weather station</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Models</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>Charts</td>
<td>32</td>
<td>76</td>
</tr>
<tr>
<td>Computers</td>
<td>19</td>
<td>45</td>
</tr>
<tr>
<td>Slides</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Statistical Tables</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>Films</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

**Source:** Researcher (2012)
4.3.3 Use of Available Teaching and Learning Resources by Teachers and Learners

Teacher respondents were asked to indicate the extent of the use of different resources for teaching and learning Geography in secondary schools. The study found that text books were used very frequently as indicated by 67%. Resources such as teachers’ guides, maps and environment were frequently used while photographs, charts and statistical tables were rarely used. It was finally found that resources such as weather stations, models, slides and geography laboratory were not used at all. The findings are as presented in Table 4.6.

Table 4.6 Use of Available Teaching and Learning Resources by Teachers and Learners

<table>
<thead>
<tr>
<th>Resource</th>
<th>Very Frequently</th>
<th>Frequently</th>
<th>Rarely</th>
<th>Not used at all</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f %</td>
<td>f %</td>
<td>f %</td>
<td>f %</td>
</tr>
<tr>
<td>Text books</td>
<td>28 67</td>
<td>13 31</td>
<td>1 2</td>
<td>0 0</td>
</tr>
<tr>
<td>Teachers guides</td>
<td>6 14</td>
<td>19 45</td>
<td>12 29</td>
<td>5 12</td>
</tr>
<tr>
<td>Photographs</td>
<td>1 2</td>
<td>15 36</td>
<td>22 52</td>
<td>4 10</td>
</tr>
<tr>
<td>Maps</td>
<td>9 21</td>
<td>20 48</td>
<td>12 29</td>
<td>1 2</td>
</tr>
<tr>
<td>Weather station</td>
<td>0 0</td>
<td>0 0</td>
<td>7 17</td>
<td>35 83</td>
</tr>
<tr>
<td>Models</td>
<td>2 5</td>
<td>10 24</td>
<td>10 24</td>
<td>20 47</td>
</tr>
<tr>
<td>Charts</td>
<td>3 7</td>
<td>14 33</td>
<td>16 38</td>
<td>9 21</td>
</tr>
<tr>
<td>Computers</td>
<td>2 5</td>
<td>3 7</td>
<td>9 21</td>
<td>28 67</td>
</tr>
<tr>
<td>Slides</td>
<td>0 0</td>
<td>0 0</td>
<td>4 10</td>
<td>38 90</td>
</tr>
<tr>
<td>Statistical Tables</td>
<td>1 2</td>
<td>12 29</td>
<td>16 38</td>
<td>13 31</td>
</tr>
<tr>
<td>Geography laboratory</td>
<td>1 2</td>
<td>3 7</td>
<td>2 5</td>
<td>36 86</td>
</tr>
<tr>
<td>Environment</td>
<td>7 17</td>
<td>25 60</td>
<td>8 19</td>
<td>2 5</td>
</tr>
<tr>
<td>Films</td>
<td>0 0</td>
<td>0 0</td>
<td>6 14</td>
<td>36 86</td>
</tr>
</tbody>
</table>

Source: Researcher (2012)
4.3.4 Methods used for Teaching Geography

Teacher respondents were given different teaching methods and asked to indicate the extent of the use of each method. This was tested on a five point likert scale of 1-5; where 1 represented ‘Very large extent, 2 represented ‘Large extent’, 3 represented ‘Neutral extent’, 4 represented ‘Small extent’ and 5 represented ‘No extent at all’.

The scores ‘Very large extent was taken to be equivalent to mean score ranging from 0.0 to 1.0, ‘Large extent’ with mean score ranging from 1.1 to 2.0, ‘Neutral extent’ with a mean score ranging from 2.1 to 3.0, ‘Small extent’ with a means score ranging from 3.1 to 4.0 and ‘No extent at all with a means score ranging from 4.1 to 5.0. A standard deviation of >1 shows that there was a significant different in the responses given by the respondents. The results were as presented in the Table 4.7.

Table 4.7 Methods used for Teaching Geography

<table>
<thead>
<tr>
<th>Method</th>
<th>Number</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>42</td>
<td>1.74</td>
<td>1.231</td>
</tr>
<tr>
<td>Exposition (combined lecture and question and answer method)</td>
<td>42</td>
<td>1.60</td>
<td>.701</td>
</tr>
<tr>
<td>Demonstration</td>
<td>42</td>
<td>3.00</td>
<td>1.036</td>
</tr>
<tr>
<td>Field work</td>
<td>42</td>
<td>3.10</td>
<td>1.008</td>
</tr>
<tr>
<td>Discussion</td>
<td>42</td>
<td>1.86</td>
<td>1.095</td>
</tr>
</tbody>
</table>

Source: Researcher (2012)
Table 4.7 shows that lecture, exposition and discussion methods were used to a large extent (mean score between 1.1 to 2.0). Wamutitu (1991) noted that Geography being both a body of knowledge and a distinctive discipline of study requires a multi-method approach of teaching to be adopted by the teachers. The study also found that demonstration was neutrally used (mean score 3.0) and that field work was used to a small extent (mean score 3.1). From the findings of the study, it can be said that the most commonly used method for teaching geography in secondary schools in Gatundu South District are lecture, exposition and discussion. There was significant difference in the responses given except on the exposition which had a standard deviation $< 1$.

In an interview with the principals on the methods used in teaching Geography, the following methods were mentioned: Experimentation on soils, group work, peer teaching, assignments, use of resource persons, symposiums between schools, K.I.E CDs, peer teaching, group presentation and questions and answer methods. Achola (2003) found out that teachers used, question and answer, lecture methods small group discussion, individual assignments, observations, discovery, demonstrations, talk and chalk in order of preference.

Regarding the effectiveness of the teaching methods used, the principals were asked to mention whether the methods were effective. The study found that 9(75%) of the principals mentioned that the methods were effective while 3(25%) indicated that the teaching methods were ineffective.
4.4 Level of support of the school administration and QASOs in enhancing Geography curriculum implementation process.

4.4.1 Rating of Secondary Geography Curriculum

The respondents were asked to rate the secondary geography curriculum in secondary schools. The study found that 20(48%) of the respondents indicated that the curriculum was wide. The study also found that 17(40%) of the respondents indicated that the curriculum was very wide, 4(10%) indicated that the curriculum was fairly wide and 1(2%) indicated that the curriculum was shallow. The findings of the study are as presented in Figure 4.5.

Figure 4.5 Rating of Secondary Geography Curriculum

Source: Researcher (2012)
4.4.2 Adequacy of Training in preparation of Geography Teachers

Teacher respondents were asked to indicate whether the trainings they got prepared them adequately for the implementation of Geography curriculum in schools. The study found that 38(90%) of the respondents indicated that the trainings were adequate while 4(10%) indicated that the trainings were inadequate. The findings of the study were as presented in Table 4.8.

<table>
<thead>
<tr>
<th>Adequacy of Training</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>38</td>
<td>90</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>42</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Researcher (2012)

4.4.3 Attendance of In-service Training for Geography

Teacher respondents were asked to indicate whether they had attended in-service trainings for geography teachers. The study found that 28(67%) of the respondents indicated that they had attended the trainings while 14(33%) indicated that they had not attended the trainings. Maoga (2007) observed that training of geography teachers was wanting and recommended regular in-service training of teachers to be done to ensure quality teaching and done in a manner that conforms to the current trends of education. Achola (2003) observed that despite changes in Geography curriculum,
few Geography teachers had been updated over the current trends in evaluation and setting format by KNEC. The findings of the study were as presented in Figure 4.6.

**Figure 4.6 Attendance of In-service Training for Geography**

<table>
<thead>
<tr>
<th>Attendance of In-service Training for Geography</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>67%</td>
</tr>
<tr>
<td>No</td>
<td>33%</td>
</tr>
</tbody>
</table>

**Source: Researcher (2012)**

The respondents who had attended the in-service trainings were asked to mention some of the benefits of training. The following benefits were mentioned: helping teachers to identify poorly performed topics, improving the effectiveness of the methods used in teaching Geography, better understanding of how Geography is marked, use of better teaching aids and updates on the changes in the curriculum.

**4.4.4 Frequency of Visits by QASO**

Teacher respondents were asked to indicate the frequency at which QASOs visited their schools to supervise the implementation of curriculum. The study found that 14(33%) of the respondents indicated that QASOs visited them twice a year. The
study also found that 10(24%) of the respondents indicated that they were visited once a year, 8(19%) indicated that they were visited once a term, 4(12%) indicated that they were rarely visited, 5(10%) indicated that they were not visited at all and 1(2%) indicated that they were visited after five years. The findings of the study are as presented in Table 4.9.

Table 4.9 Frequency of Visits by QASO

<table>
<thead>
<tr>
<th>Frequency of Visits</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once a Term</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td>Once a Year</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>Twice a Year</td>
<td>14</td>
<td>33</td>
</tr>
<tr>
<td>Rarely</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>After five</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Not at all</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>42</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Researcher (2012)

4.4.5 QASOs Participation in Curriculum Implementation

Teacher respondents were asked to indicate their level of agreements with regards to the statements on QASOs participation in curriculum implementation. The study found that 14(33%) of the respondents agreed that QASOs assist teacher to improve their classroom teaching. Adikinyi (2007) found that the role of QASOs is promoting and maintaining quality of education, improvement in quality of education measured in terms of the extent to which teachers were assisted by quality assurance and
standards officers to improve in their classroom teaching, preparation and keeping of teaching records, assessment and evaluation of students, role modeling and mentoring as well as organization of classroom resources. The study also found that 22(52%) of the respondents agreed that QASOs play critical role in ensuring the curriculum is fully implemented. It was finally found that 18(43%) of the respondents agreed that Teachers received minimal assistance in knowledge of improvisation of learning resources from QASOs. The findings of the study are as presented in Table 4.10.

Table 4.10 QASOs Participation in Curriculum Implementation

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>QASOs assist teacher to improve their classroom teaching</td>
<td>5</td>
<td>12</td>
<td>14</td>
<td>33</td>
<td>8</td>
</tr>
<tr>
<td>QASOs play critical role in ensuring the curriculum is fully implemented</td>
<td>4</td>
<td>10</td>
<td>22</td>
<td>52</td>
<td>5</td>
</tr>
<tr>
<td>Teachers received minimal assistance in knowledge of improvisation of learning resources from QASOs</td>
<td>3</td>
<td>7</td>
<td>18</td>
<td>43</td>
<td>8</td>
</tr>
</tbody>
</table>

Source: Researcher (2012)

4.5 Challenges facing Geography Teachers in the process of implementing Curriculum.

To test on the challenges facing teachers in the implementation of Geography curriculum, the respondents were asked to indicate their level of agreement with different statements. This was tested on a five point likert scale of 1-5; where 1 represented ‘Strongly Agree’, 2 represented ‘Agree’, 3 represented ‘Neither Agree nor Disagree’, 4 represented ‘Disagree’ and 5 represented ‘Strongly Disagree’.
The scores ‘Strongly Agree’ was taken to be equivalent to mean score ranging from 0.0 to 1.0, ‘Agree’ with mean score ranging from 1.1 to 2.0, ‘Neither Agree nor Disagree’ with a mean score ranging from 2.1 to 3.0, ‘Disagree’ with a means score ranging from 3.1 to 4.0 and ‘Strongly Disagree’ with a means score ranging from 4.1 to 5.0. A standard deviation of > 1 represented a significant difference in the responses given. The results were as presented in the Table 4.11.

Table 4.11 Challenges facing Geography Teachers in the process of implementing Curriculum.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Number</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ineffective methods of teaching Geography</td>
<td>41</td>
<td>3.15</td>
<td>1.131</td>
</tr>
<tr>
<td>Incomplete syllabus coverage due to wide Geography syllabus</td>
<td>42</td>
<td>1.88</td>
<td>.916</td>
</tr>
<tr>
<td>Inadequate teaching and learning resources</td>
<td>42</td>
<td>1.90</td>
<td>.726</td>
</tr>
<tr>
<td>Setting and marking of Geography examination by KNEC</td>
<td>42</td>
<td>2.57</td>
<td>1.548</td>
</tr>
<tr>
<td>Negative attitude of the principals towards Geography</td>
<td>42</td>
<td>3.36</td>
<td>1.226</td>
</tr>
<tr>
<td>Negative students’ attitude towards Geography as a subject</td>
<td>42</td>
<td>2.60</td>
<td>1.345</td>
</tr>
<tr>
<td>Poor mastery of subject content among Geography teachers</td>
<td>42</td>
<td>3.93</td>
<td>1.091</td>
</tr>
<tr>
<td>Limited teaching skills among Geography teachers due to inadequate training</td>
<td>42</td>
<td>3.67</td>
<td>1.203</td>
</tr>
</tbody>
</table>

Source: Researcher (2012)
Table 4.1 shows that the respondents agreed that incomplete syllabus coverage due to wide Geography syllabus and inadequate teaching and learning resources were the major challenges facing teachers in the implementation of Geography curriculum (mean score 1.88 and 1.90 respectively). Wamutitu (1991) identified a broad-based Geography syllabus as one of the problems affecting the implementation of Geography curriculum. The study also found that the respondents neutrally agreed with the statement that setting and marking of Geography examination by KNEC and negative students’ attitude towards Geography as a subject were challenges to the implementation of Geography curriculum. The study finally found that the respondents disagreed with the statements that ineffective methods of teaching Geography, negative attitude of the principals towards Geography, poor mastery of subject content among Geography teachers and that limited teaching skills among Geography teachers due to inadequate training were challenges to the implementation of Geography curriculum in Gatundu South District.

Teacher respondents were further asked to mention other challenges. The following challenges were mentioned: students dropping Geography in form two, inadequate time for syllabus coverage, negative attitude among students towards Geography as a subject and large class sizes.

In an interview with the principals, they were asked to mention the challenges facing teachers in the implementation of Geography curriculum. The following challenges were mentioned: Inadequate teaching and learning resources, disconnect between
how marking is done in KCSE and what is covered in class and in text books, perception that the subject is too hard thus only a few students choose it, inadequate funds for field work, poor performance in National examinations and inadequate time allocation for Geography as a subject.

4.5.2 Recommendation on improving the implementation of Geography curriculum in Secondary Schools

The following were the recommendations for the implementation of Geography curriculum:

Teachers should be involved in the development of the curriculum. This will ease the implementation of the curriculum as teachers will feel that they are part of the formulation which will automatically enhance its implementation.

Geography curriculum be narrowed down to the major aspects of Geography at secondary level

Secondary school principle should assist in field studies to break monotony of class room teaching. This will enhance learning outside the class room.

Reduction of the number of topics to be covered in Geography. This will enhance syllabus coverage thus promoting effective implementation of the curriculum.

Invitation of external examiners (KNEC) to enlighten teachers on their working system.

More teachers should be employed to ease the teachers’ workload. This will in turn enhance curriculum implementation.
In-service training should be encouraged among teacher to update their skills for effective curriculum implementation.

Adoption of technology for effective delivery of Geography curriculum. This will enhance understanding of Geography among students.

Provision of teaching and learning resources to enhance effective implementation of Geography curriculum.

Allocation of more time for the implementation of Geography curriculum. This will help in covering the syllabus in good time.

Re-organization of the syllabus to arrange the topics in such a way that those which are technical be removed from the lower form to upper forms.

Construction of Geography laboratory to allow for demonstration and Geographical experiments to be carried out.
5.1 Introduction

The purpose of this study was to establish the effectiveness of geography curriculum implementation in public secondary schools in Gatundu South District. The study was guided by the following specific objective: to out the extent of Geography teachers’ involvement in the curriculum development process, to identify the availability and use of teaching and learning resources and the teaching methods used by Geography teachers, to determine the level of support of the school administration and QASOs in enhancing Geography curriculum implementation process through provision of teaching and learning resources, supervision, and professional development and to identify the challenges Teachers of Geography face in the process of implementing curriculum.

5.2 Summary of the Findings of the Study

This section presents the summary of the findings of the study as per the research objectives

5.2.1 Extent of Geography teachers’ involvement in the curriculum development process in public secondary schools in Gatundu South District.

On the involvement of Geography teachers in curriculum development, the study found 95% of the respondents interviewed indicated that they were not involved. Besides their none involvement, it was found that 38(91%) of the respondents strongly agreed that the role of teachers is crucial in the process of curriculum
development and change. It was found that the involvement of teachers in curriculum development was important in that it allows teachers to get in touch with the requirements as well as being able to identify areas which need particular attention and that teachers being the implementers of the curriculum are made aware of the areas of weakness in the curriculum thus their involvement is very crucial.

4.5.2 Availability and use of Teaching and Learning resources and the teaching methods used by Geography teachers in public secondary schools in Gatundu South District.

On the availability of teaching and learning resources, the study found that resources such as text books, teachers’ guides, photographs, maps and charts were available but inadequate. On the other hand, resources such as weather stations, computers, slides, statistical tables and films were not available in many of the schools and that those which had such resources, they were inadequate. Regarding the use of the resources for teaching and learning, the study found that the available resources were put in use. Lecture, exposition and discussion methods were used to a large extent (mean score between 1.1 to 2.0). Other methods of teaching included: experimentation on soils, group work, peer teaching, assignments, use of resource persons, symposiums between schools, K.I.E CDs, peer teaching, group presentation and questions and answer methods.
5.2.3 Level of support of the school administration and QASOs in enhancing Geography curriculum implementation process.

The study found that 28(67%) of the respondents indicated that they had attended in-service trainings organized for Geography teachers. Regarding the visit of the schools by QASOs, the study found that 14(33%) of the respondents indicated that QASOs visited them twice a year to help teacher to improve their classroom teaching.

5.2.4 Identifying the challenges Teachers of Geography face in the process of implementing curriculum.

The major challenges facing teachers in the implementation of the curriculum was found to be incomplete syllabus coverage due to wide Geography syllabus and inadequate teaching and learning resources were the major challenges facing teachers in the implementation of Geography curriculum (mean score 1.88 and 1.90 respectively). Other challenges included: disconnect between how marking is done in KCSE and what is covered in class and in text books, perception that the subject is too hard thus only a few students choose it, inadequate funds for field work, poor performance in National examinations and inadequate time allocation for Geography as a subject.

Conclusions

From the findings of the study, it can be concluded that: Teachers are rarely involved in the development of Geography curriculum. The study also concluded that resources for teaching and learning geography were available but inadequate.
Regarding the support from the administration and QASOs, it can be concluded that the school administration supported the in-service training for Geography teachers and that the QASOs supervised the implementation of the curriculum through their visits to schools. It was finally concluded that the major challenges facing teachers in the implementation of Geography curriculum in secondary schools included: incomplete syllabus coverage, inadequacy of teaching and learning resources, disconnect between how marking is done in KCSE and what is covered in class and in text books, perception that the subject is too hard thus only a few students choose it, inadequate funds for field work, poor performance in National examinations and inadequate time allocation for Geography as a subject.

**Recommendations**

On the involvement of teachers in the development of curriculum, the study recommended that teachers should be involved in the development of the curriculum to ensure effective implementation of the curriculum in schools.

The study recommended that schools should be well equipped with teaching and learning resources to ensure effective implementation of Geography curriculum in schools. It was also recommended that teachers should adopt more effective methods of teaching to ensure effective curriculum implementation in schools.

Regarding the support of the school administration and QASOs, the study recommended that schools should provide adequate resources for effective
implementation of the curriculum. It was also recommended that QASOs should ensure frequent visits to the schools to ensure proper implementation of the curriculum

On the challenges, the study recommended that proper time should be allocated for the implementation of Geography curriculum and that the curriculum should be reviewed to identify and adjust content related challenges in the curriculum.

**Recommendations for further Research**

This study was carried out in public secondary schools in Gatundu South District to establish the effectiveness of Geography curriculum implementation. The researcher therefore recommends that another study be carried out in other district to investigate the factors influencing the choice of Geography as a subject among students, which was not a concern of this study.
REFERENCES


APPENDICES

APPENDIX I: COVER LETTER

August, 2011

Dear Madam/Sir,

RE: PERMISSION TO CARRY OUT RESEARCH IN YOUR SCHOOL.

I am a Master of Education (M.Ed) student at Kenyatta University. I am required to submit as part of my research work assessment, a project on “IMPLEMENTATION OF GEOGRAPHY CURRICULUM IN PUBLIC SECONDARY SCHOOLS IN GATUNDU SOUTH DISTRICT IN KIAMBU COUNTY, KENYA”. To achieve this, you have been selected to participate in the study. I kindly request you to fill the attached questionnaire to generate data required for this study. This information will be used purely for academic purposes and will be treated in confidence and will not be used for publicity. Neither your name nor the name of your institution will be mentioned in the report.

Your assistance and cooperation will be highly appreciated.

Thank you in advance.

Yours faithfully,

_________________

Susan Muita.

Kenyatta University
APPENDIX II: QUESTIONNAIRE FOR TEACHERS

SECTION A: RESPONDENTS GENERAL INFORMATION

1. Gender: Male [ ] Female [ ]

2. Age Bracket (years) 20-25 [ ] 26-30 [ ] 31-35 [ ]
   36-40 [ ] 41-45 [ ] 46-50 [ ] 51-55 [ ] Above 55 [ ]

3. What is your highest academic level?
   a) “A” level [ ] b) “O” level [ ] c) K.J.S.E [ ]
   Any other specify_________________________________________________

4. What is your highest professional qualification?
   a) M.Ed (Masters of Education) [ ]
   b) B.Ed (Bachelor of Education) [ ]
   c) Dip. Ed (Diploma in Education) [ ]
   d) Untrained [ ]
   e) Any other specify _____________________________________________

5. Teaching experience?
   1-5 years [ ] 6-10 years [ ] 11-15 years [ ]
   16-20 years [ ] Over 20 years [ ]
SECTION B: GEOGRAPHY TEACHERS INVOLVEMENT IN CURRICULUM DEVELOPMENT

6. Have you been involved or consulted by KIE during Geography curriculum development?  
   Yes [ ]  No [ ]

7. Do you think that there is importance of involving teachers in curriculum development?  
   Yes [ ]  No [ ]

Briefly explain your answer?________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

8. The following are some statements on curriculum development in Kenya; please indicate the level of your agreement with each statement.

1-Strongly Agree  2-Agree  3-Neither Agree nor disagree  4-Disagree  5-Strongly Disagree

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers are not involved in the development but are expected to implement the curriculum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KIE never seeks teachers opinion when developing new curriculum to be implemented in schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum designers seldom consider the full potential of teachers as co-designers of curriculum materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers are more comfortable to implement the curriculum rather than being co-designers of the curriculum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher do not think that it is necessary for them to be involved in curriculum development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The role of teachers is crucial in the process of curriculum development and change</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. What would you recommend to be done by curriculum developers to ensure effective Geography curriculum implementation in schools?

_____________________________________________________________________

_____________________________________________________________________

SECTION C: AVAILABILITY AND USE OF TEACHING AND LEARNING RESOURCES

10. How would you rate the time allocated for teaching Geography in the school timetable given the following options?  

   Very adequate [  ]  Adequate [  ]  Inadequate [  ]  Not Adequate at all [  ]

11. The following are some of the resources used in teaching and learning geography in secondary schools. Please indicate whether they are available and their level of adequacy in your school.

<table>
<thead>
<tr>
<th>Resource</th>
<th>Availability</th>
<th>Adequacy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Available</td>
<td>Not Available</td>
</tr>
<tr>
<td>Text books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers guides</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photographs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maps</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weather station</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Models</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slides</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statistical Tables</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Films</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
12. The following are some of the teaching and learning resources used in teaching and learning Geography in secondary schools. Please indicate the extent of use of the resources in your school.

<table>
<thead>
<tr>
<th>Resource</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text books</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers guides</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photographs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maps</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weather station</td>
<td></td>
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<tr>
<td>Models</td>
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<td>Charts</td>
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<tr>
<td>Computers</td>
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<tr>
<td>Slides</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Statistical Tables</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography laboratory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Films</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SECTION D: TEACHING METHODS USED BY GEOGRAPHY TEACHERS

13. How would you rate Geography Curriculum in secondary schools given the following options?

- Shallow [ ]
- Wide [ ]
- Fairly wide [ ]
- Very wide [ ]

14. Do you think that your training adequately prepared you for teaching Geography?

- Yes [ ]
- No [ ]
15. Have you attended any in-service training related to Geography teaching?
   Yes [ ]  No [ ]

16. If yes, briefly explain the benefits you gained from the training?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

17. The following are some of the teaching methods used by geography teachers in secondary schools. Please indicate the extent to which each of the methods is used in your school.

1- Very large extent  2- Large extent  3- Moderate extent  
4- Small extent  5- No extent at all

<table>
<thead>
<tr>
<th>Teaching Method</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exposition (combined lecture and question and answer method)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18. What other methods do you use in teaching Geography? ____________________________
   ________________________________________________________________
   ________________________________________________________________
SECTION E: INVolVEMENT OF THE SCHOOL ADMINISTRATION AND QASOS IN ENHANCING GEOGRAPHY CURRICULUM IMPLEMENTATION PROCESS THROUGH SUPERVISION AND PROFESSIONAL DEVELOPMENT

19. How often do QASOs pay visit to your school to evaluate the implementation of curriculum? Once a term Twice a year Not at all Any other ____________________________________________

20. The following are some of statements on QASOs participation in curriculum implementation. Please indicate the level of your agreement with each of the statements.

1-Strongly Agree 2-Agree 3-Neither Agree nor disagree 4-Disagree 5-Strongly Disagree

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>QASOs assist teacher to improve their classroom teaching</td>
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<tr>
<td>QASOs play critical role in ensuring the curriculum is fully implemented</td>
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<tr>
<td>Teachers received minimal assistance in knowledge of improvisation of learning resources from QASOs</td>
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</table>

21. Please indicate other ways by which QASOs have contributed in their attempt to ensure that Geography curriculum is fully implemented in schools?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
22. What is the level of involvement of the school administration in ensuring that Geography curriculum is fully implemented in schools given the following options?

Very large extent [ ] Large extent [ ]
Neutral extent [ ] Small extent [ ] No extent at all [ ]

Briefly explain your answer? ________________________________

______________________________

SECTION F: CHALLENGES FACING GEOGRAPHY TEACHERS IN THE PROCESS OF IMPLEMENTING CURRICULUM

23. The following are some of the statements on the challenges facing Geography teachers in the implementation of the curriculum. Please indicate the level of your agreement with each of the statements.

1-Strongly Agree  2-Agree  3-Neither Agree nor disagree  4-Disagree  5-Strongly Disagree

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Ineffective methods of teaching Geography</td>
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<tr>
<td>Incomplete syllabus coverage due to wide Geography syllabus</td>
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<tr>
<td>Inadequate teaching and learning resources</td>
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<tr>
<td>Setting and marking of Geography examination by KNEC</td>
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<tr>
<td>Negative attitude of the principals towards Geography</td>
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<tr>
<td>Negative students’ attitude towards Geography as a subject</td>
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<tr>
<td>Poor mastery of subject content among Geography teachers</td>
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<tr>
<td>Limited teaching skills among Geography teachers due to inadequate training</td>
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</tbody>
</table>
24. What other challenges do you face while implementing Geography curriculum?

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

25. What would you recommend to be done to improve Geography curriculum implementation in secondary schools?

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________
APPENDIX III: INTERVIEW SCHEDULES FOR THE PRINCIPALS

1. How long have you served as a school principal? __________________________

2. Have Geography teachers in your school ever been involved in curriculum development done by KIE
   Yes [ ] No [ ]

3. Do you think that it is important for the curriculum developers to involve teachers in curriculum development? Yes [ ] No [ ]
   Briefly explain your answer____________________________________________________________
   __________________________________________________________________________________
   __________________________________________________________________________________

4. Are the resources for teaching and learning Geography available in your school?
   Yes [ ] No [ ]
   If your answer is yes, what is the level of their adequacy?____________________
   __________________________________________________________________________________
   __________________________________________________________________________________
   If the resources are available, what is the extent of the use of the available resources in your school?
   __________________________________________________________________________________

5. Do you think that the time allocated for teaching Geography in your school is adequate?
   Yes [ ] No [ ]

6. a) What are the teaching methods used by Geography teachers in your school?
   __________________________________________________________________________________
   __________________________________________________________________________________
   __________________________________________________________________________________
b) Do you think that the teaching methods used by teachers in teaching Geography are effective?_______________________________________________________________
______________________________________________________________________
______________________________________________________________________


c) Do you think that Geography teachers use the teaching methods mentioned above effectively?_______________________________________________________________
______________________________________________________________________
______________________________________________________________________

7. Are the QASOs involved in ensuring that Geography curriculum is fully implemented in your school? Yes [   ] No [   ]
If Yes, briefly explain the ways in which they are involved?_____________________
______________________________________________________________________
______________________________________________________________________

8. How has the school administration been committed in ensuring that Geography curriculum is fully implemented for better performance in Geography in your school?
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

9. What are the challenges facing teachers in their attempt to implement Geography curriculum in your school?
______________________________________________________________________
______________________________________________________________________
10. What would you recommend to be done to improve Geography curriculum implementation in secondary schools?
RESEARCH PERMIT

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Our Ref: NCST/RCD/14/012/1334

Date: 20th September 2012

Susan Wamuyu Muita
Kenyatta University
P.O.Box 43844-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Implementation of Geography curriculum in public secondary schools in Gatundu South District in Kiambu County, Kenya.” I am pleased to inform you that you have been authorized to undertake research in Gatundu South District for a period ending 31st December, 2012.

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

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

DR M.K. RUGUTT, PhD, HSc
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Gatundu South District.

“"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development""
THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Susan Wamuya Mutua
of (Address) Kenyatta University
P.O.Box 43844-00100, Nairobi
has been permitted to conduct research in
Location
Gatundu South District
Province
Central
on the topic: Implementation of Geography curriculum in public secondary schools in
Gatundu South District, Kiambu County, Kenya,

Applicant's
Signature

Secretary

National Council for Science & Technology