

**CONSTRAINTS TO MANAGEMENT OF SCHOOL CURRICULUM: A STUDY
OF PUBLIC PRIMARY SCHOOLS IN LOIYANGALANI DISTRICT OF
MARSABIT COUNTY, KENYA**

**ARILE OGOM ADISOMELLE
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DECLARATION

DECLARATION BY STUDENT

This research project is my original work and has not been presented for a degree in any other University or any other award.

ARILE OGOM ADISOMELLE

DATE

DECLARATION BY SUPERVISORS

We confirm that this project has been submitted with our approval as university supervisors.

DR. JOSEPH G. MUNGAI
Lecturer,
Department of Educational Management,
Policy and Curriculum Studies
Kenyatta University

DATE

DR. JACKLINE K. NYERERE
Lecturer,
Department of Educational Management,
Policy and Curriculum Studies
Kenyatta University

DATE

DEDICATION

I would like to dedicate this study to my wife, daughters and sons, who were able to withstand my frequent travelling and the use of family resources during the period of my study. May Almighty God bless them abundantly.

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ABBREVIATIONS AND ACRONYMS

A.E.O	-	Area Education Officer
ASAL	-	Arid and Semi- Arid Lands
D.E.O	-	District Education Officer
D.X.O	-	District Examination Officer
DQAS	-	Directorate of Quality Assurance and Standards
EFA	-	Education for All
F.P.E	-	Free Primary Education
FGM	-	Female Genital Mutilation
G.O.K	-	Government of Kenya
I.L.O	-	International Labour Organization
KNUT	-	Kenya National Union of Teachers
KSSHA	-	Kenya Secondary School Heads Association
KUPPET	-	Kenya Union of Post Primary Education Teachers
MOE	-	Ministry of Education
MOEST	-	Ministry of Education Science and Technology
NGO	-	Non- governmental Organization
P.T.A	-	Parents Teachers Associations
QASO	-	Quality Assurance and Standard Officer
S.C	-	School Committees Quality Assurance and Standards Officer
S.F.P	-	School Feeding Program
S.M.C	-	School Management Committees
S.M.B	-	School Management Board
T.S .C	-	Teachers Service Commission
U.S	-	United States
UNESCO	-	United Nation Education Scientific and Cultural
UNICEF	-	United Nation Children Education Fund
USAID	-	United States Agency for International Development.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
ABBREVIATIONS AND ACRONYMS	v
TABLE OF CONTENTS	vi
LIST OF TABLES	x
LIST OF FIGURES	xi
ABSTRACT	xii
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem	6
1.3 Purpose of the Study	7
1.4 Objectives of Study	7
1.5 Research Questions	7
1.6 Significance of the Study	8
1.7 Assumptions of the study	9
1.8 Limitations of the Study	9
1.9 Delimitations of the study	9
1.10 Theoretical Framework	10
1.11 Conceptual Framework of the Study.....	12
1.12 Operational Definition of Terms	14
CHAPTER TWO: LITERATURE REVIEW	15
2.1 Introduction	15
2.2 School-Based Factors that Contribute to Poor Management of School Curriculum	17
2.2.1 School Administrative factors	17
2.2.2 Physical, Teaching and Learning Materials	19
2.2.3 Teacher-Based Factors	21
2.2.4 Teacher Turnover Rate	22
2.2.5 Understaffing Problems in Schools	22
2.2.6 Professional Development of Teachers	23

2.2.7	Pupils-Based Factors	24
2.2.8	Student Discipline	24
2.2.9	Wastage Rates in Public Primary Schools	26
2.2.10	Quality Assurance and Standards	27
2.3	Socio-economic Factors affecting Management of Curriculum	29
2.3.1	Pupils' Socio-economic Home Environment	29
2.3.2	Pupils' Parents or Guardians' Education Background	30
2.3.3	Parents Response to Provision of Learning Materials.....	31
2.3.4	Parents Consultation with Teachers	31
2.3.5	Parents' Willingness to Participate in School Activities.....	31
2.3.6	Socio-Cultural Practices	32
2.4	Incentives that Increase and Retain Pupils in the School.....	33
2.4.1	Free Primary Education.....	33
2.4.2	The Provision of Low Cost Boarding.....	34
2.4.3	School Feeding Programme	35
2.4.4	Teachers' Job Satisfaction	35
CHAPTER THREE: RESEARCH METHODOLOGY		37
3.1	Introduction	37
3.2	Research Design.....	37
3.3	Variables.....	37
3.4	The Study Locale	37
3.5	Target Population	38
3.6	Sample and Sampling Techniques	38
3.7	Research Instruments	39
3.8	Piloting	40
3.8.1	Validity of the Instruments.....	40
3.8.2	Reliability of Research Instrument.....	41
3.9	Data Collection Procedure	42
3.10	Data Analysis and Presentation.....	42
3.10.1	Analysis of the Quantitative data.....	42
3.10.2	Coding and Classification of Qualitative Data	43
3.11	Ethical considerations	43

CHAPTER FOUR: DATA PRESENTATION, INTERPRETATION AND DISCUSSION	44
4.1 Introduction	44
4.2 School Administrative Factors that Influence Management of School Curriculum	44
4.2.1 Head Teachers’ Leadership Style and Management of School Curriculum in the Views of Teachers.....	48
4.2.2 The Support the Head Teachers Provide to the Staff and Management of School Curriculum	49
4.2.3 Frequency of Head Teacher Checking Teachers’ Professional documents and records as reported by teachers	51
4.2.4 Frequency of Staff Meetings as Viewed by Teachers.....	54
4.2.5 Professional Development of Teacher as Perceived by Teachers.....	55
4.2.6 Nature of In-Service Training Organized For Teachers on Curriculum Management and Implementation.....	56
4.2.6.1 Discussion and findings	57
4.2.7 Team Work Building Capacity by Head Teacher as perceived by Teachers...	59
4.3 School Physical and Learning Resources.....	60
4.3.1 School Physical Facilities	60
4.3.2 Lighting Facilities in the View of Head Teachers	62
4.3.3 Number of Classroom Chairs, Tables Benches and Forms	65
4.3.4 School-Based Factors that Contribute to Poor Management of School Curriculum as Perceive by Pupils	67
4.3.5 Access to Boarding School as rated by Pupils	70
4.4 Teachers’ Professional Growth and Development.....	72
4.4.1 Teachers Professional Qualifications.....	72
4.4.2 Frequent Absenteeism and Lateness of Teachers as Perceived by Pupils	75
4.4.3 Sharing of Teaching Subjects by Teachers	76
4.4.4 Challenges Faced in ASAL Areas According to Views of Teachers	79
4.4.5 Causes of Pupils’ Negative Attitude towards School as a Factor Contributing to Poor Management of School Curriculum.....	81
4.4.6 Teachers’ Perceived Cause of Drop-outs According to Gender	82
4.5 Home-based and Community Factors	84
4.5.1 Socio-economic Status of Pupils’ Parents	84

4.5.2	Education Background of Pupils Parents.....	85
4.5.3	Occupation of Pupils' Parents: Father and Mother.....	86
4.5.4	Socio economic factors and management of school curriculum.....	87
4.5.5	Socio-cultural Practices That Contributed to Poor Management of School Curriculum in Teacher's Views	88
4.6	Quality Assurance and Standard Assessment	92
4.7	Researcher's Observation Checklist.....	100
4.8	Measures to be taken to Improve Management of School Curriculum.....	101
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS		106
5.1	Introduction	106
5.2	Summary of the study	106
5.3	Summary of the findings	106
5.3.1	School Physical and Learning Resources	106
5.3.2	School Administration Process, Teachers' and Pupils' Characteristics	107
5.3.3	Home-based and Community Factors.....	107
5.4	Conclusions	107
5.5	Recommendations	108
5.6	Suggestions for Further Research	109
REFERENCES		110
APPENDICE		124
APPENDIX A: Questionnaire for the Head Teacher		124
APPENDIX B: Questionnaire for Teachers		134
APPENDIX C: Learners/Pupils' Questionnaires		141
APPENDIX D: Questionnaire for the Parents		144
APPENDIX E: Interview Scheduled for QASOS.....		149
APPENDIX F: Observation Checklists		151
APPENDIX G: A Letter to the Ministry of Higher Education, Science and Technology.....		152
APPENDIX H: Research Authorization From NCST.....		153
APPENDIX I: Research Permit		154
APPENDIX J: Research Authorization from County Director		155
APPENDIX K: Research Authorization from District Education Officer		156

LIST OF TABLES

Table 3.1:	Sample Population.....	39
Table 4.1:	Response Rate of the Questionnaires’ Respondents	44
	Table 4.2.1 Head Teachers’ Gender and Management of School Curriculum	45
	Table 4.2.3: Professional Qualifications of Head Teachers and Management of School Curriculum	46
	Table 4.2.4: Marital Status of Head Teachers and Management of School Curriculum	47
	Table 4.2.5: Head Teachers’ Working Experience and Management of School Curriculum.	47
	Table 4.2.6: Observation of Classroom Instruction by Head Teacher as Perceived by Teachers.....	53
	Table 4.2.7: Occasions when Children go without School Lunch	57
	Table 4.2.8: School Education Day: Head Teachers’ response on occasions when School Education Days were conducted in their Schools ...	58
Table 4.3:	Status of School Toilets as viewed by Teachers	61
	Table 4.3.1: Status of Staffroom as Perceived By Head Teachers.....	63
	Table 4.3.2: Adequacy of Teaching and Learning Materials according to Teachers’ view	64
	Table 4.3.3: School Compounds as reported by Head Teachers.....	66
	Table 4.3.4: Delays in the Provision of SFP as Perceived by Head Teachers ..	72
Table 4.4:	How Syllabus Coverage Influences Management of School Curriculum as viewed by Teachers	79
	Table 4.4.1: Teachers’ views of Pupils Characteristics as contributing factors to Poor Management of School Curriculum and Performance	81
Table 4.5:	Frequency of QASO’S visits to School.....	94
	Table 4.5.1: School–based and Pupils’ Characteristics that contribute to poor Management of School Curriculum as perceived by Head Teachers and Teachers.	98

LIST OF FIGURES

Figure 1.1:	Conceptual Frame Work	13
Figure 4.1:	Head Teachers Leadership Style	48
Figure 4.2:	Head Teachers' Leadership Qualities	50
Figure 4.3:	Observation of Classroom Instructional materials by Head Teacher as Perceived by Teachers	51
Figure 4.4:	Frequency of Staff Meeting as Perceived by Teachers	54
Figure 4.5:	In-service trainings for Teachers	55
Figure 4.6:	Nature of In-service Training	56
Figure 4.7:	Team Work Building Capacity	59
Figure 4.8:	Classrooms	60
Figure 4.9:	Lighting Facility in Classes	62
Figure 4.10:	Head Teachers and Teachers rating of adequacy of learning resources in their Schools	65
Figure 4.11:	School Facilities	66
Figure 4.12:	School-Based Factors	68
Figure 4.13:	Boarding Facilities	70
Figure 4.14:	Professional Qualification	73
Figure 4.15:	Teaching Experiences of Teachers	74
Figure 4.16:	Pupils' Perception of their Teachers	75
Figure 4.17:	Sharing of Teaching Subjects	77
Figure 4.18:	Challenges faced in Arid and Semi-arid Areas	79
Figure 4.19:	District Subject Mean Scores in 2012 (KCPE)	80
Figure 4.20:	Pupils' Negative Attitude towards School	82
Figure 4.21:	Teachers' Perception on Dropouts	83
Figure 4.22:	Socioeconomic Status Pupils' Parents	84
Figure 4.23:	Education Level of Parents	85
Figure 4.24:	Pupils' Parents occupation	86
Figure 4.25:	Parents Response to Social Economic Factors	88
Figure 4.26:	Retrogressive Cultural Practice	89

ABSTRACT

The Kenya Certificate of Primary Education (KCPE) examinations indicated consistent poor results between the years 2007-2012 in Loiyangalani district of Marsabit County, Kenya. To reverse this trend effective measures must be designed and implemented at all levels of the curriculum management. This calls on all stakeholders in the educational sector and especially the curriculum managers in the area to step up efforts to achieve this. The main purpose of this study was to investigate the constraints to management of school curriculum in public primary schools in Loiyangalani District of Marsabit County. The specific objectives were; to assess administrative and community factors that influence management of school curriculum, pupils' performance, wastage and dropout, to analyse pupils-based factors affecting performance, to determine the effect of Standard Assessments in management of school curriculum on pupils' academic performance, to analyze curriculum intervention measures, and suggest appropriate and best remedy to improve management of school curriculum and pupils' academic performance. The study adopted a descriptive research design to generate information on management of school curriculum. The target population was drawn by simple random sampling from public primary schools: seven head teachers, 28 teachers, 140 pupils, 56 parents/guardians and three Quality Assurance and Standard Officers (QASOs). The study utilized three research instruments: questionnaires, interviews and observation schedules. The questionnaires were administered to head teachers, teachers, pupils and parents or guardians. The interview schedules were conducted on three QASOs. Observations of actual teaching and learning activities was done twice in each school during school sessions. The data was collected, coded and analyzed using descriptive statistics such as frequencies, percentages, means and standard deviation with the help of Statistical Package for Social Sciences (SPSS). The data was subsequently presented in form of tables, charts and graphs. The study findings revealed that head teachers did not provide necessary support and assistance to both teachers and students. Teachers did not properly utilize pupils' time, teaching and learning materials, which significantly influenced pupils' performance as they were often either late or absent from school due to weak school policies. There was acute shortage of teachers in the area of study. Parents have vague understanding of what education encompasses. The study recommends that the Ministry of Education (MOE) should conduct regular in-service training for head teachers and teachers. The Teachers Service Commission (TSC) should post enough teachers to the district. The pupils should be able to access subsidized cost boarding facilities. MOE should increase and disburse without delay Free Primary Education (FPE) funds and School Feeding Program (SFP) consignments. Finally parents should be made aware of the importance and benefits of education by passing the Children's Act, 2001, which also prohibits early marriage of minors and Female Genital Mutilation (FGM).

CHAPTER ONE

INTRODUCTION

This chapter presents the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significant of the study, assumptions, limitations and delimitations of the study, theoretical and conceptual frameworks and operational definitions of terms.

1.1 Background to the Study

Performance of Kenya Certificate of Primary Education (KCPE) by public primary schools in Loiyangalani District has persistently indicated a worrying result. Loiyangalani District Education Office's KCPE analysis report (2007-2012) shows the problem of poor performances in the District as follows in the table 1.1.

Table 1.1: District Mean Scores in 2007 -2012

School	Mean Score 2007	Mean Score 2008	Mean Score 2009	Mean Score 2010	Mean Score 2011	Mean Score 2012
1. Kargi	284.93	272.03	237.14	240.43	206.93	223.78
2. Gatab	313.45	273.34	294.95	278.44	221.21	218.27
3. Loiyangalani	229.14	225.54	223.09	218.61	209.74	181.23
4. El-molo Bay	276.17	249.37	271.75	247.97	243.24	260.70
5. Olturot	278.30	215.20	159.00	192.43	209.89	250.92
Total	276.192	247.096	237.186	235.576	218.202	226.789

Source: D.E.O's office 2007 – 2012

It was this dwindling mean scores between 2007- 2012 that necessitated this study to be conducted. Every child has a right to education as stated in the children's Act enacted in 2002.

All children regardless of their individual differences or social background have a right to quality education in their local schools. Article 26 of the 1948 UN Universal Declaration of Human Rights states that everyone has a right to education and that this

education shall be free and compulsory. In many developing countries, less than (60%) of primary school pupils who enroll in first grade reach the last grade of primary school education (UNESCO, 2008).

Educational reforms world-wide and in post-communist countries in particular are aimed at providing better quality in education so the previous structures and institutions are recognized in order to achieve this aim in the best possible way (Rimantas, 2011). Most African countries are battling with illiteracy, inequality, lack of quality and relevance to their education policies and systems, whereby Kenya is not an exception. Quality is at the heart of most education policy agenda and improving quality is probably the most important task facing many educational institutions. With this concern came also an increasing accountability demand. There is growing concern by various stakeholders about the declining student achievement and teacher performance highlighted by strong media publicity and frequently acknowledged in educational analysis in Kenya schools (Odhiambo, 2006).

Learners from nomadic pastoralist communities face difficulties in accessing and continuing in education programmes. Standard curriculum delivery services which are designed for the majority are tailored for "static" situations in which children learn in permanent classrooms. The importance of mobility and young people's labour to pastoral production, the low population density of many arid areas, and the challenge of ensuring that a national education system is relevant to pastoralists' needs and values are just some of the reasons why education participation and achievement are often much lower in pastoral areas of many countries in Africa than the national averages. This situation is worse for girls. This is certainly true of Kenya (Arero, *ibid*). Distance to schools is also a factor especially in pastoralist communities. Provision of primary schools and teachers is very difficult and travelling to schools poses a threat to many (Republic of Kenya, 2010). Teacher absenteeism in schools has a significant impact on time wastage in schools. This is because pupils get less hours of contact with the teachers and hence get less support and control, which leads to poor performance, repetition and eventually drop out of school (Education for All, 2005). In terms of education performance, Ornstein and Hunkins (2004) indicate that as much as educators accept a new programme, for it to be successful, students must also be willing to participate. Scheerens, Glass and Thomas

(2003) argue that in terms of input evaluation, the actual financial resources of a programme or a school may be described and judged according to the level that is thought to be necessary in order to keep the system running. Angora, (2003) states that those schools with adequate textbooks and other instruction materials are at an upper hand of performing better.

Low academic achievement has been defined as failing to meet the average academic performance in test or examination scores, as determined by a set cut-off point (Fletcher, Coulter, Reschly and Vaughn 2004). Recent studies carried out to determine the relationship between experience and school performance in all subjects in secondary school in Ondo state Nigeria (Adeyemi, 2008) observed that teachers are key input and a force to reckon with in school.

Piaget in (Ornstein and Hunkins, 2004) explain that, integration refers to horizontal relationships of curriculum experiences, which means that the organization experience should be unified in relation to other elements of curriculum being taught and that the subject should not be isolated or taught as a single course from the rest of the subjects. According to Van Nierkerk (2007) professional development covers a variety of activities, all of which are designed to enhance the growth and professional competence of staff members. Clarke (2007) emphasizes that most experienced teacher's benefit from being reminded of the range of strategies that are available to them. He states that teachers also have a valuable role to play in mentoring colleagues particularly those who are new to the school in the strategies and techniques of classroom discipline, and in the school's preferred approach to dealing with non-compliant learners.

So to speak, quality management of curriculum at schools depends on staffing and school administrative process. Van Deventer and Kruger (2003) state that, when identifying development needs, it is essential to decide which problems are the most important and should receive attention first. According to Clarke (2007), it is important, if the focus of professional development for the staff during a particular period is to be classroom management that lesson visits focus on this aspect of teaching.

Ornstein and Hunkins (2004) confirm that in schools where there has been successful change, the curriculum directors assist teachers and head teachers in furnishing pedagogic and curriculum knowledge.

They further state teachers within the system expect these people to keep abreast of the latest research and theories on any particular innovation and to communicate by giving feedback to these insights to the school staff. Scheerens, Glass and Thomas (2003) confirm that programme evaluation is designed to have both formative and summative elements. The former is close to the improvement perspective and the latter close to the accountability perspective. They further emphasize that it is aimed at providing feedback that is relevant to support and improve the process of implementation.

The socio-economic background of students' parents and also their level of involvement and participation is another factor which has been found to have effect on achievement. Sirin (2005) reviews empirical journal articles on socio-economic status and achievement and finds that the parents' socio-economic status had a strong impact on students' academic achievement.

Babiita (2007) found that social interaction promoted influence and where there was discrepancy between the moral standards of the home and any companion, children often accepted the standard of the companion and rejected those of the family. In Tumutoreine (2003) findings, it is noted that the most un-rest in schools are due to poor student-teacher relationships, which include aspect of psychological defects. Unfortunately, parents do not see themselves as responsible for the behavior of their children; they tend to rely heavily on schools and other agencies to assist them in preventing teenage indiscipline (Tumutoreine, *ibid*).

In Kenya, education reforms often fail to achieve desired outcomes due to ineffective and inefficient supervision. This has led to calls for the strengthening of the Directorate of Quality Assurance and standards (DQAS), particularly in improving the knowledge, skills and attitudes of the officers who carry out the role of supervision of education in educational institutions (Ajuoga, Indishi and Agak 2010). For a long time, however, it has been noted that those appointed to these roles were not qualified and did not know

their roles due to lack of guidelines (Wanzare, 2006). With poor monitoring, chances are that every other component could be dysfunctional. With nothing to correct this state, problems affecting the system could go undetected (Etindi, 2000).

Quality Assurance in education entails effective monitoring of curriculum delivery in schools to ensure effectiveness. In order to play their roles effectively, the Quality Assurance and standard officers (DQASOs), require special skills specific to the job (Etindi, 2000). In Kenya, instead QASOs are appointed from among classroom teachers, head teachers and Teacher Advisory Centre (TAC) Tutors. Such appointees would normally have merely undergone primary teachers' training without specific training as QASOs (Etindi, Ibid).

In Kenya, examinations are generally acceptable as valid measures of achievement, (Maiyo and Ashioya, 2009). Secondary School placement, and to some extent admission, depend on performance of Kenya Certificate of Primary Education (KCPE) examination in Standard Eight (Michael, Miguel and Rebecca, 2004). Although the government has channeled funds into basic schools; this creates inequality to access of opportunities to national and top performing provincial schools (Ngugi, 2007).

Time is a very important resource, it is scarce and can neither be bought, borrowed nor stored for future use. This means that it must be wisely used and one should make the best out of it (MOEST, 2004).

When more than 900 head teachers from Meru County converged in Nyeri to discuss ways of improving dwindling education standards in the region, Meru Governor Peter Munya, who officially opened the forum, was particularly concerned that the county ranked 33 out of 47 nationally. "It is embarrassing that we are going down, and it is high time we reversed the trend," he said. He said his government was ready to partner with education stakeholders to boost education standards through implementation of resolutions that would be arrived at during the two-day forum. "The buck stops with teachers.

There is urgent need for change of attitude in running schools, and we must start the journey of improving the standards" he said. Meru North KNUT executive secretary Julius Tuitumu said, "The country is experiencing a shortage of over 80,000 teachers, and we urge the Government to employ at least one teacher in every school". (Weru, 2013). School based-factors; Particularly school administration processes, teachers and pupils' commitment and hard work, effective classroom instruction, quality assurance and standard assessment; frequency of visits by QASOs were investigated in order to determine the extent to which they influence management of school curriculum in the study schools in Loiyangalani District.

1.2 Statement of the Problem

The problem of falling standards in Arid and Semi-Arid Lands' districts in Kenya featured significantly in local dailies. Frequent absenteeism and lateness by both teachers and pupils has been persistent. Ineffective and inefficient school administration process and lack of quality assessment standards was cited by D.E.O. Loiyangalani Examination report (2007-2012).

Understaffing, classroom congestion, poor management of school curriculum, delays in opening and early closure of school before term dates, leading to non-completion of syllabus and poor working conditions for staff have been persistent challenges pointed out as factors contributing to poor teaching and learning processes in Loiyangalani District. Low socio-economic status households and negative cultural practices have too disadvantaged learners (Mji and Mbinda, 2005).

Surprisingly, no research had been conducted before in the district to find out factors contributing to poor management of school curriculum. It is against this backdrop that this study sought to have an in-depth investigation into the factors influencing management of the curriculum which subsequently resulted to low academic achievements and poor performances by pupils in Loiyangalani district.

1.3 Purpose of the Study

This study sought to investigate the constraints to management of school curriculum and to suggest interventions in areas where there existed significant gaps with a view to improving academic standards of education in public primary schools in Loiyangalani District of Marsabit County.

1.4 Objectives of Study

This main objective of the study was to investigate into the factors contributing to poor management of school curriculum in the study schools; Loiyangalani, District. Specific objectives were;

- (i) To assess administrative factors that influence management of school curriculum, pupils' performance, wastage and dropout.
- (ii) To identify community factors that influence management of school curriculum, pupils' performance, wastage and dropout.
- (iii) To analyse pupils-Based factors affecting performance,
- (iv) To determine the effect of Standard Assessments in management of school curriculum on pupils' academic performance.
- (v) Suggest appropriate remedies to improve management of school curriculum and pupils' academic performance.

1.5 Research Questions

The study was guided by the following questions:-

- (i) What administrative factors constrain effective curriculum management?
- (ii) What school-based factors affect management of school curriculum and pupils' performance in KCPE in Public Primary Schools in Loiyangalani District?
- (iii) To what extent do home-based and community factors influence management of curriculum and pupils' performance in KCPE in Public Primary Schools in Loiyangalani District?
- (iv) To what extent does ineffective monitoring and evaluation of schools by QASOs' influence management of the curriculum?
- (v) What measures can be taken to improve and effectively manage the school curriculum and pupils' results in KCPE?

1.6 Significance of the Study

The importance of this study stems from the fact that primary education is the foundation of all sectors of human progress: social, industrial, technological and economic development. Therefore, the importance of the study was to bring awareness about factors affecting effective management of curriculum and pupils' performance in Loiyangalani District.

The findings of this study research is anticipated to add value to school management who are expected to greatly benefit from the outcome of the research findings. They may increase their level of participation and response in the matters of educational management to work closely with the school administration to assist and help learners who are consumers of school curriculum become motivated and interested in the school. By reading this study the educators are expected to increase their teaching efficiency and capacity to handle effectively challenges that were viewed as contributing to poor management of school curriculum delivery. The research outcome that have been generated from this study may greatly increase the staff's content knowledge, skills and attitude necessary to improve on management and implementation of school curriculum.

The outcome of the study will assist the School Management Committees (SMCs) and Parents Teachers Associations (PTAs) on their roles and duties and increase their level of involvement in the affairs of school development. The research findings may influence parents positively to provide necessary financial assistance to the school and also closely follow the performance of their children. The study findings may inform the Parents about the passing of Children's Act 2001 which prohibits Female Genital Mutilation (FGM) and early marriage of girls.

The outcome of the study research may greatly influence the Teachers Service Commission (TSC) to post more trained and qualified teachers to public primary schools in the study district. The Ministry of Education may reduce or eliminate the constraints to management of school curriculum by deploying and facilitating the services of Quality Assurance and Standards Officers (QASO's) because they may be expected to increase frequency of their visits to schools to carry out regular instructional supervision: monitor,

audit and evaluate curriculum performance in order to reflect and make teachers accountable and responsible professionally to improve syllabus completion.

1.7 Assumptions of the study

This study made the following assumptions:

- (i) Poor management of school curriculum may be expected to influence low pupils' academic performance in the final examination results.
- (ii) All teachers teaching public primary schools in Loiyangalani, District are professionally trained and qualified.
- (iii) All schools in the study District were expected to have equal teaching and learning time and approved instructional materials.
- (iv) All the respondents co-operate and provide a sincere and honest answer in the questionnaires.
- (v) All the sampled schools have been tested in standardized examinations in all curriculum subjects.

1.8 Limitations of the Study

The researcher did not carry out the study in all public primary schools in Loiyangalani District. The study was limited to few schools due to inadequate funds, limited time, geographical terrain, vast distances between schools and poor infrastructure. Thus, this study was limited to only seven public primary schools.

1.9 Delimitations of the study

The study targeted only the respondents who freely volunteered their views. The study did not include other schools in the neighboring districts to find out factors contributing to poor management of school curriculum and also poor pupils' academic performance in KCPE. Respondents like head teachers, teachers and pupils were those present in the school when schools were sampled. Only accessible public primary schools were recruited into the study.

1.10 Theoretical Framework

The study was based on Expectancy Theory of Motivation (V.H. Vroom, 1964). Fred Fiedler cited by Koontz and Wehrich (1998) suggests that group performance or effectiveness is dependent upon the interaction of leadership style and the extent of control the leader has over the environment (situation). He gives the situational variables as leader staff relations, task structure and position power. In Fiedler's view the leader-group relationship is the most important.

The Contingency Concept of Leadership (Cole.1997) developed by Professor John Adair incorporates concern for the task and concern for people. It further distinguishes the concern for individuals from concerns for groups and stresses that effective leadership lies in what the leader does to meet the needs of the task, group and individuals within the prevailing condition. In a school setting, the task functions a head teacher needs to fulfill include: planning, allocation of responsibilities and setting appropriate standards of performance.

The group tasks include: team building for instance a formidable subject panels, staff meetings to discuss cited problems; identification and remedial on revision motivation and communication while individual tasks include in-service and motivation. Ninan (2006) viewed that the effectiveness of a school is dependent more on its "processes" and gauged by its "outcomes" than its "intake".

Motivation process consists of needs (deficiencies) which set up drives (motives) and the drives in turn help in acquiring incentives (goals), (Okumbe,2007). Expectancy Theory mainly relies upon extremist motivators to explain causes of behaviors exhibited in the workplace (Leonard, Beauvais and Scholl, 1999). External rewards are viewed as inducing motivational states that fuel behaviors as opposed to intrinsic motivators, where behaviors are derived as consequences of internal forces such as enjoyment of the work itself. Shamir (1990) states that motivational theories based upon the concept of extrinsic motivation assume that "followers make conscious choices to maximize self-interest".

This fact permits to suggest that Expectancy theory offers a vehicle for individuals to realize their leadership goals, because it equips them with tools to influence the psychological processes resident in their staff/workmates. People bring to the job differences in experience, talents, skills, and knowledge, training and education levels. A significant role of the leader, involves spending time encouraging the individual as he or she tries to achieve a desired level of performance. Of equal importance is the expression of appreciation when various successes are encountered along the pathways towards the goal.

Indeed, the retention of employees partially depends upon recognition given by supervisor for follower's achievements and efforts (Ramsey, 1998). The leader also ought to be there to provide encouragement when there are setbacks and to ensure forgiveness whenever honest mistakes occur in the follower's earnest attempts to accomplish results (Rigsbee, 1996). The leader coaches the followers and in so doing, establishes conditions whereby the follower is more likely to assess his or her abilities in a favorable light, building both personal esteem and confidence. Leader also makes sure that the followers receive fair treatment in a predictable manner.

Turpin (1990) suggest that treating people fairly ought to constitute a primary consideration for promotion of workers into corporate leadership roles. The leader needs to determine the follower's interests, aspiration and goals of both a short and long term nature and creativity.

Successful leaders share four important insights and beliefs about the nature of their relationships with followers. First, they view the chain of command in a rather unique way, recognizing that it works best in achieving results when the follower is gently pulled through influence towards desired goals (Miller, 1996), rather than pushed and shoved to accomplish corporate purposes (Maccoby, 1996) by establishing a relationship of mutual interest, the leader draws the follower along a pathway that satisfies the goals of the both parties. McConnell (1998) suggests that the most important information for supervisors is getting to know each of their employees. Effective leaders enter into meaningful discussions with followers to mutually establish training needs and work assignment, developmental pathways, valued outcome for performance. Special attention

must be paid to those areas in which followers lack self-confidence or the capability (Daly and Kleinner, 1995) to achieve results. Blanchard warns “if you want to know why your people are not performing well, look into the mirror”.

1.11 Conceptual Framework of the Study

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, 2009). The consideration of the relationship between quality assurance and standards assessments, school administration, effective classroom instruction, teaching and learning resources and their relevance to students’ performance. The independent variables are quality curriculum management by school managers, head teachers, teachers, support from QASOs supervisory roles and advice, parents support and involvement of their children’s work to improve pupils’ commitment and hard work and dependent variables are performance of pupils.

The figure 1.1 below is a conceptual framework showing the network of all the connected concepts that will provide a better understanding of the research topic.

Figure 1.1: Conceptual Frame Work

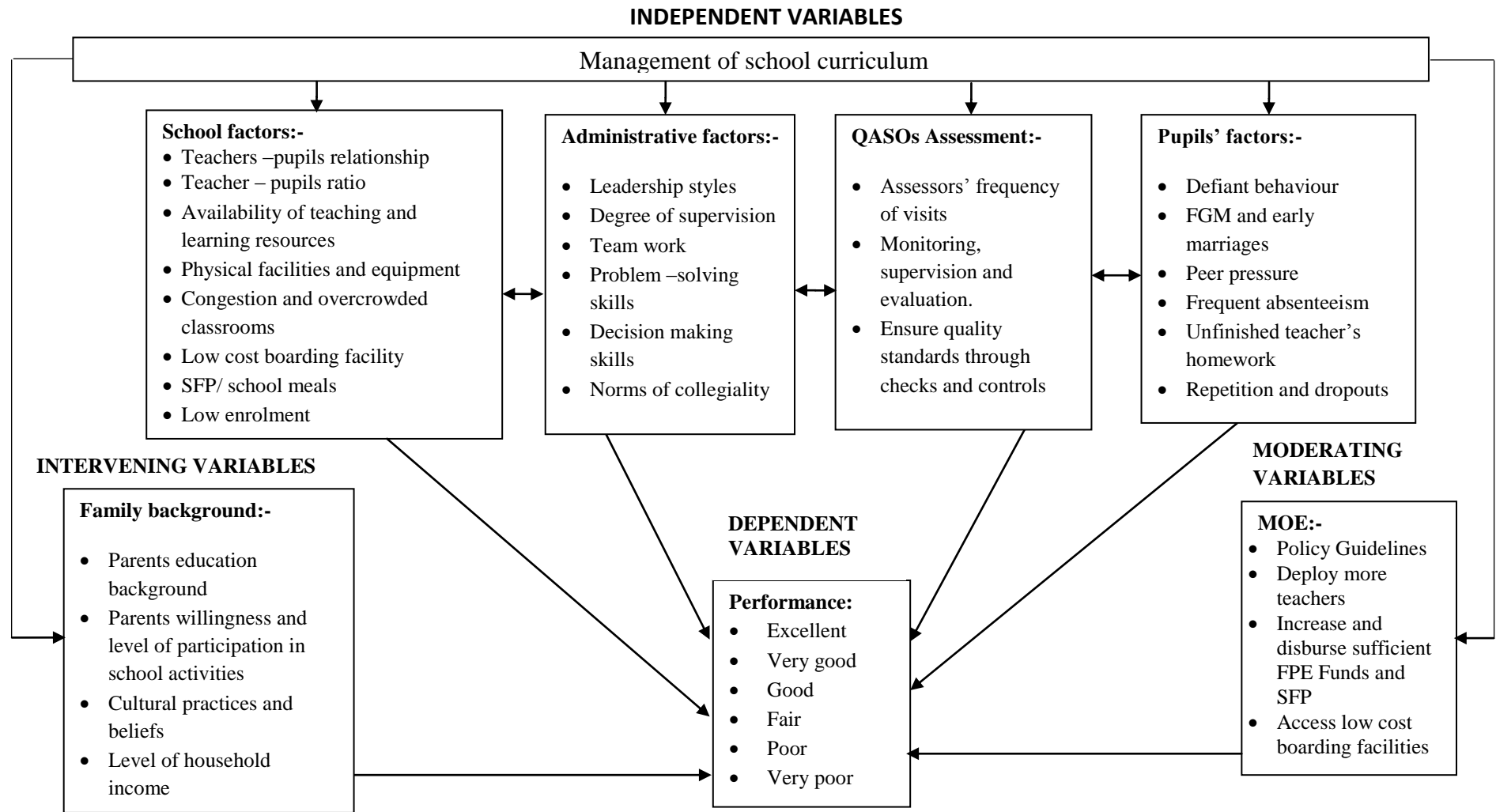


Figure 1.1: Conceptual Framework showing the contributions of QASO’s head teachers, teachers, pupils to management of quality curriculum

Source: Researcher

1.12 Operational Definition of Terms

Achievement- Refers to the act of successfully attaining a particular goal by an individual by effort, courage or skill. In this research success in students is indicated by his/her grade.

Constraints - Refer to things that limit or restrict something or your freedom to do something, strict control over the way that you behave or are allowed to behave (Oxford Advanced Learner's Dictionary; International Student's Edition). For the purposes of this research constraints refers to factors working against the success of the curriculum management.

Curriculum - Is everything that is planned by an educational institution to help the students learn whatever it is that the students learn whatever it is that the institution would want them to learn. These things include formal course of study the so called extra-curricular or co-curricular activities of a more informal nature such as interacting with planned aspects of the environment (Olouch, 1992). Programme of education that stipulates the subjects and learning (or academic) activities that particular learners in a particular institution undertake.

Head teacher - This is a man or woman charged with the responsibility of administration, supervisory and financial management of the school, appointed by Teachers Service Commission.

Management - The process of planning organizing, directing and controlling the activities of employee in contribution with other resources to accomplish objectives. Educational management is the process of designing, developing and effecting educational objectives and resources so as to achieve the predetermined educational goals (Okumbe 2007).

Performance - Refers to the act of teaching and learning in order to achieve certain goals and grades.

School – A school is an institution designed for teaching of students (or pupils) under the direction of teachers. In Kenya a public primary is managed and run by parents.

School administration- Is the general way of running school affairs by a head teacher.

Teaching resources - Refers to the equipment used by a teacher when delivering a lesson including textbook, chalk, desks, charts, atlases, maps and diagrams.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews issues constraining the effective management of curriculum; School-based factors, Administrative factors, Quality Assurance and Standard Assessments and Parents' socio-economic status and cultural factors. It also sought to investigate the factors that contributed to pupils' wastage and dropout. It further sought to determine an in depth knowledge of current related literature review internationally, nationally and regionally to find out and establish the gaps.

In 1961, the African states held a conference in Addis Ababa Ethiopia, to plan on the development of Africa. The conference came up with a timetable for the expansion of each level of education and the major expansion was to take place at primary level to allow all eligible children enrolled by 1980 (UNESCO,2007). According to the plan emphasis was to be placed on the need for authorities to develop an understanding of what happens to primary schools and the lower grades of secondary school.

The South Africa department of Education (2006), states that in terms of teacher development, the objective to focus on teacher shortages goes together with addressing the needs of the existing corps of education: Its competence currency, retention in the system and support in the process of life-long learning. Such support should include all the available resources such as education, face-to-face engagement and technology in mixed-model delivery.

All actions affecting a child to be done in the child's best interest (Children's Act 2001).In Kenya, the provision of education opportunities to all Kenyan children is central to the government's poverty eradication strategy and the economic recovery strategy. To realize their goals and to provide pupils with opportunities to acquire basic education to enable them assurance mechanisms (MOEST, 2005).

In South Africa, Mji and Makgato (2006) observed that pupil-textbook ratio has been high especially in rural and urban slums where student do not perform to expectation. Kgoseng (2007) warns that results of high stakes examinations such as those for grade 12

(which play a crucial role in the South Africa education system) attracted a great deal of public interest concerning the credibility of the examination.

The researcher further states that achievement in the senior certificates should not be regarded as sufficient for ignoring the needs for quality schooling, nor should it detract from requirement for other factors to be taken into consideration, such as a good basis in the foundation and senior phases. Conventional wisdom suggests that it is this climate of continued change that is placing many employees under pressure and creating the types of work organizations (schools) that will produce high levels of occupational stress.

Van der Westhuizen (2003) argues that there is a concern that the linkage between Total Quality Management (TQM) and improved learning outcomes may not be clear or may even be non-existent. Patterson (2005) indicates that establishing and maintaining an organization culture that supports and sustains change requires at least four steps: Developing a series of belief statements, determining their implications, putting the implications into practice and revisiting the belief statements and implications regularly to ensure that the organizational culture is being preserved and reviewed.

Sirin (2005) seminal literature reviews also have documented well the relation of poverty and low socioeconomic status to a range of negative child outcomes, including educational attainment and achievement, and social emotional problems. Ikube (2004) found that children from schools with strong cultures or gifted seek peer's acceptance by masking giftedness conforming to peers' behavior patterns and purposes and achieve high. Nyirabimana (2004) observed that though competitive learning discourages cooperative learning, pursuit of individual excellence encourages hard work and competence.

Busiku and Nabwire (2003) defined planning as the way a school defines where it wants to be in the future and how to get there. Busiku, W and Nabwire (Ibid) acknowledging the role of head teacher in planning for the institutions noted the head teacher before the term begins, organizes the suppliers of textbooks, stationery and art materials, cleaning materials, science equipment, uniforms and food.

Bradley (2001) states that if these learning activities are to be carried out effectively and efficiently, evaluation should be used during the learning process to ensure they meet to appropriate objectives. Scheerens, Glass and Thomas (2003, p-31), explain that learning feedback, the formative role of evaluation, intrinsic interest in the process and a methodology that is controllable by the teachers are the central characteristics.

Ornstein and Hunkins (2004) support the statement that principal leadership is critical to the success of any curriculum development and implementation. Clarke (2007) stresses the need to create a positive learning climate that is selecting appropriate instrumental goals and assessments using the curriculum effectively and employing those teaching behaviors that help learners to learn at high levels. Good teaching and learning is about the quality of what happens in the classroom and the interaction between the teachers and the learners. Mugenda (2003) asserts the review of the literature will reveal what strategies, procedures and measuring instruments have been found useful in investigating the problem in question.

2.2 School-Based Factors that Contribute to Poor Management of School Curriculum

2.2.1 School Administrative factors

Administrative factors involve factors that are attributed to the head teachers and teachers as they carry out their duties within the curriculum implementation process. These factors directly affect the pupil who is the ultimate consumer of the curriculum. Administrative factors of head teachers such as head teachers' academic qualification, experience, leadership styles and degree of supervision, delegation, teamwork and involvement of teachers, pupils, parents and the community in decision-making is paramount in the overall implementation and management of the curriculum. Head teachers with such qualifications and characteristics are bound to do better and achieve high standards of performance in their respective schools.

James and Donald (2004) defines monitoring as actual running of the programme on a day-to-day basis, monitoring progress and making changes as necessary to ensure that it keeps on track for delivery of its objectives. Ornstein and Hunkins (2004) shows that, instructional supervision is important, especially at the level of implementation and that

the entire process of curriculum development needs to be supervised. Most of the time supervision is associated with instruction (control).

Clarke (2007) confirms that one possibility is to ask subject heads to gather feedback from subjects meetings and then for the issues identified to be discussed by the senior management team. He further says that it is important, however, that feedback be given to staff on changes that will be made to address their legitimate concerns or to address shortcomings that may have been identified.

Ninan (2006) views that the effectiveness of a school is dependent more on its "processes" and gauged by its "outcomes" than on its "intake". Busiku and Nabwire (2003) defined planning as the school defines where it wants to be in future and how to get there. Busiku et al (ibid) acknowledging the role of head teachers in planning for the institutions noted the head teacher before the term begins organizes the supplies of textbooks, stationary and art materials, clearing material, science equipment, uniforms and food.

Van der Westhuizen (2003) explains that individual teacher could apply the quality process in the classroom, but would need the support and commitment to quality in the behavior of the top team. Ornstein and Hunkins (2004) support curriculum dissemination of the information by saying that the principal's leadership is critical for the success of any curriculum development and implementation. They make sure that they determine the organizational climate and key support those persons involved in the change. The principal creates an atmosphere in which good relationships exist among teachers, and teachers are willing to take the risks necessary to create and deliver new programme changes implemented.

Mestry and Grobber (2004) state that South African School management has a multifaceted and enormous task to establish an environment that can lead to effective schooling. Good management and leadership is to ensure a better quality of curriculum management for the learners. Schools are challenging institutions to manage. This has become particularly so due to the fast and continuously changing environment.

The introduction of FPE, like increased enrolment, enrolment by over-age learners and people from the streets, and over stretched resources. These changes need to be addressed in the most professional and appropriate way if effective teaching and learning is to be ensured (MOEST, 2004). Generating lasting school improvement requires classroom focused leadership, which emphasizes skills related to strategies for effective teaching and learning.

The reasons for staff development arise from the needs of changing demands of workplace. The MOE has built the necessary programme expenditure and curriculum delivery at all levels including primary and secondary (MOEST, 2004). Creative thinking is the mark of an effective head teacher. He/she should be able to use the resources found in the environment to support the curriculum (MOEST, 2004). The T.S.C code of regulation (1996), states that a head teacher is responsible for the day-to-day assigning of duties to and supervision of teachers. Sergon (2005) says that school's success depends on the head teachers.

According to Sergon (ibid), a leader gets things done and has the ability to inspire moderate, guide, direct and listen. These qualities are crucial for head teachers to be effective in their work. An example of the effective of head teacher's teaching subjects on performance in science has been found in Mr. Gakumu, of Nguviu Boys High School in Embu (Wachira, 2005). Ndege (Cheruiyot, 2003) says that teachers are likely to perform well if they trust in their principal. Many theorists have speculated that the secret to leadership problem lies in the style of the leader, the nature of the task, and the situation plus his personality.

Pioneer studies conducted in Iowa state university revealed that autocratic leaders perform highly, but only as long as they (leaders) are present to supervise. Democratic leaders are almost as good as the autocratic ones, but there was job satisfaction and workers needed less supervision. (Rono, 2002).

2.2.2 Physical, Teaching and Learning Materials

Teaching and learning materials include text books, chinks/chalkboards, charts, diagrams, maps, atlases and the like. Physical facilities entails the status of the facilities,

availability of spacious and standard classrooms in order to determine the impact of classroom congestion or overcrowded classrooms on the learner. Other facilities that aid in teaching and learning are toilets, libraries, electricity, staffroom, boarding facilities and other school equipments. Absence or inadequacy of these facilities negatively impact teaching and learning and subsequently the performance and management of the curriculum.

These materials are very crucial components in the management of the school, curriculum. On the relationship between educational resources and students' academic performance (Idiagbe, 2004) concludes the teacher's qualification and adequate facilities were determinants of assessing academic performance of students. According to Maeke (2005), poor learning resources and facilities have been classified under the causes of dropout rates and withdrawal. Bakhda (2004) points out those available facilities are inadequately utilized to suit the school curriculum and good performance.

Angora (2003), states that schools with adequate textbooks and other instruction materials are at an upper hand of performing. Schneider (2003) found out that school facilities have direct effect on teaching and learning. Textbooks enable the pupils to follow the teacher's sequence of presentation and aids in understanding of lessons (Ubogu, 2004).

The Kenyan government controls the remuneration and may often see no urgency in encouraging seamless implementation of a progressive reward system, (Okwach and George, 1997). The failure on the part of the public to recognize the fact that teaching requires great skill and talent compounds the matter. Delays in disbursing funds to support free primary school education have frustrated many teachers, put pressure and on parents financial burden.

A survey carried out by USAID education programme strategy revision (2003) revealed that rural schools in south Africa have poor facilities, lacking water, electricity and inadequate learning facilities and teachers lack rudimentary training in key subjects for example mathematics. This study investigated the effect of lack or inadequate teaching and learning resources and how it has contributed to poor management of school curriculum delivery and implementation; in the primary schools in the study District.

2.2.3 Teacher-Based Factors

Teachers' effectiveness, teaching strategies, their commitment, motivation, consistency of lesson attendance and workload are major factors that contribute to effective curriculum implementation. These factors are teacher oriented and the ability of the teacher to achieve the educational goals are heavily dependent on them.

Education research has continued to show that an effective teacher is the single most important factor of student learning (Marzano, 2007). The relationship between school effectiveness and teachers' satisfaction in North Mississippi schools in U.S, could either hinder or promote performance in their school subject curriculum (Davidson, 2005). Writing teacher characteristics in Nigeria, Adeyemo (2005) found out that the teacher characteristics influenced teaching and learning in classroom.

Low level of commitment by some teachers and poor syllabus coverage are some of the major challenges affecting education (The link, April2011). Teachers' attitude towards science is a significant predictor of pupils' science achievement as well as their attitude toward science teaching. Students positive attitude towards science could be enhanced by teachers' enthusiasms, resourcefulness and helpful behavior, teachers' thorough knowledge of the subject matter and making science quite interesting (Mji and Makgato, 2006).

Okumbe (1999) says that although educational organizations are bureaucratic, teachers who occupy the bottom of the hierarchy are highly educated professionals, sometimes even more educated than the head teachers. Thus teachers are supposed to be effectively involved in decision-making in their schools due to their specialized training. Teachers with stronger interpersonal skills can facilitate the learning process by helping students believe in themselves, fostering regulative behavior and encouraging students to be their best.

Ubogu (2004) asserts that teachers who lack enthusiasm are unable to teach effectively, making pupils not to learn well. This could be a contributing factor to poor performance by the pupils in national examinations. When teachers absent themselves from school frequently, pupils go unattended and do not do well in examination. Absenteeism by teachers reduces the amount of instructional time and this result in the syllabi not being completed. This in return results to lower output of the pupil (Ubogu, *ibid*).

2.2.4 Teacher Turnover Rate

Turnover or staff turnover or labour turnover is the rate at which an employer loses and gains employees. Simple ways to describe it are "how long employees tend to stay" or "the rate of traffic through the revolving door" (Wikipedia, accessed on 29th November, 2014). High turnover may be harmful to a schools' productivity if skilled workers are often leaving and the worker population contains a high percentage of novice workers. A large amount of internal transfers leaving a particular department or division may signal problems in that area unless the position is a designated stepping stone position.

High turnover often means that employees are dissatisfied with their jobs, especially when it is relatively easy to find a new one. It can also indicate unsafe or unhealthy conditions, or that too few employees give satisfactory performance (due to unrealistic expectations, inappropriate processes or tools, or poor candidate screening). The lack of career opportunities and challenges, dissatisfaction with the job-scope or conflict with the management have been cited as predictors of high turnover. According to Schneider (2003) high teacher turn over forces schools to devote attention, time and financial resources attracting replacement of teachers.

2.2.5 Understaffing Problems in Schools

Most schools in the district experienced acute shortage of teachers with some schools recording one (1) teacher for four classes (Loiyangalani district education office). The district has an average of 49 students per teacher and therefore this indicated that there was poor balancing of teachers in schools within the district. Such high student- teacher ratio reduces the productivity of the teacher since he/she has to serve a large number of learners hence missing out on individual attention. This in turn negatively affect the curriculum management.

Teacher shortage in South Africa has been a stumbling block to performance (Mji and Makgato, 2006). Schools are characterized by huge enrolment leading to overcrowding. Odhiambo (2006) pointed out that there is shortage of mathematics teachers in Kenya. Mji and Makgato (2006) observed that non-completion of the syllabus is a major determinant to student performance. Arguably, quality management of curriculum at school depends on staffing.

Teacher-Pupil ratio in some schools is so high that teachers find it impossible to pay attention to all learners, especially the slow ones. Also teachers were not able to give adequate assignments to the pupils, as they could not cope with the marking and teaching workload (UNESCO, 2005). The problems of teaching and learning facilities, congestion in classroom and understaffing, have no favour with the quality of education (Republic of Kenya, 2010).

2.2.6 Professional Development of Teachers

For effectiveness in teaching, the teacher must be updated on the course work and any other area of teaching and learning. With the changing curriculum, in-service training for teachers is paramount and therefore it must be encouraged. Improvement/or introduction of useful in-service courses for teachers is necessary in ensuring that teachers pass on content in accordance to curriculum.

According to Van Niekerk (2007) professional development covers a variety of activities, all of which are designed to enhance the growth and professional competence of staff members. Clarke (2007) emphasized the fact that most experienced teachers benefit from being reminded of the range of curriculum implementation strategies that are available to them. Van Deventer and Kruger (2003) states that when identifying teachers' development needs, it is essential to decide which of the problems are the most important and should receive attention first.

According to Clarke (2007), it is important if the factor of professional development for the staff during a particular period is to be classroom management, which lessons visits focus on this aspect of teaching. Monteith, Van der westhuizen and Niewouldt (2002) defines resource management as all the sources a student can use to make learning easier such as books, class, pens, desk and most importantly the teacher.

They further explain that resource management strategies are designed to assist learners in managing such resources in terms of effort and persistence and are aimed at helping learners to manage the time they have available for give task and their study environment. Chiriswa (2003) recommended that teachers and students be given incentives to raise their morale for better grades. Ubogu (2004) asserts that teachers who

lack enthusiasm are unable to teach effectively, making pupils not to learn well. This could be a contributing factor to poor performance by the pupils in national examination.

2.2.7 Pupils-Based Factors

Pupils who are regular attendants and have a good attitude to schooling are bound to perform well. The community, parents, teachers and fellow pupils are important in shaping the attitude of the learner. However the ultimate decision and sacrifice is made by the pupil. This is brought out when a pupil performs well in a group amidst challenges.

Howie (2003) have documented the relationship between mathematics achievements and learners' proficiency in English. Pupils who interacted using English language tend to understand it better and do well in examinations as all examination are written in English other than Swahili in Kenya. Ubogu (2004) asserts that the prevalence of the use of local language means that the pupils would lack vocabulary in English, which would be needed to understand teachers' lessons and the textbooks they read.

In South Africa, Mji and Makgato (2006) pointed out that few students take mathematics and those who do so do not perform well because they are not motivated which ultimately may lead to mass failure. Mwamwenda (1995) argued that the achievement of students in a subject is determined by attitude rather than inability to study. Haimowitz (1989) indicated the cause of most failure in schools might not be due to insufficient or inadequate instruction but by active resistance by the learner.

The effect of absenteeism and irregular school attendance is that materials taught will be difficult to understand when studied on one's own. Continued loss of classes results in loss of content and knowledge. Assignments and exercise would not be properly and correctly done leading to poor performance (Ubogu, 2004).

2.2.8 Student Discipline

Staffs' effectiveness in dealing with rampant cases of pupils' indiscipline, its ability to identify, prevent and control defiance behaviors in schools is important. Alternative approaches that schools designed as appropriate measures to root out deviance characters

or resistance to change need to be defined. There is need to find out accessibility and affordability of commonly abused drugs and assessed school's efficiency to reinforce and regulate policies and procedures in curbing illegal drugs in schools.

There was both private and public outcry that students' discipline had greatly deteriorated (Nabusoba and Waiswa, 2007). Kato (2007) discovered that adequate provision of learning materials especially textbooks led to higher accessibility by the learner and could influence pupil's discipline.

Babiita (2007) found out that social interaction promoted, influenced and that where there was discrepancy between the moral standard of the home and any companion, children often accepted the standard of the companion and rejected those of the family. In Tumutoreine findings it is noted that most unrest in schools are due to poor teacher-student relationship, which include aspects of psychological defects.

Unfortunately as Tumutoreine (ibid) noted that the parent do not see themselves as responsible for the behavior of their children, they then to rely heavily on schools and other agencies to assist them in preventing teenage indiscipline. Ikube (2004) found out that children from schools with strong cultures or gifted seek peers' acceptance by masking fitness conforming to peers' behavior patterns and purpose and achieve high. Nyirabimana (2004) observed that though competitive learning discourages cooperative learning, pursuits of individual excellence encourages hard work and competence.

The taskforce on discipline 2001 indicated that drugs and substance abuse was rampant in Secondary schools as well as in primary schools in Kenya and this leads to irregular attendance, rudeness and fighting. The consequence is being sent home and not completing their education (Were, 2006). Learners' background and how behavior is being re-cycled within school's learning environment with view that students' indiscipline affected effective management of school curriculum in the public primary schools in Loiyangalani District.

2.2.9 Wastage Rates in Public Primary Schools

Low transition and retention rates are a major challenge to most pupils in arid and semi-arid areas. Most parents opt to have their children graze the animals and get married at young ages than go to school. School dropout rates has been on the rise resulting to poor performance in public primary schools in Loiyangalani district.

An over-loaded curriculum affects pupil's participation in school negatively. Pupils in primary schools work under pressure. They are taught nine subjects out of which five are examined at the end of standard eight. They stay in school from seven in the morning to five or six in the evening and have short holidays. Emphasis on the mean score has led to increased demand for remedial teaching, which has reduced the children play time and affected their motivation for learning. The consequences are that their performance deteriorates. In the process, some children give up on education and in the long run, drop out of school (Republic of Kenya, 2010).

While literature abounds with social challenges faced by children in the arid Districts like: poor communication, vast distances to school, low literate communities, lack of social role models, lower valuation of girls education and limitations of basics schooling resources like teachers (KNEC, 2003, 2006, 2007, 2008), little has been done to address these challenges. In general educational outcomes are less encouraging in the semi-arid and arid schools.

In the schools in the arid and pastoralist semi-arid areas, most students do not finish primary school and among those who do, few move onto secondary school. Again, rural girls are less likely to finish primary school or to continue their studies (ibid).

The general causes of these problems which lead to school dropout include compulsory attendance, frustration, peer group pressure, personal problems and lack of interest in the teacher (UNICEF, 2005). Peer pressure can spark negative attitude in school work and this can lead to dropout (Ayodo, 2011).The attitudes of the peer towards education will strongly influence the child's feelings about school interests, aims and objectives (Republic of Kenya, 2010).

The Kenya Certificate of Primary Education (KCPE) national examinations are highly competitive so that schools are like training hall for the national examination. Based on performance, students are selected for secondary education. Most primary schools have extra coaching sessions for pupils in the early morning, lunch time, after school, and even on weekends and holidays. (Republic of Kenya, 2010). Distance to school is also a factor especially in pastoralist communities. Provision of primary school and teachers is very difficult and travelling to school poses a threat to many (Republic of Kenya, 2010).

There is a link between poor performance in KCPE and dropout rates and repetition. Poor performance always encourages prospective candidate as well as parents and guardians who feel discouraged to continue with school and consequently abandon it. The problem of teaching and learning facilities, congestion in classroom and understaffing, does not favour the quality of education (Republic of Kenya, 2011). Low academic achievement has been defined as failing to meet the average academic performance in test or examinations scores as determined by a set cut-off point (Fletcher et al., 2004).

At least six girls from Makata Primary School in Kilifi County are set for drop out of school after they got pregnant. Recently, more than 18 girls of Chepkurkur primary school in Mt Elgon constituency were found to be pregnant. Independent investigations by the standard had established that at least 50 girls drop out of school each term in the region. Credible sources also confided to the standard that eight girls in Kebee primary school that is about five kilometers from Chepkurkur have dropped out of school for being pregnant. In Cheplanget primary school in Bureti District, Kericho County, five girls dropped out of school after 'boda boda' operators allegedly impregnated them. (Masha, 2013).

2.2.10 Quality Assurance and Standards

Quality Assurance and Standard Officers monitor and evaluate implementation of curriculum in schools. They find out whether activities are being implemented as planned and whether they are producing desired results. All activities in a school should be monitored to ensure they are properly implemented. Performance should also be monitored. It should measure against the standards set during planning process so that

necessary actions can be taken (Nyakwara, 2009). However the capacity of the office of the QASOs is limited since most of them have no means of transport to facilitate movement from schools. This more so in arid and semi-arid regions of the republic.

The Quality initiative in Scottish schools was improved to include a culture of cooperation, collaboration and consultation (Clark, 2000). Nigeria has experience mass growth in quantitative growth. In the process however, quality seems to have suffered with all the attendance consequences. The quality education in Nigeria being provided for children has been a source of grave concern for a long time (Ngware et al., 2008).

In South Africa quality education has been compromised with high number of learners compared to teachers. There are several concerns on the problems the quality assurance and standards officers are facing. These problems include short time frames and notices, unavailability of transport and shortage of assessment tools. (Horsolman, 2002). Quality Assurance in education entails effective monitoring of curriculum delivery in schools to ensure effectiveness. In order to play their role effectively, the QASOs require special skills specific to the job (Etindi, 2000).

In Kenya, education reforms often fail to achieve desired outcomes due to ineffective and inefficient supervision. This has led to calls for the strengthening of the Directorate of Quality Assurance and standards (DQAS), particularly improving the knowledge, skills and attitudes of its officers who carry out the role of supervision of education in educational institutions (Ajuoga, 2010).

For a long time, however, it has been noted that those appointed to these roles were not qualified and did not know their roles due to lack of guidelines (Wanzare, 2006). With poor monitoring, chances are that every other component could be dysfunctional. With nothing done to correct the state, problems affecting the “system” could go undetected (Etindi, 2000).

Kipkoech and Kyalo (2010) observed that the management challenges facing implementation of Free Primary Education (FPE) in Keiyo. District, Kenya, is the supervision of schools by Education officers. The study revealed that the schools were

visited by the officers once in a while mostly once a term. This was despite the fact that they were charged with responsibility of supervising education programmes to ensure efficiency and effective implementation of the curriculum.

Chetalam (2010) investigated the factors affecting performance in Kenya certificate of primary education (KCPE) in Kabarnet Division of Baringo District. Several factors were identified and lack of enough supervision was one of them. Ajuoga (2009) revealed that the quality Assurance and Standards Officers (QASOs) competence was average in areas such as human relations, knowledge of subjects, supervisory approach, report writing and action research.

2.3 Socio-economic Factors affecting Management of Curriculum

2.3.1 Pupils' Socio-economic Home Environment

Socio-economic factors are exhibited by both behaviour and economic wellness of the learner's family. They may include and not limited to abusive parents, drunkardness of parents, absentee parenting, lack of guidance, lack of basic needs, and insufficient sleep among others.

Children from poor socio-economic status families have higher chances of experiencing, right from their pre-school years, parental attitudes which do not motivate them to study and unsatisfactory home environment which does not encourage learning (witnessing domestic violence, family stressors, adverse life events (Indian journal of pediatrics, Nov, 2005). Malnutrition due to poverty coupled with low education and status of parents adversely affect their cognitive development (Indian journal, *ibid*). In the USA, nearly 13 million children live in families with income below Federal poverty level.

This constitutes 40 percent of children. Their learning is affected and they drop out of school or repeat the grade due to poor performance (UNICEF, 2006). Tanzania had 21 percent of the total population of children in child labour in 2006. The poor families used their children in domestic chores and farms. This affected their health and development, including school attendance and performance (Republic of Tanzania, 2006).

Studies conducted by Okumu, et al., (2008) revealed that, dropout rates were directly linked to parental socioeconomic background. Dropout rates among pupils from low

socioeconomic background are more prevalent in rural than in urban and among females than males. Evidence has established a connection between local economic indicators, such as village per capital income with the percentage of qualified teachers in school (Li, Park and Wang, 2007). Financial handicap is responsible for wastage and stagnation.

Out of poverty some parents utilize the service of their children to supplement earnings. They find it almost impossible to lose the assistance of children. In India, poverty is so miserable that parents are unable to meet other expenses connected with the education even against the provision of Free Primary Education. During the harvest time, children cannot afford to go to school as they are required in the farm (UNESCO, 2005).

The structural adjustment policies (SAPs), which facilitate debt servicing through fiscal austerity and reduced government interventions in indebted nations have been traced to declines in education (Onwami and Onwami, 2010). This study sought to determine the level of availability, accessibility and provision of basic needs that pupils' parents provide to them for motivation and interest in order to assess the extent to which socioeconomic status influenced pupils' performance in the national examination results.

2.3.2 Pupils' Parents or Guardians' Education Background

Educated parents/guardians appreciate and encourage their children to work harder in school as opposed to their illiterate counterparts who have vague understanding of what education entails and have little or no drive and encouragement for their children on education matters.

Desarrollo (2007) indicated that the extents to which parents or other family members are actively engaged in a student's education had positive influence on the students' achievement. However, with regard to the content of what children learn, many fall short because in general they do not possess the necessary education and therefore find it difficult to determine and understand what was done at school (Mji and Mbinda, 2005).

It has been recognized that children from poor socioeconomic status families have high chances of poor school performance (Indian Journal of pediatrics, November; 2005). These children face the added burden of "language barrier," namely, they are not conversant

with English as they came from non-English speaking families, which leads to poor school performance or even failure (Indian journal of pediatrics (ibid)). Pupils whose parents monitor and regulate their activities provide emotional support, encourage independent decision making and are generally more involved in their schooling and are less likely to drop out of school (Syombua 2007).

2.3.3 Parents Response to Provision of Learning Materials

The extent to which parents' or guardians' respond and assist their children's education needs and requirements determines the pupil's final outcome. This is because the interaction between the learners' performances and parents' support have direct influence either positively or negatively on pupils' performance.

Ubogu (2004) asserts that lack of basic school needs like learning materials could not provide conducive and stable environment for the pupils to study. Evidence has established a connection between local economic indicators, such as a village per capital income with the percentage of qualified teachers in school (Li, Park and Wang, 2007). Lack of learning materials leads to contribute poor management of quality curriculum delivery and implementation.

2.3.4 Parents Consultation with Teachers

This study sought to find out the time teachers put aside for disseminating information to parents about their children academic performance and the influence parents' involvement have in the outcome of their children's academic achievement. Feedback is important to parents as this enables them to understand the strength and weaknesses of the learner and helps them know the strategies to employ to assist them.

Ubogu (2004) indicated that parents' interaction with teachers enables them to know what their children are encountering in the school and what could be done to deal with the problem. It would also put pupils on alert and study in school as they would know that their parents would inquire about their performance.

2.3.5 Parents' Willingness to Participate in School Activities

This work studied the level of parents' willingness to participate in the school development activities in order to determine the effect of their participation and

involvement in pupils learning outcomes. Parents who are willing and outgoing in schools' activities have a tendency of encouraging their children to work harder.

Sigh et al, 2004 asserts that motivation is a function of confidence. Parents' role in matters of educating their children is undeniable or indispensable for the child is more encouraged if parents are interested in his work. Mji and Mbinda (2005), accent that Parents involvement with respect to participate in schools functions, buying necessary school equipment: books, uniforms are important.

Pillay (2004) says that one critical variable, for example is the socioeconomic status and hence work-related demands on the parents. Mji and Makgato (2006) say that parents leave very early for work, come back late and tired which results in schooling activities of their children being the last thing they would practically consider participating in. Singh, Mbokodi and Msila (2004) explain parents have distinct advantage over any one else in that they can provide a more stable and continuously positive influence that could enhance and complement what the school fosters on their children.

2.3.6 Socio-Cultural Practices

This study investigated the effect of early marriages, FGM, teenage pregnancies and violent conflicts between communities and cattle rustling activities engaged as means to acquire wealth and determine their impact on the provision of quality education and performance. It assessed the impact cultural practices and beliefs have in the effective management of school curriculum.

Culture is a way of life, of a people. Cultural practices are therefore values, beliefs, attitudes and practices which are prevalent in a community. Cultural practices in a community will more often have an impact on a local school. This may affect the use of resources to enhance teaching, learning and the general school management (MOEST, 2004).

Parents tend to encourage early marriages of their daughters. According to Republic of Kenya (2003), 22.7 percent and 8.6 percent of girls from poor households get married and fell pregnant respectively. Okumu, et al, (2008) further noted that parents worry

about wasting money on the education of girls because they are most likely to get pregnant or married before completing their schooling that once married girls become part of another family, and the parental involvement in them is lost. Kasente, (2003) explain how early marriages influence children dropping out of school especially in regard to girl child as it is perceived by parents that marrying off the girl is an escape route from poverty.

The report on Northern Kenya is no stranger to violence, says Mohamed Elmi, Minister for Development of Northern Kenya; "At any given time a school somewhere in this region will be closed as a result of armed conflict and long after the conflict has ended, its impact may still be felt. To cite just one example: The Turbi massacre in Marsabit left nearly 100 people dead, more than 6000 people were displaced by violence, twelve hundreds of whom were children. Even primary schools in the area were affected. Twenty two of the dead were children at Turbi primary school who were just killed before starting their morning classes" (Link, April 2005).

2.4 Incentives that Increase and Retain Pupils in the School

2.4.1 Free Primary Education

This study investigated the management challenges faced in the implementation of FPE, and its delays on effective classroom teaching and learning resource provisions as probable factors contributing to poor management of school curriculum delivery in public primary schools, Loiyangalani District. It sought to determine the effect of FPE on teacher's efficiency in the classroom activities and also investigated the relationship between classroom congestions and teacher-pupil ratio and the extent to which huge enrolment over-stretched teaching and learning facilities thus leading to poor performance by pupils in the final examinations results.

The introduction of FPE, in 2003 was received with mixed reaction across the country. The government's task force reported that the implementation of the programme was faced with a number of glaring challenges that required to be addressed. The implementation of free primary in education in Kenya however, found school managers off guard, they had not been prepared for the change and so they found it challenging. Many schools had an overwhelming increase in enrollment while others witnessed mass exodus (UNESCO, 2005).

It emerged that most schools did not have adequate classroom to accommodate the large number of pupils enrolled under the FPE programmes. For instance, classrooms appeared to be generally congested and there was hardly any space for free movement during lessons. The promise by National Rainbow coalition Government to provide FPE by paying ksh 1020 per year, per child is miserably inadequate. The fact that government has given a greater say in school management underlies the importance role in enhancing educational quality (Kenya Times 6th April, 2003).

The work of Ngware, Oketch, and Ezeh (2008) also suggests that after FPE, class sizes in public schools in the informal neighborhood's rose beyond recommended benchmarks. Low achievement in KCPE by students in public schools suggests that beyond widening participation, the FPE policy should also begin to ensure that the quality of education in public schools is improved so as to produce better schooling outcomes (APHR, 2008, 18).

2.4.2 The Provision of Low Cost Boarding

This study sought to find out whether the relationship between students' performance and effective management of time as a predicting factor influencing final examination results. It also sought to investigate into accessibility and availability of boarding facilities in order to establish their effect on pupils' performance as it was expected to reduce absenteeism of pupils and ensured completion of syllabus.

Yeya (2002) noted that students with impressive marks avoid day schools in favour of boarding schools. He further observed that students in boarding schools perform better in national examination. In the same vein Yeya (ibid) observed that students in boarding schools cover the syllabus in time and are exposed to more remedial exercises because they are ever in schools as compared to day schools which are characterized by absenteeism of both teachers and students which lead to non-completion of the syllabus in a given year. Mji and Makgato (2006) observed that non-completion of the syllabus is a major determinant to students' performance in all school curriculum subjects. The students who do not complete the syllabus are unprepared for examinations (Education insight, 2005).

2.4.3 School Feeding Programme

This study investigated the effect of school feeding meals on enrolment and retention. Also, it sought to find out its contribution to pupils' performance in curriculum achievement and the results of food consignment delays on the effective management of school curriculum delivery.

In Kenya, the school feeding programme (SFP) increased enrolment from 5.87 million in 2002 to 7.26million in 2006, an increase of 23percent (Republic of Kenya, 2008). The qualitative studies reinforced the finding that the school lunch provides the largest meal of the day and in frequent cases the only meal. School staff and parents also noted that a regular school meal improved the health of children, reduced the incidence of illness, and increased attentiveness and interest of students in the classroom. With regard to nutritional outcomes, then, the school meal provides important access to a nutritional meal, but the school lunch does not compensate for the inadequate diet intake at home, especially among the rural poor. This finding is further supported by the evidence that many households prepare less food at home when the child receives a meal at school (UNICEF, 2006).

2.4.4 Teachers' Job Satisfaction

The study sought to determine the importance and benefits of in-service trainings for head teachers and teachers: teacher motivation, teamwork, delegation, awards and certificates offered to them in recognition for their hard work and commitment and involvement in decision making process.

The relevance of job satisfaction is crucial to the long-term growth of any work industry all over the world. This has to do with needs' satisfaction which is essential in the lives of workers because it forms the fundamental reason for working (Olulobe, 2005). Along with the teaching demands, teachers are charged with other duties such as: guiding and counseling, disciplining students, managing classes and participating in curriculum development panels. Coupled with this, the freezing of the hiring of teachers to public schools by Kenya government in 1998, created teachers shortage in many secondary and primary schools leading to increased workload.

During the 35th Kenya Secondary school Heads Association (KSSHA) national conference, the shortage of teachers in public schools was declared a national disaster. The KSSHA national chairman put the current shortfall at 66,000 teachers (Agutu, 2010).

According to Republic of Kenya (2007), numerous official documents over the last decade have increasingly drawn attention to the fragility of perceived teacher job satisfaction. Notably is the recent policy which demands that newly employed teachers stay in the same station for a mandatory five year service before asking for transfer to a new station of work. Further, there is a demand that teachers must sign performance contracts. This directive by the Ministry of Education has drawn criticism from Kenya National Union of Teachers (KNUT) and the Kenya Union of Post Primary Education Teachers (KUPPET). The Unions have contested for fear that performance contracts could interfere with the permanent and pensionable status of teachers' job (ibid).

Kenya is an interesting case of a developing country in which enrolment at primary and secondary levels has been expanding since the introduction of Free Primary Education (FPE) in 2003 and now subsidized secondary Education since 2008 (Ayodo, 2009). According to Abassi and Hollman (2000); individual with high levels of job satisfaction would have healthier physical and psychological records that very likely result in higher productivity and effectiveness in their job performance and willing staying longer in organization.

Dessler, (2001) found out that, many people experience satisfaction when they believe that their future prospects are good. Teachers maintain that if people feel they have limited opportunities for career advancement, their job satisfaction may decrease. Bull (2005) also found out that, most teachers were less satisfied with the advancement opportunities and pay.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses research design, study locale, target population, sample population, sampling procedures, research instrument, validity and reliability of research instruments and data collection procedure, data analysis and data presentation.

3.2 Research Design

The study adopted a descriptive research design. Descriptive statistics describe the distribution of and relationship among variables. It can be used when collecting information about people's attitudes, opinions, habits or any of the variety of social issues (Orodho and Kombo, 2002). Survey research design allows researchers to gather information, summarize, present and interpret (Orodho, 2002). In this way, verification, deeper explanation and appropriation of findings of the survey were sought for the sake of accuracy in interpretation of data (Kerlinger and Lee, 2000).

3.3 Variables

Independent variables were school-based factors, school administration process, teachers' and pupils' characteristics, QASOs' frequency of visits to schools for supervision, Moderating variables were MOE policy guidelines, post more teachers, Increase and disburse FPE Funds, SFP and access low cost boarding facilities. Intervening variables were; Parents education background, Parents willingness, level of participation in school activities, Cultural practices and beliefs and Level of household income. Dependent variables were pupils' performance: excellent, good or poor grades in the national examinations.

3.4 The Study Locale

The study was carried out in public primary schools in Loiyangalani District, Marsabit County. Loiyangalani District has been carved out of Laisamis District (now referred to as Marsabit South) that was carved out from greater Marsabit District in 2007. The majority of the inhabitants are pastoralists whose existence is jeopardized by persistence drought and violence conflict (The Link, April 2005).

Singleton (1993) asserts that the ideal setting for any study is one which is directly related to the researcher's interest and easily accessible. The researcher sought to carry out this study at the present location because:

- i). Little had been done in the District on constraints to management of school curriculum delivery.
- ii). The location is one of the ASAL Districts of Kenya and due to persistence and recurrent drought and famine; the inhabitants' socioeconomic status impacted negatively on schools leading to poor performance.
- iii). Study sought to investigate School-based and Home-based factors that influenced pupils' performance with view to recommending appropriate action to improve effective management of school curriculum and good performance of the learners.

3.5 Target Population

Macmillan and Schumacher (2006) defines a population as a group of elements or cases, be it an individual, objects or events that conform to specific criteria and are intended to provide a suitable base for the research. This study used a sample size of 234 respondents. The study District was chosen because of the rising concern on poor management of school curriculum delivery and implementation.

3.6 Sample and Sampling Techniques

Sampling is selecting a given number of persons from a defined population in such a way that the sample selected is representative of that population (Kimutai, 1995). Sample random sampling enhances an equal and independent chance of being selected as a member of the sample. Simple random sampling yielded research data that can be generalized to a larger population within margin of error that can be determined statistically (Orodho, 2009).

The target population included primary schools, head teachers, teachers, pupils, parents and QASOs. The study used systematic sampling technique to select 7 schools out of 11 schools, 7 head teachers from each sampled schools of the total eleven, a total of 28 teachers out of 61, 140 pupils out of 2975 and 56 parents out of 921 and three Quality Assurance Officers giving a total sample size of 234 respondents.

Table 3.1: Sample Population

Sample group	Population	Sample	Percentage
School	11	7	63.6
Head teachers	11	7	63.6
Teachers	61	28	45.9
Pupils	2975	140	4.7
Parents/guardians	921	56	6.1
Total	3979	234	5.9

3.7 Research Instruments

A questionnaire has the ability to collect large amount of information in reasonably quick space of time. Through use of questionnaire, information can be collected from a large number of people and the question can be easily analyzed and it allows anonymity (Orodho, 2009). Questionnaires are used in collecting quantitative data.

Creswell (2005), explains instrumentation as a tool for measuring, observing or documenting quantitative data. He further stated that researchers may identify these instruments before they collect data, and they may include a test, questionnaire, a tally sheet, a log, an observation checklist, an inventory or an assessment instrument. Interviewing (individual interview) the participants is important in understanding the views of the respondents based on the management of school curriculum delivery and interventions.

Interview allowed the researcher to clarify items on the study by repeating and replacing questions that seemed not clear to respondents (Kothari, 2004). Interviews is a good tool in collecting qualitative data. Because questionnaires do not allow probing, prompting and clarification (Amin, 2005) the researcher employed interview schedules in order to collect additional data that was left out by the questionnaires whose items are fixed. The study used questionnaires for head teachers, teachers, pupils, parents and interviews for Quality Assurance and Standard Officers and observation schedules to gather information.

3.8 Piloting

Mugenda and Mugenda (1999) assert that piloting ensures that research instruments are stated clearly and have the same meaning to all respondents. Piloting was carried on one school that was not included in this study. The piloting ensured that research instrument was not defective. Piloting identified problem that respondents have encountered when filling the questionnaires. The focus was about the validity of the questions in terms of clarity, suitability and simplicity of the language, content and concepts directed to generate accurate information.

3.8.1 Validity of the Instruments

Validity is the degree to which empirical measure or several measures of the concept, accurately measure the concept (Orodho, 2010). Validity refers to the extent to which an empirical measure adequately reflects the real meaning of the subject under investigation (Babbie, 1995). Mugenda and Mugenda (1999), defines validity as the accuracy and meaningfulness of the inferences, which is based on the research results while Creswell (2005) define content validity as the extent to which the question on the instrument and the scores from these questions are representing possible questions that could be asked about the content or skill.

It is the degree to which the results obtained from the analysis data actually represent the phenomenon under study. In fact content validity is non-statistical method used to validate the content employed in the questionnaire. According to Amin (2005) the research instruments must be appropriate for the study objectives to be achieved.

Interviews allow the researcher to clarify items on the study by repeating and rephrasing questions that seemed not clear to respondents. (Kothari, 2004). The research instruments was discussed with respondents and piloted to find out if everything worked well and to detect any flaws or misunderstanding. Any item found to be ambiguous was modified and restructured.

3.8.2 Reliability of Research Instrument

Orodho (2009) defines reliability as a measure of the degree to which a research instruments yields consistent results or data after repeated trials. Reliability of an instrument is the dependability or trustworthiness of an instrument. It is the degree to which the instrument consistently measures what it is supposed to measure (Amin, 2005). Amin (ibid) comments that test-retest or stability test provides evidence that scores obtained on a test at one time (test) are the same when the test is re-administered some other time (retest). The correlation coefficient of the instruments was computed using the Spearman Brown prophecy formulae for the split-half. Reliability of the instruments were determined by Cronbach's Alpha coefficient. Computation of alpha is based on the reliability of a test relative to other tests with same number of items, and measuring the same construct of interest (Hatcher, 1994). Cronbach's alpha method given by;

$$\alpha = \frac{p}{p-1} \left| 1 - \frac{\sum_{i=1}^p \sigma_i^2}{\sigma_T^2} \right|$$

Where p is the number of items in the scale (given the denominator of the first term, p must be 2 or greater)

σ_i^2 is the variance of the i^{th} item, $i = 2 \dots p$ and

σ_T^2 is the variance of the entire test, to test the reliability of the two sets of data.

The alpha coefficient ranges between 0.0 to 1.0 though there is actually no lower limit to the coefficient. The closer Cronbach's alpha coefficient is to 1.0 the greater the internal consistency of the items in the scale. George and Mallery (2003) provide the following rules of thumb: $\alpha > .9$ – Excellent, $\alpha > .8$ – Good, $\alpha > .7$ – Acceptable, $\alpha > .6$ – Questionable, $\alpha > .5$ – Poor, and $\alpha < .5$ – Unacceptable.

While increasing the value of alpha is partially dependent upon the number of items in the scale, it should be noted that this has diminishing returns. It should also be noted that an alpha of .8 is probably a reasonable goal. It should also be noted that while a high value for Cronbach's alpha indicates good internal consistency of the items in the scale, it does not mean that the scale is uni-dimensional. This study achieved a correlation coefficient of 0.8 for the purposes of reliability of the data.

The reliability analysis is used to test consistency of respondents' answers to all the items of independent and dependent variables in the questionnaire, whether the items are highly correlated with one another or not (Hamidun, 2009). According to Amin (2005), a perfect reliable instrument has a coefficient alpha of 0.7, meaning that all values to 0.7 are reliable.

3.9 Data Collection Procedure

The study sought approval from Graduate school, Kenyatta University and a permit was also sought from the National Commission for Science, Technology and Innovation (NACOSTI), before the study was concluded. Consent was sought from individual respondents through questionnaires and also other school documents for example, QASOs' reports and teachers professional records were accessed.

3.10 Data Analysis and Presentation

Macmillan and Schumacher (2006), describe coding as a descriptive name for the subject or topic of a data segment. The data was collected, sampled, coded and analyzed using descriptive statistics such as frequencies, percentages, means and standard deviation with help of statistical package for social science (SPSS) and MS Excel that was subsequently presented in form of tables, charts and graphs.

3.10.1 Analysis of the Quantitative data

Data analysis was approached through answers given in the questionnaires. The participants in the study responded to questions that investigated the study problem which was based on the title; "Constraints to Management of School Curriculum: A Case Study of Public Primary Schools in Loiyangalani District of Marsabit County, Kenya." Findings collected from the respondents, specifically on school-based factors of: school administration process, physical and learning resources, teacher and pupils' characteristics factors, frequency of standard assessments: monitoring and evaluation, home-based and community factors.

3.10.2 Coding and Classification of Qualitative Data

McMillan and Schumacher (2006), describe coding as a descriptive name for the subject or topic of a data segment. The interviews were analyzed using the detailed responses of the school assessors (QASO's) on the constraints to management of school curriculum delivery and implementation.

3.11 Ethical considerations

The study adhered to the ethical considerations in that the data that was obtained was treated as confidential as possible to safeguard the respondents from abuse. The respondents were recruited into the study on voluntary basis and their freedom to leave the study at any time was respected. Personal details were not required on the questionnaires to ensure confidentiality.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This Chapter interprets and discusses both quantitative and qualitative data. Questionnaires were used to collect quantitative data from head teachers, teachers, pupils and parents or guardians. Interviews were used to collect qualitative data generated from interview and observation checklists. Below is a representation and analysis of the data in tables and graphs.

The Table 4.1 below gives a summary of the number of questionnaires administered to different cohorts of respondents

Table 4.1: Response Rate of the Questionnaires' Respondents

. Respondents	Questionnaire administered	Questionnaire filled	Response rate
Head teachers	7	7	100%
Teachers	28	28	100%
Parents /guardians	56	56	100%
Pupils	140	140	100%
TOTAL	231	231	100%

A total of 231 questionnaires were administered and all the 231 were filled and submitted back by the respondents giving an output percentage of 100. This method targeted seven head teachers, 28 teachers, 56 parents/guardians and 140 pupils.

4.2 School Administrative Factors that Influence Management of School Curriculum

Administrative factors involve factors that are attributed to the head teachers and teachers as they carry out their duty within the curriculum implementation process. These factors include head teachers' gender, leadership style, support to teachers, monitoring, frequency of staff meetings and professional development strategies. These factors directly affect the pupil who is the ultimate consumer of the curriculum. Administrative factors of head teachers such as head teachers' academic qualification,

experience, leadership styles and degree of supervision, delegation, teamwork and involvement of teachers, pupils, parents and the community in decision-making is paramount in the overall implementation and management of the curriculum. Head teachers with such qualifications and characteristics are bound to do better and achieve high standards of performance in their respective schools.

The research question answered in this section was: **What administrative factors constrain effective curriculum management?**

The Table 4.2.1 below is a summary of gender based factor on management of school curriculum. It show the number and percentage of either gender who are head teachers in sampled primary schools in Loiyangalani district.

Table 4.2.1 Head Teachers’ Gender and Management of School Curriculum

Gender	Frequency	Percent %
Male	7	100
Female	0	0
Total	7	100

The Table shows that all the head teachers who participated in this study were males (100%) and there were no female head teachers. The head teachers’ gender representation is male dominant. The absence of female head teachers implied that girls, though forming a large percentage of pupil enrolment, missed valuable guidance and counseling services. Male teachers may not provide appropriate teacher-counselor services especially in some sensitive areas like sanitary towels and puberty which may only be handled by female teachers. This contribute to absenteeism and drop out of girls due to lack of proper guidance. This is a management issue that may largely contribute to poor performance of the learner.

The Table below represents the head teachers in Loiyangalani district based on their age.

Table 4.2.2: Head Teachers' Age and Management of School Curriculum

Age in years	Frequency	Percent %
31-35	2	28.57
36-40	4	57.14
46-50	1	14.29
Total	7	100.00

The majority of the head teachers are mature adults who are experienced to handle leadership challenges that may be encountered in the day- to -day running of the school affairs. All of them have age ranging between 31-50 years which is ideal for all the tasks of a head teacher in a primary school.

The Table 4.2.3 below is a summary of the level of education of head teachers of the sample school in Loiyangalani.

Table 4.2.3: Professional Qualifications of Head Teachers and Management of School Curriculum

Professional Qualification	Frequency	Percent %
B. Ed Degree	4	57.14
Diploma in Education	2	28.57
P1 Certificate	1	14.29
Total	7	100

From the Table above, the majority of the head teachers (57.14%) had attained Bachelor of Education (B.Ed) Degree while (28.57%) attained Diploma in Education and the (14.29%) had a P1 certificate. It can be seen that majority of the current school heads were adequately educated. According to Idiagbe (2004), teacher-academic qualification is a prerequisite requirement for effective management of school curriculum.

The Table 4.2.4 below shows the marital status of head teachers in the seven sample schools in Loiyangalani district.

Table 4.2.4: Marital Status of Head Teachers and Management of School Curriculum

Marital Status	Frequency	Percent %
Married	6	85.71
Single	1	14.29
Total	7	100.00

Table 4.2.4 shows that majority of the head teachers (85.71%) were married. It is expected that parents are reliable administrators to provide a more inclusive and interactive leadership roles when serving pupils and those below them since they have a better understanding of the child.

The Table 4.2.5 below shows the number of years of service of head teachers of the seven (7) sample schools in Loiyangalani district.

Table 4.2.5: Head Teachers' Working Experience and Management of School Curriculum.

Working experience	Frequency	Percent %
Less than 10 years	3	42.86
11-15 years	2	28.57
16-20 years	2	28.57
Total	7	100.00

The Table above (table 4.2.5) shows that only (42.86%) of the head teachers had a working experience in leadership of less than 10 years while the rest (57.14%) had a working headship experience ranging from 11-20 years. The head teachers possessed necessary working experience to provide the needed managerial and leadership skills to implement, reinforce and regulate policies and procedures. These working experiences were expected to give them capacity to promote and enhance teamwork, collegial supervision, participatory democracy, delegation and inclusive leadership.

According to Sergon (ibid), a leader gets things done and has the ability to inspire moderate, guide, direct and listen. These qualities are crucial for head teachers to be

effective in their work. These qualities are attained with time as the head teacher continues in his/her service and hence heavily dependent on the experience of the leader.

4.2.1 Head Teachers' Leadership Style and Management of School Curriculum in the Views of Teachers

Van der Westhuizen (2003) explains that individual teacher could apply the quality process in the classroom, but would need the support and commitment to quality in the behavior of the top team. Ornstein and Hunkins (2004) support curriculum dissemination of the information by saying that the principal's leadership is critical for the success of any curriculum development and implementation. They make sure that they determine the organizational climate and key support those persons involved in the change. The principal creates an atmosphere in which good relationships exist among teachers, and teachers are willing to take the risks necessary to create and deliver new programme changes implemented.

The pie chart (Figure 4.1) below shows the leadership styles of different head teachers in 7 primary schools randomly sampled in Loiyangalani district.

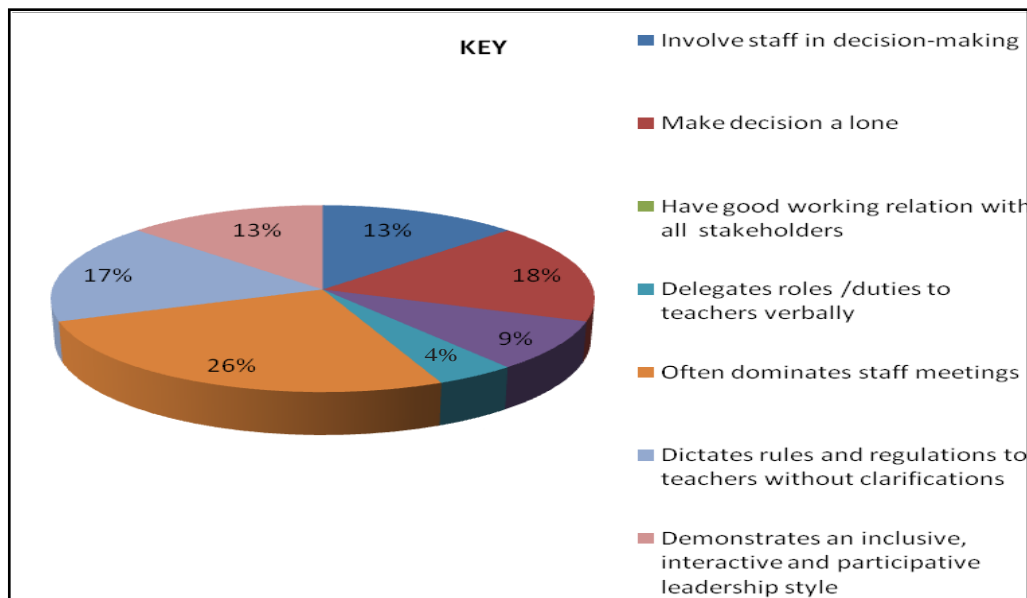


Figure 4.1: Head Teachers Leadership Style

Figure 4.1 indicate that head teachers applied varied leadership styles to provide and support management of school curriculum. It is evident that majority of head teachers involved staff least in major areas of school leadership. This is in support of the findings from Fred Fieldler's model cited by Koontz and Wehrich (1998), who suggested that group performance or effectiveness is dependent upon the interaction that leadership offers. Schools where head teachers and other stake holders engage each other in decision making are likely to do better in performance.

In the same vein Ramsey (1995), accents that people bring to the job differences in experience, talents, skills and knowledge, trainings and education which may significantly influence outcome. It is therefore expected that the leadership of the head teacher will either motivate or discourage teachers who are the major players in curriculum implementation. Head teachers who paid special attention to those areas in which staff lack self-confidence or capacity as explained by Daily and Kleiner (1995) are likely to improve on performance.

4.2.2 The Support the Head Teachers Provide to the Staff and Management of School Curriculum

Busiku et al (ibid) acknowledging the role of head teachers in planning for the institutions noted the head teacher before the term begins organizes the supplies of textbooks, stationary and art materials, clearing material, science equipment, uniforms and food. Van der Westhuizen (2003) explains that individual teacher could apply the quality process in the classroom, but would need the support and commitment to quality in the behavior of the top team. The graph below (figure 4.2) shows the kind of support the school heads in sample schools in Loiyangalani district give to the staff.



Figure 4.2: Head Teachers' Leadership Qualities

Figure 4.2, indicates that (28%) of the head teachers were found as non-starters in mobilizing resources needed to plan and take necessary action to improve management of school curriculum, while (25%) of the school heads collaborated, cooperated and consulted with their staff members on important issues concerning management of school curriculum. Seventeen percent (17%) of the teachers described their head teacher's leadership as inclusive and interactive. Fourteen percent (14%) of the respondents reported their head teachers lacked leadership grip on management of school curriculum because they were inefficient, ineffective and autocratic.

Ornstein and Hunkins (2004) support curriculum dissemination of the information by saying that the principal's leadership is critical for the success of any curriculum development and implementation. They make sure that they determine the organizational climate and key support those persons involved in the change. The principal creates an atmosphere in which good relationships exist among teachers, and teachers are willing to take the risks necessary to create and deliver new programme changes implemented.

Mestry and Grobber (2004) state that South African School management has a multifaceted and enormous task to establish an environment that can lead to effective schooling. Good management and leadership is to ensure a better quality of curriculum management for the learners. Schools are challenging institutions to manage. This has become particularly so due to the fast and continuously changing environment.

Collaborative, cooperative, consultative, accessible, approachable and good listening are qualities required for a head teacher to be able to effectively manage and foresee an effective implementation of curriculum. Therefore school head teachers were required to preview their leadership styles in order to avoid putting unnecessary stumbling blocks on the part to success and victory.

4.2.3 Frequency of Head Teacher Checking Teachers' Professional documents and records as reported by teachers

The pie chart below (figure 4.3) shows the frequency within which head teachers check the professional documents and records required for effective curriculum implementation.

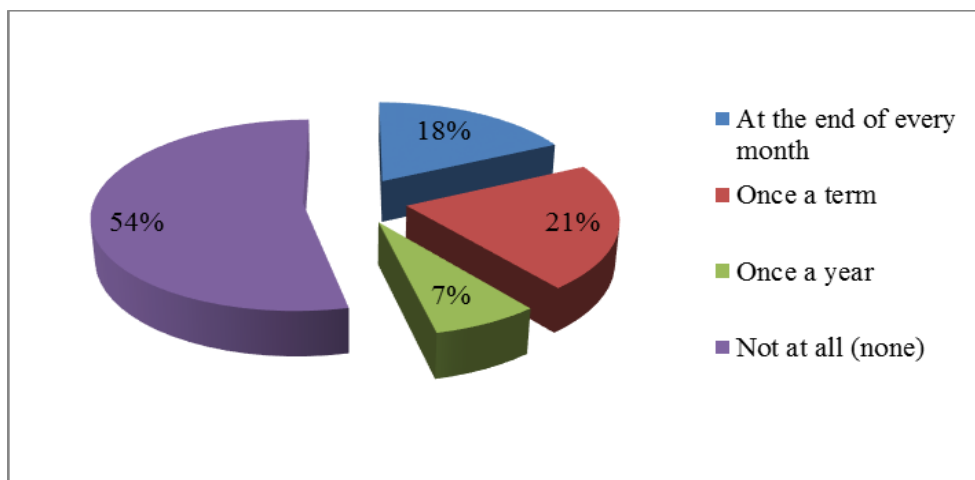


Figure 4.3: Observation of Classroom Instructional materials by Head Teacher as Perceived by Teachers

Figure 4.3, shows that majority of the teachers (54%) indicated that their head teachers did not check teacher's professional documents and records. Twenty one percent (21%) of the teachers had said that their head teachers checked them once a term. Only (39%)

of the head teachers check the professional documents regularly as required. TSC code of regulations (1996), gave head teachers the responsibility of assigning duties to teachers for the day-to-day roles and also supervision of teachers. When teachers were unchecked, the danger is that most of them may not complete syllabus on time. This may contribute to poor management of school curriculum.

Schools where head teachers are not keen on professional documents are likely to perform badly since the teachers are bound to relax and similarly, the head teacher may not be in a position to provide the necessary support and materials to teachers. This in the long run drops the performance of the school.

James and Donald (2004) defines monitoring as actual running of the programme on a day-to-day basis, monitoring progress and making changes as necessary to ensure that it keeps on track for delivery of its objectives. Ornstein and Hunkins (2004) shows that, instructional supervision is important, especially at the level of implementation and that the entire process of curriculum development needs to be supervised. Most of the time supervision is associated with instruction (control).

Clarke (2007) confirms that one possibility is to ask subject heads to gather feedback from subjects meetings and then for the issues identified to be discussed by the senior management team. He further says that it is important, however, that feedback be given to staff on changes that will be made to address their legitimate concerns or to address shortcomings that may have been identified.

Teachers were required to State the Frequency of Head Teachers' visits to observe Classroom Instruction.

The Table 4.2.6 shows the frequency of the head teachers in classroom for the purpose to observation of the instruction process.

Table 4.2.6: Observation of Classroom Instruction by Head Teacher as Perceived by Teachers

Number of Time	Frequency	Percent %
At the end of every month	5	17.86
Once a term	6	21.43
Once a year	2	7.14
Not at all (none)	15	53.57
Total	28	100.00

From Table 4.2.6 (53.57%) of the teachers reported that their head teachers did not observed classroom instructions, while (21.43%) of the respondents said that their head teachers observed classroom instructions once a term and (17.86%) of the respondents had indicated that their head teachers observed classroom instruction at end of every month and (7.14%) of them admitted that their head teachers observed classroom instructions once a year. Inadequate and irregular instructional supervision by head teacher might have contributed to poor management of school curriculum.

Generating lasting school improvement requires classroom focused leadership, which emphasizes skills related to strategies for effective teaching and learning (MOEST, 2004). With over (50%) of the schools lacking close supervision by the head teachers is highly likely to be the cause of poor performance of the schools. Workshops, seminars and in-service training to head teachers may be a solution such that all the head teachers will be able to do their work well.

A head teacher who conducts a class observation once a year or not at all has a high risk of getting poor results in examinations. It is important that observation of classroom instruction is programmed and carried out at closer range to ensure quality and coverage of the curriculum. Monthly observations are ideal though in schools with a high number of classes and pupils termly observations could work.

4.2.4 Frequency of Staff Meetings as Viewed by Teachers

The pie chart below shows the frequency of staff meetings convened in schools by head teachers as reported by teachers.

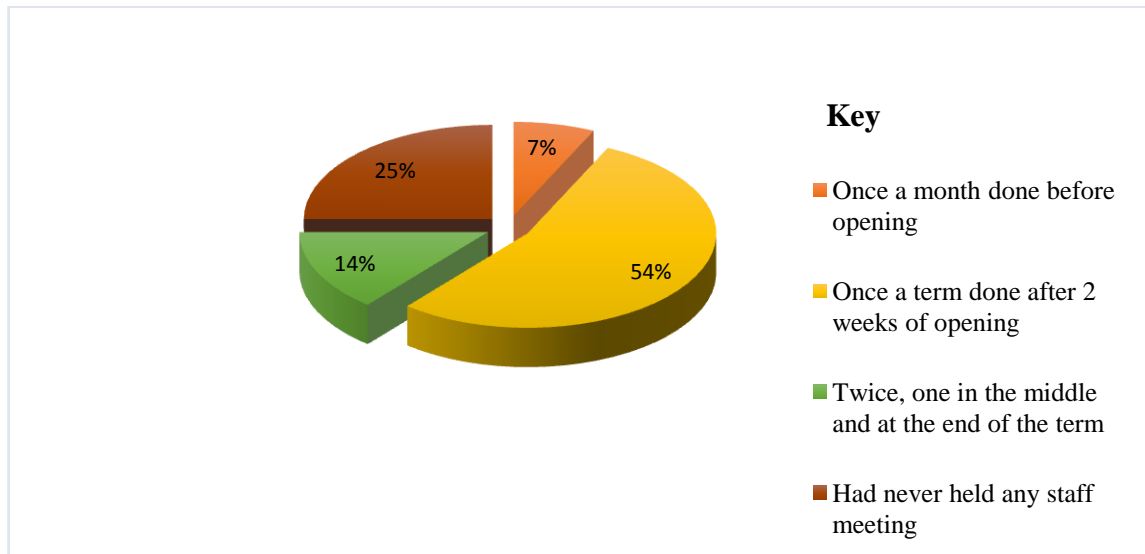


Figure 4.4: Frequency of Staff Meeting as Perceived by Teachers

Figure 4.4 shows that majority of the participants (54%) reported that staff meetings were done once a term after two weeks of opening and (25%) of the teachers found their head teachers did not conduct staff meetings at all while (14%) indicated that staff meetings were done three times a term. It can be seen that insufficient staff meetings contributed to poor management of school curriculum. Staff meetings offered opportunity for teachers to air their views, plan and chart the way forward to correct what was found insufficient in the management of school curriculum.

Busiku and Nabwire, (2003) explained staff meetings as critical stage in forecasting future plans envisioned to overcome challenges that faced the day- to- day running of the institutions. Staff meetings must be done on weekends and not on weekdays to avoid wasting valuable learning time for learners. This study finding found that school heads often do not pay attention to observing quality time, but irregularly conducted their staff meetings whenever such a need arose.

According to Sergon, (2005) school successes depend on the head teachers' ability to inspire, moderate, guide, direct and listen, because these qualities are crucial for an effective head teacher.

4.2.5 Professional Development of Teacher as Perceived by Teachers

The chart below (figure 4.5) shows the frequency of professional developments like seminars, workshops and other in-service training needed to update and improve teachers in their fields of teaching.

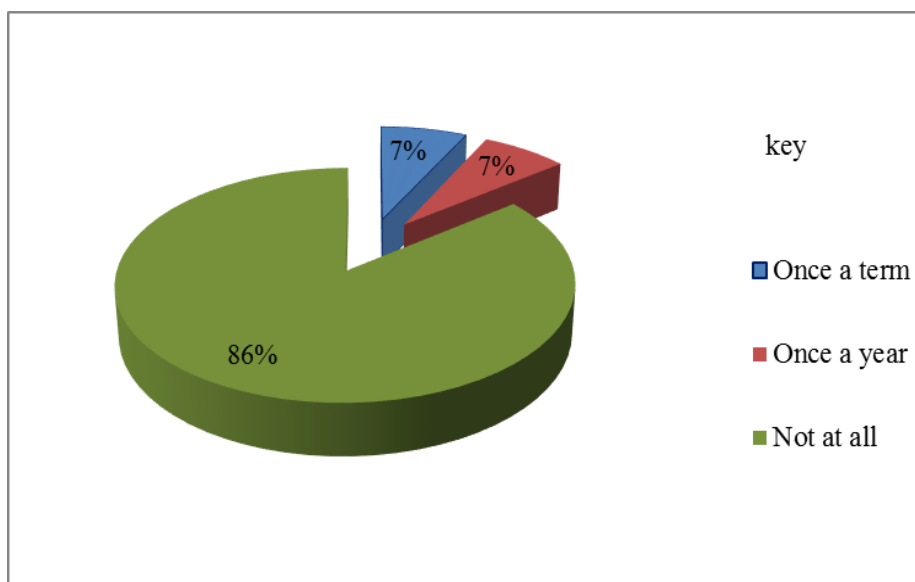


Figure 4.5: In-service trainings for Teachers

Results from the data in Figure 4.5, indicates that the majority of the respondents (86%) said that their schools did not carry any in- service trainings for its staff. Seven percent reported their schools conducted such professional development once annually and (7%) indicated such in-service trainings held once a term.

Regular in-service training is a continuous program that schools were required to undertake. According to Van Niekerk (2007), professional development is designed to enhance growth and professional competence. This is in agreement with the findings from Clarke (2007), who emphasized that the most experienced teachers benefited from being reminded of the range of strategies that are available to them, especially if that

factor of professional development for the staff during a particular period is to be classroom management and that lesson visits focus on this aspect of teaching.

4.2.6 Nature of In-Service Training Organized For Teachers on Curriculum Management and Implementation

The pie chart below shows a summary of the type of the in-service offered to teachers in their respective schools in the sample schools in Loiyangalani district.

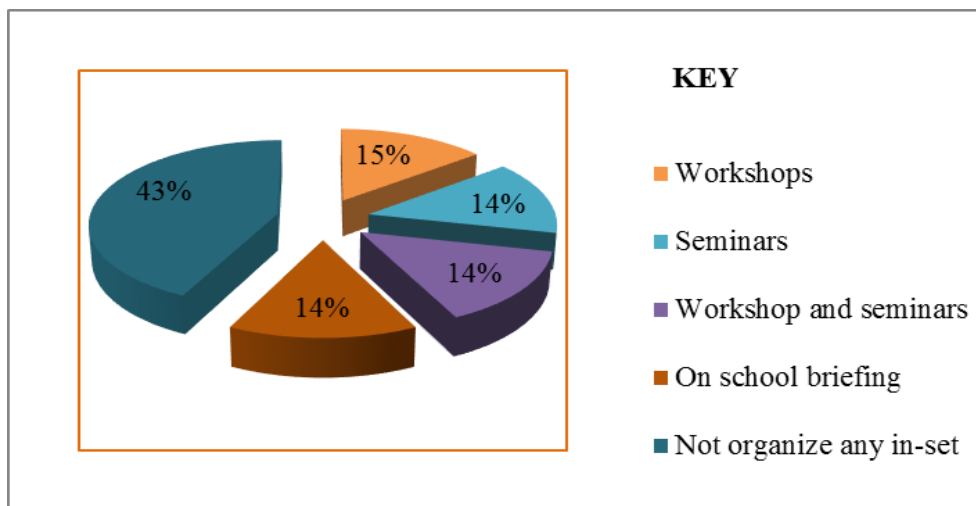


Figure 4.6: Nature of In-service Training

Figure 4.6 shows that (43%) of the teachers sampled did not attend any seminars or workshops in their teaching areas. (14%) of them either attended a workshop or a seminar while only (14%) attended both seminars and workshops. Therefore the nature of in-set programmes did not clearly address the skill gaps that needed to be bridged in the majority of the teachers because professional growth and development is unlikely achieved through mere school briefing, workshops and seminars.

In-service trainings are expected to address content and skill gaps on the difficult topics or chapters that often proved challenging. Such contents or skill requirements are arrived during subject panel meetings/ plenary.

The Table below shows the frequency of schools where pupils go without lunch.

Table 4.2.7: Occasions when Children go without School Lunch

Response	Frequency	Percent %
Yes	3	42.86
No	4	57.14
Total	7	100.00

Results from the data in Table 4.2.7, shows that majority of the head teachers (57.14%) who participated in the study indicated that they did not experience children missing school lunch, while (42.86%) of them reported that their pupils sometimes go without school lunch due to delay in disbursement of SFP consignments to schools. School day meals usually improved daily classroom attendance and helped reduce frequent absenteeism and lateness by children. When pupils are regular, teachers often completed syllabus content on time.

The school lunch provided the largest meal of the day and in frequent cases the only meal. School staff and parents also noted that a regular school meal improved the health of children, reduced the incidence of illness, and increased attentiveness and interest of students in the classroom (UNICEF, 2006).

When teachers were asked the efficient method to improve current status of SFP, they gave the following: SFP food ration to schools should be increased and disbursed to schools without delay, Board of School Management must devise different methods of sustaining school lunch without relying on SFP and government must start and increase funding to boarding schools.

4.2.6.1 Discussion and findings

School feeding programme (SFP) increased enrolment and helped retain pupils in the school and has been an initiative taken by WFP, in conjunction with the government of Kenya to supplement additional meals for children of nomadic pastoralists in the ASAL Districts, who are faced among others with challenges of vast distance to and from school, low income households , high illiterate population, who have low value for education of their children, and also the practice of retrogressive cultural practices and beliefs like early marriages, teenage pregnancies, FGM, where traditional ritual cut

among girls is prevalence, and also moranism among circumcised boys led to defiant behaviour. This is in agreement with the findings of UNICEF (2006), the qualitative studies reinforced by the finding that the school lunch provides the largest meal of the day and in frequent cases the only meal. School staff and parents also noted that a regular school meal improved health of children, reduced the incidence of illness, and increased attentiveness and interest of students in the classroom. The school meal provided important access to nutritional meal, but the school lunch did not compensate for the inadequate diet intake of home especially among the rural poor. This finding is further supported by the evidence that many households prepared less food at home when the child received a meal at school (UNICEF, 2006).

The Table below shows the responses of the head teachers on whether their schools have conducted any Education Day.

Table 4.2.8: School Education Day: Head Teachers' response on occasions when School Education Days were conducted in their Schools

Number of Time	Frequency	Percent %
Once a year	0	0
Not at all	7	100
Total	7	100

Information obtained from data in Table 4.2.8, indicates that all (100%) of the head teachers who participated in the study did not put priority on the importance of school education day to celebrate successes made in the right direction.

Indications are that parents days, school clinic days and other important school occasions were either inadequate or were not held in many schools, thus prize giving days to award successful pupils and teachers who showed outstanding performance trophies and certificates are inadequate.

Chirishwa (2003), recommended that teachers and students be given incentives to raise their morale for better grades. Ubogu (2004), asserts that teachers who lack enthusiasm are unable to teach effectively, making pupils not to learn well. This could be a

contributing factor to poor performance by the pupils in the national examinations (KCPE). It is often in such forums where principal of the year, teacher of the year or best pupil is rewarded for their outstanding performance.

4.2.7 Team Work Building Capacity by Head Teacher as perceived by Teachers

The chart below shows how head teachers work in their respective schools and how they use teamwork and capacity building in enhancing effective curriculum management.

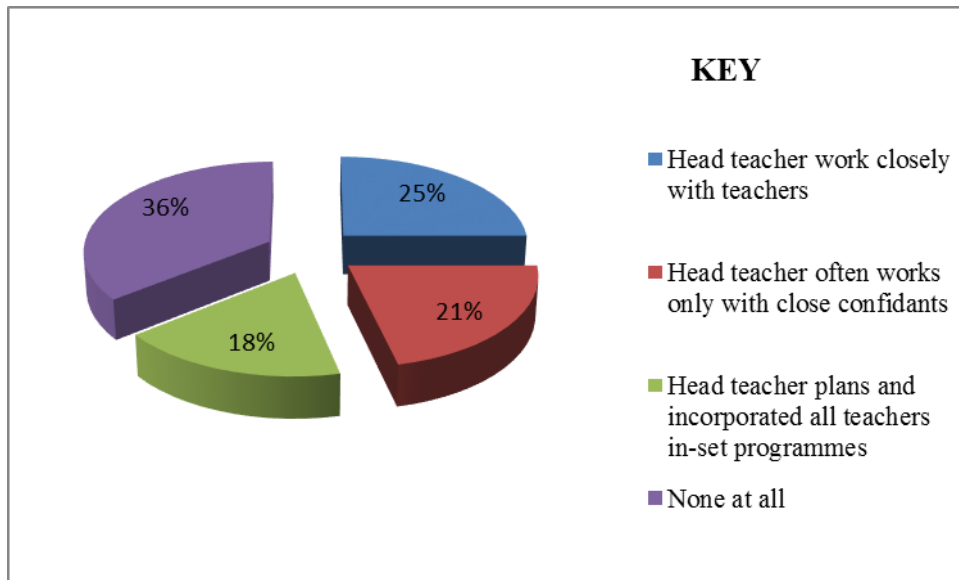


Figure 4.7: Team Work Building Capacity

Figure 4.7, shows that majority of teachers (36%) who participated in the study said that their head teachers did not promote team work or team building. Twenty one percent indicated their head teachers favoured and worked with those close to them. Forty three percent rated their head teachers promoting spirit of team work because they involved and worked closely with members of staff.

Head teachers saved themselves from pressures of work when they delegate roles and duties to teachers. Challenges are usually overcome when staff share, cooperate and network as a team. In this way motivation and interest is usually enhanced. This is because as Okumbe (1999) put although educational organizations are bureaucratic in

nature, the teachers who occupied the bottom of the hierarchy are highly educated professionally and working with them is inevitable.

4.3 School Physical and Learning Resources

School physical and learning resources are structures and utilities within the school and have an impact on teaching and learning process.

The sections seeks to answer the research question: **What school-based factors affect management of school curriculum and pupils' performance in KCPE in Public Primary Schools in Loiyangalani District?**

4.3.1 School Physical Facilities

The figure below is a chart showing the availability or level of adequacy of the physical facilities in the sample schools in Loiyangalani district.

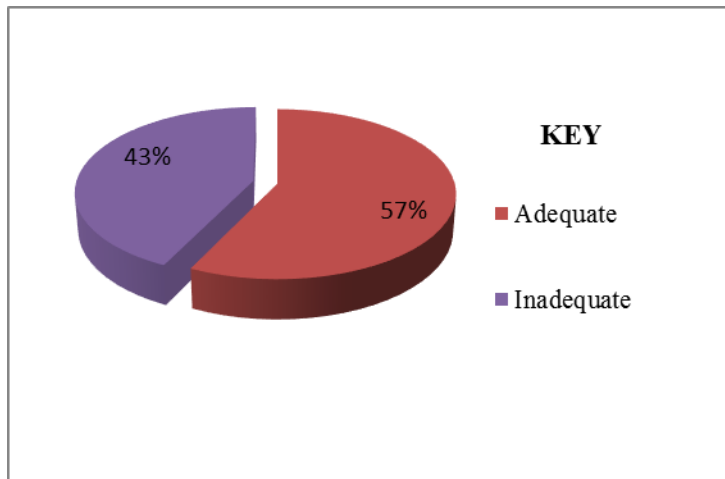


Figure 4.8: Classrooms

Figure 4.8 shows that (57%) of the head teachers rated their classrooms as adequate, while (43%) of them indicated their classrooms as insufficient.

When head teachers were asked to state problem of inadequate classrooms, they gave the following; Congestion/overcrowding, limited space for free movement for teacher when marking pupils' work, impediment to access effective learning, encourage or promote school dropouts, insufficient sitting facilities: chairs, desks, forms, tables, influence negative peer pressure, theft and vandalism of school property.

Though, lack or inadequate classrooms may not impede access or affect learners' time, classrooms often appeared to be generally congested and there was hardly any space for free movement by teachers during lessons to mark pupils work effectively (Kenya Times 6th April, 2003).

The Table below is an analysis of the status of toilets in the sample schools in Loiyangalani.

Table 4.3: Status of School Toilets as viewed by Teachers

Number of toilets	Frequency	Percent %
Less than 2	3	10.71
3-5	8	28.57
6-8	4	14.29
9-11	6	21.43
12-13	4	14.29
14-16	2	7.14
17 and above	1	3.57
Total	28	100.00

From data in Table 4.3, the indication is that (28.57%) of the teachers who participated in the study rated the number of their toilets between 3- 5, and (10.71%) of the respondents said their schools have less than 2 toilets, while 14.29% gave the number of toilets in their school between 6 - 8 and another (14.29%) of them listed the number of toilets in their school between 12 - 13 and another (3.57%) indicated theirs as ranging from 17 and above. Often these toilets missed doors and were in dilapidated conditions which were in dire need of repair.

The effect of absenteeism and irregular school attendance is that materials taught will be difficult to understand when studied on one's own. Continued loss of classes results to loss of contents and knowledge. Assignments and exercise would not be properly and correctly done leading to poor performance (Ubogu, 2004).

When teachers were asked to state the problem associated with inadequate school toilets, they gave the following; frequent absenteeism by pupils, pupils often sneaked out of school, waste of pupils' time as they crowded around few functional ones, indiscipline cases, children may help themselves in nearby bush, older girls may opt to stay away from school, threat to pupils' health and safety standards, contributes negative attitudes toward school, may greatly influence Pupils' performance.

Subsequently, they gave the following measures as remedy. Head teachers to; refocus more on school toilets as priority, build more toilets and repair old dilapidated ones, improve on school wash facilities, consider safety standards when constructing new toilets, distinct girls' toilets from boys'.

4.3.2 Lighting Facilities in the View of Head Teachers

Figure 4.9 is a chart showing the lighting availability and those classes that lit within the school researched.

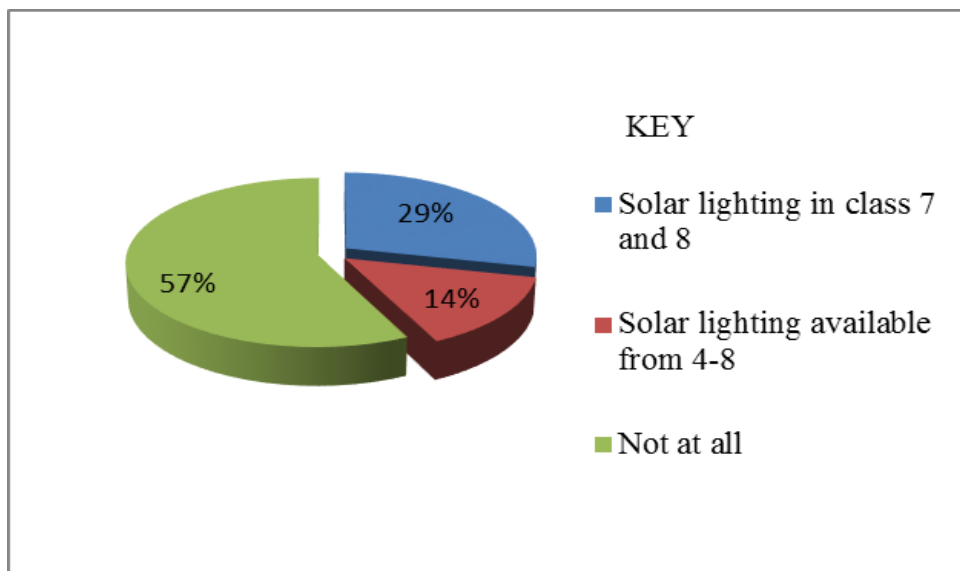


Figure 4.9: Lighting Facility in Classes

Results from data in Figure 4.9, indicates that majority of the respondents (57%) lacked lighting facilities in their school, while (29%) have solar lighting in standard 7 and 8, and (14%) of the head teachers indicated their pupils access solar lighting from classes 4-8.

Night studies at schools are often very crucial time for pupils to access their notes and textbooks or reference reading materials. This personal study time, enables learners to finish up or complete their teachers' work or homework and also facilitate study groups or discussion groups, time to interact with books and among themselves. Teachers too, may find time to continue with day's work or further clarify difficult concepts.

Survey carried out by USAID education programme strategy revision (2003) revealed that rural schools in South Africa have poor facilities, lacking water, electricity and inadequate learning facilities and teachers lack rudimentary training in key subjects for example mathematics.

The Table below shows the analysis of status of staffrooms in different schools from the seven schools sampled.

Table 4.3.1: Status of Staffroom as Perceived By Head Teachers

Status	Frequency	Percent %
Adequate	2	28.57
Inadequate	2	28.57
Not at all	3	42.86
Total	7	100.00

Information from data obtained in Table 4.3.1, indicates that majority (42.86%) of the head teachers indicated lack of staffrooms in their school, while (28.57%) reported inadequate staffrooms in their schools.

Staffroom is teachers' center of operation. Staff meetings are often conducted here. Challenges to effective management of school curriculum are discussed and new concepts embraced. School block time-table is often coordinated here. It directs the sequence of events and control non-completion of syllabus. Schneider (2003), found that school facilities have direct effect on teaching and learning.

The Table below shows teaching and learning materials in a school. It gives an analysis of the availability of these resources in the schools sampled.

Table 4.3.2: Adequacy of Teaching and Learning Materials according to Teachers' view

Learning resources	Adequate frequency	%	Inadequate frequency	%
Textbooks (pupils' guides)	8	28.57	5	17.86
Reference materials: Dictionary, Kamusi, encyclopedia	4	14.29	3	10.71
Wall maps, Atlases, charts diagrams /poster	5	17.86	4	14.29
Library books	3	10.71	8	14.29
Ex-books	3	10.71	3	10.71
Pens, pencils, chalk and other writing materials	5	17.86	5	17.86
Total	28	100.00	28	100.00

Results from Table 4.3.3, indicate that many schools did not have sufficient teaching and learning materials. Inadequate teaching and learning materials especially the teaching of Mathematics, English and Kiswahili may prove extremely difficult. Teaching of Science may not be practical and Social Studies very abstract to pupils.

Teaching and learning materials enhances understanding of abstract concepts and improve performance. Inadequate teaching and learning materials were factors contributing to poor performance in national examinations (KCPE) in the study schools. In South Africa, Mji and Makgato (2006) observed that pupil-textbook ratio has been high especially in rural and urban slums where students do not perform to expectations.

Angora (2003), states that schools with adequate textbooks and other instructional materials are at an upper hand of performing better, while textbooks enable the pupils to follow the teacher's sequence of presentation and aids in understanding of lessons (Ubogu, 2004).

The figure below is a chart showing head teachers' rating of the availability of teaching and learning resources in different school that were sampled.

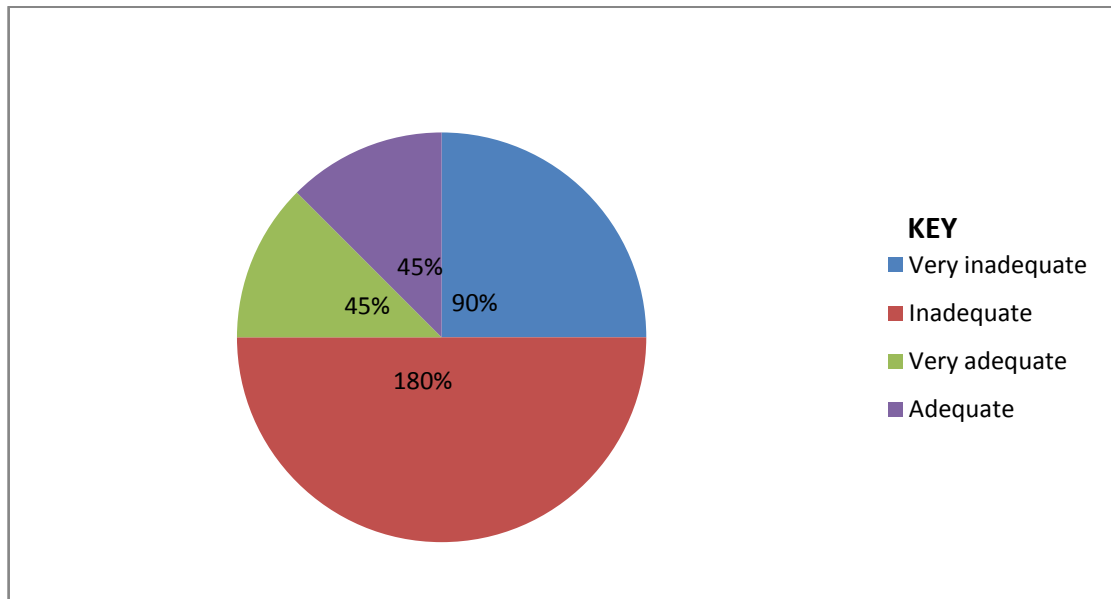


Figure 4.10: Head Teachers and Teachers rating of adequacy of learning resources in their Schools.

Figure 4.10, shows that (180%) of the head teachers and teachers rated learning resources in their schools as inadequate and (90%) as very inadequate while (45%) rated them adequate and another (45%) rated them as very adequate.

Challenges the schools face included; proper storage facilities, extreme weather conditions and leaking roofs, theft, tear and wear, vandalism, lack of school's policy on recovery of the lost books, delays in disbursement of FPE funds by government and poor records of the school inventories.

4.3.3 Number of Classroom Chairs, Tables Benches and Forms

The figure below is a chart showing the number of furniture by percentage of each category (desks, chairs, tables, benches and form) in the seven sampled schools in Loiyangalani district.

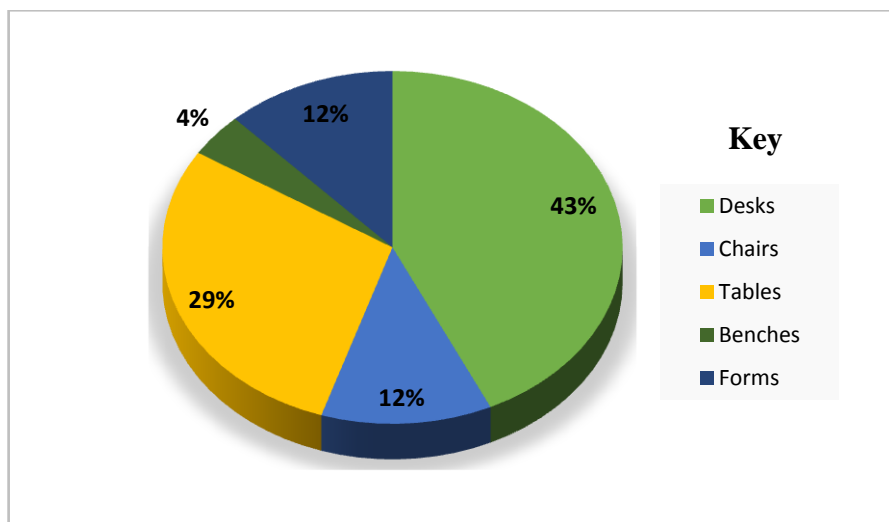


Figure 4.11: School Facilities

Figure 4.11, indicates that majority (43%) of the head teachers reported their pupils access sitting facilities like desks and (29%) of them indicated that their pupils access tables, while (4%) of the respondents stated that their pupils accessed benches as sitting facility. According to Maeke (2005), poor learning resources and facilities have been classified under the causes of dropout rates and withdrawal. Bakhda (2004), points out those available facilities to be adequately utilized to suit the school curriculum and good performance.

The Table below shows the status of security in schools in terms of fences.

Table 4.3.3: School Compounds as reported by Head Teachers

School land	Frequency	Percent %
Fenced	1	14.29
Unfenced	6	85.71
Total	7	100.00

From the Table 4.3.3 above (85.71%) reported their schools lacked fencing while (14.29%) indicated that their schools were secured with a fence. When head teachers were asked how unfenced school compound contributed to poor management of school curriculum, they cited the following reasons; It is difficult to reinforce and regulate school rules and regulations because late comers and sneakers may not be easily noticed,

drug peddlers and traffickers may sell illegal drugs to teachers and pupils, teachers' and pupils' discipline may deteriorate by accessing illegal drugs and substance abuse, pupils, who abuse drugs may not do well in school work, hence perform poorly in national examinations, teachers who abuse drugs may not be competent and often under teach which leads to non-completion of syllabus, school land may be encroached by land grabbers.

This may limit land for future development, unfenced school compound may breed conflict between it and its neighbours. Schools may be dragged into such land disputes, porous school compound may encourage trespassers access school from all directions. This behavior may cause disturbance during school sessions and also may favour learners melt into the local passersby and it is difficult to control and keep away animals from idling and roaming about.

Subsequently, they gave the following as remedy to this problem; government should allocate sufficient funds for schools to construct permanent fence, board of School Management should spearhead fund-raising activities to secure school compound by fencing it, there should be only one entrance point for all people. This may control drug peddlers and terrorists from accessing the school and also school rules and regulations can be reinforced and regulated, constituency Development Funds should be solicited for school development and school land should be registered and title deeds used to deter land grabbers.

4.3.4 School-Based Factors that Contribute to Poor Management of School Curriculum as Perceive by Pupils

The Table below shows the perception of pupils in the sample schools about school based factors that contribute to poor management of curriculum.

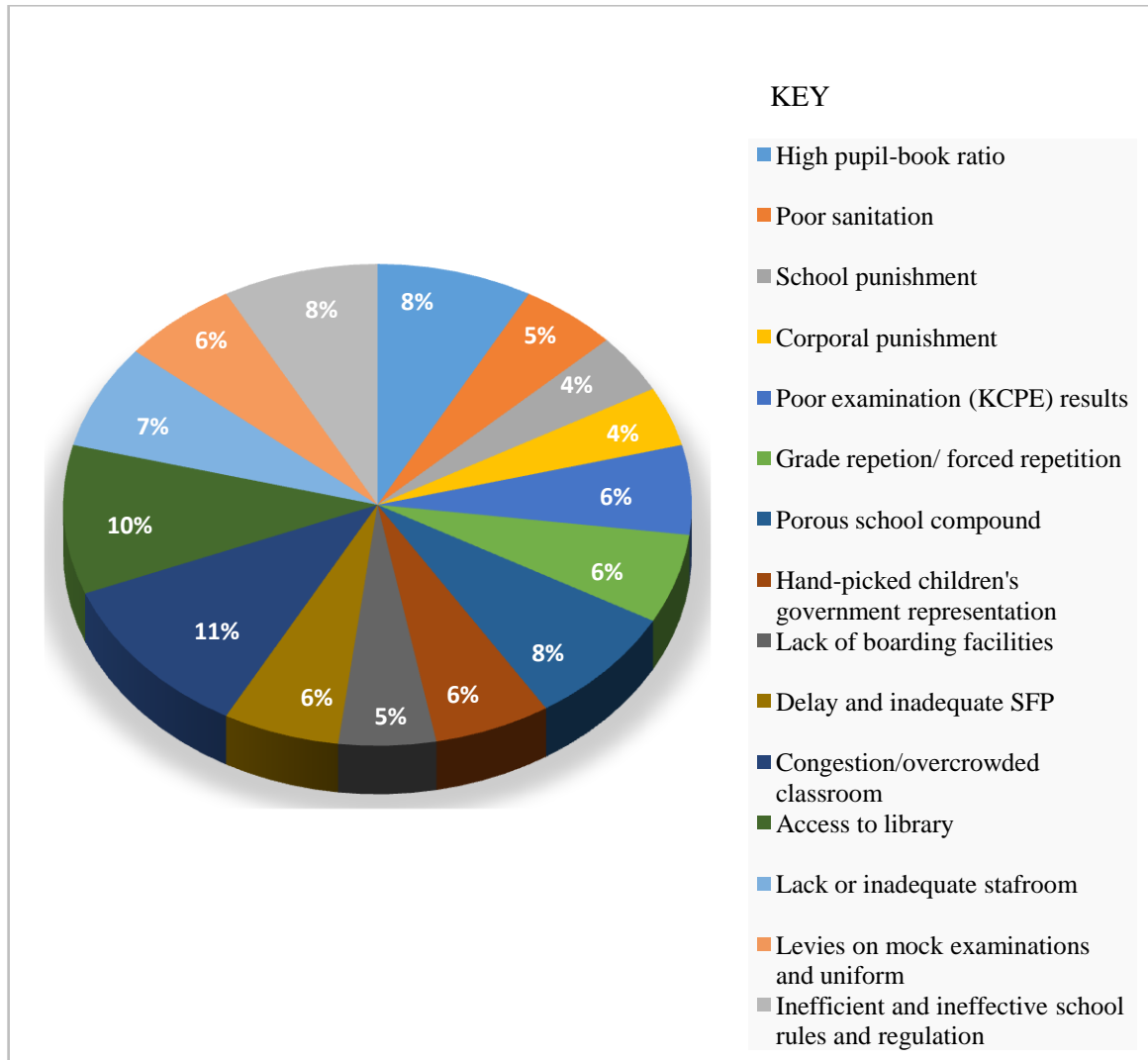


Figure 4.12: School-Based Factors

From Figure 4.12 it is evident that the following school-based factors contributed to poor management of school curriculum; high pupil-textbook ratio making it hard for teachers to deliver the curriculum well and similarly take home assignments to pupils is a challenge where books are limited. Poor sanitation is also a problem in most schools and hence posing a health risk to the learners. Sanitary towels are unavailable to girls contributing to a large percentage of absenteeism and school drop-out.

Corporal punishment to learners also contributed to poor curriculum implementation since most learners stayed away of school due to fear of punishment. Poor examination (KCPE) results is a major factor since the learner, the teachers and the community

perceive the results negatively and base their judgments on them. Sometimes poor performance results into grade repetition/forced repetition. This discourages the learners. It was noted that most school compounds are porous and therefore posing a challenge to monitor and restrict the learners within the school environment.

Delay and inadequate FPE funds and SFP/School day meals is a factor worth noting. Most humble families cannot afford meals in the morning and afternoon. Pupils from such families may not be able to do well. If meals are readily available in schools it makes the learners to stay in school. The delay or its inadequacy makes the situation no better. Class size plays a major role in curriculum delivery. With over 45 pupils in a class it is technically impossible for the teacher to have a personalized attention to every learner. Overcrowding also compromises the sitting and working of the learner.

Lack of library facilities makes it difficult for pupils to have a range of books to read and hence getting disadvantaged. Levies and fees charged on mock examination and uniforms disadvantages many pupils from poor families hence making them stay home while the rest continue with learning. This in turn translate to poor performance. Other factors contributing to poor curriculum management include ineffective school rules and regulations, negative attitude towards school or teachers and non-completion of syllabus. Ubogu (2004), asserts that lack of basis school needs like learning materials could not provide stable mind and conducive environment for pupils to study. Education insight (2005), also agreed that students who do not complete syllabus are unprepared for examination. Delays in disbursing funds to support free primary school education have frustrated many teachers, put pressure on parents' financial burden (Okwach and George, 1997). Absenteeism by teachers reduces the amount of instructional time and this result in the syllabi being not completed (Ubogu, 2004).

Discussion and findings

These schools –based factors are significant and their provision and access can be used to predict pupils' performance in national examination (KCPE). This study outcome in accordance with the findings of Bakhda (2004), who pointed out that those available facilities, is adequately utilized to suit the school curriculum and good performance. Monteith, et al... (2002), state that resource management refers to all the resources a

student can use to make learning easier. They assist learners in terms of effort and persistence and help learners to manage the time they have available for give task and their study environment (ibid).

The results are also in accordance to the findings of Chiriswa (2003), who recommended that teachers and students be given incentives to raise their morale for better grades.

4.3.5 Access to Boarding School as rated by Pupils

The following is a chart showing the responses of pupils on the accessibility of boarding schools.

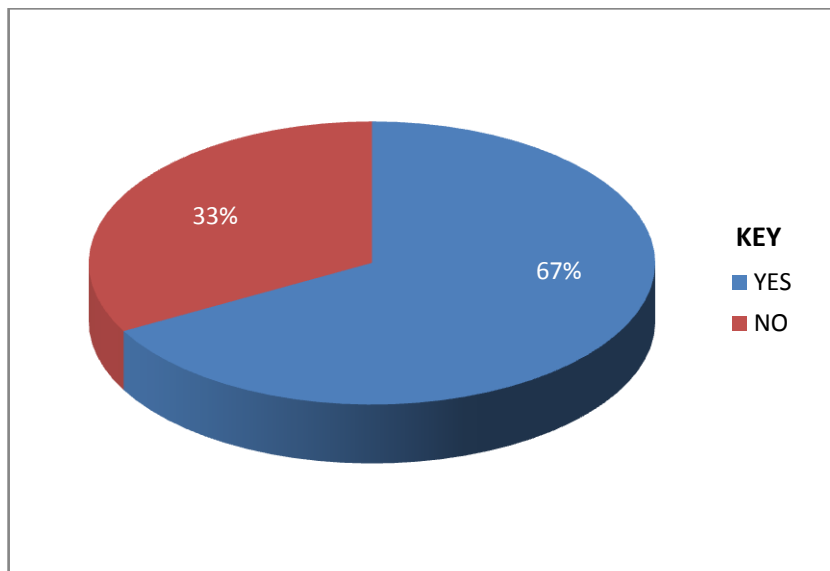


Figure 4.13: Boarding Facilities

Figure 4.13, shows that majority (67%) of the respondents indicated that they do not access boarding facilities while (33%) of the pupils were able to access to boarding facilities.

From the results of the study findings, it can be seen that majority of the public primary schools in Loiyangalani District did not start and run boarding facilities. A boarding school is very crucial and benefits the learners who come from pastoralist background because: They may access meals and accommodation at school, vast distances to and from school may be reduced since they are in boarding school, frequent absenteeism and lateness by learners may be eliminated, enrolment may increase significantly and children's attentiveness and interests in the classroom is increased.

Yeya (2002) noted that students with impressive marks avoid day school in favour of boarding schools. He further observed that students in boarding school perform better in national examination. In the same vein Yeya (ibid) observed that students in boarding schools cover the syllabus in time and are exposed to more remedial exercise because they are ever in school as compared to day schools which are characterized by absenteeism of both teachers and students which lead to non-completion of the syllabus in a given year. Mji and Makgato (2006) observed that non-completion of the syllabus is a major determinant to students' performance in all School curriculum subjects. The students who do not complete the syllabus are unprepared for examinations (Education Insight, 2005).

Discussion and findings

The results of the study outcome showed that provision and access to boarding school, and also school day meals is a significant factor and can be a measure to be applied in telling us about future learning trends and pupils' performance in national examinations (KCPE) results. This confirmed Yeya (2002), who noted that students with impressive marks avoided day school in favour of boarding schools.

He further observed that students in boarding schools performed better in national examination. In the same vein Yeya (2002) observed that students in boarding schools cover the syllabus in time and are exposed to more remedial exercises because they are ever in schools as compared to day schools which are characterized by absenteeism of both teachers and students which led to non-completion of the syllabus in a given year.

The Table below shows how the School Feeding Program is implemented in school depending on the time it is received by the respective schools in the district.

Table 4.3.4: Delays in the Provision of SFP as Perceived by Head Teachers

Status of SFP Food ration	Frequency	Percent %
The provision of SFP often adequate	1	14.29
The SFP provision often inadequate	3	42.86
Delay in disbursement of SFP received towards the end of the term	3	42.86
Total	7	100.01

Table 4.3.5, shows that majority of the head teachers who participated in the study (42.86%) had perceived SFP consignments to schools as inadequate, while (42.86%) of them had observed delay in disbursement of SFP allocations which often was received towards the end of school term and (14.29%) had viewed provision of SFP as adequate. School lunch improve the health of children, reduced incidences of illness, and increased attentiveness and interest of children in the classroom (UNICEF, 2006).

In Kenya, the school Feeding Programme (SFP) increases and retains pupils in the school, especially in the ASAL areas (Republic of Kenya, 2008).

4.4 Teachers' Professional Growth and Development

This section discusses the teacher based factors that affect the implementation and management of the school curriculum

4.4.1 Teachers Professional Qualifications

The chart below shows the level of education of the teachers in Loiyangalani district.

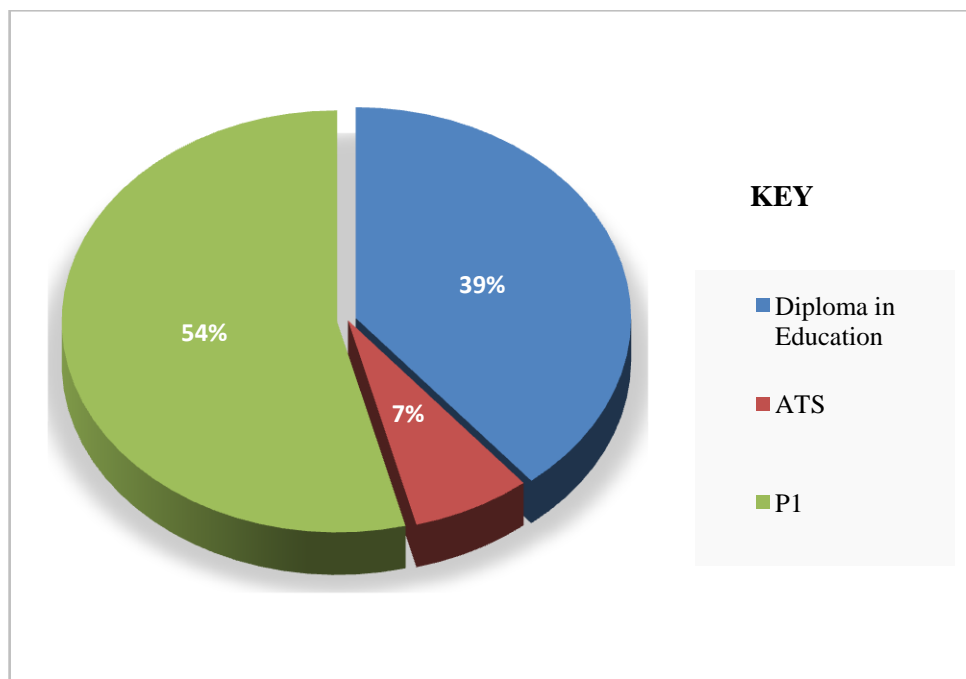


Figure 4.14: Professional Qualification

Results from data in Figure 4.14, shows that majority of teachers attained P1 Certificate, approved teacher status (ATS) and Diploma in Education. However, teachers in Public Primary Schools in Loiyangalani District did not pursue Bachelor of Education (B.Ed) degree which is an added value for teachers these days. Teachers who did not go for in-service training to develop their professional growth and competence may not pass quality and relevant education to pupils.

Idiagbe, (2004) stated that the teacher qualification and adequate facilities were determinants of accessing academic performance of students. Advancing to attain higher professional and academic qualification is very crucial for a teacher because having adequately educated as (Odhiambo, 2005) puts it, is the most important purpose of a school which is to provide learners with equal and enhanced opportunities for learning. The most important and indispensable human resource that school needs for the purposes of transmitting knowledge skills and desirable attitudes to the learners is the teacher and for the learner to acquire, acquisition of concepts and ideas, the best strategy to sustain and make the teachers reliant is to make him relevant and improve his career through professional development.

The graph below shows the teaching experience of teachers in Loiyangalani district.

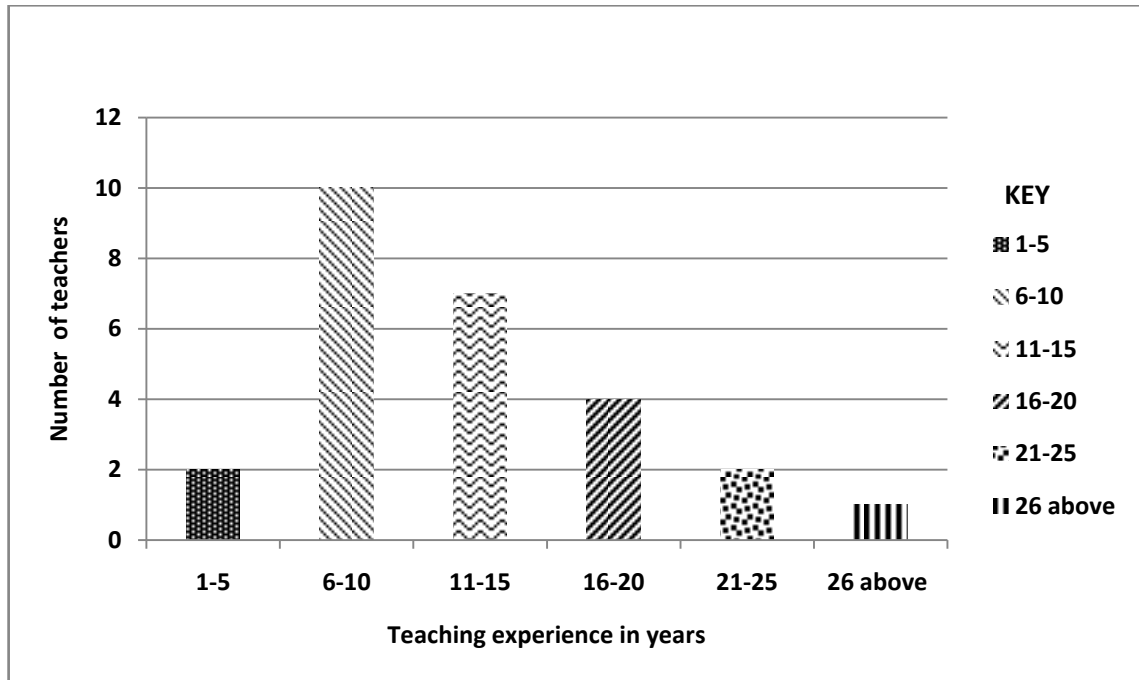


Figure 4.15: Teaching Experiences of Teachers

From Figure 4.15, it shows that majority of teachers who participated in the study (9%) had teaching experience of 6-10 years and (28%) of the respondents had teaching experience of 11-15 years, while (9%) had teaching experience of 16-20 years, and another (7%) had teaching experience of 21-25 years, and (9%) had teaching experience of 26 years, while (8%) of the respondents had a teaching experience of 1-5 years.

From this study finding, it can be seen that many teachers in public primary schools in Loiyangalani District have long teaching experience needed to face challenges of management of school curriculum. People bring to the job differences in experience, talents, skills and knowledge, training and education levels (Ramsey, 1998).

Discussion and Findings

Teacher’s experience and qualification is a major predictor of pupils’ performance. This is in agreement with the findings of Frymier and Houser (2009), who said that education research continued to show that our effective teacher is the single most important factor of student learning.

This also in accordance to Davidson (2005), who gave the relationship between school effectiveness and teacher’s satisfaction in North Mississippi school in U.S. could either

hinder or promote performance in their school subject curriculum, and also Adeyemo (2005) while writing teacher characteristics in Nigeria found out that the teacher characteristics influence teaching and learning in classroom.

4.4.2 Frequent Absenteeism and Lateness of Teachers as Perceived by Pupils

The figure below is a chart showing the frequency of absenteeism of teachers in various schools in regard to attendance of lessons.

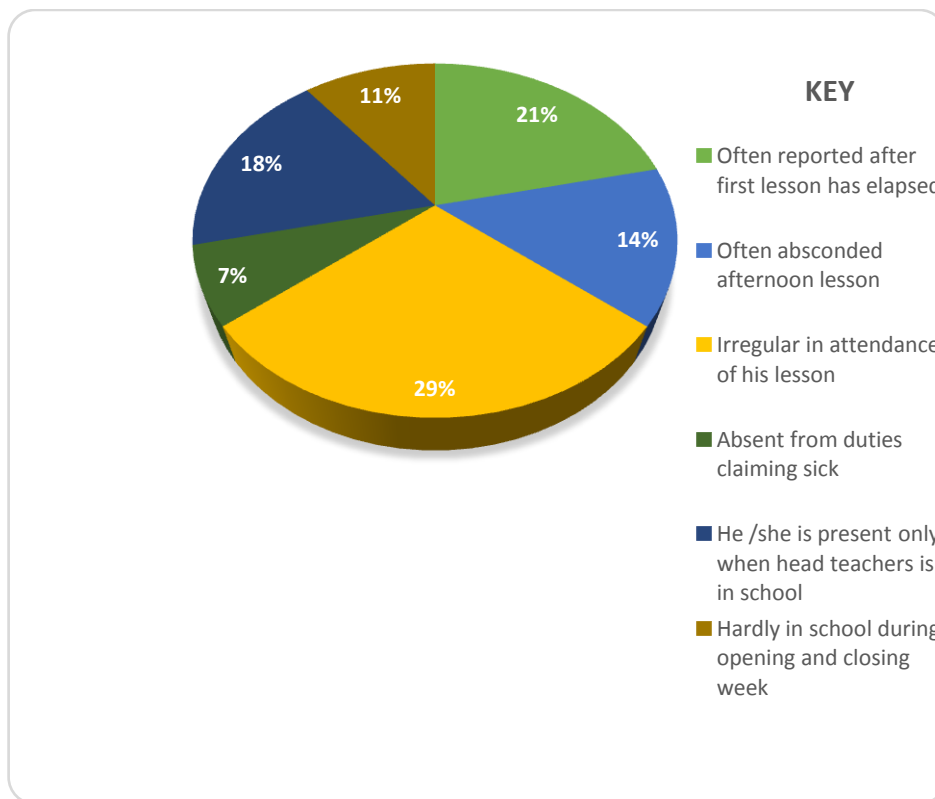


Figure 4.16: Pupils' Perception of their Teachers

Information from data in Figure 4.17 shows that many teachers were not committed to their duties. Laxity on the job on the part of the teachers, might have contributed greatly to poor management of school curriculum.

Education for All (EFA, 2005) found that teacher absenteeism in schools have a significant impact on wastage in schools, this is because pupils get less hours of contact with the teachers, less support and control hence experience less quality education leading to poor performance, repetition and eventually drops out school.

Discussion

The findings from this study research showed further that the importance of regulating staff movement in and outside the school through the enforcement of existing T.S.C code of regulations and T.S.C professional code of conducts and ethics by teachers. This is in accordance to the T.S.C. Code of regulations (1996), which stated that a head teacher is responsible for the day- to-day assignment of duties to and supervision of teachers. In the findings of James and Donald (2004) who defined monitoring as actual running of this programmes on a day-to-day basis, monitoring progress and making change as necessary to ensure it kept on track for delivery of its objectives.

Frequent absenteeism and lateness of teachers can be controlled and regulated when the head teachers enforced and brought to the attention of the staff the consequences of absconding duties without an expressed permission is punishable. This is in agreement with the findings of Sergon (2005), who said that school's success depended on the head teacher. This is so because a leader gets things done and has the ability to inspire moderate, guide, direct and listen to staff. These qualities are crucial for head teachers to be effective in their work (ibid). The findings is also in accordance to many theorists who speculated that secret to leadership problem laid in the style of the leader, the nature of the task, and the situations plus his personality (Rono, 2002).

4.4.3 Sharing of Teaching Subjects by Teachers

The figure below is a graph of showing the sharing of teaching subjects by teachers in the schools.

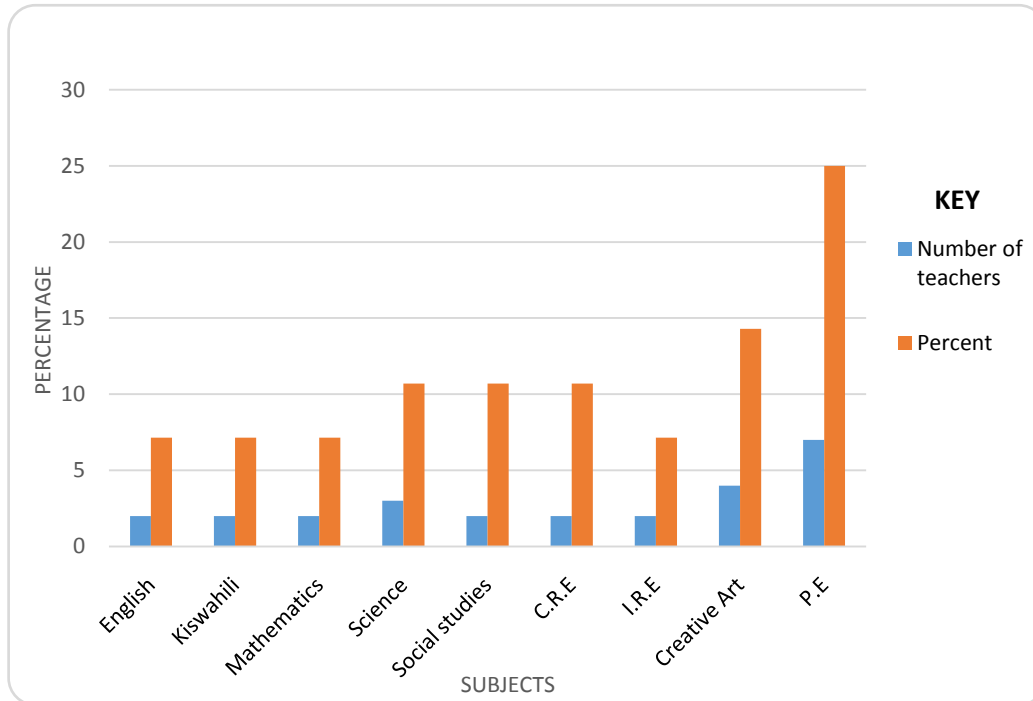


Figure 4.17: Sharing of Teaching Subjects

Figure 4.17, shows that few teachers were assigned to teach curriculum subjects that are examinable. The core subjects like English, Mathematics and Kiswahili were assigned the least number of teachers (7%) each. By contrast, Physical Education and Creative Arts which are non-examinable subjects were assigned the highest number of teachers (25%) and (14%) respectively.

Majority of head teachers did not teach most senior classes but often taught lower classes. In this way they were not appraised. Some teachers taught only lower classes since they were posted to the school. This was a clear indication that the school did not practice vertical and horizontal movement of its staff when sharing subjects in the curriculum. When teachers were under-utilized, effective management of school curriculum may not be achieved. Teachers' attitude towards teaching subjects is a significant predictor of pupils' academic achievement and students' positive attitudes towards school subjects (Mji and Makgato, 2006).

Discussion of the Study Findings

Findings from this study research showed that reducing the present high teacher – pupil ratio by hiring and posting more teachers to schools in Loiyangalani District is an

important stake to be undertaken by T.S.C in joint collaboration with MOE, as an intervening factor to moderate the current understaffing problems being experienced by schools with instances of two or three teachers teaching a full circle of eight classes and reported cases of one teacher handling class one to three or four. Teacher shortage in South Africa had been stumbling block to performance (Mji and Makgato, 2006). Teacher –pupil ratio in some schools is so high that teachers were not able to cope with the marking and teaching workload (UNESCO, 2005).

The problem of teaching and learning facilities, congestion in classroom and understaffing, has no favour with the quality of education (Republic of Kenya, 2010). The effect of absenteeism and irregular school attendance was that material taught was difficult to understand when studied on one's own. Continued loss of classes result to loss of contents and knowledge. Assignments and exercises were not properly and correctly done leading to poor performance (Ubogu, 2004).

The results of this study outcome indicated that teacher-pupil ratio is significant predictor to pupils' curriculum-achievement and improved academic performance in national examinations. This is in agreement with the findings of Frymier and Houser (2009), whose education research continued to show that our effective teacher is the single important factor of student learning.

Arguably, quality of education and good academic performance by pupils in the final examination results (KCPE), at school largely depended on staffing, improved teacher – pupil ratio, academic competence and relevance. The findings of Ornstein and Hunkins (2004) who showed that instructional supervision is important, especially at the level of implementation and that the entire process of curriculum development needed to be supervised.

The Table below shows the rate of coverage of syllabus in various schools by teachers in Loiyangalani district.

Table 4.4: How Syllabus Coverage Influences Management of School Curriculum as viewed by Teachers

School syllabus	Frequency	Percent %
Syllabus coverage	6	21.43
Non-completion of syllabus	14	50
Syllabus is non-existent	8	28.57
Total	28	100.00

From data in Table 4.4, it can be seen that majority of the teachers (50%) did not complete syllabus content and (21.43%) of the teachers indicated good syllabus coverage, while (28.57%) reported that syllabus is non-existent in their school.

When school heads fail to access syllabus contents to teachers, management and implementation of school curriculum may not be realized. Mji and Makgato, (2006) observed that non-completion of the syllabus is a major determinant to students' performance in all school curriculum subjects. The students who do not complete the syllabus are unprepared for examination (Education I sight, 2005). Low level of commitment by some teachers and poor syllabus coverage are some of the major challenges affecting education (The link April, 2011).

4.4.4 Challenges Faced in ASAL Areas According to Views of Teachers

The chart below shows different challenges faced by schools in Arid and semi-arid Lands.

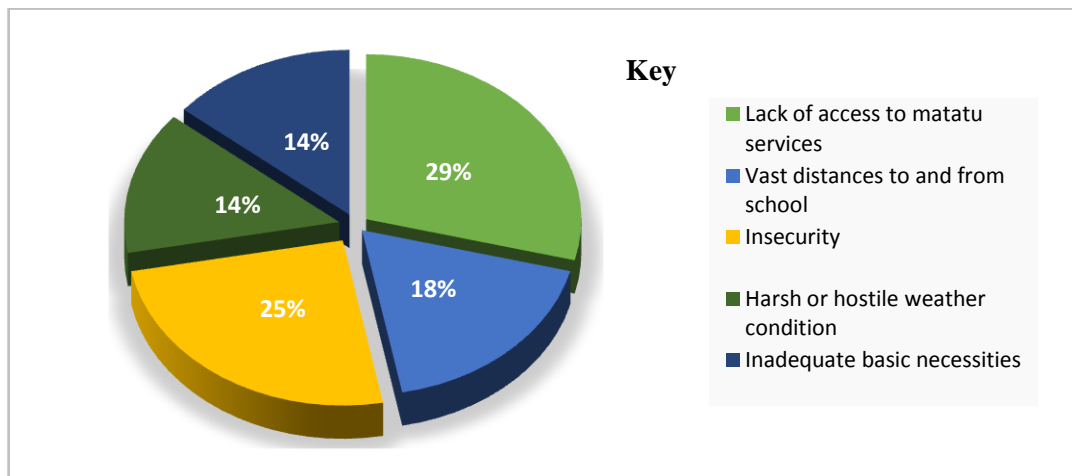


Figure 4.18: Challenges faced in Arid and Semi-arid Areas

From Figure 4.18, it can be seen that challenges experienced in ASAL areas like: poor communication, vast distances to and from school, insecurity, under-developed infrastructure; poor road network and lack of public matatu services may have greatly contributed to poor management of school curriculum (KNEC, 2003, 2005, 2006, 2007, 2008).

It is also evident that many schools opened late and closed before official term dates. Teachers and pupils often reported to school late. Syllabus coverage may not be achieved well in such situations.

The graph below shows the mean scores by various subjects in the district.

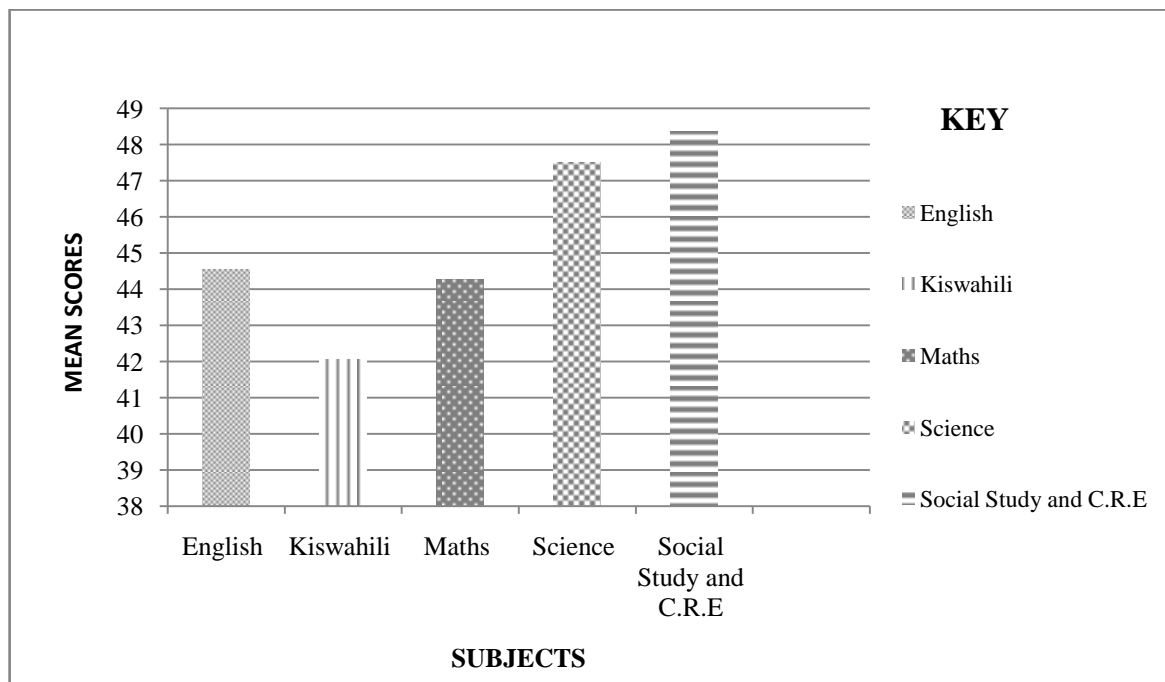


Figure 4.19: District Subject Mean Scores in 2012 (KCPE)

From Figure 4.19, it can be seen that the District mean score is too low. This poor (KCPE) result may cause; mass transfers of pupils to other schools, negative attitude towards school, parents withdraw their children from school, teachers and pupils lose interest in school and negligible number of candidates' transit to next level of education. These cited problems may in turn influence management of school curriculum negatively.

Discussion

This study finding showed that learners' academic achievements to a large extent depended on the learners' proficiency in English. The results is in agreement with the findings of Howie (2003) who documented that pupils who interacted using English language tend to understand it better and did well in examinations because all examinations are written in English.

This was further explained by Ubogu (2004), who asserted that the prevalence of the use of local language means that the pupils lacked a lot of vocabularies in English, which is needed to understand teacher's lessons and the textbooks they read.

The Table below shows some of the pupils' based issues that affect the management of the school curriculum and performance.

Table 4.4.1: Teachers' views of Pupils Characteristics as contributing factors to Poor Management of School Curriculum and Performance

Pupils characteristics	Frequency	Percent %
Negative attitudes towards teachers /school	6	21.43
Teenage pregnancies	4	21.43
Indiscipline	8	28.57
Drug abuse	5	17.86
Peer pressure	5	17.86
Total	28	100.00

Results in Table 4.4.1, shows that major pupils' characteristics that significantly contributed to poor management of school curriculum and performance included; negative attitudes towards teachers/school, teenage pregnancies, indiscipline/ defiant behaviors, drug and substance abuse and peer pressure.

4.4.5 Causes of Pupils' Negative Attitude towards School as a Factor Contributing to Poor Management of School Curriculum

The graph below shows causes of negative attitude towards school by pupils in the district.

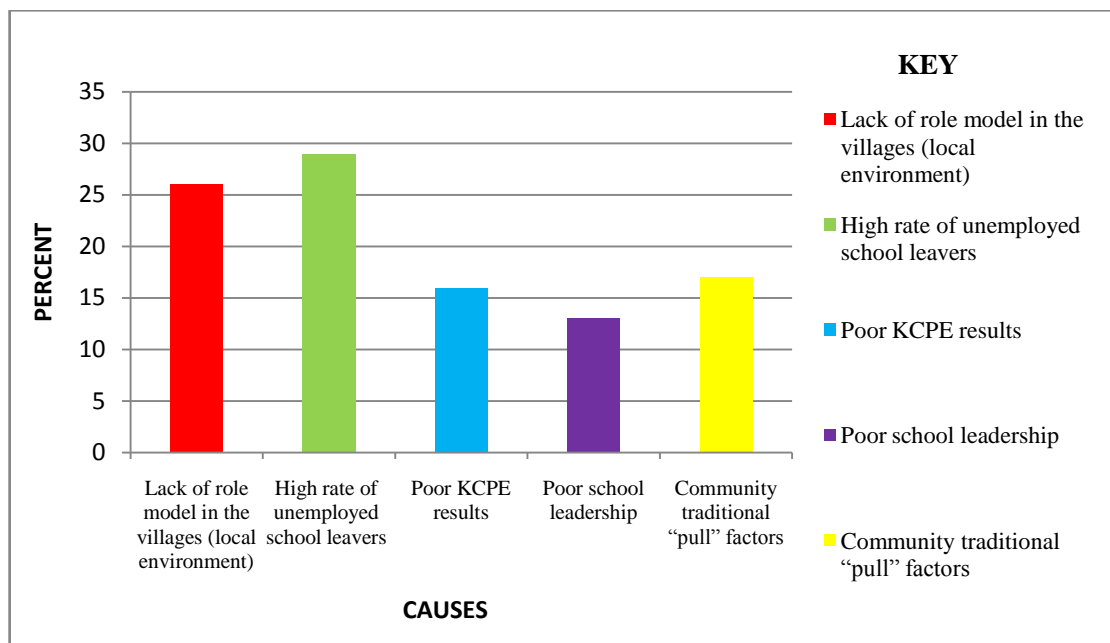


Figure 4.20: Pupils’ Negative Attitude towards School

Figure 4.20, indicates the factors that contributed to pupils negative attitude towards schooling were; lack of role models in the village, high rate of unemployed school leavers, poor KCPE results, school factors that pushed pupils away and community factors that pulled children to it.

Pupils in the school lacked career guidance and mentors. They were unaware of whom to become in future. High rate of unemployed school leavers caused those in school to consider schooling as a waste of time. During wet seasons many school children opted to stay away from school. Pupils who were uncommitted may not work hard in school. Since they attended school on an irregular basis, management and implementation of school curriculum may not be effectively realized.

4.4.6 Teachers’ Perceived Cause of Drop-outs According to Gender

The graph below shows causes of high level of school drop-out by pupils as perceived by teachers in the district.

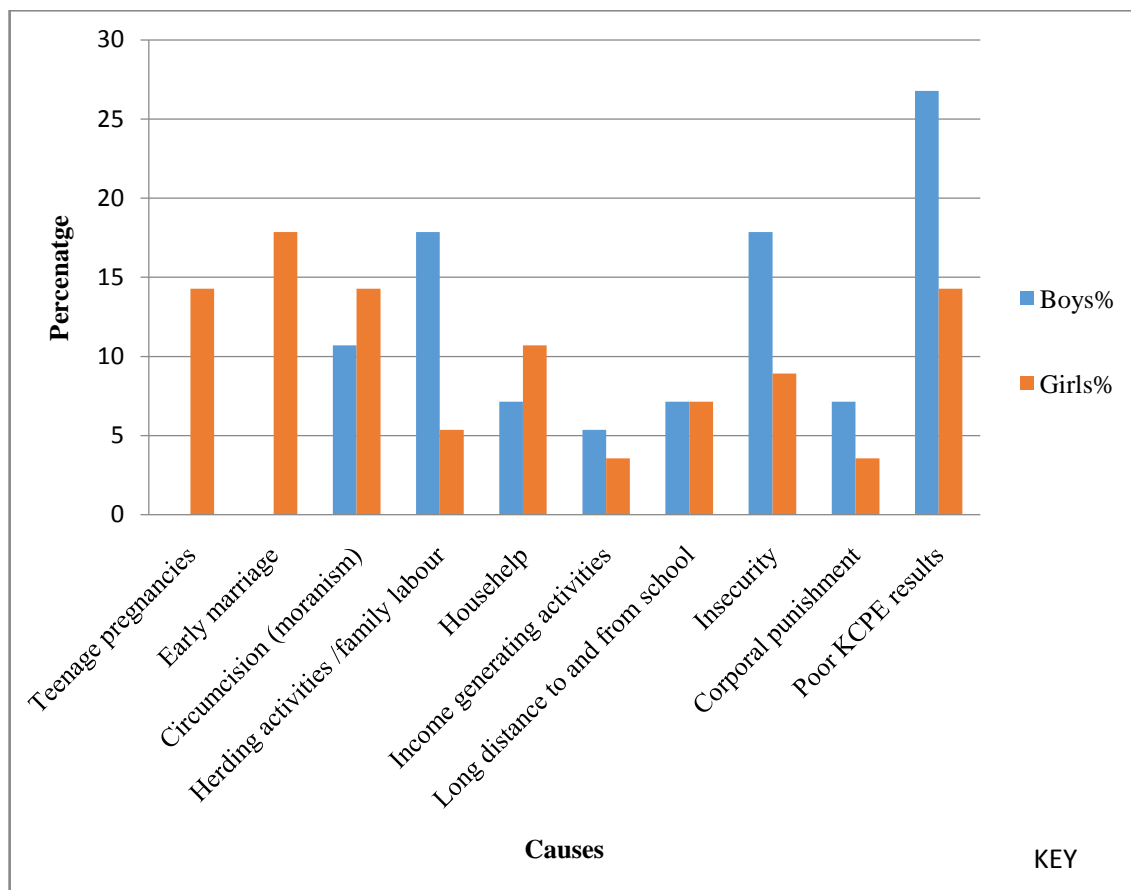


Figure 4.21: Teachers' Perception on Dropouts

From figure 4.21, it can be seen that the factors which contributed to poor management of school curriculum included; teenage pregnancies leads to inconsistent school attendance, early marriages of school girls which results to dropouts, practice of FGM. Consider themselves as women, frequent absenteeism, and lack of interest in school, moranism among circumcised boys which leads to defiant behavior, herding activities causes pupils miss valuable class times, house help/domestic chores, children selling milk, miraa, charcoal during school days, long distances to and from school, displacement of teachers and pupils due to insecurity and poor (KCPE) results and school corporal punishment leads to negative attitude towards school. When schools were closed temporarily due to insecurity, pupils and teachers were often displaced and even after opening, such schools may not operate as usual. Effective management of school curriculum might not be realized.

Long distance to and from school was found impacting negatively on the learners who may not easily access schooling. Long distance to school is a factor especially in

pastoralist communities. Provision of primary school and teachers is very difficult and travelling to school poses a threat to many (Republic of Kenya, 2010).

The Turbi massacre in Marsabit in 2005, left nearly 100 people dead, more than 600 people were displaced by violence, twelve hundred of whom were children. Twenty of the dead were children in Turbi primary school who were just killed before started their morning classes (Link, April 2005). There is a link between poor performance and good performance in KCPE in relation to drop out and repetition. Poor performance always discourages prospective candidates as well as parents or guardians who feel aimless to continue with school and consequently abandon it (Republic of Kenya, 2011).

4.5 Home-based and Community Factors

Home based and community factors are factors that originate from homes and the community and affect the learner.

This section sought to answer the question: **To what extent do home-based and community factors influence management of curriculum and pupils' performance in KCPE in Public Primary Schools in Loiyangalani District?**

4.5.1 Socio-economic Status of Pupils' Parents

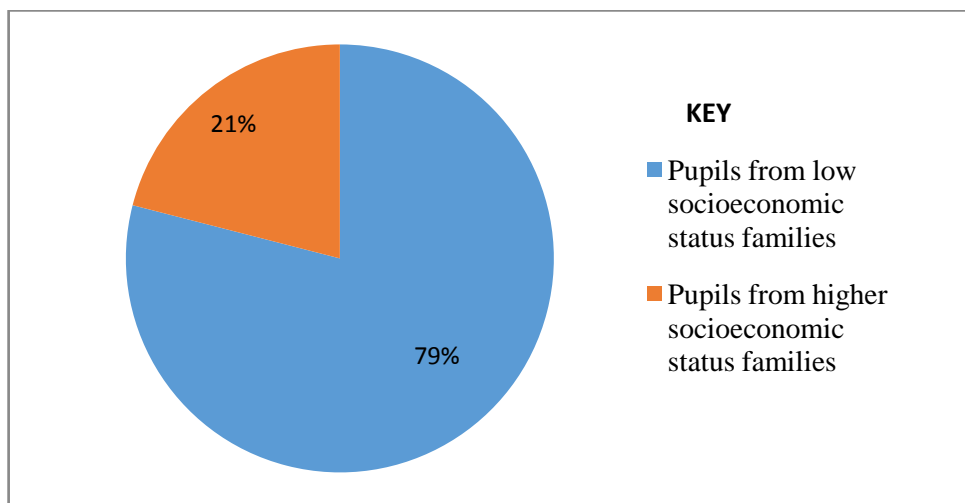


Figure 4.22: Socioeconomic Status Pupils' Parents

Data in Figure 4.22 shows that pupils from low socioeconomic status families constituted (79%) while those from higher socioeconomic status households constituted (21%).

Results from this study finding indicated that: Children from low socioeconomic households have high chances of experiencing right from their pre-school years, parental attitudes which did not motivate them to study, majority of pupils came from parents who own no permanent houses, pupils from low house-hold income lacked conducive learning environment at home and they may likely witness violence and family stressors with adverse life events.

Pupils from low socioeconomic status were likely to drop out of school. Learners who were not motivated may not do well in school. Lack of basic individual pupils’ needs and requirements may greatly influence management of school curriculum.

Studies conducted by Okumu et al (2008), revealed that dropout rates were directly linked to parental socio-economic background. Dropout rates among pupils from low socio-economic background are more prevalent in rural than in urban and among females than males. Malnutrition due to poverty, coupled with low education and status of parents adversely affect their cognitive (Indian Journal of Pediatrics No. 2005).

4.5.2 Education Background of Pupils Parents

The chart below shows the level of education of parents within the district.

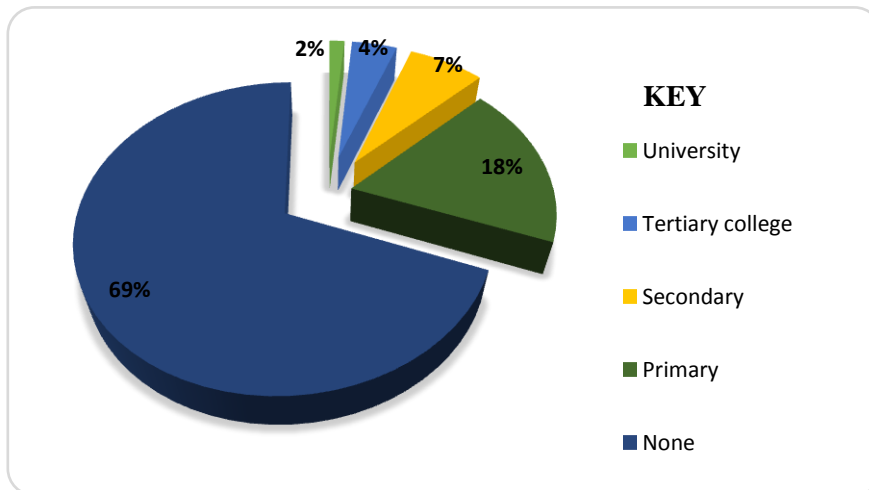


Figure 4.23: Education Level of Parents

Figure 4.23 indicates that majority of pupils’ parents were illiterate. Parents who have no formal education may not value the importance of education and future benefit of their children. Uninformed parents may not inquire about their children’s progress at school.

They were also unlikely to get involved in the development activities of the school. Often, they may not contribute money to purchase teaching and learning materials for the school.

Children from such education background received very little assistance from their parents who may not be interested in their school work. Lack of individual's needs and requirement contributed to poor management of school curriculum. Desarrollo (2007), indicated that the extent to which parents or other family members are actively engaged in a student's education had positive influence on the students' achievement. Mji and Makgato, (2006) say that parents leave home early for work and come very late in the evening making activities of their children being the last thing they would practically consider participating in.

4.5.3 Occupation of Pupils' Parents: Father and Mother

The table below shows the occupation of parents of Loiyangalani district.

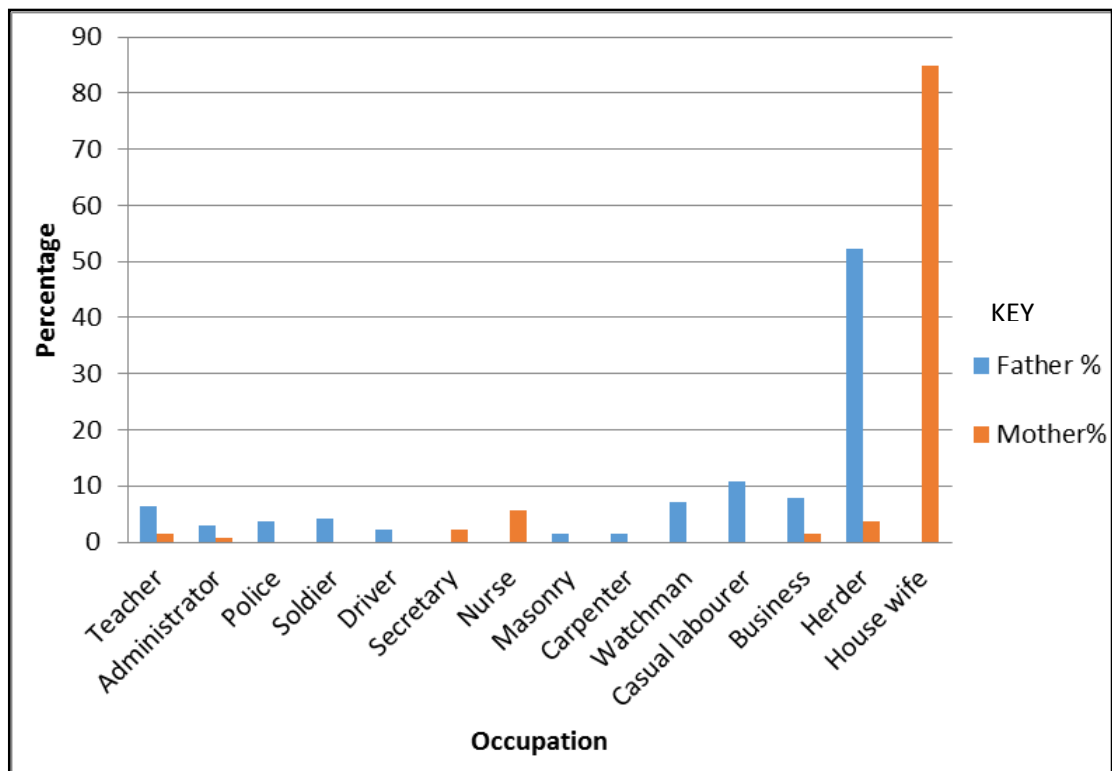


Figure 4.24: Pupils' Parents occupation

Figure 4.24 shows that majority of the pupils male parents (52%) are herders and female parents (85%) are house wives. Information obtained in Figure 4.25, shows that majority of pupils' parents largely depended on pastoralist farming. It can be seen that most father's occupation is herding (52.14%) while (85%) of mothers are housewives.

Nomadic pastoralist families often left behind their children in school without proper care whenever they moved away in search of pastures and water resources.

With no proper parental care, children from such background normally received inadequate meals from home. Children whose parents neglect their school needs and requirements may not be interested in school work and are likely to drop out of school.

Sign et al (2004), asserts that motivation is a function of confidence. Parents' role in matters of educating their children is undeniable or indispensable for the child is more encouraged if parents are interested in his work. Mji and Makgato (2005), accent that parents involvement in respect to participate in schools' functions; buying necessary school equipment; books and uniforms are important.

Livestock economy is also unreliable because it is usually vulnerable to persistent drought and famine due to adverse climatic conditions and aridity which drastically reduces the financial ability of the family to access even basic needs like food, education and health.

Ubogu (2004), asserts that lack of basic school needs like learning materials could not provide a stable mind and conducive environment for the pupils and may contribute to poor management of school curriculum.

4.5.4 Socio economic factors and management of school curriculum.

The chart below shows the socio economic activities of parents in Loiyangalani district.

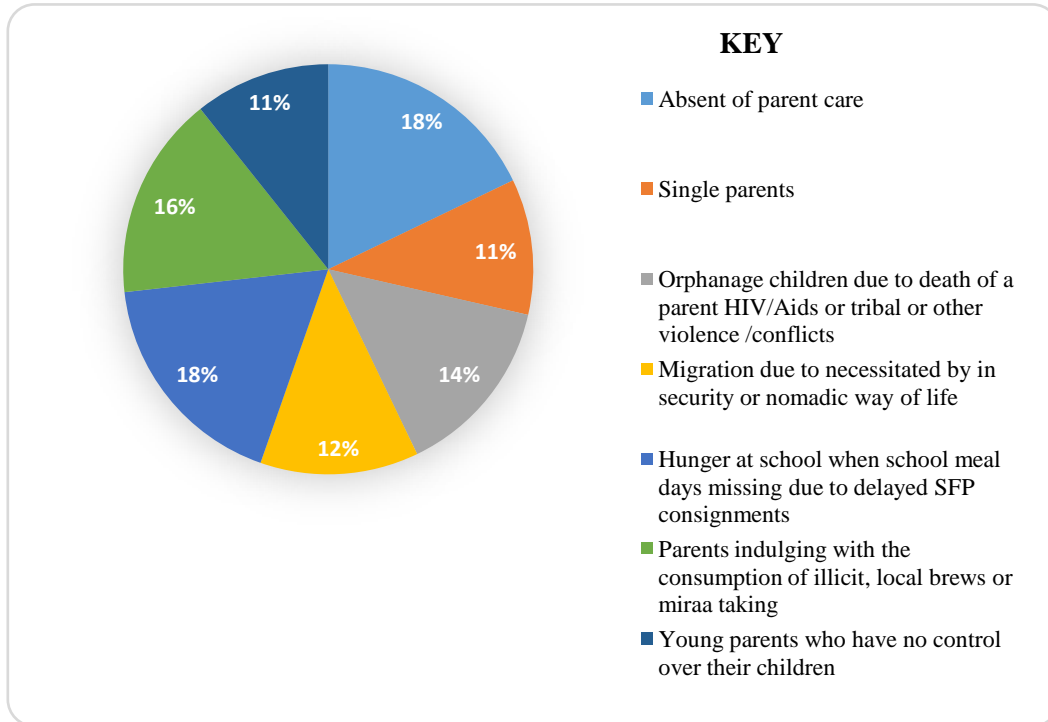


Figure 4.25: Parents Response to Social Economic Factors

Figure 4.25, shows those socioeconomic factors which contributed to poor management of school curriculum; absent of parental care, single parents, orphanage children due to death of a parent’s HIV/AIDS or tribal conflicts, migration necessitated due to insecurity or nomadic way of life, hunger at school when day meals are missed due to delayed SFP consignment, parents indulging with the consumption of illicit local brews or miraa and young parents who have no control over their children.

4.5.5 Socio-cultural Practices That Contributed to Poor Management of School Curriculum in Teacher’s Views

The chart below shows the socio-cultural practices that affect management of the school curriculum in the district.

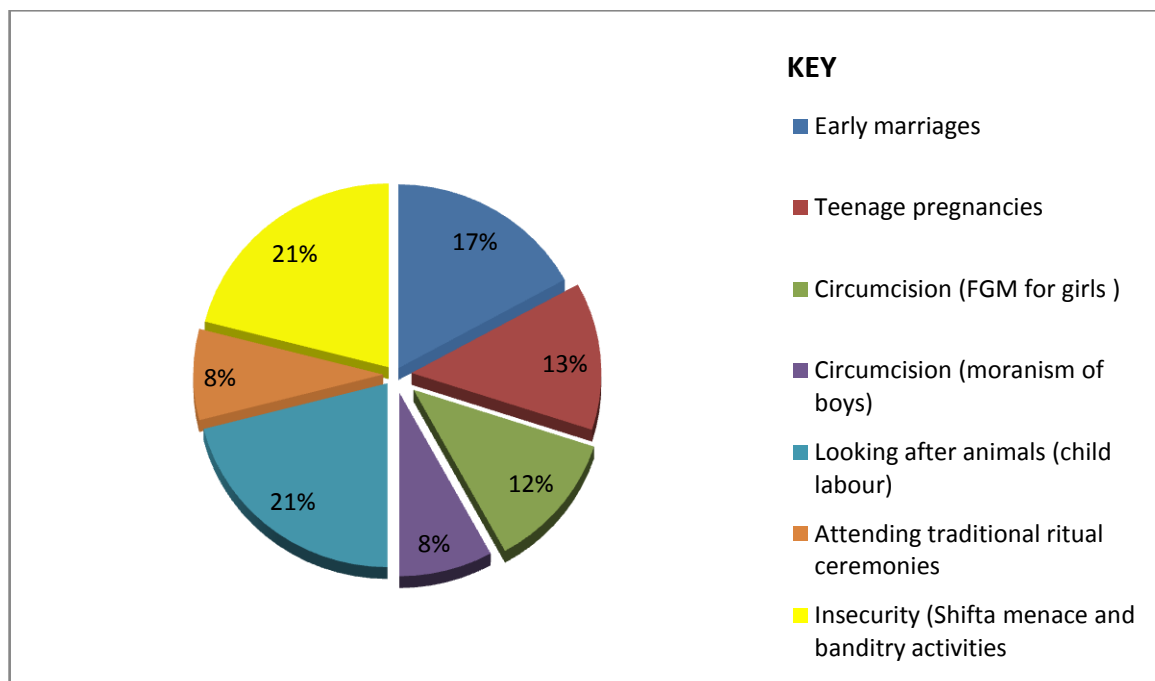


Figure 4.26: Retrogressive Cultural Practice

From figure 4.26, it can be seen that major community factors that greatly contributed to poor management of school curriculum; early marriages, teenage pregnancies, female circumcision (FGM), moranism by circumcised boys who become defiant to school rules and regulations, looking after family livestock during school session/ child labour, attending traditional ceremonies like weddings, burials and other community feasts and insecurity due to politically instigated violence conflicts: cattle rustling and banditry activities.

Parents tend to encourage early marriage of their daughters. According to Republic of Kenya (2003), girls from poor households get married and fell pregnant respectively. Okumu et al. (2005), further noted that parents worry about wasting money on education of girls because they are most likely to get pregnant or married before completing their schooling that once married girls become part of another family and their parental involvement in them is lost. Kasente (2003) explains in regards to girl child as it is perceived by parents that marrying off the girl is an escape route from poverty.

Violence conflicts between warring local communities have been a persistent practice that often erupted without a precedent warning and, inflicted heavy losses of both human lives and property destruction (the Link, April 2005). Many times school children and

teachers are often caught up in this kind of peril and are always victims of internally displaced persons as they were unable to return back to school, for a long time, hence affecting their psychologically, which reduces their efficiency and effectiveness. This in turn leads to non-completion of syllabus.

Learning from nomadic pastoralist communities face difficulties in accessing and continuing with education programmes and achievement often much lower in pastoral areas of many countries in Africa than the national averages (Arero, 2005). Subsequently, the following emerged from teachers as most common socio-economic factors influencing public primary school curriculum subject outcomes:

Children who held from low income households were reported performing poorly than those who come from high income households, while children who come from high income households performed better at school. This had a combined rating of (32.14%) of the teachers who participated in the study. Children who involved with wage labour to supplement their parents' income often missed school lessons. They were irregular in school attendance; which influenced their learning efficiency.

Another (53.57%) had fond nomadic way of life, where parents moved with their animals away from school in search of pasture and water resources, often leaving behind their children who were in school with no particular concern, under care of other relatives, who could not able provide them with nutritive value of diet at home, and also with high cost of living and hidden cost of education had seemingly hindered effective management of school curriculum which often come inform of motivational fees, teacher-fee quality assurance and standards (internal or external school mock examination fees), while (14.29%) of teachers had pointed children from well-educated parents performing better in school as compared to their counterparts who held from households with parents who have no formal education.

When parents were asked if they knew of parents' whose children have dropped out of school, they reported the following socio-economic factors as contributing to poor performance by pupils: Financial inability to meet payment of levies imposed by the school such as teacher fee, exam fees or buy a school uniform, single parents /young

parents coupled with high cost of living, migration necessitated by insecurity (tribal violence conflicts) nomadic way of life, orphanage children as a result of HIV /AIDS or tribal violence conflicts /highway banditry activities and ignorance and negative attitudes towards education.

The assessors (QASO's) from MOE identified the following as the socio-economic factors that contributed to poor management of school curriculum in public primary schools in Loiyangalani District: Education background of the parents. Since most of the parents are illiterate, their contribution towards education of their children is dismal. They are not concerned about the performance or discipline of their children, challenges faced in ASAL areas like poor communication, insecurity, and vast distance to and from school, under-developed infrastructure: poor road network and lack of public transportation, inadequate basic commodities and also inaccessible banking services.

Teachers often sought their end month salaries from major towns. Some may report late to their work station wasting children's learning time, the level of poverty in the district is very high. Children are hired as labourers to supplement family income: they involved in herding activities, sell of charcoal, milk or miraa in order to increase family financial ability.

Similarly, when pupils in standard 7 and 8 who participated in the study were asked to list factors they felt had contributed to absenteeism and dropout; they reported the following: Lack of school requirements like uniform, shoes, exercise books, pens, mock examination and teacher fees, lack of parental concern of their children's school work, early marriages of school girls, teenage pregnancies among girls who are in school, vast distances to and from school, insecurity; tribal violence conflict among neighbouring communities; causing pupils and teachers displaced whenever such crisis occurs, especially with the schools found along the border.

Other factors include nomadic pastoralist families who often moved from place to place in search of pasture and water, leaving behind their children who are in school without proper parental care, loss of a parent due to HIV /AIDS or tribal conflicts, hunger at home or in school due to delayed SFP(school day meals) or poverty, lack or inadequate

provision of low cost boarding facilities, chronic absenteeism and lateness of both teachers, herding activities; boys and girls required traditionally to look after cattle, camels, goats /sheep to provide family labour, girls or boys hired as wage labourers to supplement the family income, for example, selling charcoal, milk, miraa, poor results in national examinations (KCPE) or academic work at school, constant practice of corporal punishment; inflicting pain as measure to prevent unwanted behavior to re-occur and harsh teachers who often caused poor teacher–pupil relationship.

Subsequently, the education officers from MOE who are in-charge of quality assurance and standards reported the following as causes of repetition in public primary school in Loiyangalani District: Lack of school uniform and other writing materials, poor performance in national examination (KCPE), frequent absenteeism and lateness of teachers, late opening or early closing of school because schools do not adhere to official term dates, head teachers who do not support, collaborate, cooperate or network with parents, school emphasis on mean scores that deny learners time to play because of extra tuition, hunger at school because SFP food consignment had delayed, pathetic school toilets which are inadequate especially for girls, lack of clear policy on provision of sanitary towels in schools. There are also no enough female teachers in many schools, early marriages, female circumcision (FGM), teenage pregnancies, care for the sick family member, especially single parent or orphanage children, elder sisters often took the role of parenting and care for the home especially when mother is absent due to some commitments.

4.6 Quality Assurance and Standard Assessment

In Kenya, education reforms often fail to achieve desired outcomes due to ineffective and inefficient supervision. This has led to calls for the strengthening of the Directorate of Quality Assurance and standards (DQAS), particularly improving the knowledge, skills and attitudes of its officers who carry out the role of supervision of education in educational institutions (Ajuoga, 2010).

Research revealed that the schools were visited by the officers once in a while mostly once a term. This was despite the fact that they were charged with responsibility of supervising education programmes to ensure efficiency and effective implementation of

the curriculum. Ajuoga (2009) revealed that the quality Assurance and Standards Officers (QASOs) competence was average in areas such as human relations, knowledge of subjects, supervisory approach, report writing and action research.

This section sought to answer the fourth question: **To what extent does ineffective monitoring and evaluation of schools by QASOs' influence management of the curriculum?**

The Table below shows the frequency of visits by QASOs as perceived by head teachers and teachers on the extent to which monitoring and evaluations are achieved in %

Table 4.5: Frequency of QASO’S visits to School

Attributes	Head teachers					Teachers				
	SD	D	UN	A	SA	SD	D	UN	A	SA
QASO’S often visited school for standard assessment	2(28.57)	2(28.57)	2(28.57)	1(14.29)	1(14.29)	7(25)	9(32.14)	5(17.86)	4(14.29)	3(10.71)
QASO’S instructional supervision viewed positive and helpful by Teachers	1(14.29)	2(28.57)	1(14.29)	2(28.57)	1(14.29)	6(21.29)	10(35.14)	8(28.57)	2(7.14)	
Monitoring and evaluation by QASO’S improved curriculum	1(14.29)	1(14.29)	1(14.29)	2(28.57)	2(28.57)	10(35.14)	11(39.29)	4(14.29)	2(7.14)	1(3.57)
QASO’S informed school their visit before their arrival	1(14.29)	1(14.29)	-	3(42.86)	2(28.57)	10(35.14)	11(39.29)	4(14.29)	2(7.14)	1(3.57)
QASO’S visits improved staff norms of collegiality	1(14.29)	1(14.29)	1(14.29)	2(28.57)	2(28.57)	5(17.86)	4(14.29)	3(10.71)	9(32.14)	7(25)
Staff support collaboration, cooperation and networking improved	-	-	-	4(57.14)	3(42.86)	6(21.29)	9(32.14)	8(28.57)	2(7.14)	3(10.71)
QASO’S visit has improved staff commitment and professional records and completion of syllabus	3(42.86)	2(28.57)	1(14.29)	1(14.29)	-	11(39.29)	10(35.14)	1(3.57)	3(10.71)	3(10.71)

Key: SD- strongly disagree, D- disagree, UN- uncertain, A- agree, SA- strongly agree

From data obtained in Table 4.5, it can be seen that QASOs' school assessment factors that greatly influenced management of school curriculum as viewed by head teachers and teachers included:

- Frequency of QASOs visits to schools to carry out regular monitoring and evaluation.
- Attitude and opinion of teachers towards QASOs reports.
- Improved management of school curriculum
- Quality teaching/ learner-centered classroom instruction
- Improved professional growth and development
- Improved norms of staff collegiality
- Improved school administration process
- Reduced frequent absenteeism and lateness by teachers
- Improved staff balancing to schools
- Improved syllabus coverage
- Reduced cases of staff indiscipline
- Hard work and commitment to duty by teachers
- Improved pupils' performance

Consequently, head teachers and teachers also reported the following QASO's assessment influenced management of school curriculum: They did not view QASOs visits to school was conducted on regular basis, QASO's monitoring and evaluation was mainly done to bring out teacher's weaknesses. It was rather a fault finding mission, QASO's visits did not help staff improve on professional records. Staff may not complete syllabus contents on time and these assessments did not help staff improve teaching methods.

The study research findings are in agreement with the findings of Clark (2002), who said that Quality initiatives in Scottish Schools have improved culture of cooperation, collaboration and consultation. This is also in line with the sentiment by Ngware, et al., (2008) who reported that without quality standard assessment education becomes wastage and poses danger to individual beneficiary and society. Nyakwara (2009) accents that all school activities should be monitored to ensure they are properly

implemented, performance monitored against the standard set during planning process so that necessary actions can be taken.

Etindi (2000) explains that quality assurance entails effective monitoring of curriculum delivery in schools to ensure effectiveness. However, the indications by Wanzare (2006) that those who have been appointed to these roles were not qualified and did not know their roles due to lack of guidelines, and with poor monitoring and evaluation, chances are that every other components could be dysfunctional and also with nothing done to correct the situation, problem affecting the “System” could go undetected (Etindi, 2000). Subsequently, the MOE field officers (QASO’S) who were interviewed, identified several school-based and home-based factors which led to poor performance of school curriculum subjects.

They reported the following factors:

- Inadequate physical and learning resources
- Lack of improvisation of teaching and learning materials by teachers.
- Head teacher’s leadership inability to provide support needed to bridge the gaps.
- Non-completion of syllabus contents on time.
- Frequent absenteeism and lateness by both teachers and pupils.
- Majority of the teachers used class monitors to mark attendance registers showing inadequate procedures to check pupils’ absenteeism.
- Staff and pupils not adhering to school rules and procedures.
- Lack of school language policy for the lower and upper classes to improve pupils’ vocabulary.
- Herding activities: school pupils often made to look after family livestock by parents on school days.
- School administration did not involve parents or wider community with the school’s education and development projects.
- Lack of enforcing children’s Act, 2001, which prohibits early marriage of minors and female circumcision (FGM).
- Failure to prosecute those responsible for teenage pregnancies. Teenage pregnancies have been rampant among teenage girls, who often dropped out of

school due to stigmatization associated with girls who get pregnant before marriage.

- Frequent use of corporal punishment contributed to pupils' negative attitude towards school/teachers.
- Lack of school internal examination policy and also inadequate teacher-made tests to evaluate lessons. Over reliance of commercially published external mocks which are not compliant to standards.
- School management often hired untrained and unqualified teachers, mostly from form four leavers, to fill the gap caused by shortage of teachers in the local study district.
- Lack of school policy on transition and completion rates.

The Table below shows school based factors and pupils' characteristics that affect the management of school curriculum and performance. Respondents included 7 head teachers and 28 teachers. The factors are shown as percentages of the total responses sampled.

Table 4.5.1: School-based and Pupils' Characteristics that contribute to poor Management of School Curriculum as perceived by Head Teachers and Teachers.

School – based and pupils' characteristic factors	Head teacher				Teacher			
	SA	A	D	SD	SA	A	D	SD
1. School punishment	0	0	42.86	57.14	17.86	17.86	53.57	10.71
2. Grade repetition	0	28.57	28.53	42.86	0	35.72	10.71	53.57
3. Quality education	42.86	28.57	28.57	0	28.57	28.57	21.43	21.43
4. Shortage of teachers	57.14	42.86	0	0	71.43	28.57	0	0
5. Inadequate facilities e.g classroom	57.14	42.86	0	0	28.57	28.57	21.43	21.43
6. Indiscipline	42.86	28.57	28.57	0	28.57	28.57	21.43	21.43
7. Teenage pregnancy	14.86	14.86	28.57	41.71	17.86	17.86	10.71	53.37
8. Learning resources e.g textbooks	57.14	42.86	0	0	71.43	28.57	0	0
9. Poor sanitation	41.71	28.57	29.72	0	71.43	28.57	0	0
10. Poor academic performance	14.86	14.86	28.57	41.71	28.57	28.57	42.86	0
11. Negative attitudes towards teachers	0	28.57	28.57	42.86	17.86	10.71	53.37	0
12. Corporal punishment	0	28.57	28.57	42.86	17.86	17.86	10.71	53.37
13. Overcrowding classrooms	57.14	42.86	0	0	28.57	71.43	0	0
14. Drug abuse	0	28.57	71.57	0	28.57	28.57	10.71	53.57
15. Distance to and from school	28.57	28.57	42.86	0	0	35.72	53.57	10.71

Key: SA- Strongly Agree, A- Agree, D- Disagree, SD- Strongly Disagree.

Table 4.5.1 indicates that the following school-based factors influenced management of school curriculum:

- a. School punishment
- b. Grade repetition
- c. Low Quality of education
- d. Shortage of teachers
- e. Inadequate facilities e.g. classroom
- f. Indiscipline
- g. Teenage pregnancies
- h. Inadequate learning resources e.g. textbooks
- i. Poor sanitation
- j. Poor academic performance
- k. Negative attitude towards teachers
- l. Corporal punishment
- m. Overcrowding classrooms
- n. Drug and substance abuse
- o. Distance to and from school

The QASO'S who were interviewed identified a number of school-based factors that led to poor management of school curriculum and dwindling pupils performance. They cited the following:- Inadequate regular instructional supervision by head teachers to enforce effective teaching-learning activities, lack of collegial supervision by staff to share strengths and weaknesses of their lessons as a measure for remedy, insufficient school policies and procedures to enforce and regulate quality and standards, grade repetition at the point of transition led to wastage and stagnation of pupils, causing high rate of drop outs and porous school compound contributed to pupils' indiscipline because it was difficult for teachers to notice late comers and those who sneaked out of school during lesson time.

Drug peddlers or traffickers may trespass and expose pupils to drug and substance abuse. Consequently, parents reported the following challenges in relation to FPE initiatives by the government: It caught teachers and parents unprepared to handle huge enrolment which increased teachers' workload; high pupil-teacher ratio, insufficient and delayed

FPE funds to schools, inadequate physical and learning resources, diminished parent's role and responsibilities towards their children's education, insufficient school policies to reinforce and regulate frequent absenteeism and lateness by both teachers and pupils and hidden cost of education: school levies charged on mock examinations, teacher motivation fees, extra tuition, cost of school uniform.

Subsequently, pupils reported the following school-based factors as contributing to negative attitude towards school: Grade repetition/forced repetition, drug and substance abuse by teachers, poor performance in national examinations, frequent absenteeism and lateness by teachers, school punishment/corporal punishment, harsh teachers and defiant behaviors to rules and regulations.

4.7 Researcher's Observation Checklist

The researcher observed the following:

- a. Most schools did not have sign boards which direct visitors to the school.
- b. School gates are lacking and pupils accessed the school from all directions.
- c. Most schools have not created vision, mission and core values and the few which have them have not displayed them on notice board for all stakeholders to read and understand.
- d. Almost all schools did not make a five year school strategic plan. School need assessments have not been prioritized.
- e. Morning assemblies always consumed the first lesson due to head teacher's announcements.
- f. Corporal punishment is rampantly applied by teachers.
- g. Staff consumed time in the staffroom chatting issues which are not relevant to school curriculum while lessons are on progress.
- h. P.E. lessons are not practically carried out and pupils are seen idling around classrooms making unnecessary noises.
- i. School fields are not marked; ball games and athletics done outside the school, always in public fields which are poorly marked.
- j. Time tables are not displayed in the classrooms; teachers and pupils consulted this valuable document from staffroom or head teacher's office.
- k. Frequent absenteeism and lateness by both teachers and pupils.

- l. Class attendance registers often in the custody of class monitors who marked them on behalf of class teachers.
- m. Lesson time is not strictly observed as pupils are seen moving in and out of the classroom.
- n. There is little parent-teacher interactions and consultations on children's performance.
- o. Schools are not learner-friendly as teachers often applied physical punishment to instill discipline.
- p. Time-table is not learner-friendly as subjects with similar concepts for instance; Social Studies and Religious Education, English and Kiswahili followed immediately one another.
- q. Internal mock examinations are not strictly supervised by teachers and marking is often done by "hired" school leavers.
- r. Morning and night studies are not strictly supervised by teachers. Instances of school watchmen handling pupils' conflicts during such occasions are evident.

4.8 Measures to be taken to Improve Management of School Curriculum

All actions affecting a child should be done in the child's best interest (Children's Act 2001). In Kenya, the provision of education opportunities to all Kenyan children is central to the government's poverty eradication strategy and the economic recovery strategy. To realize their goals and to provide pupils with opportunities to acquire basic education to enable them assurance mechanisms (MOEST, 2005). Therefore considering the above findings and discussion, the question below sought the best solutions that conform to the pupils' best interests.

The fifth research question was: **What measures can be taken to improve and effectively manage the school curriculum and pupils' results in KCPE?**

The following are suggestions made by head teachers and teachers. They suggested that the government should:

- Reduce current problem of teacher shortage in schools by employing and posting more teachers to Loiyangalani District.
- Increase and disburse FPE funds without delay.

- Increase provision of SFP consignments without delay, to access and retain children in school.
- Build more classrooms to de-congest overcrowding in the classrooms.
- Put in place clear policies and procedures to curb down high rates of school dropouts.
- Increase provision of teaching and learning materials to reduce the current high pupil-textbook ratio.
- Strengthen and enforce policies and procedures that banned the use of corporal punishment. Reinforce alternative measures to correct defiant behaviors.
- Enforce Free and Compulsory Primary Education by bringing all children to school.
- Ensure teachers' professional growth and development is enhanced through in-service training programmes.

For effective teaching and learning process, the head teachers and teachers suggested the following steps that they would take to improve management of school curriculum:

- Improve their teaching methods through research and innovation.
- Prepare, make and use their professional records like schemes of work, lesson plans/ notes, records of work covered, pupils' progress records, personal time table, class attendance and other relevant records.
- Ensure timely completion of syllabus contents is adhered to through effective commencement of lessons and other curriculum activities.
- They should set and uphold professional ethics and standards that may be emulated by their learners.
- Ensure collegial supervision and team work is embraced at all times to enhance quality teaching and better grades in the national examinations.
- They should create and provide an enabling learning environment which is supportive, collaborative and consultative to ensure significant gaps are reduced.
- Staff to lead by example, adherence to school rules and regulations is enhanced.
- Head teacher to ensure service delivery through regular supervision of school curriculum at all levels.

Asked what the community could do to improve on management of school curriculum delivery and implementation to increase pupils' academic performance, the head teachers and teachers suggested following:

- Instilling discipline to their school children.
- Enhance, appreciate and value the importance of their children's education and sensitize them to view schooling as a key to individual success so as to raise their low socio-economic status and bridge the gap between the poor and the rich.
- Encourage community members to join fight against poverty, ignorance, disease and other social ills like corruption, tribalism and poor school administration and ensure that school leadership is efficient and effective.
- Ensure that local political interference is kept away from school.
- Support the school by taking active role in the development of school projects and programme.
- Market the good name and positive image of the school to all stakeholders so that teachers and learners are motivated and encouraged.

Asked what pupils should do to improve effective Management of School Curriculum, the head teachers and teachers responded by suggesting that the pupils should:-

- Maintain high discipline standards through observation and adherence to school rules and regulations.
- Embrace the value of hard work and commitment.
- Have positive attitude towards school/teachers.
- Embrace healthy competition among themselves to improve performance.
- Be motivated to achieve higher marks.
- Avoid frequent absenteeism and lateness.
- Be inspired to work towards self-worth and fulfillment.
- They should demonstrate a sense of ownership and safeguard school property for their use and for future generation.
- Study and work together to overcome difficult learning concepts and eliminate childhood concepts which are untrue.
- Be informed the danger of abusing drugs by attending guidance and counseling sessions in school.

Consequently, parents have suggested the following in order to improve management of school curriculum, which the government should increase and swiftly disperse FPE funds, carry out audit of schools accounts to check and control mismanagement and embezzlement of school funds by head teachers, enforce principles of openness, transparency and accountability, reduce or eliminate the current problem of understaffing in schools by posting more teachers to public primary schools in Loiyangalani District and enhance regular instructional supervision, monitoring and evaluation by deploying QASOs to Loiyangalani District.

Asked what parents could do to improve on effective Management of School Curriculum, they gave the following suggestions:

- Appreciate the importance and benefits of their children's education.
- Reduce shortage of teachers by hiring P.T.A teachers.
- Support the school financially in all areas where the government has not given a hand.
- Provide basic needs and school requirements to their children in school.
- Offer good role models which could be emulated by learners.
- Involve with their children's school progress.
- Provide conducive learning environment at home.

Asked what the government could do to improve on effective management of school curriculum, the school assessors: the D.E.O, QASOs and TAC Tutors, reported that there was the need to reinforce policies and procedures on corporal punishment, extra tuition, grade repetition, wastage and stagnation, eliminate hidden cost of education, improved security by posting more security agents and promote community policing, improve road network, water and electricity and provide more reliable means of transport to facilitate movement of QASO's to schools for monitoring and evaluation.

Similarly, the head teacher should reinforce and implement government:

- Policies and procedures on education formulated as policy framework and guidelines to provide and promote quality education.
- Should strictly adhere to government policies and procedures on education which emphasizes on increased enrolment, access, retention and completion of primary education by children who were in school.

- Provide, support and promote harmonious correlation between his/her office and teachers to enhance good working relationship among the staff.
- Offer good leadership by embracing democratic principles of openness, instructiveness and appreciate the value of staff supervision and uphold the value of good public relation.
- Create, communicate and model school vision and mission statement to all stakeholders.
- Provide a conducive learning environment for both teachers and learners by supplying adequate teaching and learning materials.
- Increase his/her capacity to effectively handle conflicts.
- Be a team builder as well as a reflective teacher.

They also reported the following measures that teachers could do to improve Management of School Curriculum subjects:-

- Play an active role in enhancing pupils' discipline.
- Should be an exemplary and a role model to be emulated.
- They should teach efficiently and adequately complete syllabus contents.
- Able to deal with pupils professionally to reduce hostility and confrontations.
- Adhere to school rules and regulations and also the government policies on education.
- Provide guidance and counseling services to the pupils on regular basis to create self-awareness in the learners.
- They should demonstrate a sense of ownership and belonging to protect and safeguard school properties for their use and for future generation.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses and presents a synopsis of this study finding; Summary, Conclusions and recommendations. In addition, further research was also suggested.

5.2 Summary of the study

This study looked at the constraints of management of school curriculum in Public Primary Schools in Loiyangalani District of Marsabit County in Kenya. Questionnaires had a response rate of (100%) indicating the effectiveness of the instrument in data collection. The ability of the questionnaires to be administered and filled at the same time too made it a better tool since it is cheap, simple and time saving. Though involving, interview schedules provided first-hand information and hence proved a reliable tool.

5.3 Summary of the findings

This study findings were based on the constraints to management of school curriculum in public primary schools in Loiyangalani District of Marsabit County. The study explored the constraints encountered in the management of school curriculum in selected public primary schools. Major findings that emanated from this study are presented:

5.3.1 School Physical and Learning Resources

Most schools experience classroom congestion and limited space for free movement for teachers when marking pupil's work. High pupil-textbook ratio was a problem in about (40%) of the schools in the district. Most schools have insufficient number of toilets to serve the pupils' population well. More than half of the schools lacked lighting facilities. The majority of head teachers (50%) indicated that teachers did not complete school syllabus while (28.57%) of teachers reported non-existence of syllabus documents in their school. The majority of the school compounds are porous due to lack of fencing. Children and other trespassers accessed school from all direction. It was difficult for teachers to reinforce and regulate school rules. Majority of pupils cannot access boarding

facilities. Delays in disbursement of SFP allocations was a major problem to many schools in the district.

5.3.2 School Administration Process, Teachers' and Pupils' Characteristics

All head teachers were males and therefore may not provide suitable guidance and counselling services especially in some sensitive areas like sanitary towels and issues of puberty which may be handled well by female teachers. The highest percentage of teachers were married and therefore are well placed to address and take care of the pupils in a more parental way. (57.14%) of head teachers had attained Bachelor of Education degree and another (14.29%) had Diploma in Education. Subsequently, (54%) of teachers were trained P1 while (7%) of teachers were designated as Approved Teacher Status (ATS). This gives all the teachers the ability to offer professional duty to the pupils.

Head teachers had a working experience of 5 years and above. Decision making was almost a preserve of the head teachers and therefore most of the teachers are not involved in major decisions and projects in schools. Most head teachers did not communicate policies and procedures to the staff.

5.3.3 Home-based and Community Factors

(79%) of the pupils in the district came from low socio-economic status families. (69%) of pupils' parents had no formal education since most of them are herders and not in formal employment. Early marriages and female circumcision are rampant.

5.4 Conclusions

Quality of education and good academic performance, largely depend on the management of school curriculum. This study found out that the kind of academic achievement inspired for, with regard to pupils' performance in national examination KCPE was minimal due to lack of clear school policies and procedures.

Poor Standard Assessment has largely contributed to poor curriculum management. School administration process was not sensitive to school based factors which persistently constrained the management of school curriculum. Factors associated with

head teachers and teachers in the curriculum management were major issues that needed special attention by all stakeholders. Parents did not respond adequately to individual needs and requirements due to poverty levels of households and high rates of illiteracy. Early marriage of school girls, teenage pregnancies and FGM contributed to many girls dropping out of school. Parents used their children to supplement family income.

There is therefore need for quality learning because education is the only sure way for upward mobility, especially for children from low income households. Therefore, for this dream to be realized, all stakeholders must consolidate their efforts towards reducing or eliminating constraints to management of school curriculum.

5.5 Recommendations

Based on this study's finding, the researcher recommends the following:

The Government in collaboration with other stakeholders should:

1. Post more trained and qualified teachers, increase number of female teachers and start regular in-service training programmes.
2. Reinforce and regulate state policies and procedures on education and reinforcing among others Children's Act, 2001, which prohibits FGM, early marriages and also proposes prosecution of those found responsible for teenage pregnancies. All the programs in schools should be pupils' centered.
3. Start and increase FPE funds, SFP, low cost boarding facilities, installation of electricity and construction of more spacious classrooms.
4. Deploy more QASO's and facilitate them to carry out more regular instructional supervision and school assessments.
5. Educate parents and community the value and importance of education through chief's 'baraza', seminars, and workshops and also in school forum like parents' day, education day, and class clinic days.

5.6 Suggestions for Further Research

This study suggest that further research be:

1. Conduct further study research that includes all Public Primary Schools in Loiyangalani District to generate more in-depth analysis of these research findings.
2. Carry out further research in Private Primary Schools in Loiyangalani District.
3. Undertake further research in Single Public or Private Primary Schools: either in boys boarding or girls boarding and also Single boys' day school or single girls' day school.
4. Conduct further research in all public or/and private primary schools in Marsabit County.
5. Undertake further research in public primary schools in other ASAL counties with similar challenges.

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2. Staff establishment by gender, grade, and design

Number of male teachers []

Number of female teacher []

How many possess

(i) University degree []

(ii) Diploma certificate []

(iii) P1 certificate []

(iv) P2 certificate []

(v) ATS I []

(vi) ATS II []

(vii) ATS III []

(viii) ATS IV []

3. Type of primary school you are managing

Private [] Public []

4. Is your school

Single boarding []

Mixed boarding []

Mixed boarding and day []

Single day []

Mixed day []

5. Has your school received FPE funds from GOK?

Yes [] No []

If NO; state the reasons why it is not receiving the government money?

.....

6. If your school is boarding, give the enrolment of the boarders by gender

Boys

Girls.....

Total

Part C

1. Funding of boarding facilities: (indicate by a tick [\surd])

Low cost boarding	Receive adequate GOK funds	Receive inadequate funds	Funds received regularly	Funds received irregularly

2. Apart from Government funding, state other sources

Community/parents [] CDF []
 NGOs [] UNICEF []
 Income from sales []

3. How do you rate the availability of learning resources to pupils in your school?

Excellent [] Good distribution []
 Fair distribution [] Poor distribution []

4. How do you rate the pupil – book ratio in your school?

1:1 [] 1:2 []
 1:3 [] 1:4 []
 1:5 [] 1:6 []

5. Indicate by a tick [\surd]; the status of the following

	Available and adequate	Not available	Inadequate	Books/food stored in shelves or food stand	Books/ food put on the floor
a) Books store					
b) Food store					
c) Library					

6. Rate how teachers in your school utilize the teaching resource/aid? Show by a tick [\surd]

Often [] At times []
 Rarely [] Never []

7. Do the school maintain the records of its property?

Yes [] No []

8. What mechanism is put in place to recover the lost property?

Replace by buying new ones []

Charge on the loser []

None of the above []

Part D

1. How often do you have the following?

	Very often	Not often	Rarely or irregular	Once in a Term	Annually
a) SMC meeting					
b) Staff meeting					
c) SIMSC meeting					
d) P.T.A meeting					
e) Education day					
f) Education Clinic day					

2. What kind of support or collaboration do you receive from the following? Show by a tick [√]

	Very good	Good	Fair	Poor
a) Deputy head teacher				
b) Senior teacher				
c) Subject panels				
d) School committees				
e) Sponsor				

3. State by indicating in the boxes provided, the level of education of your school committee members

KCE/KCSE/EACE []

CPE/KCPE []

Not completed primary []

Not attended any formal system []

4. The composition of your school committee members by gender
 Male Female
5. When did your school last held school committee election?
 A year ago []
 Two years ago []
 More than 5 years []
6. How was the election conducted and who supervise it?
 In a P.A meeting presided over by the head teacher []
 In a P.A meeting presided over by the area chief []
 In a P.A meeting presided over by the area councilor []
 In a P.A meeting presided over by the DEO or AEO []
 None of the above []
7. How do the stakeholders linked to the school affairs?
 Through meetings called from time to time []
 Invitation made to them by the head teacher []
 Through informal visits made by parents []
 Whenever there is a crisis to solve []
8. In terms of pupil's discipline, how do you rate those of your school? Show by tick
 [√]
 Very disciplined [] Highly disciplined []
 Moderately disciplined [] Very indiscipline []
9. How do you rate involvement of the following in relation to pupils' performance?

	Excellent	Good	Fair	Poor
a) Community members				
b) Parents of the children				
c) School committee members				
d) Elected leaders				
e) Teachers				

10. What do you consider as the parents level of involvement in their children's learning?
- Very keen and helpful in their children []
- Rarely do they encourage their children []
- Never: do not show any interest in their children []

Part E

1. Have you received any training in school administration?

Yes [] No []

If yes, how useful was the training?

Very useful [] useful []

Not very useful [] Not useful at all []

2. Do you allow the members of the public to inspect the receipt of school instructional material orders?

Yes [] No []

If yes, how there their comments accommodated?

helpful and considered in the next order []

Irritable and rejected out rightly []

Ignored since their views are seen as fault finding []

3. Do you plan IN-SET for your teachers?

Yes [] No []

If yes, which curriculum consideration has influenced you most?

Lack of teachers' motivation leading to poor performance []

Lack of children's learning interest []

Teachers inability to effectively use the authorized/official syllabus []

4. Do you put deliberate interventions in place to meet specific and special needs of the pupils?

Yes [] No []

5. Is there a system where you delegate responsibilities to teachers and pupils

Yes [] No []

6. State the extent to which you practice the following administration activities

	No extent	Small Extent	Moderates extent	Large extent	Very large extent
(a) Encourage teamwork					
(b) share administration problem					
(c) Involve teacher in discussion making					
(d) conduct frequent staff meetings to discuss emerging issues and chart way forward					
(e) often discuss with pupil to ensure good relationship with them					

7. Rate by indicating a tick [$\sqrt{\quad}$], how teachers in your school prepare, use and submit the professional records to you for checking and approval?

Very often []

Rarely []

Only when directed by you []

Only when learning an impending standard assessment from D.E.O's office []

8. What do you say the reliability of the following curriculum issues by the teachers?

	Excellent	Good	Fair	Poor
(a) teaching from the textbooks				
(b) scheming from textbook notes				
(c) scheming using authorized syllabuses				
(d) evaluating using commercially set texts				
(e) putting more prominence to reference materials				

9. When was the school's standard assessment last conducted in your school?
- Once every year []
- Two years ago []
- Five years ago []
- Since 2010 []
10. What are the general feelings or attitudes of your teachers to the performance assessment report?
- Positively, helpful []
- Negatively, fault finding mission []
- Mixed reaction, some accept it, others reject []
- Neither motivated nor de-motivated []
11. How do you rate the preparation and use of professional records by teachers in your school?
- Adequately and promptly []
- Inadequately by all of them []
- Very few of them prepare and use them []
- None of them prepare and use them []
12. In your opinion, what are the factors leading to poor management of curriculum in your school?.....
-
-

13. Please indicate by a tick the extent by which the following socio-cultural factors influence poor performance of school curriculum subjects in your school?

Socio-cultural factors	Level of influence							
	Head teachers				Teachers			
	VH	H	L	NI	VH	H	L	NI
Negative attitude towards education by parents								
Early marriage (of school girls) Teenage pregnancies								
Insecurity (cattle rustling and banditry activities)								
Child labour (herding)								
Circumcision: FGM for girls moranism for boys								
Nomadic pastoralist families (Nomadic way of life)								
Parental care								

Key

VH - Very High

H – High L – Low NI – No influence

14. The table below gives some school based factors and pupils' characteristics that would determine low quality education and poor performance by pupils. Based on your experience as a teacher, indicate the extent to which each of the factors influence low management of school curriculum and poor performance.

School-based and pupils' characteristics factors /determinants	Level of agreement			
	Strongly agree	Agree	Disagree	Strongly disagree
1. School punishment				
2. Shortage of teachers				
3. Grade repetition				
4. Quality of education				
5. Poor sanitation				
6. Inadequate physical				
7. Inadequate teaching and learning materials eg textbooks				
8. Teenage pregnancies				
9. Indiscipline				
10. Drug abuse				
11. Poor academic performance				
12. Overcrowding /classroom congestion				
13. Distance to and from school				
14. Negative to and from school				
15. Peer pressure				

15. Suggest ways of improving management of curriculum.....

.....

16. Make any other comment you think is useful to the curriculum managers.....

.....

APPENDIX B

QUESTIONNAIRE FOR TEACHERS

Instruction:

- Do not write your name and school anywhere in this questionnaire.
- Air your views freely. They will be treated confidentially.

Part A: Bio Data

Please tick [] in the boxes provided

1. Your gender
Male Female
2. Indicate by ticking [] your marital status
Single Married
3. Your age _____
4. Give your teaching experiences
Since completion of the teacher training college
In the present school
Mention by stating your teaching subjects
Handled all primary subjects in the curriculum
Has been teaching core subjects like math, English, Kiswahili
Has been teaching in the lower primary classes since I joined this school
Taught only the middle level classes (STD 4-5)
Usually taught examination classes in the upper primary (STD 6-8)
5. How often does the school practice horizontal or vertical movements of the teaching staff?
Often Rarely Not at all
6. How do you rate the subject panels in your school?
Active Inactive Non-existence

7. Show by a tick [] your highest academic achievement

College certificate	
Diploma certificate	
First degree	
Post graduate	

8. Do you have any other responsibility as delegated to you by your head teacher?

Yes [] No []

If yes, how was it communicated to you?

Verbally [] By writing []

Your consent sorted [] Your consent not sorted []

9. How often do the parents of the children inquire their children's performance?

More often [] Rarely [] Not all []

10. Many parents of the pastoralists

Are aware of their children's education needs []

Are not aware of their children's education needs []

Leave everything entirely on the teachers []

11. How effective and operational is the following in your school?

	Very active	Moderately Active	Not active	Not in existence
a) School examination policy				
b) Curriculum support clubs				
c) School prefect body				
d) Education Act				
e) School rules and regulations				
f) Teacher Code of Regulation				
g) Teacher Code of Conduct and Ethics				
h) Children's Act 2001				

12. How democratic is your school in dealing with the concerns of the following

	Freely/ Uncontrolled	Controlled	Not accommodated	Culprits are disciplined
a) Children's voice				
b) Non-teaching staff				
c) Teaching staff				
d) Other members of staff				

13. How are subjects shared in your school

- Through a staff meeting []
- Allocated to you by the head teacher []
- Allocated to you by the subject panels []

14. In your opinion, what factors contribute to poor management of quality curriculum in your school?

- School management/administration []
- Understaffing []
- Absenteeism []
- i) By teachers []
- ii) By pupils []
- iii) By both teachers and pupils []
- Classroom congestions []
- Examine-oriented school policy []
- Parents education background []
- Cultural factors []

15. How do you rate the influence of the following on the management of quality curriculum in your school?

	Very much	Quite much	Moderately	Not at all
a) Community ritual rites				
b) Circumcision and moralism				
c) Female genital mutilation (FGM)				
e) Early marriages of school girls				
f) Early pregnancies of school girls				

16. What influence has the following in the curriculum delivery?

	Very extreme	Extreme	Moderate	Not at all
(a) Drug and substance abuse				
(b) Lack of public transportation				
(c) Chronic absenteeism				
(d) Harsh/hostile weather conditions				
(e) Persistence drought and famine				
(f) Ethnic conflicts				
(g) Inadequate boarding facilities				
(h) Water scarcity/safety standards				
(i) Porous school compound				
(j) Child labour				
(k) Absence of role model				

Part B. Teaching and Learning Resources

1. How is the teaching and learning resources?

Learning Resources	Adequate	Inadequate	Non existence
a) Library			
b) Teacher reference books			
c) Teaching aids			
d) Text-books			

2. Indicate by a tick [] the teaching method teachers apply mostly in your school
- Teacher-centered/lecture method []
- Learner (child) centered []
3. How do you reward those who perform well in the school? Indicate by a []
- Cash awards (money) [] Token (materials) []
- Verbal praises [] None []
4. Are there incidences of children in upper primary unable to solve problems at the lower primary level?
- Yes [] No []
- If yes, which aspect is lacking?
- Speaking or reading []
- Writing []
- Inability to bring pieces together to build a whole []
- Poor analysis of the problems at hand []
- Lack of exposure []
- No competition within the school []

Part C

1. Indicate by rating the nature of the teaching staff in your school?
- All held from the local native community []
- All of them are male teachers []
- All of them are female teachers []
- All of them are non-local teachers []
2. How do you rate the administration of the children's discipline in your school?
- The school is children friendly []
- Discipline is controlled through corporal punishment []
- The school uses prefects to instill discipline on behalf of teachers []
- Effective guidance and counseling services []
- Pupils discipline is left to the head teacher []

7. Based on your experience as a teacher, indicate the extent to which each of the factors influence management of school curriculum and poor performance.

School-based and pupils' characteristics factors /determinants	Level of agreement			
	Strongly agree	Agree	Disagree	Strongly disagree
1. School punishment				
2. Shortage of teachers				
3. Grade repetition				
4. Quality of education				
5. Poor sanitation				
6. Inadequate physical				
7. Inadequate teaching and learning materials eg textbooks				
8. Teenage pregnancies				
9. Indiscipline				
10. Drug abuse				
11. Poor academic performance				
12. Overcrowding /classroom congestion				
13. Distance to and from school				
14. Negative to and from school				
15. Peer pressure				

8. Indicate the causes of poor management of curriculum in your school.....

.....

9. Suggest ways of improving management of curriculum in your school.....

.....

10. Make any comment you think is useful to this study.....

.....

APPENDIX C

LEARNERS/PUPILS' QUESTIONNAIRES

Instruction:

- (i) This is not an examination
- (ii) There are no right or wrong answers
- (iii) Please answer the questions freely and honestly as possible
- (iv) Your responses will be treated confidential.

Part A

1. Name of your School? _____
2. Please indicate by a tick [] your gender
Male [] Female []
3. What category is your school?
Boys boarding only []
Girls boarding only []
Mixed day and boarding []
Girls day []
Boys day []

Part B

1. Indicate by ticking [] the highest level of education of your parents/guardians

Level of education	Father	Mother	Guardian
a) Has university education			
b) Completed secondary education			
c) Completed primary education			
d) Left before completing primary education			
e) Has not attended any formal system of education			

2. Indicate by a tick [√] your parents/guardian's occupation

Occupation	Father	Mother	Guardian
Herdsman			
Retail shopkeeper			
Livestock trader			
Home guard (KPR)			
Charcoal seller			
Milk seller			
Miraa seller			
Butcher			
Bar attendant			
Hotel attendant			
Primary school teacher			
Nurse			
Soldier			
Secondary school teacher			
University lecturer			
A politician			
House wife			

3. Show by a tick [√] the extent to which your parents or guardians involve in the following

Response	No extent	Small extent	Moderate extent	Large extent
a) Always give a learning environment at home				
b) Make a follow up in school to know my performance				
c) Often encourage through praise words or rewards				
d) Motivate by fulfilling a promise				
e) Interested to know my marks or grades in the school report form				
f) Inquire my school attendance from my class teacher				
g) always provide reference books to supplement with what I already have				
h) visits the school to know about other equally important issues of school				
I) contribute to support school need				

4. Indicate by ticking [√] the kind of chores you are given at home after school

Go to get water from the well or river

Collect firewood from nearby bush/river

Cook supper for the family

A baby sitter

Run family errands

Join other siblings in milking goats/sheep/cows/camel

Join my peers in playing football

Watch movie/TV in our sitting room or neighbor's house

Do my homework

Work for a neighbor to get dailies for the family

APPENDIX D
QUESTIONNAIRE FOR THE PARENTS

Instruction:

- (i) Do not write your name or school anywhere in this questionnaire.
- (ii) You are free to either answer or reject to answer this questionnaire.
- (iii) Give your honest opinion freely. They will be treated confidential.

1. Please indicate by a tick (✓) your gender

Male [] Female []

2. Your age.....

3. What level of education have you attained or reached? Please tick (✓) where applicable

KCPE/CPE/KAPE [] KCE/EACE/KCSE []

Diploma [] University degree []

No formal education []

4. How many children do you have in this school?

One []

More than one []

None []

5. Who provides for his/her school needs? Please indicate by a tick (✓)

Mother []

Father []

Both parents []

Sponsor []

6. Do you have your own child or children who were now in tertiary college(s) who had gone through this school?

Yes [] No []

7. How do you know the progress of your child/children? Please show by a tick (✓)
- | | |
|-------------------------------------------------------|-----|
| Through teacher's homework | [] |
| During parents' day | [] |
| End of the term progress report | [] |
| The child keep you informed about his/her grades | [] |
| Through literate neighbour with a child in the school | [] |
| After KCPE results | [] |

8. Have you ever attended a P.T.A or Parent's day meeting?
- Yes [] No []

If no, please give reasons of not attending.....

9. How are you involved in an indiscipline case committed by your child in the school?
- | | |
|--------------------------------------------------------------------------------------------------|-----|
| Order or make the teachers punish him/her through caning | [] |
| Give some caning by yourself | [] |
| Encourage the child to give his/her reasons of acting so | [] |
| Take him/her from that school to another | [] |
| Leave everything for the teacher to deal with | [] |
| A school child entirely belongs to teachers, so do not bother about his /her indiscipline | [] |
| Teachers often discriminate children's indiscipline character behavior on the basis of ethnicity | [] |

10. How is your perception about this school in terms of ownership?
- | | |
|------------------------------------|-----|
| The sponsor has all the say | [] |
| The head teacher has all the say | [] |
| Rich households control everything | [] |
| All parents have a stake in it | [] |

11. Are there procedures to make head teacher or teachers accountable for their conduct?
- Yes [] No []

12. When do you get involve into the general affairs of the school? Please show by a tick (✓)
- During crisis meeting to solve a problem []
- After KCPE results []
- Only when the head teacher asks for your assistance []
- Even when there was no particular problem []
- only when an issue concerning my child arises []
13. How often do you visit the school to check on the availability of school feeding meals?
- Often []
- Rarely []
- Never, because that is not my role []
14. What kind of leadership characteristic does the head teacher exhibits when dealing with parents?
- Accommodative, collaborative, cooperative, consultative []
- He/she is no nonsense man/woman []
- Does not entertain parents who question about him []
- Avoids seeing ruddy parents by ignoring their suggestion/opinions []
- Some parents are given audience []
- Treat or handles all parents equally []
15. How are teachers and head teacher reacting to poor pupils' performance after national examination result?
- Accept and own the results []
- Often reject the outcomes []
- Put blames on the learners []
- Put blames on the parents []
- Distance themselves by citing understaffing/staffing situation []
- Socioeconomic and cultural factors as stumbling block to getting good grades []

16. What kind of work does your child do after school? Please show by a tick (√)

- Assist you with shop business [] Collect firewood for dinner []
 Milk cows/camel/goats [] Wash family clothes and bedding []
 Move around the village to get some food from well wishers []
 Play with other children in the field []

17. Do you have a provision for private study time at home? Please show by a tick (√)

Yes [] No []

If yes, where is the study taking place

- In the family living room [] In the neighbour's house []
 In the in-laws premises []

18. How do you encourage or motivate your child at school? please show by a tick (√)

- Visit him/her at school to know his/her school progress []
 Give a prize/buy a reward promised after success []
 Follow-up his/her work in school and also at home promptly []
 Learn his/her progress from Report form []

19. How do you rate assistance or support you receive from this school. Please indicate where appropriate

	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
This school has helped me to become more collaborative in my dealing with issues or activities in the school.					
This school has helped me to receive feedback immediately after an examination.					
This school has helped me to improve my level of consultation with teachers regarding my child's performance.					

20. Does the school make you feel that they appreciate you as a customer?

Yes [] No []

If not, why?.....
.....
.....

21. Would you recommend the school to another parent?

Yes [] No []

If not, why?.....
.....
.....

22. In your opinion, what ways would you suggest to improve school academic standards?.....
.....
.....

APPENDIX E

INTERVIEW SCHEDULED FOR QASOS

1. Response of QASOs on the constraints to management of quality curriculum...
.....
2. In this interview guide, the interviewee will be given open-ended questions.....
.....
3. When were you posted to this District?.....
4. When was your first assessment carried out?.....
5. Did it involve all schools in the District?
6. How many schools were visited since you were posted to this District?
7. What are some of the challenges that you have encountered or impede effective assessment?.....
.....
8. What kind of support did you receive from MOE/DEO/County office?.....
.....
9. How useful are the standards of curriculum management and delivery in the schools?
.....
10. How effective is curriculum management and delivery in the schools?

11. How effective is the staff at dealing with communication breakdown in the curriculum management and delivery?
-
12. What time does the daily school program start?
-
13. What is the total number of TSC teachers teaching in the school?
-
14. What is the approved post establishment of the school you visited?
-
15. Are both teachers and learners attending classes?
-
16. What is the impact of the approved post establishment in the school?
-
17. Is the time-table for the term available?
-
18. Are learners attendance registers always available and controlled?
-
19. What would you be able to learn from this register and the way it has been completed?
-
20. How often do the SMC members meet and discuss issues related to the school?
-
21. How often are staff meetings held in the school?
-

APPENDIX F

OBSERVATION CHECKLISTS

Observation	Available	Not available	Sufficient adequate	Insufficient inadequate	Efficient effective	Not effective
1. School vision statement						
2. School mission statement						
3. The core values						
4. The school motto						
5. The school language policy						
6. The staff norms and ethics						
7. The children government						
8. Guidance and counseling						
9. Teaching and learning activities						
10. Management of school curriculum						
11. Teaching strategies used by teachers						
12. School interval and external assessment						
13. Text books						
14. Toilets for girls						
15. Toilets for boys						
16. Water storage facilities						
17. Furniture, desks, chairs tables						
18. Classroom						
19. Commencement of school term						
20. Management of shortage of teachers						
21. School rules and regulations						
22. School block time-table						
23. School policy on admission and transfers						
24. Transition and completion policy checks and controls						

APPENDIX G

A LETTER TO THE MINISTRY OF HIGHER EDUCATION, SCIENCE AND TECHNOLOGY



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

OUR REF: E55/CE/14263/09

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Date: 15th April, 2014

The Permanent Secretary,
Ministry of Higher Education, Science & Technology,
P.O. Box 30040,
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR MR. ARILE OGOM ADISOMELLE REG. NO. E55/CE/14263/09

I write to introduce Mr. Arile who is a Postgraduate Student of this University. He is registered for M.Ed. Degree programme in the Department of Educational Management Policy & Curriculum Studies in the School of Education.

Mr. Arile intends to conduct research for a proposal entitled, "Constraints to Management of School Curriculum: A Case Study of Public Primary Schools in Loiyangalani District of Marsabit County, Kenya.

Any assistance given will be highly appreciated.

Yours faithfully,

A handwritten signature in blue ink, appearing to read 'Lucy N. MBAABU'.

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL

JK/cao

Committed to Creativity, Excellence & Self-Reliance

APPENDIX H

RESEARCH AUTHORIZATION FROM NCST



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

7th May, 2014

NACOSTI/P/14/7499/1434

Arile Agom Adisomelle
Kenyatta University
P.O.Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Constraints to management of school curriculum: A case study of public primary schools in Loiyangalani District of Marsabit County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Marsabit County** for a period ending **1st June, 2014**.

You are advised to report to **the County Commissioner and the County Director of Education, Marsabit County** 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.


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Marsabit County.



APPENDIX I

RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

**MR ARILE OGOM ADISOMELLE
of KENYATTA UNIVERSITY, 0-60500
Marsabit, has been permitted to conduct
research in Marsabit County**

**on the topic: CONSTRAINTS TO
MANAGEMENT OF SCHOOL
CURRICULUM: A CASE STUDY OF PUBLIC
PRIMARY SCHOOLS IN LOIYANGALANI
DISTRICT OF MARSABIT COUNTY, KENYA**

**for the period ending:
1st June, 2014**


**Applicant's
Signature**

Permit No : NACOSTI/P/14/7499/1434

Date Of Issue : 7th May, 2014

Fee Received : Ksh 1,000




**Secretary
National Commission for Science,
Technology & Innovation**

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two (2) hard copies and one (1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**



REPUBLIC OF KENYA

NACOSTI

**National Commission for Science,
Technology and Innovation**

**RESEARCH CLEARANCE
PERMIT**

Serial No. A 157

CONDITIONS: see back page

APPENDIX J

RESEARCH AUTHORIZATION FROM COUNTY DIRECTOR



MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY STATE DEPARTMENT OF EDUCATION

Telegrams: "EDUCATION" MARSABIT
Telephone: (069)210 2098
Fax: (069)210 2098
E-mail: cdemarsabit@education.go.ke

County Director of Education
Marsabit County
P.O. BOX.367 -60500
MARSABIT

Ref:No. CDE/MBT/GEN/25/(24)

26th May , 2014

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION – ARILE AGOM ADISOMELLE

The above name person has been authorized by National Commission for Science, Technology and innovation to carry research on "Constraints to management of school curriculum: A case study of public primary schools in Loiyangalani District of Marsabit County, Kenya." The research area is schools in Loiyangalani District of Marsabit County.

Please accord him necessary assistance.

A handwritten signature in black ink, appearing to read 'N. Atina'.

N. ATINA
For: COUNTY DIRECTOR OF EDUCATION
MARSABIT COUNTY

Copy to: The District Education Officer
LOIYANGALANI DISTRICT

APPENDIX K

RESEARCH AUTHORIZATION FROM DISTRICT EDUCATION OFFICER



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

Telephone: (069)2102098
Telegrams: "EDUCATION" MARSABIT
District Education Office
Fax: Marsabit (069)2102098
When replying please quote:

District Education Office
Loiyangalani District
P O Box 20 - 60500
MARSABIT

Ref/No LOIY/RES.VOL.1/001

Date: 23rd May 2014

To
All Headteachers
Loiyangalani District
Primary schools

RE: RESEARCH AUTHORISATION

Mr. Arile Ogom Adisomelle has been granted permission to undertake a research titled 'Constraints to Management of School Curriculum: "A Case Study of Public Primary Schools in Loiyangalani District Marsabit County, Kenya".'

I therefore, request for your cooperation, in enabling Mr. Ogom to accomplish the research in yours schools.

Thank you.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Isandap Joshua Didey'.

Isandap Joshua Didey
District Education Officer
Loiyangalani District