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DECLARATION

FACTORS AFFECTING THE IMPLEMENTATION OF THE
8-4-4 SCHOOL CURRICULUM IN PRIMARY SCHOOLS:
A SURVEY OF EMUHAYA DIVISION OF
VIHIGA DISTRICT

A Thesis
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PLANNING AND CURRICULUM DEVELOPMENT

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Master of Education (M.ED)

Anyona, Ananda
*Factors affecting
the implementation*



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ABSTRACT

DECLARATION

This Thesis is my original work and has not been presented for a degree in any other University

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ABSTRACT

Since independence, the Kenyan Government has shown particular concern for the education of her citizens. Several committees have been formed to look into this. Following the recommendations made by committees formed by the Government to look into education, several changes have taken place in education. Among others, these have led to the recommendation and implementation of the 8-4-4 system of education. It was argued that the former system did not allow the school leavers, especially at the primary school level to reach the level of permanent literacy.

The problem in this study was to find out the factors affecting the implementation of the 8-4-4 school curriculum at the primary school level. In this new system the primary school cycle has been extended to eight years and the curriculum has been diversified to include new areas of learning.

In order to do this, fifty-two primary schools were randomly selected. The subjects for the study included the headteachers, chairmen of Parent-Teacher Associations and teachers. The five education officers in the area in question were also requested to take part in the study. Data was obtained from schools and the subjects by means of questionnaires and the schools observation schedule.

The data collected were analysed and results presented in tables of frequency distributions. The study

revealed the following findings:-

- (1) qualified personnel, physical facilities and teaching learning materials were inadequate in schools,
- (2) orientation courses had been offered to some of the implementers,
- (3) lack of funds was the prime problem,
- (4) the poor socio-economic status of the community,
- (5) the lack of proper communication among implementers,
- (6) the lack of co-operation from the community,

were the factors affecting the implementation of the 8-4-4 school curriculum in the selected schools.

Some further research and recommendations were presented which should be the basis for validation of the reported findings of the present study.

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Many thanks are due to teachers, Chairmen of Parent-Teacher Associations and Education Officers of primary schools in Emuhaya Division for their participation in this study.

My gratitude also goes to my husband, Dr. G. W. Sikalieh, parents, sisters and brothers whose untiring cooperation, invaluable help and encouragement made this study a reality.

Finally, I am greatly indebted to Miss Deborah Sirima and Miss Christine Owala who typed this report.

DEDICATION

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Husband	
and	
Son, Mandela	
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Your spirits inspired and motivated my efforts.	
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1.1 Background to the Study

Education in Kenya like most developing countries has undergone different stages. In traditional societies in Kenya, education was not confined to formal institutions such as schools but began at the time of birth and ended with the death of an individual. The major aim of ~~this~~ indigenous education was to fit children into their society and to teach them love of and respect for their families, clans, religions and traditions. This aim was successfully achieved. Mwalimu J. K. Nyerere attests to this when he says that

there was equality and respect for human dignity; the sharing of resources which are produced by our efforts; work by everyone and exploitation by none.¹

This was an education for self-reliance. An education whose success was achieved because of its closeness to the African environment and way of life. Given its nature, therefore, ~~this~~ indigenous education was largely informal. Every member of the society gladly and readily took an active part in effecting this education. With the coming of Europeans, first the missionaries, then the colonialists, the entire system of life in the African society was interfered with.

The missionaries introduced a new type of education in African countries which is dominantly formal.

¹Nyerere, J. K., Education for Self-Reliance (Dar-es-Salaam: Government Printer, 1967) p.6.

Since its introduction in the middle of the nineteenth century, formal education in Kenya has undergone major reforms.

Initially, the objectives, content and structure of formal education, reflected the aspirations of its initiators, the missionaries, and later the colonial government. The education was stratified on racial lines, with respect to structure, curricula and resources. There were three different systems, for Europeans, Asians and Africans.

The missionaries had one major aim of making converts. They therefore, offered Africans a literacy kind of education (reading, writing and a bit of arithmetic) that would enable the Africans to read and interpret the Bible. For the purposes of maintaining the Mission Stations, "the Missionaries established as basic elements in the Curriculum, practical skills like carpentry and gardening."²

The colonial government, initially showed no concern for the education offered to the Africans. Its aim at the time was to establish schools for the European Settlers' children. It left the education for African children in the hands of the Missionaries who for a long time played a dominant role in determining the type of

²Oliver R., The Missionary Factor in East Africa (London: Longmans, Green, 1952), p. 213.

education they felt was suitable for the Africans.

With the pressure from the settlers who were in need of cheap labour, the colonial Government began to show some gradual concern for the education for Africans. For instance, it started establishing technical schools with the aim of teaching African boys to respect manual labour, providing them with a sound general education and technical training. This, it was expected, would lead to the production of a large labour force that would work on European farms. The colonial Government further showed concern for education for Africans in its appointment of various commissions to look into the education systems. However, all these Commissions and Acts had one thing in common: to provide the type of education that would keep the Africans in the rural areas and make them semi-skilled labourers with only a handful of semi-trained - clerks and teachers. Thus, the education was modelled on the metropolitan school systems in which the Europeans received the superior education to keep them at the top of Society as Masters, followed by the Asians and Arabs whose education was aimed at the production of merchants. The Africans came last. Their education system was designed to develop a hybrid of some academic, technical and vocational components, principally to prepare the youths for servitude, especially on European farms. In Odinga's words, "the purpose of education was not to train the Africans for independence

but for subservience."³

This racial stratification was also evident in the implementation of education. The Colonial Government expenditure on education was divided in the same order with European education receiving the highest amount of resources and education for the Africans, the least.

Following World Wars I and II, especially the latter, there occurred a dramatic turn of events. From the African experiences in the Wars, the Africans resented the type of education that was being offered to them. They demanded a more meaningful and relevant education. The African dissatisfaction is echoed in Mwalimu Nyerere's words;

It was considered to be inappropriate in meeting the needs and aspirations of independent states since it was not designed to prepare young people for the service of their own country but was instead motivated by a desire to inculcate the values of the colonial society and to train individuals for the service of the colonial state.⁴

The Africans therefore needed an education that would help them reweave the fabric of their societies and to serve them in the rapidly changing world. A curriculum had, therefore, to be developed that would be linked to the African environment, the African's problems and his cultural heritage. To achieve this, soon after independence,

³Odinga, O., Not Yet Uhuru (Nairobi: Heinmann Educational Books, East Africa Ltd., 1967), p. 63.

⁴Nyerere, J. K., Freedom and Socialism (Dar-es-Salaam: Oxford University Press, 1968), p. 269.

the Kenyan Government appointed various commissions to look into the education system. The Government had realised that education was the key to National development. As a result, all the commissions appointed made recommendations to the government in relation to this. From the recommendations made by the commissions, several changes have taken place in the educational system.

To implement these changes, the Kenyan Government has since independence increased its expenditure on education. For instance, in the Development Plan 1974-1975,⁵ the total Government Expenditure was estimated at £K.154.9 million of which 53 per cent was allocated to the education sector. This has increased tremendously over the years. If this trend were to continue unchecked, then by the year 1990 well over 80 per cent of the annual budget would be spent on education alone.

1.2 Education in Kenya since Independence

Soon after independence it became very necessary for education in Kenya to be expanded both in opportunities for learning and the facilities. This is because education had been seen as the key basis and instrument for change which the emerging state of

⁵ Republic of Kenya, The Development Plan 1974-1978 (Nairobi: Government Printer, 1973) p. 412.

Kenya was to adopt.

Influenced by the Addis Ababa Conference of 1961, the Government, in Sessional Paper No. 10⁶, recommended the provision of quantitative and qualitative education for all. This required rapid expansion of educational facilities. The curriculum was to be revised and broadened to include all aspects of learning. This prompted the Government to appoint the first post-independence education commission in 1964, under the Chairmanship of Prof. S. Ominde. Its task was to survey the educational resources at the time, and to advise the Government on the formulation and implementation of national policies for education. According to the commission, "education is a strategic necessity for achieving national development".⁷ With this in mind, the commission formulated national goals for education which have been under constant review and modification since. They address five main areas namely, nationhood and national unity, national development both in social and economic terms, social equality, preservation of and promotion of the cultural heritage and international consciousness.

⁶Republic of Kenya, "African Socialism and its Application in Kenya", Sessional Paper No. 10 (Nairobi: Government Printer, 1965).

⁷Republic of Kenya, Kenya Education Commission Report (Nairobi: Government Printer, 1965).

Endeavouring to meet these goals, the Government passed the Education Act of 1968⁸. This Act was revised in 1980. By this Act, the management and administration of the country's education was streamlined. The Education Act was followed by the appointment of the Bessy Commission⁹ in 1971. This commission was appointed at a time when the curriculum and syllabuses and the role and quality of teachers were the target of much criticism. The commission was therefore charged with the responsibility of carrying out a feasibility study of curriculum development in the country.

In 1976, another commission, the National Committee on Educational Objectives and Policies¹⁰, was appointed under the Chairmanship of Mr. P. J. Gachathi. The commission was to carry out a comprehensive review of Education in Kenya after the Ominde commission. The commission was therefore to evaluate the system of education; formulate a programme that would make education a more potent instrument of social and economic advancement according to the needs, goals and economies of the Kenyan Society.

The Government still in need of an improved

⁸Republic of Kenya, The Education Act, 1968 (Nairobi: Government Printer, 1968).

⁹Republic of Kenya, A Study of Curriculum Development in Kenya (Nairobi: Government Printer, 1971).

¹⁰Republic of Kenya, The National Committee on Educational Objectives and Policies, (Nairobi: Government Printer, 1976).

education system, His excellency the President, appointed a Working Party on the establishment of the second university, now the Moi University. This was in January 1981, and the party was chaired by Mr. C. E. Mackay. The party gave a report entitled, Second University Report: The Presidential Working Party.¹¹ In this report, the party recommended, among other things, that the second university be technologically oriented and that the education system be restructured.

That is, the former seven years of primary education would now be eight, secondary school education which had earlier taken six years would now take four and basic university education would now take a minimum of four years instead of the previous three. This recommendation was accepted by the Government and was implemented in January 1985.

1.3 Primary School Education in Kenya

Primary school education in Kenya as in most Third World countries has been the subject of major administrative, structural and curricula changes. In these countries, primary school education is seen as the field through which the basic elements of life are inculcated to a citizenry. It is the stage of

¹¹Republic of Kenya, Second University Report: The Presidential Working Party, (Nairobi: Government Printer, 1981).

acquiring the basic equipment for later life. It is the most general of all kinds of education and it is also the basis both for training in many of the skills of organised life and for further education. This is accomplished through three main training elements it encompasses namely; literacy, numeracy, and the rudiments of citizenship which call for constant review.

Because of the above facts, in Kenya, primary schools do not charge tuition fees. This has been in gradual practice since 1974. However, "boarding primary schools have continued to charge a statutory fee per pupil per annum which is supplemented by a grant from the Government."¹²

The changes in the primary school curricula have been more pronounced since 1967 when the Ministry of Education published the first unified curriculum¹³ for all primary schools setting out the subjects to be taught, books to be used and time allocated for each activity. This has been revised several times, the latest being 1986.¹⁴ New subjects have been introduced such as, Business Education. Some subjects were not tested

¹²Ministry of Education, Education in Kenya, (Nairobi: Government Printer, 1987), p. 29.

¹³Ministry of Education, Primary School Syllabus (Nairobi: Government Printer, 1967).

¹⁴Ministry of Education, Syllabus for Kenya Primary Schools (Nairobi: Jomo Kenyatta Foundation, 1986).

in the Certificate of Primary Education (C.P.E.). These include, Agriculture, Home Science, Art and Crafts, Kiswahili and religious Education. For Religious Education, there is now a provision for Christian, Islamic and Hindu religions. All subjects are now compulsory. Attempts have been made to localise all subjects.

In view of quality and quantity the majority of pupils who terminate their formal education at the primary level for one reason or another, the practical subjects are now given some emphasis than before where they were hardly taught. These are aimed at providing the recipient with basic skills for further training and for wage or self employment. Efforts are also being made to provide education for all by the establishment of both low cost and arid zone boarding primary schools in arid and semi-arid areas. Special education has been introduced for the handicapped to prepare and equip the youth to be happy and useful members of the Kenyan society.

Given the Government's determination to introduce far-reaching changes in Kenya's primary school education, a number of curriculum reforms have taken place. These include, the New Primary Approach (N.P.A.) which is significant because it left a mark on the teaching/learning relationships advocating as it did the child-centred approach to learning.

Following the recommendations of the National

Committee on Educational Objectives and Policies (N.C.E.O.P.) for a more relevant and work oriented primary school education, the Kenya Institute of Education (K.I.E.) launched the Primary Education Project to design, develop and implement the new primary and teacher education curriculum materials to bring about the desired changes. This project has now been incorporated in the 8-4-4 system of education which has as a general aim, the preparation of all the pupils who go through the course to participate more fully in nation building.

1.4 The 8-4-4 System of Education

The 8-4-4 System of Education is the most recent major change in education in the Country. The new system is an attempt at improving the curriculum content by placing greater emphasis on technical and vocational education. This is to make the curriculum more relevant to the requirements and aspirations of the nation and the individual. The new system aims at making the learners self-reliant. That is, it aims at providing its graduates with adequate intellectual and practical skills useful for living in both urban and rural areas.

Apart from examinations, there is continuous assessment which monitors a pupil's progress right through his school career in every subject and in every learning activity which can be assessed. The

previous system of 7-4-2-3 was not only accused of being too academic, but also as a means of filtering through a minority from one stage to another starting from all those who went to the primary school.

It has been claimed that the former system of education, especially after the primary school level, produced graduates who were immature in age and not adequately equipped with skills to be responsible for themselves. With the addition of one year to the former seven to make eight years of primary school education, and school entry age restricted to six years of age, it is hoped that, the graduate will at least be mature enough to fend for himself at the end of the course.

However, all these cannot be realised without proper planning. Other than this, the 8-4-4 system like any curriculum reform, has its demands that have to be met, if effective implementation has to take place.

Such demands include;

1. The genesis of and the justification for the change to the 8-4-4 system of education.
2. Stages of preparatory activities leading to eventful effective implementation of the desired change.
3. Identification of broad challenges/issues entailed in preparatory and implementation work, namely;

- (i) Provision of more physical facilities.
- (ii) Recruitment and training of extra teachers for the entire system - beginning with the primary cycle.
- (iii) Development of appropriate curricula for all three cycles of formal education and preparation of training programmes around the system at every terminal stage of the national education pyramid.
- (iv) Recruitment of support curricula, professional and administrative personnel necessary to ensure success of the whole reform.
- (v) Provision of equipment and rationalisation of the provision of more non-teaching services already provided by the Government in the present system.
- (vi) The financing of the whole process of reform.

In view of the foregoing, the roles of the teacher and the education administrator are paramount. It can therefore be argued that the effective implementation of curriculum reform is not a one man job. It is a co-operative effort involving a number of people of varied background and experience. These people need to be organised into an effective working team so that

all resources are made available and efforts utilised.

1.5 Statement of the Problem

Curriculum implementation is a process through which specific steps are undertaken to ensure that the new school curriculum reaches the school and the learner and that it is utilised effectively. This makes curriculum implementation a complex task.

Primary schools in the country are grouped into four A.B.C.D.) on the basis of maintenance cost. A majority of the rural primary schools fall into category A. These are low cost maintained schools with inadequate teaching facilities. In some cases, some classrooms do not have furniture and pupils therefore sit on the floor. There also exist numerous situations in which pupils learn under tree shades or share a common classroom.

Another factor which may affect the implementation of curriculum in most rural primary schools is the inadequacy of land for expansion. In this kind of situation, the primary schools may not even have space for adequate physical facilities let alone expansion.

The lack of qualified personnel affects the implementation of the curriculum. It is generally observed that most rural primary schools have a

high number of untrained teachers.

For instance, in 1983, Kakamega District of Western Province had 31.3% untrained teachers while there were no graduates, no teachers on the approved scale and only 1.6% S1 teachers in primary schools.¹⁵ Teaching is therefore a reproduction of out-dated rote methods for the untrained teachers tend to teach as they were themselves taught when in school. Since the local education officers and inspectors are not adequate, supervision of the teachers and inspection of the schools which are important elements of curriculum implementation are not effected.

The lack of funds greatly affects curriculum implementation at the primary school level. Most rural areas have a poor socio-economic background. Given the cost-sharing policy, these people cannot contribute adequately towards school projects leave alone maintaining the few that are available.

Effective curriculum implementation therefore requires;

- (i) Qualified and motivated teachers with full insight into the goals and objectives of the educational programme and who are committed to its total success.

¹⁵ Ministry of Education, Science and Technology, "Statistics Section," 1983.

- (ii) A co-operative larger community of parents and educational administrators willing to integrate themselves into the school community and make the inputs expected of them.
- (iii) Suitable instructional materials and equipment to facilitate the acquisition of knowledge.

These requirements constitute the factors affecting the effective implementation of the 8-4-4 school curriculum. It can therefore be concluded that there are several revelations that a study into the factors affecting the effective implementation of the curriculum at the primary school level would make. This study therefore aimed at investigating the factors affecting the effective implementation of the 8-4-4 school curriculum at the primary school level in Emuhaya Division of Kakamega District.

1.6 The Purpose of the Study

The aim of this study was to find out the factors affecting the effective implementation of the 8-4-4 school curriculum at the primary school level in Emuhaya Division of Kakamega District. It has three specific purposes as follows; to assess the availability and use of

- (i) the curriculum change agents.
- (ii) physical facilities and equipment.
- (iii) the teaching/learning materials.

1.7 Basic Research Questions

The study hopes to find answers to the following questions;

1. What is the academic qualification of the teachers, inspectors and the Chairmen of Parent-Teacher Associations, in schools?
2. What is the professional qualification of the teachers, inspectors and the Chairmen of Parent-Teacher Associations, in schools?
3. What facilities are available in schools?
4. What teaching/learning materials are available in schools?
5. What preparatory activities were the implementers involved in, in readiness for the implementation of the school curriculum?
6. What community based and socio-economic problems are encountered in the process of implementation?

1.8 Basic Assumptions

Arising from the basic research questions of the study, the following assumptions were drawn;

1. There are high proportions of teachers, inspectors and Chairmen of Parent-Teacher Associations of low academic qualification in schools.
2. There are high numbers of teachers, inspectors and the Chairmen of Parent-Teacher Associations

in schools who are of low professional qualification while the majority of them are untrained.

3. There is a shortage of facilities in schools.
4. There is a shortage of teaching/learning materials in schools.
5. The implementers were involved in various preparatory activities in readiness for the implementation of the 8-4-4 school curriculum.
6. The implementers are not effectively co-ordinating and carrying out their activities of curriculum implementation.
7. Several community based and socio-economic problems are encountered in the process of implementation.

1.9. Significance of the Study

Fundamental changes in the school curricula such as those in the 8-4-4 system of education require appropriate methods for effecting them. This can only be achieved through an identification and analysis of the prevailing factors affecting its implementation and that is the subject of this study.

In developing a nation-wide curriculum such as the one for the 8-4-4 system, the specialist cannot and should not be allowed to follow a unilateral view because education is a basic concern of every citizen. Thus, in order to develop a relevant and meaningful curriculum, the experiences of teachers, school

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In developing a nation-wide curriculum such as the one for the 8-4-4 system, the specialist cannot and should not be allowed to follow a unilateral view because education is a basic concern of every citizen. Thus, in order to develop a relevant and meaningful curriculum, the experiences of teachers, school administrators, students, parents, professionals and laymen, must be sought for at all times. This is so because the need and ability to influence as many people as possible in a nation about the value and validity of curriculum enhances commitment to its implementation.

This study is important in that it will provide

- ① feedback to the curriculum developers in the country.
- ② It may help them to evaluate the implementation of the 8-4-4 school curriculum in terms of resources and methodology.
- ③ It also hopes to make the curriculum developers aware of the implications of curriculum reform to the implementers. Besides this, the study
- ④ hopes to provide information on which useful decisions on implementation of curriculum reform can be based.

⑤ Lastly, the study will also add a chapter

to the existing literature on curriculum implementation, with regard to rural areas.

1.10 Limitations of the Study

The study was conducted in one division in Kakamega District. However, it is felt that the findings of the study could also be applicable elsewhere especially an area with similar geographical and socio-economical backgrounds. The study only used a few selected change agents in the real situation from a few selected schools given that the area in question is very wide and that the funds allocated for this study did not allow the coverage of the whole area and all the change agents there. The change agents in question include, representative teachers, headteachers, parents and local education officers.

The study only focused on the implementation of the 8-4-4 school curriculum at the primary school level since 1984 to 1989. This is because the preparations for the implementation of the 8-4-4 system of education started in 1984. Also, the study was in partial fulfilment of a degree course due to end in 1989. The time did not therefore allow a longer period.

1.11 Definitions of Significant Terms

Formal Education: The education a pupil or student receives in a recognized educational institution as opposed to that which he acquires on his own or outside the education institutions.

School Curriculum: A plan for all the learning activities developed and directed by the school to meet the learning needs of students and to achieve desired behaviour. This may take place inside or outside the school.

Curriculum Implementation: Taking specific steps to ensure that the curriculum developed reaches and is used in schools.

Primary School: All the grades (classes) from standard one to standard eight in Kenya.

Headteacher: The leader or head administrator of a primary school. He plays both the roles of administrator and a teacher.

Change agent: A person - teacher, headteacher, parent or an educational administrator who acts so as to bring about desired changes, usually with the objectives of achieving the introduction and implementation of change.

Resources: The money, materials and people necessary for the pursuit of some goal.

School Committee: Body of people appointed by the parents to manage and advise them on matters

relating to the management of a primary school in Kenya.

Baraza: A local meeting called by the Chiefs or headmen and attended by the members of a community.

S1: A primary and high school teacher who has successfully completed four years of secondary school education passing in Division two and completed three years of professional training; or promoted to the level by his employer.

P1: A primary school teacher who has successfully completed at least four years of secondary school education passing in Division three and completed a minimum of two years of professional training or has been promoted to this level by his employer.

P2: A primary school teacher who has successfully completed at least four years of secondary school education or its equivalent passing in Division four and a minimum of two years of professional training or has been promoted to this level by his employer.

P3: A primary school teacher who has at least completed elementary or primary school education and a minimum of two years of professional training.

U.T.: Untrained primary and secondary school teacher.

1.12 The Organization of the Remainder of the Study

The thesis is divided into five chapters. Chapter One gives the background information to the

problem of the study. It also includes the problem for research, purpose, and significance of the study and the basic questions and assumptions that guided the study.

A review of the related literature is contained in Chapter Two. This is broken down into four broad categories that gradually lead into each other. They include, a history of curriculum reform in Kenya, strategies of the implementation of school curriculum reform, the roles of local education officers, teachers and parents in curriculum implementation of a school curriculum.

Chapter Three includes the research Methodology. This is catered for in six categories namely: the location of the study; rationale for selecting the location for the study; sampling; a description of research instruments; data collection and analysis procedures, and problems encountered as a source of limitations.

Chapter Four presents the results of Data Analysis and discussion.

Chapter Five gives a summary of the findings, conclusions and recommendations.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 Introduction

In this chapter, the researcher has selected, presented and organized the review in four broad inter-related units that gradually flow into each other. The beginning has a review of the historical perspective of curriculum reform in Kenya that supplements the background information presented in Chapter One. Based on this broad background, the chapter is divided into the following sections;

- (1) A history of curriculum reform in Kenya
- (2) Strategies of implementation of school curriculum reform.
- (3) The roles of Educational Administrators (A.E.O., primary school inspectors and headteachers) teachers and parents in curriculum implementation.
- (4) Factors affecting the effective implementation of a school curriculum

2.2 A History of Curriculum Reform in Kenya

Over the years, there have been numerous attempts to introduce reforms in education worldwide. This results from the global realisation that education is not pursuing relevant goals that it should; the quality of output is less than satisfactory; educational costs are rising tremendously and the

the education itself is too elitist. Conditions such as the high-rate of drop-outs, and the large numbers of educated unemployed, have necessitated a revision and change of, the existing curricula and the development of others that are now relevant and will cater for all the children who enter the education stream. Hung F. C. observes that, "a burning question in Africa today is whether the content, standard and teaching methodologies of education correspond to development requirements."¹⁶

A number of countries, therefore, have and are still trying, to chart curricula that relate education to life in order to correct or overcome the above conditions. Many of them are developing technical education and vocational training with a rural bias - a marked contrast to the orientation of colonial education systems which produced graduates who regarded schooling as a means of attaining white collar jobs to escape from the drudgery of farm work in the rural areas.

In his famous book, Education for Self-Reliance,¹⁷ Nyerere examines this problem. He argues that education offered in primary school is divorced from society in the sense that the teaching is competitive and examination-oriented. To him, the education is elitist. Nyerere, therefore, calls on primary schools to prepare the child

¹⁶ Hung, F. C., Educafrica, Bulletin of UNESCO Regional Office for Education in Africa, 1983, p. 45.

¹⁷ Nyerere, Op. cit., p. 26.

for a useful role in the society. He emphasizes that primary school education should be planned in such a way that it enables the child to apply at home what he learns in school in his ever changing environment.

Other curriculum reforms in many systems of education have, for instance, tended to drift from the so-called traditional teacher-centred education to child-centred education, especially at the primary school level. These curriculum reforms although originating in developed countries, have not been without effect on educational developments, in many African countries including Kenya.

The history of systematic curriculum development in Kenya dates as far back as 1957 when the then Department of Education set up the English Special Centre to advise and develop materials on a new method for upgrading the standard of English particularly in Asian primary schools.

Following the success of this Centre, the Department set up another - The Science Teaching Centre with the aim of upgrading the standard of science teaching in Kenya schools. This focused most of its works on secondary schools in the country.

In 1964, after several Mathematics Workshops, the Ministry of Education established a third centre - The Mathematics Centre with the aim of introducing New Mathematics in primary as well as secondary schools.

In 1966, the three centres named above, were merged

to form a single curriculum development organization - The Curriculum Development and Research Centre. In an effort to create a more viable machinery for curriculum development, the Kenya Institute of Education (K.I.E.) and the Curriculum Development and Research Centre were organized and merged to form an expanded K.I.E. in 1968. This was later merged with the Schools' Broadcasting Unit. Currently, the Institute has among other responsibilities, that of conducting research and preparing syllabuses, teaching and support materials for all levels of education, save the University. It also monitors and co-ordinates with the Kenya National Examinations Council the setting of national examinations taken by students at different levels of education. Thus, the role of the present Institute is;

to prepare new and relevant curriculum materials, revise the existing course content, co-ordinate programmes particularly in teacher education and initiate and promote innovative practices that would help improve the quality and span of education in Kenya.¹⁸

In 1973, further major reorganisation began at the institute in an attempt to make it a more effective centre. It is now a fully fledged curriculum development centre. It is a grants-in-aid institution with a governing council and a director.

To facilitate its working, there are course, subject, and research panels that are answerable to the

¹⁸Ministry of Education, The Kenya Institute of Education Order, (Nairobi: Kenya Institute of Education, 1976), p. 3.

Academic Board. For operational purposes, the institute consists of a governing council which guides its activities. It is made up of senior education administrators, representatives of church organizations and educational institutions. The chairman of the council is usually appointed by the Minister for Education from among the leading educators.

The council has two major committees - the Academic Board and the Finance and General purposes committee. The Academic Board guides the academic and professional work of the institute while the later committee guides the executive and administrative functions of the institute and also controls the appointments and tender committees.

From this systematic approach to curriculum development, it is clear what concern Kenya has for the education offered to her people. This emanates from the considerable internal pressures mounted towards independence demanding that the education system be reshaped to reflect the goals and aspirations of the nation.

In curriculum, there was the important question of maintaining and strengthening a sense of national unity which had implications for language and the content of subjects like history and geography. The pressing need for the production of manpower meant that demands from higher levels of the education system had to begin downwards at the primary school level and more particularly, the curriculum. Though many areas were experiencing manpower

shortages, technical, mathematical and scientific fields had far worse shortages, hence the need to strengthen and modernise the mathematics and science curricula.

African consciousness of matters pertaining to their education awakened with the dawn of independence. And, they considered their education inferior to that of the Europeans and Asians. Kenya was therefore to adopt a different process of socialization in order to prepare its citizens psychologically for nationhood. To the African, therefore, academic education was the only sure way to material welfare.

To this end, various education commissions were appointed to review the nature and structure of curriculum and prescribe means and strategies of implementation. They include: the Ominde Commission¹⁹, the Kericho Conference²⁰, the Ndegwa Commission²¹, the Bessey Commission²²,

¹⁹The Republic of Kenya, The Kenya Education Commission, (Nairobi: Government Printer, 1964).

²⁰Sheffield, J. R., ed. Education, Employment and Rural Development (Kericho Conference (25/9/1966-1/10/1966)), (Nairobi: East African Publishing House, 1966).

²¹The Republic of Kenya, Report of the Commission of Inquiry (Public Service Structure and Remuneration Commission 1970/71) (Nairobi: Government Printer, 1971).

²²The Republic of Kenya, A Study of Curriculum Development in Kenya, (Nairobi: Government Printer, 1971).

the Gachathi Commission²³ and the Mackay working party²⁴. All these discussed issues of education in Kenya and all revealed the increase and rise of government expenditure on education due to the rapid population growth that saw Kenya have, about 1.2 million children starting primary school in 1981.

Thus, with the achievement of independence in 1963, the already mentioned internal pressures tended to be reinforced by external pressures or agencies which were eager to fund different curriculum projects.

The first step in curriculum reform therefore, was the review of the "primary school syllabus"²⁵ with the aim of re-organising its content. There was the intensive teaching of English from class one and that of the teaching of more mathematics, the localisation of the geography, history and civics syllabuses was also started. A science syllabus, based on an experimental approach and intended to integrate contents and approaches originally taught separately as Nature Study, Rural Science, General Science, Health Education and Gardening was introduced. A revised

²³The Republic of Kenya, The National Committee on Educational Objectives and Policies, (Nairobi: Government Printer, 1976).

²⁴Republic of Kenya, The Second University Report: The Presidential Working Party, (Nairobi: Government Printer, 1981).

²⁵Ministry of Education, Syllabus for Kenya Primary Schools, (Nairobi: Jomo Kenyatta Foundation, 1986).

expanded and considerably more Africanised Music syllabus was also initiated. There was a change in the teaching approach, from the teacher-centred approach to the child-centred approach.

These revisions were in line with the recommendations of the Ominde Commission. The Commission was critical of the existing primary school curriculum because it did not reflect the needs of an independent African country. The Commission stressed the introduction of an education that would promote national unity, foster appreciation and respect for the cultures of various ethnic groups and up-hold the dignity of man. So in response to the out-cry for a better education for the newly independent nation, the commission stated;

... the tendency in a rising number of occupations today is to require more rather than less basic education. To truncate the basic element at this juncture would, we feel, be a retrograde step, out of harmony with the general trend If a specific vocational element was introduced into primary vii, that would have the effect of shortening the time given over the primary course to basic education.²⁶

The commission pointed out that the curriculum had to be adjusted to the needs of Kenya and particularly to the needs of a large majority of pupils to whom primary education was terminal, instead of being a fragment of subjects which was contrary to the modern education practice particularly for the lower parts of the school.

²⁶The Kenya Education Commission, Op. cit., pp. 44-45.

The curriculum, therefore, had to be revised to be more relevant to the Kenyan child, the emphasis had to be placed on practical subjects and educational planning had to be related to employment opportunities.

The Commission argued for a specific vocational element in curriculum alongside the academic one. This, however, remained a shortlived undertaking, for within a decade, job opportunities were diminishing and a vacuum was being created for lack of practical skills vital for the informal sector. That education was then seen as becoming irrelevant to the Kenyan needs.

According to the report of the Kenyan Mission for the International Labour Office (I.L.O.) entitled, "Employment, Incomes and Equality, a strategy for increasing productive employment in Kenya,"²⁷ primary school education was exclusively oriented and geared towards secondary school education; therefore calling for reform. It recommended a terminal but meaningful and relevant basic education that would take eight to nine years. It called for a curriculum oriented to the rural situation and development. This framework could be considered as a foundation upon which Ndegwa, Bessy, Gachathi and Mackay Commissions were to build.

²⁷ International Labour Office (I.L.O.) Report on Employment, Incomes and Equality, a strategy for increasing productive employment in Kenya, (Geneva: Imprimeries populaires, 1972), pp. 240-242.

These Commissions, all called for the modification, diversification, localization and Africanization of the curriculum. They advocated for a curriculum that would cater for the needs and aspirations of all the children who entered school, the drop-outs inclusive. That is, the Commissions called for Education for Self-reliance at all levels of school, especially the primary school level.

The commissions further urged the need for more highly trained and qualified manpower. This saw the need for the development of Teachers' Advisory Centres, Resource Centres, and Curriculum panels, all vital in curriculum implementation. They advocated for the training of curriculum developers by K.I.E. and the enlargement of the Inspectorate for efficient Supervision of Curriculum Implementation.

The commissions recommended the reorganization and efficient management of both the Jomo Kenyatta Foundation and the Kenya Literature Bureau. This was aimed at making these two publishing firms to step up their activities in the publication and distribution of educational materials based on the curriculum materials developed and prepared by the staff of the K.I.E. This laid the foundation for a broad curriculum in Kenya's education system. A nine year primary school education was recommended in which the following were to be the components of the curriculum;

- (i) Development of literacy and communication skills through the learning of language (Mother Tongue, Kiswahili and English).
- (ii) Development of numeracy through the learning of Mathematics.
- (iii) Development of scientific outlook through the study of General Science.
- (iv) Development and acquisition of social and cultural knowledge, skills and attitudes through the teaching of History, Geography and Civics, Religious Education, Music, Art and Craft and Physical Education.
- (v) The acquisition of work-oriented knowledge and skills through the teaching of vocational subjects such as Agriculture, Business Education (budgeting), Home Science (family welfare), Art and Craft and Community Development.²⁸

The then Minister for Education, Hon. J. Ng'eno in his speech on the occasion of the launching of the 8-4-4 System of Education in February 1984,²⁹ made note of the above broad aims of primary school education. He observed that primary schools provide and will continue to provide for some time to come the only formal education the

²⁸Okech, J.G., and Hawes H., Reading in Curriculum Development in Primary Schools, Vol. I (Nairobi: Kenyatta University, 1986), p. 34.

²⁹Hon. Ng'eno J., "The Launching of the 8-4-4 System of Education" speech delivered at the Kenya Institute of Administration (K.I.A.), Kabete, February, 1984.

majority of children will ever receive. The current 8-4-4 system of education must therefore provide them with adequate intellectual and vocational training to enable them to lead a full, useful and rewarding life in the rural areas where the majority of them will live.

Education at the primary school level must therefore aim at enriching the children's experiences by inculcating in them awareness of, and sensitivity to, both the needs and realities of their society and the international community and also promote self-confidence and the development of a sense of self-reliance.

2.3 Strategies of Implementation of Curriculum reform

Soja E.³⁰ argues that any contemporary analysis of change needs to consider the historical context in which the change has occurred. Curriculum implementation being a translation of theoretical ideas into practice calls for this kind of analysis. This is the analysis of the existing situation in order that the wrongs and rights of a system are determined, the needs, relevance, values, attitudes and knowledge that are cherished by the nation and its people are outlined. However, efforts of most

³⁰ Soja, E., The Geography of Modernization in Kenya, a Special Analysis of Social, Economic and Political Change (New York: Syracuse University Press, 1968).

African educational authorities to make the school curriculum relevant to modern needs has experienced transitional problems. In Kenya for example, the New Primary Approach (formerly the English Medium Project), and the New Mathematics Project for Primary Schools ignored this stand. The projects were not based on any systematically collected and analysed information. At the formulation stages, the planners ignored the resource requirements, the needs, relevance, values and attitudes of the consumers. The projects were thus abandoned. Implementing change has therefore become a risk process. Change in any curriculum must therefore demonstrate superior benefits which have to be realized in the new practice to avoid the above situation.

The implementation of the 8-4-4 school curriculum is a big intellectual challenge. Like any curriculum change, it exerts great pressure on those in charge of its implementation and their professionalism is also put to test. Thus, there are both institutional and personal challenges of any curriculum reform.

Hawes³¹, Giacquinta³², and Oluoch³³ among other

³¹Hawes, H., Planning the Primary School Curriculum in Developing Countries (Paris: UNESCO, 1972).

³²Giacquinta, J. et al, "Implementing Organisational changes in urban schools. The case of Para Professionals Journal of Applied Behavioural Science, July 1973, Reading 2.5.

³³Oluoch, G. P., Essentials of Curriculum Development, (Nairobi: Elimu Bookshop, 1982).

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curriculum writers, have emphasized that for implementation of a new curriculum or innovation to succeed, the right conditions should prevail in the institution. Oluoch gives examples of inservicing of teachers, availability of adequate materials, teaching and learning aids, equipment and the provision of necessary physical facilities.³⁴ Tugee³⁵, for his part, maintains that the process of implementation is unique because there is a totality of unique characteristics in each place and environment. Materials, staff, knowledge, methodology and community support, finance and attitude are just some of the pre-requisites for the implementation of change.

One of the most important condition behind successful implementation of changes in curriculum as emphasized by many writers and most researchers, is the preparation of implementers. It is the prime importance that implementers understand what they are expected to do. Courses must therefore be planned for implementers in order to enable them to keep abreast of the new developments. G. S. Eshiwani comments tersely, "Circulars from Nairobi will not by themselves be adequate."³⁶

³⁴Ibid.

³⁵Tugee, R. K., "The role of primary school teachers in implementing change", (Unpublished M.ED Thesis, Kenyatta University, 1987), p. 14.

³⁶Eshiwani, G. S., "The Death of New Mathematics", in The Kenya Teacher, (Nairobi: Kenya National Union of Teachers (K.N.U.T.), December, 1981, p. 10.

David Warwick suggests several rules to be adhered to in curriculum change. They include;

1. Planning for change should take place at least six months in advance;
2. The planning of curriculum change or innovation should never be rushed;
3. Elaborated or sophisticated forms of organization should not be attempted immediately, one has to work towards them gradually;
4. The implementers of change must be involved;
5. There should be monitoring of events throughout the process;
6. All revision must and at the same time be related to the overall design of the curriculum and the facilities of the schools.³⁷

These rules are guides to curriculum planning and implementation in Kenya today.

Thus, the implementation of change in a curriculum may call for a total dismantling of a traditional routine unique to individual schools.

Hirst³⁸ draws a number of conclusions and

³⁷Warwick, D., Curriculum Structure and Design, (London: University of London Press Ltd., 1976).

³⁸Hirst, P., "Implementing Educational Change, A critical Review of the Literature" in EDC Occasional Papers No. 5, October, 1983, Department of Education in Developing countries, (London: University of London Institute of Education, 20 Bedford Way London WC1, OAL, 1983), p. 2-3.

guidelines for implementers of change. They include:

1. The aim of implementation should not be to secure change for change's sake but for the sake of the benefits which may accrue.
2. Traditional practices have considerable value and may not be too easy to replace. In this guideline, Hirst H. seems to be in agreement with Thompson A. R.³⁹ who accepts the view that experience in many parts of the world appears to suggest that educational systems are very difficult to change fundamentally and that only superficial structure and curricular change can be achieved. The nature of what actually happens in the classroom is difficult to discern. The same view is also expressed by Hawes who observes that, "in most African countries, traditional practices have led to a gap between the official and the actual curricular."⁴⁰
3. To implement change one requires substantial contingency reserves (support) in order to promote each flexible response as well as

³⁹Thompson, A. R., "Current Trends in Teacher Education in English Speaking Africa. "Lecture delivered on May 11, 1982 at Ibadan University, Nigeria.

⁴⁰Hawes, H., Curriculum and Reality in African Primary Schools, (Singapore: Longman Group Limited, 1979), p. 119.

careful initial planning and design. Hawes agreeing with this, observes that;

Since those who frame primary school curricular are often at cross-purposes with those who use them, considerable consultation should take place between the two. The fact that this is seldom, if ever, done effectively can hardly be excused by citing the particular nature of the societies and the relative inarticulateness of the parents and teachers. These have, in the past shown their disapproval and distrust in the most effective way open to them by failing to support the recommended curriculum.⁴¹

4. There are basic questions that every implementer should ask. These are necessary for any change but not necessarily sufficient. An implementer should be capable of addressing himself to these salient questions; Am I wasting time? Do I have resources? What about staff and resource people? Am I using the best method? Is the administration too rigid to accept change? How do I reorganize the user's resources and how do I change attitudes of the consumer? Implementation, therefore, calls for the training of personnel to control and manage the change.

An implementer needs to be aware that change is necessary for the attainment of better and up-to-date results. The implementer's interest should be centred upon the benefits to accrue from the change. He needs to consider the best

⁴¹Hawes, H., Planning the Primary School Curriculum in Developing Countries (Paris: UNESCO, 1972), p. 19.

possible course of action by carefully examining the possible alternatives.

New knowledge must therefore be taken account of and the implementer needs to be quite familiar with the curriculum and National goals of education. It is very vital that in the process of implementing change, one is versed in the advantages and opportunities which the change will bring about. He should be familiar with the attendant disadvantages and problems and the various strategies for eliminating them or minimising their effect.

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

Indeed, implementation of curriculum change is a complex undertaking, for it is a process and not an event. It is a process of professional development and growth. It involves clarification and socialization and implementers should be adequately prepared.

The preparation of programme users and consumers is indeed an essential element in bringing about success and in promoting education programmes in any country. The

programme users in this case are the educational administrators and the classroom teachers, while the consumers are the learners and the parents. Both parties have at one stage or another got to be involved in using the programme that has been produced for implementation.

Like Pre-Service and In-Service programmes, workshops and seminars help to prepare all these involved in the implementation process. They help to acquaint the implementers with the new curriculum. They are familiarised with how the new curriculum has been initiated and how it can be implemented. The programmes can be organized and conducted at national, provincial, district or regional levels.

The students and the community can be prepared to adapt to the new programme in their own environment without jeopardizing the general requirement if they are made to know all about the programme prior to the implementation stage. Such media as radio, television, newspapers, magazines, journals and all the other means of communication should be utilized to the full in order to make sure that the message concerning the programme is communicated to the implementers.

It is essential that the programme materials are sent to implementers in time so that the programme is run as scheduled. The transportation of school equipment is a fairly common problem in various countries in Africa; in that, school equipment does not reach some schools at

the time it is required, or worse still, the equipment does not reach the schools at all.

Hawes⁴² cautions the reader about the inefficiency of bureaucratic distribution systems found in various countries. Therefore, the curriculum developer has to devise good systems of distributing school equipment and materials.

The existence of resource centres is also another factor that will help prepare the programme users. In many African countries, teachers do not have the opportunity of easy access to teaching materials, reference books, among others. A local resource centre would be useful because various teaching-learning materials would be readily available for use by teachers and students.

It is this extensive use of every available resource for learning which leads to the idea that teaching is the integration of every conceivable form of educational provision. In the context of integrated teaching, such provision comprises human, material and community resources.

2.3 The roles of the Implementers - The Educational Administrators (D.E.O., A.E.O., Primary School Inspectors, Headteachers) Primary School Teachers and Parents

The success of curriculum development activities

⁴²Hawes, H., Curriculum and Reality in African Primary Schools, (Singapore: Longman Group Limited, 1979), p. 136.

depends on the co-operation of three agents, namely, the facilitators, the operators and the consumers. The facilitators are the planners, while teachers are the operators and the parents and students are the consumers. An appropriate balance must be established between these parties, to allow full participation of all those involved.

Curriculum change requires great efforts from implementers. It involves a series of inter-related tasks ranging from dissemination of ideas to laying ground for acceptance of the changes to establishing workable strategies for the actual implementation based on conditions as they are. Curriculum change and its implementation involve not only the introduction of new practices into a system but also their consolidation, and continuation after the first impulse has worn off. Curriculum change must address itself to the implementers because a curriculum cannot be interpreted and effectively put into practice without the actual and active participation of implementers at all levels.

The implementation of a curriculum, demands that a workable strategy based on the objective conditions should be established and the implementer's first role is to design such a strategy. This in turn, calls for a situational analysis in which the curriculum will operate before any step is taken towards its implementation. The curriculum planner and implementer need statistical information, present practices in schools, information

about the children, and the teachers, the implementers and the community. In a word, they need information about the situation within which, and how, the curriculum will work. It is at this point that teamwork is very essential calling on all concerned to participate in curriculum matters. Taba once said that;

Teamwork is more than simply co-operating in groups. It involves planning and streamlining many kinds of competencies so that they can complement each other. Co-operation is not merely working together. It needs to be a true meshing of ideas, approaches, insights and skills. Creativity depends on this meshing and inventiveness is a much needed quality in this process.⁴³

The role of educational administrators in curriculum implementation cannot be gainsaid. This includes among others, the headteachers and education officers. These control the budgets of the Ministry and are consequently custodians of the funds allocated to education. Funds for the purchase of curriculum materials and their distribution, for payment of teachers and other school personnel, for the provision of new infrastructures and for the repair and maintenance of existing ones are controlled by them. If their co-operation is not enlisted and obtained, curriculum reforms will be doomed to failure.

The teachers who are the prima facie implementers of all instructional programmes are directly controlled by these educational administrators. Similarly, they give

⁴³Taba, H., Curriculum Development Theory and Practice, (New York: Port Harcourt Press, 1962), p. 146.

approval to all programmes in in-servicing and pre-servicing of teachers. When educational administrators and planners have close contact with schools and are accepted by the school authorities as collaborators, the problem at the programme implementation process becomes minimized.

Combers swears it succinctly:

It is only when the administrators are familiar with and understand the intricacies of the local situation, are freely accepted and indeed welcomed by school principals and teachers as sympathetic and informed advisors and friends, albeit persons with prescribed duties and working within certain constraints that one can truly say that an educational innovation will take off.⁴⁴

In any educational system, administration is a salient feature. It is an important instrument by which the system's operation is monitored. In administration, the element of supervision has two major tasks, namely, that of control and guidance.

The control aspect of supervision deals with ensuring that regulations, policies, plans and programmes which have been formulated at the central level are carried out effectively and efficiently as per the tasks and objectives outlined. It is through this that the merits and demerits of the educational system are evaluated and opinions, experiences and recommendations of field staff are gathered on the basis of which the necessary corrective measures or modifications are made.

⁴⁴Combers, L.C., International Working Session on the teaching of School Biology, (Paris: O.E.C.D., 1966).

The guidance aspect of supervision has the important role of facilitating the teaching-learning process. This is the most difficult and challenging task which requires qualitative leadership.

Supervisors as instructional leaders as well as agents of change and innovation have to work closely with school leaders, teachers, students and all concerned agencies. They interpret and clarify policies and programme of the government to all concerned. With the new and innovative methods and instructional materials developed, they serve as sources of inspiration to teachers and other professionals in the development of innovative and effective approaches and strategies to the teaching-learning process. In short, they serve as resource persons to the school community towards effective curriculum implementation thereby ensuring the attainment of the objectives of education.

However, for supervisory services to be effective, obstacles to the service must be overcome. It appears that there are certain problems that have hindered the supervisory services of primary schools in the country, which in turn is affecting curriculum implementation.

In Kenya, educational administrators encompass all those who are in any way involved in the direction, management, planning and control of the education enterprise. These range from the Permanent Secretary and

his large team of personnel at the Headquarters which includes the Director of Education, the Provincial Education Officers, the District Education Officers, and the headteachers of primary and secondary schools.

Training of educational administrators is an integral element in teacher training programmes. Courses in this are offered in all teacher training institutions as part of the Pre-service training. However, the Government occasionally organises in-service courses and seminars aimed at improving the administrative skills of the educational administrators.

The chief executive of the school is the headteacher. The success of any school depends on how effective the headteacher is as an administrator. With regard to curriculum implementation, the headteacher's major task is to make the purpose of the curriculum clear to everyone, to see to the availability of the necessary equipment and monetary resources, motivate his staff, the pupils and the parents to produce a lively esprit de corps in school as well as to foster excellence in performance of work. The headteacher interprets and implements the curriculum package and since this is dependent on the facilities available in the school, the headteacher has to ensure their availability, and their best possible use.

Mbiti D. M. observes that;

A headteacher must endeavour to be the best and most conscientious teacher on the school staff to

the end that those⁴⁵ who serve under him may follow his good example.

As a teacher, the headteacher is supposed to be exemplary in character and resourceful as an administrator.

Curriculum change cannot be effectively implemented without the co-operation and support of the teacher and as many educationalists have emphasized the teacher's active involvement in all innovatory stages of curriculum are paramount.

The teacher is the one who sees the child's interaction with the others in his class because he is closely associated with him and the parents. If proper involvement of the teacher in the initial curriculum development stages is lacking, the curriculum will be based on concepts that are alien to the life experiences of the children.

The 8-4-4 curriculum reflects many disciplines and undoubtedly calls for the full participation of teachers in curriculum development. The concept of changing the curriculum considers the child himself, his capacities, needs and interests in relation to selected experiences which will foster his growth. This behoves the curriculum planner to involve the teacher who has a deep knowledge of child growth, development and learning theory so that planning of curriculum will be consistent and applicable to all teaching-learning situations.

⁴⁵Mbiti, D. M., Foundations of School Administration, (Nairobi: Oxford University Press, 1974), p. 49.

Lewy, A. argues authoritatively thus:

A curriculum center does not have any legal or moral right to impose a new programme on teachers. Curriculum centers are entitled to suggest educational programmes only if their work reflects values prevailing in the society and also represents consensus concerning proposed goals. Curriculum development centres should invite teachers to participate in the initial stage of development in order to get first hand information about social needs and values.⁴⁶

The involvement of the teacher in all stages of curriculum development makes the implementation stage effective. If teachers fail to grasp the basic philosophy upon which a curriculum is built one can hardly expect the curriculum to be properly implemented and this forcefully reinforces the need for reorienting teachers in line with the basic philosophy of curriculum implementation.

Teachers have to be prepared to adapt the programme; understand what it involves and why it is significant. This is important because no curriculum can be interpreted into practice adequately without active support from teachers. The training and retraining of teachers is therefore crucial for curriculum implementation. Hawes, H. confirms this view when he says; "implementing a new programme involves acquiring a new knowledge and attitude to learning uncomfortable to an insecure teacher."⁴⁷

⁴⁶Lewy, A., (ed) Handbook of Curriculum Evaluation, (London: U.N.E.S.C.O., 1977), p. 77.

⁴⁷Hawes, H., Curriculum and Reality in African Primary Schools (Singapore: Longman Group Limited, 1979), p. 119.

It has been assumed for too long that the unschooled African parents have no role to play in curriculum implementation. On the contrary, their role is crucial in the continuing process of value orientation and attitude formation. As the natural and immediate "reference group" for their children, the parents' influence in cultural values is often unchallenged.

Participation of communities and parents in financing education in Kenya, as in many other countries in Africa, has been quite significant throughout the history of formal education. The self-help effort in Kenya is believed to be a product of the traditional pattern of communal pooling of resources and cooperative effort so evident in most African societies. To-day community self-help effort (Harambee) for schools does provide substantial financial resources for building, furnishing and equipping schools.

Due to the many different factors that have contributed to the increased demand for education, parents have been more than willing to deny themselves in order to contribute to community self-help projects aimed at the provision of educational opportunities for their children. At the primary school level, communities and parents to date, continue to provide substantial inputs to education particularly in providing land, constructing classrooms, teachers' houses and the maintenance of these facilities. Since the Government cannot possibly afford

to finance everything, it is inevitable that community support for education be activated.

An examination of the various Development Plans and other official policy documents highlights the official government policy towards community support of primary school level education in Kenya.

- (i) In the 1966-70 Development Plan,⁴⁸ primary school education was largely seen as the responsibility of local communities with the central Government drawing up the curriculum setting and supervising Kenya Primary Examinations (K.P.E.); guiding local authorities in accordance with national objectives and sustaining its quality. In this plan, primary school education fell under the local authority in which the school is located.
- (ii) In the 1970-74 Development Plan⁴⁹ the Government assumed full responsibility for the financing of all expenditure on primary school education in County Council areas. This take-over of financial responsibility for primary schools did not

⁴⁸Republic of Kenya, Development Plan 1966-1969, (Nairobi: Government Printer, 1965).

⁴⁹Republic of Kenya, Development Plan 1970-1974, (Nairobi: Government Printer, 1969).

affect municipalities. In the same plan period, it postulated that communities' construction of physical facilities be strictly controlled through approval of the Primary School Education Inspectorate and the District Development Committees.

- (iii) In the 1974-78 Development Plan,⁵⁰ the Central Government support was indicated as almost entirely of a recurrent nature. The Government placed the responsibility of putting up and maintaining physical facilities and grounds on local communities and municipalities.
- (iv) The 1979-83⁵¹ and the 1984-88⁵² Development Plans have placed the responsibility for physical development of primary schools squarely on local communities within which the school is located. The current policy on financing primary school education is that of a "partnership" whereby the parents and the local communities are required to provide physical facilities such as class-

⁵⁰ Republic of Kenya, Development Plan 1974-1978, (Nairobi: Government Printer, 1974).

⁵¹ Republic of Kenya, Development Plan 1979-1983, (Nairobi: Government Printer, 1979).

⁵² Republic of Kenya, Development Plan 1984-1988, (Nairobi: Government Printer, 1983).

rooms, teachers' houses, and furniture for the primary schools while the Central Government meets the recurrent expenditure mainly on school equipment, school milk and payment of teachers.

Prior to 1974, parents paid tuition fees for pupils attending government primary schools. The 1974 Presidential decree relieved parents of this burden for pupils in classes one to four. After 1974 an additional class was relieved of fee payment each successive year so that by 1978 no parent was paying tuition fees for pupils in Government primary schools save those parents with children in private schools. Development Fund became more popular between 1974 and 1979 during which each parent paid an annual fee of a certain amount of money which went towards the school's development expenditure. The 1979 Presidential decree which was revised in 1985 and 1988 relieved the parents of this burden. Following this, schools were to raise Development Funds through voluntary (Harambee) contributions organized by the Parent-Teacher Associations of the particular schools. This directive required the establishment in every school of a Parent-Teacher Association to monitor the collection of development finances for the school.

The Parent-Teacher Associations play a very significant role in providing for education. This is through the organization and collection of funds for expansion, development and the general maintenance of the

school. They are also charged with the responsibility of providing the required physical facilities for the school.

Parent-teacher Associations have become increasingly popular with the current policy on community financing of primary schools. Their relationship with the school committees need to be clarified.

The Education Act of 1968⁵³ provides for a school committee for every school which is fully maintained or assisted other than those which have Boards of Governors. The school committee's main function is to act as the executive committee of the Parent-Teacher Association. It is the committee which prepares initial proposals for the school's development, receives and administers funds collected for or granted to the school, administers the provision of the physical facilities required by the school and ensures that discipline is maintained at the school.

From the foregone pages, it is clear that the roles of educational administrators, teachers and parents are vital for curriculum implementation to be effective. If a curriculum innovation has to succeed, co-operation and co-ordination of activities among parties involved is of prime importance. Because it is a complex undertaking curriculum implementation, especially in the case of the 8-4-4 school curriculum, requires all kinds of competencies. These competencies are drawn from various personnel a few

53The Education Act, Op. cit., 1968, p. 83.

of whom have been discussed in the previous pages. One cannot do without the other, they have to work as a team.

2.5 Factors Affecting the Effective Implementation of a School Curriculum

Curriculum implementation is a gradual process and it is true that uneven variations will occur depending on the curriculum strategy adopted and the style of curriculum used.

Giacquinta identified in a study entitled, "Implementing Organisational Changes in Urban Schools,"⁵⁴ the following as strongly correlated with successful implementation:

- (i) Willingness to adopt;
- (ii) Availability to resources;
- (iii) Organisational compatibility.

Hawes, H. observes that;

"Even if people are ready, willing and able to implement new policies, they cannot do so unless certain administrative, financial and material criteria are met."⁵⁵

Fullan's work is arguably the best recent work on educational innovation, although it draws almost entirely upon experience and literature from U.S.A.

⁵⁴Giacquinta et al, Op. cit, p. 2-5.

⁵⁵Hawes, H., Curriculum and Reality in African Primary Schools, p. 143.

Canada and with occasional reference to U.K. He considers the following as the factors affecting the adoption of a curriculum;

- (i) Access to information;
- (ii) Advocacy from central administration;
- (iii) Teacher pressure/support;
- (iv) Community pressure/support/apathy/opposition;
- (v) Availability of funds;
- (vi) Bureaucratic incentives for adoption.⁵⁶

He also identifies implementation factors under three categories;

- 1) Characteristics of change. These include:-
the needs and relevance of change, clarity, complexity and quality and practicality of the programme.
- 2) Characteristics at the school level. These are: adoption process; administration support and involvement; staff development (in-service) and participation; time-line and information system (evaluation); Board and community characteristics; teacher characteristics and orientations; teacher-teacher and teacher-pupil relations.
- 3) Characteristics external to the local system thus, the role of the government and external

⁵⁶Fullan, M., The Meaning of Educational Change, (Ontario: OISE Press, 1982).

assistance.

All the above mentioned curriculum authors have similar factors which they see as affecting or influencing curriculum implementation. These factors can be summed up as follows;

- (i) Administrative machinery needs to ensure that adequate communication takes place and that, provided they are reasonable, the demands for manpower and its development made by a curriculum can be satisfied. Communication is one of the strong factors affecting African systems of education. All too often headteachers, teachers and parents are ill informed about intended changes in school programmes. Communication has therefore to be effective if curriculum implementation has to take place successfully.
- (ii) A policy for school buildings and adequate furnishing which is constant with reasonable demands made by the curriculum is yet another factor. In most African countries, this is often lacking. In Kenya, to some extent this shortcoming has been redressed. The parents have and are still through voluntary means providing some of the physical facilities such as classrooms, workshops and homescience rooms at the primary school level. This is

not to say that the provision of these facilities is not a factor influencing the implementation of the school curriculum at the primary school level. In some cases, especially in the rural areas, some of these facilities may not be adequate and appropriate.

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

With regard to the 8-4-4 school curriculum additional textbooks have had to be produced and purchased for use by learners in all schools and in all subjects since 1985 when the change was initiated. Teachers have equally needed teachers' texts and reference books for every subject. There has also been a need to purchase teaching aids, stationery and equipment for teaching especially the newly introduced practical subjects - Home Science, Art and Craft, Agriculture, Physical Education and Business Education. The cost of these materials and equipment was estimated at £1 per child to be provided by the Government. However this estimation is far from adequate and parents have had to augment that which cannot be provided by the government. How effective is this

provision being met? There is therefore a need for an efficient system of ordering, distribution and even storage of such materials so that they actually get to, and remain in schools.

The implementers and users of the curriculum are therefore greatly handicapped with regard to relevant information, needs and skills to be acquired. ⁵⁷(Daily Nation January 16, 1984, p. 12 Col. 4). Kyalo, and Omwandho expressed similar fear.

Materials and physical facilities are vital for both teachers and pupils in the teaching learning situations. Any trace of inadequacy leads to frustration and the motivating factor in terms of comfort diminishes.

(iv) Financial control must be efficient and at the same time flexible enough to allow for necessary regional and local variations if curriculum implementation has to be effective. Funds have to be continuously available and properly managed for effective implementation of the curriculum. The sources of these funds have to be clearly identified if this factor is not to be a major set-back to curriculum implementation.

(v) For any effective implementation, there is a need to consider the quality and quantity

⁵⁷The Daily Nation (Nairobi, Kenya), January 16, 1984, p. 12 Col. 4.

of the implementers charged with the responsibility of interpreting the new curriculum into practical terms. With regard to the 8-4-4 school curriculum, the orientation of teachers and field administrators to handle the new primary school curriculum is a very important factor. Other than the orientation element, the availability of teachers and field administrators in adequate numbers for purposes of maintaining the educational standards is also crucial for the effective implementation of the 8-4-4 school curriculum at the primary school level.

Kenya lacks in quality of staff. For instance, "by 1979, 35,000 Untrained Teachers (UT) had been recruited, a third of whom had only primary or junior secondary education."⁵⁸ About 11,500 UTs were recruited for the 8-4-4 programme and this has continued to grow at the rate of three per cent per annum.⁵⁹ Sifuna,⁶⁰ Eshiwani⁶¹ and

⁵⁸Republic of Kenya, The National Committee on Educational Objectives and Policies, Op. cit., p. 110.

⁵⁹Republic of Kenya, The Second University: Report of the Presidential Working Party, Op. cit., p. 19.

⁶⁰Daniel N. Sifuna, A history of the development of teacher education in Kenya, (Nairobi: Faculty of Education, University of Nairobi, 1974).

⁶¹George S. Eshiwani, "Factors affecting performance among primary school pupils in Western Province of Kenya: a study policy (Nairobi: Kenyatta University, 1983).

Ombwochi⁶² agree that UTs are a great set-back to curriculum implementation.

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

The problems of any curriculum implementation are within the school, around the teacher, in the community and within the administration. Beck R. H. summarizes this as;

The personalities of the teacher must be included in the curriculum. Infact, the whole community and beyond that, the total culture affect the children and to the extent that they too are part of the curriculum and constitute problems of curriculum implementation.⁶³

Because of these and many other factors, any curriculum change must demonstrate superior benefits to the existing one. The curriculum has to continuously reflect the constantly changing society.

⁶²Bosire Ombwochi, "A study of factors that negatively affect the teaching of Art Education in Getembe and Keumbu Divisions of Gusii District", (Unpublished M.ED Thesis Kenyatta University, 1984).

⁶³Beck R. H., ital, Curriculum in the modern Elementary School, (New York: Prentice-Hall, Englewood Cliffs, 1960), p. 8.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Introduction

The central problem of this study was to find out the factors affecting the effective implementation of the 8-4-4 school curriculum at the primary school level. In doing this, the roles of local education officers, teachers and parents in curriculum implementation were examined. In the preceding chapters it was noted that training, provision of materials and equipment were pre-requisites to successful curriculum implementation. A programme of education in today's primary schools calls for greater abilities, flexibility and skill from all concerned to be able to adopt and utilize resources for its success.

This chapter deals with the methodology used in conducting this study, the location of the study, sampling procedures, research instruments, and data collection procedures and analysis of the data.

3.2 Location of the Study

This study was conducted in Emuhaya Division, Vihiga District in the Western Province of Kenya. The division borders Kisumu District to the South, Siaya District to the West, Khwisero Division to the North and Ikolomani Division to the North East.

This Division is almost 28km from the Northern

tip at Kilingili to the far most Southern tip at Ebumbayi. It is about 20km across from the far Eastern tip at Waluka to the far most tip at Emmwatsi to the west. It is irregular in shape and is about 375km sq in area. It has a population of about 0.55⁶⁴ million people distributed in its four locations which are divided into twenty-two sub-locations.

The people of Emuhaya Division are mainly peasants. Heavily populated as it is, the size of the division does not allow large scale farming or large income generating activities. The people grow maize and beans mainly for their own domestic consumption. However the produce from their small pieces of land is not sufficient for all the year round. The Emuhaya people therefore depend on buying farm produce from agricultural schemes such as Kitale, Lugari and Nzoia of the Rift Valley Province. Due to this kind of situation, the majority of the people are in urban centres either on or in search of employment to help provide for their families adequately.

Like in most parts of the country, Educational Developments such as the building and management of schools in the Division were started by missionaries and later the people themselves under the local authority. The Church has since then, taken a big stride in the establishment of schools in the Division. It is the main sponsor of schools, especially primary ones. In spite of the financial

⁶⁴Government of Kenya, "Population census by division". District Commissioner's Office Statistics and Planning Section, 1989.

constraints, the people deny themselves a great deal to ensure that their children go to school. There are 86 primary schools in the division. The number is expected to rise by four by the end of 1990.

3.2 Rationale for selecting Emuhaya Division

An area such as Emuhaya with its dense population and poor socio-economic activities must be experiencing several problems with regard to the demands of the 8-4-4 school curriculum. This was evidenced by a survey tour of the primary schools in the division which revealed the pathetic conditions of most of the schools. The conditions include overcrowded classrooms, inadequate sanitary facilities, playgrounds and materials such as books. These are likely to influence the implementation of a curriculum, hence the need for this kind of study.

The continued poor performance in the Kenya Certificate of Primary Education in the division is yet another factor calling for a study of this nature. Many factors contribute to poor performance in National Examinations. However, it was felt that the implementation of the 8-4-4 school curriculum at the primary level may in itself not be effective.

Given the poor socio-economic status of the people of Emuhaya Division, financial contributions

towards schools, especially primary ones is limited. The people cannot contribute adequately to enable the schools to meet the demands of the 8-4-4 school curriculum such as, more classrooms, more personnel (teachers and education officers), more and new materials, especially for the new subjects. A study of this kind in the division was therefore imperative.

3.3 Sampling

The 86 primary schools in Emuhaya Division are unevenly distributed in the four locations; East, West, South and North. An equal number of schools would therefore not be drawn from each location. Due to the limited time of the study, all the 86 schools could not be used. To ensure an almost equal selection of schools from each location, fifteen schools were selected from North, and another fifteen from West Bunyore Locations. The locations had twenty-four primary schools each. From East and South Bunyore locations which had twenty and eighteen primary schools, twelve and ten schools were selected respectively. A total of fifty-two primary schools were therefore sampled for the study. It was therefore felt that these were a fair representation of the division.

The selection of these fifty-two primary schools was done by use of the simple random sampling technique. That is, the names of schools in each location were

curriculum writers, have emphasized that for implement of a new curriculum or innovation to succeed, the right conditions should prevail in the institution. Oluoch gives examples of inservicing of teachers, availability of adequate materials, teaching and learning aids, equipment and the provision of necessary physical facilities. Tugee³⁵, for his part, maintains that the process of implementation is unique because there is a totality of unique characteristics in each place and environment. Materials, staff, knowledge, methodology and community support, finance and attitude are just some of the pre-requisites for the implementation of change.

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One of the most important condition behind successful implementation of changes in curriculum as emphasized by many writers and most researchers, is the preparation of implementers. It is the prime importance that implementers understand what they are expected to do. Courses must therefore be planned for implementer in order to enable them to keep abreast of the new developments. G. S. Eshiwani comments tersely, "Circles from Nairobi will not by themselves be adequate."³⁶

³⁴Ibid

³⁵Tugee, R.K., "The role of primary school teacher in implementing change", (Unpublished M.ED Thesis, Ken University, 1987), p. 14.

³⁶Eshiwani, G. S., "The Death of New Mathematics in The Kenya Teacher, (Nairobi: Kenya National Union Teachers (K.N.U.T.), December, 1981, p. 10.

written down on slips of paper, folded and mixed up. By the lottary method, one slip of paper was picked up. This went on until the required number from each location had been picked up. After this, the slips of paper were unfolded and the names of schools listed on paper. The procedure was repeated for each of the four locations. A list of the schools randomly selected for the purposes of this study can be seen in Appendix A.

From each of the fifty-two primary schools a headteacher and the chairperson of the Parent-Teacher Association took part in the study. These were fifty-two headteachers and fifty-two Parent-Teacher Associations chairmen in all.

Since the schools had a seriously varying number of teachers; it was not possible to have an equal number of teachers from every school. Therefore schools with teachers in the range of four to six teachers, one teacher was selected, while from the schools with teachers in the range of six to eight, two teachers were selected from each of them. Three teachers were selected from each of the schools that had teachers within the range of eight to ten, while those with teachers in the range of ten to twelve, four teachers were selected from each school and five teachers were selected from each school that had teachers in

the range of twelve to fourteen. A total of one hundred and four teachers were selected from among the three hundred and seventy-eight teachers in the fifty-two primary schools. These two techniques, simple and systematic random sampling were used so as to give the entire population an equal chance to participate in the study.

All the five local education officer, (the Assistant Education Officer (A.E.O.), and four primary school inspectors) in the division also took part in the study. These were included in the study so as to have a better relevancy for the assessment of their experiences in the division, generally, and in particular, in the schools that were selected. The education officers are the counsellors of teachers and parents in schools and they are also the best intermediary between the curriculum planners and implementers, hence their inclusion in the study was vital.

3.4 Research Instruments

There were two research instruments, namely;

- (a) Questionnaire for all the subjects.
- (b) Observation schedule.

3.4.1 The Questionnaire

Five different questionnaire were used.

These were filled by five different groups of respondents that were sampled for the study. There was a questionnaire for;

- (i) the Assistant Education Officer
- (ii) the primary school Inspectors
- (iii) the chairmen of Parent-Teacher Associations
- (iv) the primary school teachers
- (v) the headteachers

The questionnaires varied in the number of items each sought to inquire about. However, the items in each questionnaire covered various variables set forth in the Basic Research Questions of the study.

The questionnaires were divided into two parts; the first consisted of items which asked for general demographic information that elicited personal details such as the academic attainments and professional status of the implementers sampled.

The second part of the questionnaires consisted of 'Yes' 'No' items that sought opinions, comments, explanations and suggestions. Appendices B to F are copies of the different questionnaires.

3.4.2 The Observation Schedule

This was used by the researcher to carry out observation in the selected schools in order to counter-check the implementer's responses in the questionnaires. It was also used as an instrument

to provide additional information not covered by the questionnaires. Appendix G is a copy of the observation schedule.

The validity and reliability of the research instruments was achieved through the submission of the drafts to the experts or authority who checked the clarity and relevance of the instruments. Corrections and omissions were made and the final instruments constructed for the study.

3.5 Data Collection Procedures

Letters of introduction were written to all the curriculum implementers who took part in the study. The letters not only informed the participants of their involvement in the study, but also sought their approval and co-operation. They were also informed through these letters that, the information they give will be kept confidential then. Appendices H to L are copies of the letters of introduction.

Permission was sought from the Office of President, then from the D.E.O. and the A.E.O. responsible for the Division in question. A familiarization tour was then conducted by the researcher for a period of one week, during which lists of primary school teachers of the sampled schools were obtained from the headteachers for the sampling of teachers. A visit schedule was then drawn. A copy of the visit schedule can be

seen in Appendix M.

The research instruments were administered personally by the researcher as per the visit schedule. But in some cases, there were changes in the schedule due to unavoidable circumstances such as impassable roads because it was during the rainy season. At least five schools were visited every week. The questionnaires were answered in one sitting, then collected, except for a few cases in which some of the subjects asked for more time. In such cases the questionnaires were left behind and collected after a few hours or on the next day. On every visit to a school, the researcher carried out an observation guided by the observation schedule.

The responses gathered from the research instruments were divided according to the basic questions and assumptions presented in Chapter One.

3.6 Data Analysis

The task of processing and analysing data collected involved coding the data in a manner that information was presented in the form of frequencies and percentages. Analysis tables with frequency of occurrences, population sample (n) after being computed from tallies were also used.

Data were also ranked to help explain best some variables. Data was discussed simultaneously as it was being analysed, for, this was thought logical in making conclusions. From data analysis the researcher was able to come up with findings, conclusions and recommndations.

3.8 Problems encountered as a source of limitations

There were some constraints and challenges that one had to face:-

- (a) The research was conducted during the rainy season, hence travelling to schools was sometimes problematic. This somehow delayed the speed with which this information would have been gathered. Due to these circumstances there was rescheduling of visits to schools;
- (b) In a few schools, some of the subjects did not avail themselves when they were requested to through the letters sent to them. This forced the re-visiting of these schools on a convenient date agreed upon between the researcher and the headteacher or in the absence of the headteacher, the deputy headteacher or teacher on duty. This led to more expenses which had not been anticipated.
- (c) Some of the subjects were very reluctant to

respond to the questionnaires, and on responding did so only half-heartedly hence not all items were responded to fully.

- (d) Some of the subjects asked for more time ranging between two hours to two days. The subjects were left with the questionnaires, calling for another visit to these schools again in order to collect them. All the same not all the questionnaires left in schools were received back despite several attempts to do so.
- (e) The theme under investigation seemed so interesting and appropriate that the researcher was asked several questions unrelated to the scope of the study. Some subjects sought for assistance for the problems they encountered in the new education system.
- (f) At some instance, the researcher was mistaken for an Inspector and some of the respondents were not free in responding to the questionnaires for fear that they would be victimized despite the letters addressed to them guaranteeing them anonymity.
- (g) Four Primary school inspectors in the division were expected to take part in the study. Only one of them did, while the other three were said to be very busy with other matters in their

locations. The A.E.O. advised that their questionnaires be left with him and that he would in turn pass the questionnaires to them to fill and leave them with him. The questionnaires however were never received back despite several attempts to get them from the A.E.O.'s office.

Data in this study was summarized and presented by use of tables. The main method was the use of percentages and frequency distributions.

The Academic Qualification of the Subjects

In the foregoing chapters it was noted that the curriculum implementation process is a big challenge to all those involved. It is a test of their psychological, academic and professional status. Table 1 on page 76 contains responses from the subjects on their academic achievements.

In the table, column (1) shows the academic level while columns (2), (3), (4) and (5) show the numbers and percentages of the education officers, headteachers, teachers and chairmen of Parent-Teacher Associations respectively.

From the responses obtained, 11409 education officers (50%), 2550 headteachers (50%), 2550 teachers (50%) and 1125 chairmen of Parent-Teacher Associations were college of the Kenya Certificate of Education (KCSE) or its equivalent. A majority of the chairmen were holders of the Kenya Certificate of Primary

CHAPTER IV

DATA ANALYSIS AND PRESENTATION

The analysis that follows was guided by and focused on the basic research questions that were set up in Chapter One.

Data in this study was summarized and presented by use of tables. The main method was the use of percentages and frequency distributions.

4.1 The Academic Qualification of the Subjects

IN the foregone chapters it was noted that the curriculum implementation process is a big challenge to all those involved. It is a test to their psychological, academic and professional status. Table 1 on page 76 contains responses from the subjects on their academic achievements.

In the table, column (1) shows the academic level while columns (2), (3), (4) and (5) show the numbers and percentages of the education officers, headteachers, teachers and chairmen of Parent-Teacher Associations respectively.

From the responses obtained, 2(40%) Education Officers, 26(50%) headteachers, 64(62%) teachers, and 7(13%) chairmen of Parent-Teacher Associations, were holders of the Kenya Certificate of Education (K.C.E.) or its equivalent. A majority of the chairmen were holders of the Kenya Certificate of Primary Education (K.C.P.E.) or its equivalent certificates.

TABLE 1

The Academic Achievements
of the Subjects

Academic Level	Number (n) and Percent (%) attaining each level							
	Education Officers		Headteachers		Teachers		Chairmen	
	n	%	n	%	n	%	n	%
(1)	(2)		(3)		(4)		(5)	
K.C.P.E.			6	12	9	9	23	44
K.J.S.E.			12	23	13	12	16	31
K.C.E.	2	40	26	50	64	62	7	13
K.A.C.E.			8	15	18	17	4	8
Others			-	-	-	-	2	4
Total	2	40	52	100	104	100	52	100

There were very few of the subjects with the Kenya Advanced Certificate of Education (K.A.C.E.) or equivalent certificates. Only 8(15%) headteachers, 18(17%) teachers, and 4(8%) chairmen were holders of K.A.C.E. certificates. There were only 2(4%) chairmen with other academic achievements.

From the information contained in Table 1 it is clear that the majority of the subjects were K.C.E. certificate holders. In their academic endeavours the majority of the subjects had only been in school upto Form Four of the secondary school while another 12(23%) headteachers, 13(12%) teachers, and 16(31%) chairmen had been in school upto Form Two of the secondary school. A majority of the chairmen of Parent-Teacher Associations, accounting for 23(44%) terminated their academic endeavours at the completion of the primary school.

Assumption I

From the findings above, the assumption that there are high proportions of teachers, inspectors and chairmen of Parent-Teacher Associations of low academic qualifications is supported. The majority of the subjects had only attained the K.C.E. certificates at Form Four of the secondary school. Another high proportion accounting for 6(12%) headteachers, 9(9%) teachers and 23(44%) chairmen had attained the K.C.P.E. certificates at the primary school level.

With such high proportions of implementers with low academic achievements, the effective implementation of the curriculum is likely to be hampered.

4.2 The Professional Qualification of the Subjects

Alongside the academic achievements are the professional qualifications. The latter follow closely from the academic level. Table 2 on page 79 shows the responses obtained from the subjects on their professional qualifications.

The table consists of columns (1) to (5). Column (1) shows the professional level while columns (2), (3), (4) and (5) show the numbers and percentages of the education officers, headteachers, teachers and chairmen of Parent-Teacher Associations respectively.

According to the responses received, 2(40%) education officers, 15(29%) headteachers, 24(23%) teachers and 7(13%) chairmen, were trained as P1. The proportions of the untrained teachers accounting for 22(21%) teachers, and 22(44%) chairmen, were worrying.

TABLE 2

The Professional Qualifications
of the Subjects

Professional Level	Respondents							
	Education Officers		Headteachers		Teachers		Chairmen	
	n	%	n	%	n	%	n	%
(1)	(2)	(3)	(4)	(5)				(6)
Untrained	-	-	-	-	22	21	22	42
P4			10	19	13	13	8	15
P3			14	27	19	18	6	12
P2			8	15	18	19	5	10
P1	2	40	15	29	24	23	7	13
S1			3	6	8	8	2	4
A.T.S.			2	4	-	-	-	-
Diploma			-	-	-	-	-	-
Graduate			-	-	-	-	2	4
Total	2	40	52	100	104	100	52	100

The P4 level included 10(19%) headteachers, 23(12%) teachers, and 8(15%) chairmen, while 14(27%) headteachers, 19(18%) teachers, and 6(12%) chairmen had attained the P3 professional status. 8(15%) headteachers, 38(20%) teachers and 5(10%) chairmen were trained as P2. Only 2(4%) headteachers were on the Approved Teachers' Scale (A.T.S.), while another 2(4%) chairmen were graduates.

From the indications in table 2, it is clear that the professional level with a majority of the subjects was that of P1. Notable was the absence of Diploma and University graduates in all categories of subjects except for only 2(4%) chairmen of Parent-Teacher Associations. There were therefore, high proportions of the untrained especially teachers, and those of low professional qualifications namely, P4, and P3.

Assumption II

From the above findings, the assumption that there are high proportions of teachers, inspectors and chairmen of Parent-Teacher Associations of low professional qualifications and a majority of the untrained is supported. The findings show that there was a partial or total absence of highly qualified subjects in the above categories. The professional levels of S1, A.T.S., Diploma and Graduate, with no indications, give credence

to this.

The effective implementation of the 8-4-4 school curriculum demands specialization. This is in terms of professional training on the part of implementers. However, with such high proportions of the untrained teachers and those of low professional qualifications as revealed above, the effective implementation of the curriculum was likely not to be fully realised.

4.3 The Facilities available in schools

Basic to the 8-4-4 curriculum implementation process were such facilities as classrooms, workshops, homescience rooms, teachers' houses, sanitary facilities and gardens. The size of the school plots of the sampled schools helped to determine the availability of these facilities while the numbers of the pupils enrolled in the schools helped to explain their use.

4.3.1 The size of the School Plots

Table 3 on page 82 contains the findings from the responses received from the headteachers of the sampled schools. These were responses concerning the sizes of the school plots. according to these responses, 21(40%) of the schools had an acreage of between 0.5 and 1 acres while 13(25%) had between 1 and 2 acres, 10(19%) had between 2 and 3 acres, 5(10%) had between 3 and 4 acres and only 3(6%) had

From the indications in Table 4, it is clear that the schools sampled for the study did not have all the necessary physical facilities. Observations carried out give support to this. Classrooms, administrative offices, staffrooms, teachers' houses, workshops, homescience rooms, laboratories were noticeably inadequate in the sampled schools.

The study, through the observations made further revealed that the physical facilities, especially the classrooms, that were available were not only too few but also small in size. To give credence to this were cases of overcrowded classrooms. Some schools had as many as 80 pupils in one classroom. This created problems in time-tabling. Some schools were found to have resorted to the shift system. that is pupils in the lower classes (1-3) went to school in shifts, one group from 8a.m. to 12.45p.m. and the other from 11a.m. to 3.45p.m. This was due to the inadequacy of both the teachers and the physical facilities i.e. in such schools the timetable was made in such a manner that when pupils reported at 11a.m., those who had reported at 8a.m. would from 11a.m. to 12.45p.m. be doing practical lessons outside the classroom supervised by classprefects while the teacher taught the 11a.m. shift in the classroom. In other schools, lessons took place under trees. Other than the few and small classrooms, another

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4.3.3 The Distribution of Pupils in Schools

Table 5 on page 87 contains the findings drawn from the responses from the headteachers on the distribution of pupils in schools.

TABLE 5

The Distribution of Pupils in Schools

Pupils enrolled per school	Number of Schools with number of pupils shown	Percentage of Schools with number of pupils shown
1-200	1	2
200-400	5	10
400-600	11	21
600-800	18	34
800-1,000	12	23
1,000-1,200	5	10
Total	52	100

possibility for these conditions was the high rate of pupil enrolment in the schools.

On the foregoing pages, the Assumption

4.3.3 The Distribution of Pupils in schools

Table 5 on page 87 contains the findings drawn from the responses from the headteachers on the distribution of pupils in schools. According to the indications by the headteachers, 1(2%) of the schools had a pupil enrolment of up-to 200, 5(10%) had between 200 and 400 pupils, while 11(21%) had an enrolment of up-to 600 pupils. The majority of schools, 18(34%) had up-to 800 pupils and 12(23%) had up-to 1,000 pupils. Another 5(10%) of the schools had enrolled up-to 1,200 pupils.

Most of the schools accounting for 35(67%) had a high rate of enrolment of pupils. According to the government policy on teacher/pupil ratio of 1:30, 600 pupils for instance, should be distributed in 20 classrooms. But, of the 52 schools none had 20 classrooms. A majority of the schools, 40(77%) had each 15 classrooms while 3(6%) had each 18 classrooms. The rest, 9(17%) of the schools had 10 classrooms each. It can therefore be argued that pupils enrolled in these schools were far too many compared to the physical facilities that were available.

Assumption III

From the findings obtained and presented in the foregone pages, the Assumption that there is a shortage of facilities in schools is supported. The findings show that there was a partial or total absence of some of the physical facilities already mentioned. Even those which were available were mostly inadequate in the sense they were either not enough or were temporary.

However, the implementation process of the curriculum managed to go ahead without some of these facilities. Ways were found to solve some of the problems encountered due to the inadequacies. For example, where the school did not have a workshop, teaching went on in the classroom or outside under a tree.

4.4 The Teaching/Learning Materials available in Schools

These are basic to the implementation process of a school curriculum. Apart from books, teachers' guides, reference material, maps, industrial tools, equipment, games facilities and stationery, for the purposes of this study, the materials here also include the personnel.

The education officers were only 5 in the vast division. These included, 1 Assistant Education

Officer (A.E.O.) and 4 Primary School Inspectors, each assigned to a location. To support this observation further, it was found out that the frequency of school inspection was very low. Each officer visited each school under his jurisdiction, once in a school term, that is, three times in a year.

4.4.1 The Distribution of teachers

According to the responses from the education officers, headteachers and chairmen of Parent-Teacher Associations, there weren't adequate teachers in schools in the division.

TABLE 6

The Distribution of Teachers in Schools

Teachers	Number of Schools with number of teachers shown	Percentage of Schools with number of teachers shown
4-6	27	52
6-8	20	38
8-10	3	6
10-12	1	2
12-14	1	2
Total	52	100

Table 6 on page 90 indicates that the teachers in schools were inadequate. In the table, the majority of the schools, accounting for 27(52%) had up-to 6 teachers, 20(38%) had up-to 8 teachers while 3(6%) had up-to 10 teachers and 1(2%) had upto 12 teachers and another 1(2%) had upto 14 teachers.

From the indications in the table, one can safely maintain that the schools were generally understaffed. According to the government policy on teacher/pupil ratio of 1:30, an enrolment of 1,200 pupils, for example, requires 40 teachers so that teaching is done effectively as seen in Table 5 on page 87, up-to 10 schools had an enrolment in the range of 1,000-1,200 pupils. But from the findings in the table, none of the sampled schools had beyond 25 teachers.

4.4.2 Equipment Needs of Schools

From the responses received from Education Officers, headteachers, teachers and chairmen of Parent-Teacher Associations, none of the sampled schools had adequate equipment. These include books (text and exercise) for various subjects, teachers' guides, reference material, maps, industrial tools and equipment, games facilities and stationery. The headteachers in particular indicated that they do not receive adequate equipment from the Kenya School Equipment Scheme. Table 7 on page 92 contains information regarding the teaching/learning

TABLE 7

Equipment Needs of Schools as Indicated
by Headteachers

Equipment	Number of Schools that need equip- ment shown	Percentage of Schools that need equipment shown
Books (Text and Exercise)	50	96
Teachers' Guides	50	96
Reference Material	49	94
Stationery	35	67
Workshop/ Homescience tools	52	100
Others (Games, Agriculture e.t.c.)	52	100

items required to implement the 8-4-4 curriculum. From the indications by the headteachers, 50(96%) needed books while another 50(96%) needed Teachers' Guides. Others, 49(94%) indicated that they needed reference material, 35(67%) needed stationery and all the headteachers indicated that they needed Workshop and Homescience, Games, Agriculture and Creative Arts equipment.

Observations made further revealed that the teaching/learning materials were inadequate in schools. Pupils brought to school such materials as, clay, sisal, jembes, needles, cloth, saws and hammers. These were mainly used in the practical subjects. In other cases, teachers brought their own sewing machines, and pans to schools.

Apart from the teaching/learning materials, other materials included furniture. From the observations carried out and the responses received from the teachers, desks in classrooms were inadequate. Pupils were squeezed up on the few that were available. For instance, a desk measuring 3 feet in length, sat 4 pupils.

In all the schools sampled for the study, teachers' tables and chairs were not adequate. The schools with the most of these materials had 4 tables and 8 chairs while some schools had as few as 2 tables and chairs.

A majority of the schools had as few as 3 cupboards. Most of these were unlockable. Only the materials the teachers felt were not very necessary were

stored in these cupboards. Otherwise, such important ones like school records, Registers and Textbooks, were carried to and from school by the teachers.

Other essentials such as typewriters and duplicating machines were not in most schools. Only 8(15%) of the schools had these facilities. Of these, only 5(10%) had the facilities in working condition. For tests, teachers wrote on the chalkboards while the pupils waited outside, whereas for important examinations such as the Mock examinations, teachers relied on the few schools with these facilities. This caused delays and also threatened the confidentiality of the examinations.

Although water is a basic element to human life it was not available in most schools. Only 5(10%) of the schools had piped water. The rest of the schools relied on the water pupils brought to school everyday. In some schools, pupils fetched water for use in school whenever they were free.

None of the sampled schools had electricity or even boarding facilities. The pupils came to school from their homes, that is they were day scholars. These were day schools. However, all the schools in the study had First Aid Kits.

On the availability of resource centres, only 39(38%) teachers indicated that they had resource centres near their schools. The materials in the centres included, Reference material, Textbooks, Teachers' Guides and a

variety of teaching aids. The teachers indicated that they met at the centres monthly during which they exchanged views on the implementation of the curriculum.

An encouraging revelation was the community's assistance to schools. Perhaps being aware of the value of education, its role in schools and the changes in the school curriculum, the community was found to be making every effort to assist the schools.

All the headteachers indicated that the KShs.20/= grant per child in primary school per year from the government was not enough. Some headteachers also indicated that their schools had sources of income, but these were negligible, mainly the agricultural produce of maize, beans and vegetables which were in fact consumed within the schools. Other sources of income were the profits from the sale of Homescience, Pottery and Handicraft products produced by the pupils. However, this was on a very minimal scale. The headteachers, through the Parent-Teacher Associations therefore relied mainly on the Community for the running expenditure and maintenance of their schools. It was in this connection that all the headteachers indicated that they received assistance from the local community.

The assistance from the community included money, construction of physical facilities, learning materials such as and the donation of land for the expansion of

schools. Although 12(23%) Chairmen of Parent-Teacher Associations indicated that community contribution to schools was confined to parents with pupils in the schools, 40(76%) Chairmen and 43(83%) headteachers indicated that such contribution was free to all members of the community. It was voluntary. Harambees were also organized through which the members of the community contributed voluntarily in aid of various schools.

Assumption IV

The findings on learning materials give credence to the Assumption that there is a shortage of such materials in schools. The information reported above shows that there was a partial absence of learning materials in schools. However, ways were found to help keep the implementation period in progress. For instance, where the school did not have Teachers' tables, chairs and cupboards, teachers used pupils' desks. They also used their own homes to store learning materials. Pupils and teachers also brought to school some of these materials. In the case of few teachers, the untrained teachers were employed by the school committees.

4.5 Preparatory activities for Implementation

All the respondents were aware of the changes in the curriculum. The education officers had been involved in the planning of orientation activities for the other categories of respondents. The preparatory activities, included in-service courses, seminars, workshops and 'Barazas'. Prior to this, the officers were quoted as having indicated that, they had themselves also attended similar orientation activities at National, Provincial and District levels. These, the officers indicated, were very useful courses for them.

However, not all the headteachers, chairmen and teachers involved in the study had been prepared in readiness for the implementation of the curriculum. Only 41(79%) of the headteachers, 70(67%) teachers and 20(38%) chairmen indicated that they had undergone orientation courses for the implementation purposes.

Table 8 shows the courses attended by education officers, headteachers, teachers and chairmen of Parent-Teacher Associations. In the table, 16(39%), 19(46%) and 6(15%) headteachers had undertaken in-service courses, seminars and workshops respectively. Of the teachers 55(79%), 10(14%) and 5(7%) had undertaken the courses in the above order

while 1(5%), 2(10%) and 15(75%) chairmen had undertaken in-service courses, seminars, workshops and 'Barazas', respectively.

TABLE 8

Mode of Orientation Courses Undertaken
by the Respondents

Orientation Courses	Respondents							
	Education		Headteachers		Teachers		Chairmen	
	n	%	n	%	n	%	n	%
(1)	(2)		(3)		(4)		(5)	
In-service Course	2	40	16	39	55	79	1	5
Seminar	2	40	19	46	10	14	2	10
Workshop	2	40	6	15	5	7	2	10
Baraza	2	40	-	-	-	-	15	75

Of the above respondents, the majority, accounting for 28(68%) headteachers, 39(56%) teachers and 12(60%) chairmen found the courses they had undertaken useful.

However, the proportions of the respondents, accounting for 11(21%) headteachers, 34(33%) teachers and 32(62%) chairmen who were not prepared for the implementation process were appalling. Further still, the indications by most of the respondents who were prepared, that the courses were only useful but not very useful are indications that the courses did not measure up to their expectations. That is, the courses were not exhaustive in relation to the changes in the curriculum.

Assumption V

The findings give credence to the assumption that the implementers in schools within Emuhaya Division were involved in various preparation activities in readiness for the implementation of the school curriculum. These included such orientation courses as In-service courses, Seminars, Workshops and Barazas.

However, not all the respondents undertook such courses in readiness for the implementation process. Although the implementation of the curriculum went on, preparation for such a task is not only important, but is also a component of curriculum implementation. All those involved in the implementation process must be adequately prepared in advance. This enhances implementation of the curriculum.

4.6 Co-ordination and Implementation of Activities

On the co-ordination of activities, a majority of the respondents indicated that they were not coordinating their activities with those of other implementers satisfactorily. They also indicated that they were not implementing the school curriculum effectively.

The education officers indicated that they encountered problems with school committees, headteachers, and teachers. These problems it was felt, arose from the failure of these groups to perform their duties well. The officers indicated that they were not provided with means of transport. As a result they made very few visits to schools and yet their supervisory activities should be frequent.

The community had taken up the challenge of providing physical facilities. However, what it provided was far from adequate. This could partly be attributed to the poor socio-economic status of the community.

From the information received, teacher/community relations were poor. The community saw the headteachers as embezzling school funds and did not therefore readily contribute to the function of schools. The teachers on the other hand, were seen as lazy, not teaching effectively as evidenced in the poor performance in the Kenya Certificate of Primary Education.

Assumption VI

The assumption that, the school curriculum implementers in schools were coordinating well and carrying out their activities of implementing the school curriculum is supported by the findings presented above. The task of implementation cannot be free of problems. From the responses received through the questionnaires and the observations made, ways were found to overcome some of these problems enabling the implementation process to go on. In spite of the poor teacher/community relationship the implementation of the school curriculum went on. Without means of transport, the officers at least visited schools and helped teachers in the problem areas. The community efforts were still very encouraging in spite of the poor socio-economic status. The community assisted schools financially. The few teachers available went on performing their duties.

Observations further revealed that there was a clear distinction of roles. Each category of respondents against all odds was found to be working hard to ensure the success of the curriculum.

4.7 Problems Affecting the Process of Implementation

4.7.1 Ranking of the Problems as perceived by Education

Officers and Teachers

Arising from the conditions already presented above, there were problems affecting

the implementation process. Table 9 on page 103 contains the responses on the problems they felt were inherent. These problems were ranked in the order of seriousness. That is, the subjects ranked the problems starting with the one they felt was the most serious of all. They indicated against each item in the manner of 1, 2, 3 and 4 where 1 stood for the most serious and 4 the least serious problem.

According to the Education Officers, and teachers, the inadequacy of material for executing the curriculum was problem number 1. This was ranked thus by 2(40%) education officers, column (2), 52(100%) headteachers, column (3) and 104(100%) teachers, column (4). Material availability is a prerequisite to curriculum implementation.

Ranked as problem number 2 was, inadequate preparation of implementers in the case of curriculum change. This was indicated by 2(40%) education officers, 52(100%) headteachers and 102(98%) teachers. Prior preparation is vital for the process of implementation.

The failure to send programme materials to schools in time was ranked problem number 3 by 2(40%) education officers, 50(96%) headteachers and 104(100%) teachers.

Last but not least, the inadequacy of materials included in the curriculum was ranked as problem number 4. This was indicated by 2(40%) education officers, 49(94%) headteachers and 104(100%) teachers.

The above responses received from the respondents partly helps to explain why all the teachers, 104(100%) indicated that they had problems understanding some of

The above responses received from the respondents partly helps to explain why all the teachers, 104(100%) indicated that they had problems understanding some of the changes in the curriculum.

TABLE 9

Problems in Curriculum Implementation

as Perceived by Education Officers and Teachers

Problems in Curriculum Implementation	Respondents								
	Education Officers			Headteachers			Teachers		
	n	Rank	%	n	Rank	%	n	Rank	%
(1)	(2)			(3)			(4)		
1. The inadequacy of materials in executing the curriculum	2	1	40	52	1	100	104	1	100
2. Inadequate preparation of implementers in case of curriculum change	2	2	40	52	2	100	102	2	98
3. Programme materials not sent to schools in time	2	3	40	50	2	96	104	3	100
4. The inadequacy of materials included in the curriculum	2	4	40	49	4	95	104	4	100

The teachers also indicated that they found it difficult to complete the syllabus in time.

In table 9, column (1) shows some of the problems in curriculum implementation. Columns (2), (3) and (4) show the responses from, education officers, the headteachers and the teachers in numbers (n), the rank and their percentages (%), respectively.

4.7.2 Ranking of Problems as Perceived by the Chairmen of Parent-Teacher Associations

Table 10 on page 105 contains responses from the Chairmen of Parent-Teacher Associations on the problems they encountered in their attempts to implement the curriculum. According to these responses, the Chairmen ranked the problems in the order of seriousness. That is ranked number 1 was the most serious problem while ranked number 4 as the least. In this order therefore, the chairmen ranked the lack of funds as problem number 1.

From the indications by the Chairmen, ranked number 2, was the poor socio-economic status of the local community. The lack of funds could be attributed to this problem. This was indicated by 52(100%) chairmen.

Lack of proper communication between the school management committee, the teachers and the parents was ranked number 3 by 50(96%) chairmen.

TABLE 10

Problems in Curriculum Implementation as Perceived
by the Chairmen of Parent-Teacher Associations

Problems	Number of Chairmen	Rank	Percentage
1. Lack of funds	52	1	100
2. The poor socio-economic status of the local community	52	2	100
3. Lack of proper communication between the school management committee, teachers and parents	50	3	96
4. Lack of cooperation from the local community	52	4	100

Ranked number 4 was the uncooperative spirit of the local community by 52(100%) chairmen.

Assumption VII

The assumption that there were inherent problems affecting the effective implementation of the 8-4-4 curriculum in schools was true. The findings presented in the foregone pages give credence to the assumption.

These are:

- (a) Inadequate trained and qualified personnel
- (b) Inadequate physical facilities
- (c) Inadequate teaching/learning materials
- (d) Lack of funds
- (e) The poor socio-economic status of the community
- (f) Lack of proper communication among implementers
- (g) The lack of cooperation from the community.

Other problems include those in the implementation process itself ranked by the subjects. Other than the inadequacy of material, the rest of the problems could be overcome. Implementers should be prepared well in advance while curriculum planners should ensure that the programme materials are sent to schools on time.

CHAPTER V

SUMMARY OF FINDINGS, CONCLUSIONS AND
RECOMMENDATIONS

5.1 Summary

The purpose of this study was to find out the factors affecting the implementation of the 8-4-4 school curriculum at the primary school level in Emuhaya Division. In order to find out the factors, information was sought from schools by means of observation and questionnaires. Teachers and educational administrators were sampled and selected. All of them responded to five difference questionnaires.

The data collected in the questionnaires and the observation schedule, were analysed and presented in tables of frequency distributions in relation to the Basic Research Questions established initially.

Inadequate physical facilities, funds, personnel and materials such as books, equipment and tools were some of the findings. Lack of these, was a major setback to the implementations process.

On the basis of the findings, various conclusions were reached and recommendations made.

5.2 Summary of Findings

In terms of acreage, the school compounds were generally inadequate for expansion. This partly helped to explain why inadequate physical facilities such as classrooms, workshops, libraries, and laboratories were noticeable features in the sampled schools. This was therefore an indication that the schools were not adequately prepared for the implementation process.

It was also found out that the schools had a high rate of pupil enrolment compared to the number of classrooms and the number of teachers that were available. The high enrolments led to overcrowded classes and difficulties in timetabling.

The eight-year primary education cycle calls for more specialized and highly qualified personnel. However, the findings showed that there was a significant proportion of implementers of low academic and professional qualifications. This group of implementers lacked the confidence with which to implement the curriculum effectively. They stagnated in their resourcefulness and needed replenishment.

Alongside the academic and professional statuses, personnel were inadequate in the schools. In the entire division there were only 5 education officers. These officers were only able to visit each of the schools under their jurisdiction, only 3 times in a year. If supervisory activities have to lead to effective implementation, then they have to be more frequent and extensive.

A majority of the schools accounting for 27(52%) had each upto 6 teachers in number while 20(38%) had each upto 8 teachers, 3(6%) had each upto 10 teachers, 1(2%) had upto 12 teachers and another 1(2%) had upto 14 teachers in number. In a majority of the schools sampled for the study, teachers were forced to teach in shifts or overcrowded classrooms to avoid clashes. This system supports the issue of having too few teachers in the schools. The schools were under-staffed.

On time-tabling and allocation of extra curricular activities, it was found out that in the lower classes, 1 to 3, there was only 1 teacher per class. This meant that, the 1 teacher taught all the subjects totalling to 45 lessons in a week. The teachers for the rest of the classes, 4 to 8 had also a similar number of lessons. It was

observed that one teacher was assigned to teach a subject in all the classes 4 to 8. Some teachers were allocated as many as 3 subjects. This meant that each teacher held 9 lessons in a day.

Teachers were also assigned other school duties. For instance games/sports was assigned to only one teacher in most of the schools. There are many types of games and each needs a teacher as supervisor and coach. This kind of workload seen in the allocation of subjects and extra-curricular activities does not allow effective performance of duties. This resulted in among others, poor performance in national examinations.

There was community support being mobilised to raise funds and to provide the necessary materials. However, what the community provided was far from adequate given the poor teacher/community relations and the poor socio-economic status of the community itself.

Orientation courses in the event of curriculum change and implementation are vital for its successful implementation. These have to be organized well in advance of the actual implementation process. High proportions of the respondents accounting for 32(62%) chairmen, 11(21%) headteachers and 34(33%) teachers had not undertaken any

of such courses. This meant that the implication of the change and what was involved in it had not been fully comprehended.

In spite of the fore-mentioned circumstances, there was coordination of activities among the implementers. Roles were clearly defined and each category of implementers was seen to be playing its part. For instance, the community provided the physical facilities while the teachers taught. The teachers were supervised by both the education officers and headteachers.

Given the conditions already presented, problems in the implementation process were: lack of funds which led to inadequate physical facilities, personnel and teaching/learning materials and sending curriculum packages to schools late and the inadequate materials included in the curriculum.

5.3 Conclusions

Present day Kenyan primary schools belong to the community. In the case of Emuhaya Division, the community was seen to fulfil this obligation. The community made available various facilities although these were not enough. On the other hand, the sizes of school plots were far too small to allow the expansion of the schools for adequate physical facilities for learning and space for games, agriculture and other income generating

activities for self-reliance. The poor socio-economic status of the community also contributed to this state of affairs. For instance, one harambee meeting organized in one of the locations for its 24 primary schools netted Kshs.51,000. This meant that each school got Kshs.2,125. This sum of money is too small to put up a wall of a classroom. The demands of the implementation of the 8-4-4 school curriculum were far beyond the socio-economic status of the community.

There were some physical facilities available. These included the buildings for classrooms, offices, workshops and homescience rooms. In a majority of schools, these were semi-permanent and did not have proper shelters therefore subjecting the pupils to the harsh weather conditions. The pupils' concentration span was thus limited.

Alongside the provision of permanent buildings, was the need to furnish and equip them. Desks, tables, chairs, and cupboards are necessary for the learning process. Most of the schools sampled for the study had inadequate furniture and wquipment. They were not enough and those available were not in proper working condition. Most of the chairs, desks and tables were broken while the cupboards were unclockable.

From responses obtained, teaching/learning materials were inadequate. Lack of these materials made it difficult for teachers to instruct adequately. Teachers whould therefore be provided with the necessary and relavant teaching/learning materials. These facilities are an

important element for successful curriculum implementation.

The 8-4-4 curriculum demands highly trained and specialized personnel for effective implementation. This was not the case in the schools in the study. To give credence to this is partly, the poor performance in the Kenya Certificate of Primary Education (K.C.P.E.). Since 1985 when the programme was implemented in primary schools, there has been no candidate among the top 100 pupils in the republic from Emuhaya Division. Implementers who are not adequately trained would not be confident to carry out the task of implementation effectively.

From the information presented in the foregoing pages, the implementation of the 8-4-4 school curriculum badly needs an injection of resources such as finance especially in rural areas. However, it would be absurd to discourage the 8-4-4 school curriculum because of the problems it is facing. Instead, a period of consolidation should take place. That is, a critical appraisal of the programme is essential. An evaluation of the programme by all those concerned is more than necessary.

5.4 Recommendations

On the basis of the findings obtained from the study, the following recommendations were thought valid:

1. To improve the situation on human resources, radio and linked residential courses should be introduced in the form of in-service courses. In the event of curriculum change, implementers need to be exposed to the changes through all-pervasive seminars, workshops, conferences, 'Barazas', meetings and discussions in panel groups. The implementers should be encouraged to be active participants right from the initial stages. This will enable them to prepare for and to work towards its success instead of paying lip service to it. The exposure should be continuous until the programme is seen to be succeeding.
2. There is a need to deploy more highly trained and specialised personnel in all schools to ensure the effective implementation of the school curriculum.
3. Teachers' centres should be used to improve teachers' teaching methods. In these, teachers can meet regularly to educate themselves. In the process, it is likely that they can produce materials and teaching aids which they can apply in teaching and learning.
4. More education officers specially trained for this purpose should be deployed in the rural areas. This, would enable them to know the problems of the schools under their jurisdictions and thereby help to find solutions to these problems.
5. Steps should be taken to ensure that the officers are provided with means of transport. This will enable

them to visit schools more frequently for supervision purposes.

6. Steps being taken to improve facilities should be stepped up. These facilities are factors which contribute to the quality and standard of education.
7. Since primary schools belong to the community, there is a need to mobilise the people, especially in the rural areas, to build and maintain the schools. The community should be sensitised into knowing its responsibilities and accountability to schools.
8. To succeed in implementing the curriculum effectively and to raise the standard and quality of education, all the competent and qualified personnel must be involved directly in all the stages of the process of curriculum development.

5.5 Suggestions for further Research

This study covered only one Division in a district. Related studies can be made in other geographical areas not covered by this study. A larger sample can also be used to show the difference in the findings and generalizations this may call for.

The area of this study was rural. A comparison of a rural and urban area would definitely provide more reliable generalizations.

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APPENDIX A

SCHOOLS SAMPLED FOR THE STUDY BY
LOCATION FROM EMUHAYA DIVISION

I. NORTH BUNYORE LOCATION

1.	Ebusiratsi A/C	Primary School
2.	Emmanyinya	" "
3.	Esibuye	" "
4.	Musinaka	" "
5.	Ebusiratsi C.o.G.	" "
6.	Emusutswi	" "
7.	Emmatsuli	" "
8.	Mwituha	" "
9.	Ebusiloli	" "
10.	Ebubayi	" "
11.	Mukhombe	" "
12.	Esirabe	" "
13.	Ebunangwe	" "
14.	Ebukhuliti	" "
15.	Emmukunzi	" "

II. WEST BUNYORE LOCATION

1.	Epang'a	Primary School
2.	Essunza	" "
3.	Ebusiralo	" "
4.	Emmwatsi	" "
5.	Mulwakhi	" "
6.	Esibakala	" "
7.	Esibila	" "

- | | | | |
|-----|------------|----------------|---|
| 8. | Mumboha | Primary School | |
| 9. | Ebukanga | " | " |
| 10. | Emmabwi | " | " |
| 11. | Esirulo | " | " |
| 12. | Emusire | " | " |
| 13. | Mundichiri | " | " |
| 14. | Essba | " | " |
| 15. | Esalwa | " | " |

III. EAST BUNYORE LOCATION

- | | | | |
|-----|-----------|----------------|---|
| 1. | Ebbiba | Primary School | |
| 2. | Wemilabi | " | " |
| 3. | Essongolo | " | " |
| 4. | Ibubi | " | " |
| 5. | Ebukhaya | " | " |
| 6. | Kima | " | " |
| 7. | Irumbi | " | " |
| 8. | Emuhaya | " | " |
| 9. | Ebwali | " | " |
| 10. | Wanakhale | " | " |
| 11. | Wandече | " | " |
| 12. | Waluka | " | " |

IV. SOUTH BUNYORE LOCATION

- | | | | |
|----|-----------|----------------|---|
| 1. | Ebukuya | Primary School | |
| 2. | Itumbu | " | " |
| 3. | Ebusakami | " | " |
| 4. | Ebulako | " | " |

5. Emutsuru Primary School

6. Esibembe "PART" OF THE ASSISTANT

7. Ekwanda "OFFICE" (A.E.O.)

8. Hobunaka " "

9. Kayila "INFORMATION" SHEET

10. Esiandumba " "

You are provided with statements. You are requested to give the appropriate information either by marking () and/or by giving further information in the space provided.

Division _____

Your sex is:

- (a) Male
- (b) Female

Your age is:

- (a) Below 20 years
- (b) 21-30 years
- (c) 31-40 years
- (d) 41-50 years
- (e) 51 and above

Your academic qualification is:

- (a) K.A.C.E./K.P.E./D.P.E.
- (b) K.J.S.E.
- (c) C.S.E./B.A.C.E./K.C.E.
- (d) H.S.C./B.A.A.C.E./K.A.C.E.

Any other (please specify) _____

APPENDIX B

A QUESTIONNAIRE PREPARED FOR THE ASSISTANT

EDUCATION OFFICER (A.E.O.)

PART A: DEMOGRAPHIC INFORMATION SHEET

INSTRUCTIONS:

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

1. Division _____
 2. Your sex is;
 - (a) Male ()
 - (b) Female ()
 3. Your age is;
 - (a) Below 20 years ()
 - (b) 21-30 years ()
 - (c) 31-40 years ()
 - (d) 41-50 years ()
 - (e) 51 and above ()
 4. Your academic qualification is;
 - (a) K.A.P.E./K.P.E./C.P.E. ()
 - (b) K.J.S.E. ()
 - (c) C.S.E./E.A.C.E./K.C.E. ()
 - (d) H.S.C./E.A.A.C.E./K.A.C.E. ()
- Any other, (please specify) _____
- _____
- _____

5. Your professional qualification is;
- (a) P4
 - (b) P3
 - (c) P2
 - (d) P1
 - (e) S1
 - (f) A.T.S.
 - (g) Diploma
 - (h) Graduate

Any other, (please specify) _____

Do you have sufficient budget to carry out your responsibilities?

6. Total number of schools in the Division is _____
7. Total number of teachers is _____
8. Total number of pupil enrolment is;
- (a) Male _____
 - (b) Female _____

PART B:

Instructions

Put a tick () in the space provided, against the appropriate answer(s) on the following items.

1. Are you aware of the changes in the school curriculum?
- (a) Yes
 - (b) No

2. If your answer to item 1 above is 'Yes' do you have problems of dissemination of the 8-4-4 school curriculum?
 - (a) Yes ()
 - (b) No ()

3. Do you have adequate trained personnel to help you carry out the responsibilities of curriculum implementation?
 - (a) Yes ()
 - (b) No ()

4. Do you have sufficient budget to carry out your responsibilities?
 - (a) Yes ()
 - (b) No ()

If 'No' does this affect your work?

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

5. Does the entire community (Division) give you support as regards your role as a curriculum implementer?
 - (a) Yes ()
 - (b) No ()

6. Did you undergo any orientation course in preparation for the implementation of the 8-4-4 school curriculum?
 - (a) Yes ()
 - (b) No ()

7. Do all the schools in the Division have all the necessary physical and teaching/learning materials?

(a) Yes ()

(b) No ()

8. Which of these do you think is the most serious problems in curriculum implementation? Rank them in the order of seriousness.

(a) That the programme materials are not sent in time. ()

(b) The inadequacy of materials included in the curriculum. ()

(c) The inadequacy of materials (both human and physical) for executing the curriculum. ()

(d) The lack of adequate preparation of implementers in case of changes in the curriculum. ()

9. Are you provided with means of transport when you go out to carry out your duties?

(a) Yes ()

(b) No ()

10. Do you have coordination of activities problems in the implementation of the 8-4-4 school curriculum among the implementers in the Division?

(a) Yes ()

(b) No ()

11. Are you aware, if any, of the problems the schools in the Division are encountering in the process of the implementation of the 8-4-4 school curriculum?

(a) Yes ()

(b) No ()

12. If your answer above is 'Yes', are the problems affecting the effective implementation of the 8-4-4 school curriculum?

(a) Yes ()

(b) No ()

13. Where do you spend most of your working time?

(a) In the office ()

(b) In the schools ()

(c) In meetings ()

Elsewhere, (please specify) _____

14. How often do you visit schools?

(a) Once a year ()

(b) Twice a year ()

(c) Thrice a year ()

Other, (please specify) _____

15. How long do you stay in a given school when you visit?

(a) A few hours ()

(b) Half a day ()

(c) One day ()

(d) For some days ()

Others, (please specify) _____

16. What do you do when you visit the schools?

(a) Help the teachers in their problems areas ()

(b) Discuss with the Headteacher the problems of the school. ()

(c) Discuss with the school management committee about the school. ()

(d) Look for faults and recommend transfers and disciplinary action against the teaching staff. ()

(e) All the above except (d). ()

(f) All the above. ()

Others, (please specify) _____

(a) Below 20 years _____

(b) 21-30 years _____

(c) 31-40 years _____

(d) 41-50 years _____

(e) 51 and above _____

Your sex is:

(a) Male _____

(b) Female _____

Your academic qualification is:

(a) B.A./B.Sc./K.C.P.E. _____

(b) K.C.B.R. _____

(c) O.S.O./N.A.C.E./A.C.E. _____

(d) B.A.O./K.A.A.C.E./K.A.C.E. _____

Any other, (please specify) _____

APPENDIX C

A QUESTIONNAIRE PREPARED FOR PRIMARY

SCHOOL INSPECTORS

PART A: DEMOGRAPHIC INFORMATION SHEET

INSTRUCTIONS:

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

1. Location _____

2. Your age is; _____

(a) Below 20 years ()

(b) 21-30 years ()

(c) 31-40 years ()

(d) 41-50 years ()

(e) 51 and above ()

3. Your sex is; _____

(a) Male ()

(b) Female ()

4. Your academic qualification is; _____

(a) K.A.P.E./C.P.E./K.C.P.E. ()

(b) K.J.S.E. ()

(c) C.S.C./E.A.C.E./K.C.E. ()

(d) H.S.C./E.A.A.C.E./K.A.C.E. ()

Any other, (please specify) _____

5. Your professional qualification is;

- (a) P4 ()
- (b) P3 ()
- (c) P2 ()
- (d) P1 ()
- (e) S1 ()
- (f) A.T.S. ()
- (g) Diploma ()
- (h) Graduate ()

Any other, (please specify) _____

- (a) Yes _____
- (b) No _____

6. Total number of schools under your jurisdiction is;

7. Total number of teachers under your jurisdiction is;

PART B:

INSTRUCTIONS:

Put a tick () in the space provided, against the appropriate answer(s) on the following items.

1. Do you think that you are performing your responsibilities as a curriculum implementer satisfactorily?

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

2. Do you have problems understanding the changes in the curriculum?
 - (a) Yes ()
 - (b) No ()
3. Do you think that you have sufficient training in education to guide the primary school teachers?
 - (a) Yes ()
 - (b) No ()
4. Does the school community give you support as regards your role as a curriculum implementer?
 - (a) Yes ()
 - (b) No ()
5. Were you in-serviced in preparation for the implementation of the 8-4-4 school curriculum?
 - (a) Yes ()
 - (b) No ()
6. Which of these do you think is the most serious problem in curriculum implementation? Rank them in the order of seriousness.
 - (a) That the programme materials are not sent in time ()
 - (b) The inadequacy of materials (human and physical) for executing the curriculum. ()
 - (c) The inadequacy of materials included in the curriculum. ()
 - (d) The lack of in-service of implementers in case of changes in the curriculum. ()

Others, (please specify) _____

- 7. Do you think you have sufficient budget to carry out your responsibilities?
(a) Yes ()
(b) No ()
- 8. Are you provided with means of transport when you go out for inspection?
(a) Yes ()
(b) No ()
- 9. Do you have problems with school management committees of the schools under your jurisdiction?
(a) Yes ()
(b) No ()
- 10. Do you have problems with headteachers and teachers of the various schools under your jurisdiction?
(a) Yes ()
(b) No ()
- 11. Do you have problems of coordination of activities with other curriculum implementers in your area of work?
(a) Yes ()
(b) No ()
- 12. Are you aware, if any, of the problems the teachers and headteachers in the schools under your jurisdiction are encountering?
(a) Yes ()
(b) No ()

13. How often do you visit schools in your zone?

(a) Once a term ()

(b) Twice a term ()

(c) Thrice a term ()

Others, (please specify) _____

14. How long do you stay in a given school when you visit?

(a) Half a day ()

(b) One day ()

(c) More than a day ()

Others, (please specify) _____

15. What do you do when you visit the schools?

(a) Help the teachers in their problem areas ()

(b) Discuss with the headteacher the problems
of the school. ()

(c) Discuss with the school management
committee about the school. ()

(d) Look for faults and recommend transfers
and disciplinary action against the
teaching staff. ()

(e) All the above except (d). ()

(f) All the above. ()

Others, (please specify) _____

APPENDIX D

A QUESTIONNAIRE PREPARED FOR CHAIRPERSONS OF

(a) THE PARENT-TEACHER ASSOCIATIONS (P.T.A.s)

PART A: DEMOGRAPHIC INFORMATION SHEET

INSTRUCTIONS:

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

1. Name of School _____

2. Status of the school, i.e.

(a) Government maintained ()

(b) Community run ()

(c) Assisted (government, church, e.t.c.) ()

(d) Private ()

Any other, (please specify) _____

3. Name of sponsor _____

4. Your sex is;

(a) Male ()

(b) Female ()

5. Your age is;

(a) Below 20 years ()

(b) 21-30 years ()

(c) 31-40 years ()

(d) 41-50 years ()

(e) 51 and above years ()

6. Have you had any formal education, i.e. been to school?

(a) Yes ()

(b) No ()

If 'Yes' upto what level of school did you go?

(a) Class 1-4 ()

(b) Class 4-8 ()

(c) Forma 1-2 ()

(d) Forms 3-4 ()

(e) Forms 5-6 ()

Any other, (please specify) _____

(a) Yes _____

(b) No _____

7. If your answer to item No. 6 above is 'Yes', what is your academic qualification?

(a) K.A.P.E./C.P.E./K.C.P.E. ()

(b) K.J.S.E. ()

(c) C.S.C./E.A.C.E./K.C.E. ()

(d) H.S.C./E.A.A.C.E./K.A.C.E. ()

Any other, (please specify) _____

8. Do you have any professional training in education?

(a) Yes ()

(b) No ()

If 'Yes' state what kind. _____

PART B:

INSTRUCTIONS:

Put a tick in the space provided () against the appropriate answer(s) on the following items?

1. Does your school have adequate personnel, i.e. trained teaching and subordinate staff?
(a) Yes ()
(b) No ()
2. Does the school have all the physical facilities for the smooth day-to-day running and for the effective implementation of the 8-4-4 school curriculum?
(a) Yes ()
(b) No ()
3. Do you have sufficient money to carry out your responsibilities as a curriculum implementer?
(a) Yes ()
(b) No ()
4. Have you organized means of raising funds for the school's running expenditure and for the construction of the physical facilities for the effective implementation of the 8-4-4 school curriculum?
(a) Yes ()
(b) No ()
5. Is fund raising for the school;
(i) Compulsory to members of the school community?
(a) yes ()
(b) No ()

(ii) Voluntary to members of the school community?

(a) Yes ()

(b) No ()

6. Does the community assist the school in any way?

(a) Yes ()

(b) No ()

If 'Yes' what kind of assistance?

(a) Raising funds ()

(b) Construction of physical facilities ()

(c) Supplementing the Government teaching/
learning materials ()

(d) Donation of land for the expansion of
the school ()

Any other, (please specify) _____

7. Are you aware of the changes in the school curriculum?

(a) yes ()

(b) No ()

8. Is the community aware of the changes in the school curriculum?

(a) yes ()

(b) No ()

9. Did you and the members of your Association undergo any orientation course in preparation for the effective implementation of the 8-4-4 school curriculum?

(a) Yes ()

(b) No ()

10. If your answer to item No. 9 above is 'Yes', what preparation did you undergo?

- (a) In-service training ()
- (b) Seminar ()
- (c) Workshop ()
- (d) Baraza ()

Any other, (please specify) _____

If 'Yes' still, how do you rate the preparation you underwent?

- (a) Very useful ()
- (b) Useful ()
- (c) Not useful ()

11. Is your association effectively coordinating its activities to fit into those of other curriculum implementers?

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

12. If your answer to item No. 11 above is 'Yes', do you encounter any problems in doing this?

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

13. Does your Association encounter any problem when going about its duties?

- (a) yes ()
- (b) No ()

14. Below, you are provided with some of the possible problems faced in curriculum implementation. Rank them in the order of seriousness, in the space provided ().

(a) Lack of funds ()

(b) The uncooperative spirit of the local community ()

(c) Lack of proper communication between the school management committee, the teaching staff and parents ()

(d) The poor socio-economic status of the local community i.e. ()

Any other, (please specify) _____ ()

_____ ()

_____ ()

_____ ()

_____ ()

3. Number of students _____

4. Total enrolment _____

5. Total number of teachers _____

6. Size of school plot _____

7. Your sex is; (a) Male ()

(b) Female ()

8. Your age is; _____

(a) Below 21 years ()

(b) 21-30 years ()

APPENDIX E

A QUESTIONNAIRE PREPARED FOR PRIMARY SCHOOL

HEADTEACHERS

9. Your academic qualification is;

PART A: DEMOGRAPHIC INFORMATION SHEET

INSTRUCTIONS:

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

1. Name of school _____
2. Status of the school, i.e.
 - (a) Government maintained ()
 - (b) Community run ()
 - (c) Assisted (government, church, e.t.c.) ()
 - (d) Private ()
 - (e) Any other, (please specify) _____

3. Number of streams _____
4. Total enrolment _____
5. Total number of teachers _____
6. Size of school plot _____
7. Your sex is, (a) Male ()
(b) Female ()
8. Your age is;
 - (a) Below 20 years ()
 - (b) 21-30 years ()

- (c) 31-40 years ()
(d) 41-50 years ()
(e) 51 and above ()

9. Your academic qualification is;

- (a) K.A.P.E./K.P.E./C.P.E. ()
(b) K.J.S.E. ()
(c) C.S.C./E.A.C.E. ()
(d) H.S.C./E.A.A.C.E. ()

Any other, (please specify) _____

2. Does your school have all the necessary physical

10. Your professional qualification is;

- (a) Untrained ()
(b) P4 ()
(c) P3 ()
(d) P2 ()
(e) P1 ()
(f) S1 ()
(g) A.T.S. ()
(h) Diploma ()
(i) Graduate ()

Any other, (please specify) _____

PART B:

INSTRUCTIONS:

Put a tick () in the space provided, against the appropriate answer(s) on the following items.

1. Do you have adequate personnel to help you carry out your responsibilities as a headteacher in general, and in particular, the effective implementation of the 8-4-4 school curriculum?

(a) Yes ()

(b) No ()

2. Does your school have all the necessary physical facilities?

(a) Yes ()

(b) No ()

3. What physical facilities have you constructed in readiness for the effective implementation of the 8-4-4 school curriculum?

(a) Teachers' houses ()

(b) Classrooms (standard eight classrooms inclusive) ()

(c) Home Science rooms ()

(d) Workshop(s) ()

(e) Sanitary facilities ()

Any other, (please specify) _____

4. Does your school have a Parent-Teacher Association/
school committee?

(a) Yes

(b) No

5. Does your school have any source(s) from the
following.

9. (a) A school farm

(b) Handicraft items

(c) Pottery

(d) Home Science items

Any other, (please specify) _____

10. _____

6. Does your school have sufficient teaching/learning
materials?

(a) yes

(b) No

7. Do you receive adequate equipment and stores from
the school Equipment Scheme?

(a) yes

(b) No

8. If your answer to item No. 7 above is 'No', what do
you anticipate as additional equipment and stores
needs for the effective running of your school in
general, and for the effective implementation of the
8-4-4 school curriculum in particular?

(a) Books (text and exercise books)

(b) Teachers' Guides

- (c) Reference material ()
- (d) Stationery ()
- (e) Teaching/learning aids ()

12. Any other, (please specify) _____

9. The Government provides a grant worth KShs.20 per child per year in Government primary schools. Are these funds enough?

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

10. If your answer to item No. 10 above is 'No', do you receive any financial/material assistance from only;

(i) Parents with children in the school?

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

(ii) The local community in general?

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

11. What kind of assistance do you receive from the above bodies?

- (a) Money ()
- (b) Material (contextual and physical) ()
- (c) Equipment and stores ()

11. Any other, (please specify) _____

12. Were you in-serviced or did you undergo any orientation course in preparation for the effective implementation of the 8-4-4 school curriculum?

(a) Yes ()

(b) No ()

If 'Yes' what preparation did you undergo?

(a) In-service training ()

(b) Seminar(s) ()

(c) Workshop ()

Any other, (please specify) _____

16. Do you think you are performing your responsibilities

If 'Yes', how do you rate the preparation you underwent?

(a) Very useful ()

(b) Useful ()

(c) Not useful ()

13. Are you effectively coordinating your activities with those of other curriculum implementers for the effective implementation of the 8-4-4 school curriculum?

(a) Yes ()

(b) No ()

14. Would you as Headteacher say, that there is sufficient cooperation between you and the members of the local community, teachers and education Administrators for the effective implementation of the 8-4-4 school curriculum?

(a) Yes ()

(b) No ()

15. Are you aware of the changes in the school curriculum?

(a) Yes ()

(b) No ()

If 'Yes' do you have problems understanding these changes?

(a) Yes ()

(b) No ()

16. Do you think you are performing your responsibilities as a curriculum implementer satisfactorily?

(a) Yes ()

(b) No ()

17. Do you as Headteacher encounter any problems when going about your responsibilities in the implementation of the 8-4-4 school curriculum?

(a) Yes ()

(b) No ()

18. Have the teachers reported to you, if any, whatever problems they are experiencing in implementing the 8-4-4 school curriculum?

(a) Yes ()

(b) No ()

If 'Yes' have you been able to offer any solutions?

- (a) Yes QUESTIONNAIRE PREPARED FOR PRIMARY ()
- (b) No SCHOOL TEACHERS ()

19. Which of these do you think is the most serious problem in curriculum implementation? Rank them in the order of seriousness in the space provided.

- 1. (a) That the programme materials are not sent in time. requested in time. the appropriate information either ()
 - 2. (b) The inadequacy of materials included in the curriculum. in the space pro ()
 - 3. (c) The lack of in-service of implementers in case of curriculum change. ()
 - 4. (d) The inadequacy of materials (human and physical) in executing the curriculum. ()
- Any other, (please specify) _____

(b) 21-30 years

(c) 31-40 years

(e) 41 years above

4. Your academic qualification is:

(a) B.A./B.E./C.P.E./K.C.E. ()

(b) B.L. ()

(c) C.B.C./B.A.C.E./K.C.E. ()

(d) H.S.C./B.A.A.C.E./K.A.C.E. ()

any other, (please specify) _____

APPENDIX F

A QUESTIONNAIRE PREPARED FOR PRIMARY

SCHOOL TEACHERS

PART A: DEMOGRAPHIC INFORMATION SHEET

INSTRUCTIONS:

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

1. Name of school _____
2. Your sex is; (a) Male ()
(b) Female ()
3. Your age is;
(a) Below 20 years ()
(b) 21-30 years ()
(c) 31-40 years ()
(d) 41-50 years ()
(e) 51 and above ()
4. Your academic qualification is;
(a) K.A.P.E./C.P.E./K.C.P.E ()
(b) K.J.S.E. ()
(c) C.S.C./E.A.C.E./K.C.E. ()
(d) H.S.C./E.A.A.C.E./K.A.C.E. ()

Any other, (please specify) _____

5. Your professional qualification is;

- (a) Untrained
- (b) P4
- (c) P3
- (d) P2
- (e) P1
- (f) S1
- (g) A.T.S.
- (h) Graduate

Any other, (please specify) _____

5. Is there a Teachers' Advisory Centre nearby?

PART B:

INSTRUCTIONS:

Put a tick in the provided space () against the appropriate answer(s) on the following items.

1. Do you have adequate physical facilities, i.e., classrooms, workshops, home science rooms, e.t.c. for effective implementation of the 8-4-4 school curriculum?
 - (a) Yes
 - (b) No

2. Do you have enough desks and other furniture for use in the school?
 - (a) Yes
 - (b) No

3. Do you have sufficient learning materials and equipment for use in the school?

(a) Yes ()

(b) No ()

4. Who supplies or buys the learning materials and equipment for use in the school?

(a) Government ()

(b) The local community ()

(c) Teacher ()

(d) Parents ()

5. Is there a Teachers' Advisory Centre nearby?

(a) Yes ()

(b) No ()

If 'Yes' indicate how often teachers meet there.

(a) Monthly ()

(b) Quarterly ()

(c) Half yearly ()

(d) Once a year ()

Any other, (please specify) _____

6. What resource materials are available in the Teachers' Centre?

(a) Teachers' Subject Guides ()

(b) Learning aids ()

(c) Reference material ()

Any other, (please specify) _____

7. If the answer to item No. 6 above is 'Yes', how do you rate the preparation you underwent?
- (a) Very useful ()
- (b) Useful ()
- (c) Not useful ()
8. Are you effectively coordinating your activities with those of other curriculum implementers for the effective implementation of the 8-4-4 school curriculum?
- (a) Yes ()
- (b) No ()
9. Do you think that you are performing your responsibilities as a school curriculum implementer satisfactorily?
- (a) Yes ()
- (b) No ()
10. Do you encounter any problems from the lack of physical facilities, and teaching/learning materials?
- (a) Yes ()
- (b) No ()
11. What problems do you encounter in your curriculum implementation efforts?
- _____
- _____
- _____

12. Do you have any problems in teaching the newly introduced subjects in the primary school curriculum?

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

13. Which of these do you think is the most serious problem in curriculum implementation? Rank them in the order of seriousness in the space provided ().

- (a) That the programme materials are not sent in time. ()
- (b) The inadequacy of materials included in the curriculum. ()
- (c) The lack of in-service of teachers in case of curriculum change. ()
- (d) The inadequacy of material (human and physical) in executing the curriculum. ()

Others, (please specify) _____

11. First Aid Kit
12. Dispensary
13. _____
14. Duplicating Machine
15. Kitchen
16. Teaching materials
17. Games and sports equipment
18. Textbooks

APPENDIX G

OBSERVATION SCHEDULE

Name of School: _____ Date: _____

1. Facilities in the School.

FACILITY	TOTAL NO. OR SIZE		BRIEF COMMENTS
	NUMBER AVAILABLE	NUMBER NOT AVAILABLE	
1. Classrooms			
2. Staffroom(s)			
3. Administrative Office			
4. Teachers' houses			
5. Workshop(s)			
6. Playground			
7. Home Science room(s)			
8. Lighting facilities			
9. Water			
10. Boarding facilities			
11. First Aid Kit/ Dispensary			
12. Telephone			
13. Typewriter			
14. Duplicating Machine			
15. Kitchen			
16. Teaching materials			
17. Games and sports equipment			
18. Textbooks			

FACILITY	TOTAL NO. OR SIZE		BRIEF COMMENTS
	NUMBER AVAILABLE	NUMBER NOT AVAILABLE	
19. Furniture (tables, chairs, desks)			
20. Cupboard(s)			
21. Broadcasting equipment			
22. Chalkboard(s)			
23. Display or Notice Board(s)			
24. Creative Arts & Art equipment			
25. Agricultural tools			
26. Industrial tools			
27. Science Equipment			
28. Library			

II. Kind of Building Materials used

1. Walls and Floors

(i) Permanent (cement, concrete, sand, stones) _____

(ii) Semi Permanent (mud, tree polls, cement, sand) _____

(iii) Temporary (mud/tree polls) _____

2. Roof

(i) Permanent (Iron sheets/tiles) _____

(ii) Semi-permanent (Iron sheets/tiles/grass) _____

III. Use of the School Plot in Acres

- 1. Physical facilities _____
- 2. Self-Reliance activities;
 - (i) Agriculture _____
 - (ii) Carpentry _____
 - (iii) Pottery _____
 - (iv) Local Arts and Crafts _____

Kerala University
 Dept. of Educational Adm.,
 Plan. and Cur. Dev.,
 P. O. Box 43844,
 441001

The Editor

Kanara

P. O. Box

Dear Sir/Madam,

RE: THE STUDY PROJECT

I would be very grateful for your help that is very significant. I have chosen you as representative of the divisional sample of Educational Administrators to take part in the present curriculum study project.

The study is an attempt to find out the factors affecting the effective implementation of curriculum reforms with specific reference to the 8-4-4 school curriculum at the Primary School level. The study also attempts to find out the views of the actual curriculum implementers in a real situation. It is a timely issue because the recently introduced 8-4-4 System of Education calls for your greater participation in its implementation and operationalization of the goals and objectives.

I therefore kindly request you to take up your time to complete the questionnaire.

APPENDIX H

Kenyatta University,
Dept. of Educational Adm.,
Plan. and Cur. Dev.,
P. O. Box 43844,
NAIROBI.

Thank you.

The Education Officers,
Emuhaya Division,

P. O. Box _____,
_____.

Yours faithfully

Damery A. Amunor

Dear Sir/Madam,

RE: THE STUDY PROJECT

I would be very grateful for your help that is very significant. I have chosen you as representative of the divisional sample of Educational Administrators to take part in an important curriculum study project.

The study is an attempt to find out the factors affecting the effective implementation of curriculum reform with specific reference to the 8-4-4 school curriculum at the Primary School level. The study also attempts to find out the roles of the actual curriculum implementers in a real situation. It is a timely issue because the recently introduced 8-4-4 System of Education calls for your greater participation in its implementation and operationalization of the goals and objectives.

I therefore kindly request you to take a little of your time to complete the questionnaire today. Rest assured

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

Thank you.

The Chairman,

Parent-Teacher Associations,

Primary Subjects,

Dubays Division,

P. O. Box _____

Yours faithfully,



Damary A. Ananda

Dear Sir/Madam

CURRICULUM STUDY PROJECT

I would be grateful for your help that is very significant. I have chosen you as representatives of educational people of Educational Administrators to take part to an important curriculum study project. The study is an attempt to find out the factors affecting the effective implementation of curriculum with specific reference to the 3-4-4 school curriculum at the Primary School level. The study also attempts to find out the roles of the actual curriculum implementers in a real situation. It is a timely issue because the recently introduced 3-4-4 System of Education calls for your greater participation in its implementation and operationalization of the goals and objectives.

I therefore kindly request you to take a little

APPENDIX I

Kenyatta University,
Dept. of Educational Adm.,
Plan. and Cur. Dev.,
P. O. Box 43844,
NAIROBI.

The Chairmen,
Parent-Teacher Associations,
Primary Schools,
Emuhaya Division,
P. O. Box _____,
_____.

Yours faithfully,

Henry A. Ananda

Dear Sir/Madam,

RE: THE STUDY PROJECT

I would be grateful for your help that is very significant. I have chosen you as representatives of the divisional sample of Educational Administrators to take part in an important curriculum study project.

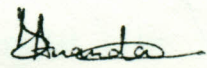
The study is an attempt to find out the factors affecting the effective implementation of curriculum reform with specific reference to the 8-4-4 school curriculum at the Primary School level. The study also attempts to find out the roles of the actual curriculum implementers in a real situation. It is a timely issue because the recently introduced 8-4-4 System of Education calls for your greater participation in its implementation and operationalization of the goals and objectives.

I therefore kindly request you to take a little

of your time to complete the questionnaire today. Rest assured that your answers to the questions will be treated with utmost confidentiality and used only for the purpose of this study. Your anonymity is guaranteed. Kindly answer all questions. Your cooperation will be most appreciated.

Thank you.

Yours faithfully,



Damary A. Ananda

Dear Sir/Madam,

RE: THE STUDY PROJECT

I am a Post-graduate student taking a Masters in Education Degree Course in Curriculum at Kenyatta University. I have chosen your school as a representative of a divisional sample of schools and teachers and curriculum implementers Association, to participate in a study project.

The study is an attempt to find out the factors affecting the effective implementation of curriculum with specific reference to the 3-4-4 school curriculum at the Primary School level. The study also attempts to find out the roles of the actual implementers in the real situation. The area of the study is Embaya Division. It is therefore an important study considering the challenges and demands placed upon curriculum implementers and the schools.

APPENDIX J

Kenyatta University,
Department of Educational
Administration Planning
and Curriculum Development
P. O. Box 43844,
NAIROBI.

The Headteacher,

Primary School,

P. O. Box _____,

_____.

Dear Sir/Madam,

RE: THE STUDY PROJECT

I am a Post-graduate student taking a Masters in Education Degree Course in Curriculum at Kenyatta University. I have chosen your school as a representative of a divisional sample of schools and teachers and chairperson Parents Association, to participate in a study project.

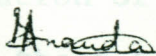
The study is an attempt to find out the factors affecting the effective implementation of curriculum change with specific reference to the 8-4-4 school curriculum at the Primary School level. The study also attempts to find out the roles of the actual implementers in the real situation. The area of the study is Emuhaya Division. It is therefore an important study considering the challenges and demands placed upon curriculum implemeters and the schools.

All the responses will be treated with utmost confidentiality and will only be used for the purposes of the study. A copy of the clearance letter from the Office of the President will be sent to you as soon as it is available.

I am therefore kindly requesting you to make available for me, a list of all teachers and the name of the chairperson of the Parents Association of your school. The list of all teachers will enable me to select a representative number of two teachers from your school to participate in the study. I would like to visit your school on _____ in order to administer a questionnaire to you as Headteacher, Chairperson of Parents-Teacher Association (P.T.A.) and sampled teachers.

Thank you very much for your cooperation and help.

Yours faithfully,



Damary A. Ananda

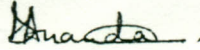
I therefore kindly request you to take a little of your time to complete the questionnaire today. Your cooperation will be most appreciated.

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

Thank you very much for your assistance.

Yours faithfully,

31st October, 1988 to 4th November, 1988



Damary A. Ananda

APPENDIX L

TIME SCHEDULE FOR FIELDWORK

21st October, 1988

A visit to the D.E.O. and A.E.O.'s offices, presentation of research permit and introductory letters.

From 24th-28th October, 1988

A familiarisation tour in the schools sampled for the study.
Delivering introductory letters.

Sampling of teachers from the lists provided by the headteachers of the sampled schools.

31st October, 1988 to 4th November, 1988

Schools in North Bunyore Location.

Administered questionnaires.

School observations as per observation schedule.

7th-11th November, 1988

Schools in West Bunyore Location.

Administering of questionnaires.

School observations as per observation schedule.

14th-18th November, 1988

Schools in East Bunyore Location.

Administering of questionnaires.

School observations as per observation schedule.

21st-25th November, 1988

Schools in South Bunyore Location.

Administering of questionnaires.

School observations as per observation schedule.