

**TEACHER FACTORS IN THE IMPLEMENTATION OF CURRICULUM
LEARNING OUTCOMES IN PUBLIC PRIMARY SCHOOLS KWALE
COUNTY, KENYA.**

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OCTOBER, 2020

DECLARATION.

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

Signature Date.....

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Declaration by the university supervisors.

This thesis has been submitted for examination with our approval as university supervisors

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DEDICATION

I dedicate this work to almighty God and to my beloved husband Bakari Mwachala, who supported me dearly. My children Brian, Gift and Precious for their support.

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I wish to acknowledge my Almighty God for the gift of life and good health, strength and power throughout this course of study. My curriculum and instruction lecturers, who instructed and guided me throughout the course, I wish to also acknowledge my classmates, friends and relatives for their encouragement and motivation to soldier on to fulfill my dreams.

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ABSTRACT

Curriculum is the total encounters offered to the learners through the school's enlightenment (Bishop, 1985). Implementation is conceptualized by Mezieobi (1983) as the steps taken to place a consented policy, idea, proposal and decision into conclusion. The main grounds for this study were to enquire about the teacher factors in the implementation of curriculum learning outcomes in public primary schools, in Ndavaya Zone, Kwale County, Kenya. It was steered by these three main objectives: to determine the extent to which qualification of teaching staff influences the curriculum implementation on learning outcomes; to establish level at which the working environment of teachers influence implementation of curriculum learning outcomes and the degree to which teachers time management factor influences the implementation of the curriculum learning outcomes. It embraced the mixed method survey research design and the targeted population was 29 public primary schools in the zone. 29 head teachers and 306 teachers. The sampled size was 20 head teachers and 60 teachers from 20 schools. Piloting of research tools was done in 5 public schools. This was to warrant validity in the study, and reliance of the research instruments. The Data collected was evaluated through the utilization of inferential and descriptive criterias. Data was presented using frequency and percentage tables, pie charts and bar charts. The researcher considered research ethics by seeking permission from relevant authorities. The study found out that, there is a shortage of teachers in Ndavaya zone, though qualified to implement the curriculum learning outcomes. Teachers have no challenges during lessons preparations but lacks proper time management skills in the implementation of curriculum and the instructions. The library classes are not conducted due to lack of library facilities in the zone. Schools also have inadequate teaching and learning aids. The researcher recommended that; teachers should be employed and distributed fairly, and teachers should improvise teaching and learning aids. The researcher recommended further studies to be conducted on; the influence of teaching methodology, influence of teaching and learning aids on curriculum implementation and also what factors hinders the smooth implementation of the curriculum.

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ABBREVIATIONS AND ACRONYMS

B Ed: Bachelor of Education

DV:Dependent Variables

FME: Federal Ministry of Education.

GK: Government of Kenya.

M.Ed: Master of Education

MOEST: Ministry of Education Science and Technology

ICT: Information Communication Technology.

I V: Independent Variables.

KCPE: Kenya Certificate of Primary Education.

KICD: Kenya Institute of Curriculum Development.

M.o.E: Ministry of Education.

OECD: Organization of Economic Cooperation and Developments.

PCR: Pupil Completion Rate

P1: Primary Teacher One

TR: Transition Rate

UNESCO: United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This chapter provides information on the background in relation to the topic of the study, by reviewing the influence of teacher factors in the implementation of curriculum learning outcomes in public primary schools internationally, regionally, Kenya, Kwale County and finally Ndavaya Zone. From this, the problem statement, grounds for the study, its targets and questions were generated. The other areas covered in this chapter are, the significance and limitations of the study, the scope of the study and assumptions of the study.

1.1 Background of the study.

Information on the background is provided in this chapter in relation to the topic of the study, by reviewing the influence of teacher factors in the implementation of curriculum learning outcomes in public primary schools internationally, regionally, Kenya, Kwale County and finally Ndavaya Zone. From this, the problem statement, grounds for the study, its targets and questions were generated. The other areas covered in this chapter are, the significance and limitations of the study, the scope of the study and assumptions of the study.

Curriculum is a term that was conceived by Bobbit Franklins. This was after having worked on several courses and examining dynamics in politics, the economy and the society after the end of World War 1. The term was conceived to connote the encounters that a learner gains within the structures of learning. It is asserted by Akwesi (2012) that the application of the curriculum is the actual execution of the hypothesis into

action in a manner that the final results are observed in the accomplishments of the learner either in the classroom or outside. When both the approaches of instruction and the contents of the curriculum are delivered by the teacher through acceptable means of delivery, application of the curriculum has thus transpired. Nonetheless, the teacher's effectiveness and capability to conduct the application of the curriculum mostly relies on certain variables such as quality of teachers, their working conditions and time management.

To be able to attain the education targets, a tool that is used in its functioning is needed, the curriculum is that tool. It is therefore stipulated to be the entire encounters of learning and the deliberate results of learning methodically planned and steered by the institution through knowledge reconstruction which is perceived as reasoning, emotional and the learner's development of cognition (Eya, 2012; Aneke, 2016).

Curriculum is the total encounters offered to the learners through the school's enlightenment (Bishop, 1985). Curriculum is one of the education policies. A policy is deconstructed by Ball (1990) as an authentic apportioning of principles; functional pronouncements of principles and pronouncements of arbitrary determination. Reforms in education are activities or suggestions by authority figures purposed to deliver better education or readjust any faults or flaws in education provision. Application of policy is basically considered to be the process that comes after the crafting of the policy and is perceived to be the action of applying general decisions on policy (Sabtier & Mazmanian, 1983).

Implementation is conceptualized by Mezieobi (1983) as the steps taken to place a consented policy, idea, proposal, decision into conclusion, thus applying the curriculum

encompasses providing systematic support to employees (educators) so that the curriculum that is newly crafted together with a strengthened instructional approach are basically provided at the level of the class.

Additionally, curriculum has been reviewed by Esu et al. (2004) as all encounters of learning a child undergoes as directed by the teacher. Offorma (2005) also opines that curriculum is a scheme that is comprised of three elements: scheme of studies, scheme of actions and scheme of direction. It is the platform that is used to disseminate activities of learning and knowledge. Application of the curriculum is the procedure used to assist in the acquisition of experience or knowledge. It is vital to stress that application of the curriculum cannot materialize without the learners. The entire process of curriculum implementation places the learners at the center, though there exist many elements that affect the implementation of the curriculum such as evaluation, supervision guidance, ideology and culture, the surrounding of the school, the educator, structures and resource materials.

Implementation occurs when the learners obtains the planned encounters, expertise, abilities, ideologies and perspectives that are directed at allowing the learner to effectively operate within the society, hence placing the curriculum into action needs an agent of application. The teacher is pinpointed by Stenhouse as an agent in the application of the curriculum. She opines that application is the approach which the educator picks and combines the different facets of knowledge accommodated in the curriculum.

Implementing the curriculum thus is about the organized or formally crafted path of study as converted by the educators into courses, work programs and lessons to be

offered to the learners. Application as a vital aspect of crafting the curriculum provides the expected changes. The changes can take place in many ways. The two very evident ways are slow change: this happens for example when small changes are included during the course program, when the library gets additional books or when the planned unit is revised. Rapid change: occurs due to new comprehension or social drifts impacting the curriculum including computer literacy being initiated within the curriculum. Curriculum can be traced back in its Latin roots known as *curren*, whose interpretation is a race course for horses. Within the context of education, curriculum may be taken to signify the race course travelled by the process of education.

Kruijer (2010) a survey divulged that a number of teachers are not sufficiently equipped with information on how to steer learners. The teachers experience classes that are over congested, have very little in terms of resources and lack suitable structure plus poor pay and working environment which when brought together are not just negatively affecting the motivation of educators and status, even though on the long term it compromises the provided education standards (Kruijer, 2010).

In Ghana, Ajayi (2011) conducted a longitudinal enquiry on the perception of certification in relation to the effectiveness of educators in academic performance. The survey noted that teachers who equip themselves with teaching tools like work programs; plans for lessons and work records are proficient in delivering and hold the ability to have an impact on the performance of children. Additionally, the survey informed that any type of readiness including teacher's delivery, resources for guidance, structures in schools and appearance of a positive perspective are some of the

vital beliefs of any program of pedagogy focused on enhancing implementation of the curriculum in primary schools.

It is suggested by Bhola (2004) that implementation of policy is the steps of actualizing, implementing and utilizing guidelines in the practical sphere. Khawaja (2013) perceives application of policy as procedures of changing policies of education into practices. Following the 1963 independence of Kenya, a number of curriculums focusing on education and guidelines have been suggested. For instance, in 1985 the education system of 8-4-4, the 1988 education strategy of sharing cost, the 2003 policy on free primary education and the Competency-Based Curriculum (2017)(Gachathi Report (1976).

Abagi and Odipo (1997) opine that efforts of reforms in education in under industrialized countries such as Kenya have focused on converting education into a vehicle for driving the development of the country. In Kenya, it is contended by Nafula (2001) that reform on education is one goal of making sure that opportunities related to education have reached all categories of the society particularly the ones who are in areas disadvantaged by the economy. This is because of the Kenyan government intervened through a policy that focused on attaining universal primary education (UPE).

The target of a productive program on education and hence the development of a curriculum that is effective need to meet the requirements and the latest cultural demands, the community and the suppositions of the served masses. Developing a curriculum and reforming education is a continuing process that undergoes evaluation, adaptation and sustained change (Johnson, 2011). Developing the curriculum can be

thorough, hence the engagement of all partners, particularly persons whose involvement is related to providing instructions to learners. They play an essential role in curriculum development, success and adaptation (Johnson, 2011).

Teachers, who are better advocate for a learning process that is better, always have better knowledge of the practices used in teaching and their role is initiating the curriculum in the class setup. When the curriculum has been developed by others, it is the responsibility of the educator to recognize and comprehend it. The teachers should therefore participate in the development of curriculum. For instance, the ideas and perceptions of the teachers need to be included in the development of the curriculum. Also, the team in charge of developing the curriculum needs to acknowledge the teacher as being part of the surrounding that influences the implementation of the curriculum (Carl, 2009), thus the participation of the teacher is vital in the accomplishment and purposeful implementation of the curriculum. The implementers are the teachers, as they form endmost part of the process of developing the curriculum.

According to Fang and Garland (2013) in their enquiry on application of the New English Curriculum (NEC) taking place in Chinese schools found out that, teachers felt relegated to the periphery in the guidance related to the NEC, because it was summarized then the directions offered in hypothetical manner. The enquiry expressed that teachers opted to express their views concerning the latest textbook instead of the guidance of the curriculum as they perceived the substitution of the textbook as having a lot of influence on the change of the curriculum, also, the teachers had to use the textbook in their daily teaching processes; hence, they viewed the textbook as being

more suitable instead of concerning themselves with understanding the guidance for the NEC (Fang 2013).

In Vietnam, Nguyen (2011) conducted an exploratory survey focused on the application of the education policy on English language for primary schools. The survey proposed that the unsettled concerns of teachers such as career development, training, resources, methodology and supplies were hindering the application of the education policy related to the language of English. According to the survey, there existed inconsistencies between the actual practice and the policies provided by the government. Schools teaching practice was very different to the proposed procedures existing in the policy curriculum. Also found by the survey was that differences were because there were no alterations in the training of teachers and their teaching beliefs. Kwarteng (2013) similarly observed through a descriptive enquiry focusing on the level of teacher's loyalty in applying the reforms put in place by Ghana in relation to education, established that educators were hindering the planned curriculum implementation hence the level of constancy in implementation was not certain.

According to John (2010), learning institutions run by the state were not providing quality education due to the demoralization of teachers resulting from poor pay, unreliable structure of promotion and bad treatment received from the state, the surrounding of the school was also a demotivator and the unattractive condition of the classes. This signifies that the commitment of educators to effective teaching was greatly affected by these factors to handle the curriculum. This is because in most cases such teachers tend to limit their learners contact hours meeting their needs, hence effect in the curriculum learning outcomes.

In a survey conducted by Kenya National Examination Council, together with the National Assessment System for Monitoring Achievement of Learners (KNEC/NASMAL, 2010) a number of social elements exist that affect the application of curriculum in learning institutions. These elements together with others such as training of teachers, teacher availability, materials for learning, time allocation, practices in classes and characteristics of head teachers' elements, also affect curriculum implementation within public primary level institutions within the division of Ukwala in the county of Siaya, Kenya. This study therefore, sought to investigate the teacher factors influencing the implementation of curriculum learning outcomes in public primary schools in Ndavaya Zone, Kwale County, Kenya.

1.2 Statement of the problem.

Teachers factors in curriculum implementation include: training of teachers, teachers methodology, teachers working environment, teacher experience, teachers attitude, teachers availability, materials for learning, time allocation, practices in classes, characteristics of head teachers' elements, teacher qualification, policies of the school and the administration of the institution including the management board.

In Kenya, teachers are employed to implement the curriculum by facilitating learning in their classrooms. The main role of teachers is to ensure that, the curriculum is implemented as required by the policymakers of a state. The role of teachers as mandated by their employer is to plan and mobilize resources which are required in classroom teaching to realize the stated objectives. In their training, teachers are equipped with the methodology to ensure they use it properly during teaching. The teachers are required to use teaching and learning resources, review their practices by

evaluating learners work and attending refresher courses on pedagogical skills. Upon employment of teachers, things start changing slowly and eventually along the way teachers use traditional methods of teaching which are harmful to the implementation of the curriculum. Oguta (2014) listed resource adequacy, teacher qualification and training, teachers working environment, policies of the school and the administration of the institution including the management board as elements that affect implementation of the curriculum in a school. In Ndavaya Zone through the Zonal office, statistics shows that the curriculum learning outcomes are very low (personal communication, CSO January 2020), therefore, the researcher is out to find out these teacher factors influencing the implementation of curriculum learning outcomes in public primary schools in Ndavaya Zone, Kwale County, Kenya.

1.3 Purpose of the study.

The basis for this enquiry was to investigate the teacher factors influencing the implementation of curriculum learning outcomes in public primary schools in Ndavaya Zone, Kwale County.

1.4 Objectives of the study.

The specific objectives of the study were to;

- i. Assess the influence of qualification of teaching staff on the implementation of curriculum learning outcomes, in public primary schools in Ndavaya zone, Kwale County.

- ii. Identify the influence of teachers working environment in the implementation of the curriculum learning outcomes, in public primary schools in Ndavaya zone, Kwale County.
- iii. Analyse the influence of time management by teachers on the implementation of the curriculum learning outcomes in public primary schools in Ndavaya zone, Kwale County.

1.5 Research questions.

This enquiry sought to respond to the subsequent questions:

- i. How does the qualification of teaching staffs influence the implementation of curriculum learning outcomes, in public primary schools in Ndavaya zone, Kwale County?
- ii. How does teachers' working environment influence the implementation of curriculum learning outcomes, in public primary schools in Ndavaya zone, Kwale County?
- iii. How does the teachers' time management factor influence the implementation of curriculum learning outcomes, in public primary schools in Ndavaya Zone, Kwale County?

1.6 Justification of the study

The research findings could be of great importance to the education stakeholders like the teachers service commission and the planners; who are the Kenya Institute Of Curriculum Development (KICD) would use the findings to address the highlighted gaps in the curriculum implementation, the teacher training colleges would be in a

position to improve their training and content, as well as admission criteria. The findings would also help teachers to adjust their teaching where necessary during the implementation of the curriculum. This is useful to teachers because teachers are the implementers of the curriculum therefore it will assist them re-evaluate their teaching styles for effective curriculum application on learning outcomes. The surveys outcome will in turn benefit learners as service delivery will be improved hence improvement of the learning outcomes.

This study will provide a source of knowledge to the curriculum developers and implementers on teacher factors influencing implementation of the curriculum learning outcomes.

1.7 Limitations of the study.

Limitations are factors which may affect the study (Nachmias & Nachmias, 2009).

The nature of this study involved inquiring from teachers themselves among other stakeholders, therefore, the researcher envisaged that the study would be limited in terms of the honesty of the responses obtained; to overcome this, the researcher explained that the information was only for study purposes.

The harsh terrain of the zone and the hot climate plus poor roads, makes it designated as a hardship area. This posed a challenge to the student researcher more so being a lady who could only rely on motorbikes which are the common means of transport in the zone. Study findings cannot be generalized because private schools did not participate in the research study.

Local libraries have few reference academic materials at the level of this research. The researcher therefore was required to visit other libraries in far off towns like Mombasa where they are well stocked libraries and of levels to this research.

1.8 Delimitations of the study.

This study was carried out in Ndavaya Zone; Kinango sub county in Kwale County, Kenya. The geographical region has 29 public primary schools. The researcher used teachers as the respondents because they are the implementers of the curriculum in classrooms. Head teachers were also involved because they effect curriculum implementation directly through monitoring, supervision and provision of teaching and learning resources. Only 20 schools out of 29 public schools in the zone were involved in the study. The researcher is a resident of Kinango sub-county, so accessibility to the schools and participants was not a challenge.

1.9 Significance of the study.

The outcome of the enquiry could be of great substance in that, the findings and recommendations could be used as referencing material for further research by other researchers. Findings would also be used for future planning by the government on the curriculum implementation and education reforms.

The enquiry is contemplated to assist parents apprehend the need to provide school facilities and instructional resources which play critical roles in curriculum implementation and learning outcomes. Parents may be educated to form part of the development partnership and be engaged in curriculum implementation in learning institutions and assist in realigning the quality of school factors designed to enhance

such implementation. Education stakeholders like the Curriculum planners,(KICD) may benefit from this study in that, as people responsible for crafting guidelines, their comprehension of the school dynamics which influence implementation of school curriculum learning outcomes, may assist in crafting policies using better approaches to guarantee efficiency, suitability, relevance and appropriateness of school factors. The concerns raised in this enquiry may possibly result in the engagement of different researchers through production of more knowledge through different viewpoints.

1.10 Assumptions of the study

While conducting this enquiry, the listed assumptions were made; -

- i) The respondents completed the questionnaires objectively and truthfully.
- ii) There would be no adversarial events to make the study difficult to undertake.
- iii) That there won't be any radical changes in the education system such as to render the study irrelevant before its completion.

1.11 Operational definitions of the key terms.

Curriculum learning outcomes-are statements that describe significant and essential learning that learners have achieved, and can reliably be demonstrated at the end of a program.

Influence -refers to effect on a particular situation and the way it develops.

Factors - refers to things that influence the implementation of curriculum which include training of teachers, teachers methodology, teachers working environment, teacher experience, teachers attitude, teachers availability, materials for learning, time

allocation, practices in classes, characteristics of head teachers' elements, teacher qualification, policies of the school and the administration of the institution including the management board.

Curriculum implementation-the structured procedure of guaranteeing the new curriculum is delivered to the targeted persons that are learners.

Curriculum- content that forms the systematically organized activities that are presented

to the learners in a learning environment.

Public Primary Schools: institution funded by the state.

Pupils: kids in learning institutions.

Administration: Procedure for possessing and apportioning resources in the attainment of planned targets. This is in relation to education officers who execute policies. They implement guidelines put in place by their senior.

Children Act 2001: A ratified law in accordance with parliament in Kenya in the year 2001 to manage and safeguard children's rights.

Child: Prescribed in accordance with the 2001 children's Act as being a person below 18 years of age.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction.

In this chapter, the researcher will critically evaluate the literature for the purpose of establishing the significance of the inquiry, hence theoretical understanding of the research issues.

2.1 Theoretical Literature Review.

Literature is expounded on in this section, guided by the objectives of the study that is; quality of teaching staff, teachers working conditions and effectiveness in time management by the teachers.

2.1.1 Qualification of teaching staff.

In the view of UNESCO and the International Labour Organization (ILO) the vocation of teaching has majorly been unappealing, particularly in the developing nations such as Kenya. This has resulted in the reduction of entry grade to join the profession of teaching, unqualified individuals who are not qualified or those who have completed form four yet have no training in teaching in both primary and secondary schools (UNESCO/ILO, 2006).

In Kenya, professionalization of either teaching or education has not happened yet. At the moment, one needs to attain a Kenya Certificate of Secondary Education (KCSE) grade C, which is the minimum entry level (Nyaundi, 2016). Learners joining training institutions for teachers have not scored highly. Additionally, they lack sufficient scrutiny for entrants for pre-service development to make sure that only individuals possessing teaching interests are admitted in colleges for teachers. This shows that an

individual who opted to teach might not be contented and delighted about the opportunity and may not have the inspiration to put in more effort, such as utilizing learner centered approaches of teaching to deliver to learners learning that is effective. In developing nations, teacher education is barely learner centered and doesn't offer appropriate presentations which future educators can premise their actions, at times its too hypothetical (Schweinfurt, 2011). In regards to UNESCO and ILO, what is contained in the program for training teachers in Kenya does not sufficiently concentrate on actual practices, building partnership, creativity, innovativeness, inspiration and learning that is active.

Further, mostly there is a gap between the educator delivering the training and the school realities, the world and their societies (UNESCO/ILO, 2006). Those who qualify from such trainings are unable to instil in pupils what ought to be instilled in them. A number of researchers have posed the questionable effects of training teachers, asserting that the habits for working needed by an individual who graduates into a teacher in the initial stages of their learning is likely to stay with pupils to some level in their entire career of teaching or learning Ministry of Education ([MoE], 2012). It worsens if the inappropriate teaching methodologies are transferred with them all through higher learning and to the classroom because a number of the educators who train them do not have training on pedagogy [MoE], 2012; UNESCO/ILO, 2006). Thus, the teaching is likely to be conventional and the emerging methodologies are less applied.

Bunyi (2013) established that in as much as teacher educators in Kenya regard their schooling to be furnished with learner centered techniques of teaching, in the actual

manner, the trainees' involvement within the classroom is about answering questions that have been recalled, exhibiting what was earlier shown to them or informed about to do it and scribbling notes down. There was lack of discussion and serious deliberation about what was learned, nor what was their push to cogitate and present how they can utilize various techniques to respond to certain requirements in classes hereafter. Clearly the trainees were being instructed to utilize laid down tactics and processes and as a result they tend to have challenges assisting various learners thereafter in lessons.

A survey facilitated by the World Bank revealed shocking results that only 35% of educators in public primary institutions had a mastery of what they were delivering to learners. Interestingly, P1 colleges are becoming exceedingly popular in the country and thus propagating education even to the marginalized locations. The latter trend is expected to raise academic awareness among primary school teachers with the aid of new technology. Source: victormatara.com.

There is gross miss-distribution of qualified teachers, which denies a portion of our public-school learners' access to a high and quality education. A teacher may have a great workload that denies him or her chance to even prepare well for a lesson. Teachers continue to have little voice in creating policies and programmers needed to ensure that every learner has a good teacher. Most of this work is decided upon by other bodies and teachers are only to follow these guidelines when teaching Wanzala (2016).

There are a large number of entrants of teachers in the profession. There is so little consensus about how to recruit teachers in some areas especially in a rural setup; recruitment of untrained teachers has been high. The ignorant belief that anybody can

teach has left the profession to be thought of as low. In reality, you can only know what to teach and how to teach after being trained (Nyaundi, 2016).

According to OECD (2013), learners' outcomes can be improved if effective measures are put in place to improve the quality of teachers. According to Gurria Angel who is the secretary general for OECD, emphasize on demand to stress on better learner outcomes. "Teachers who are of high quality are vital in the successful application of policies related to education. The most important thing is that standards of the structure of education cannot be more than its work and teacher quality." [MoE ,2012] opined that programs of teacher instructions in Kenya are perceived as basically being unsuitable for this purpose. Emerging ideas concern with pedagogy needs to be permeated in teacher schooling. Li (2012) argues that it is challenging for educators to wholly comprehend surrealist and learner-centered instructional tactics and evaluative practices without straightforward instructions.

Considerable amount of studies has insinuated that the values and beliefs of educators concerning pedagogy affect the practice of teaching. Wachanga and Mwangi (2004) argue that having teachers who are trained does not automatically enhance education standards though the manner in which the educators teach is mostly influenced by the educators hypothetical view and certainly their beliefs and view point regarding the subject. According to O'Donnell (2009) and Stipek (2001) the beliefs of teachers are likely to be the most vital element in establishing the accomplishment or non-performance of an emerging teaching strategy.

The views of educators on their teaching is a useful constant in advocating for effective pedagogy. It is argued by Schieb and Karabeinick (2011) that an accomplished change

of curriculum tends to happen the goals of curriculum reform regarding the practices of teachers considering the beliefs of teachers. For instance, Stipek (2001) explicates that reforms in teaching mathematics cannot be actualized unless educators extremely have better belief and experience concerning changes in pedagogy. Embracing a methodology of teaching that centers on learners is demanding, which needs intense deviation in the relationship between teacher and learner and the professional learning of the teacher (Schweinfurt, 2011).

Additional insight is provided by Kyndt et al. (2016) on the beliefs and attitudes of teachers, including issues they encounter while applying the curriculum through unofficial learning related to their development. Collaborations by teachers, group coordination at times tracking can all be grouped as unofficial choices of learning. Unofficial learning though not orderly in relation to official Professional Development(PD), enables teachers to partner in order to minimize the apprehension of isolation they normally encounter (Kyndt et al., 2016). Comprehending the variation in perspective can assist in knocking down the huddles to complete implementation of the curricula. What this implies is that professional development doesn't often require being official; a number of teachers believe that professional development is appropriate to the subject spheres and may permit them to partner and solve challenges. As documents has shown, apprehending the issues of teachers assist managers in deciding on professional development that may be mostly suitable to educators (Bakir et al., 2016).

Expanding on this idea Baustista et al. (2016) in a survey enquired about professional development requirements is priorities and beliefs of teacher when applying the

curriculum. The survey found that teachers often expressed enthusiasm for opportunities supporting the competencies in areas of the curriculum and they require professional development to achieve it. The beliefs of educators also affect their perspective on a curriculum. For instance, when educators view themselves as not being ready or unaccustomed with the curricula, those beliefs then will continue to affect the manner in which they react to and deliver the curricula (Baustista et al., 2016). Suggestions from Baustista et al. (2016) concerning professional development need adjustment with learning requirements of teachers to attain maximum effectiveness. According to Hall (2015), the apprehension brought by a new curriculum requires professional development to reduce it. Similar, Carospreso et al. (2016) expressed that, this is true when views of teachers on the mathematics curricular were sought as evaluated by Stages of Concern Questionnaire (SoCQ) in professional development. Additionally, Cetin (2016) expressed similar sentiments.

In general teachers require to be developed professionally as they embark on the initiatives that are emerging (Smith & DuToit, 2016). Professional development is significant because it encompasses enhanced relief and expertise levels for applying the new curriculum. Effective and suitable professional development has been established to stimulate confidence and better comprehension of the targets (Lia, 2016). Making time and carrying out enquiries to create suitable professional development will look at the requirements, issues and encounters of the educators. This will be significant and possibly affect productive development for the educators (Lia, 2016). A connection has been found by Coldwell (2017) between professional development and the confidence of teachers. According to Coldwell professional development (PD) enhanced expertise

on skillset which assisted the confidence of teachers in certain aspects of content; as a result, leading to enhanced satisfaction of the job and professional inspiration. An essential area in effective professional development encompasses the influencing elements and issues that can likely push for the outcomes on professional development. The quality of PD, individual inspiration, support from the institution and government direction are all areas that teachers have expressed as issue and hindrance to curriculum application together with constancy. These elements all affect the manner in which teachers react to development of their profession (Coldwell, 2017).

Several authors have exhibited that effective educators produce the best chances for learners to grasp and skillfully manage learning. Also, it has been exhibited that the most vital of the learning institution concern element affecting learner's performance by being effective (Vavrus 2011; Willitter, 2013; UNICEF, 2012; Orodho, 2013). Instructional approaches that are learner-centered advocate for profound and enduring pedagogy (Faheaeus, 2013).

A number of investigations have established that, constancy of educators is prominent in spheres reinforced by suitable professional development (Margolis, et al., 2017). They evaluated the efficacy of educators in amalgamating standards of the new curriculum with subject areas in teaching within the classroom. Efficacy was established by the investigation to be a prime element in the level of competency for teachers when amalgamating the different subject areas in to the curriculum for agriculture. They suggested continuous and suitable professional enhancement to address the teachers' mid-career requirements. Sustaining the confidence of teachers and minimizing anxiety through planned opportunities in the content of professional

development together assist in strengthening teachers by using changes in the curriculum (Margolis et al., 2017).

In Cetin' (2016) study, an enhanced comprehension of the level of teachers taking science subjects, while embracing technology and the influence of professional development forums, were crafted to enhance knowledge and comfort. At the beginning, the teachers exhibited insufficient expertise in the content area and absence of required skills and training for accomplished amalgamation. It was reported by Cetin (2016) that succeeding the professional development forums on technology, slightly more than a half (58.5%) of the educators exhibited enhanced confidence and promising perspective about the amalgamation procedure. A solid instance is provided in Cetin's (2016) study of a way in which professional development enhances the experience of teachers including relieving their issues through actual curriculum implementation. Cetin (2016) opines that educators are becoming more expected to apply the curriculum with constancy if they feel they are better prepared via professional development and have the expertise and realization needed for effective application.

Strengthening the requirement for professional development and for apprehending the issues related to a new curriculum, is emphasized by the hypothesis of social learning (Bandura, 1977) that the essence of tracking and behavior modeling, perspective and emotional reaction are for an anticipated outcome. This hypothesis relates to Conern-Based Adoption Model, due to the usefulness inputs on comprehending emotional reaction realized by the categories of concern. The significance of professional development and the effects on educators' line up with the hypothesis is by focusing

on real training for enhanced accomplishment in reliable implementation of the curricula.

As asserted by Whitaker (1979) teachers perceive their duty in the implementation of the curriculum as one that is independent. They pick and make decision on what is to be taught within the provided curriculum or syllabus. Because implementation happens by engaging with learners and the outlined opportunities of learning, the influence and responsibility of educators in the process is without question, one could think, educators are critical in the process of implementing the curriculum, though what is their duty in the process of planning for the curriculum? When the teacher is capable of translating the intentions into actuality, it is important that the teacher well comprehends the documented syllabus or curriculum for it to be effectively implemented.

The teacher's roles remain significant in the failure or accomplishment of a curricula (Loflin, 2016). In several instances, the researcher has stressed on the need to comprehensively comprehend the concerns and roles of the teacher when the new curriculum is being implemented (Hall & Hord, 2015). Among several roles outlined in the literature, constancy of teachers happens to be predominant though also teacher is inconsistency (Loflin, 2016). It was found by Jess et al. (2016) that the demand to train and prepare teachers to deliver on their curriculum objectives; particularly, the researchers' concentration was on the process of developing the curriculum and the educator's role. It has been argued by Jess et al. (2016) that educators require the ability to craft learning tasks that are developmentally suitable and leveled with the expectations of the curriculum.

The center of developments in one's profession and training need to be stressed on teaching how suitable to translate the curriculum so that, needs of the learners can be leveled with suitable instructional actions (Jess et al., 2016). According to Jess et al. (2016), on way of emphasizing on this issue is to primarily enable teachers to participate in the development of the curriculum and the procedure of leveling it because it relates to identifying the needs of the learners resulting in proper instructions. These researchers realized that comprehending the manner in which teachers view their duties in the development of the curriculum and its application offers an understanding into the concerns of the teachers in regards to new curriculum implementation (Jess et al., 2016).

2.1.2 Teachers working environment.

For teachers to effectively perform their duties, they are required to have high spirits, inspired and have needed competencies (Wachanga & Mwangi, 2004). These environments enable them to passionate with learners and use suitable teaching tactics to enhance pedagogy. When an educator is delighted with the subject and exhibits fitness in the activities in the actual world and the learner's careers in the future, they are capable of persuading the learners about the relevance and interest in the course content, hence making the activities valuable (Taylor, 2014). It is a common problem in Kenya to experience insufficient structures since the application of the program of primary education that is free, together with competence-based curriculum.

Kirimi and Mwaniki (2004) argue that no more classes have been built to address the number that have gone up. In a report by [UNESCO, 2006] it was noted that several primary institutions within Kenya are in a poor state in regards to available

infrastructure. Rukunga and Muteitha (2006) appropriate hygiene measure are essential in schools to increase the effectiveness of learning, entice admission in schools specifically of girls and in maintaining a minimal load of diseases and infestation within learners. These researchers also noted that in spite of admissions going up within primary institutions in Kenya which is attributed to the program of primary education which is free, facilities for sanitation and water remained unchanged. Lack of facilities for sanitation and water inadequacy, greatly affect young girls in schools. In Kenya, majority of the learning institutions do not have visual aids and chalk boards. The foregoing arguments indicate that the absence of these school structures in Kenya is a big challenge affecting educators in the application of policies and reform in education within Kenya (Kosgei, 2012).

An employee's overall fulfillment in his/her job is the result of a combination of factors. The management's role is to improve an employee's job satisfaction by creating a positive work setting (Allen & Meyer, 1990). Although recruiting informed and skilled teachers is vital, it is insufficient for schools to ensure actual teaching and learning results (Berry, et al, 2009; 2010). Good teachers need a work environment that promotes their efforts in a diversity of ways to retain their effective teaching and doing their best work with learners. Teacher effectiveness is not just about teachers' experience, knowledge or skills; but also, about the surroundings under which they work. Jackson (2014) cited that teachers may be more or less effective as a contextual function of schools' working conditions, which alter human capital into productivity and effective instructional practices'.

The teacher is therefore the most important element in implementation of the curriculum. Their skills, encounters and capabilities put them at the center of any development efforts directed towards any curriculum. Effective teachers strengthen better pedagogy because teachers are well informed about the teaching activities and are mandated to initiate the curriculum within lessons. If someone else was tasked with crafting the curriculum, it is the responsibility of the educator to acknowledge and comprehend it. Implementation of the curriculum therefore is influenced by teachers. For instance, the ideas and perceptions of the teachers need to be included in the development of the curriculum. Also, the team in charge of developing the curriculum needs to acknowledge the teacher as being part of the surrounding that influences the implementation of the curriculum (Carl, 2009), thus the participation of the teacher is vital in the accomplishment and purposeful implementation of the curriculum. The implementers are the teachers, as they form endmost part of the process of developing the curriculum.

The engagement of teachers in the process of developing of the curriculum is vital in addressing the societies requirements (Ramparsad, 2000). Due to this, it's important therefore to have great changes in the development of teachers so that they can actively mirror on the needs of the society in every step in the process of developing a curriculum. Similarly, in the process of curriculum development, all teachers need an opportunity to be engaged in it.

Handler (2010) opines that teacher's professional development is an essential element providing to the accomplishment of the development of the curriculum and application. We need therefore to ponder about the level of teacher education projects that are

required for potential teachers to study development of curriculum. The teacher engaged in organizing the curriculum has many duties and obligations. Educators need to appreciate teaching and observing the learners develop expertise and interests in their area of interest.

According to Carl (2009), the teacher may require to develop syllabus and plans for lessons that are within the structure of the provided curriculum due to the role of the teacher which is to apply the curricula to deliver the needs of the pupils. Several studies have encouraged strengthening of teachers by getting their engagement in the development of the curriculum. For instance, Fullan (1991) established that the degree of teacher engagement is pivotal in the development of the curriculum leading to effective attainment of reforms in education. Nonetheless, the teacher is an essential element in the accomplishment of curriculum development such as the process of assessment and application. Handler (2010) also established a need for educators to be engaged in curriculum development. Teachers can participate by partnering and productively contributing to the team tasked with developing a curriculum and specialists to manage and publish books and provide content. The involvement of teachers in the curriculum development process is crucial to level content of a curriculum with needs of learners during lessons.

Whilst teachers are very important in applying the curriculum and development, this is normally facilitated by centers for advising teachers, fellow educators, principals, school administrators and education officers. Many important processes need to be undertaken to guarantee successful application of the curriculum that has been developed.

It is opined by Sayed and Jaysen (2001) that coherence of roles for everyone participating in matters regarding the curriculum need to be prerequisite for the management of the curriculum to be effective within school. The head teachers normally experience challenges in comprehending what it takes to manage curriculum and are unsure regarding the certain nature of leadership related to curriculum. They are unable to balance their duties because their duties are filled with different other related responsibilities that cannot be divided from the entire operation of the school. Separate from their responsibilities within the system of education is their responsibility to the whole community.

According to Marsh (2003), the responsibilities of the principal are filled with obscurity and confusion. To the entire community and education, they are champions of their learning institutions, administrators of resources and people and leaders of education. They are mediators and union as well as government representative. The head teachers play the role of an expert and an exemplified leader to the school community; they wield authority to learners and educators. Further, they are answerable to education officials who often pressurize them. All this combined form challenges that head teachers encounter in managing curriculum.

In South Africa, Thurlow et al. (2003) opines that majority of the head teachers are cognizant of the coherence of their responsibilities in managing curriculum; thus, the accomplishment of curriculum, responsibilities and roles in management are ineffective. There are no role models for school leaders in relation to the new curriculum system due to the confusion marred in the department occasioned by the new structure of management. It is stated by O'Neil and Kitson (1996) that some head

teachers confuse the recruitment of curriculum managers as a failure on their part to manage the curricula.

Inadequate finances, materials for technology and instructions, or human resource can incapacitate the application efforts (Spren & Knapczyk, 2017; Penuel et al., 2008; Desimone, 2002). Learning institutions have stopped implementing the curriculum due to unavailability of resources or the inability of implementers at the level of the school to reappportion available resources to reinforce the curricula (Desimone, 2002). In North Uganda, the educators responsible for applying the nation thematic curricula are faced with insufficient resources, such as absence of materials for instructions in native language and replacement of teachers to enable educators to attend training on curriculum (Spren & Knapczyk, 2017).

Implementing curriculum is also hindered by an absence of partnership in opportunities of professional pedagogy, inadequate apportioned time to enable professional development and a lack of facilities for cooperating in implementing curriculum. This is a reality faced by both school teachers and head teachers alike. In Norway, it was found by Germenton (2011), that head teachers and teachers receive inadequate training on the new curricula, despite likely being the ones to introduce the changes to the learners. Similarly, many qualitative enquiries have divulged that the leadership of the school does not comprehend the purpose or didactics behind changes in curriculum, which leads to the same being experienced by educators (Spillane & Callahan, 2000; Hamilton, 2013; Coburn, 2006).

State and non-state institutions can make use of policy tools including building capacity and enticement that strengthen their degree of implementing the curriculum

(McDonnell & Elmore, 1987). Such include providing professional development directly levelling the changes in curricula (Taylor et al., 2016; Desimone, 2002; Cohen & Hill, 2000; Cheung & Wong, 2012; Chan, 2010), making it available to the school consultants from higher education, state departments or the teams in charge of designing the curricula (Datnow et al., 2000; Chan 2010), and developing literature that tackles certain aspects of applying the curriculum during lessons (Smith & Their, 2017; Chan et al., 2011; Germenton, 2011; Desimone, 2002).

Even though enlisting skilled and competent educators is vital, it is not enough for learning institutions to ensure effective pedagogy and learning outcomes (Barry et al., 2010). Better teachers require a work environment that advocates for their endeavours in a different manner to sustain their teaching effectively and delivering learners to their best. Effectiveness of teachers isn't just about their encounters, expertise or skills; but includes also the environment in which they operate. It is concluded by Jackson (2014), that the effectiveness of teachers may be circumstantial in relation to operations of the learning institution in propelling the personnel to produce.

It is said by Okumbe (1998) that employees are interested in their work surrounding so as to be comfortable and to enhance work efficiency. The surrounding needs to be tidy, current with enough and suitable apparatus for work, making available effective apparatus including latest information technology, assists personnel deliver their responsibilities better, resulting in contentment of the work done (Hammond, 2001). The morale of the staff will be enhanced in duties they are allocated to perform.

According to Mbugua (1998), the work surrounding is composed of a number of elements such as culture of the institution, style of management, policies related to personnel and hierarchies. The contentment of the staff is the level at which the staff individually feels comfortable and pleased in performing duties. The three unique notions are inseparably connected; job surrounding greatly influence personnel contentment which effects directly the changing of jobs for the staff.

These three discrete concepts are inseparably connected; workplace setting greatly impacts employee gratification, which in turn directly affects employee turnover rates. In the Kenyan context, the condition of high teacher turnover is not any different from the global and regional trends (Orodho & Waweru, 2013). Not only is there a scarcity of qualified teachers in Kenyan schools, but also teachers are leaving the profession to take up non-teaching engagement (Oketch & Ngware, 2012).

The situation in Kenya in relation to the high rate of teachers changing jobs is similar to trend being experience both in the region and in the world (Orodho Waweru, 2013). Schools in Kenya are not only experiencing inadequacy of teachers who are qualified, but also those quitting the profession for other employment opportunities not related to teaching (Oketch&Ngware, 2012). Orodho and Waweru (2013) opine that realising how to utilize a positive work surrounding to enhance staff contentment and minimize them from quitting is essential, for developing personnel who effectively perform. Teachers would wish for working environment that produces greater physical alleviation and satisfaction. The lack of such an environment together with others can have poor effects on their mental health (Robbins, 2000).

Additionally, he states that to promote good working environment influences work contentment, since staffs are interested in actual alleviated work surroundings that influence contentment at work. Robbins state that equity is fairness of being handled, offering similar benefits and services because effective leaders are vital to the accomplishment of the school. In his allusions on the absence of fundamental resources including benches, tables, chairs and desks that make teaching a challenge, he states that when there are insufficient tables, chairs, benches and desks the teachers are challenged and the process of teaching is negatively affected.

The lack of leadership within the school to advocate and frame the curriculum for educators is observed in learning institutions where the curriculum is barely applied. In a mixed survey Datnow (2000) explored the application of a crucial competency curriculum across four learning institutions used as case studies. The survey noted that out of the four learning institutions, three of them greatly applied the curriculum. Instructional leadership was found to be the varying element between the selected learning institutions; contrary to the best implementing learning institution, the teacher at the worse implementing learning institution didn't have skills for the curricula, tolerate the requirements of teachers, nor engage in crucial competency connections to enhance their own comprehension and capabilities to strengthen teachers.

In some learning institutions, it has emerged that the learner to educator ratio is 70:1 which happens to greatly exceed the advocated maximum ration of 40:1. It is challenging to have this ratio in place (Okwach& George, 1997). For example, it is impossible for educators to concentrate on pupils, specifically low performers. Teachers were also unable to provide sufficient assignments to learners because they

could not handle the load that comes with teaching and marking (UNESCO, 2005). A World Bank report notes that to enhance learning outcomes, the school needs to effectively invest in text books. In Kenya and countries in Sub-Saharan Africa, very little in terms of finances is allocated to buying text books due to their high cost making them scarcely available to majority of the learners.

Upholding energy and passion is a challenge for even the most qualified teachers. It is said that many teachers do not willingly choose teaching as a profession. Most of the teachers at the lowest levels choose teaching profession as a last resort and therefore give in just bare enthusiasm in teaching. Learners with bad conduct have always been hard to cope with. Teachers have therefore been dejected to help such learners and even teach them with interest (World Bank report). In addition, there is lack of obligation to the teaching profession for example, some teachers are likely to leave teaching due to poor pay, too little respect and time factor. However, with the current salary talks and contracts set to level teachers' salaries with other civil servants, the problem is set to be solved soon. Poor payment, compared to other professionals has always been a challenging teacher factor in teaching (World Bank report). Educators in needy schools for example, always have low reservations for their learners making parents and learners to also have low expectation (Considine&Zapalla, 2002).

In Kenya, equitable distribution of teachers in most primary schools has been a big hindrance in the management of teachers as reported by the Ministry of Education (MoE, 2011). Despite the number of learners being admitted in school increasing, teacher numbers have stagnated for some years now, resulting in teachers being unequally distributed hence negatively impacting on education standards and access. In

the near past, teachers have been recruited basically to replace teachers who have ordinarily retired.

Teachers 'shortage remains a big concern. In some of the instances there is a shortage of approximately 30% of teacher who are qualified in teaching primary level, with the shortfall being more severe in rural areas and places that are risky (MoE, 2012; UNESCO/ILO, 2006). This resulted in the imbalance in the ration of pupils to teachers in some learning institutions registering a high ratio of about 90:1 which is way more than the maximum ratio suggested of 40:1 (MoE, 2012; Ogola, 2009). In relation to the influences of admission on education standards, high number of admissions hinders learner-centered teaching approaches which enable effective pedagogy. Instead, teachers are unable to concentrate on all pupils, specifically those who are slow (UNESCO, 2005). Additionally, the current primary school teacher is instructed to deliver to an estimated 40 learners, not more. According to MoE (2011), the teachers service commission has been able to appoint a constant number of educators in the recent years, as a measure of school preparedness in dealing with teacher-shortages, so as to contend with an enhanced admission and to help in the application of the outcome of the personnel practice enquiry, the education ministry through the Teachers' Service Commission (TSC) has applied a number of strategies including new staff appointments.

Free primary education resulted in admission of over aged children and at times even adults in primary levels institutions. Educators who were developed to deliver on children now have to handle learners of different age sets in crowded classrooms (Ogola, 2010). According to Dawo (2011), Kenyan teachers were poorly inducted, in

the absence of clear targets and without looking at the requirements of new teachers. Additionally, even the experienced educators felt unqualified to handle the induction.

Moreover, Kenya and other countries continue to have a short of an orderly program of induction, targeting novice teachers or to adequately offer teachers with professional curriculum development. Novice teacher's induction in Kenya according to Dawo (2011) and Indoshi (2003) is disorderly and unofficial and educators barely gain from it. Learning that is centered on teachers is a tradition which elderly teachers are expected to be in charge of and learners are supposed to be respectful but not to interrogate authority (Schweinfurt, 2011).

It is suggested by Ellis and Dick (2002) that the level of working surrounding of pedagogy has to be enhanced in a manner comparable to higher education. For instance, majority of the educators can barely access security, telephone, computer and office. Compensation is additionally not comparable with a similar job status in education and duties and the workload is much more, as a result majority of the teachers are denied their right to further their teaching extreme challenges and personal abdication. According to Leshao (2008) when free primary level education was initiated without initial preparedness, educators felt the absence of preparedness resulted to low inspiration. The outcome of a survey conducted by Sogomo (1993) found that job contentment with A level head teachers within the province of Rift Valley in Kenya were indistinguishable. He suggested that the surrounding of the work within learning institutions needed to enhance the professionalism of teachers and as a result reduced their contentment.

Teachers' condition of work has been regarded as one of the elements affecting the learning outcomes (Crossman & Harris, 2006). Developed nations perceive effectiveness of schools in terms of learning outcomes, by depending basically on advancement in pedagogy. Even though so many elements influence learning outcomes, enlightenment is the key school level influencer of school achievement, therefore tactics for enhancing teachers working environment and job contentment are pivotal to any procedural bid to enhance learning outcomes. Significant number of studies has been carried out on who is an effective teacher. Though the basis on policy reform in many nations has concentrated on enhancing learning outcomes by ensuring proper apportioning of resources, more transparency, reforms in curriculum and improved pre-service development. Nonetheless, the minimal effect of majority of the interventions have concentrated on policy makers and politicians instead of increasingly concentrating on the teacher's needs.

2.1.3 Teacher's effectiveness in time management.

Time management as defined by (David, 1999) is the act of managing time to make the most out of it. Time management can also ascribe to all actions an individual follows in making good utilization of it, others have defined time management as the philosophy and structure that a person utilizes to make informed decisions regarding the actions that take up their time (Griffiths, 2003). It can be concluded that time management can refer to a good allocation of activities within a specific period.

It is realized worldwide that management of time for educators is more crucial as compared to other careers due to their proficiency of the destiny of coming generations.

As reported by Master (2013) and Horng (2010), managing time is a vital factor in determining the effectiveness of teachers and school outcomes.

Arrival and departure time of teachers in schools matters a lot. The teacher will have enough time to interact with the learners. Proper teaching therefore demands for increased contact between the teacher and the learner, where the teacher has enough spare time, not only to prepare for the lessons but also to check the learners work covered, as a means of developing their manipulative and cognitive skills in class. This will improve their retention of knowledge and hence performance in their learning outcomes (Wycliffe Magati, 2010).

School lateness is a key challenge that is being experienced by majority of the learning institutions; the problem has hardly spared any school. The effect of this major challenge cannot be stressed enough, because it has negatively resulted in learning outcomes and operationing of the learning institution (Okpupara &Chuwuone, 2007). Late coming by teachers defies the philosophy of promptness and, if not corrected in the beginning may turn into a culture for the involved person resulting in negative repercussion in learning outcomes (Breeze et al., 2010).

Training in time management is also very crucial. There exist many organizations and centers of training that are generally utilized for training educators in America either privately or at public level (Claessens, 2007). The skill of managing time related with teachers is the general factor of their career. Teachers who are not pressed for time during teaching exhibited better performance in class. The resolve connected to managing time is essential for teacher effectiveness and schools result (Master, 2013; Horng, 2010).

As far as time taken in general school activities by teachers is concerned, management of time should begin with agreeing on key concerns and arranging activities of the day in consideration of the essential activities.

Categorizing based on importance can assist maintain teachers on course for the entire day, despite the occurrence of the unexpected and the workload being enormous. Effective scheduling is concerned with organizing the workload on the basis of significance of the activity and the occurring effect of the entire activity. Teachers need to be capable of evaluating if school activities can be paused when the outcomes are not as impressive as expected (Resilient educator, 2018).

Practices of managing time have an effect on the outcome of learners as exhibited by previous studies. Despite acknowledging the effects of time on academic performance, this connection has not been provided with the seriousness it deserves by teachers (Sevari& Kandy, 2011). At the primary levels of institutions, the schedule of the study should appropriately be organized, applied and supervised for effective outcome. Stressing on time also assists on crafting affordable educational guidelines by officials within the level of institutions (Kaushar, 2013). Continuous challenge of meagreness of competency in relation to managing time and academic results is because of uneasiness and expensive tactics of acquiring data. Propelled by this, certain stresses have been achieved in the current system of education for issues of managing time by assessing attitude of educators and their conduct in connection to time and its organization (Karim et al., 2015). Premised on the requirement of managing time effectively by teachers in their life either professionally or academically, studies have currently been conducted focusing on assigning their position in regards to effective

management of time and establishing the impact of skills in managing time in relation to curriculum implementation.

Wanjohi (2018) states that almost 50% of teachers in primary level within Kenya do not attend classes and these take from the nation twenty-seven billion Kenyan shillings annually, this was according to a document released by the commission for education. It also pointed out that an estimated 16% of educators do not show up in school completely. This implies that out of an approximately two hundred thousand educators in primary school level institutions, over thirty thousand educators do not show up in learning institutions while over ninety thousand who show up in learning institutions do not show up for lessons. This report was presented at the 71st general assembly.

The report suggested that elevating the period for definite class time is a very effective strategy of enhancing pedagogy, though teachers are most likely not in learning institution or not providing lessons because they are reckoned to deliver tasks not related to teaching including raising funds or organizing administrative duties, while some travel to get their remuneration or take training courses which could be provided for within, noted the report. It is noted by Lewis (1988) that interaction between learners and teachers is very important for appropriate pedagogy, though this engagement is basically affecting the number of contact hours between teacher and pupils lost due to absenteeism of teachers. This implies wastage of the anticipated time between learner and teacher.

In nations that are developed, it is argued by Abadzi (2007) in survey considering loss of instruction time, that learning institutions basically provide pupils with only a small part of time planned by the state. According to Abagi and Odipo (1997) different ways

are used by teachers in wasting contact learning hours in learning institutions. Such include reporting late in the initial week of opening school and teacher volubility which includes talking for long which is uncalled for in assemblies. In a study conducted in Ghana by Northern Network for Education [NNED,2009], it was established that educators do not utilize the allocated time for lessons thus poor influence on the coverage of the syllabus and pupil's academic performance. A caution is provided by Woods and Montagno (1997) that educators registering high rate of absenteeism offer pupils low standardized learning outcomes. Teacher Classroom Management Shah (2009) argued that the management of lessons is related to a group of teacher behavior and actions that are basically provided to encourage pupil's involvement during the lesson.

A teacher who is effective can manage the pupils in classroom for optimized pedagogy of pupils thus the requirement to have specific skills and information. Two categories of pupils have been identified by Shah (2009) to be needy of teacher attentiveness, to avoid time loss during class instruction. These two groups of pupils are those who exhibit very little behavior of the anticipated form and pupils who exhibit a lot of unanticipated behavior. Additionally, Gage and Berlinger (1984) noted that previous categories showed attributes like lack of attention, lack of interest, absenteeism and over reliance yet the current category attributes include physical hostility, improper walking around in class and making noise leading to a lot of time lost.

Further, the researcher pointed out different approaches that may be utilized to optimize pedagogy and management of lessons. The approaches included, teachers knowing pupils and their backgrounds to enhance proper classroom control, familiarity with the subject content and utilization of suitable teaching tactics. In an enquiry, Tahfir (2010)

focused on expertise of teachers and their practices in Pakistan. It was noted that better teachers attentively controlled their classes to minimize interference thus optimizing learning performance.

It is argued by Akram (2011) that control made certain on the behavior of pupils during lessons. Additionally, he argued that a class that wasn't well organized resulted to indiscipline challenges and the educator spent a big chunk of the pedagogy time tackling these challenges resulting in inefficient teaching. This implied that the teachers had an action plan for managing the class, making it organized and systematized in a way that the learner and the teacher knew what was to be done. Administrative problems were also an element of hindrance. It was found by Kwarteng (2013) that even though teachers are reliable in utilizing the suggested schemes, they noted that the surrounding of the school and background of the pupils affected the level of applying the curriculum.

It is claimed by Sumra (2003) that educators experience a lot and complicated challenges in Kenya. The challenges vary from low remuneration to low ranking. Teachers believe that their issues are about to be tackled. Because these issues remain untackled, the teachers endure dejection yet the education standards such as pupils learning continues to suffer. The engagement between teacher and pupils' results in good outcomes. This is due to the responsibilities taken by learners as well as ownership of the activities scheduled. Additionally, according to Akram (2011), a class surrounding that is positive is one that optimizes pedagogy for all pupils. Several surveys have noted positive effects of managing time. Skills in managing time have been concluded to have positive effects on pedagogical results (Coates et al., 2008).

Managing of time provides a person with ways of systemizing and guiding their actions (Wu et al., 2011).

It is significant when introducing education into a curriculum, that certain periods be apportioned to the lessons and that, it be properly programmed in the timetable for the institution (Miedema, 1996). Concluding on time which will be apportioned to education is controlled by ensuring reflections; pedagogy tactics that are involving, which are better suggested to delivery of the subject, need for more time than traditional teaching tactics. If peer educators are utilized to enable some pedagogy on the subject or may be, not because they need additional time to fulfill their current responsibilities; even if or may be not some sub titles are delivered in other subject lessons, like the time period, the education officials would like the educators to deliver the subject, considering the curriculum is basically overstretched and if time is to scrap off certain subjects then the experts will require persuasion on the significance of pedagogy (Miedema, 1963). A manual is provided focusing on guidelines for least amount of time for covering the four varying thematic areas within an estimated academic year of 32 weeks. It is significant to recognize that this least time frame need not be viewed as an extended time to the current curricula and academic calendar but as a section of the curricula.

Teaching techniques that are participatory which are well suggested to provide instruction for a subject, need longer period than ordinary techniques of teaching (Miedema, 1996). Even if or may not, these issues highlighted in other subjects in the school, the period that education officials are suggesting to be spent on subjects is very minimal (Miedema, 1996).

The techniques of participatory pedagogy is covered in South Africa as a lesson of life skills that is apportioned time in this order: classes for beginners in a week get 1 hour, intermediary lessons in a week get one and half hours while classes for senior in a week get 2 hours (Georges, 2003). Participatory techniques in Kenya is also delivered as lessons of life skills and is apportioned as follows: lower primary get 30 minutes while upper primary is allocated 35 minutes (MoE/GOK, 1999). The period apportioned for delivering education is not sufficient. Samia (2013) supports this by opining that the insufficient time apportioning for delivering lessons was established to be a hindrance to education. The education ministry observed, that learners were not being provided with the concentration they needed within time schedule because it was a subject that is examinable. Replying to this, the ministry reformed the strategy for application by introducing reviews in the curriculum in 2003 and initiated a double approach. The syllabi were revised by initiating and merging messages, information and content within the main subjects, making sure that the content is covered and examined in the subject carrying it the same as other units. The curriculum reviews encompasses majority of the content derived from the previous syllabi [MoE, 2003]. Ignoring the development of productive conduct including inspiration, awareness, comprehension and self-control, teachers probably will perform miserably in curriculum implementation and hence poor outcomes (Baothman, et al, 2018).

2.2 Theoretical framework of the study: Martin Fishben"s theory.

The study will employ Martin Fishben"s (1936-2009) Expectancy value theory (EVT). According to this theory, behavior is a function of the expectancies one has and the value of the goal one is working. Teachers would undertake training with an expectation

that the knowledge, skills and attitude gained would enable them be better placed in terms of experience, level of education and qualifications. This will enable them improve their working environment and time management skills which in return leads to effective implementation of curriculum learning hence good outcome. In their training, teachers are also equipped with the methodology to ensure they use it properly during teaching. The teachers are required to use teaching and learning resources, review their practices by evaluating learners work and attending refresher courses on pedagogical skills. Learners would also engage in classroom activities on education with an expectation that the knowledge gained would help them acquire better learning outcomes which in return may earn them better careers hence better living and improved standards.

2. 3 Conceptual Framework

This enquiry conceptual framework delves into aspects that, there are many teacher factors influencing the implementation of curriculum learning outcomes. Understanding these factors would be necessary if this author would evaluate the variables of the influences of these factors, the real factors and the manner in which they influence curriculum learning outcomes, plus how the teachers' factors can be enhanced to deliver effective curriculum implementation in public primary institutions in Ndavaya Zone, Kwale County Kenya.

Figure 2. 1:

Conceptual Framework

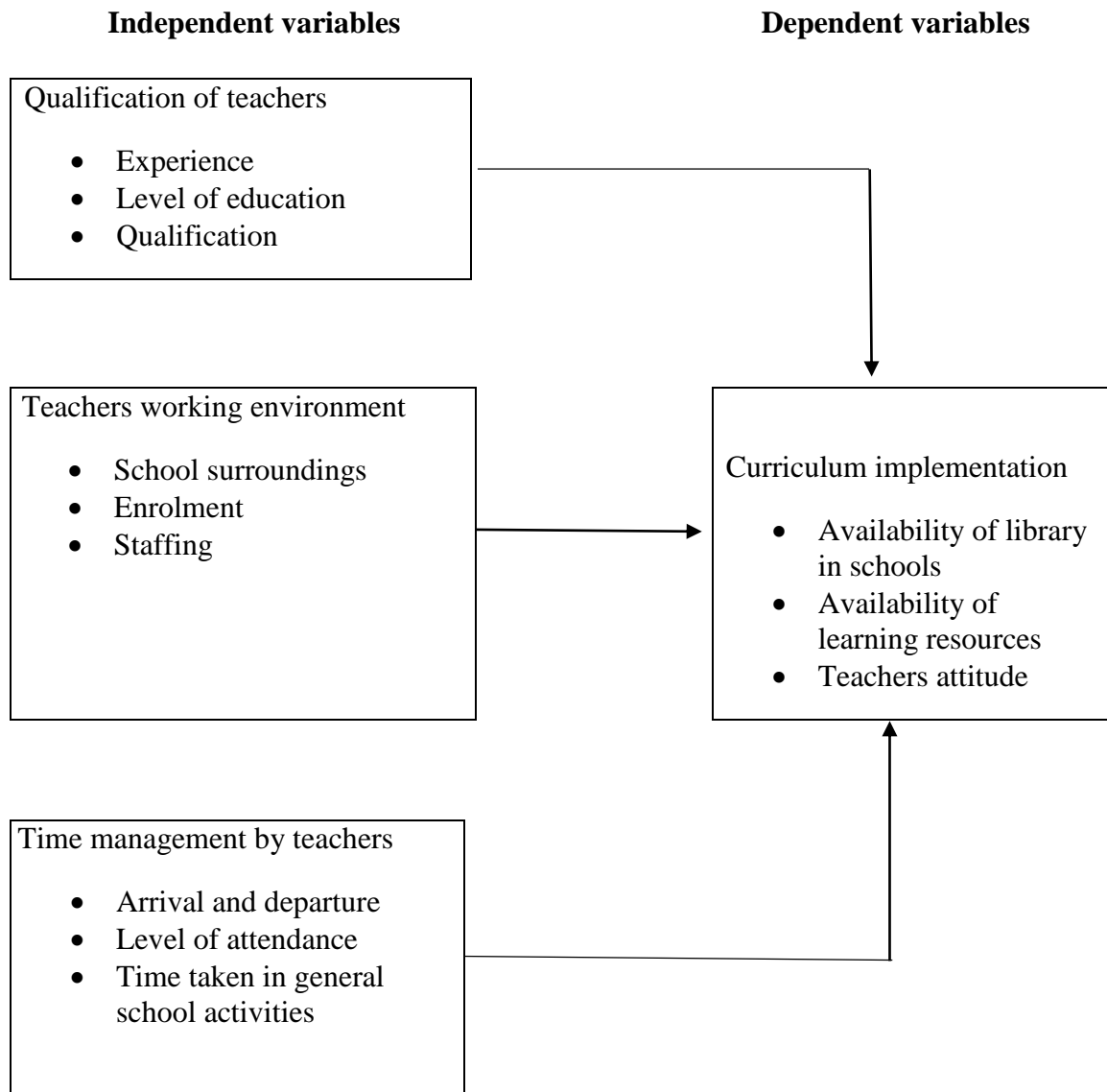


Figure 2.1 depicts the conceptual framework that has been crafted from the literature perused and suitable hypothesis. The independent variable encompasses qualification of teachers, teachers working environment and time management factor by teachers. Dependent variables entail curriculum implementation.

CHAPTER THREE: RESEARCH METHODOLOGY.

3.0 Introduction.

This chapter discusses the methods and procedures utilized in the research study. It entails the research design, population, sample size and sampling techniques, research instruments, methods of data collection, validity and reliability of research tools, data analysis plan and ethical considerations.

3.1 Research Design.

This research adopted a mixed method survey research method; Mugenda and Mugenda (2013); Gay (1992) and Ionna, et al.(2016) note that descriptive enquiries are crafted to achieve and view information relating to situation of the hypothesis and when likely, select a representative deduction of the discovered data.

This method was preferred simple because, it can be used to describe the key features of a society, and occurrence, people or a target population as stated by Chandaran, 2004. Through this method therefore, it is easy to describe and give interpretation of settings, individuals events or object as outlined by Mertler, 2006 in Lucy Wambuga 2015. The method is also useful in generating direct information as well as allowing the researcher to get in-depth response from the respondent. The data either quantitative or qualitative can be used in measuring the enquiry variable connection generated as advocated by (Gay, 1992).

The study used this method to investigate the teacher factors influencing the implementation of curriculum learning outcomes in public primary schools in Ndavaya zone, Kwale County, Kenya.

3.2 Target Population.

The target population as defined by Borg and Gall (1989) is the number of a hypothetical or real set of objects, events or people to whom a researcher desires to generalize the findings. Population is also defined by Schwab (2013) as an amalgamation of aspects or items such as people, occurrences or incidences that relate to certain aspects and are intentioned to deliver an appropriate basis of a study.

This survey selected the entire twenty nine (29) public primary schools in the zone of Ndavaya. The selected participants were all twenty nine (29) head teachers and three hundred and six (306) teachers in public primary schools in Ndavaya Zone, Kwale County. Head of these institutions were required for the survey to offer important information relating to the implementation of curriculum learning outcomes in the schools by giving information about number of teachers in their schools ,views on the nature of the curriculum being implemented in terms of the workload, information on whether the school has enough facilities to enhance curriculum implementation, school environment, teachers conduct and responses as far as curriculum implementation is concerned.

Teachers were required to provide information related on the quality of teachers, their working conditions and time management factor in conducting their activities in school by providing information on their experiences, levels of education and their qualifications also by giving information on their school environment as well as

learner’s enrollment and staffing matters. The target population distribution table was as shown.

Table 3. 1:

Target Population distribution

Category	Frequency	Percentage
Head teacher	29	09
Teachers	306	91
Total	335	100

Source: CSO Ndavaya Zone (2020)

3.3 Sample Size and Sampling Procedures.

A Sample is a subunit containing the characteristics of a bigger populace. The sample should be as representative of the target population as much as possible to capture all the characteristics in the target population (Orodho, 2009, Mugenda&Mugenda, 2013). To arrive at such a sample, a very appropriate procedure for selecting the respondents has to be devised.

To pick the 20 learning institutions within the zone, simple random sampling was utilized since all schools in Ndavaya zone shared the same geographical terrain. The researcher also randomly picked three teachers from each school to make a sample of 60 teachers. Random sampling was utilized to avoid biasness. Purposive sampling was applied to pick 20 head teachers totaling to 80 participants. This transcribes to 23.88%

of the selected portion. The study used a sample portion of 23.88% which is sufficient according to Mugenda and Mugenda (2003).

Given the huge population level, the sample is therefore represented by a small percentage making it in tandem with the notion offered by Best and Karl (2006). The suitable sample extracted from the populace need to have a fraction of it for economic representation (Mugenda Mugenda, 2013). The benefits of purposive technique were to enable the researcher obtain participants information with competence in the enquiry area or fit a given criteria as advocated by (Gray et al., 2015).

Table 3. 2:

Sampling Matrix

Description	Target population	Sample size
Head teachers	29	20
Teachers	306	60
Total	335	80

3.4 Research instruments.

Research instruments are tools or tactics utilized to acquire information suitable to the enquiry to confirm or refute a conjecture (Hakim, 2015).

Primary Data

According to Kothari (2004) in Lucy Wambuga (2015) primary data is that data that is acquired initially therefore is original in character. The focal tactic for acquiring primary data was interview schedule, questionnaire and observation checklists. Questionnaires are preferred by Mugenda and Mugenda (2010) due to their capability

to acquire standardized reactions, being impartial compared to interviews. Mostly the researcher used the questionnaires since can be dispatched to a big category of participants in a minimal period (Kasomo, 2006). The study used both open ended and closed-ended questions. Open ended questions were used so as to permit an unlimited range of answers and it gave the respondent the chance to reveal how they think about teacher elements affecting the application of curriculum learning outcomes in public primary institutions within Ndavaya zone, Kwale County. The closed structured questions were utilized to restrict the participants answers on certain spheres to ease the evaluation.

Secondary Data

The survey used secondary data that was acquired from the Curriculum Support Officer.

3.4.1 Teacher's Questionnaire.

The researcher had questions that were structured in a closed and open manner to acquire the intended information from the educators. Closed ended questions included the questions on their background information for instance where the respondents were required to specify their age, gender, academic qualification, teaching experience, questions on challenges when writing lesson plans, presence of adequate text books in schools among others. Closed ended questions gives specific information as required by the researcher pertaining the study. Open ended questions were also used and they included such questions like identifying some challenges that head teachers face in the management of curriculum implementation in school, such questions help in generating more and varying information as per individuals 'perceptions. This helps the researcher obtaining variety of answers. The questionnaires provide consistency hence better

affinity in their reactions. Questionnaires according to Orodho (2009), authorizes aspects of a certain perspective and that it can collate a large chunk of information within minimal time period. It is preferred due to its ease of management and ability to simultaneously acquire information from participants hence cutting down on time (Mugenda Mugenda, 2013). The teachers were provided with the questionnaires. Teachers' questionnaires were designed to obtain demographic data and respond to teacher factors influencing the implementation of curriculum and learning outcomes. They had two sections, section one contained bio data of the respondents and section two had the main questions according to research objectives.

3.4.2 The interview Schedule

Interview guides enabled the researcher to acquire data from head teachers of selected learning institutions. The researcher interviewed the head teachers first by introducing herself to the head teacher and stating the reason for the purpose of the study, Prior to acquiring data, the participants consent was sought assuring them of their confidentiality and that of any information offered. Orodho (2009) notes that a large amount of reaction is offered by the participant because of the presence of the interviewer unlike in questionnaire where the researcher is not physically available when information is being provided. It enables the interviewer to throw follow up enquiries for clarity if need be (Yin, 2009).

The interviews were conducted by the student researcher herself to the sampled schools head teachers; they revealed data on, teacher's factors in the implementation of curriculum learning outcomes in their schools. The interview schedule mainly touched

on quality of teaching, teachers working conditions and teachers time management factors.

3.4.3 Observation Checklist

Observations checklist guided the research questions in investigating teacher factors. Therefore, they were conscious and planned. The researcher utilized the checklist to observe how time was managed by teachers unconsciously during the day time school activities, which are; moving from the staffroom to classes, changes from class to class and arrival or departure time. This technique had its advantage, since it gave accurate data from actual physical conditions in schools. However, data from direct observation sometimes contradicts with information obtained by other techniques (Robson, 2002).

3.5 Validity

Content validity is cited by Tavakol and Dennick (2011) as the level at which question within the instrument and the question scores depict likely questions that can be posed in relation to the content. Validity is the level at which the results of a study can be meaningfully and accurately inferred (Kombo, 2006). Instrument validity was provided through an assessment of the sampled population as subjected to a pre-test. Ambiguous and unsuitable items were either removed or realigned to conform to the study objectives and acquire needed data. A selected few of the population were piloted and their opinion on ease of comprehension of the questionnaire sought. This process enabled identification of areas that were corrected and made clear hence presenting a suitable questionnaire to the actual study participants. The supervisor also reviewed the tool of research and provided opinion on what was adjusted. The piloting was conducted in 5 public primary schools; this was meant to make sure that there were no

problems during the study period. Piloted items were scrutinized to ensure unclear items were reviewed or removed after piloting. Such items were reviewed thus improving the face validity. In addition, a content validity index of 0.71 was computed. As recommended by Newman (2000), a 0.5 and above validity index is suitable making the acquired index for this study acceptable.

3.6 Reliability.

Reliability is related to identifying uniformity of measure in repeated studies. A measure that is reliable is one that when replicated a number of times will provide similar outcomes (Harper, 2016). The questionnaires reliability was checked using the technique of piloting. A similar instrument was used to test the perception of teachers. The two sets of acquired tests were assessed pinpointing inaccuracy of responses. Cronbach alpha coefficient is the customary approach utilized in testing internal constancy which was applied in this study resulting in a score of 0.72 for teachers and 0.70 for head teachers

Kunder-Richardson (K-R) 20 formula:

$$KR\ 20 = \frac{(K - 1) \sum s^2}{(S^2) (K - 1)}$$

Where:

KR20=Reliability Co-efficient of Internal Consistency.

K=Number of items used to measure the concept.

S²=Variance of all scores

s²= variance of individual variance.

3.7 Methods of data collection.

A letter clearing the researcher to acquire data was solicited from both the university and the institution mandated to authorize research in Kenya, NACOSTI. This ensured that the study was legal and it authorized the researcher to collect data. After getting the permit, the researcher sought permission and introduction letter from the ministry of education office; Kinango Sub-County to visit the schools and collect data. First, the researcher conducted interviews with the head teachers, then personally dispatched the questionnaires to the participants and produced them later on that day, while the respondents were filling the questionnaires; the researcher was filling the observation checklist unconsciously.

3.8 Data Analysis.

Orodho (2009) stated as usage of cognition to comprehend the acquired data with a purpose of discerning reconcilable connections and outlining appropriate issues divulged in the investigation. It is key of any research, the raw data which was obtained from the interviews was analysed qualitatively, first by editing through sieving. Then key ideas were coded into categories which formed major themes. Data acquired by the questionnaire and observation checklists were quantitatively analysed, through illustrative techniques supported by frequency tables as advocated by Mugenda and Mugenda (2013). This was through the help of data analysis software-Statistical Package for Social Sciences (SPSS package).

3.9 Research Ethics.

Observation by Orodho (2009) is that in research, considerations of ethics encompass highlighting the themes of the study and the participants' requirement, manner in which the participants were enlightened about their consent and issues of confidentiality. Ethics is a sub category of philosophy that handles an individual's behavior and acts to control their conduct therefore majority of the professionals are steered by certain guidelines which control their career. The enquiry abided by entire ethical guidance in the process of the enquiry by guarding sensitive and critical information sources. Authorization was also solicited from the University (Kenya Methodist University) to conduct the research and collect data and at the same time adhered well documented confidentiality guidelines.

Prior to acquiring data, the participants consent was sought assuring them of their confidentiality and that of any information offered. Anonymity was emphasized through instructions of not providing names in the questionnaires. Maseko (2002) asserts that it's the obligation of the researcher to warrant a high degree of expertise and encounters in study undertakings. A lot of care was provided in relation to the participants information particularly confidentiality. The respondents were informed that the information provided would not be shared with third parties. The respondents were also assured of their individual identity which is not supposed to be divulged. Consent was ensured in the study by explaining to the participants, its essence, intention and the tactics to be deployed in acquiring data willingly. Consent was also provided by the participants.

CHAPTER FOUR: RESULTS AND DISCUSSIONS.

4.0 Introduction.

This section highlights the researcher's findings and discussions on the data collected on the research topic: teacher factors influencing the implementation of curriculum learning outcomes in public primary schools in Ndavaya zone, Kwale County.

The study sought to achieve three objectives mainly to;

- i. Assess the influence of qualification of teaching staff on the implementation of curriculum learning outcomes, in public primary schools in Ndavaya zone, Kwale County.
- ii. Identify the influence of working environment of teachers on the implementation of the curriculum learning outcomes, in public primary schools in Ndavaya zone, Kwale County.
- iii. Analyse the influence of time management by teachers on the implementation of the curriculum learning outcomes in public primary schools in Ndavaya zone, Kwale County.

4.1 Questionnaire return rate.

The researcher sampled 60 teachers to take part in the study and after distributing the questionnaires to the 20 schools; some participants did not fill in the questionnaires, while some filled them and returned them to me. Out of the 60 participants only 48 of them returned filled questionnaires. This was 80% and it was enough to evaluate data. Mugenda and Mugenda (2003) recommend that a rate of response of more than 50% is adequate to represent the views of the targeted population. Since the researcher

conducted observation in person by observing teachers while teaching in their classes, the response rate of observation checklist was 100%.

4.2 Gender of the participants.

Lately, few studies exist with evidence relating to the connectivity, linking the gender of teachers and the curriculum learning outcome. The researcher wanted to find out gender disparity among teachers in Ndavaya zone and its impact on curriculum implementation hence the learning outcomes.

Table 4.1:

Head teachers and teachers according to gender in Ndavaya zone.

	Head teachers		Teachers	
	Frequency	Per cent	Frequency	Per cent
Male	14	70%	28	58.3%
Female	6	30%	20	41.7%
TOTAL	20	100%	48	100%

According to the findings, which was captured from the respondents and analysed in Table 1 above, it shows that out of the twenty sampled head teachers in the zone, male dominated by having 14(70%) participation while female head teachers were only 6(30%). The same table also shows that in Ndavaya Zone, most teachers are male 28(58.3%) while 20(41.7%) were female teachers. According to the table above, majority of teachers in the zone are male. These findings could be an indication that

more male teachers were given priority on mass recruitment by the teachers' service commission in Ndavaya Zone. This case shows that more male teachers were being employed in Ndavaya Zone than females causing the existing gender disparity. However, this is the researcher's view and more so according to her findings from the participants who took part in the study, this is subjected to change because the sampling procedure was randomly conducted so, maybe the male teachers participated more than their female colleagues. Unlike the head teachers who were purposively sampled and the findings presents a true conclusion.

4.3 Age of participants.

Teacher's age and experience was examined to determine the differences in relation to teacher effectiveness in delivering the content. Statistics manifests that, there is a considerable variation between effectiveness of teachers and age. Age of teachers play roles in determining curriculum implementation (Fullan, 2001). Some teachers, depending on their previous experiences and stage of career, are more self-actualized and have a greater sense of efficacy, which leads them to take action and persist in the effort required to bring about successful implementation of curriculum and learning outcome. The number of years of the respondents signifies the experience of teachers in curriculum implementation.

Table 4.2:*Age of participants*

	Head teachers		Teachers	
	Frequency	Per cent	Frequency	Per cent
Below 25 years	0	0%	3	6.25%
26-35 years	2	10%	17	35.4%
Above 36 years	18	90%	28	58.35%
Total	20	100%	48	100%

Observing from the table above, 18(90%) of the head teachers were aged 36 years and above and only 2(10%) of them were between 26 and 35 years old. None of the head teachers were below 25 years. The findings also show that the majority of the teachers in the study were 36 years old and above, that is 28 (58.35%), followed by 17(35.4%) of the teacher who were aged between 26 and 35 years old. Only 3(6.25%) of the teachers were below 25 years old. This can be concluded that most of the teachers are very much experienced because they have taught for quite some time in their life.

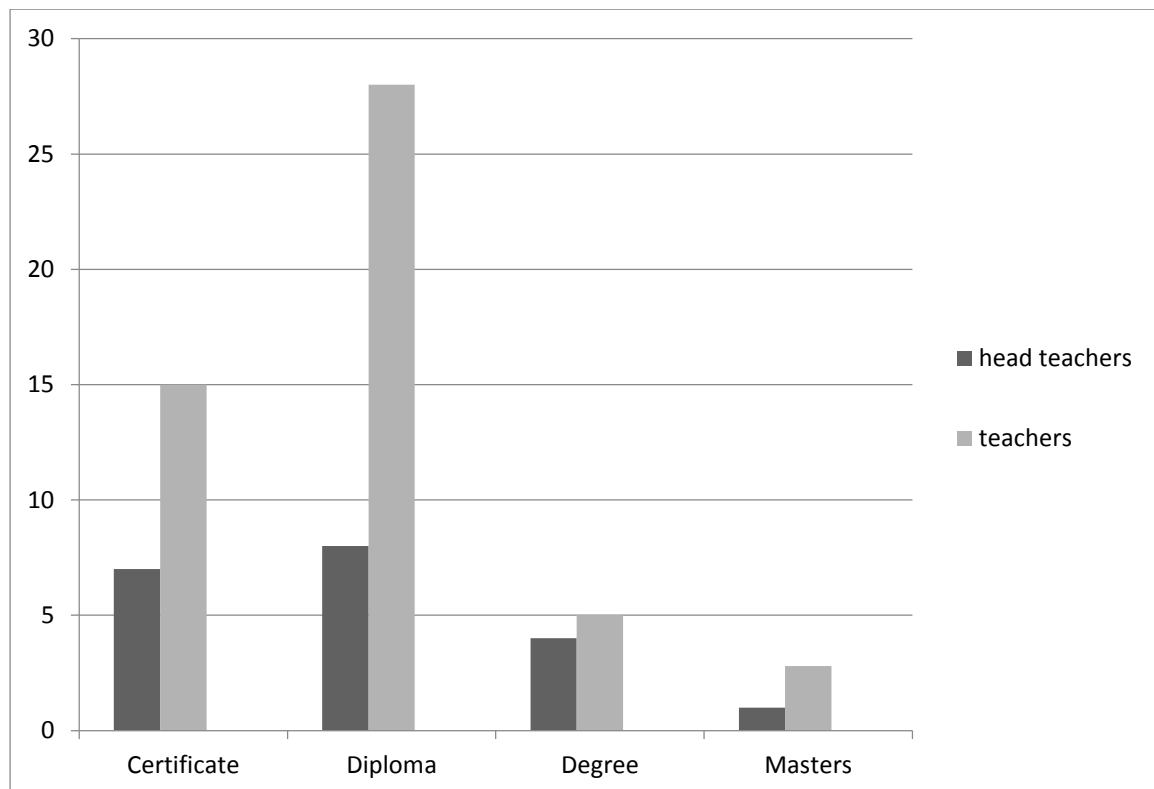
Having experienced teachers in Ndavaya Zone could be advantageous because an experienced teacher knows how to use different means in implementing curriculum outcomes. A teacher who has more experience in the classroom is more effective because she or he has had extended time to test procedures and lessons on several cohorts of learners. This influence effective curriculum implementation and learning

outcomes. From the analysis of head teachers, the researcher concluded that appointment to headship was based on the experience of the respondents considering the fact that 90% of the head teachers were above 36 years old. These findings are in agreement with (Mohd. Yusof et al., 2017) in their study, teachers were very clear on their roles in the implementation of curriculum learning outcomes as facilitators in their classrooms.

4.4 Academic Qualifications of Teachers.

Figure 4. 1:

Qualification of teachers in Ndavaya Zone.



It is suggested by Desimone et al. (2013) that the standards of instructions are influenced by professional development. Reports exhibit that the teacher's academic

qualification influences the teacher's educational results in relation to the teachers' encounters and expertise (Boyd et al., 2009; Blomeke et al., 2012).

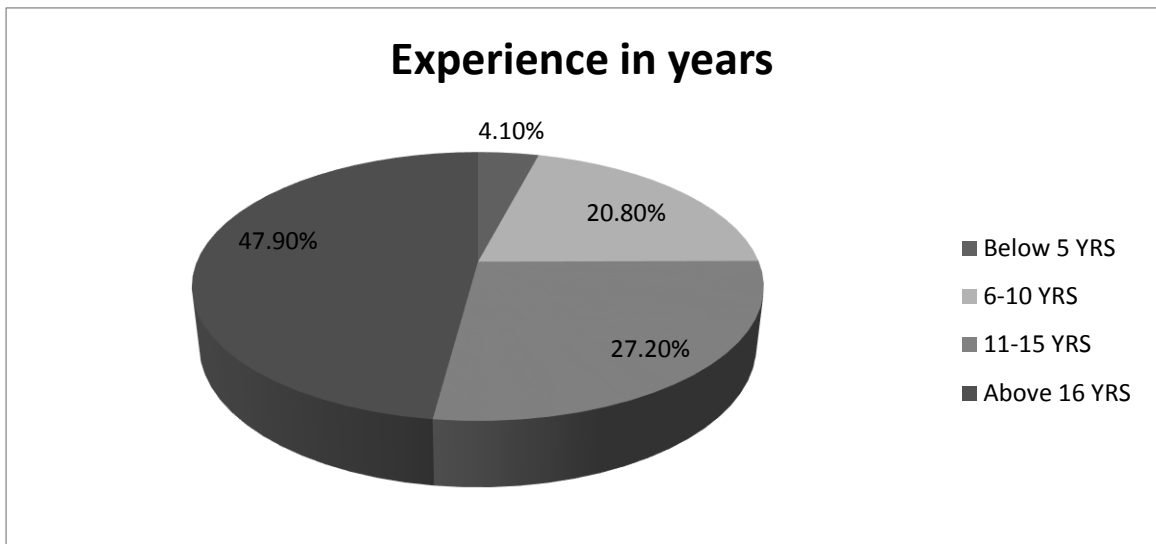
The figure above shows the distribution of head teachers and teachers according to their academic qualifications in the zone. Only 1(5%) of the head teachers had a master's degree and 4(20%) had a bachelor's degree as their highest qualifications. Others, that is 8(40%) of them had diplomas and 7(35%) of them P1 certificate holders. On the other hand, majority of teachers 28(58.3%) are diploma holders, followed by certificate with 15(31.25%) and degrees 5(10.5%) respectively. These statistics proves that there is professional advancement by the educators within the zone. In primary level institutions, teachers are employed after the initial training and attainment of P1 certificate, a teacher who takes an initiative of growing professionally, she/he is showing a good gesture and indeed that is a positive aspect, effective professional development enables educators to develop the knowledge and skills they need to address learners learning challenges. The researcher wanted to find out whether high qualifications enhance proper curriculum implementation outcomes. If a teacher has a quality education can implement teaching and learning instructions effectively. Professional development helps teachers find new ways of teaching, develop better skills in organizing and managing their time and activities, teachers also gain knowledge and insight into pedagogy thus improving the outcomes of pedagogy. The outcomes are in accord with(Maina, 2015) who found out that teachers with the right qualifications are in a good position to interpret the curriculum and also implement it effectively.

4.5 Teaching Experience.

Experience in work can be defined as the number of years an employee has served doing the job. According to (Wamuyu, 2012) teachers with more experience are found to be actual in implementing the curriculum than those with less experience. In Ndavaya, teachers were required to state the duration in years that they have spent in teaching. The researcher found out that, out of the 48 participants, only 2(4.10%) of them have a working experience of less than 5 years, and majority of them 23(47.90%) taught for 16 years and above this is according to the secondary data obtained from the CSO Ndavaya zone, Kwale County, Kenya. This correlates very well with the age of teachers, because most of them were above 36 years old. The findings also revealed that, the zone has well-experienced teachers who have been on the field teaching and are competent enough since quite a good number of teachers 13 (27.20%) have also taught for 11-15 years. Only 10(20.80%) worked for 6-10 years. Figure below.

Figure 4. 2:

Teachers working experience in years.



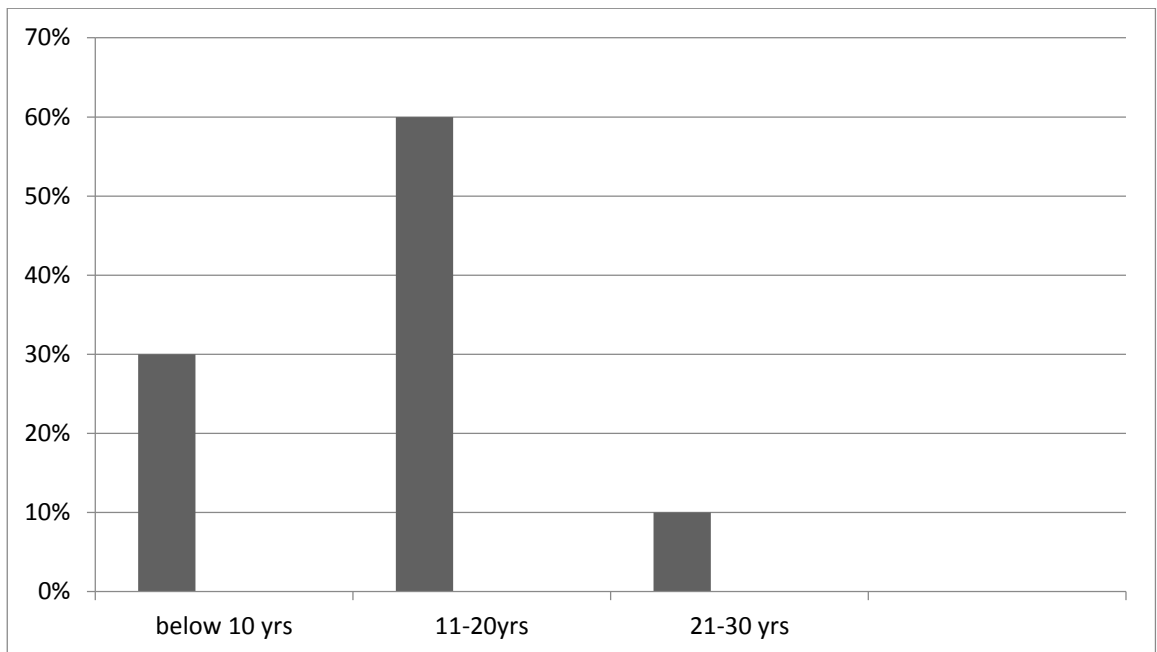
4.5.1 Head teacher experience.

The researcher wanted to find out the experience of head teachers in Ndavaya zone.

Question four in the interview guide required head teachers to state number of years they have served as head teachers. The bar chart below presents the finding.

Figure 4. 3:

Head teachers experience.



The findings divulged that 30% of the head educators had an encounter of below 10 years while the majority of them 60% in the zone had an experience of between 11-20 years. Only 10% had the longest experience of between 21-30 years. Since the majority of them lies between 11 and 20 years, this means that head teachers are experienced in administration which makes them stand in a better position to facilitate the implementation of curriculum learning outcomes, experienced teachers implement the curriculum very well as far as their qualifications in academics are concerned, mostly

because they are familiar with many challenges facing the learning and how to meet them.

4.6 Length of heading the current school.

In addition to the number of years of experience as a head teacher, they were further required to give information on the number of years they have been in the current institution. The response category was grouped into four as follows; less than 5 years, 6-10 years, 11-15 years and 16 years and above.

Table 4.3:

Length of stay in the current school for head teachers.

Response	Frequency	Per cent
Less than 5 years	6	30%
6 – 10 years	10	50%
11 – 15 years	3	15%
Above 16 years	1	5%
Total	20	100%

According to the above table, the findings shows that a half of the head teachers 10(50%) of them have stayed in their current school for 6-10 years, 6(30%) have less than 5 years, while3(15 %) are between 11-15 years. The most stayed, that is more than 16 years in the same school was only one head teacher 5%.Length of stay in a station

enables the head teacher to familiarise with the learning environment, the community and the learners in depths, this helps the head teacher to devise means and ways of meeting challenges that may be hindrance to the curriculum implementation better than a person who may seem to be new in that geographical area/learning area people or the surroundings.

4.7 Library Lessons

Teachers role in the library attendance include helping learners to locate and check out books and how to use the library's resources for their studies. The study sought to find out if learners in Ndavaya Zone attends library lessons. Library lessons help learners in reading and collaboration while sharing books in the library. It is an essential competency source to developing minds in learning institutions. It creates the significant behaviour of studying among learners. Libraries should exist in all schools. The library is vital in its role to learners as it delivers the knowledge stored amongst it.

The libraries within learning institutions assist in; influencing productive academic attainment of the learners. Learners can better achieve in tests through studying the different textbooks. Enables the responsibilities of the class teacher and makes sure that every learner can equally reach resources, notwithstanding their challenges and choices at home (Rashidah, 2017). However, the findings indicated that such lessons were not conducted with the majority of the participants agreeing that they hardly take their learners to the library. The findings show that 27(56.25%) of them said, it is not very often to take learners for the library lessons and others 18(37.50%) said not often. The two choices with majority respondents reveals that, there are no library classes in the zone, since only 3(6.25%) had responded very often. None of them had a response of

taking their learners to the library often. Lack of library sessions hinders teachers' implementation of the curriculum learning outcomes in the zone due to shortage of resources like books.

Table 4.4:

Library lessons attendance.

Response	number	per cent
Often	0	0%
Very often	3	6.25%
Not often	18	37.50%
Not very often	27	56.25%
Total	48	100.00%

4.8 Challenges during lesson planning.

For a teacher to deliver the curriculum well he or she has to plan well in advance, so that he/she is in a position to cater for the learners' needs. Challenges during lesson planning may include; lack of time for planning, lot of paper work, performance pressure from school administrators, limitations of standardized testing, handling too many learners and lack of proper funding. Planning of lessons is an essential factor in pedagogy structure. A lesson plan is a procedural guide that offers systems for significant pedagogy. Prior to developing a lesson plan, it is important to make clear the outcomes of the lesson. It is pivotal because it assists the educator in sustaining

quality trends of teaching and not allowing the class steer away from the topic. Prior planning assists in proper preparation in tackling questions posed by learners in class. (E-learning Network, 2018).

Out of 48 participants, the findings revealed that many teachers 30(62.5%) do not face any challenge when writing or preparing their lesson plans. This showed that they have the relevant resources needed in lessons preparation. Others, 15(31.25%) stated that they have challenges in lesson planning. This can be caused by many factors like teachers themselves, or even lack of books and resources. It was important to find out if they had the same challenges, or it was personal according to the teachers' views. Only 3(6.25%) said it was not applicable.

Table 4.5:

Response of teachers to whether they face challenges when lesson planning.

Response	Number	Per cent
YES	15	31.25%
NO	30	62.5%
N/A	3	6.25%
TOTAL	48	100.00

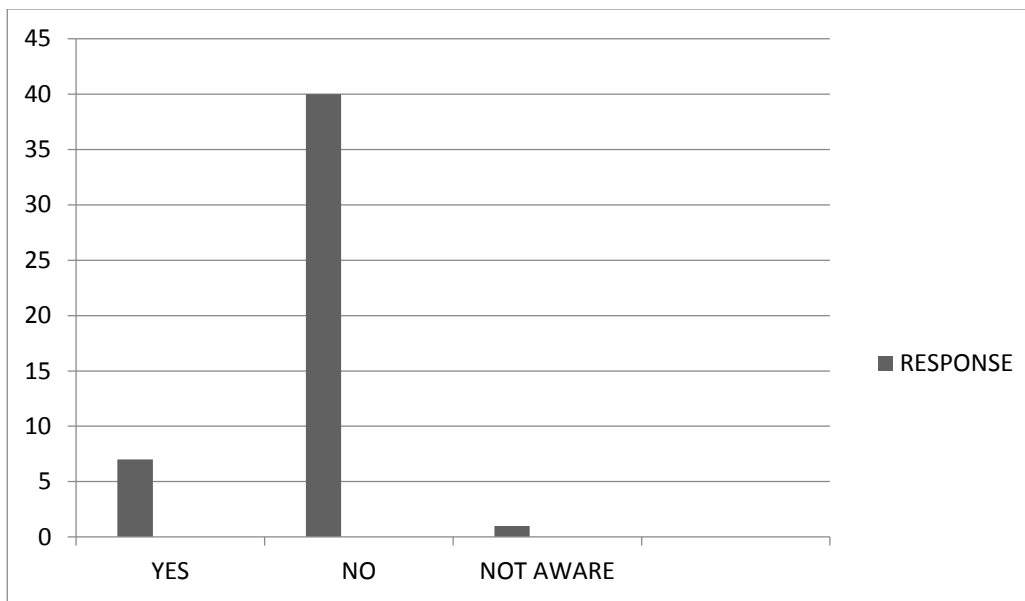
4.9 Textbooks in Schools.

Textbooks in schools assist in providing pupils with the suitable content within the implementation of learner surrounding so as to be realistic in learning. It assists to

make sure the planned targets and directions are attained. Textbooks also provides for productive and better evaluation of the curricula (FaranaazVeriava (2010).

Figure 4. 4:

Response of teacher on whether there are adequate text books in schools.



According to the figure above, on the adequacy of textbooks in a school. The findings indicate that there is a major shortage of textbooks in Ndavaya Zone, with 40 (83.3%) of the respondents saying that their schools do not have adequate textbooks. Only 7(14.5%) said yes, they have adequate text books in their schools. This is a very small percentage of the schools. Other 1(2.0%) was not aware about any information concerning text books. Lack of enough books in a school affects learning because learners scramble for the few books and they do not get much from those limited books.

The findings show that the zone is facing a shortage of textbooks in schools. Such facilities are key in enhancing the implementation of curriculum learning outcomes.

This implies that unavailability of pedagogy resources is among the factors influencing the curriculum implementation learning outcome. The findings are in line with those of (Helena, 2013) who found out that inadequate resources strain teachers and learners in looking for information. A shortfall in textbook has made it challenging even for educators to finish the syllabus because they are likely made to progress a little slower. This greatly affects the learning outcomes (Herald, 2010).

4.10 Teachers' time management

The researcher was required to fill in the observation checklist on how teachers responded to bells during the class sessions. This would tell whether they were dedicated in their teaching properly. The resolve connected to managing time is essential for teacher effectiveness and schools result (Master, 2013; Horng, 2010). The researcher observed only 3 schools where teachers were responding to bells promptly, the rest; 17 schools, teachers were reluctant in responding to bells. This shows that in Ndavaya Zone teachers were not effective in managing their teaching and learning time. The study revealed that teachers attitude was a hindrance to this time management factor as stated by their head teachers in the interview.

4.11 Teacher's attitudes towards curriculum implementation.

Available evidence regarding functions of successful education conventionally have looked at teacher's attitude and their background attribute influence to learners achievement within standardized examination (Hanushek&Rivikin, 2010; Todd&Wolpin, 2003). The researcher wanted to know such impacts of teachers' attitude in Ndavaya zone, Kwale County

Table 4.6:

Teachers attitudes towards curriculum implementation.

Response	number	per cent
Very positive	17	35.4
Positive	30	62.5
Negative	1	2.1
Total	48	100.0

The above table gives the results of teachers' attitudes towards the implementation of curriculum learning outcomes in Ndavaya Zone. Out of the 48 participants 17(35.4%) and 30(62.5%) had a respond that, teachers have very positive and positive attitude respectively towards the implementation of the curriculum. This shows that teachers were ready and willing to work effectively on the implementation of the curriculum learning outcomes in the subjects they teach. Only 1(2.1%) had a negative opinion. From the findings, it shows that teachers still need to change their attitudes towards the implementation of the curriculum learning outcomes in Ndavaya Zone, since their response contradicts with their head teachers' response in their interviews with the researcher. Many of the educators have a positive perspective in relation to implementation of curriculum learning outcomes in Ndavaya Zone, but most of the head teachers differed with them, saying that teachers' attitude was a hindrance in curriculum implementation in the zone because when they assign them duties, they do not do them as per their expectations. Ndavaya zone schools lack essential facilities,

which could hinder teachers' work, therefore, leading to a negative attitude towards teaching.

The Head teachers in their response from the interview felt that teachers' attitude was a hindrance in the implementation of curriculum learning outcomes in the zone. Most of them said that, they are not satisfied with teachers' conduct in their schools. One head teacher said; "My teachers here are not dedicated in their work, sometimes I feel as if I force them to work, why I say so is because you can assign duties to them but they take time before completing or starting working on them (head teacher, interview 2020)".

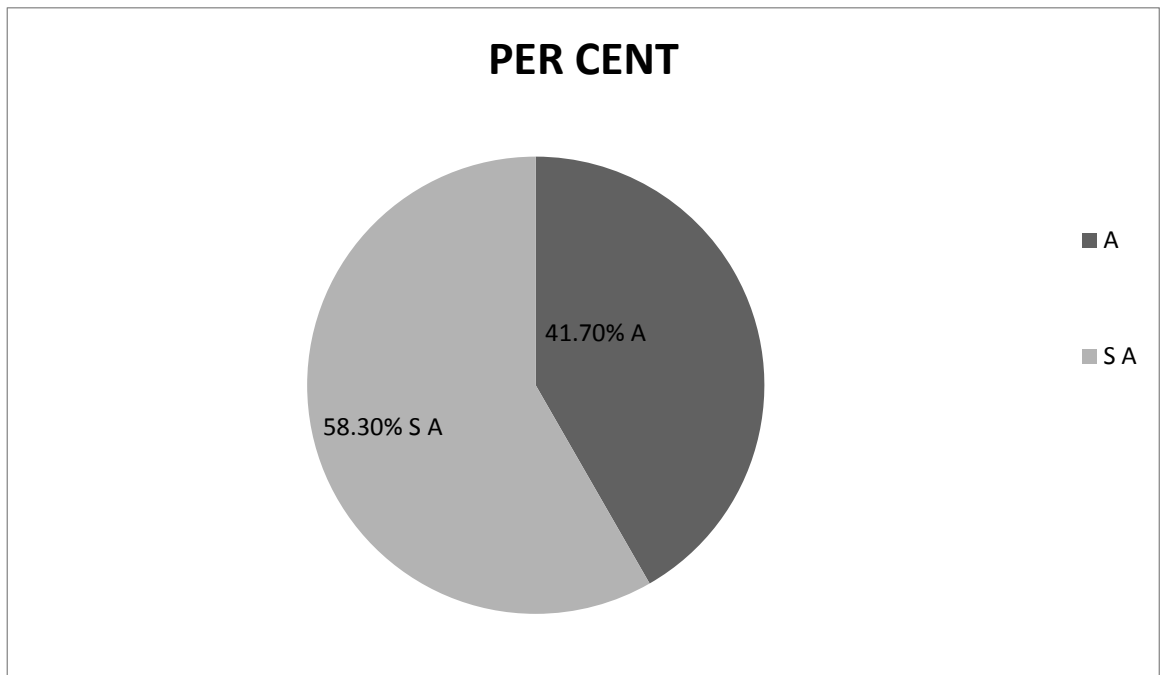
According to (Ekperi., 2019) they found out that, teachers attitudes were influenced by their governments' negative attitude towards them through lack of job satisfaction, poor remuneration among others and lack of teaching and learning resources in a school. Ndavaya zone schools lack essential facilities, which could hinder teachers' work, therefore, leading to a negative attitude towards teaching.

4.12 Experience of teachers versus curriculum implementation.

The figure below shows the findings from the data.

Figure 4. 5:

Teacher's response on whether experience is very important in curriculum implementation.



KEY:

S A= Strongly Agree

A= Agree

Majority of them 28 (58.3%) strongly agreed that experienced teachers were better placed in implementing the curriculum learning outcomes, the findings also showed that 20 (41.7%) of the participants agreed that experience makes teachers deliver well in class. These findings are in agreement with (Cherobon, 2016) who found out that teachers working over a long period enjoy teaching and are confident, experience also

influences teachers attitude. Experienced teachers know better how to handle different learners and they also know how to correct learners where they go wrong. This helps them achieve better learning outcomes.

4.13 Response of teachers to strictness in following the syllabus.

Table 4.7:

Teachers' response to strictness in following the syllabus.

Response	number	per cent
Strongly Agree	13	27.1%
Agree	5	10.4%
Neutral	1	2.1%
Disagree	22	45.8%
Strongly Disagree	7	14.6%
Total	48	100%

According to the findings in the table above, it shows that most teachers 22(45.8%) disagreed and 7(14.6%) strongly disagreed with strictness in following the syllabus while teaching; this shows that teachers have different reasons as to why they do not strictly follow on the syllabus. This means that effective teaching and learning is bound to suffer since time may be wasted due to poor planning and free style of individuals time management. However, 13(27.1%) strongly agreed that they should follow the

syllabus strictly. Only 5(10.4%) agreed and 1(2.1%) was neutral about the same. In contradiction to these findings (Musingafi et al., 2015) have argued that a syllabus sets a clear road map to be followed by the teacher, in guiding the learners in the implementation of the curriculum learning outcomes.

The syllabus can set a tone for what learners' interactions with their teacher will be. In her article '*what does your syllabus say about your course*, (Weimer 2011) encourages teachers to consider the use of a syllabus?

It conveys information about expectations. A syllabus functions as a contract between a teacher and a learner. It lays out teachers' expectations for the quality of work she expects from her learners and shows learners how they should prepare for class. For example, the syllabus can explain whether learners are supposed to do the readings before or after class. In addition to offering a calendar for the lessons, such as cues for learners in ways of utilizing time on activities, made it easier for the teacher and the learners to manage their time well (Bart, 2015).The researcher wanted to determine the strictness in following the syllabus by Ndavaya Zone teachers.When teachers fail to follow the syllabus, they pose a danger to the entire curriculum implementation process. This is true. In Ndavaya teachers' failure to stick to the syllabus hinders the implementation of curriculum learning outcomes.

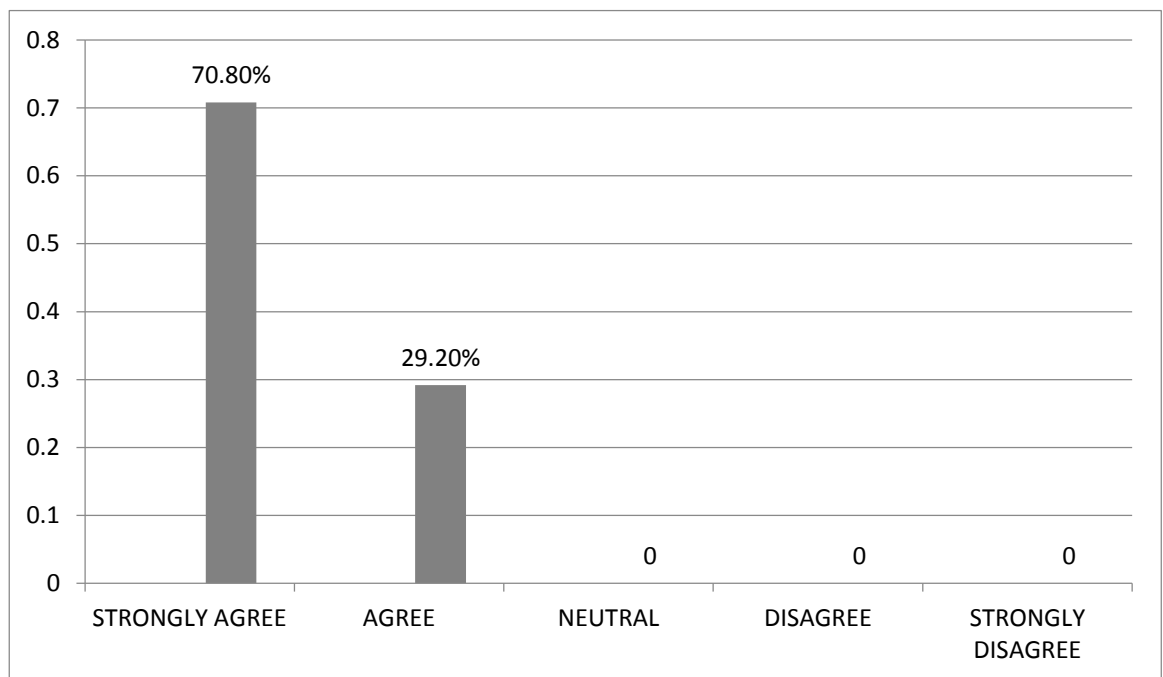
4.14 Response of teachers to whether the use of teaching/learning Aids helps in learners understanding.

The intention of using pedagogy resources during lessons is to enable the teacher conduct projections and presentations of the lesson content and attain educational

targets, while assisting the learners in getting the competencies and characterizing various capabilities and norms. The goals of using teaching and learning resources are: to enhance learners' inspiration, managing innovativeness, stimulating previous competencies, motivating the comprehension process, decoding, ordering and digesting the content, cognition (UNESCO, 2010).

Figure 4. 6:

Teachers' response to- the use of teaching/learning aids helps in learners understanding.



According to (Muthoni, 2018) while citing Mwangi (2004) said that teaching and learning resources best implements curriculum learning outcomes when planned and used well by teachers and learners. In her study, she found out that these resources are an integral part of implementing curriculum learning outcomes.

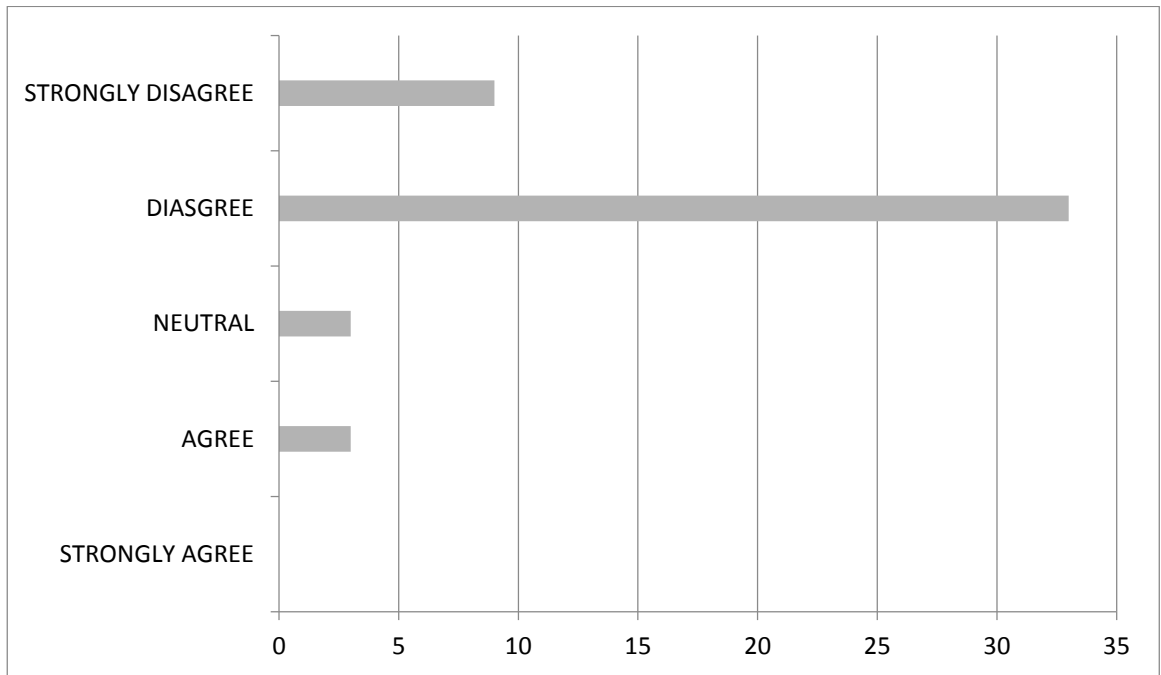
Majority of the respondents 70.8% strongly agreed and 29.2% also agreed that the use of teaching and learning aids assist learners in understanding the concept. Teaching and learning resources benefit learners by supplementing the learning process, they function as a place to introduce, reinforce and expand learners learning. The results therefore indicate that the zone is knowledgeable about the importance of learning resources to the learners. These findings were in agreement with (Okongo et al., 2015) in their study also found out that, the availability of teaching/ learning aids enhance curriculum implementation as well as meeting the learners needs. Lack of these resources would affect the implementation of curriculum learning outcomes, this is true because (Bizimana&Orodho,2014) in their study they also found out that, there exists a significant relationship linking pedagogy resources and teaching. Furthermore, they help a teacher in managing the learners while teaching.

4.15 Response of teachers to whether the number of learners in a class does not affects the teaching.

Studies have exhibited that learners in small sized classrooms achieve more in all units and the entire evaluation in relation to others in overcrowded lessons. In small sized classroom learners are likely to be ahead by a month or two in tackling content, and perform better on their learning outcomes (Bruhwiler& Blatchford, 2011; Chingos, 2013).

Figure 4. 7:

Response to whether- the number of learners in a class does not affect teachers' teaching.



The findings show that most teachers disagreed 33(68.75%) and 9(18.75%) strongly disagreed with the statement that; the number of learners in a classroom does not affect teaching. This reflects that, teachers work is affected by the number of learners in a class. Where learners are more teachers struggle to meet their needs, unlike where a class is sizeable for a teacher to handle. This is because of the diversity in teachers abilities in handling different classes. In his findings (Kyambi, 2019) differed slightly and cited the following reasons; lack of teachers, absenteeism of pupils and lack of resources as the leading factors in undermining teachers' work. He however agreed that, the number of learners in a class affects teaching and learning to some extent because of the heavy workload that teachers will be handling.

4.16 Teachers' response to whether professional development helps teachers in implementing curriculum learning outcomes effectively.

The society lately requires high standards of pedagogy from educators. Teachers are required to have high competency and experience in relation to pedagogy and evaluation activities so as to deliver those needs and education standards Zey(1984, cited in Ingersoll& strong, 2011), if a teacher has a quality education can implement teaching and learning instructions effectively. Professional development helps teachers find new ways of teaching, develop better skills in organizing and managing their time and activities, teachers also gain knowledge and insight into teaching and learning. It also enhances better learning outcomes for learners (Versant 2019).

Table 4.8:

Teachers' response to professional development and how it helps teachers in implementing curriculum learning outcomes effectively.

Response	Number	per cent
Strongly Agree	33	68.7%
Agree	13	27.1%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	2	4.2%
Total	48	100%

The findings indicate that over half of the teachers 33(68.7%) strongly agreed and 13(27.1%) agreed that professional development helps a teacher to be more competent in curriculum implementation. Only 2(4.2%) strongly disagreed. These findings are in agreement with (Keega, 2018) who found out that lifelong learning among teachers is very important because, it helps them cope well with the evolving career needs and system changes. She further suggested means of professional development which teachers can use, like attending in-service programs which is flexible and allows the teacher to continue working. Also, (Mizell& Learning Forward, 2010) agreed that professional development is more effective in teachers daily work. It helps them in analysing learners work, identifying problems and developing solutions to these learning problems.

4.17 Response of teachers to whether primary teachers can teach all the subjects well.

In primary levels institutions, educators organize the classroom, offer pedagogy to all classes and assist learners develop not just skills but also awareness in social and emotional aspects. To achieve this, educators in primary level schools are required to possess cognition of various subjects (2014 National Curriculum in England). The researcher wanted to know whether a primary teacher can teach all the subjects well or not. Below is the teacher's response.

Table 4.9

Response to whether primary school teacher can teach all the subjects well.

Response	Number	per cent
Strongly Agree	2	4.2%
Agree	5	10.5%
Neutral	1	2.0%
Disagree	30	62.5%
Strongly Disagree	10	20%
Total	48	100%

Findings in the above table show that, the majority of teachers 30(62.5%) disagreed, 10(20.8%) strongly disagreed, while 5(10.5%) agreed and 2(4.2%) strongly agreed with the statement that a primary school teacher can teach all the subjects well. Only 1(2.0%) was neutral. This shows that, teachers handles best the subjects which they have passion with, but not those forced to them by administrators to teach. Through the subjects of their choice, they then effectively implement curriculum learning outcomes.

4.18 Adequate teachers per school.

The head teachers in their interviews had to answer a question whether they have enough teachers in their schools. This is because the number of teachers has an impact on curriculum implementation as found out by (Projest, 2013) fewer teachers tend to

be overwhelmed by work and could not be effective and sometimes teachers are assigned subjects which they do not prefer and are not comfortable in teaching them.

Table 4. 10:

Head Teachers response to whether the school has enough teachers.

	YES,		NO		TOTAL	
	F	%	F	%	F	%
Are there enough teachers in your school?	5	25	15	75	20	100

This table clearly shows how the situation is in Ndavaya zone as far as the staffing is concerned. Only 5(25%) of the head teachers responded that they have enough teachers in their schools. Majority of them 15 (75%) confirmed that they lack adequate teachers in their schools. This will pose a challenge in implementing curriculum learning outcomes. The 5 head teachers stated that, the Government employed teachers were not enough but the parents managed to employ some teachers to cover the shortage, though faced by challenges of lack of payment by parents. “Yes, my school has enough teachers, but it is because of the parents who supported the idea of employing PTA teachers to cover the shortage. However, although they agreed to pay monthly, there is still a problem; some parents are not cooperating, they have not paid even a single shilling since last year” (*head teacher Interview, 2020*).The findings indicate that the zone has a shortage of teachers and when a teacher is absent or is attending to other administrative duties, the learners suffer a time loss greatly. 75% of the head teachers

stated that, in their schools they do not have enough teachers. Some schools with the help of their parents have opted to employ teachers to cover the shortage.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.

5.0 Introduction.

Chapter five looks at the summary of the findings which were obtained from the participants who included the head teachers and teachers of Ndavaya Zone. It also draws the conclusions of the study guided by the objectives, the research recommendations and suggestions for further studies.

5.1 Summary

The main intention of this research was to enquire about teacher factors influencing the implementation of curriculum learning outcomes in public primary schools in Ndavaya Zone, Kwale County. To achieve this, the researcher developed the following research targets; to evaluate the influence of quality of teachers in the implementation of curriculum learning outcomes in public primary schools in Ndavaya Zone, Kwale County, Identify the influence of working environment of teachers in implementation of the curriculum learning outcomes in public primary schools in Ndavaya Zone, Kwale County and Analysing the influence of teachers' time management factor in implementation of the curriculum learning outcomes in public primary schools in Ndavaya Zone, Kwale County.

5.1.1 Qualification of teachers in public primary schools in Ndavaya Zone Kwale County, Kenya

The outcome on the gender of participants shows that 14(70%) of the head teachers were male while 6(30%) were female. On the other hand, the male teachers were 28(58.3%) and their female colleagues 20(41.7%). This indicates that, in general the majority of teachers in the zone could be male teachers.

On age, most of the head teachers 18(90%) were above 36 years old, this indicated that schools are headed by experienced head teachers, also 28(58.35%) of the teachers were above 36 years old. Experienced teachers implement the curriculum very well because they are familiar with many challenges facing the learning and how to meet them.

As far as the educators qualifications in academics is concerned, most of the head teachers 8(40%) and teachers 28(58.3%) are Diploma holders who have been teaching for some time, for their age shows that they have been in the teaching profession for some time and this is reflected in the number of years they have taught, with the majority of them having been teaching for over 16 years. This indicates that they are competent enough with quite a good experience in supervision for the head teachers and curriculum implementation for the teachers.

The findings also show that, 10(50%) of the educators have been in their current schools for between 6 and 10 years. Those who have been in the same station for less than 5 years were just 6(30%). The longest-serving head teacher in the same school was one (5%) who served for over 16 years.

5.1.2 Teachers working environment in public primary schools in Ndavaya zone, Kwale County, Kenya.

Findings on teacher's attitude shows that, teachers have a positive attitude toward curriculum implementation, however, they are some who still need to change their attitude, a positive attitude implies that teachers are ready to implement the curriculum. But contrary findings from most of the head teachers stated that, teachers had a negative attitude which was hindering curriculum implementation in Ndavaya Zone. Head teachers claimed that when they assign duties to teachers, they do not take them seriously. For them to execute their duties educators are required to possess high moral,

inspiration and wide experience and this may be achieved through good pay, promotions and raised status among others. The work surrounding is composed of a series of elements such as institutional norm, style of management and policies of human resource. Therefore employees' contentment is the level at which staff feel personal gratification in their duties.

In the case of lesson preparation, 30(62.5%) of teachers stated that they do not have any challenge when lesson planning for their subjects, Only 15(31.25%) said they have challenges. The researcher concluded that; teachers have the required resources for their lessons preparations and they are knowledgeable in their subjects they teach. However, the major problem facing the zone according to the findings is the lack of adequate textbooks, majority of the respondents 40(83.3%) said that, they do not have adequate textbooks. With the implementation of free primary education program and competency-based curriculum at the moment in Kenya, the challenge of insufficient of resources is rampant, books being inclusive. Lack of enough books will hinder teacher's curriculum implementation.

The Library lessons are hardly conducted in Ndavaya Zone, most teachers 27(56.25%) said they do not very often conduct library lessons for their learners. This means that, such lessons are hardly conducted. Library lessons help learners in reading and collaboration while sharing books in the library. It is a vital source of competencies for developing minds in learning institutions. It creates the essential reading behavior within learners. A library should exist in each school to improve learning environment.

5.1.3 Time management by teachers in public primary schools in Ndavaya zone, Kwale County, Kenya.

The outcomes here show that 22(45.8%) of teachers do not strictly follow the syllabus; this is because of the reason that they handle learners with different abilities and they opt to ensure all learners get what they deserve despite of their big classroom enrolments.

Majority of them, over 70% stated that the use of teaching and learning resources is very useful in assisting the learners to understand a concept or idea, hence good instructional delivery and time management. This shows that teachers in the zone are aware of the importance of teaching and learning aids. However, teachers' effectiveness in instruction delivery is affected by the number of learners in a class. A big class with learners of diverse needs is difficult to handle because of the big workload, hence time loss through big class control and management.

Professional development and academic qualifications of teachers was good with 8(40%) and 28(58.3%) of the head teachers and teachers having Diplomas respectively. The findings indicated that over a half of the participants agreed that it helps a teacher in proper implementation of the curriculum learning outcomes effectively, but disagreed with the statement that a teacher can teach all the subjects effectively. Most teachers teach best what they are best in, through good planning and delivery, hence proper time management in class.

Findings also indicates that the zone has a shortage of teachers and when a teacher is absent or is attending to other administrative duties, the learners suffer a time loss greatly. 75% of the head teachers stated that, in their schools they do not have enough

teachers. Some schools with the help of their parents have opted to employ teachers to cover the shortage. In an interview, a head teacher said that they have employed them yes, but the biggest challenge is paying their salary.

Teachers Arrival and departure time in schools matters a lot. The teacher will have enough time to interact with the learners. Proper teaching therefore demands for increased contact hours between the teacher and the learner, where the teacher has enough spare time, not only to prepare for the lessons but also to check the learners work covered, as a means of developing their manipulative and cognitive skills in class.

5.2 Conclusions

Premised on the outcome and the survey objectives of the research on teacher factors influencing the implementation of curriculum learning outcomes in public primary schools in Ndavaya Zone, Kwale County, Kenya. The following conclusions were made;

On teachers qualification, there is evidence of professional development in the zone because several teachers have acquired higher education certificates after being employed. If a teacher has a quality education can implement teaching and learning instructions effectively. Professional development helps teachers find new ways of teaching, develop better skills in organizing and managing their time and activities, teachers also gain knowledge and insight into teaching and learning hence improving the learning outcomes.

Looking at the findings on the working environment, there is a challenge in library lessons in the zone, majority of the respondents stating that there are no library lessons

conducted in the zone. Lack of library sessions hinders teachers' implementation of the curriculum learning outcomes in the zone due to shortage of resources like books. Teachers pointed out that they have no challenges in preparing their lesson plans.

The zone is also facing a shortage of teaching and learning materials like textbooks in schools. Such facilities are key in enhancing the implementation of curriculum learning outcomes. This implies that unavailability of teaching and learning resources is among the factors influencing the implementation of curriculum learning outcome. No productive teaching is delivered in the absence of sufficient pedagogy resource, since pupils basically grasp by engaging with the resources which are already there in their surroundings. Therefore, the instructional materials such as books in Ndavaya zone are central to the implementation of the curriculum learning outcomes. The research also concludes that the distribution of teaching and learning resource materials have not been effectively distributed in Ndavaya Zone. Findings also indicates that the zone has a shortage of teachers so more teachers need to be employed and a fairly teacher distribution in terms of staffing to be employed to reduce gender disparity.

The majority of teachers in the zone are male. These findings could be an indication that more male teachers were given priority on mass recruitment by the teacher's service commission in Ndavaya Zone. This case shows that more male teachers were being employed in Ndavaya Zone than females causing the existing gender disparity. The zone also has experienced teachers who can implement the curriculum outcomes so well. These teachers are also qualified to teach and the head teachers are qualified to head the schools.

As far time management factor is concerned, majority of teachers have a positive perspective towards the implementation of curriculum learning outcomes in Ndavaya Zone, but most of the head teachers differed with them, saying that teachers' attitude was a hindrance in curriculum implementation in the zone because when they assign them duties, they do not do them as per their time expectations. Ndavaya zone schools lack essential facilities, which could hinder teachers' work, therefore, leading to a negative attitude towards teaching hence time loss.

5.3 Recommendations.

5.3.1 Recommendations on research findings.

Premised on the outcome of the survey, the preceding presuppositions were reached.

- i. Teachers to be sensitized on how to improvise teaching and learning aids to enhance maximum delivery and understanding.
- ii. Teachers service commission should employ more teachers and make sure that they are better remunerated so as to provide an inspiration service which would result in educators performing their roles better. This will cater for the teacher's shortage being experienced in Ndavaya zone, Kwale County.
- iii. There is need for the teacher's service commission to balance the staffing of teachers, in order to reduce the existing gender disparity in teachers in Ndavaya Zone Kwale County.
- iv. There is need for teachers to apply learner-centred method of teaching which involves use and manipulation of teaching and learning aids to enhance maximum delivery.

5.3.2 Recommendations for further research.

The following areas can be considered for further research.

- i. A study to find out how the teachers' teaching methods influence the implementation of curriculum learning outcomes within public primary schools in Kenya.
- ii. A research study to find the influence of teaching resources on implementation of curriculum learning outcomes in public primary schools in Kenya.
- iii. A study to determine the factors hindering the smooth implementation of curriculum learning outcomes in Kenya.

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APPENDICES

Appendix A: Interview schedule for the head teacher

Dear Respondent.

This interview is only for research purposes and is to collect data on the teacher factors influencing the implementation and attainment of learning outcomes, in public primary schools in Ndavaya Zone of Kinango Sub-county, Kwale County in Kenya.

The information you give will be treated with confidentiality and will only be used for academic purposes.

Section A: Background information

- 1) What is your gender? Male Female
- 2) What is your age bracket?
Below 30 yrs. 31-40 yrs. 41-50yrs. 51-60yrs
- 3) What is your professional qualification currently?
- 4) What are your experiences as a head teacher?
Below 10 yrs (). 11-20yrs (). 21-30 yrs().
- 5) For how long have you been the head of this school?
- 6) What is the total enrolment of the school?
- 7) Which is the best-performed subject in your school?

Section B.

STATEMENT	YES	NO
8) Are there enough teachers in the school?		
9) According to your view, is the curriculum too loaded for the teachers to handle?		
10) Does the school have all the facilities required to implement the curriculum?		
11) Does the school have conducive teaching /learning environment?		
12) Are you satisfied with your teachers' conduct in curriculum implementation?		
13) Do teachers teach the subject of their choice?		
14) Have the teachers performed as per your expectations?		

15) Please, identify some challenges that as a head teacher you face in the management of curriculum implementation in your school?

.....

16) In your conclusion what can you say on teachers' role as curriculum implementers?

.....

Thank you very much.

APPENDIX B: Questionnaire for Teachers

Dear respondent.

This is a questionnaire, not an examination. It is intended to collect data on how the teacher factor influences the attainment of the curriculum in primary schools in Ndavaya zone, Kwale County.

Your response will be treated with confidence it deserves and it will only be used for academic purposes.

Instruction: Tick (√) where Appropriate.

SECTION A; BACKGROUND INFORMATION

1. What is your gender?

a) Male () b) female ()

2. What is your age bracket?

a) Below 25yrs, () 26yrs to 35yrs () above 36 yrs, ()

3. What is your academic qualification?

a) Certificate () b) Diploma () c) Degree () d) Masters ()

4. How many years have you taught?

a) Below 5 () b) 6-10 () c) 11-15 () d) 16 and above ()

SECTION B;

5. How often do you take your pupils to the Library?

- a) Often () b) Very Often () c) Not Often () d) Not very often ()

6. Do you face any challenges when writing your lesson plans?

- a) Yes () b) No () c) N/A ()

7. Do you have adequate text books in your school?

- a) Yes () b) No () c) I don't know () d) N/A ()

8. Do you experience any challenges when using different textbooks?

- a) Yes () b) No ()

(b) If yes, state the challenges

i)

ii)

iii)

9. In your opinion, what is the attitude of most of your colleagues towards curriculum implementation?

- a) Very Positive () b) Positive () c) Negative () d) Very Negative () e) Undecided ()

9. What is your weekly teaching load?

.....

.....

10. Are you in a position to tackle all your lessons in the timetable in time?

i) YES () NO ()

ii) If NO kindly share the reasons?

a).....

b).....

c).....

d).....

e).....

SECTION C;

Strongly Agree (SA) =5 Agree (A) =4 Neutral (N) = 3 Disagree (D) =2 Strongly

Disagree (SD) =1

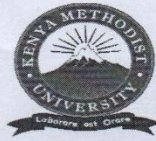
No	Statement	SA	A	N	D	SD
1	A teacher's experience is very important in curriculum implementation					
2	I have to strictly teach according to the syllabus guidelines					
3	The use of teaching and learning Aids helps learners understand easily.					
4	The number of learners in a class does not affect a teacher's teaching					
5	Professional development by teachers help them in implementing curriculum outcomes effectively					
6	A primary teacher can teach all subjects competitively					

Thank you for cooperating.

Appendix C: Observation checklist for teachers

1. Are the teachers responding prompt to bells? YES () NO ()
2. Are classes full of learners and do they have enough seats? YES () NO ()
3. What is the ratio of teachers to pupils in a class?
4. Are there enough teaching-learning materials in classes?.....
5. Are there enough classrooms in the school?.....
6. Are school targets displayed on the
walls?.....

Appendix D: University Authority Letter



KENYA METHODIST UNIVERSITY MOMBASA CAMPUS

P O Box 89983-80100 MOMBASA, Kenya
Tel: 0748414998

Fax: 041-2495946
E-mail: mombasa@kemu.ac.ke

Date: 21-02-2020

TO WHOM IT MAY CONCERN

Reg. No: **EDU-3-7154-2/2015**

Name: RONALDAH CHARI MWASHASHU

This is to confirm that the above named person is a bona fide student of this University pursuing a **Master of Education in Curriculum Studies** as part of the degree requirements the student is required to undertake research and write a thesis in the area of specialization.

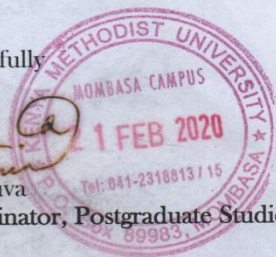
The student is undertaking research on **“Teacher factors influencing the implementation of curriculum learning outcomes in public primary school in Ndavaya Zone.**

Kwale County” and is currently proceeding to collect field data.

Any assistance given towards attaining this goal will be highly appreciated.

Yours faithfully


Eric Mathuva
For Coordinator, Postgraduate Studies



Appendix E: Ministry Of Education Research Authority

MINISTRY OF EDUCATION STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telegrams "EDUCATION", KINANGO
Telephone: 0721263025
When replying please quote
REF: KNG/ED/R.152/VOL.I/58



SUB COUNTY EDUCATION OFFICE
P.O BOX 16-80405
KINANGO.
DATE: 10TH MARCH, 2020

RONALDAH CHARI MWASHASHU
KENYA METHODIST UNIVERSITY
P.O.BOX 89983 – 80100
MOMBASA

RE: RESEARCH DATA COLLECTION PERMIT

The above named officer is hereby granted permission to visit public primary schools in Ndavaya zone in order to conduct a research on: **"TEACHER FACTORS INFLUENCING THE IMPLEMENTATION OF CURRICULUM LEARNING OUTCOMES IN PUBLIC PRIMARY SCHOOLS IN NDAVAYA ZONE, KWALE COUNTY"**. During this study, the researcher will interact with the head teachers and teachers. However this activity should not interfere with the normal learning.






Please accord her the necessary assistance.

ABRAHAM C. NYAMAWI

SUB-COUNTY DIRECTOR OF EDUCATION
KINANGO SUB COUNTY
P. O. Box 16-80404
KINANGO

FOR: SUB COUNTY DIRECTOR OF EDUCATION
KINANGO

Appendix F: Thesis Permit from NACOSTI

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 222385	Date of Issue: 28/March/2020
RESEARCH LICENSE	
	
This is to Certify that Miss.. Ronaldah Chari Mwashahu of Kenya Methodist University, has been licensed to conduct research in Kwale on the topic: TEACHER FACTORS INFLUENCING THE IMPLEMENTATION OF CURRICULUM LEARNING OUTCOMES IN PUBLIC PRIMARY SCHOOLS IN NDAVAYA ZONE, KWALE COUNTY. for the period ending : 28/March/2021.	
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222385 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.	

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

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3. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research
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7. The Licensee shall submit one hard copy and upload a soft copy of their final report (thesis) within one of completion of the research
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