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**Teacher Factors Influencing the Implementation of Curriculum Learning Outcomes in Public Primary Schools in Ndavaya Zone, Kwale County, Kenya**

By

Ronaldah Chari Mwashashu<sup>1</sup>, Samuel Muli<sup>2</sup>, Benjamin Mwandoe Mwawasi<sup>3</sup>

Department of Education

Kenya Methodist University P.O Box 89983-80100

Corresponding email: [ronaldahmwashashu01@gmail.com](mailto:ronaldahmwashashu01@gmail.com)

**Abstract**

The purpose of this study was, to investigate the teacher factors influencing the implementation of curriculum learning outcomes in public primary schools in Ndavaya Zone, Kwale County, Kenya. It was guided by the following objective; identify the influence of working conditions of teachers in the implementation of the curriculum learning outcomes, in public primary schools in Ndavaya zone, Kwale County. The research study was guided by the hierarchy of needs theory by Abraham Maslow. It adopted a descriptive survey 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 primary schools. This was to ensure validity in the study, and reliability of the research instruments. The Data collected was analyzed using descriptive and inferential statistics. Data was presented using frequency and percentage tables, pie charts and bar charts. The researcher considered research ethics by seeking permission from relevant authorities and participants did not write their names on the questionnaires. Concerning the school environment, enrolment and staffing, 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 finding shows that, 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 be distributed fairly, schools should seek for donor aids to acquire more books, and teachers should improvise teaching and learning aids. Parents in the zone to be sensitized to buy books for their children. The researcher recommended further studies to be conducted on; the influence of teaching and learning resources on implementation of curriculum learning outcomes in public primary schools in Kenya. In conclusion, 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. 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.

**Keywords:** Kenya, Curriculum implementation, Curriculum, Public primary schools

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### **Introduction and Background of the Study**

A study carried out by Kruijer (2010) indicates that many teachers are not effectively well informed on providing guidance to their learners. These teachers often face overcrowded classrooms, under resourced schools lacking appropriate facilities and poor pay and working conditions, which combined not only to negatively influence on teacher's motivation and status, but in the long run seriously affecting learning outcomes.

In a longitudinal study conducted in Ghana about what certification does tell about teacher effectiveness on the learning outcomes, Ajayi (2011) indicated that teachers who are prepared with instruments of teaching such as schemes of work, lesson plans, and records of work are competent in their delivery and have the greatest impact on learner's achievement. The study further indicated that any form of preparedness such as provision of teachers, instructional resources, school facilities and manifestation of positive attitude are among the principal components of any pedagogical program aimed at improving curriculum implementation. John (2010) indicates that: Government schools do not offer quality education because teachers are demoralized to work effectively due to low salaries they get, uncertainty system for promotion and poor treatment they get from the government, the school environment also does not motivate them to teach and the status of the classrooms are not attractive at all. This implies that teachers' commitment to teaching effectively is much affected by these factors to handle curriculum.

According to a study carried out by Kenya National Examination Council–National Assessment System for Monitoring Learner Achievement (KNEC-NASIMLA, 2010), there are various social factors that influence the implementation of learning outcomes. These factors among others include teacher training; availability of teaching, learning materials, time allocation, classroom practices and head teacher characteristics. 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.

### **Statement of the Problem**

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,

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review their practices by evaluating learners work and attending refresher courses on pedagogical skill. 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) cited adequate resources, training and qualification of teachers, school policies and school management such as Board of management as factors that influence curriculum implementation in a school.

Currently, 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 was out to find out the influence of working conditions of teachers in the implementation of the curriculum learning outcomes, in public primary schools in Ndavaya zone, Kwale County.

### **Objective of the Study**

To identify the influence of working conditions of teachers in the implementation of the curriculum learning outcomes, in public primary schools in Ndavaya zone, Kwale County.

### **Review of Related Literature**

#### **Teachers Working Conditions**

In order to do their work effectively, teachers need to have high morale, motivation and mastery of knowledge (Wachanga & Mwangi, 2004). Such conditions will allow them to spark enthusiasm in learners and utilize appropriate teaching strategies to increase learning. If a teacher is excited about the subject and shows the relevance of the assignments to the real world and the learners' future careers, he or she will be able to convince the learners that the course content is interesting and relevant, thus the assignments are worthwhile (Taylor, 2014). This makes teaching real and meaningful to the real world situation.

With the implementation of the Free Primary Education programmed and competence-based curriculum currently in Kenya, the problem of inadequate facilities is rampant. According to Kirimi and Mwaniki (2004), no additional classrooms have been built to cater for the increased numbers. UNESCO (2006) reports that in most primary schools in Kenya there is poor school infrastructure. There is also a major shortage of desks.

According to Rukunga and Mutethia (2006), proper hygiene in schools is essential for enhancing effective learning, attracting enrolment in schools particularly of girls and in sustaining a reduced burden of diseases and worm infestation among pupils. The two authors also report that, despite the increased enrolments in primary schools in Kenya which is as a result of the Free Primary Education programmed, water and sanitation facilities remain the same.

Kosgei (2012) states that, inadequate water and sanitation facilities mostly affect adolescent school girls. Most schools in Kenya also lack chalkboards and visual aids. The foregoing discussion indicates that, the lack of facilities in schools in Kenya is a major problem affecting teachers in the implementation of educational reforms and policies in Kenya.

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Allen & Meyer, 1990 advocates that an employee's overall satisfaction in his/her job is the result of a combination of factors. The management's role is to enhance an employee's job satisfaction by creating a positive work environment

Although recruiting knowledgeable and skilled teachers is important, it is insufficient for schools to ensure effective teaching and learning outcomes (Berry, Daugherty, & Wielder, 2009; 2010). Good teachers need a workplace that promotes their efforts in a variety 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 conditions under which they work. Jackson (2014) concluded that "Teachers may be more or less effective as a contextual function of schools' working conditions transpose human capital into productivity and effective instructional practices".

Okumbe (1998) says that workers were concerned with their work environment for their comfort as well as in facilitating efficiency at work. The environment should be clean, modern with adequate and appropriate tools for work. Providing productivity tools such as upgraded information technology helps employee accomplish a task more effectively, contributing to job satisfaction (Darling Hammond, 2001). The employees' morale will be high in tasks they are assigned to do.

Mbugua (1998) states that the work environment is made up of a range of factors including institutional culture, management styles, hierarchies and human resources policies. Employee satisfaction is the degree to which employees feel personally fulfilled and contented in their job roles. Employee turnover is the rate at which employees leave their employers, whether voluntarily or otherwise.

These three distinct concepts are inseparably linked; workplace environment greatly influences employee satisfaction, which in turn directly affects employee turnover rates. In the Kenyan context, the situation of high teacher turnover is not any different from the global and regional trends (Orodho&Waweru, 2013). Oketch and Ngware, 2012 indicates that, not only is there a shortage of qualified teachers in Kenyan schools, but also teachers are leaving the profession to take up non-teaching employment.

According to Orodho and Waweru (2013), knowing how to use a positive work environment to increase employee satisfaction and reduce turnover is key for developing a high-performance workforce. Any teacher would desire working conditions that result in greater physical comfort and convenience. The absence of such working conditions among other things can have poor impact on working mental physical well-being (Robbins, 2000). Robbins goes further to advocate that, working conditions will influence job satisfaction as employees are concerned with a comfortable physical working environment which influences job satisfaction. He says that, fairness is an equal treatment, receiving the same services and benefits as competent leaders are essential to the success of the school. He commented on how a lack of basic amenities such as desks, chairs, tables and benches, made the teaching more difficult. "If there aren't enough desks and benches, chairs and tables the teachers are suffering and the teaching process is not good."

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The study of Orodho and Waweru (2013) revealed that in some schools, the Teacher: pupil ratio was 1:70 which was far beyond the recommended maximum rate of 1:40. Such a high ratio has got its challenges also (Okwach & George, 1997). (UNESCO, 2005) For instance shows that, teachers find it impossible to pay attention to all learners, especially the slow ones. Teachers also were not able to give adequate assignments to the pupils, as they could not cope with the marking and teaching workload.

A World Bank report notes that books are among the most effective investments to increase learning outcomes. It noted that in many Sub-Saharan African countries, Kenya being included, there is little funding for textbooks, which are too pricy, and unavailable to many learners or are poorly used.

Maintaining energy and enthusiasm is a challenge for even the most experienced teachers. It is said that many teachers do not voluntarily 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 behavior have always been hard to cope with. Teachers have therefore been discouraged to help such learners and even teach them with interest (World Bank report).

In addition, there is lack of commitment 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 agreements set to level teachers' salaries with other civil servants, the problem is set to be solved soon. Poor remuneration, compared to other professionals has always been a challenging teacher factor in teaching (World Bank report). Considine and Zappalla, 2002 indicates that, teachers at "disadvantaged schools" for instance, often hold low expectations of their learners, which compound the low expectations by learners and their parents too

Ogola, 2009 and MOE, 2012 states that, teacher's shortage remains a major issue in education. In certain of the most acute cases, there is an existing shortfall of approximately 30 per cent of qualified teachers in primary schools, with even greater shortages in remote and high-risk areas (ILO/UNESCO, 2006; MOE, 2012). This has led to the teacher-pupil ratio in some schools going as high as 1:90, which is far beyond the recommended maximum ratio of 1:40

Over enrolment influences the quality of education. It does not allow the use of learner-centred teaching methods which facilitate effective learning. Rather, teachers find it impossible to pay attention to all learners, especially the slow ones (UNESCO, 2005). Moreover, the present primary school teacher is trained to handle an average of 40 pupils, not a crowd.

Free primary education led to the enrolment of over-aged children and sometimes even adults in primary schools. Teachers who were trained to teach young children find it hard to deal with learners of diverse ages and diverse backgrounds in large classes (Ogola, 2010). Dawo (2011) observed that induction of teachers in Kenya was poorly done, without clear objectives and without considering the needs of the novice teacher. She further noted that the experienced teachers themselves did not feel 'qualified' to do the induction.

Furthermore, many countries, Kenya being one of them, continue to lack systematic induction programs for beginning teachers or to make adequate provision for the professional

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development of teacher educators. Indoshi (2003) and Dawo (2011) say that induction of newly qualified teachers in Kenya is haphazard and informal and teachers rarely benefit from it. Schweisfurth, 2011 noted that, teacher-centred pedagogy is favoured in a culture that teachers who are elders are supposed to be in control and learners are expected to be obedient and not to question authority.

Ellis and Dick (2002) suggested that the status of working conditions of teaching had to be improved in ways compared to other college graduates. For example, most teachers have limited access to an office, computer, telephone, or security. Compensation is also not comparable to a job requiring similar levels of education and activity and the workload is large that it denies many, if not most teachers the right to excel in teaching without undue hardship and personal sacrifice.

Leshao (2008) found out that in Kenya Free Primary Education was introduced without prior preparation and teachers had a feeling that, the lack of preparation was a cause of low motivation. Findings by Sogomo (1993) in the study on job satisfaction of secondary school principals in the Rift Valley Province of Kenya were similar. He proposed that the work environment in the school should be such that it enhances teacher's sense of professionalism and in turn decreases their dissatisfaction.

Teachers working conditions have been considered as among the factors affecting the learning outcomes (Crossman & Harris, 2006). A major perception of developed countries on school effectiveness is that of achieving better learning outcomes, by depending fundamentally on improvements in teaching. Although many factors influence learning outcomes, teaching is the main school-level determinant of school performance, therefore ways to improve teachers working conditions and job satisfaction are central to any systematic attempt to improve learning outcomes. A considerable amount of research has been conducted on what makes the effective teacher. Yet, the focus on policy reforms in most countries has been on improving learning outcomes through better allocation of resources, more accountability, curriculum reform and better pre-and in-service training. However, the limited impact of many of these interventions has focused on politicians and policymakers to focus increasingly on the needs of teachers.

## **Theoretical framework**

### **Maslow Hierarchy of needs theory**

This study was guided by the hierarchy of needs theory by Abraham Maslow (1943). The theories of human nature as demonstrated on the Maslow's hierarchy of needs advocates to what contributed to the employees' self-respect, recognition, status and economic power.

According to Maslow, human needs are arranged in a series of levels of the hierarchy of importance. The needs on the hierarchy include Physiological needs followed by safety needs, social needs, self-esteem and self-actualization at the highest level.

According to Maslow, once a lower need has been satisfied, it no longer acts as a motivator. The need for the next high level in the hierarchy demands satisfaction and becomes a motivator. Only unsatisfied needs do motivate people. This theory is very useful to management approaches in motivations and design of organization strategies to satisfy different individual

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needs. With regards to this theory, it argues that lower needs take priority. They must be fulfilled before the others are activated; therefore, this hierarchy of needs theory assumes that needs are source of motivation. Behavior developed because of interaction between needs and the environment. The environment can either facilitate or be a barrier to satisfaction of needs. A good or bad school environment is one of the factors that affect the teaching and learning process.

The school environment is referred to all characteristics found in a school that results largely from actions taken consciously or unconsciously by school community members, which affects the learning outcomes. Such characteristics include the intellectual condition of the institution, the method of teaching and learning, the nature of the staff, learners' relationship and overall teacher's motivation (Bloom, 1976).

He also comments that the major factor that influences teacher's decision to participate in school activities included pay, promotional practices, school size, immediate environment (for example supervisory style and group interaction patterns), autonomy role, clarity and personal detail (age, nature, personality and vocational interest).

Tears (1977) argue that if employees (teachers) are not promoted they remain with their contribution, and then the question of effectiveness becomes an academic problem. Teachers' motivation is normally reflected in their attachments and commitment to school activities. Attachments are expressed in turn over, absenteeism and other forms of withdrawal and decreased time spend on the work environment.

### **Research Design**

This research adopted a descriptive survey research method. Mugenda and Mugenda (2013) notes that, descriptive studies are designed to attain and preserve information concerning the position of phenomena and whenever possible to draw a valid general conclusion for the data discovered. 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%. According to Mugenda and Mugenda (2003), this percentage is sufficient. The focal tactic for acquiring primary data was interview schedule, questionnaire and observation checklists

### **Results and Discussions.**

#### **Influence of working conditions of teachers in the implementation of the curriculum learning outcomes**

As far as teachers working conditions are concerned in relation to the school environment, enrolment and staffing of teachers, the following results were obtained:

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### Library Lessons

The researcher wanted 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 important source of knowledge to young minds in schools. It develops the important habit of reading among the learners. Every school should have a library (Rashidah, 2017). The school library plays a great role in the life of learners by serving as the store house of knowledge.

School libraries help to: Impact positively on the academic achievement of the learners. Learners can perform better during examination by reading various books. Facilitate the work of the classroom teacher and ensures each learner has equitable access to resources, irrespective of home opportunities or constraints 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 reveal 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 1. Library lessons Attendance**

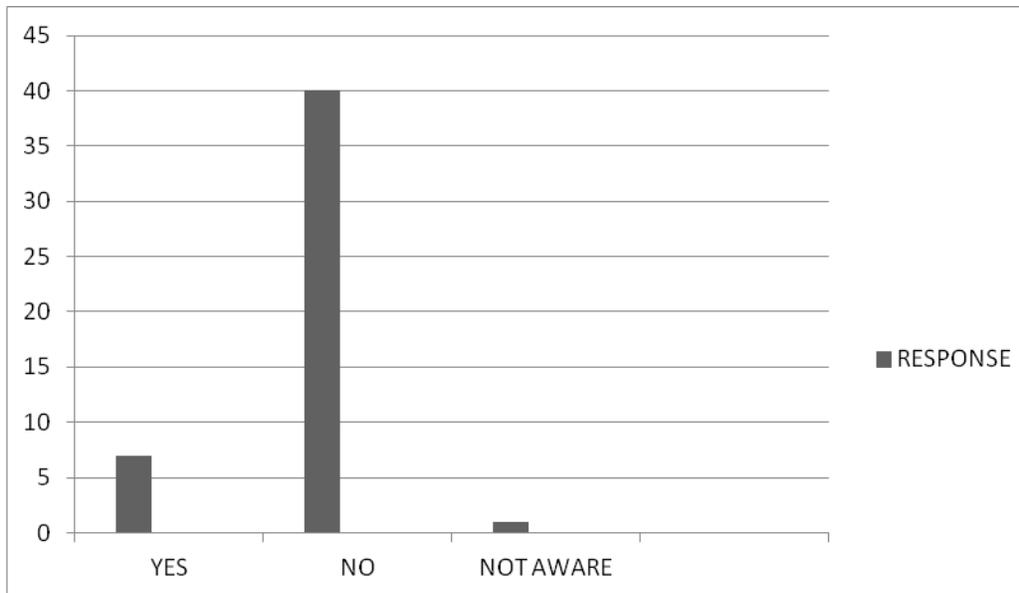
<b>Response</b>	<b>number</b>	<b>per cent</b>
Often	0	0%
Very often	3	6.25%
Not often	18	37.50%
Not very often	27	56.25%
Total	48	100.00%

**Source: Researcher 2020**

### Textbooks in Schools

Textbooks in schools helps to give learners the appropriate or relevant content with the application of the learner's environment in order to make learning real, it helps to ensure that the set goals and objectives are achieved. Textbooks also enables effective proper assessment and evaluation of the curriculum Faranaaz Veriava (2010).

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**Figure1 Response of teacher on whether there are adequate text books in schools.**

Source: Researcher 2020

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 does not have adequate textbooks. Only 7(14.5%) said yes they have adequate text books in their schools. This is a very small per cent comprising of very few 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 teaching and learning resources is among the factors influencing the implementation of curriculum 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. Shortage of textbooks has made it difficult even for teachers to complete the syllabus as they are often forced to move at a slower pace. This greatly affects the learning outcomes Herald (2010).

#### Summary

The Library lessons are hardly conducted in Ndavaya Zone, most teachers 27 (56.25%) said that they do not very often conduct library lessons for their learners. This means that, such lessons are hardly conducted.

The zone is also facing a shortage of textbooks in schools. Lack of textbooks affects curriculum implementation.

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### **Conclusions**

Library lessons is still a challenge 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. 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 in Ndavaya Zone.

### **Recommendations**

Teachers service commission should employ more teachers and ensure that they are well paid so as to create a service of motivation, which would be in turn ensure that teachers do their work perfectly. There is need for the teachers' service commission to balance the staffing of teachers, in order to reduce the existing gender disparity in teachers in Ndavaya Zone Kwale County.

Parents can be sensitized and advised to contribute and build libraries in their schools, then buy storybooks which can be stored in the libraries for their children to use. School administrations should be advised to seek measures, like writing proposals to donors to get adequate books for the learners. Sensitization of teachers to improvise teaching and learning aids to enhance maximum delivery and understanding.

### **Recommendations for further research**

The following areas can be considered for further research. A research study to find out the influence of teaching and learning resources on the implementation of curriculum learning outcomes in public primary schools in Kenya. A study to find out how the teachers' teaching methods influence the implementation of curriculum learning outcomes in public primary schools in Kenya.

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