

# Employee and Financial Factors as Impediments to Curriculum Implementation among Schools in Marakwet West Sub-County, Elgeiyo Marakwet County

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## **Abstract:**

**Purpose-** This paper aimed to determine the employee and financial factors affecting curriculum implementation in Marakwet West Sub-county, Elgeiyo Marakwet County.

**Design/ Methodology/ Approach-** descriptive statistics were used to analyze data involving 2400 school managers, teachers and parents among the schools in Marakwet West Sub-County.

**Findings-** The study findings showed a positive effect of employee and financial factors on curriculum implementation among schools in the sub-county.

**Research Limitations/Implications-** The cross-sectional nature of collection of data weakens the author's claim of causality between the variables in focus. Similarly, the descriptive analysis done couldn't provide the real effects as the variability and causality of the variables couldn't be determined with such statistics. School managers need to uphold employee and financial factors which would improve curriculum implementation in those schools.

**Practical implications-** schools must focus on staff and financial factors while delivering their curriculum in order to be assured of effective curriculum implementation.

**Social implications-** employee and financial factors have an impact on effective curriculum implementation among schools, hence the society benefits from such implementation. The school stakeholders should strive to improve on them for societal benefits.

**Originality/ Value-** This is the first study to investigate a linear relationship between employee and financial factors on curriculum implementation among schools in Marakwet West sub-county, Elgeiyo Marakwet County.

**Keywords-** Pedagogy, Curriculum Implementation, Employees, Financial Factors, Schools.

**Paper type-** Research paper.

## I. BACKGROUND TO THE STUDY

The introduction of free primary education (EPE) in 1993 heralded a new dawn for primary Education in Kenya. Many pupils thronged schools for basic education and even

mature people like the late Kimani Maruge, who also opted to join primary education. This posed a challenge to the implementation of the programme in terms of the quality of education on officer. The primary of basic education was vested with the responsibility of providing quality education in the primary schools with views that primary education is crucial for human capital formation and for enhancing education for all children of the age of going to school (World Bank, 1997). According to the UN charter (1990) of the rights of the child, the quality of education should be offered for national development. In the article, the UN dedication states that "all children have a right to free education and should be protected from exploitation, neglect and cruelty" (CRC, 1990).

It isn't enough for children to attend school, but the major concern is the relevance and the quality of education they are provided in these schools. It should be relevant to the individual development and life (UNICEF, 1999). Primary education in Kenya is provided by the government and the private sector under the supervision of the ministry of education (Elimu Yetu Coalition, 2003). The ministry of education science and technology was given the mandate of administering and managing primary schools. More so the ministry of education has ensured that there is protection of relevant curriculum and implementation of the same through Kenya institute of curriculum development (K.I.C.D). Primary education curriculum was the brain child of Gachathi report (1976), the report recommended that the Kenya institute of curriculum development (KICD) was meant to develop and produce a curriculum and resources relevant to the country.

The curriculum should provide an all round development of the child and the primary schools should be responsible for fostering children development. The teachers and other stakeholders who transmit knowledge to children should be conversant with how children grow, develop and have some children general knowledge on psychology of children which this call for teacher's competence. Cheung and Ping man Wong (2012) observed that curriculum reforms in Hong Kong was still facing several key obstacles and challenges just as

was common in many other countries and attributed these factors such as teachers heavy work load, learning diversity in class and teachers inadequate understanding of the reforms.

Although documented information show that both boys and girls drop out of school with gender disparity in dropout rate from region (Mainah, 2013) the dropout rate in Marakwet West Sub County is worrying in addition to this previous researchers addressing educational issues related to enrolment, retention and dropout rates are often focusing on other parts of the county and none has specifically considered this region for the study (Mainah, 2007). This means that, there is scarcity of information on challenges facing the pedagogy of primary education curriculum implementation. This study addresses this gap by investigating the challenges responsible for slow realization of the effects of the primary education curriculum among the children of Marakwet West Sub-County.

#### *Statement of the Problem*

Despite the introduction of free primary education in Kenya, curriculum implementation still stands as a pedagogical problem in Marakwet West Sub County of Elgeyo Marakwet County (Mainah, 2013). This can be seen from the Districts Education data 2006 where the enrollment of 15,300 class one intake dropped to 7600 candidates of the 2013 K.C.P.E (KNEC, 2014).

The mean score realized for the 2015 academic year being 256 which was slightly above average (Mainah, 2013). This drop of performance is worrying since fewer pupils who advance to class eight provide fewer burdens for the teachers' task despite the teacher preparing well their daily work to meet their pedagogical obligation result continue to diminish giving an average of 246 with a population drop of 4292(KNEC, 2014). This statistics provide a drop of 56% from the 2014 results statistics. There is a clear positive correlation associated where the populations drop commensurate to final drop in KCPE result (KNEC, 2014). It is clear that the issue of population drop is not a problem on the teachers pupil ratio since other schools in other areas still do well despite a higher ratio for the same (KNEC, 2014). It is clear that the pedagogical issue in these schools is affected by various causes such that full curriculum implementation is not realized (KNEC, 2014). The problem thus may be associated with school employees as well as the availability and use of the financial resources in those schools. Hence the current study attempts to investigate the effects of employee and financial issues on curriculum implementation among schools in Marakwet West Sub-County, Elgeyo Marakwet County.

#### *Objectives of the study*

- (i). To investigate the effect of personnel factors on curriculum implementation among schools in Marakwet West Sub County of Elgeyo-Marakwet County.
- (ii). To establish the effect of financial factors on curriculum implementation among schools in

Marakwet West Sub County of Elgeyo-Marakwet County.

#### *Research Questions*

- (i). What personnel factors influence curriculum implementation among schools in Marakwet West Sub County of Elgeyo-Marakwet County?
- (ii). How do financial factors influence curriculum implementation among schools in Marakwet West Sub County of Elgeyo-Marakwet County?

#### *Assumption of the Study*

The study was conducted with the assumption that all the schools under the study are homogenous. These schools are fully informed about the education curriculum and the teachers within this region who are employed by the Teachers Service Commission and the respective schools are trained to handle pedagogical issues pertaining to curriculum instruction. Secondly, the opportunity for learning is deemed equal for all children under free or universal equation.

#### *Scope of the Study*

The study focused on the challenges facing the pedagogical of primary education curriculum implementation in Marakwet West Sub County in Elgeyo Marakwet County. The research specifically focused on the main issues of concern as presented in the objectives and anything outside this scope shall be disregarded. In addition under methodology the study will focus mainly on qualitative methods of collecting and analyzing data. The study took place from August 2014 to December 2015. The study used the Resource dependency theory (Pfeffer & Salanck, 1978).

#### *Theoretical Review*

The study utilized Resource dependency theory (Pfeffer & Salanck, 1978). This is a theory that explains how external resources of organizations affect the behaviour of an organization. In the context of the current study, the schools in Marakwet West in the quest of getting competitive advantage in terms of curriculum implementation need external resources, particularly employees (teachers) who are qualified. These include teachers and management of these institutions, combined together with financial resources.

According to this theory, organizations like schools depend on resources from the environment, from other organizations, confer power to the organizations and are diversified into labour, raw materials, capital and others (Pfeffer & Salanick, 1978). This has the implication that schools in Marakwet West have these resources within their environments although they are controlled by other organizations like Teachers Service Commission and have financial implications for their acquisition.

*The effects of employee factors on curriculum implementation among schools in Marakwet West Sub-County*

The leadership in schools plays a crucial role in ensuring that the policies formulated in all levels are implemented in schools (Kathleen, 2005). School leadership is testified by the top management employee who is the school principal. Public schools depend on external players, for performing principal and other employees (Pfeffer & Salanck, 1978). The kind of management in these institutions is a key requirement for their competitive performance (UNESCO, 2004). Abagi (1999) also contents that in Kenya we have inefficient school management which makes teachers lax. There's also lack of adequate supervision from the Quality, Assurance and Standards Officers (QASO's) who are the external players to these schools (UNESCO, 2004).

In Kenya, it is the head teacher who is in charge of school based supervision (Syomwene, 2003). He/she assigns duties to teachers and ensures that the duties are executed. He/she also organises in service courses for teachers, provides teaching and learning resources, motivates and encourages teachers (Syomwene, 2003). He/she also clarifies curriculum objectives for teachers and solves the needs of teachers. Head teachers thus need management skills. Capacity building for teachers, head teachers, education managers, parents and community members is also critical so that each of them is aware of his/her role in the education provision process.

*The effects of financial factors on curriculum implementation among schools in Marakwet West Sub-County*

Majority of Kenyans are of middle income. This becomes an impediment in cases where an educational reform requires financial support from the members of the community. An example is the 8.4.4 system of education which was implemented as from January 1985. The implementation meant increased costs of education in putting up classrooms, workshops, home science rooms and laboratories. Many parents could not cope up with the costs and what followed was regional and gender disparities and declining enrolment ratios. Abagi (1997) comments that the result was a high wastage in the education sector as a result of high repetition and dropout rates.

Another example is the cost sharing strategy that was introduced in Kenya in 1988. This was a recommendation by the Kamunge report of 1988 (). With the cost sharing strategy, the government was to pay teacher salaries and those of educational administrators. The parents were to provide for tuition fees, textbooks, activity and examination fees. The community on the other hand was responsible of putting up physical structures and ensuring their maintenance (Kamunge report, 1988) The transfer of costs to parents at a time when they were still struggling to meet increased tuition costs brought about by the implementation of the 8.4.4 system of education was ill advised (Elimu Yetu Coalition, 2003). Deolalikar (1999) notes that disparities occurred in terms of access to quality of education since not all groups could marshal resources on an equal footing. The overall effect of the cost sharing strategy in education was the regression in all

indices of participation and negative quality and equity impacts (East African Standard June 24 2001). It was difficult for parents and the communities to support education adequately making education beyond the reach of many households. In Kenya, poverty levels have been rising in the country (Elimu Yetu Coalition, 2003). The increased levels of poverty make parents unable to pay school levies for their children, to feed their children properly and provide adequate health services. Before the introduction of Free Primary Education in 2003, children of parents who could not afford costs of instructional materials, tuition fees, school uniform and activity fees tended to go to school irregularly and would eventually drop out of school (Elimu Yetu Coalition, 2003).

Kenya also experiences the problem of low agricultural output (UNESCO, 2006). Rains are unpredictable especially in parts of North Eastern, Eastern and Coastal regions in Kenya. UNESCO (2006) report that in arid areas in Kenya pupils sometimes drop out of school due to famine. This is in such districts as Kitui, Mwingi, Makueni, Turkana, Mbeere, Garissa, Maralal, Samburu, Kwale, Isiolo and Marsabit among others. Letiwa and Koross (2008) report that thousands of children in Samburu district are out of school looking after livestock as a way of earning a living. Food is scarce in such areas and when available, expensive resulting to some families being only able to provide one meal a day or none at all. Other pupils are forced to drop out of school to take care of their siblings when their parents go out in search of food or to look for jobs to supplement the family income (UNESCO, 2006).

Another problem in Kenya is that teachers the implementation of the FPE as from 2003 has placed a heavy burden to the teachers due to the increased enrolments (Nkinyangi, 2003). The increased enrolments have resulted to an increased work load (UNESCO, 2006). Although the government of Kenya has currently reviewed teachers' salaries, we find that the income is still wanting because of the current economic demands in Kenya (Williams, 1979). In conclusion, poor economic growth in Kenya has had negative impacts in the implementation of educational reforms and policies in Kenya.

## II. METHODS

### *Research Design*

This study was conducted through a case study design approach. The design described and explained the challenges facing pedagogical practices of primary school education curriculum implementation.

The study used a survey which is descriptive. According to Tromp (2006), a research design can be regarded as an arrangement of conditions for collection of data in a manner that aims at combining relevance with the research purpose. This approach seeks to collect data without manipulating the research variables or the respondents in an attempt to determine the challenges facing pedagogical practices of primary school education curriculum implementation.

The study employed a descriptive design. This approach collected data without manipulating the research variables or the respondents in an attempt to find effects of quality customer service on brand loyalty. The researcher chose this research design since inferences about relations among variables are made, without direct intervention from related variation of independent and dependent variables (Paton, 2000). In this study, variables were investigated without any manipulation or alteration and descriptive methodologies used.

#### *Study Area*

The study was carried out in Marakwet West Sub County in Elgeyo County. It has seven divisions which are subdivided into 13 zones. The total number of primary schools is 125. Education News Letter (2014) geographically the area is lowland and the people practice mixed farming. The choice of Marakwet West Sub County was due to the fact that it is easily accessible to the researcher and that is in accordance to Singleton (1988) who argues that the ideal setting for any study should be accessible to the researcher.

#### *Target Population*

Marakwet West Sub County has 125 schools which are public (KNEC, Newsletter Report 2008- 2012). The target population will be head teachers, teachers and parents of the primary level of education in Marakwet West Sub County. Data was collected from employees who are registered members of trade unions. The study targeted a total of 2400 head teachers, teachers and parents. 30% of the targeted population was chosen to get a sample size of 205 respondents.

Table 3.1 Target Population

Respondents	Target population	Sample size
Head teachers	125	38
Teachers	500	76
Parents	1775	91
<b>Total</b>	<b>2400</b>	<b>205</b>

Source: Research Data, 2015

#### *Sample Size and Sampling Procedure*

The Sample size was 205 respondents as described below. The respondents were obtained from the 125 primary school from Marakwet West Sub County. Stratified sampling was used to divide the population into three categories thus head teachers, teachers and parents and 30% from every stratum were selected purposively. This was based on Naissuma, (2000) who suggests that for descriptive research 30% of the accessible population is adequate. Proportional allocation method was used to distribute the sample size.

Formula:

$$n = \frac{Nc^2}{C^2 + (N-1)e^2}$$

Where:

n is the sample size

N is the population size

C is Covariance ranging between 10% and 30%

e is the standard error 0.02%

#### *Data Collection Procedure*

The researcher developed a proposal over a period of about 1 month under the guidance of the supervisors; obtained a letter from Kisii University and Marakwet West Sub County where the research was conducted and a permit from the Ministry of Higher Education to undertake the research. When approval was granted, the researcher proceeded to collect data from the respondents using questionnaires. The data was collected by the researcher to limit the cost of research. Questionnaires were distributed to the respondents in advance, and then collected latter though most of the respondents filled the questionnaires as I waited. The data was analyzed using descriptive statistics and information was presented in form of tables.

### III. FINDINGS AND INTERPRETATIONS

#### *Response rate*

The instruments for data collection were administered within a period of two weeks where 205 questionnaires were distributed to each identified respondent who would fill and return. For those who requested for more time, cordially acceptable dead lines were fixed against which the copies would be collected. At the expiry of the period, all copies were successfully collected and returned for analysis. This represented 100% response rate which the researcher used to analyse the data.

#### *Descriptive analysis of respondents according to their response levels*

The purpose of descriptive statistics is to enable the researcher to meaningfully describe a distribution of scores or measurements using a few indices or statistics. For purposes of this study frequencies and percentages were used where necessary. The study responses are shown in the subsequent tables below. The target respondents were employees of head teachers, teachers and parents who participate in curriculum implementation.

#### *Effects of Personnel Factors on Curriculum Implementation in Marakwet West Sub- County*

The study sought to find out from the respondents who were; head teachers, teachers and parents on factors influencing curriculum implementation as the first objective.

When the respondents were asked whether, teachers' inadequate preparation affects curriculum implementation. Majority 111(48.5%) of the respondents strongly agreed, 83(36.2%) agreed, 5(2.2%) were neutral, 4(1.7%) strongly

disagreed while 2(0.9%) disagreed as shown in table 4.1 below. This implies that most of the respondents strongly agreed that teachers' inadequate preparation affects curriculum implementation.

Regarding whether low teachers and pupils interests affects curriculum implementation, Majority 103(45.0%) of the respondents agreed, 62(27.1%) strongly agreed, 24(10.5%) were neutral, 11(4.8%) disagreed while 5(2.2%) strongly disagreed as shown in table 4.1 below. This implies that most of the respondents agreed that low teachers and pupils interest's affects curriculum implementation.

When the respondents were asked whether, lack of teachers' dedication towards their work affects curriculum implementation. Majority 74(32.3%) of the respondents strongly agreed, 72(31.4%) agreed, 34(14.8%) were neutral, 21(9.2%) disagreed while 4(1.7%) strongly disagreed as shown in table 4.1 below. This implies that most of the

respondents strongly agreed that lack of teachers' dedication towards their work affects curriculum implementation.

In view of whether, head teachers' poor leadership skills affect curriculum implementation. Majority 77(33.6%) of the respondents agreed, 50(21.8%) strongly agreed, 42(18.3%) were neutral, 29(12.7%) disagreed while 8(3.5%) strongly disagreed as shown in table 4.1 below. This implies that most of the respondents agreed that head teachers' poor leadership skills affect curriculum implementation.

When the respondents were asked whether, poor parents' socio economic status affects curriculum implementation. Majority 92(40.2%) of the respondents agreed, 51(22.3%) strongly agreed, 39(17.0%) were neutral, 15(6.6%) disagreed while 8(3.5%) strongly disagreed as shown in table 4.1 below. This implies that most of the respondents agreed that Poor parents socio economic status affects curriculum implementation.

Table 4.1 Personnel factors Influencing Curriculum Implementation

Statement	SA-5 (Strongly Agree)	A-4 (Agree)	N-3 (Neutral)	D-2 (Disagree)	SD-1 (Strongly Disagree)
Teachers inadequate preparation affects curriculum implementation	111(48.5%)	83(36.2%)	5(2.2%)	2(0.9%)	4(1.7%)
Low teachers and pupils interests affects curriculum implementation	62(27.1%)	103(45.0%)	24(10.5%)	11(4.8%)	5(2.2%)
Lack of teachers dedication towards their work affects curriculum implementation	74(32.3%)	72(31.4%)	34(14.8%)	21(9.2%)	4(1.7%)
Head teachers poor leadership skills affects curriculum implementation	50(21.8%)	77(33.6%)	42(18.3%)	28(12.2%)	8(3.5%)
Poor parents socio economic status affects curriculum implementation	51(22.3%)	92(40.2%)	39(17.0%)	15(6.6%)	8(3.5%)

Source: Research Data, (2015)

#### *Effects of Finance on Curriculum Implementation among Schools in Marakwet West Sub- County*

The study sought to find out from the respondents who were; head teachers, teachers and parents on the role of finance on curriculum implementation as the second objective.

When the respondents were asked whether finances allocated to the school affect curriculum implementation. Majority 118(51.5%) of the respondents agreed, 41(17.9%) strongly agreed, 30(13.1%) were neutral, 13(5.7%) disagreed while 3(1.3%) strongly disagreed as shown in table 4.2 below. This implies that most of the respondents agreed that finances allocated to the school affect curriculum implementation.

In regard to whether budget of the school affect curriculum implementation, Majority 107(46.7%) of the respondents agreed, 50(21.8%) strongly agreed, 29(12.7%) were neutral, 14(6.1%) disagreed while 5(2.2%) strongly disagreed as shown in table 4.2 below. This implies that most of the respondents agreed that budget of the school affect curriculum implementation.

When the respondents were asked whether, expenditure of the school affect curriculum implementation. Majority 71(31.0%) of the respondents agreed, 57(24.9%) were neutral, 43(18.8%) disagreed, 22(9.6%) strongly agreed while 12(5.2%) strongly disagreed as shown in table 4.2 below. This implies that most of the respondents agreed that expenditure of the school affect curriculum implementation.

In regard to whether, debt of the school affect curriculum implementation, Majority 94(41.0%) of the respondents agreed, 52(22.7%) strongly agreed, 36(15.7%) were neutral while 23(10.0%) agreed as shown in table 4.2 below. This implies that most of the respondents agreed that debt of the school affect curriculum implementation.

When the respondents were asked whether, liabilities owed by the school affect curriculum implementation. Majority 83(36.2%) of the respondents agreed, 61(26.6%) strongly agreed, 29(12.7%) disagreed, were neutral while 12(5.2%) strongly disagreed as shown in table 4.2 below. This implies that most of the respondents agreed that liabilities owed by the school affect curriculum implementation.

Table 4.2 Role of Finance on Curriculum Implementation

Statement	SA-5 (Strongly Agree)	A-4 (Agree)	N-3 (Neutral)	D-2 (Disagree)	SD-1 (Strongly Disagree)
Finances allocated to the school affect curriculum implementation	41(17.9%)	118(51.5%)	30(13.1%)	13(5.7%)	3(1.3%)
Budget of the school affect curriculum implementation	50(21.8%)	107(46.7%)	29(12.7%)	14(6.1%)	5(2.2%)
Expenditure of the school affect curriculum implementation	22(9.6%)	71(31.0%)	57(24.9%)	43(18.8%)	12(5.2%)
Debt of the school affect curriculum implementation	52(22.7%)	94(41.0%)	36(15.7%)	23(10.0%)	
Liabilities owed by the school affect curriculum implementation	61(26.6%)	83(36.2%)	20(8.7%)	29(12.7%)	12(5.2%)

Source: Research Data, (2015)

#### *Effects of Financial factors on Curriculum Implementation among Schools in Marakwet West Sub- County*

The study revealed that majority 51.5% of the respondents agreed that finances allocated to the school affect curriculum implementation. 17.9% strongly agreed, 13.1% were neutral, 5.7% disagreed while 1.3% strongly disagreed. This implies that most of the respondents agreed that finances allocated to the school affect curriculum implementation.

Majority 46.7% of the respondents agreed that budget of the school affect curriculum implementation, 21.8% strongly agreed, 12.7% were neutral, 6.1% disagreed while 2.2% strongly disagreed as shown. This implies that most of the respondents agreed that budget of the school affect curriculum implementation.

Majority 31.0% of the respondents agreed that expenditure of the school affect curriculum implementation, 24.9% were neutral, 18.8% disagreed, 9.6% strongly agreed while 5.2% strongly disagreed as shown in table 4.2 below. This implies that most of the respondents agreed that expenditure of the school affect curriculum implementation.

The study revealed that majority 41.0% of the respondents agreed that debt of the school affect curriculum implementation, 22.7% strongly agreed, 15.7% were neutral while 10.0% agreed. This implies that most of the respondents agreed that debt of the school affect curriculum implementation.

The study further revealed that majority 36.2% of the respondents agreed liabilities owed by the school affect curriculum implementation, 26.6% strongly agreed, 12.7% disagreed, were neutral while 5.2% strongly disagreed. This implies that most of the respondents agreed that liabilities owed by the school affect curriculum implementation.

#### IV. LIMITATION OF THE STUDY

The limitations of the study such as the fear of the unknown, inability to access secondary data and response rate were confirmed. The study anticipated the likelihood of respondents not giving information considered sensitive and internal. As a mitigation strategy, nevertheless, the researcher first assured respondents on necessity for data confidentiality and this was

demonstrated by not obliging them to write their names on the collection instrument.

#### V. SIGNIFICANCE OF THE STUDY

To the employers and managers of organizations, practioners and professionals in the education sector, the study established the effects of employee and financial resources on curriculum implementation in Marakwet West Sub-county, Elgeiyu Marakwet County. It therefore enables them adopt appropriate strategies in their organizations that are in line with enhanced curriculum implementation through the implementation of employee and financial policies in those schools.

The policy makers would in use the findings to craft policies that would sustain curriculum implementation hence the improvement of performance within schools in Kenya (Kiriimi & Mwaniki, 2004). In addition, the findings of the study would enhance employee welfare within the school system (Katunzi & Ndalichako, 2004).

Finally, the study findings add to the body of knowledge as the results support the resource dependency theory (Pfeffer & Salanck, 1978 ) through the recognition of employee and financial factors as crucial in the school system. It also contributes to further academic research based on the recommendations for further studies made.

#### VI. RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

The study recommends that primary schools should be given more funds that can cater for the high number of enrolled pupils to enable smooth curriculum implementation. Enough teachers should also be employed to match the high number of enrolled pupils to enable smooth curriculum implementation. School facilities should be provided by education stakeholders to enable smooth curriculum implementation. It is also suggested that future researchers should focus on other resource other factors that may inhibit effective curriculum implementation among schools. There should also be an attempt to do inferential analysis in order to get more insight on the effect of such factors.

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