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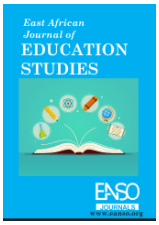

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Original Article

Influence of School Based Factors on Implementation of Curriculum in Primary Schools in Banadir Region Mogadishu Somalia

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ABSTRACT

This study investigates the school-based factors influencing curriculum implementation in primary schools within the Banadir region of Mogadishu, Somalia. Guided by three research objectives, the study examines the influence of time allocation, the impact of teacher training, and the availability of teaching and learning materials on curriculum implementation. The literature review centres on appropriate objectives, A descriptive survey design is employed, with a target population of 48 primary schools, 1520 pupils, 404 teachers, and 48 head teachers in the Banadir region. Sampling methods include simple random sampling for participating schools and teachers and stratified random sampling for pupils. Data is collected through questionnaires, and analysis is conducted using SPSS version 20, Quantitative data was analysed using descriptive statistics; frequencies, and percentages. The findings reveal that time allocation significantly influences curriculum implementation, with pupils and teachers indicating insufficient time despite head teachers' contrary views. The study establishes that the level of teacher training also plays a crucial role in curriculum implementation. Furthermore, the availability of teaching and learning materials is identified as a key factor influencing curriculum implementation. Recommendations include additional lesson allocations to enhance curriculum coverage and ensuring the provision of adequate teaching and learning materials.

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INTRODUCTION

Curriculum implementation involves the actual engagement of learners with planned learning opportunities. Marsh and Stafford (1988) also highlight three dimensions of curriculum concept. First, they explicit that curriculum includes not only syllabi or listing of contents, but also a detailed analysis of other elements such as aims and objectives, learning experiences and evaluation as well as recommendations for interrelating them for optimal effect. Second, curriculum comprises of planned or intended learning, calling attention to unexpected situations which necessarily may occur in the classroom practices. Thirdly, curriculum and instruction are inextricable. Rightly contend that curriculum is part of teaching, not separate from it. Therefore, the most agreed basic notion of the curriculum is that it refers to a plan for learning. (University of Pretoria (2004)

In Ireland, Childs (2014) indicated that effective implementation of chemistry education is threatened by factors such as transition between levels of education, science background of students, diversity of the student body, problem of science language, and cognitive level of students. In addition, scientific misconceptions among students, impact of information technology (IT) on instruction, and ignorance of chemistry education research amongst most lecturers also affect the implementation of chemistry curriculum.

In Kenya, the education system is structured in such a manner that chemistry subject is first presented to all learners at the secondary school level of the basic education curriculum Although, some basic aspects of chemistry are taught at the primary school level, during this stage, those concepts are presented integratedly in science subject. At the secondary school level, the subject becomes autonomous. Its concepts, principals and skills are taught by experimental investigations; practical approach. This requires subject specific teaching, learning materials and facilities (TLMFS) such as the laboratory, apparatus, chemicals, safety equipment, record keeping books and personnel; laboratory assistant (Imonje, Ndirangu, et al, (2018).

Furthermore, Graham (1991) emphasizes, education program cannot succeed without adequate facilities like classroom, textbooks to name just a few. He goes on to say that scientific laboratories and workshops need to be well equipped and supplied with consumables and provision must be made for proper maintenance of building and equipment. Institutions should operate with well-stocked and up-to-date libraries that have sufficient study space and that cater to the teaching and research needs of the various academic departments. The quality of education and teaching institution, Graham (1991) keeps on saying, is related to an extensive use of modern educational technologies, such as 'multi-media technology network communication technology' and so on, which have increasingly become the quality of education and teaching the new 'growth points'. Effective teachers ask a lot of questions and attempt to involve students in class discussion. There should also be a mix of product questions (that is expecting a single response from students) and process questions (that is expecting students to provide explanations), but effective teachers ask more process questions. (Benjamin & Aluko Orodho, 2014).

In Somalia, the collapse of the Somali state in 1991 led to the breakdown of all formal learning systems in the country and destruction of education facilities. To date the country does not have a uniform education system as the education sector is supported by various stakeholders, including regional administrations, international NGOS, community education committees (CECS), community-based organizations (CBOS), education umbrella groups and networks, NGOS, private sector, and religious groups. As a result of this state of strife, civil war and lack of consistent good governance within the education sector, the overall adult literacy rate, which according to the 1975 population census was 54 percent, dropped to 40 percent according to PESS 2014 data. In terms of adult literacy Somalia has the third-lowest literacy rate among

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ten Sub Saharan neighboring counties. Somalia's rate of 40 percent is only lower than Ethiopia (39 percent) and South Sudan (27 percent). The resulting Somali curriculum was issued in 2000 and brought together elements from various existing curricula from Kenya, Saudi Arabia, emirate and Egypt. Curriculum development and implementation today presents both a strategic process challenge as well as a policy challenge. Somalia in general has been suffering from different types of syllabuses produced by different NGOS and institutions causing confusion in the curriculum in schools. Further confirmation is by the global study carried out by the UNESCO (2006) whose findings state that curriculum is under -utilized due to teachers incompetence on curriculum due to lack of training on curriculum and discomfort in using sensitive materials. There seems to be several factors influencing the curriculum implementation process in Somalia and how to implement new a national curriculum launched 2018 in Somalia has been a challenge (Moe Somalia 2019). The structure, term times, text books and even the language of teaching have all been changed to bring about a "Somali-owned system". Unfortunately, no systematic research addressing the problem has been carried out in Somalia in general and Banadir region Mogadishu in particular. It is view of this gap that the researcher designed and conducted this study, which focused on the influence of school-based factors on implementation of curriculum in primary schools in Banadir region Mogadishu Somalia.

Research Objectives

This study aims to:

- Examine the influence of time allocation on curriculum implementation in primary schools in Banadir region, Mogadishu, Somalia.
- Determine how the level of teacher training influences curriculum implementation in primary schools.
- Establish the influence of the availability of teaching and learning materials on curriculum implementation in primary schools.

Research Questions

This study addresses the following questions:

- In what ways does time allocation influence curriculum implementation in primary schools in Banadir region, Mogadishu, Somalia?
- How does the level of teacher training influence curriculum implementation in primary schools?
- In what ways does the availability of teaching and learning materials influence curriculum implementation in primary schools?

MATERIALS AND METHODS

This section outlines the methodological approach employed to investigate the influence of school-based factors on curriculum implementation in primary schools within the Banadir region of Mogadishu, Somalia. A descriptive survey research design was chosen for its appropriateness in studying the factors affecting curriculum implementation. The aim of the survey, as articulated by Mugenda and Mugenda (1999), was to gather information that describes existing phenomena by soliciting individuals' perceptions, attitudes, behaviour, or values.

The research utilized quantitative approaches for data collection, analysis, and presentation. This design facilitated the collection of first-hand data from respondents, enabling the formulation of rational conclusions and recommendations for the study. Pearson (2010). According to Somalia Ministry of Education (2019) There were 48 primary schools in the Banadir region, encompassing 1520 pupils, 404 teachers, and 48 head teachers. To determine a reasonable sample size, Mugenda and Mugenda (2003) recommended selecting 10% of the accessible population for large populations and 30% for smaller ones. In accordance with these guidelines, the study's sample size included 287 respondents:

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152 (10%) pupils, 121 (30%) teachers, and 14 (30%) head teachers from 14 primary schools in the Banadir region.

Two sampling techniques were employed for this study. Simple random sampling was utilized to select participating schools. This involved writing the names of all 48 primary schools on individual pieces of paper, placing them in a container, mixing them, and randomly selecting the required number (14) from the container. Additionally, stratified random sampling was applied to select 121 teachers and 152 pupils based on gender.

The primary research instruments for this study were three questionnaires designed to gather data on factors influencing curriculum implementation in primary schools. The questionnaire method was chosen for its feasibility, lack of bias, and allowance for respondents to adequately respond to research questions. Validity, ensuring that the test measures what it is supposed to measure, was maintained by constructing questions carefully to avoid ambiguity. The piloted questionnaire underwent scrutiny to identify and rectify unclear or ambiguous items, thereby improving face validity.

To further assess the validity of the instrument, a test-retest method was employed. Supervisors also scrutinized the research instruments to ensure validity. Reliability, the measure of consistency in repeated measurements, was evaluated using Cronbach's alpha. The questionnaires included Likert scale items, and the reliability of the scale was assessed using SPSS. The calculated Cronbach's alpha coefficients for pupils' questionnaire (0.921), teachers' questionnaire (0.870), and head teachers' questionnaire (0.864) indicated high reliability, confirming the consistency of the instruments.

In summary, the chosen methods and instruments for this study were meticulously selected to ensure robust data collection, validity, and reliability in exploring the factors influencing curriculum implementation in primary schools in the Banadir region of Mogadishu, Somalia. The reliability test results revealed robust internal consistency for the research instruments. The pupils' questionnaire exhibited the highest Cronbach's alpha coefficient of 0.921, followed by the teachers' questionnaire with a Cronbach alpha of 0.870. The head teachers' questionnaire had a Cronbach alpha of 0.864. These findings demonstrate that all variables surpassed the recommended threshold of 0.7, indicating a high level of reliability for the instruments utilized in this study. These results align with the assertions of Sekaran (2006), who advocates for a coefficient value above 0.7 as sufficient evidence to confirm the reliability of research instruments. This establishes a strong foundation for the commencement of data collection using the instruments, affirming the consistency and dependability of the survey tools employed in this research. The high Cronbach's alpha coefficients reinforce the reliability of the questionnaires and instil confidence in the accuracy and precision of the data collected. This reliability analysis underscores the methodological rigor applied in designing and implementing the research instruments, contributing to the overall robustness of the study.

Table 1: Reliability test results

Variables	Num. Items	Cronbach's Alpha
Pupils Questionnaire	5	0.921
Teachers Questionnaire	5	0.870
Head Teachers Questionnaire	5	0.864

RESULTS

Demographics

The findings in *Table 2* indicate that the majority (66.7%) of the respondents were male, while 33.3% were female Pupils' responses. This suggests gender diversity in the perspectives of the respondents. In *Table 2*, the majority (88.9%) of the respondents were male, raising concerns about potential gender inequality in the teaching industry. This may indicate an imbalance in the appointment of teachers in primary schools within

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the Banadir region. The findings in *Table 2* reveal that the majority (78.6%) of the respondents were male head teachers, suggesting a potential gender imbalance in leadership roles within primary schools in the Banadir region. However according to Owolabi and Adedayo (2012) a teacher's gender has no impact on their ability to impart knowledge to students provided s/he is knowledgeable and skillful in the subject area.

Table 2: Gender of the pupils, teachers and head teachers

Gender	Pupils'		Teachers		Head Teachers	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Males	90	66.7	104	88.9	11	78.6
Females	45	33.3	13	11.1	3	21.4
Total	135	100	117	100	14	100

Results in *Table 3* show that 51.9% of the pupils were in the age bracket of 10-15 years, indicating a potential presence of overage pupils in primary schools.

Table 3: Pupils' age

Age	Frequency	Percentage
5-10	52	38.5
10-15	70	51.9
15 and above	13	9.6
Total	135	100

In *Table 4*, the distribution of teachers across various age brackets reflects a well-rounded representation, acknowledging the correlation between age and professional competence. *Table 4* illustrates a balanced distribution of head teachers across different age brackets, reflecting a varied range of experiences and potential competencies.

Table 4: The age of teachers and head teachers

Age	Teachers		Head Teachers	
	Frequency	Percentage	Frequency	Percentage
20-25	20	17.1		
25-30	39	33.3	2	14.3
30-35	29	24.8	5	35.7
35-40	21	17.9	2	14.3
40 and above	8	6.8	5	35.7
Total	117	100	14	100

Results in *Table 5* show that 73.3% of the pupils were in class 8th, indicating a majority with the ability to comprehend and engage with the study instruments.

Table 5: Pupils' Class Age

Class	Frequency	Percentage
6^{th}	8	5.9
7^{th}	28	20.7
8^{th}	99	73.3
Total	135	100

In *Table 6*, the majority of teachers held bachelor's degrees (47.9%), emphasizing the significance of professional qualifications in curriculum implementation. *Table 6* indicates that head teachers predominantly held bachelor's and master's degrees, highlighting their educational qualifications as crucial in curriculum implementation.

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Table 6: Qualification level of teachers and head teachers

Qualification	Teachers		Head Teachers	
	Frequency	Percentage	Frequency	Percentage
Diploma	20	17.1	2	14.3
Bachelors	56	47.9	5	35.7
Master	20	17.1	5	35.7
Others	21	17.9	2	14.3
Total	117	100	14	100

Table 7 portrays a well-distributed level of experience among teachers, with a significant proportion having 2-4 years of experience, contributing to their professional competence. Head teachers, as shown in *Table 7*, exhibit a diverse range of experiences, with the majority falling within the 2-4 years category, indicating a blend of seasoned leadership.

Table 7: Level of Experience of teachers and head teachers

Experience	Teachers		Head Teachers	
	Frequency	Percentage	Frequency	Percentage
1-2	20	17.1	3	21.4
2-4	56	47.9	5	35.7
4-6	20	17.1	4	28.6
6 and above	21	17.9	2	14.3
Total	117	100	14	100

Table 8 underscores that the majority of teachers (60.7%) had in-service training, reflecting the need for ongoing professional development in the teaching profession.

Table 8: Teachers' training level

Training Level	Frequency	Percentage
Pre-Service	29	24.8
In-Service	71	60.7
Seminars/Workshops	5	4.3
Non-trained	12	10.3
Total	117	100

Time Allocation and Curriculum Implementation

Time allocation for pupils' lessons plays a pivotal role in determining their level of understanding and engagement. The findings in *Table 10* present pupils' and teachers' responses regarding time allocation. The findings regarding time allocation revealed critical insights. While 60.5% of the majority of pupils strongly agreed that they participated regularly in class activities, concerns arose regarding the adequacy of time allocation for curriculum implementation. A significant 70.5% strongly agreed that the school timetable did not match to cover school yearbooks, indicating potential inefficiencies. Teacher responses echoed similar sentiments, with 55.5% strongly agreeing that time allocation for curriculum implementation was insufficient. Head teachers' perspectives were divided, with 57.2% stating adequacy, suggesting a need for further examination and standardization of time allocation practices.

These findings align with Abadie & Bista (2018), emphasizing that inadequate time is a hindrance to curriculum implementation. This implies a negative influence of time allocation on primary school curriculum implementation, highlighting the need for improvement. Teachers' responses echo similar concerns, emphasizing the need for improved time allocation in curriculum

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implementation. The findings correlate with Chapman, Wright, et al (2018), highlighting time constraints as an obstacle in the curriculum implementation process.

Table 9: Pupils and teachers' responses

Statements	Pupils (%)					Teachers (%)				
	SA	A	N	D	SD	SA	A	N	D	SD
Pupils participate regularly in class activities	60.5	20.0	3.4	10.1	6.0	67.5	8.0	2.4	11.1	1.1
Time allocation on the implementation of the curriculum is not enough	50.5	35.0	4.1	5.4	5.0	55.5	30.0	2.1	7.4	5.0
My school timetable does not match to cover school year books	70.5	20.0	2.1	4.6	2.8	68.5	22.0	2.5	3.5	3.5
The single lesson allocated for learning is adequate	55.3	26.0	3.9	8.0	6.8	58.0	25.0	4.5	7.0	5.5
We lose time because of student misbehaviour	56.8	30.0	3.3	5.2	4.7	60.3	27.0	2.3	5.5	4.9

Key: SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree

Table 9 reveals that 57.2% of head teachers believe the time allocated for education is adequate, while 42.8% disagree. This suggests a discrepancy in perceptions, with implications for curriculum implementation. Miedema (1996) notes the lack of specific time allocation for subjects, supporting the notion that time allocation may be inadequate.

Table 10: Head Teachers' Response

Does your school think the time allocated for education is adequate enough?	f	%
Yes	8	57.2
No	6	42.8
Total	14	100

Levels of Teacher Training and Curriculum Implementation

Table 10 and *Table 11* present pupils' and teachers' responses on levels of teacher training and its impact on curriculum implementation. The study uncovered issues related to the level of teacher training. While 45.9% of pupils felt their teachers freely and openly discussed topics, concerns emerged with 50.7% strongly agreeing that teachers were not oriented on the new curriculum. Teacher responses echoed these concerns, with 50.0% strongly agreeing that teachers were not oriented on the new curriculum. Head teachers reported that 64.3% of teachers were not trained in education, emphasizing a need for comprehensive and continuous teacher training to enhance curriculum implementation. The pupils' responses indicate concerns about teacher training, with a significant proportion noting challenges related to orientation on the new curriculum. These findings correlate with existing literature, emphasizing the crucial role of teacher training in effective curriculum implementation. The findings agree with the findings of the study by United Nations Agency for International Development (UNAID) of 2004 which stated that teachers in Sub-Saharan African (SSA) Countries lack the training to advocate and convince other adults on the importance of teaching HIV prevention. Study by United Nations Educational Scientific and Cultural Organisation (UNESCO)

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Table 11: Pupils' Responses:

Statement	SA	A	N	D	SD
My teachers freely and openly discuss with us topics	45.9	28.6	2.1	11.0	12.4
My school staff are well-trained on their duties	50.2	28.6	2.7	8.5	10.0
The teachers are not oriented on the new curriculum	50.7	28.1	3.0	10.1	8.1
We have challenges from either the school administration or parents concerning teaching	44.8	34.5	4.0	8.5	8.2
Knowledge, skills, and attitude gained from lessons will help me improve my future	53.8	30.2	1.0	9.0	6.0
Key: SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree					

Teachers express similar concerns, with a notable proportion highlighting challenges in teacher orientation on the new curriculum. The importance of teacher training is underscored by these responses.

Table 12: Teachers' responses

Statement	SA	A	N	D	SD
Teachers freely and openly discuss with us topics	40.2	18.4	5.6	20.0	15.8
My school staff is well-trained on their duties	46.7	15.6	5.2	10.5	22.0
The teachers are not oriented on the new curriculum	50.0	21.4	4.0	20.5	4.1
We have challenges from either the school administration or parents concerning teaching	48.3	25.0	4.0	14.5	8.2
Teacher have subject knowledge and skills	49.8	30.5	4.5	9.7	5.5
Key: SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree					

Head teachers' responses indicate that 64.3% report that not all school teachers are trained in education. This finding emphasizing the critical role of well-trained teachers in guiding the learning process and positively impacting the development of students.

Table 13: Head Teachers' Response:

Are all your school teachers trained in education?	Frequency (F)	Percentage (%)
Yes	5	35.7
No	9	64.3
Total	14	100

Teaching and Learning Materials and Curriculum Implementation

Effective curriculum implementation is closely tied to the availability and use of teaching and learning materials. The findings in *Table 14* and *Table 15* present pupils', teachers', and head teachers' perspectives on the adequacy of teaching and learning materials. Insights into the availability of teaching and learning materials underscored challenges. A significant 62.5% of pupils strongly agreed that Teachers do not have lesson aids in their teaching which would make lessons more difficult. The majority (69.5%) expressed a lack of textbooks and other learning materials. Teachers largely agreed on these challenges, with 65.5% strongly agreeing on insufficient materials. Head teachers reported that 71.4% of schools had enough teaching and learning materials, yet disparities between perceptions demand further exploration. Pupils' responses highlight significant concerns regarding the inadequacy of teaching and learning materials. Notably, a substantial percentage strongly agrees that teachers lack essential resources, impacting the realism and effectiveness of lessons. Teachers' responses mirror the concerns expressed by pupils. The majority strongly agrees that teaching and learning materials are insufficient, limiting the effectiveness of lessons. The disparities in perceptions about the alignment of the curriculum with environmental needs may indicate a need for

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a review. The findings of the study note a serious shortage of teaching and learning materials on curriculum. The findings in Ukwala Division are in line with the findings of Mutai (2011) in Rift Valley Province, Kenya who noted a serious shortage of textbooks in the public primary schools in the province.

Table 14: Pupils' Responses:

Statement	Pupils (%)					Teachers (%)				
	SA	A	N	D	SD	SA	A	N	D	SD
Teachers do not have lesson aids in their teaching which would make lessons more difficult	62.5	20.0	2.1	9.1	6.3	65.5	21.4	3.0	7.1	3.0
My school teaching and learning are poor effective	58.5	31.0	5.0	2.5	3.0	55.2	25.0	5.8	4.0	10.0
I do not have enough textbooks and other learning materials	69.5	18.0	1.9	5.6	5.0	25.5	31.8	10.0	12.7	20.0
Our new school curriculum is based on our environmental needs	59.3	23.0	1.8	7.9	8.0	20.3	23.0	7.9	23.0	25.8
Teaching/learning materials are available in schools to help implement new curriculum	57.8	29.0	2.0	7.5	3.7	53.8	24.0	8.0	9.5	4.7
We do not have film projectors or videos in our school which would make lessons more realistic	51.5	34.0	3.0	5.5	6.0	56.5	20.3	7.0	8.5	7.7
Teachers should use the available facilities to effectively implement	52.5	33.0	1.3	6.2	7.0	52.0	13.8	8.6	10.2	15.4
Difficult to implement due to lack of support documents	72.5	17.0	1.0	6.5	3.0	69.5	17.0	3.5	7.0	3.0

Key: SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree

Table 15: Head Teachers' Response:

Does your school have enough teaching and learning materials?	f	%
Yes	10	71.4
No	4	28.6
Total	14	100

CONCLUSION AND RECOMMENDATIONS

From the findings the study concluded that time allocation influenced curriculum implementation. It was evident from the pupils and teachers' response who said time allocated for education is not enough despite principals saying it was enough but pupils lose a lot of time on misbehaving. Implying that more time should be created on education activities both by the pupils, teachers and head teachers. The study established that level of teacher training influenced implementation of curriculum in primary schools. It was evident from the teachers and head teachers' response that teachers were lacking training on implementation of curriculum. It was evident that when training is not done teachers are unable to perform their duties. Finally the study established that availability of teaching and learning materials influenced implementation of curriculum in primary schools. This was evident with teaching and learning materials not being enough. this implies that since teaching and learning materials are not enough curriculum

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implementation would not be implemented correctly.

The study recommends the following; The Ministry of Education should ensure additional lesson to be added to the single lesson allocated to the curriculum with at least two or more lessons per week which will enable teachers cover a wider scope of the syllabus thereby benefiting the learners tremendously. Parents and government and education stakeholders can be approached on ensuring teaching and learning materials on the curriculum are provided for to ensure enough materials are available. The Somali's Institute of Curriculum development should ensure in-service and refresher courses are done for teachers to improve their effectiveness in terms of curriculum implementation.

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