

**AN EVALUATION OF THE RELATIONSHIP BETWEEN SECURITY
THREATS AND CURRICULUM IMPLEMENTATION IN PUBLIC
PRIMARY SCHOOLS IN MARSABIT SUB-COUNTY,
MARSABIT COUNTY**

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ABSTRACT

Curriculum implementation has not been successfully achieved as expected and has been a concern for education stakeholders in developing countries. Thus, the main objective of the study was to investigate the relationship between security threats and successful implementation of the curriculum in Marsabit Sub-county in Marsabit County. The study will use the technique of systematic review of the literature to establish the relationship between security threats and staffing, school facilities, instructional resources and time of curriculum implementation. The study applied both quantitative and qualitative methods and then applied concurrent triangulation design in which the researcher implemented the quantitative and qualitative methods during the same timeframe and with equal weight. Marsabit Sub-county has 38 public primary schools and thus the target population for this study comprised 38 head teachers, 140 PTA Representatives, 362 primary school teachers and 1140 Class VII Pupils all totaling to 1680. The researcher then applied stratified random sampling to create 4 strata based on the number of zones each consisting of at least 9 primary schools. From each stratum, the researcher sampled 30 respondents with head teachers constituting 3 respondents (9.5% of 30) and teachers constituting 27 respondents. The 3 head teachers, 27 primary school teachers, 10 PTA Representatives and 29 class VII pupils from each stratum will be selected using simple random sampling due to their responsibilities as implementers of policies. This sampling procedure enabled the researcher to realize a sample of 12 head teachers, 108 primary school teachers, 42 PTA Representatives and 114 class VII pupils. Collected data was analyzed quantitatively and qualitatively and then merged into one overall interpretation in which the researcher related the quantitative results to the qualitative findings. The relevant information was broken into phrases or sentences, which reflected a single, specific thought. Frequency counts of the responses were then obtained to generate descriptive information about the respondents. Qualitative data was analyzed along the set themes whereas the basic quantitative data was analyzed inferentially using Pearson's Product Moment Correlation (PPMC) in Statistical Packages for Social Science (SPSS 21). The findings of the study were presented using percentages and tables. The study has established that security threats impedes curriculum implementation, that is, security threats impacts on staffing, school facilities, instructional resources and time of curriculum implementation. The study can thus conclude that there is a significant relationship between security threats and curriculum implementation. It thus recommends that the government should provide enough security to take of teachers and other education stakeholders tasked with curriculum implementation, sufficient school facilities and instruction resources should be allocated to schools despite the security threats due to their role in curriculum implementation, enough time should be allocated for time of implementation of curriculum factoring in possible challenges of security and a policy should be formulated to ensure proper arrangements for curriculum implementation in schools under security threats.