

Research Article

Curriculum Managerial Implementation Strategies Applied by Stakeholders in Provision of Quality Mobile Educational Programmes in Marsabit County

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Abstract: Mobile Educational Programmes is among the government Investment Programs that seeks to increase access to quality basic education for children and youth who due to special circumstances are unable to attend formal schools. The purpose of this study was to identify the curriculum implementation strategies on applied by stakeholders in provision quality of mobile educational programmes in Marsabit County. The sample population of the study was head teachers, teachers, school Management Committees, Politicians and mobile learners. The tools for data collection was questionnaire According to the findings the curriculum implementation strategies used in provision of mobile educational programmes were staff management, School community relations, Learners' management, Financial management and Curriculum /instruction management. The study recommends that there is need for mobile class to be started in every village. This can only be possible if the Mobile educational programmes is relevant, functional and that there are necessary resources such as books, teaching material and even knowledgeable and well trained teachers. Mobile classes should not only consist of literacy and numeracy but also subject on animal husbandry, pasture management, civic education training and gender equality issues. It is important to include subject like entrepreneurship, alternative investment and public health.

Keywords: Curriculum, Strategies, Stakeholders, Provision, Quality, Mobile Educational.

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INTRODUCTION

Alisa [1] investigated on importance of building a shared vision for professional development. The study recommended that improving participation, responding to the professional development needs of a broad range of practitioners that a shared vision of professional development is an important ingredient in building a coherent range of activities and learning formats. Alisa further asserts that a consensus building process among stakeholders such as planners, providers, managers, facilitators and learners; that there is need for stakeholders to engage in reflection and discussion about the purposes for professional development such as what is adult education programme trying to accomplish from staff development? In answering these questions, it is important to seek general agreement among stakeholders and alignment across professional development mission, guiding principles, and activities with regard to such topics as the purposes of mobile basic education, research on literacy education, workforce development and mobile learning or/ and an alignment between teacher and learner competencies. The researcher used traditional qualitative research methods such as open ended interviews, observations and review of key documents.

This is related to the present study in that it approves the importance of development through a consensus building process among stakeholders. This is vital to present study which sought to find out how managers of AEP involve stakeholders in the running of the programme. Never the less, this study has not looked at adult education from the point of management which is the gap the study in progress hope to fill. Again, the study has used only one research paradigm while the present study used mixed research paradigm to enrich the credibility of the research findings.

UNESCO [2] defines education for development as a process which promotes the development in children and young people of attitudes and values such as global solidarity, peace, tolerance, social justice and environment awareness and which equips them with the knowledge and skills which will empower them to promote these values and bring about changes in their own lives and in their communities, both locally and globally. This will help people address problems such as poverty, ill-health and illiteracy.

Statement of the Problems

While notable achievements were recorded across the country still the education curriculum implementation is not meeting the needs of pastoralists

communities; poor access, drop out, early pregnancy, early marriage, pastoralist conflict that affect children [3-5]. The stakeholders face a lot of management challenges in provision of quality of mobile schools educational programmes on curriculum implementation. Majority of pastoralist communities do not put much value in education as evidence by never attended school at total to 61,318 out of 75,296 people of North Horr Sub-county, Marsabit County (Kenya National Housing and Population census (KNHPC) 2009. Therefore, the study is to investigate the stakeholder’s strategies to provide quality mobile educational programmes for nomadic pastoralist communities of Marsabit County.

Objective of the Study

To identify the curriculum managerial implementation strategies applied by stakeholders in provision of quality mobile educational programmes in Marsabit county.

Justification of the Study

The study address issues in line with the vision 2030, on quality mobile educational programmes through stakeholder’s strategies in provision of resources, training and research. The study area is occupied by pastoralist communities and also it has mobile schools which give mobile educational programmes. The study ensure that children from marginalized county enjoy learning through stakeholder’s strategies in provision of mobile educational programmes, though there are similar studies existing, the above study was different since it address stakeholder’s strategies in provision of mobile educational programmes in pastoralists communities in Marsabit County.

RESEARCH METHODOLOGY AND METHODS

The study adopted constructivism as its epistemological perspective. Constructivism is a paradigm based on observation and scientific study about how people learn. It states that people construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences. Constructivist stakeholders encourage learners to constantly assess how the activity is helping them gain understanding. It refers to looking for understanding embrace multi perspectives. Looking at

the whole design is emergent. The following methods can be used in constructivism: It is a paradigm of research in which knowledge is not regarded as an insight into some objective reality, but instead constructed by human through social interactions. Management philosophy is a sets of beliefs used by an individuals in management position to guide the decision making process. It is a set of standards and moral codes that are critical in nature geared towards helping individuals and institutions manage themselves and their affairs for the purposes of goal achievement. The purpose for developing an educational philosophy is to reflect on and improve the stakeholder’s management of mobile educational programmes [6]. The way a manager views workers, learners and communicate with them affect their behaviors .Stakeholders strategies in provision of mobile educational programmes can set the foundation for a positive work climate and influence a manager's approach to improving mobile educational programmes. Constructivism was used because the researchers relied on participant's view of the situation being studied.

FINDINGS AND DISCUSSION

This section sought questions on the major curriculum implementation strategies of educational stakeholders. According to UNESCO [7], Kenyan government in provision of educational programmes and management is centralized. But for the implementation and monitoring of mobile educational programmes, there are relevant council (NACONEK) and field officers (stakeholders) at various levels with authority to implement and monitor programmes and make decisions at the County levels. The study therefore, sought to find out respondents’ curriculum implementation strategies of major responsibilities of stakeholders. It also sought to find out whether mobile educational programmes in this area are attaining quality.

Major curriculum implementation strategies of Mobile Education stakeholders

The study sought to find out respondents’ on curriculum implementation strategies of mobile school leadership roles. This is to establish the fact that the stakeholders are aware of their role. Data was collected on this, analyzed, summarized and presented in Table 1.

Table-1: Major curriculum implementation strategies of Mobile Educational programmes stakeholders

Major roles of stakeholders	Head teachers		Teachers		SMC		SCEO	
	F	%	F	%	F	%	F	%
Staff management	25	100	12	48	0	0	8	100
School community relation	8	32	10	40	20	80	8	100
Learners’ management	10	40	12	48	3	12	8	100
Financial management	1	4	10	50	2	8	8	100
Curriculum management	4	16	3	12	0	0	8	100

Table 1 above shows that all the head teachers and 25(100%) of teachers indicated that staff management is one of the main responsibilities of head teachers. This is in agreement with a number of policy documents on education by Kenyan government. The document states among others that development of a teacher-friendly monitoring and supervision system, raising teacher morale and motivation and improving centre climate and participatory management in order to improve quality education.

The study reveals that one of the head teachers and 4% of teachers indicates financial management as part of managers' role. This is in agreement with Lariyasunya, [8]. assertion that every institute has a single administrative officer, who is responsible for the school operations. Although functions vary by location and size, the head teacher is primarily responsible for administering all aspects of school's operations. For the fact that most of the teachers did not view financial management as part of their role as indication that there is problem with the funding of the programmes.

Furthermore, eight of the head teachers and 32% of the teachers indicate school community relation and curriculum and instruction management as leadership/managerial roles. For the mere fact that some head teachers and teachers fail to indicate these as part of head teacher's role is a clear sign of lack of awareness of what roles head teachers play in the programme. Again, it could be that the head teachers were not committed to playing these roles. The document state that provision, implementation and monitoring of programmes should be left to the relevant

field officers (SCEO) at various levels with authority not only to implement and monitor but to make decisions at county levels.

Table 1 also reveals that ten of the head teachers and 40% of the teachers indicate learner management as major roles of educational stakeholders. Again, this is a sign of lack of knowledge of one's responsibility since yet some of the respondents fail to recognize learner management as leadership role.

Thus, it is clear indication that attention needs to be paid to management of mobile education in terms of stating clearly the roles of head teachers and making sure that they carry out these roles.

The respondent also specify the following curriculum implementation strategies; cooperation with the stakeholders in management, proper utilization of equipment and resources available, completion of syllabus in good time, assessment for learners to check feedback, conflict resolution and negotiation techniques and lastly stakeholders management networking and marketing.

Quality Attainment of mobile Education Centers

The researcher sought to find out the provision of quality education to pastoralists communities respondents from the stakeholders and they feel towards their centers offering quality alternative educational programmes. Question on the same was posed and information collected was analyzed and presented in Table 2 below.

Table-2: Distribution of Quality Attained in mobile education centers by stakeholders

<i>Attained Quality</i>	<i>Head teachers</i>	<i>Teachers</i>	<i>SEO</i>	<i>SMC Politicians</i>						
Yes	10	40	7	28	2	50	10	40	1	25
No	15	60	18	72	2	50	15	60	3	75
Total	25	100	25	100	4	100	25	100	4	100

Table 2 shows fifteen head teachers and 72% of teachers purported their centers have not attained quality mobile educational programmes. While ten of the head teachers and 28% of the teachers indicated otherwise. The National council of nomadic education Kenya [9] emphasized quality as a value for non-formal or mobile education programme. There are six indicators that addressed programme components attained such as programme planning, curriculum and instruction, staff development, support services, recruitment and retention.

Another three sub county educational officers addressed learners' outcomes such as progress in attaining basic skills and advancement and completion of educational credentials. Further, UNESCO [7] asserts

that in mobile education tradition, experience and critical reflection in learning is an important aspect of quality. From the researcher's observation it was noted that none of the centre had quality mobile programme.

More so, there is nothing like critical reflection in the programme activities; the curriculum and mood of instruction are no different from those of formal basic primary. Apparently, ten of the Head teachers and 28 % of the teachers claimed their centre attain quality because for them, they purported that they have teaching/learning materials, positive school community relations, discipline, learner sponsorship and regular monitoring and evaluation of both teachers and learners. This reveals that such centre had head teachers who carry out their duty responsibly despite the challenges

such as inadequate physical facilities and long distance of mobile centers from the formal schools, good teamwork from the stakeholders, trained and dedicated teachers, well discipline learners and teachers, good relationship between community and school and good security in the environment, For such management to improve the providers of mobile programme of these centers ought to motive the head teachers and teachers through reward and other forms of incentives. However, majority of the respondents acknowledged the truth of falling short of expected quality attainment [10, 11].

While 72% head teachers and other stakeholders indicated negative reasons of not attaining quality education for the last two years as; lack of qualified trained teachers, understaffing, inadequate funding, migration of nomadic pastoralists from place to place, inadequate teaching and learning materials, drought, and insecurity in the region which affected the learning.

CONCLUSIONS

The curriculum implementation strategies used in provision of mobile educational programmes; staff management, School community relations, Learners' management, financial and Curriculum/instruction management. There is need for National council of nomadic education in Kenya (NACONEK) within which a board of education established to encourage and empower these head teachers to take advantage of the part-time programmes to upgrade themselves through sponsorship as a way of incentive.

POLICY RECOMMENDATION

There is need for mobile class to be started in every village. This can only be possible if the Mobile educational programmes is relevant, functional and that there are necessary resources such as books, teaching material and even knowledgeable and well trained teachers. Mobile classes should not only consist of literacy and numeracy but also subject on animal husbandry, pasture management, civic education training and gender equality issues. It is important to include subject like entrepreneurship, alternative investment and public health.

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