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Factors Affecting Curriculum Implementation in Post Conflict Somali Primary Education

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Abstract

Somalia has one of the lowest rates of primary school enrollment. Curriculum development and implementation are both a strategic process and a policy challenge in this regard. Several factors appear to be influencing the curriculum implementation process in Somalia, including syllabus, a lack of resources, time allocation for education, teacher training, teacher and policymaker attitudes, and a lack of training material. The study's goal is to identify factors influencing curriculum implementation in post-conflict Somali primary education. The specific objectives include identifying major challenges in the implementation of the primary school curriculum in post-conflict Somalia, as well as determining the core issues of teachers in implementing the primary school curriculum in post-conflict Somalia and recommending measures to overcome challenges in the implementation of the primary school curriculum in post-conflict Somalia. A descriptive research design was used in the study. The study employed a quantitative approach. The target populations were 5,054 respondents, with a sample size of 505 respondents among them. A questionnaire was used to collect primary data from respondents for the study. The collected data was coded and analyzed using SPSS, a statistical package for social scientists. According to the study's findings, descriptive analysis revealed that a lack of infrastructure, materials, and a teacher shortage were significant challenges for teachers. The study also showed that curriculum implementation had a positive and significant effect on students' skills and knowledge. According to the study, effective communication and collaboration among stakeholders are required to address these challenges.

Keywords: Curriculum Implementation, Post Conflict, Somali, Primary Education

1.1 Background of the Study

The education sector in Somalia has grappled with various challenges, opportunities, and trends that necessitate changes in the broader educational system. Despite international and local organizations' efforts, significant concerns persist, including the lack of unified objectives for quality, problems in curriculum implementation, disparities in donor fund impact, inconsistent teacher quality, and the absence of standardized examinations and certifications (Eno et al., 2015; Plan, 2017). Historically, challenges in implementing the primary curriculum, such as inadequate teacher training and resources, have led to disparities in education quality (Dello-Iacovo, 2019). Since Somalia's colonial rule in the early 20th century, its education system has been influenced by political and social changes, including disruption by civil war in the late 1970s and early 1980s (Heyneman, 2013). Post-civil war, efforts to rebuild the education system have been marked by regional and local authority-led implementation with international support (Eno et al., 2014). The study's theoretical perspectives encompass constructivism, behaviorism, and progressive education, highlighting the importance of context, active learning, observable behaviors, positive reinforcement, individualized learning, critical thinking, and hands-on experiences in understanding the implementation of primary education in Somalia (Collet, 2007; Melesse & Belay, 2022).

The implementation of the Primary School Curriculum in Somalia presents an opportunity for change and renewal in primary education, incorporating innovative educational research and pedagogy tailored to students of various abilities (Essa, 2021; Arch, 2022). While conflict, political instability, and lack of resources have led to challenges in curriculum implementation, efforts by the government and other organizations have sought to establish a functional system, aligning the curriculum with national goals and incorporating subjects like STEM (Mohamud, 2020; Dryden-Peterson et al., 2019; Sidow, 2022). The integration of Islamic education into the curriculum has sparked debate, and a humanistic approach to curriculum evaluation has been proposed to support a national identity and explore teachers' perspectives and challenges (Essa, 2021; Mendenhall, 2014; Paatsch et al., 2019). In the Banadir region specifically, over 652 primary schools face challenges such as conflict, inadequate resources, infrastructure deficiencies, and a lack of basic amenities, affecting enrollment rates and education quality (Mohamoud, Kinyiri & Nor, 2015). Despite these obstacles, initiatives by NGOs and government commitment aim to improve education quality, including increased funding, teacher training, and infrastructure enhancement in the region.

Globally, countries like Mexico and Malaysia have focused on enhancing English language education to foster international competitiveness and adapt to new standards-based curricula (Ramrez et al., 2014; Azman, 2016). In the United States, the successful implementation of new reading programs faced challenges due to insufficient background information, the need for professional development, and availability of curriculum materials (Nevenglosky, 2018). Regionally, Zimbabwe's New Curriculum faced resistance due to lack of consultation, diversity, and insufficient teaching resources (Gasva, Mutanana & Goronga, 2019). In South Africa, issues arose with the implementation of the CAPS curriculum, particularly the non-delivery of textbooks to schools (Molapo & Pillay, 2018). In Kenya, teachers played multiple roles in curriculum implementation, ensuring alignment with student needs and regional characteristics (Alek, Fitria, & Eddy, 2021), while Nigeria faced challenges related to effective training and educational environment improvement (Karakus, 2021).

At the local level, Somalia's Ministry of Education encountered resource shortages, lack of preparedness among teachers and administrators, and weak monitoring and evaluation processes hindering curriculum enforcement (Sidow, 2022; Jimale, 2021). Efforts have been made to introduce monitoring policy guidelines to establish common structures and standards across the education sector in Somalia, with a focus on universal norms and criteria (Jimale, 2021). However, these regulations have also made educational system adjustments more challenging (Faqih, 2021). The background highlights the multifaceted nature of curriculum implementation, encompassing global, regional, and local challenges and initiatives in different educational contexts.

1.2 Statement of the Problem

Somalia has one of the lowest primary school enrollment rates. In this regard, creating and implementing a curriculum is both a strategic endeavor and a policy moral dilemma. The process of curriculum implementation in Somalia appears to be influenced by a number of factors including syllabus, lack of resources, time allocation for education, teacher training, teacher and policy maker attitude and non-availability of training material (Muhammad, 2020). Somalia has suffered from various types of syllabuses produced by various NGOs and institutions confusing the curriculum and its implementation in the schools (Hussein, 2015). Further, schools in Somalia generally lack critical resources and materials and have to rely on a large number of untrained teachers. Although there are some research articles to study the curriculum implementation issues in Somalia but they are inadequate to cover all the aspects affecting the implementation of the curriculum. This study therefore intends to study all the fundamental factors that hinder the implementation of curriculum at primary level in Mogadishu, Somalia.

1.3 Objectives of the Study

- i. To identify major challenges in the implementation of primary school curriculum in the post-conflict Somalia
- ii. To find out the core issues of teachers in implementing the primary school curriculum in the post-conflict Somalia
- iii. To suggest measures for overcoming challenges in the implementation of Primary School Curriculum in the post-conflict Somalia

2.0 Literature Review

The section presents the discussion of the theoretical framework. The section also presents the previous studies that are based on the objectives of this study and the conceptual framework.

2.1 Theoretical Literature

A research study's theoretical framework is the structure that provides support for a specific theory. Theories are developed to challenge and expand on the existing body of knowledge in order to better explain, predict, and comprehend the phenomena under study. Furthermore, the theoretical framework presents and discusses the theory that explains why the research problem under investigation exists at all (Lederman, 2015). Curriculum theory and instructional theory guide and support this research. Curriculum theory was proposed by John Dewey in 1938. The term "curriculum theory" refers to a collection of interconnected statements that provide context for a school's curriculum by elucidating the interconnections between its constituent parts and providing guidelines for curriculum design, implementation, and assessment (Beauchamp, 1982). Curriculum theory can help with many tasks such as planning, developing, implementing,

supervising, and evaluating a curriculum. Curriculum theories and models are used by curriculum planners to guide their goal-setting, content selection, curricular structure, and assessment practices (Howard, 2007). The use of curriculum development models greatly benefits the process of developing a curriculum. It helps educators produce better results when implementing curriculum (Taba, 1966). High-quality curriculum implementation activities are required for effective schools to function (Syomwene, 2018). Theoretical frameworks guide the work of those who implement curricula in areas such as lesson planning, instruction delivery, motivating students to learn, and assessing their progress.

Dewey believed that the curriculum should be designed to promote students' intellectual and social growth, and he advocated for a student-centered approach that emphasized hands-on learning and problem-solving (Beauchamp, 1982). Since Dewey's time, numerous curriculum theories have been developed to guide the development and implementation of curricula. One of the most widely cited is Tyler's curriculum model, which emphasizes four key components: objectives, content, learning experiences, and evaluation (Tyler, 1949). Other influential curriculum theories include Taba's model, which emphasizes a systematic approach to curriculum development (Taba, 1962), and Eisner's model, which emphasizes the importance of aesthetic and creative experiences in the curriculum (Eisner, 1979). Curriculum theory is closely linked to instructional theory, which focuses on the methods and strategies used to teach the curriculum. One widely used instructional theory is Gagne's model of instructional design, which emphasizes the importance of clearly defining learning outcomes, selecting appropriate teaching methods, and providing feedback to students (Gagne, 1985). Together, curriculum theory and instructional theory provide a comprehensive framework for designing and implementing effective curricula. By following these theories and models, educators can ensure that their curricula are well-designed, engaging, and effective in promoting student learning and growth.

Curriculum theory can shed light on the complex process of curriculum development. The importance of curriculum theory is demonstrated by the following reasons: As a first step, curriculum theory provides a framework for developing courses of study. Curriculum theories and models help planners choose appropriate evaluation methods, select and organize appropriate content and learning experiences, and articulate the goals of the curriculum. To summaries, curriculum development models are extremely helpful in the actual implementation of curriculum content in Somalia's primary schools (Barrow, 2015). The instructional theory that Bruner proposed in 1966. To better serve students, the theory provides a line of enquiry focused on studying how people learn. It is widely integrated into different pedagogical frameworks and approaches, with a specific emphasis on younger students. There are two main schools of thought and research when it comes to classroom strategies: cognitive and behavioral models (Bruer, 1994). The purpose of instructional theory is to figure out how to teach something efficiently. Although understanding by students is crucial, most educational theories center on imparting knowledge rather than facilitating learning. The theory has a direct impact on the factors that influence teachers when it comes to curriculum implementation. The Instructional Theory advocates for a clear and simple learning process.

One of the key aspects of Bruner's theory is its focus on the learner's cognitive processes. The theory suggests that learners actively construct knowledge through their experiences, and that teachers can facilitate this process by providing learners with opportunities to explore and discover new information (Bruner, 1966). This approach is often referred to as constructivist pedagogy, and

it has been widely adopted in educational settings around the world (Vygotsky, 1978). Another important aspect of Bruner's instructional theory is its emphasis on simplicity and clarity in the learning process. According to Bruner, effective instruction should be structured in a way that makes it easy for learners to understand and retain new information (Bruner, 1966). This approach is often referred to as scaffolding, and it involves breaking complex concepts down into smaller, more manageable components. Bruner's instructional theory has been integrated into a variety of pedagogical frameworks and approaches. For example, the theory has been used to develop instructional strategies for young children, such as the use of manipulatives in math education (Baroody & Ginsburg, 1986).

The theory has also been applied in the development of technology-enhanced learning environments, such as intelligent tutoring systems (VanLehn, 2011). Therefore, Bruner's instructional theory has had a significant impact on educational practices, particularly in regards to how teachers design and implement curricula. The theory's focus on understanding how people learn and its emphasis on simplicity and clarity in the learning process have contributed to the development of effective instructional strategies that are widely used in educational settings around the world. The theory is relevant to the study because teachers and ministry of education personnel are involved in the development and implementation of school curriculum. In this regard, instructional theory is critical because it provides a framework to be followed during the development and implementation processes. The instructional theory serves as the foundation for selecting instructions that allow for reliable prediction of curriculum effectiveness. To achieve effective curriculum implementation, the science of instruction and instructional design models are used to guide the development of curriculum and implementations, as well as appropriate cognitive processes (Christensen, 2021).

2.2 Empirical Literature

The study on the challenges educators faced while implementing Kenya's Competency-based school curricula (CBC) are implemented in schools. The study found that both public and private institutions in the sub-county had trouble adapting to the CBC model of education. Class size was found to be a major barrier to the implementation of CBC in public primary schools when infrastructure issues were examined, with the ratio typically being above the level of approval that was advised in the majority of the public schools examined. Due to the low quality of the instructional materials, many schools reported difficulties in teaching subjects like home economics, music, and computer literacy. The study also true that the majority of schools in both categories had poor teacher handbooks. The results of this study regarding process delivery issues showed that integrating critical thinking (CT) and problem-solving (PS) was challenging because many of the teachers were still developing their abilities. The majority of teachers found it extremely difficult to integrate digital literacy, and most of them needed help doing so. About half of the teachers found it difficult to teach digital activities (Diana, 2020).

The study looked into the educational services and facilities available in the pastoral areas of the Kabri bayah district of the Fafan zone of Somalia's regional state. The findings of the study revealed that the lack of educational facilities in schools determines the quality of educational services provided by pastoralist schools. The study discovered that learning facilities were critical to providing quality education in selected primary schools. However, research findings revealed that the majority of publicly selected primary schools lacked adequate facilities to support the provision of quality education. Overcrowding hampered learners' acquisition of competency skills

required at primary schools due to a lack of adequate classrooms, desks, chairs, and tables. To improve these conditions, the study proposed allocating adequate financial and material resources for the construction of additional schools and classrooms in some of the existing primary schools, the provision of teachers and the enhancement of teachers' capacity, which will ultimately raise the quality of education provision in these schools, the employment of skilled labour, the improvement of access and the quality of education, and the involvement of all stakeholders as locators (Rage, Hailu & Alemu, 2021).

The aim of this study was to identify the challenges of implementing the English curriculum at the primary level in rural schools of Bangladesh. Study Methodology: This was a mixed-method research study that used two sets of questionnaires to collect data from students and teachers in rural areas. Additionally, interviews were conducted with teachers, and English teaching sessions were observed using an observation checklist. The study found that the majority of rural school students in Bangladesh struggle with English language proficiency due to a lack of skilled teachers, proper teacher training, appropriate teaching methods and materials, and inadequate physical facilities. These challenges contribute to the unsuccessful implementation of the English curriculum at the primary level in Bangladesh. The study concluded that the implementation of the English curriculum at the primary level in rural schools of Bangladesh faces numerous challenges that hinder the attainment of the set English language competencies. The challenges include a lack of skilled teachers, inadequate teacher training, unsuitable teaching methods and materials, and inadequate physical facilities. Based on the findings, the study recommends the following actions to improve English curriculum implementation in rural schools of Bangladesh: providing more comprehensive teacher training programs, increasing access to suitable teaching methods and materials, improving physical facilities, and recruiting and retaining skilled English language teachers (Salahuddin, Khan & Rahman, 2013).

The study that aimed to examine potential challenges faced by teachers in the implementation of e-Learning in professional schools and to provide recommendations on how to address those challenges. The study found that slow internet lines or access speed constitute a serious challenge to effective e-Learning in Cameroon. This problem was compounded by inadequate Information and Communication Infrastructure, insufficient knowledge about e-Learning, recurrent power failure, and lack of ICT-based curriculum development programs among others. The study also showed that e-Learning harbors many advantages for institutions of learning and individual students. The study recommended that institutions of learning must work in partnership with telecommunication companies, national, and international organizations to integrate ICTs in education. The study also suggested that teachers and students need to develop the ability to make proper use of modern technology by effectively integrating it into the teaching-learning process. Finally, the study suggested that the government needs to invest in the development of ICT infrastructure and provide training for teachers and students to enable them to make the best use of e-Learning technology (Lumadi, 2014).

The study was conducted in Somalia to investigate school-based factors influencing curriculum implementation in primary schools in the Banadir region of Mogadishu, Somalia. The descriptive survey design was used in the study because it allowed the researcher to describe an individual's or group's characteristics exactly as they are. The study also found that the level of teacher training influenced curriculum implementation in primary schools. The study also discovered that the availability of teaching and learning materials influences curriculum implementation in primary

schools. Finally, the study concluded that teachers' attitudes influenced curriculum implementation in primary schools. The study recommended that the Somalia Ministry of Education ensure that additional lessons are added to the single lesson allocated to the curriculum with at least two or more lessons per week, allowing teachers to cover a broader scope of the syllabus and benefiting students greatly. To ensure that enough materials are available, parents, government, and education stakeholders can be approached to ensure that teaching and learning materials on the curriculum are provided (Mohamud, 2020).

The study focused on the challenges of implementing a thematic curriculum in Ugandan lower primary schools. To obtain findings from a total of 160 respondents chosen through both purposive and simple random selection, a descriptive research design and qualitative and quantitative data collection methods were used. The study findings revealed that the factors influencing the use of the thematic curriculum in Uganda were external and internal to the country. There was an effort to create a curriculum based on the local language to enable pupils to quickly learn how to read, understand, and write in their local language, but this was not forthcoming because the implementation phase was still lagging. Moreover, the study revealed that the sub-county school's financial inability, a lack of adequate instructional materials and competent teachers, among other factors, could not allow for effective implementation of the thematic curriculum. According to the study, stakeholders should receive appreciation from implementers to effectively put the curriculum into practice, and the government should provide adequate facilitation to the schools to ensure that instructional materials are provided to the school. The study recommended that thematic curriculum implementation be based primarily on globalization trends and that its products be well-suited for society and tailored to the needs of the students (Mobilize, 2018).

The aimed of the case study was to explore and explain the issues and challenges experienced in the management of curriculum change in primary schools, specifically the introduction of the History curriculum for the Year Four Primary Schools Standard based Curriculum. The case study used a descriptive-interpretative approach grounded in the qualitative research tradition. The findings of the study showed that the respondents faced issues and challenges in managing the Year Four History curriculum. These issues included curriculum content, teaching and learning processes, assessment, availability and utilization of time, training and staff development, and physical facilities. The study concluded that the findings could assist curriculum developers, curriculum administrators, school management teams, and teachers in improving the quality of primary school curriculum change management. To address the challenges faced by the respondents, the study recommended the provision of adequate training and staff development, the improvement of physical facilities, the effective use of assessment and evaluation strategies, and the availability and utilization of adequate time for teaching and learning. The study also recommended that the curriculum content should be reviewed and revised to meet the needs of the learners and the changing educational environment (Paramasivam & Ratnavadivel, 2018).

Another study in Somalia looked into the challenges of implementing the Somali new curriculum in secondary schools in Galkayo, Galmudug state. The study used a descriptive survey design and recruited 106 teachers, from whom a sample of 50 was drawn. A questionnaire for teachers was used as part of the research. The pilot study was carried out to determine the validity and dependability of the research instruments. According to the findings, the majority of schools have not received adequate training for the implementation of the new curricula. The findings also revealed that the majority of schools lacked adequate learning materials, which would greatly aid

in curriculum implementation. The study recommended that the Galmudug Ministry of Education implement measures to compel schools through monitoring and capacity building, such as training, to ensure that teachers are effectively implementing the new secondary curriculum. The study also recommended that the government allocate additional funds to Galkayo secondary schools to assist them in procuring learning materials to prepare the schools for the implementation of new curricula (Adan, 2022).

The study that aimed to investigate the challenges faced by teachers in the implementation of CBC, specifically the influence of teachers' competence. The study used a mixed research approach and convergent parallel design. The study's findings revealed that many public secondary schools in Nyamagana district do not have enough qualified and competent chemistry teachers, which are very important in enhancing the implementation of CBC in the chemistry subject. The lack of qualified and competent chemistry teachers was identified as a significant challenge faced by teachers in CBC implementation. The study concluded that teacher competence plays a crucial role in the successful implementation of CBC. The lack of qualified and competent chemistry teachers in public secondary schools is a significant challenge faced by teachers in CBC implementation. The study recommended that the government, with its stakeholders, through community involvement, should provide adequate funds for recruiting more chemistry teachers and keep on giving teachers frequent capacity-building training through workshops and seminars to upgrade their qualifications in both content and pedagogy (Chacha & Onyango, 2022).

In addition, another study was carried out to identify the obstacles to effective curriculum implementation. According to the study findings, teachers needed more information before the expected implementations occurred, as well as an understanding of the demands on their time. The study also found that common themes included a desire for professional development (PD), peer collaboration, and access to curriculum resources, which served as the project's foundation. The study recommended that social change include a systematic change by providing administrators with data to support teachers during curriculum changes and substantiating the benefits of understanding concerns before making a change for improving curriculum fidelity (Nevenglosky, 2018). The study on the challenges in thematic curriculum implementation at five elementary schools in a remote area in Indonesia. The study employed qualitative research methods, including semi-structured interviews and classroom observations with 20 teachers. The study employed a thematic analysis approach. According to the study, the main challenge of curriculum implementation is teachers' lack of understanding of the thematic curriculum and a lack of parental involvement. According to the study, providing a learning environment for teachers and organizing PTA meetings could maximize the potential of thematic curriculum implementation in elementary schools in remote areas. (Ghunu, 2022).

The study was carried out to identify the challenges associated with implementing practical work in natural science subjects and its application in Ethiopian secondary schools. According to the study findings, the dominant factors frequently indicated in most findings, particularly in developing countries, to implement practical activities of natural science subjects in secondary schools are problems related to school resources, such as lab equipment and supply, laboratory manuals, laboratory rooms, class size, and ICT access. The research additionally found that the top-ranked determinant is a problem related to teachers and technicians, which includes: teacher perception and motivation, teachers' skills and competence, teachers' work experience, laboratory technicians, job satisfaction, and teachers' workload. Exams and assessments, curriculum, and

educational administrations are also identified as different factors (Chala, 2019). The study in Turkey on the factors influencing the implementation of English language teaching programs in primary schools. The findings of the study revealed that the main factors preventing the implementation of English language teaching programs were a teacher and teacher-related issues, course hours, class size, and language mastery, which were shared by each program change. Due to the influence of globalization and efforts to keep up with the demands of a changing world, English has been taught as a foreign language in Turkey for many years. English language teaching programs (ELTP) in Turkey have undergone significant changes since the introduction of curriculum changes in 1997, 2006, and 2013 (Erarslan, 2019).

Another study was conducted in Tanzania to examine the administrative challenges of curriculum implementation in public secondary schools. The study used a convergent parallel design and had 172 participants. According to the study findings, school administrators face numerous challenges that contribute to their failure to implement curriculum, including a lack of infrastructure, a lack of curriculum implementation guidelines, insufficient funds, overcrowded classrooms, heavy workloads, teachers' lack of commitment, the complexity of managing curriculum, and school heads' inability to supervise curriculum delivery. The study recommended that the government provide more funds whenever an education innovation is implemented for schools to effectively implement the innovation (Thomas, 2021). The study on the procedures and challenges of implementing a national language education program in Mexico. The research documented the program's practices and challenges based on information gathered from interviews with key participants (students and parents, teachers, school principals, and program coordinators), as well as classroom observations. There were over two hundred interviews and classroom observations included in the data set. The study found that there are several obstacles, including the development of materials, the integration of English into non-English subjects, and the education of educators who use English frequently but have varying levels of formal education. According to the research, teachers' low status in the eyes of their students and the insecurity and irregularities of their employment contracts pose the greatest barrier to the programs' smooth rollout (Ramírez Romero et al., 2014).

The study of the factors influencing curriculum implementation in public primary schools in Siaya County's Ukwala division. The study employed a descriptive survey design. The study's findings revealed that a lack of teacher training on curriculum, insufficient time allocation, and insufficient teaching and learning materials on the subject all hurt curriculum implementation. The study recommended that parents, schools, and the government address the issue of curriculum implementation. The study also suggested that teachers be trained through in-service programs as soon as possible. The study also recommended that insufficient teaching-learning materials be addressed immediately. Education should be given more time (Omondi, 2014). The study on how teachers in Limpopo (South Africa) approach implementing the most recent Curriculum Assessment Policy Statements (CAPS). The study discovered disparities between the DBE's despite ongoing curriculum changes and a "pessimistic" scenario in which educators fail to implement the new material, there is an "optimistic" view that implementation can be improved frequently discuss curriculum implementation obstacles. In addition, the study found that inadequate teacher preparation, a lack of funding, and an excessive amount of paperwork all impede CAPS implementation. The study also indicated that educators' dissatisfaction with the DBE and their favorable views of trade unions served as indicators of the politicization of implementation. Last but not least, the study demonstrated how curriculum implementation suffers

in South Africa's highly politicized educational context in favor of institutional and personal political maneuvering (Molapo & Pillay, 2018).

The study on the implementation and challenges of the English language education reform in primary schools in Malaysia. The highlighted realities, according to the study, highlight the paradoxical challenges that each English language education (ELE) reform introduces as a result of the nation's multilingual and plural socio-political circumstances. According to the study, one of the reforms that is specifically looked at is the effect of the 2011 Primary School Standards-Based Curriculum for English Language Education (SBELC) on the literacy performance of year three students as measured by the LINUS LBI (literacy and Numeracy Screening for English Literacy) test, and how well-prepared English teachers and these young students are to embrace the new curriculum. The study found that, despite the identified barriers, a few cutting-edge practices illustrate the inventive pathways that have developed from these diverse situations. Ironically, these practices have shown promise in enhancing the English language proficiency of young learners (Azman, 2016).

The study on the challenges of implementing cooperative learning. According to the findings of the study, the most frequently reported instructional strategies are traditional ones such as teacher-monitored, collective class discussion, transmission, and individual work. The study also found that teachers do not think cooperative learning is easy to implement; more than 40% introduce it on occasion and only 33% use it regularly. Moreover, the study findings revealed that teachers are particularly uncomfortable with embedding cooperative learning in the curriculum, finding the time required for cooperative learning, and evaluating students when using cooperative learning. The findings show that, in addition to teachers' learner-orientation beliefs predicting cooperative learning use, the more teachers report difficulties in embedding cooperative learning into the curriculum and finding time for it, the less they say they implement it (Buchs, Filippou, Pulfrey, & Volpé, 2017).

The research study on the function of teachers in the implementation of the 2013 curriculum. Findings from the study indicate that teachers played a variety of roles in implementing the 2013 curriculum, including implementers, adapters, curriculum developers, and researchers. Not only is the curriculum carried out by the teacher, but they also make sure that it is in accordance with the needs of the students, the region, and their individual characteristics. The availability of resources and infrastructure, such as lesson plans, textbooks for students, teacher manuals, and syllabus, is one of the factors assisting in the implementation of the 2013 Curriculum. That impediment, namely the 2013 Curriculum's lack of readiness, was also revealed by the study. For instance, the researcher pointed out that teachers still face numerous difficulties and barriers when it comes to implementation. According to the study's findings, there are still issues with the learning strategies that have been adopted, as well as a lack of educational resources. In conclusion, the study found that when students took part in the teaching and learning process, they were not seen in a favorable light (Alek, Fitria & Eddy, 2021).

The research was carried out in Kenya to determine the effects of teacher-related factors on IEC implementation in public secondary schools. The study used a descriptive survey design to recruit ten head teachers, 10 HoDs, and 29 English language teachers through purposive sampling. The total number of respondents in the sample was 49. A questionnaire and interview schedule were used to collect data, and a 100% instrument return rate was achieved. According to the study, most English teachers would appreciate it if integrated English could be incorporated into their pre-

service training while also expanding in-service programs to those already in service. The study also found that the Division had enough English teachers with the necessary academic and professional qualifications to handle the integration. However, attitudes among teachers need to be addressed adequately for better KCSE results. The study concluded that for effective implementation of Integrated English, teachers' teaching experience, academic qualifications, professional qualifications, the attitude of English teachers toward IEC implementation, and teaching styles used by teachers of integrated English should be followed by all teachers because they influence learner performance in English, which is a core subject. The study advocated for more training and teacher participation in developing new curricula and set books. The study also suggested that more research be conducted with students to capture their perspectives, as well as similar work in other selected areas across the country for a broader perspective on IEC recommendations (Matara, 2014).

A qualitative research study was conducted to examine the competence of primary school teachers in implementing the 2013 curriculum. The study utilized argumentative descriptive analysis and collected data through in-depth interviews with primary school teachers who were randomly sampled. The findings indicated that primary school teachers lacked sufficient competence in implementing the curriculum, particularly in the areas of lesson plan design, lesson plan implementation, and assessment practices. The study recommended the implementation of further intensive training and focus group discussions to improve the teachers' competence in implementing the 2013 curriculum (Maba & Mantra, 2018). The study sought to identify teachers' challenges in teaching and learning higher-order thinking skills (HOTS) in Malaysian primary schools. To collect and analyze data, the study used a qualitative research method. The interview transcripts were thematically analyzed. The study found that a lot of students were unable to apply what they had learned in the classroom using HOTS to situations outside of the classroom. The study also revealed that one of the main factors influencing success or failure in HOTS teaching was the teacher. However, literature is scarce on various aspects of the teacher factor. Moreover, the study found that aspects of teachers' knowledge of HOTS, as well as competencies in and teaching for HOTS, had not been thoroughly investigated throughout Malaysia. According to the study, teachers faced several challenges when teaching and learning about HOTS. The study also noted that the challenges were in the areas of teachers, teaching and learning preparations and processes, and pupils (Seman, Yusoff & Embong, 2017).

The study on challenges faced by primary school teachers in Bulawayo, Zimbabwe, as they try to implement the new curriculum. Rather than using a quantitative method, this study took a qualitative approach. Face-to-face interviews and focus groups were conducted using a semi-structured interviewing protocol. According to the results, the lack of human, physical, material, and financial resources is the primary barrier to effective curriculum implementation. The study also mentioned that efforts had been made to build human capital through a variety of capacity-building workshops, but that the workshop leaders were not practical. The research also found that teachers have embraced the new curriculum despite the challenges they are encountering because they see it as competency-based and empowering for students because of the entrepreneurial skills they learn. This was found to be the case even though teachers are currently facing challenges. According to the findings of this study, to eradicate the disparities and inequities in access to education that Zimbabwe attempted to do away with after it gained its independence, resource mobilization needs to take on the form of a collective effort, with the government playing a significant role as a major funder (Ngwenya, 2020).

The study in Zimbabwe on challenges that have arisen for teachers as they try to implement the new curriculum in a few rural primary schools. Study methods included both quantitative and qualitative approaches. A lack of consultation preceded the introduction of the New Curriculum, particularly between the relevant Ministry and primary school teachers, the New Curriculum is too diverse and somewhat contentious, and there is a lack of suitable teaching and learning resources for the implementation of the New Curriculum, and some stakeholders have negative attitudes towards certain learning areas of the New Curriculum. According to the study's findings, implementing the New Curriculum in the rural primary schools it studied presented a number of challenges for teachers generally. According to the study, among other things, teachers in rural primary schools should receive ongoing staff development and consultation from other stakeholders if they are to fully comprehend and appreciate the New Curriculum. The Ministry of Primary and Secondary Education should make an earnest effort to involve all educational system stakeholders in the provision of appropriate teaching and learning resources, such as textbooks and ICT resources, to meet the needs of the New Curriculum. This was recently proven by a group of researchers (Gasva, Mutanana, and Goronga, 2019).

The study on Somalia's educational recovery and innovation. The research design was used to develop interactive educational programs and strategies for students ranging from preschool to college. According to the study's findings, recovery causes education resources to move around much more in order to demonstrate skills compatible with those required by Somali society. According to the study, globalization exposes education to unrestricted global competition. It claimed that the new regulations made changing standards and systems in Somali educational systems more difficult. The study concluded that Somalia's education system requires more quality-based innovation in the areas of teachers, instructional strategies, and supervision. Furthermore, attrition appears to improve educational planning, policy, curriculum, and programs. The study concluded that there were insufficient financial resources, poor working conditions, and a lack of teacher preparation and training based on quality control procedures in various approaches to the educational system (Faqih, 2021).

The conducted in Nigeria examine how the Business Education programme can be repositioned to provide quality skilled education that will bring about peaceful co-existence and national development in Nigeria. The study found that the teaching of Business Education subjects in Nigeria has not been effective in achieving its objectives. The study also observed that the Business Education programme lacks the required infrastructure and human resources to provide quality skilled education. In addition, the study revealed that the curriculum is outdated and does not align with the needs of the society. The study recommended that the Nigerian government should reposition the Business Education programme by updating the curriculum to align with the needs of the society, and investing in infrastructure and human resources. The study suggested that the government should prioritize the training and development of teachers to ensure that they have the required knowledge and skills to teach Business Education subjects effectively. Additionally, the study recommended that the government should provide incentives to teachers to motivate them to give their best. By doing so, the Business Education programme can provide quality skilled education that will bring about peaceful co-existence and national development in Nigeria (Ikeanyionwu & Enwere, 2019).

The research on the solutions to curriculum implementation barriers. Research frequently focuses on educational problems, shortcomings, and the responsibilities of schools and educators.

Although schools are constantly making curriculum changes to improve educational success, these changes and reforms, which are not fully understood and internalized by teachers, frequently remain only written documents that are tried to be adapted with half practices. Furthermore, examples of problems and some solutions for curriculum implementation are highlighted. Teachers require motivation, self-confidence, participation in curriculum development studies, training for curriculum implementation, and professional development. The study concluded that conducting planned and effective training in schools, as well as achieving specific educational objectives, are dependent on the elimination of problems in the educational environment Karakus, G. (2021). The study sought to determine the extent to which CBC implementation is hampered by difficulties encountered in the early stages of implementation. The study relied on secondary literature and data to critique, investigate, and assess the benefits and challenges of education reform in Kenya. The article examined some of the initial challenges, such as insufficient human and material resources, inconsistencies between content and pedagogical practices, and low public participation, and concluded that CBC implementation was haphazard (Akala, 2021).

The study conducted in Cameroon to examine the contributions of NGOs towards effective curriculum implementation in primary schools in the Mezam Division, Northwest Region. The study used a descriptive survey research design to collect data from a sample of 100 pupils from primary schools within the Mezam Division. The study found that NGOs made significant contributions to curriculum implementation in primary schools in the Mezam Division. The contributions include in-service training of teachers, provision of learning and teaching materials, coordination and monitoring of primary education, and support of educational activities. The study revealed that there was a strong positive impact on curriculum implementation as a result of these contributions. The study recommended the implementation of policies that would increase the relationship between NGOs and schools. NGOs should also try to step up their relationships and contributions to schools, as this will help implement a better curriculum. Furthermore, educational administrators should develop a prudent style of resource management (Chu, 2022).

The research was carried out to examine the effects of the new competency-based curriculum. The study was conducted in public primary schools to observe how teachers are embracing competency-based curriculum and to randomly select some teachers and students for one-on-one interviews. Therefore, parents, teachers, and students should collaborate to improve educational quality (Kiprotich, 2020). The study that was conducted in Zambai aimed to examine how the 2013 revised curriculum was being implemented in teaching learners with special educational needs (LSEs) in Zambia and the involvement of special education teachers in the curriculum development process. The study revealed that special education teachers were not involved in the Curriculum Development Process (CDP) except at implementation and were implementing the revised curriculum amidst numerous challenges. The study also found that lack of involvement in the curriculum development process was linked to special education teachers' lack of understanding of key concepts necessary for curriculum implementation for LSEs. The study recommended a deliberative cycle of training of special education teachers in the revised curriculum as it relates to special education. The study also recommended for the provision of necessary specialized and adapted materials for effective implementation of the revised curriculum (Muzata, 2017).

The study that was carried out in Kenya aimed to examine teacher readiness for the competency-based curriculum (CBC) in Kenya. The study suggested that there was a need for more training

sessions to bridge capacity gaps identified in pedagogy, assessment, and the preparation of teaching documents (Momanyi & Rop, 2020). This study investigated kindergarten teachers' behavioral intentions to implement play-based learning and their relationship to two types of facilitating factors. The findings revealed that principal instructional leadership was positively associated with teachers' intentions to implement play-based learning, both directly and indirectly through trust in colleagues and teacher self-efficacy. Teachers with more efficacious beliefs had more active intentions to implement play-based learning. The study's findings emphasize the importance of creating conducive organizational conditions and increasing teacher self-efficacy for the implementation of play-based learning in kindergartens (Yin, Keung & Tam, 2021).

The study was carried out to assess the capacity to implement the competence-based curriculum in primary schools. The descriptive research design was used. The study's findings revealed that teaching and learning materials are insufficient, the learning environment is insufficient, and teachers are insufficient for competence-based curriculum delivery. While the majority of the schools have electricity, none have computer labs, computers, or libraries, which are critical resources in the delivery of the competence-based curriculum. The study also revealed that, despite being trained, preschool teachers are still ill-equipped to implement the new curriculum and lack computer skills. The majority of parents are also uninformed about the content and their role in the competence-based curriculum implementation, making it difficult for them to contribute positively (Shuriye & Wambua, 2020).

2.3 Conceptual framework

The conceptual framework is a diagrammatic representation on the relationship between the independent and dependent variables.

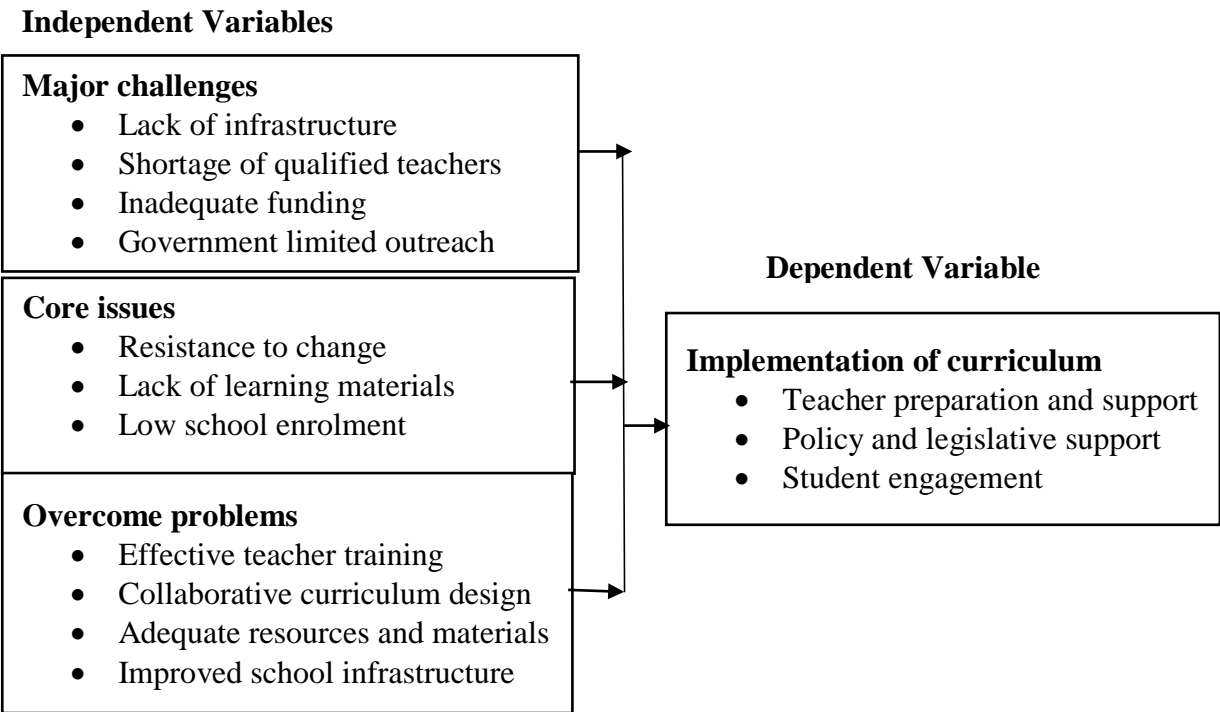


Figure 2.2: Conceptual Framework

3.0 Research Methodology

The study utilized a descriptive research design to explore factors affecting curriculum implementation in post-conflict Somali primary education. The target population of the study was 652 primary schools in the Banadir region, with 4,200 teachers, 652 head teachers, and 202 Ministry of Education staff (Mohamed, 2022). The study employed a simple random sampling technique. According to these authorities, the sample size for this study was 505 respondents, who were divided as follows: 420 (10%) teachers in the Banadir region, 65 (10%) head teachers from 65 primary schools, 20 Ministry of Education staff and purposive sampling was used to select the 20 Ministry of Education staff in the Banadir region. The questionnaire developed by Cheung and Wong (2011) was used to collect data from teachers. Respondents were asked to provide their primary data for the study. The background information of the respondents was one of the primary focuses of the questionnaire. The data collected from the respondents was entered into a database in preparation for analysis. The data was then cleaned, coded and recorded. Data collected through the use of the questionnaire was coded and analyzed using analysis procedures from a statistical package designed specifically for use with social science data called SPSS. Descriptive statistics, such as frequency counts, percentages, means, and standard deviations, were used to analyze the quantitative data.

4.0 Findings and Discussions

The response rate was assessed to determine the representativeness of the sample size. The researcher distributed 505 questionnaires. A total of 443 questionnaires were completed and returned. The data show that a total of 443 questionnaires were completed, resulting in an 88% response rate. The majority of the respondents have been teaching for a period of between 6 and 10 years (51%), and most of them have been teaching in the same school for a period of between 0 and 5 years (72%). In addition, many teachers have only taught the same subject for a short period of time, between 0 and 5 years (44%). The majority of the respondents had teacher's certificate qualifications (90.3%), while the highest percentage of teacher training was in Somali language (18%) and Arabic language (15%).

This section provides a consolidated summary of the major findings from the study, highlighting the core themes surrounding curriculum implementation and the perceived benefits for students. The majority of respondents reported a notable improvement in multiple aspects of student abilities due to the current curriculum. Critical areas such as motivation, creativity, critical thinking, communication, and cultural respect showed significant improvement. The average mean score across all these areas was a promising 3.459, emphasizing the general effectiveness of the curriculum in place. The government's role in implementing the primary curriculum was perceived positively by 90% of respondents. The Ministry of Education's responsiveness in training teachers and regularly communicating with both parents and educators was also highly commended, with a mean score ranging between 4.47 and 4.51. This strong governmental involvement signals a concerted effort towards improving educational quality in the region. An overwhelming majority (99.1%) believed the primary curriculum adheres to globally accepted standards. Concurrently, continuous professional development for teachers, crucial for the successful implementation of the curriculum, was emphasized by a similar percentage of respondents. This demonstrates the curriculum's alignment with international best practices and the importance of educators' ongoing training.

The study revealed a comprehensive approach to student evaluation. Academic performance, combined with discipline records and identifying individual strengths and weaknesses, was seen as an essential part of curriculum implementation, reflecting a well-rounded educational approach. The high mean scores across various aspects, peaking at 4.44 for the overall implementation of the curriculum, are a testament to the stakeholders' trust and satisfaction in the educational processes. Such strong consensus suggests a cohesive educational community driven towards continuous improvement. The study's results resonate with prior research in the field. Mohamud (2020) and Sidow (2022) emphasized the role of teacher training in successful curriculum implementation, while Yusuf (2022) spotlighted the contribution of NGOs in enhancing primary education service delivery. Therefore, the findings present a robust and progressive educational framework in the region. The curriculum's effectiveness, the government's commitment, adherence to global standards, emphasis on holistic student development, and stakeholder satisfaction combine to paint a promising picture of the current educational landscape.

5.0 Conclusion

The study set out with the specific purpose of evaluating the factors affecting curriculum implementation in post conflict Somali primary education, focusing on how the current curriculum impacts various aspects of student learning and development. Using a methodological approach based on descriptive statistics, the study meticulously analyzed the responses from stakeholders, including educators, governmental bodies, parents, and students. The main findings reveal a landscape of progressive educational practices, where a well-designed curriculum has been successfully implemented. A high level of student skill enhancement, governmental support, alignment with global standards, and emphasis on professional development for teachers were among the most noteworthy outcomes. The respondents exhibited high satisfaction, recognizing the curriculum's substantial impact on fostering creativity, critical thinking, communication, and respect for different cultures.

6.0 Recommendations

Based on the insights gleaned from this research, the following recommendations are proposed:

Continue to enhance teacher training programs, ensuring they are aligned with global best practices, to maintain high levels of curriculum implementation. Strengthen the collaboration between educational authorities, teachers, parents, and NGOs, fostering an environment that supports educational growth. Encourage ongoing evaluation and adaptation of the curriculum to meet emerging educational trends and societal needs, ensuring sustained relevance and effectiveness. Engage in more region-specific studies to understand unique educational needs and tailor curriculum implementation strategies accordingly. Continue to emphasize a well-rounded approach to education that not only includes academic achievements but also focuses on the overall development of students. The successful implementation of these recommendations could provide a foundational platform for further advancement in educational practices within the region. However, this study also indicates avenues for future research. Given the complex dynamics of education, subsequent research might delve deeper into the impact of localized cultural factors on curriculum efficacy, explore the long-term consequences of the present educational strategies, or investigate how technology might be integrated further to enhance learning. Moreover, comparative studies between different regions or countries could unearth additional insights, promoting a more global understanding of effective educational practices. These potential research

directions, embedded in the fertile ground laid by this study, can continue to propel the region's educational landscape towards even greater heights.

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