

**HISTORICAL, POLITICAL, AND SOCIETAL FACTORS IN CURRICULUM
DESIGN THAT AFFECT ACADEMIC ACHIEVEMENT IN NUBA
MOUNTAINS REGION SCHOOLS**

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DECLARATION

I, DANIEL IBRAHIM KUKU ANGILOW, declare that this dissertation is my original work and has never been presented to any other university for award of any academic certificate or anything similar to such. I solemnly bear and stand to correct any inconsistency.

Signature: 

Date: 5th - 09 - 2018

APPROVAL

This dissertation has been done under my supervision and submitted to the Faculty of Education with my approval as a supervisor.

(Supervisor)

Signature:.....

Prof. Peter Simon Ongodia

Date:.....5 September 2018.....

DEDICATION

This work is dedicated to My Family especially my father; Mr. Ibrahim Kuku Angilow and my Mother; Shadia Natambi Jaru, my beautiful wife; Purity Nabila Paulino who was the engine driving me through the difficult moment of my time, she gave me the initial push to take up this research programme and continued to stir me throughout the whole course, it would have not been possible for me to reach this stage without her presence, my three children; Kaka Jennifer, KUTI Ezekiel and Chichia Agnes. Thank you so much for the spiritual, moral and financial support towards my life career. May God reward you abundantly.

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LIST OF ACRONYMS

AD	-	Ano Domino/ The Year of our Lord
ARR	-	Arab Report and Record
ARR	-	Arab Report and Record
E-Learning	-	Electronic Learning
FGDs	-	Focus Group Discussions
IFAA	-	Institute for African Alternatives
NGOs	-	Non-Governmental Organizations
NMs	-	Nuba Mountains
OECD	-	Organization for economic co-operation and development
SPLA/M	-	Sudan People Liberation Army/Movement
UNESCO	-	United Nations Educational Scientific and Cultural Organization
UNICEF	-	United Nations International Children's Education Fund
US	-	United States

ABSTRACT

The study aimed at establishing the historical, political, and societal factors in curriculum design that affect academic achievement in Nuba Mountains region schools. Other purposes includes; establishing the historical, political, and societal factors in curriculum design that affect academic achievement in Nuba Mountains region schools, analyzing how historical, political, and societal factors in curriculum design affect academic achievement in Nuba Mountains region schools and establishing the relationship between the historical, political, and societal factors in curriculum design with the education system in Nuba Mountains region schools. Study question were answered like; what are the historical, political, and societal factors in curriculum design that affect academic achievement in Nuba Mountains region schools?, how do the historical, political, and societal factors in curriculum design affect academic achievement in Nuba Mountains region schools? and what is the relationship between the historical, political, and societal factors in curriculum design with the education system in Nuba Mountains region schools? The sample size will involve 108 respondents as portrayed by Morgan and Krejcie table which illustrates that if the target population is 150, sample size becomes 108. It was also established that there is too much reliance on foreign domination for instance language used is Arabic hence it becomes hard for teachers to teach in other foreign languages like English because students already have that rock of using Arabic in their teachings. Further majority (73.3%) argued that there is no education in Nuba Mountains region due to societal factors of not educating kids right from ancestors. In regard to political factors; majority (86.2%) argued for genocidal activities of the Bashir government respectively and (81.7%) argued for too much conflicts as an issue affecting the curriculum. However when it came to maintenance of heavy military presence majority of the respondents disagreed with the view because deployment is not too much in Nuba Mountains as compared to other areas. On the societal factors that affect design majority (86.2%) respondents argued for ignorance in the area of Nuba, further 81.6% of the respondents argued for the resistance of the system by people and 61.4% were of the view that poverty in the society affects design of education in Nuba Mountains region. From the findings of the study, it can be concluded that there is a strong relationship between relationship between the historical, political and societal factors in curriculum design with the education system in Nuba Mountains region schools because of the views expressed that politically many people in Nuba Mountains are illiterates, there is too much reliance on foreign domination for instance language used is Arabic and that there is no education in Nuba Mountains region, there is maintenance of heavy military presence, too much conflicts are affecting the

curriculum, genocidal activities of the Bashir government affects the design, perpetual violence from the pre-colonial kingdoms affects the education curriculum, resistance of the system by people, poverty in the society and ignorance in the area. Government should be supportive of the new polices which seem to be creating change towards development of the area. The government can do this by encouraging the local community to participate in the activities brought up by everyone especially when they are related to development and uplifting of the people's standards of living. Also, the government can support stakeholders like NGOs involved in such activities through providing security and better infrastructure such as roads which will improve the movement of service providers. Lastly the government should set favorable policies, laws and regulatory frame works to disarm people who seem to be creating insecurity which is one of the challenges to policy implementation.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the introduction, background to the study, problem statement, objectives of the study, research questions, significance, scope and the conceptual framework to show the dependent and independent variables.

According to Kawach (2009), curriculum design refers to the ways in which the curriculum components area is arranged, regardless of the underpinning curriculum model. In this regard therefore, Kawach (2009) stipulates that all curriculum designs endeavor to address four curriculum components such as aims, goals and objectives, subject matter or content, learning experience and evaluation approaches). This therefore involves training of more teachers with adequate and timely payments of salaries and emoluments; rehabilitation and construction of school physical structures; provision of textbooks, school materials, equipment and furniture and the design and promotion of mechanisms to facilitate enrolment and retention of pupils such as boarding facilities, school feeding, and assistance to needy families; the promotion in general of the concept of basic education for boys and girls; and community mobilization in support of education.

1.1 Background of the Study

According to Sara Pantuliano (2010), the Nuba Mountains region of Sudan is one of great ethnic, cultural, and linguistic diversity with an estimated population of 2.5million covering an area of about 80,000 square kilometres at the geographical centre of the country. It includes the present-day State of South Kordofan and an adjoining part of the State of West Kordofan. The Mountains themselves constitute about one third of the area and are in effect rugged granite outcrops which rise up to 1,000 metres or more above extensive and fertile agricultural plains. The region tends to be well-watered for four to five months of the year between May and October, with annual rainfall ranging from 500 up to 800 mm.

Sayed Hamid (2009) expresses the view that the modernization process in the third world often presents situations in which western educational ideas are being transplanted into significantly different socio-political climates where they originated. Educational methods and techniques, borrowed from the more developed states primarily because they seem to

have worked there should be analyzed critically in their new setting to analyze how universally applicable they really are.

However, Peter Malcolm, (2010) stipulates that the conditions shaping the status of curriculum development in the NMs cannot be adequately traced and understood without reference to the colonial administration policies towards the region and its inhabitants as an attempt to create Nuba nationalism or Nubanness. Yet, it is worth mentioning that during the British colonial rule (1898-1947), Sudan experienced two distinct administrative policies applied simultaneously in the northern and the southern parts of the country. These policies aimed at creating barriers between the two parts of the country and came to be known in the Sudanese colonial administration literature as 'the Northern Policy' and 'the Southern Policy' respectively.

Peter Woodward (2010) expresses the view that in the application of the policy, the former Nuba Mountains Province was declared by the colonial administration a closed area in the 1913, in accordance with the Closed Area Ordinance of the 1902. As a colonial politico-administrative device, the Ordinance aimed at screening the non-Arabic and the non-Muslims that is to say Pagans and Christian groups of the Sudan from any Arabic or Islamic influence in order to preserve their 'authentic' cultures, or at least to help them evolve on a Christian path.

According to Sayed Hamid (2009), in an attempt to attain the objectives of the policy, the idea of fostering schooling modeled as close as possible upon Christian establishment was adopted. That attempt did not succeed, mainly because the closeness between the Nuba and the Arab was one of the bottlenecks in respect to Christianization becoming a sustainable feature. It was so because it is argued that acculturation of the Nuba in respect of Arab material culture would necessarily imply their conversion into Islam.

Hence Johnson, (2006) stipulates that for the Nuba educational policy to achieve its aim of protecting the Nuba culture and tradition intact from Arabic-Islamic influence, the Arabic Language had to be excluded from being the principal medium of instruction. It was mainly because the selection of Arabic Language as medium of instruction was believed to allow the Nuba pupils to have access to the Arabic literature and consequently greater Islamization. To overcome such a problem, a policy of separating Arabs from Nuba pupils was adopted.

However, to Harragin, (2003) Arab pupils could also receive missionary education as the Nuba pupils. Further the antiquated Kingdom of Nubia fought ferociously to repel the Arab invaders in 621 AD and in the modern history, the Zanzibarians revolted in an uprising against the exploitation of Arab settlers in the island in 1964. The Nuba resistance today is the reincarnation of Sudanese history at its worst. There is a constant reference to the Nuba Mountains region in the book of Arab Report and Record as an ethnic kaleidoscope; the Nuba and the Arabs may exist in one homeland while maintaining rival nationalism, Arab Report and Record (ARR), 2011.

1.2 Statement of the problem

Kawach, (2009) found out that it is now almost half a century since Sudan gained its independence in 1956; however, all the national governments that came to power during this time have completely failed to implement a favorable curriculum design to people in Nuba Mountains region. The disruption in schooling between 1990 and 1994 and the closures of schools that have occurred since 1997-1998 because of insecurity have resulted in serious delays in children's education, the current curriculum used in Nuba Mountains Region Schools is understood within the context of Islamic ideology due to the fact that it has not reflected the needs, interests of the Nuba Mountains communities hence, low academic achievements. This according to Timothy Niblock (2007) is attributed to the fact that the state of some schools in Nuba Mountains is still poor for instance a large number of the schools established from the late 1970s or early 1980s have not been completed. The critical shortage of school equipment and stationery throughout the region continues to hinder proper schooling of children, in addition to a poor learning environment and shortage of trained teachers, lack of equipment, education materials and furniture. There is an acute shortage of such basic items as desks and chairs, blackboards and chalk, textbooks, teaching aids and writing materials. The long-running conflict has itself acted as a limiting factor on the availability of schools, either through the destruction of structures, commandeering of school buildings for military purposes, or closure of schools for reasons of insecurity. The East African (usually Kenyan or Ugandan) curriculum and modules from southern Sudan are followed and in principle lessons are taught in English. However, local languages and Arabic are commonly used in the class-room as most teachers do not speak English well enough to teach in it. All these issues affect academic achievement in the region of Nuba Mountains hence the research aims at analyzing the factors in curriculum design that affect academic achievements in the region.

1.3 Objectives of the study

1.3.1 General objective

To establish the historical, political, and societal factors in curriculum design that affect academic achievement in Nuba Mountains region schools.

1.3.2 Specific objectives

- i) To establish the historical, political, and societal factors in curriculum design that affect academic achievement in Nuba Mountains region schools.
- ii) To analyze how historical, political, and societal factors in curriculum design affect academic achievement in Nuba Mountains region schools.
- iii) To establish the relationship between the historical, political, and societal factors in curriculum design with the education system in Nuba Mountains region schools.

1.4 Research questions

- i) What are the historical, political, and societal factors in curriculum design that affect academic achievement in Nuba Mountains region schools?
- ii) How do the historical, political, and societal factors in curriculum design affect academic achievement in Nuba Mountains region schools?
- iii) What is the relationship between the historical, political, and societal factors in curriculum design with the education system in Nuba Mountains region schools?

1.5 Significance of the study

To residents in Nuba

The study will be of great importance to people in Nuba Mountains, for it will make highlights of the importance of educating their children regardless of all the political, economical and societal challenges they encounter.

To the ministry of education in Nuba Mountains region

It will help them analyze the best education practices Nuba Mountains region may adopt to catch up with other areas where the system has always been proved successful.

To the researcher

It will help him accomplish the university requirements for accomplishment of a Bachelor's degree since doing research is part of the requirements before a student clears for graduation.

To future researchers

It will act as a reference for guidance in case of any related topic.

1.6 Scope of the study

1.6.1. Geographical scope

The study was carried out from Nuba Mountains region which was a political party in Sudan and founded in October 1964. The party was an alliance of tribal and political leaders in the Kordofan province. The formation of the party reflected discontent with traditional parties and was contemporary with other regional parties in north Sudan like the Beja Congress and the Darfur Development Front. The call to form the party came from Nuba students at the University of Khartoum. The party favoured bifurcation of Kordofan creating a separate Southern Kordofan (including the Nuba Mountains) region. The researcher will thus find it easy to collect information from the area, because he knows what is on the ground and how data can be done from residents in the area.

1.6.2 Time scope

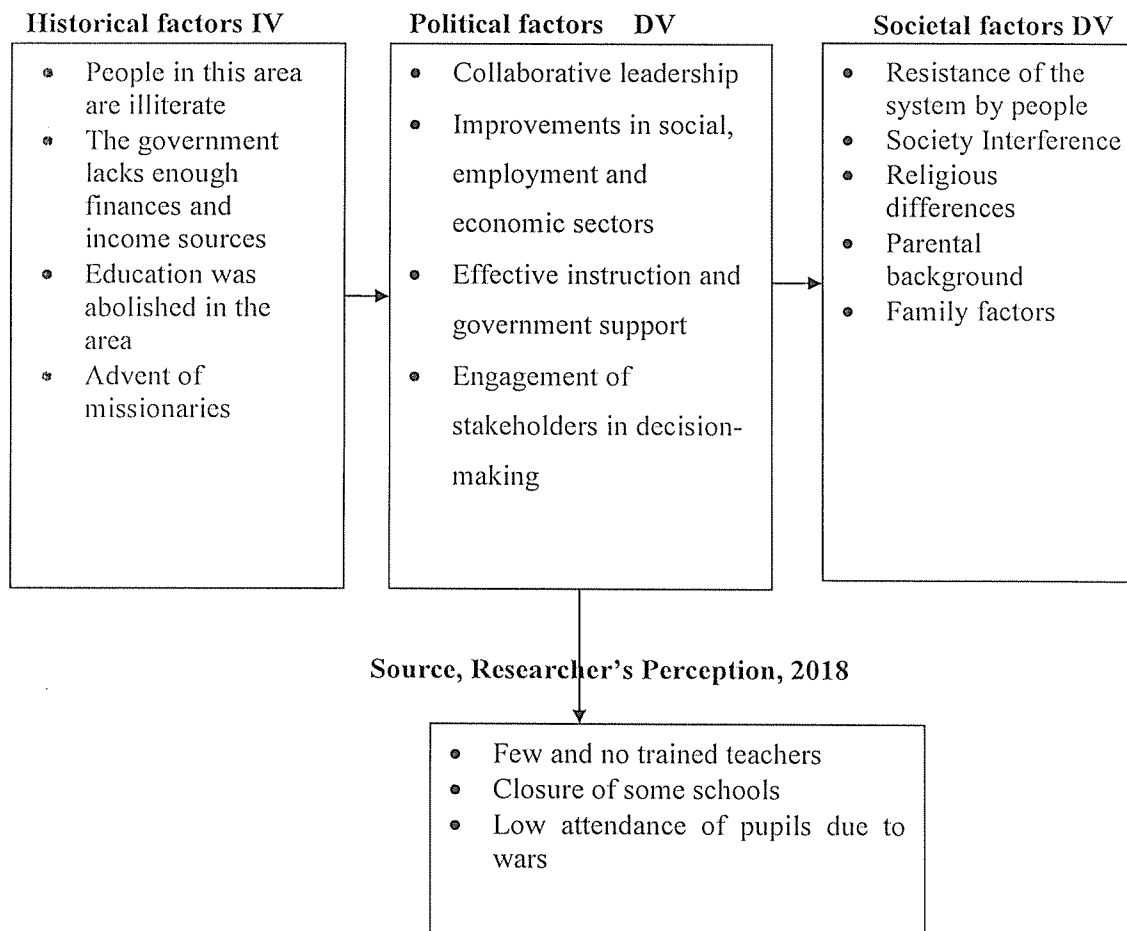
The study based on the period of 2011-2016 and carried out for a period of nine months that is to say from February 2018 to September 2018 basing on the political, historical and societal aspects of the Nuba Mountains area.

1.6.3 Content scope

The scope of the study was based on assessment of the relationship between historical, political, and societal factors in curriculum design that affect academic achievement in Nuba Mountains Region Schools.

1.7 Conceptual framework

Figure 1: Indicates the conceptual framework showing the dependent, independent and extraneous variables



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, the literature review is presented in accordance to the theories of relevance to the study based on the study objectives with key focus on the gaps left hanging by various scholars; this chapter presents a review of the literature related to the variables under investigation.

2.1 Theoretical review

Theory related to academic achievement in form of political, historical and societal factors

Focus for this education research will be put on the Social Learning Theory which was propounded by Albert Bandura in 1977 and he was born on 4th December, 1925 in the small town of Mundare in Northern Alberta Canada. The theory was based on the major premise that behavior was learned and could be unlearn. Behaviour is in general, a function of one's personality and the environment. Man is born with some innate potentials which the environment conditions. Similarly, one can influence his or her environment using the personality qualities. Consequently, as one interacts in the environment, the adolescents consciously or unconsciously observes and imitates and displays behavior of models.

Hence, Bandura posits that there is interrelationship between man's personality, the behaviour and environmental factors. According to Bandura indeed, the entire three elements; the person, the behaviour and the environmental situation are highly interrelated variables each being capable of influencing the other, this can be illustrated using the diagram. The social learning theory emphasizes the importance of observing and imitating the behavior, attitudes and emotional reaction of others. Thus it focuses on learning by observation and imitation.

Imitation and modelling of influential persons or models also depend on reinforcement. This reinforcement can either be direct or vicarious in direct reinforcement, the person imitating the model receives reinforcement directly. When a child, for instance is praised for exhibiting behaviour, he was received direct reinforcement. In vicarious reinforcement, the person imitating the model does not get reinforced directly. It is rather the model that is reinforced. When one watch a model being reinforced, he is also reinforced indirectly. This is vicarious

reinforcement. The motivation to identify with a particular model stems from the fact that this model possess a quality which the individual would like to possess.

Identification with a model involves the individual taking on observed behaviors, values, beliefs and attitudes of the person with whom he is identifying. Relating it to the present study, adolescents can model their behaviour after their peers who have positive attitudes and behaviour towards education; in order to enhance their academic performance. This theory applied to the adolescent, could be an explanation for the seeming relationship that may exist among peer pressure, time management and academic performance.

The implication is that for any adolescent who is influenced by positive peer pressure, who utilizes his/her time judiciously there is a tendency for the person to do better in his/her academics than the adolescent who do otherwise. This theory is therefore relevant to this study in the sense that, it will help students, to acquire the capacity of solving their own problems and it will also help student to learn the characteristics behaviour that make up their personality through observation and imitation.

2.2 Definition of key concepts

2.2.1 Academic achievement

Academic achievement consists of two broad groups of definitions that are employed when assessing academic achievement and the first group as defined by Gbati (2008) explains academic achievement as the numerical scores of a student's knowledge which measures the degree of a student's adaptation to academic work and to the educational system. The second group of definitions is more subjective and suggests that academic success is reliant upon the student's attitudes towards his or her academic achievement and depends on himself or herself. Hence in regard academic achievement entails success in the education system whether in details it involves success in especially performance of students after being taught.

2.2.2 Curriculum

Curriculum refers to a course of study of what is to be learned. As a process, according to Moreno (2006), curriculum entails the development of students' knowledge, understanding, skills and attitudes to satisfy social, personal, cultural, environmental and economic goals.

2.3 Historical, political, and societal factors in curriculum design that affect academic achievement

2.3.1 Historical factors in curriculum design that affect academic achievement

In regard to the historical factors, the curriculum design is affected by for example conflicts, religious wars, and land related conflicts. In this therefore, it was observed from various literature reviews that are of relevance to curriculum which are clear, ambitious and widely supported goals; a willingness for self-criticism and high priority to the study of learning. The last of these is characterized by an emphasis on scholarship on the sciences of learning and the translation of the results into grassroots practices.

People in this area are illiterate

Voorhis (2003) examined the effect of involving parents in interactive homework program. A spin-off the teachers involving parents in school program was developed at Johns Hopkins University in which 253 sixth and eighth grade students and parents participated. The researcher found that in comparison to students' engaged in traditional homework assignments the students who participated in teachers involving parents in program scored better on homework and on report cards. However, parents who are illiterate cannot achieve this due to the fact that they can longer read and write.

The Hill et al. (2004) studied a longitudinal model of parents' academic involvement, achievement and aspirations on 463 adolescents, followed from seventh through eleventh grades. The findings of the study revealed that parental involvement in academics of the students was positively related to achievement for African Americans but not European Americans students.

The government lacks enough finances and income sources

One of the reasons why education is financially supported by governments is to improve the country's economy. This is so because the students who are taught need to be employed and work for the betterment of the economic development. The skills needed by industry should be translated into the content and learning experiences of these learners. The skills, knowledge base and attitudes required by industry should be developed in the lecture. Employers have basic requirements. Educational institutions find themselves working to meet these basic requirements academically and professionally thus acquiring higher academic or professional qualifications hence enhance individual upward social mobility.

Knapp et al. (2003) who drew research on instructional leadership, reform and renewal and education in high-poverty, high-diversity settings to develop a set of reflective tools to guide self-assessment, planning and professional development and argued the society through political behaviour that has a bearing on the education curriculum. Further they argue that national ideology and philosophy have a tremendous influence on the education system because politics determines and defines the goals, content, learning experiences and evaluation strategies in education. Curricular materials and their interpretation are usually heavily influenced by political considerations which may play a part in the hiring of personnel, funding of education, determining entry into educational institutions, and the examination systems. This therefore implies that the government in power of any country should embark they designing of any system be it educational, strategic or social. This is attributed to factors like it is the back bone for finances, signing and implementation of any system to be followed or used by its nationals.

Further curriculum design entails the government investing more in the system so as to benefit low income earners. This was expressed by for instance OECD (2011) which observes that a 'remarkable feature of the Singapore education system is the value, attention and resources it devotes to lower level achievers not just high achievers. Testing of reading at first grade identifies students (12-14%) in need of special assistance which is provided daily in small groups of 8-10 students. However, this review is still hanging since it was not specific on which kind of pupils or students that deserves this kind of assistance for instance the disabled, school drop outs and orphans (vulnerables).

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Abolishment of Education

the existence of the education system in an area always leads to implementation of new policies and strategies for instance it leads to creation of new teachers and young men who reached the highest level of reading and interpreting the Muslim Holy Book were appointed to serve as instructors for others, and would also be authorized to serve as ‘imams’ prayer leaders in the mosque. In a way, the mosque became the centre of education. To-date, it may not be a surprising for madrasa schools to be given priority than formal schooling.

In Zimbabwe, for example, subjects such as sex education and political economy have proved difficult to include in the curriculum because of the resistance from some religious groups. These groups feel that including these subjects in the curriculum will undermine their belief systems. The same groups of people would not tolerate a curriculum that does not include religious and moral education. The design of curricular materials and their presentation should accommodate the culture of the society that the curriculum is seeking to serve. It should be sensitive to the fact that the curriculum design is to perpetuate inequities.

Advent of missionaries

Advent of missionaries is another factor to consider for instance according to Craner and Kitchener, missionaries had a confusing mission due to the fact that some were Christians yet others were Arabs (majority), hence this could not make education successful since Arabs did not support the education of society members as did to Christians. Therefore, it made Nuba Mountains people start resisting curriculum by refusing to follow what in accordance was creating divisions in their society. Adeptness of new ideas became a problem to them and incite in them negative attitude towards it. Lack of involvement where most people do not involve in making of curriculum, therefore made them refuse to send their children to school.

2.3.2 Political factors in curriculum design that affect academic achievement

The experience as a student and teacher may open up an individual’s mind to notice how politics influences education.

Collaborative leadership

Collaborative leadership; research provides clear evidence that it can positively affect student learning through building the school’s capacity for academic improvement (Hallinger and Heck 2010). In a study of 192 US elementary schools over a four year period, Hallinger and

Heck, (2010a) found ‘significant direct effects of collaborative leadership on change in the schools’ academic capacity and indirect effects on rates of growth in student reading achievement. Collective leadership explained a significant proportion of variation in student achievement across schools as higher-achieving schools awarded more leadership influence to all school members and other stakeholders especially to school teams, parents and students. However, in some countries with political parties which equally oppose government programs, collaboration cannot help in changing the curriculum design hence this literature could specifically indicate the nature of collaboration needed to change the curriculum design.

In reality therefore, by virtue of its potential for engaging a range of staff in initiating the change process, collaborative leadership is the most relevant approach for developing curriculum leadership throughout a school and consequently warrants close consideration as a model for developing leaders of curriculum change and its most well developed form in recent times is distributed leadership (Barber and Mourshed, 2007).

Further, any particular practice may not be simply transferable in isolation but may be effective because of its connection to some other aspects of its original context. The contributors to Tucker’s (2011) collection give considerable weight to the cultural contexts of high performing countries, and other researchers have considered a wide range of possible factors for instance, researchers have discussed the Chinese number system as a possible explanation for high performance in mathematics in China and the Chinese Diaspora (Askew et al. 2010). Others have pointed to a higher level of mathematical knowledge among Chinese children before they reach school (Cheng 2010).

Improvements in social, employment and economic sectors

In Finland for example, Toom and Husu (2012) suggests that the system has succeeded not only because of its education policies, organization and pedagogy but also because of Finland’s ‘democratic and consensus-seeking ethos in political decision-making’. Sahlberg (2011) comments that ‘One lesson from Finland is, therefore, that successful change and good educational performance often require improvements in social, employment and economic sectors. In seeking lessons from successful education systems, it is important though perhaps difficult, to understand the complex and sometimes subtle aspects of their broader cultural contexts.

Effective instruction and government support

Hence in regard, some scholars argued that curriculum development depends on effective instruction and government support. However, some are discriminative because some schools do not get the intended programs hence it is the reason as to why some are developing on behalf of others. The elements of the framework are values which become the foundation for school improvement and are instructive in illustrating the key dimensions of a school culture on which successful curriculum change depends, Knapp, Copland and Talbert (2003).

Engagement of stakeholders in decision-making

In relation to curriculum and leadership; the literature on school leadership has until the last decade been dominated by a concern for principal leadership and this remains the key focus of the literature. However, increasing attention has been given to the relations between principal and staff, and in particular the increased engagement of staff in decision-making (Goddard and Miller 2010). The result has been a strong shift to considerations of collaborative leadership as an approach to school improvement and change and the introduction of the corresponding concept of distributed leadership (Louis et al. 2010).

2.3.3 Societal factors in curriculum design that affect academic achievement

According to Kenneth S. King in his article nationalism, education and imperialism; there is a negative attitude tended to observe the understanding of the diversities and the real factors that accounted for the differential development of education between the northern and southern Sudan during the colonial and post colonial periods.

Resistance of the system by people

Further cultural beliefs of the society of Nuba Mountains people delays the designing of the best curriculum to supplement all cultural beliefs. It is therefore possible for culture to have both positive and negative influences on the curriculum. Pause for a moment and consider the number of groupings in different societies individual live, these can be professional associations, cultural groups and religious organizations. These groups can bring their views to bear on curriculum design. This is so because any curriculum of value must result from the broad consultation of a wide range of stakeholders especially the community.

Society Interference

The relationship between education and society is dynamic and interactive. Education not only reflects a society but is an influence in shaping its development. It helps to equip children to share in the benefits of the society in which they live and to contribute effectively to that society's sustenance and evolution. The curriculum reflects the educational, cultural, social and economic aspirations and concerns of Somalia society. It also takes cognizance of the changing nature of knowledge and society and caters for the needs of individual children in adjusting to such change. The social influences and importance of these influences are factors in the curriculum development process (Akhtar, 2004).

Further Kenneth stipulates that the society has its own expectations about the aims and objectives that should be considered when designing the curriculum. It also has a perception of what the product of the school system should look like. It is therefore necessary for curriculum designers to take into account these societal considerations and if this does not happen, the curriculum becomes irrelevant.

Religious differences

A number of religions like Christians, Muslims and indigenous groups still exist in the Nuba Mountains regions which has greatly affected the designing of best curriculum to benefit all the those categories. This therefore indicates that the views of these religions must be considered when designing a curriculum. This is comparison to the societal factors delaying the designing of the education curriculum of the areas; the negative perception of the society towards education has delayed its success. This is due to the fact that people are not used to education that is why they always resist the design. This is most attributed to issues given out like it will cause division because some will be educated yet others illiterate. Hence to their interpretation, it will create a divided society of literates and illiterates (OECD 2011).

Hynds (2010) reports a study of resistance to social justice initiatives from teachers and the community and the need for leaders to be prepared to deal with resistance. This is not straightforward as Kose and Lim (2010) demonstrate in their study of the impact of professional learning programs on teachers' beliefs about social justice and education. While results indicated positive changes in beliefs to a more just orientation, negative results also occurred, leading the authors to recommend a more concerted approach to professional learning of this kind. Similarly, Lumby (2006) found ambivalence among leaders in their

understandings of and commitment to social justice. These studies identify a likely need for leadership development in this area, although ways were not indicated on how to make this real in for instance providing for alternatives to achieve this.

Parental background

Pal et al. (1996) studied socio-psychological factors which promote students' mathematics competence among urban and tribal students. The sample was comprised of 194 urban and 132 tribal students selected randomly for the study. Data was collected by administering mathematics achievement test developed by national council of educational research and training from the sample. The findings revealed that mathematics competence of urban students had positive and significant relationship with fathers' education. Urban students whose fathers had higher educational status performed better in mathematics and the literature left some gaps hanging for instance it did not show that the solutions are for rural and urban students whose fathers did not perform better in mathematics due to the fact that it is a compulsory learning subject for most students and day today running of businesses.

Family factors

Kohl et al. (2000) conducted a study on family factors which potentially put parental involvement at risk. The participants in the study were parents, teachers and 350 children of America. Family and social data were collected through interviews conducted with parents. Parental involvement was rated by teachers and parents separately using a purpose designed instrument. Highly educated parents encouraged their children more to achieve. Findings also indicated positive relationship between academic achievement and parental education. this literature is not relevant in expressing the academic achievement especially to children whose parents did not attend school because it does not provide hope for betterment of their academic goals.

2.4 Relationship between the historical, political and societal factors in curriculum design with the education system

In regard to the above mentioned views to the political, societal and historical factors affecting the curriculum development the three are related and with absence of one, curriculum should either be developed or else not existing in the area **as seen below;**

Sharma and Tahira (2011) investigated the influence of parental education, parental occupation and family size on science achievement of the secondary school students in western Uttar Pradesh in India. 1500 students were selected as a sample for the study and data was collected through a questionnaire that assessed personal information and science achievement test developed by the researchers themselves. The results indicated that family variables including parental education had significant relationship with the achievement of their children. Hence, it could be concluded that the gender and geographical area in which the student live and are exposed may influence academic success of the students at all levels of education. Gender, locale and Parental education have direct influence on the academic achievement of the students. In Nuba Mountains region, although parents and some informed society leaders have tried to copy such characters of comparison (comparing educated and illiterates) a little has been achieved due to the affect that the still believe in the old system of upbringing kids.

In a study done by Chapman and Boersma (1979) on the learning of disabled children, they found that these children had significantly more negative self-perceptions of their abilities. Chapman and Boersma (1979) stated that negative self-perceptions are associated with less confidence in school and a more negative attitude towards school. In regard to this perspective, when it comes to African tradition disability is considered as inability where in most cases children who are disabled are always discriminated in schools, society looks at them as hopeless and in families men always leave responsibilities of taking care of such kids. This affects the curriculum design in such a way that it delays planning if lets say from the government to account for such hidden and discriminated kids and schools find it impossible to construct favourable infrastructure for kids with such problems, all this stems from the society which fails to expose kids with disability. This implies therefore, that the joint cooperation of the society in academics of their children improves performance for instance if it does this, it can help in effective communication, finding out what their children and schools need to do to improve student's performance.

Lui (2009) did a study that focused on 126 first year college students. The students were placed into groups according to their ability in English. Students in the lower ability-level had a significantly lower perceived academic self-concept than their average and above average counterparts. Lui's study indicated (2009) that a low academic self-concept results in less self-confidence, and students with low self-concepts are less motivated to put in an effort to

learn, and therefore achieve less satisfying results. Olatunde (2010) states that individuals with a low academic self-concept have shown low commitment to school. In a similar perspective in Nuba Mountains region, due to the historical factors of Arab scramble and partitioning of the area, education was prohibited where people in the region were not allowed to access it. This greatly affected the area since students can up to now hardly compete with other regions of not only Sudan but Africa in general.

Historically, the adoption of indirect rule affected the curriculum design. This is a factor because it always paved a clear way for tribe leaders to always sort out their issues in accordance to education. This delayed implementation of a curriculum design which would benefit a joint society. Conflicts also contributed to delay in designing of the curriculum design in Nuba region for instance the tribal and religious conflicts and those stemming from racism where whites were discriminating blacks in regard to their skin colour. This delayed designing of the curriculum beneficial to all societies where it could be hard for blacks to associate with whites.

Nuba Mountains region was blocked from access for example colonialists had beneficial interests in the area as related to political leaders so it was confusion especially on residents to impart a new idea which their children have not grown seeing practiced. In a study done by Ahmed and Bruinsma (2006) on a sample of 181 Asian and European graduate students, they found a significant relationship between academic self-concept and academic performance. The results from this study confirm that the more a student feels positive about his or her ability, the higher would his or her achievement be.

In accordance to Knapp, curriculum design depends on government support and instruction. In other wards the designing of education curriculum is dependent on government in power. Politically, it is argued that leadership in some schools has been dominated by the concern of principal leadership although staff members also get a chance to participate in decision making. However, in regard to the curriculum design, there must be collaboration between the leaders in power for instance they should always be guiding each other.

2.5 Measures for proper implementation of good academic curriculum

Education reform requires re-culturing rather than restructuring. Simply changing the course offerings or content or adding pre-requisites will not lead to solid educational change. Culture plays a major role in curriculum development. Few topics of discourse have caused as much controversy in higher education as the topic of curriculum. The challenge with the concept of culture is that it is not easily understandable or apparent to organizational participants because people define culture differently. In addition, cultural impediments are often more difficult to identify than structural impediments and therefore, more challenging to overcome.

Taking feedback of stakeholders is one of curriculum development strategy, use of technology for fulfillment of demands of stakeholders; revision of curriculum is done for each five years, etc. The seminars, panel discussions, orientation programmes and workshops must be arranged for involvement of teacher as curriculum developer Curriculum developers must follow some of the principles of curriculum development such as conservative principle, forward looking principle, creation principle, activity principle, child centered principle, flexibility principle, leisure principle, character building principle and dignity of labour principle. Also the principles of maturity, preparation for real life, linking with life, individual difference, loyalties, core or common subjects, all round development of body, mind and spirit, democracy, Islamic, socialism (Jadhav & Patankar, 2013).

The Finnish National Board of Education encourages teachers to collaborate with each other in developing strategies for supporting pupils in their educational progress, taking into account pupils' previous social and peer group relations, academic achievements, special needs and the continuums in learning of different subject matters across the various transitions of schooling (Pyhalto, Pietarinen and Soini 2012). In upper-secondary levels, programs are modularized and there is considerable flexibility in the way students move through the curriculum.

Leach and Scott (2008) suggest that a key influence on the difficulty students face in learning is the extent of difference between the disciplinary concept and everyday understanding, which they label 'learning demand'. For instance, concept learning in some aspects of physics tends to be difficult because it seems counterintuitive. A parallel might be anachronistic explanation in history, since a goal of history as a discipline is to see things as they might have been seen in the past rather than as we see them now. Such a perspective is

seldom taken in everyday situations. Clarifying the 'learning demand' in teaching a particular skill or concept will be a useful strategy in planning for deep learning. From ideas like learning demand and the communication approach, it is possible to develop a model for designing lessons to develop conceptual understanding (Ametller, Leach and Scott 2007).

It is also important to note that skills such as critical thinking need to be taught explicitly. In a meta-analysis of the teaching of critical thinking, Abrami et al. (2008) found that a mixed method, where critical thinking was taught as an independent strand within a specific content course had the largest effect, whereas an immersion method where critical thinking is regarded as a by-product of instruction had the smallest effect. Whether critical thinking is taught separately from content or embedded within it seemed less important than whether the objectives and teaching explicitly focused on critical thinking and these effects were enhanced if there was purpose-built professional development for teachers. The authors concluded (Abrami et al. 2008) that 'These findings make it clear that improvements in students' CT skills and dispositions cannot be a matter of implicit expectation'.

Gaps in the Literature Reviewed

Hence as argued concurrently in regard to the curriculum design, gaps still exist in the literature expressed above for instance arguments like involvement of parents and teachers in designing were expressed as the best way to cope up with issue and further implications were on the socio demographic characteristics of parents which determined their academic design and performance for example parents who did and passed mathematics or those who can access further lessons for their children could impart good education in children as compared to the low income earners and children staying in rural areas. hence further research needs to be pout on designing a favorable curriculum design which fits children for both literate and illiterate parents, children for both poor and well-off parents and children from social disadvantaged areas. Reforming an existing curriculum, which involves removing subjects, correcting errors and adding new subjects, is cheaper than developing a whole new curriculum. Developing a curriculum is a long-term target; it could take years before a new one emerges, and teaching and learning processes cannot wait for that. Children need to be taught but they should be taught with new approaches guided by new policy. Therefore, reforming an existing curriculum could be an easier and cheaper route for post-conflict education reconstruction.

Conclusion

In this chapter, the literature review was presented in accordance to the theories of relevance to the study based on the study objectives with key focus on the gaps left hanging by various scholars; this chapter presents a review of the literature related to the variables under investigation.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology which was used by the researcher to carry out his research. It describes the research design, the area of study, target population, sample size, study population, sampling technique, data collection sources, data collection tools, procedure, ethical consideration, limitations of the study and dissemination of results.

3.1 Research Design

Orodho (2003) defines a research design as the scheme, outline or plan that is used to generate answers to the research problems. Hence a cross-sectional analytical design was used in this study because a cross-sectional research gives an overview of what is going on with the variable of interest. In this study, it provided information on historical, political and societal factors in curriculum design that affect academic achievement in Nuba Mountains region schools. The study was analytical in that it showed the association between historical, political and societal factors in the curriculum design and how they affect academic achievement in Nuba Mountains region schools.

3.2 Study Area

The study area was Nuba Mountains region found in Nuba region in Sudan and it purposely focused on selected schools in the region.

3.3 Target population

The study population involved teachers from the Nuba region, pupils and the local community. The study based on a total of 150 respondents from the area which was selected from the selected schools in the Nuba region. This was considered according to Morgan and Krejcie's Table of sample size determination.

3.4 Sample size

The sample size involved 108 respondents as portrayed by Morgan and Krejcie table which illustrates that if the target population is 150, sample size becomes 108.

3.5 Sampling technique

The Sampling technique involved simple random sampling including all selected groups of respondents from Nuba region in Sudan.

3.6 Data Collection sources

(i) Primary data

This involved data collected from the field that is to say from questionnaires and interview guides in addition to observations which the researcher made.

(ii) Secondary data

This was the form of data which was gathered from the literature sources; it included relevant books, texts, journals and news papers in relation to historical, political and societal factors in curriculum design that affects academic achievement in Nuba Mountains region schools of Sudan and the World Over.

3.7 Data collection Tools

3.7.1 The questionnaire

The semi-structured questionnaire was the main instrument of the study administered to the selected groups of people. The researcher used this method because of its ability to gather information from respondents within a short period of time as supported by Gupta (2000). This was also used to collect data from the area of study (Nuba Mountains region) for simplicity of data collection. Moreover, respondents were given time to consult records to ensure that sensitive questions are truthfully answered.

3.7.2 Interviews

Interviews were administered to the pupils and community of Nuba Mountains to investigate the historical, political and societal factors in curriculum design that affect academic achievement. Structured interviews were designed in such a way that more specific and truthful answers related to the topic of study are gathered. Interviews were used because according to Gay (2007), they provide solutions to problems and obtain detailed information on the issue under study.

3.7.3 Focus Group Discussions (FGDs)

Focus Group Discussions were held with more especially people with busy schedules of work (teachers).

3.7.4 Observation

The researcher however observed and made an analysis of what he observed from the field and thereafter he made critical conclusions from what was observed using his naked eyes.

3.8 Procedure

For the procedure of data collection, the researcher got an introductory letter from the faculty of education to introduce him to the respective respondents and authorities in Nuba regions. Respondents were located and appointments fixed especially with the key informants.

Pre-testing of the research instruments were done to ensure that correct and valid data was collected. Data collection was done by skilled research assistants under close supervision of my research supervisor to ensure that all the information required was collected and after it was edited before leaving the respondents and daily evaluation of field progress was done.

After, data was analyzed adequately and a report was compiled. Questions were coded, tabulated and edited before leaving the respondents. Coding was based on themes basically to enhance clear and concise presentation of data. Thereafter the collected data was entered into the computer for analysis.

3.9 Ethical Considerations

During data collection, the rights of individuals were respected. The researcher got a consent form of all respondents and after he ensured confidentiality of information for protection with the information from the sensitive questions. Sensitive information was not explored unless the researcher requests the respondents to provide that information and all the necessary protocol be observed to keep privacy of respondents.

3.10 Limitations of the Study

Some respondents feared to disclose information about their life experience due to political instability in the regions of Nuba. To overcome these limitations the researcher first educated and assured respondents of the security of the information to allay their fears.

Means of transport constituted to a hindering factor because some areas in Nuba Mountains have poor road networks.

Time also hindered the process of accomplishment of circulation of questionnaires and carrying out interview with different groups of people in the field, however, this was overcome through use of field assistants to circulate those remaining ones.

The current security situation in Nuba Mountains region did not favor the research process which will affect the process of data collection and the plan of the researcher to consult the selected schools.

3.11 Dissemination of Results

After approval of the whole research by the university supervisor, the researcher submitted it to the Faculty of Education to make proper approval for the award of a Bachelor's Degree in Education.

3.12 Conclusion

This chapter presented the methodology which was used by the researcher to carry out his research. It described the research design, the area of study, target population, sample size, study population, sampling technique, data collection sources, data collection tools, procedure, ethical consideration, limitations of the study and dissemination of results.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter presents data presentation, analysis and interpretation of findings. It outlines the data gathered using the instruments described in Chapter Three and analyses the findings using quantitative methods. Some qualitative strategies were helpful in the analyses.

4.1 Socio-demographic characteristics of respondents

4.1.1 Bio data of respondents

The respondents had differences in terms of background. The respondents included different age groups, education level, marital status and sex. The following issues were obtained from the questionnaires submitted to different groups of people in Nuba Mountains. However, due to the positivity of the research and the impact it seemed to be putting on respondents, one more respondent inquired also to join the team and in regard 109 questionnaires were collected from the field which showed a very positive response and friendliness showed by respondents.

4.1.2 Distribution of respondents by Gender

The study targeted both male and female respondents this was done to avoid bias and as well as ensuring equal representation of both male and female respondents.

Table 1: Represents the distribution of respondents by Gender

Gender	Frequency	Percentage
Male	80	73.4
Female	29	26.6
Total	109	100

Source: Primary Data, 2018

From the study results in table 1, most of the respondents were male with 73.4% and 26.6% for female respectively. This was due to the fact that women face challenges especially deciding on whether children should be taken to school or not. This was therefore due to circumstances like women in Nuba Mountains Region are still considered as minor groups

who have less say in implementation of any policy. Therefore, men are more related to policy implementation than it is on the side of women.

4.1.3 Distribution of respondents according to age bracket

Table 2: Represents age bracket of respondents

Age	Frequency	Percentage %
18-30 years	31	28.4
31 -43 years	40	36.6
44-56 years	25	23
57 and above	13	12
Total	109	100

Source: Primary Data, 2018

Table 2 results depicted that 28.4% were aged 18-30 years, 36.6% were between 31-43 years, 23 were between 44-56 years and 12% were 57 years and above. From the study results most of the respondents were aged 18-43 years meaning that most of the residents in Nuba Mountains are youth who are still strong and able to make change in regard to curriculum design and changing policies in their area so that at least every one attains education. This implies that education and curriculum design are dominated by age bracket of between 18-43 years because it is the most productive age which can easily change with any change in an area.

4.1.4 Distribution of respondents according to education background

Table 3: Represents the education level of respondent

Education level	Frequency	Percentage (%)
Primary	40	36.7
Secondary	34	31.2
Diploma	20	18.3
Degree	15	13.8
Total	109	100

Source: Primary Data, 2018

Study results in table 3 above indicated that majority of residents in Nuba Mountains stopped in primary with a percentage of 36.7%, 31.2% completed secondary, 18.3% had diploma and only 13.8% had degree awards hence many people in Nuba Mountains regions are lowly educated. This therefore shows that most respondents were not so much educated and this

was attributed to especially the political factors in the region where the foreign settings did not allow parents to take their kids to school.

4.1.5 Distribution of respondents according to marital status

Table 4: Represents distribution of respondents by marital status

Marital status	Frequency	Percentage
Single	30	27.6
Married	59	54.2
Widowed	10	9.1
Divorced	10	9.1
Total	109	100

Source: Primary Data, 2018

From table 4 above, majority of respondents were married with 54.2%, 27.6% of the respondents were single, 9.1% were widowed and at the same time divorced. This therefore shows that in the region marriage is the first issue considered for everyone in society and if you reach at a tender age of 18 without a partner you will not be considered mature and not respected by society members. It implies that to some extent two heads are better than one for instance a husband and wife can get positive results when they join hands.

4.1.6 Distribution of respondents according to occupation

Table 5: Represents distribution of respondents by occupation

Occupation	Frequency	Percentage %
Teachers	10	9.17
Residents	70	64.2
Community leaders	24	22.1
Head teachers	5	4.5
Total	109	100

Source: Primary Data, 2018

From Table 5 above, majority 70 respondents were residents of Nuba Mountains regions, 24 were community leaders, 10 were teachers in the region and 5 were head teachers. This was so due to the fact that the study wanted to find out why the curriculum design is not favourable to the extent that most pupils are ignored the right to education. Therefore, much

information needed to be collected from residents in the region because they were more familiar with the issues causing this incident to rise.

4.2 The historical, political and societal factors in curriculum design that affect academic achievement in Nuba Mountains region schools.

The first research question sought to assess the historical, political and societal factors in curriculum design that affect academic achievement in Nuba Mountains region schools. In order to get information to answer the above question, respondents were asked about the historical factors that affect the curriculum design in the region and the response rate from the respondents are tabulated in tables below;

4.2.1 Historical factors

4.2.1.1 Many people in Nuba Mountains are illiterates

The respondents were asked whether people's illiteracy is one of the historical factors behind academic achievement in the region of Nuba and the results were depicted as seen below;

Table 6: Represents respondents' views on whether many people in Nuba Mountains are illiterates

Response	Frequency	Percentage%
Strongly agree	30	27.6
Agree	29	26.4
Strongly disagree	20	18.3
Disagree	20	18.3
Not sure	10	9.1
Total	109	100

Source: Primary Data, 2018

From study results in table 6, (54%) of the respondents agreed to the statement that the illiteracy rate in Nuba Mountains is too high hence it is affecting the curriculum design of the area while 36.6% disagreed because in some areas some people could read and write and these were especially teachers and a few of those who were coming from well off families, 9.1% of the respondents were not sure. In defending themselves, most of the respondents attributed the issue to the historical perspectives prevailing in the area in that it was seen as a

curse to take a kid for education where most of the ancestors argued that this was a sign of following foreign policies which most of them resisted in practice.

The indication therefore is that many people in Nuba Mountains region are not educated hence a few of them can read and write which posed a great challenge in data collection regarding approach and interpretation of the questions written in English. This in agreement with Cheng (2011) who identified a number of lessons from the Shanghai experience to be relevant to curriculum and argued that they are clear, ambitious and widely supported goals; a willingness for self-criticism; and high priority to the study of learning. The last of these is characterized by an emphasis on scholarship on the sciences of learning and the translation of the results into grassroots practices which in Nuba Mountains is not the case due to the historical perspectives prevailing in the area.

4.2.1.2 There is too much reliance on foreign domination for instance language used is Arabic

The respondents were asked whether there is too much reliance on foreign domination and the results were as follows;

Table 7: Represents respondents' views on too much reliance on foreign domination

Response	Frequency	Percentage%
Strongly agree	79	72.5
Agree	20	18.3
Strongly disagree	2	1.9
Disagree	8	7.3
Not sure	0	0
Total	109	100

Source: Primary Data, 2018

From Table 7; 90.8% of the respondents wholesomely agreed that there is too much reliance on foreign domination especially Arabic settings though minority 9.2% disagreed with a statement meaning that most of the residents in Nuba Mountains regions are still following Arabs hence they can no longer resist all the traditions and teachings. This therefore implies that foreign domination in Nuba Mountains is affecting the curriculum design in the region.

4.2.1.3 There is no education in Nuba Mountains region

The respondents were asked whether there is no education in Nuba Mountains region and below were the results;

Table 8: Represents views on whether there is no education in Nuba Mountains region

Response	Frequency	Percentage%
Strongly agree	20	18.3
Agree	60	55
Strongly disagree	10	9.1
Disagree	15	13.7
Not sure	4	3.9
Total	109	100

Source: Primary Data, 2018

From table of the findings above majority 73.3% agreed that there is no education in Nuba Mountains region due to the fact that it was historically resisted by ancestors hence there was no need for the young generation to resist something which their ancestors refused to implement yet the least 22.8% were not sure with the question. This goes in line with views expressed by Nuthana (2007) who carried out a gender analysis of academic achievement of school students of Karnataka and argued that the academic achievement was taken as the average grades of two previous years. The results of study showed that there was no significant difference in academic achievement of boys and girls but the results indicated a significant difference in academic achievement of urban and rural students with urban students had higher academic achievement than rural counterparts.

4.2.2 Political factors that affect curriculum design

The respondents were asked about the political factors that affect curriculum design and the results were as follows;

4.2.2.1 There is maintenance of heavy military presence

Table 9: Represents respondent's views on whether there is maintenance of heavy military presence

Response	Frequency	Percentage%
Strongly agree	39	35.8
Agree	10	9.2
Strongly disagree	50	45.8
Disagree	10	9.2
Not sure	0	0
Total	109	100

Source: Primary Data, 2018

However, results in Table 9 were not impressing due to the fact that most respondents with a 55% were negative (disagreed) with the view that there is maintenance of heavy military presence because this cannot affect the curriculum design. However, 25% were positive since they strongly agreed in accordance to the available security situations in Nuba Mountains where people are not free to move due to the political conditions. This view goes in line with arguments of Knapp, Copland and Talbert (2003) who drew on research on instructional leadership, reform and renewal and education in high-poverty, high-diversity settings to develop a set of reflective tools to guide self-assessment, planning and professional development. These scholars proffer the tools as a framework for building 'a coherent, collaborative system that supports powerful, equitable learning for all students' (2003). hence in accordance they concluded by saying that the elements of the framework are values which become the foundation for school improvement and are instructive in illustrating the key dimensions of a school culture on which successful curriculum change depends.

4.2.2.2 Too much conflicts are affecting the curriculum

The respondents were asked whether political instability affects curriculum and the results depicted the following;

Table 10: Represents respondent's views on whether too many conflicts affect curriculum

Response	Frequency	Percentage%
Strongly agree	69	63.4
Agree	20	18.3
Strongly disagree	10	9.1
Disagree	8	7.4
Not sure	2	1.8
Total	109	100

Source: Primary Data, 2018

Majority of respondents 81.7% agreed that political instability in Nuba Mountains and Sudan in general affects the curriculum design. However, the least with a 16.5% response disagreed which implies that most of the children were not taken to school due to conflicts in the area. This view is supported by Hynds (2010) who reported a study of resistance to social justice initiatives from teachers and the community and the need for leaders to be prepared to deal with resistance. This is not straightforward as Kose and Lim (2010) demonstrate in their study of the impact of professional learning programs on teachers' beliefs about social justice and education. While results indicated positive changes in beliefs to a more just orientation, negative results also occurred, leading the authors to recommend a more concerted approach to professional learning of this kind

4.2.2.3 Genocidal activities of the Bashir government affect the design

The respondents were asked whether Genocidal activities of the Bashir government affect the curriculum design and the results depicted the following;

Table 11: Represents respondent's views on genocidal activities' impact on curriculum design

Response	Frequency	Percentage%
Strongly agree	89	81.6
Agree	5	4.6
Strongly disagree	6	5.5
Disagree	4	3.7
Not sure	5	4.6
Total	109	100

Source: Primary Data, 2018

Further Table 11 presented an 86.2% response for majority of respondents who argued that genocidal activities affect the design of curriculum in the region, 9.2% strongly disagreed and 4.6% were not sure. This therefore implies that the current government in power has greatly affected the curriculum design in Nuba Mountains region. This in regard to Goddard and Miller (2010), the curriculum and leadership has until the last decade or so been dominated by a concern for principal leadership, and this remains the key focus of the literature. However, increasing attention has been given to the relations between principal and staff, and in particular the increased engagement of staff in decision-making. The result has been a strong shift to considerations of collaborative leadership as an approach to school improvement and change and the introduction of the corresponding concept of distributed leadership. All this has important implications for curriculum decision-making and development.

4.2.3 Societal factors that affect design

It was also relevant for the researcher to find out the factors in the society of Nuba that affect the curriculum design.

4.2.3.1 Resistance of the system by people

The respondents were asked whether resistance of the system by people affects design and below were the results;

Table 12: Represents respondent's views on resistance by people

Response	Frequency	Percentage%
Strongly agree	79	72.5
Agree	10	9.1
Strongly disagree	4	3.7
Disagree	16	14.7
Not sure	0	0
Total	109	100

Source: Primary Data, 2018

Table 12 results depicted that majority 81.6 % of the response argued that persistence resistance of the curriculum by residents of Nuba Mountains affects the design. This implies that the more people resist any system brought up by either government or any private institute makes it fail. However, minority 18.4 % disagreed with the statement and argued that even if people resist the system cannot make it fail because government at times forcefully implement systems feel like will be relevant to the residents. The above results are not different from Weston and Bain (2009) who found that attempts at curriculum change typically overestimate the extent to which stakeholders have a common understanding of change. They argue that the linear and rational needs analysis approach needs to be combined with an appreciation of the loosely coupled informal culture of schools.

4.2.3.2 Poverty in the society affects design

The respondents were further asked whether poverty in their society affects design and the results were as follows;

Table 13: Shows whether poverty in the society affects design

Response	Frequency	Percentage%
Strongly agree	42	38.5
Agree	25	22.9
Strongly disagree	29	26.7
Disagree	13	11.9
Not sure	0	0
Total	109	100

Source: Primary Data, 2018

Findings show that 61.4% of respondents support the view that poverty in the society of Nuba Mountains affects the curriculum design. Only 38.6 % disagreed to reasons they failed to express yet most people in the region are still in deep poverty. This therefore implies that being the fact that the curriculum design in Nuba Mountains is still lagging due to the fact that most people are still poor hence they cannot afford the education experiences required by different schools. The respondent's views are supported by Kohl et al. (2000) who conducted a study on family factors and potentially put parental involvement at risk. The participants in the study were parents, teachers and 350 children of America. Family and social data were collected through interviews conducted with parents. Parental involvement was rated by teachers and parents separately using a purpose designed instrument and highly educated parents encouraged their children more to achieve.

4.2.3.3 Ignorance in the area

Further respondents were asked whether ignorance affects the curriculum design;

Table 14: Represents respondent's views on Ignorance in the area as an impact on curriculum design

Response	Frequency	Percentage%
Strongly agree	89	81.6
Agree	5	4.6
Strongly disagree	6	5.5
Disagree	4	3.7
Not sure	5	4.6
Total	109	100

Source: Primary Data, 2018

Further Table 14 presented an 86.2% response for majority of respondents who argued that ignorance in the area socially affects the design of curriculum in the region, 9.2% strongly disagreed and 4.6% were not sure. This therefore implies that the system has been rejected by people who cannot read and write because they also see no relevance of educating their kids yet they are surviving irrespective of their low education. This is supported by Weston and Bain (2009) who found that attempts at curriculum change typically overestimate the extent to which stakeholders have common understandings of change. They argue that the linear and rational needs analysis approach needs to be combined with an appreciation of the loosely coupled informal culture of schools.

4.3 How the historical, political and societal factors in curriculum design are affecting the academic achievement in Nuba Mountains region schools

The second research question was to establish the ways in which the historical, political and societal factors in curriculum design are affecting the academic achievement in Nuba Mountains region schools and to be able to get answers to the question; the following questions were asked.

4.3.1 Culture as the basis for capacity building affects academic performance

The respondents were asked whether culture as the basis for capacity building affects academic performance and below were the results.

Table 15: Represents respondent's views on culture as the basis for capacity building as an issue affecting academic performance

Response	Frequency	Percentage%
Strongly agree	69	63.3
Agree	29	26.6
Strongly disagree	11	10.1
Disagree	0	0
Not sure	0	0
Total	109	100

Source: Primary Data, 2018

From the table of findings above, 89.9% of the respondents were supportive with the agreement that culture as the basis for capacity building affects academic performance an indication that the cultural settings in the society of Nuba region are affecting the design. However, minority 10.1% had disagreement since they revealed that the academic performance of their kids is fine irrespective of the cultural settings. This therefore implies that the cultural settings of the area affect the academic performance. this view is compared to arguments expressed by Levin and Fullan (2008: 296) who pointed out that the importance of culture as the basis for capacity building within the school which requires learning in context creating cultures where learning in context is endemic. They endorse Elmore's observation that cultures do not change by mandate; they change by the specific displacement of existing norms, structures and processes by others; the process of cultural change depends fundamentally on modeling the new values and behavior that you expect to displace the existing ones.

4.3.2 Mother's education levels affect academic performance

The respondents were asked whether mother's education levels affect academic performance and below were the results.

Table 16: Represents respondent's views on mother's education levels as an issue to academic performance

Response	Frequency	Percentage%
Strongly agree	10	9.1
Agree	10	9.1
Strongly disagree	49	45
Disagree	40	36.8
Not sure	0	0
Total	109	100

Source: Primary Data, 2018

Table 16 indicated that majority 81.8% of the respondents disagreed with the view that mother's education levels affect academic performance because it is not about the parent being educated but it is about the teachers and understanding of the kid. However minority 18.2% of the responses were supportive to the view because they argued that charity begins at home and it is through mothers that kids get mentored regarding education therefore if the mother of the kid is dull the kid is more likely to be also dull in performance. This implies that the performance of kids is not related to their mother's education levels.

The interpretation of the above findings in comparison to the literature of Baker and David (1986) who recognized mothers' strategies for children's school achievement and data was collected from heterogeneous sample of mothers of eighth graders through interview schedule. The results also indicated that parents actively manage their children's school career in a way that could have direct consequences for their children's academic achievement. Hence mother's education levels were found to be influencing the academic achievement of the students through parental involvement and parental encouragement.

4.3.3 Gender differences also affect academic performance

The respondents were asked whether gender differences affect academic performance and the below were the results;

Table 17: Represents respondent's views on gender differences affecting academic performance

Response	Frequency	Percentage%
Strongly agree	59	54.3
Agree	20	18.3
Strongly disagree	10	9.1
Disagree	20	18.3
Not sure	0	0
Total	109	100

Source: Primary Data, 2018

From Table 17, majority 72.6% respondents agreed that gender differences also affect academic performance and only 27.4% of the respondents disagreed that gender doesn't affect the academic performance of kids in the region. This therefore implies that gender differences greatly affect performance for instance the more women and men are treated equally in the area, the better picture young generation gets and vice versa in case there are gender differences. This is further supported by arguments of Cherian (1992) who investigated the relationship between parental education and academic achievement of 369 boys and 652 girls whose ages ranged from 13 to 17 years of Transkei in South Africa. The marks obtained by the pupils in the class were aggregated as the criterion measure of academic achievement of the students. Findings revealed significant effect of parental education on academic achievement of their children.

4.3.4 Family structure also affects curriculum

The respondents were asked whether family structure also affects curriculum and below were the results;

Table 18: Represents respondent's views on family structure as an issue affecting curriculum

Response	Frequency	Percentage%
Strongly agree	89	81.7
Agree	5	4.6
Strongly disagree	5	4.6
Disagree	10	9.1
Not sure	0	0
Total	109	100

Source: Primary Data, 2018

Table 18 results indicated that majority 86.3% respondents agreed that family structure also affects curriculum for example the bigger the family the more exposure to the literates because it is very hard to find a bigger family without any literate. Minority 13.7% disagreed with the view whereby they argued it is not all about the family structure but the love someone has towards educating the child. This therefore implies that the structure of the family affects academic performance. This view is supported by Elizabeth (2009) who analyzed that family structure and the academic achievement of 549 African American students attending rural and urban high schools in North Carolina. The results demonstrated that the female students attending both the rural and urban high schools had significant higher academic achievement levels than the male students. Results also indicated that rural students performed better than urban students.

4.3.5 Government abrupt system of changing management

The respondents were asked whether government abrupt system of changing management and below were the results;

Table 19: Represents respondent's views on government abrupt system of changing management

Response	Frequency	Percentage%
Strongly agree	79	72.5
Agree	10	9.1
Strongly disagree	4	3.7
Disagree	16	14.7
Not sure	0	0
Total	109	100

Source: Primary Data, 2018

Table 19 results depicted that majority 81.6 % of the response agreed to the view that government abrupt system of changing management. This implies that government intervention in some policies at times slows down their operation for instance the government up to now resists the education of all kids in Nuba Mountains region because they think that people will change their altitude like interpreting laws after reading various constitutions and how human rights are protected. However, minority 18.4% disagreed with the statement whereby they argued that government systems do not affect the curriculum development. The above results are not different from (Goddard and Miller 2010) who proved that the commitment to equity achievement gaps among students who differ by class, race, ethnicity and language must be narrowed and ultimately eliminated.

4.4 Measures for proper implementation of good academic curriculum

The third research question was to establish measures for proper implementation of good academic curriculum in Nuba Mountains region schools;

4.4.1 Re-culturing rather than restructuring

Table 20: shows putting more focus on re-culturing rather than restructuring to improve the curriculum

Response	Frequency	Percentage%
Strongly agree	42	38.5
Agree	25	22.9
Strongly disagree	29	26.7
Disagree	13	11.9
Not sure	0	0
Total	109	100

Source: Primary Data, 2018

Findings show that 61.4% of respondents supported the view that focus should be put on re-culturing rather than restructuring. However, minority 38.6% minority respondents disagreed to the view because it is all about restructuring than re-culturing because the system according to them can be improved if it is fully restructured. This therefore implies that the more people are educated, the more developed the areas have and quick implementation of different policies. Hence culture influences the educational change process at the institutional and departmental levels.

4.4.2 Taking feedback of stakeholders can also improve the academic curriculum

Further respondents were asked whether taking feedback can help to improve academic curriculum and results depicted as follows;

Table 21: shows ways in which taking feedback improves academic curriculum

Response	Frequency	Percentage%
Strongly agree	89	81.7
Agree	5	4.6
Strongly disagree	5	4.6
Disagree	10	9.1
Not sure	0	0
Total	109	100

Source: Primary Data, 2018

From Table 21; 86.3% respondents agreed to the view that taking feedback between the program implementers, society members and policy makers could help improve the system while 13.7% disagreed to the view since to them it is not all about feedback but the finances available to make the system successful. This in accordance to respondent's views can prove the best solution Nuba Mountains can take to implement the education curriculum an implication that feedback solves and simplifies everything in case of communication.

This view is supported by Jadhav & Patankar, 2013 who argued that taking feedback of stakeholders is one of curriculum development strategy for fulfillment of demands of stakeholders and that it helps in revision of curriculum for instance after five years. The seminars, panel discussions, orientation programmes and workshops must be arranged for involvement of teacher as curriculum developer Curriculum developers must follow some of the principles of curriculum development such as conservative principle, forward looking principle, creation principle, activity principle, child centered principle, flexibility principle, leisure principle, character building principle, and dignity of labour principle.

4.4.3 There is need for improved strong teacher-to-teacher trust

Table 22: Represents respondent's views on improved strong teacher-to-teacher trust as a solution to improvement of the curriculum design

Response	Frequency	Percentage%
Strongly agree	89	81.6
Agree	20	18.4
Strongly disagree	0	0
Disagree	0	0
Not sure	0	0
Total	109	100

Source: Primary Data, 2018

From Table 22, 100% respondents agreed that an improvement in teacher to teacher relationship can help improve the curriculum settings because it is from teachers that advises on the better implementations are got. This implies that when this is put into practice the policy will become successful. This is supported by research by Fielding et al. (2005) who intervened his writings into factors influencing the transfer of good educational practice and in the practice identified four elements of practice transfer that were of special significance, all relating to teachers learning with and from each other over periods of time. Most important was that teacher learning is a social process sustained by relationships and trust.

4.5 Conclusion

This chapter presented data presentation, analysis and interpretation of findings. It outlined the data gathered using the instruments described in Chapter Three and analyses the findings using quantitative methods. Some qualitative strategies were helpful in the analyses.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of findings, conclusions and recommendations of the research study. The researcher thus presents a detailed discussion of the results, draws conclusions and makes recommendations from the study.

5.1 Summary of findings

The summary of findings is based on the results presented in chapter four of this report as given by the respondents. The main aim of this was indicated in chapter one as to examine the historical political and societal factors in curriculum design that affect academic achievement in Nuba Mountains region schools.

5.1.1 Social demographic characteristics of respondents

From the demographic characteristics of respondents; Gender, age bracket, education background, marital status, majority of them 73.4% were males aged between 31-43 years and most of them stopped at primary level by a 36.7% and married with a 54.2% response respectively. These biographies deemed relevant to the study since they simplified a critical basis of the phenomenon and as well suggest possible solutions.

5.1.2 The historical, political and societal factors in curriculum design that affect academic achievement in Nuba Mountains region schools.

In regard to the research question what are the historical, political and societal factors in curriculum design that affect academic achievement in Nuba Mountains region schools.

From study findings, it was established that many people in Nuba Mountains are illiterates (54%), which has affected the curriculum design of education in the area.

It was also established that there is too much reliance on foreign domination for instance language used is Arabic hence it becomes hard for teachers to teach in other foreign languages like English because students already have that rock of using Arabic in their teachings. further majority (73.3%) argued that there is no education in Nuba Mountains region due to societal factors of not educating kids right from ancestors. In regard to political factors; majority (86.2%) argued for genocidal activities of the Bashir government

respectively and (81.7%) argued for too much conflicts as an issue affecting the curriculum. However when it came to maintenance of heavy military presence majority of the respondents disagreed with the view because deployment is not too much in Nuba Mountains as compared to other areas. On the societal factors that affect design majority (86.2%) respondents argued for ignorance in the area of Nuba, further 81.6% of the respondents argued for the resistance of the system by people and 61.4% were of the view that poverty in the society affects design of education in Nuba Mountains region.

5.1.3 How the historical, political and societal factors in curriculum design are affecting the academic achievement in Nuba Mountains region schools

From arguments above, the researcher also found it relevant to explore different ways in which the historical, political and societal factors in curriculum design are affecting the academic achievement in Nuba Mountains region schools and in response some researcher argued for Culture as the basis for capacity building (89.9%), family structure also affects curriculum (86.3%) others cited mothers education levels (81.8%) and the least (72.6%) talked about gender differences.

5.1.4 Measures for proper implementation of good academic curriculum

Although Nuba Mountains region is struggling to implement a new curriculum of education to competent with other countries on the African continent, challenges motioned above still exist hence for any research it is always wise to provide for measures and in regard all respondents (100%) supported the improvement of teacher-teacher relationship and (86.3%) supported taking feedback improves academic curriculum yet 61.4% supported the issue of re-culturing rather than restructuring the curriculum to improve on residents' negative altitude.

5.2 Conclusions

From the study results in chapter four, conclusions were made as follows;

From the findings of the study, it can be concluded that there is a strong relationship between relationship between the historical, political and societal factors in curriculum design with the education system in Nuba Mountains region schools because of the views expressed that politically many people in Nuba Mountains are illiterates, there is too much reliance on foreign domination for instance language used is Arabic and that there is no education in Nuba Mountains region, there is maintenance of heavy military presence, too much conflicts

are affecting the curriculum, genocidal activities of the Bashir government affects the design, perpetual violence from the pre-colonial kingdoms affects the education curriculum, resistance of the system by people, poverty in the society and ignorance in the area.

In regard to the research question what are the different ways in which the historical, political and societal factors in curriculum design are affecting the academic achievement in Nuba Mountains region schools;

From study findings, it was established that culture is the basis for capacity building and hence affects academic performance. It was also established that mother's education levels affects academic performance, gender differences also affect academic performance, family structure also affects curriculum, government abrupt system of changing management and government intervention in decision making.

On the research question regarding measures for proper implementation of good academic curriculum respondents proposed for re-culturing rather than restructuring, taking feedback of stakeholders can also improve the academic curriculum and further proposed for the need for improved strong teacher-to-teacher trust to improve on knowledge sharing on the best policy to feed the education curriculum in the region.

5.3 Recommendations

Government

Government should be supportive of the new policies which seem to be creating change towards development of the area. The government can do this by encouraging the local community to participate in the activities brought up by everyone especially when they are related to development and uplifting of the people's standards of living. Also the government can support stakeholders like NGOs involved in such activities through providing security and better infrastructure such as roads which will improve the movement of service providers. Lastly the government should set favorable policies, laws and regulatory frameworks to disarm people who seem to be creating insecurity which is one of the challenges to policy implementation.

Government should accept to open up an equal basis, discuss and formulate policies jointly with community members and this will help the system resist opposition from different people who have more interests in the government than any other institution.

Teachers

Teachers in Nuba Mountains region should set up policies to build networks and alliances with people in local areas Nuba Mountains due to the fact that through networking and alliance building, they will be able to find out what the people in such areas need to be taught to their children because it is from them that the most impressing needs be identified. The researcher therefore recommends teacher-parents role extension to prepare them for new occurrences and sharing of ideas.

Community

Further if curriculum design is to be fully implemented and polices be made more effective and reliable by all people in the area, local people and local leaders must struggle to work together to achieve a common goal. Each of the party must perform its role so as to ease the effectiveness of the new curriculum in design.

5.4 Areas for further research

The researcher recommends further research into the following areas;

- (i) Relationship between the new curriculum design and the government policies of changing education in the Nuba Mountains regions.
- (ii) Impact of the education policy in Nuba Mountains Region on the curriculum design.
- (iii) Challenges to implementation of the education policy in Nuba Mountains region Sudan.

5.5 Conclusion

This chapter presented a summary of findings, conclusions and recommendations of the research study. The researcher gave a detailed discussion of the results, draws conclusions and made recommendations from the study.

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APPENDICES

APPENDIX I

QUESTIONNAIRE FOR KEY SELECTED RESPONDENTS IN NUBA MOUNTAIN REGIONS/ SUDAN.

Dear Respondent,

The researcher I am Daniel Ibrahim an under graduate student at Kampala International University conducting a research on “historical political and societal factors in curriculum design that affect academic achievement in Nuba mountains region schools” this research is part of requirement of the award of a degree in education, you are therefore requested to spare some time in filling this questionnaire as honestly as possible. All information you submit will be confidentially kept.

Instruction: Please tick where appropriate

1. Personal Information

a). Sex

Male ☐

Female ☐

b). Age

18-25 years ☐

25 -30 years ☐

30-35 years ☐

35 and above ☐

c). Education level

Primary ☐

Secondary ☐

Diploma ☐

Degree ☐

Others.....

d). Marital status

Single ☐

Married ☐

Widowed ☐

Divorced ☐

- e). Occupation
- Teacher
- Head teacher
- Community leader
- Residents

Dear respondent, Kindly TICK the correct answer if you strongly agree, agree, strongly disagree and disagree, neutral in the spaces provided;

Code	1	2	3	4	5
Status	Strongly agree	Agree	Strongly disagree	Disagree	Not sure

Response	1	2	3	4	5
a. The historical, political and societal factors in curriculum design that affect academic achievement in Nuba Mountain region schools					
Historical factors that affect curriculum design					
Many people in Nuba mountains are illiterates					
There is too much reliance on foreign domination for instance language used is Arabic					
There is no education in Nuba mountains region					
Political factors that affect curriculum design					
There is maintenance of heavy military presence					
Too much conflicts are affecting the curriculum					
Genocidal activities of the Bashir government affect the design					
Perpetual violence from the pre-colonial kingdoms affects the education curriculum					
Societal factors that affect curriculum design					
Resistance of the system by people					
Poverty in the society					
Ignorance in the area					

B. How the historical, political and societal factors in curriculum design are affecting the academic achievement in Nuba Mountain region schools					
Culture as the basis for capacity building affects academic performance					
Mother's education levels affect academic performance					
Gender differences also affect academic performance					
Family structure also affects curriculum					
Government abrupt system of changing management					
Government intervention in decision making					
Historical perception of not educating kids in the area					

C. Relationship between the historical, political and societal factors in curriculum design with the education system in Nuba Mountains region schools					
Positive changes come after attainment of education					
Education is an influence in shaping its development					
There are increased competence levels					
There is increased self confidence by students who attain higher education					
Parental involvement is generally positively correlated to and has positive effects on student attainment					

THANK YOU FOR YOUR RESPONSE.