

AN INVESTIGATION INTO THE PARTICIPATION OF SECONDARY SCHOOL
TEACHERS IN CURRICULUM DEVELOPMENT IN KAJIADO NORTH DISTRICT

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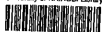
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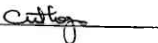
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DECLARATION

I hereby declare that this is my original work done to the best of my knowledge and has not been presented anywhere else before for the purpose of examination

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ABSTRACT

This research is designed to identify the extent of secondary school teachers' participation in curriculum development in schools in Kajiado North District. Secondary school teachers were the respondents in this research. Education in Kenya is facing challenges, especially with regard to curriculum development. Teachers are principal role-players in the process of addressing these challenges. The question is: Are they allowed to participate in the process, and if they do participate, what is the nature of their involvement? An attempt is made to contribute to this discourse by focusing on what is meant by teacher involvement in curriculum development in the Kenyan educational context. Results of the research project indicated that most teachers were for the most part excluded from participation in curriculum development in formulation and strategic planning and in most cases they are left to implement the curriculum in the classroom situation. Curriculum issues are intended for the benefit of learners and teachers and therefore should involve all stakeholders at the initial stages so as to achieve the intended education objectives.

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ABBREVIATIONS

B.ED	-	Bachelor of Education Degree
EPSS	-	Education Programmes Support Systems.
KIE	-	Kenya Institute of Education
MOEST	-	Ministry of Education, Science and Technology
KCSE	-	Kenya Certificate of Secondary Education.
KNEC	-	Kenya National Examinations Council
KNUT	-	Kenya National Union of Teachers
TSC	-	Teachers Service Commission
SAGA	-	Semi-Autonomous Government Agencies
SPSS	-	Statistical Package of data Processing
ICT	-	Information Communication and Technology
UNESCO	-	United Nations Educational Scientific and Cultural Organization
UNICEF	-	United Nations Children's Emergency Fund

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Over the last two decades or so, the roles of schools, and consequently those of teachers, have been changing profoundly worldwide, as a result of the social, historical, political and economic transformations in society. The need to revise and update existing educational curriculum in response to changes occurring in the world today is therefore unavoidable in order to develop learners who are in touch with reality.

A curriculum is conceptualized, organized, developed and implemented depending on a particular country's educational objectives and the organizational pattern of the institution for which it is intended. Whatever design a country may adopt depends also on the country's philosophy and education policies, for instance Subject Centered; Learner Centered, Broad fields; and Core-curriculum.

Whilst the curriculum development process involves various role-players and interested parties, teachers are in effect the principal role-players because they are faced with the responsibility of ensuring that the curriculum is managed properly to achieve its objectives. Curriculum is designed by all stakeholders in the education sector to ensure that students get proper education which will help them meet their needs as well as the needs of the society. Therefore any new curriculum development process should ideally be a deliberative, consultative, and participatory exercise (Mutch, 2001).

A neglected aspect of the curriculum development in Kenya is the role, views and attitudes of teachers in the formulation and strategic planning of the curriculum and how this affects their roles as teachers in the implementation stage of the curriculum. Obviously, in the Kenyan scenario, majority of the teachers feel left out. Their role is narrowed to implementation of curriculum the classroom situation. However, as Fullan (1992) notes, the implementation of curriculum innovations is bound to be unsuccessful if teachers are not involved in the entire process of curriculum development. The essence of this is to develop understanding and ownership of the programme by the participants.

Bishop (1985) asserts that there is often a disagreement between the official curriculum and the substantive curriculum of the classroom. Failure to involve teachers in new curriculum development, gives the impression that, teachers are regarded as merely the recipients of the curriculum that is developed by specialists elsewhere. This so called top-down approach is detrimental to the process of taking ownership of the curriculum. It might create the impression that teachers operate solely within the context of the school and the classroom, making this seem the only place where they can make a contribution to the curriculum. This view denies the broader curriculum functions that could possibly be fulfilled outside the classroom by teachers if they take part in the development process (Carl, 2005).

In Kenya, KIE is the national educational research and curriculum development centre. It works closely with other related agencies and organizations in curriculum development such as KNEC, KNUT, DQUASO, TSC, Government officials and religious organizations (MOEST, 2008). These groups have representatives in the each subject or curriculum area which is being dealt with, however it is sometimes dogged by malpractices in staff selection, lack of sincerity by the leaders, political patronage, government directives and personal work of the panelists

(Oluoch 1982). As a result only a minimal number of teachers are involved in the whole process.

In the year 2008 MOEST introduced two new subjects in the secondary school curriculum, Mathematics Alternative B and General Science. Statistics for year 2010 KCSE Examination reveal that only one school out of 21 secondary schools in Kajiado North District adopted the new syllabus of Mathematics and Science.

Nzomo the KIE director was quoted by one of the local papers saying "... although the policy change has been made silently... this is the best we have done to help students preparing to pursue arts-based courses" (Sunday Nation 27th April 2008) This shows that teachers were involved in a very minimal scale in the development of the new curricula as they are not keen on implementing it. Besides that, the district does not register an impressive performance in Mathematics and Science subjects.

Table 1: Mathematics and Sciences mean scores for the last four years in Kajiado North

YEAR		2007	2008	2009	2010
Mean Grade in Mathematics		2.4996	2.9967	3.342	3.5236
Mean grade in Science subjects	Chemistry	3.1665	3.4624	3.5618	3.7797
	Biology	4.627	4.2611	4.4755	4.552
	Physics	4.783	4.2280	4.1345	4.6342

Source; Department of education, Ngong office

1.2 STATEMENT OF THE PROBLEM

The study was designed to investigate the extent of Kenya Secondary school teachers' involvement in curriculum development. It has its origins in the introduction of Mathematics alternative B and General Science in the Secondary curriculum of the 8-4-4 education system in Kenya since year 2008.

It was a group designed specifically by KIE to cater for students who do not have the interest and aptitude to pursue careers and courses that require high competence in Mathematics and Sciences; poor performance of Mathematics and Sciences in the national examination KCSE; lack of facilities in schools and assist learners in non-formal education and private students who find it difficult to study the pure Sciences to lack of access to laboratories (KIE, 2008).

So far, it seems like the Teachers, community leaders, and students were not necessarily ready for this curriculum revision project as it has not been embraced and adopted in schools in Kajiado North District. Out of the 21 schools in the region only one school has adopted the new syllabus. On general enquiry most teachers expressed that the new curricula is new to them and they have very scanty information about it as most of them did not attend the in-service course for it. It is against this background that that the researcher aims to explore if failure to involve teachers in the curriculum formulation and strategic planning could have affected the outcomes during implementation stage. In this respect, Stephens et al. (1993, p. 2) assert that "if we want to improve schools, then, it is important to understand more about teachers and about the role they play."

1.3 PURPOSE OF THE STUDY

The research was intended to investigate of secondary school teachers' participation in curriculum development and how it affects implementation of the curriculum. In the school system it will help to minimize challenges and reduce resistance during implementation of any new curriculum.

It can also be a launching pad for other researchers on the curriculum areas such as causes of resistance to curriculum change, challenges of curriculum implementation and so on.

The curriculum changes and innovations are at the end of the day more rewarding to the learners and the society at large and therefore the teachers should not be discouraged by the challenges they experience during the implementation stage.

1.4 OBJECTIVES OF THE STUDY

The purpose of this study is

- a) To investigate the participation of secondary school teachers in the curriculum development process in Kenya;
- b) To identify the challenges faced by teachers in the implementation stage of the curriculum.
- c) To investigate the outcomes of teacher participation in curriculum development.
- d) To identify the policies that can be incorporated in education policies to make teachers participation in curriculum development easier in Kenya?

1.5 RESEARCH QUESTIONS

In this paper, the following questions will guide the discussion;

- a) Are secondary school teachers adequately involved in curriculum development process in Kenyan education system?
- b) Which challenges do they face in the implementation stage of the curriculum?
- c) What are the outcomes of teachers' participation in curriculum development?
- d) What elements can be incorporated in education policies to make teachers participation in curriculum development easier in Kenya?

1.6 SIGNIFICANCE OF THE STUDY

The study sought to take the issue of new curriculum a notch higher by addressing the key question, "How teachers' are involved in new curriculum development and how this affects their roles as teachers. It will be a platform for the teachers to share their experience on how to they can have a voice in the whole process of Curriculum development from design to implementation.

The findings of this seeks to open an avenue for sincere dialogue between teachers and other stakeholders in the education sector on how to effectively achieve educational objectives and goals especially those related to curriculum development and change without victimizing or ignoring the views of either party nor compromising the set educational standards.

1.7 LIMITATIONS OF THE STUDY

The process of the study encountered limitations because a high percentage of the teachers have not had a chance to participate in any curriculum design forum. The assumption by the teachers that curriculum issues are dealt with by another body and theirs is to implement the curriculum also interfered with their responses. While the selection of the participants was done randomly, final designation of the respondents was at their own discretion due to their own attitude towards their involvement in curriculum development and this might have affected the validity of the responses. (Mulusa, 1990) asserts this by asserting that respondents might give acceptable but not very honest answers.

1.8 DELIMITATIONS OF THE STUDY

This study was conducted in schools within Kajiado North District therefore the findings may not be generalized to summarize the situation of the curriculum in the whole country. Secondly only, secondary school teachers in Kajiado North District were involved in the study as a sample. Students were not targeted in this study yet they are the consumers of the curriculum. This is because the study's focus was on finding out the teachers' participation in curriculum development and its effects. The schools involved were also limited in number and they may not have represented the views of all the schools within the locality or the whole nation at large.

1.9 ASSUMPTIONS OF THE STUDY

In this research the assumptions were that teachers understand the issues related to curriculum development through their teacher training experience and they are the implementers of any developed curriculum. Secondly, teachers have continuous opportunities to collect data through

a variety of means including observation, tests and measurements and therefore they can make proper judgment in regard to curriculum outcomes.

1.10 OPERATIONAL DEFINITIONS

Curriculum means a course of subjects covered by learners in their race towards a certain educational goal or target.

Curriculum development is an activity, which results in plans for instruction.

Curriculum Implementation refers to how the planned or formally designed course of study are translated by teachers into syllabuses, schemes of work and lessons to be delivered to students.

A teacher is a person who is responsible for the education of learners. Teachers facilitate students learning

In this research teacher involvement refers to teachers actively engaging in all phases of curriculum development at the school, district, provincial and national levels of educational organization.

Curriculum policies refer to the statements of aims, goals, objectives, and guidelines that pertain to what and how a subject should be taught and how students should be assessed. The Kenya National Curriculum Policy is derived from the Ministry of Education in Kenya which is responsible for centrally providing educational services in the country.

1.11 ORGANIZATION OF THE STUDY

This study was organized into five chapters. The first chapter has given the foundation of the entire work through the background of the problem, statement of the problem, purpose, objectives, research questions, significance of the study, limitations and delimitations, its basic assumptions, the operational definition of the key terms and finally organization of the study.

Chapter two has covered the literature review related to the study. It carries the introduction to Literature Review, the curriculum development process, the teacher and the curriculum, development of curriculum policy in Kenya, the factors that influence curriculum development in Kenya, the duties of KIE, two examples of problems arising from a perceived curriculum, the theoretical and the conceptual framework of the study and the conclusion of the chapter.

In the third chapter, the research design, research methodology, description of the research locality, description of the sampling procedures, description of research instruments, data collection and analysis procedures have been extensively dealt with.

Chapter four is the data analysis and presentation of the findings obtained from data collected as organized according to the research questions stated in chapter one.

Chapter five contains the summary, conclusion, recommendations and suggestions on further research that can be carried out on curriculum issues.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

Chapter two has covered the review of literature related to the study. It has the introduction to literature review, the curriculum development process, the teacher and the curriculum, development of curriculum policy in Kenya, factors that influence curriculum development, duties of KIE, two examples of problems arising from a perceived curriculum, the theoretical and the conceptual framework of the study and the conclusion of the chapter.

2.2 THE CURRICULUM DEVELOPMENT PROCESS

Curriculum development as a concept is regarded as the encompassing and continual process during which any form of planning, designing, dissemination, implementation and assessment of curricula may take place (Carl, 2002:44). Many scholars such as Tyler (1949), Taba (1962) Bobbit (1918), Nicholls & Nicholls (1972) and others, in Oloruntegbe (1992) have come up with curriculum development models to explain the process of curriculum change. These steps have been a filling up process as other curriculum as more theorists have come up with more stages of the curriculum depending on the needs of a particular country, area or situation.

Curriculum Development process is essentially a team effort. According to Taylor (1993), curriculum re-conceptualization does not take place in a social vacuum. Any re-conceptualization of curriculum must take account of and respond to the pressures for change coming from diverse education constituencies and interest groups such as students, teachers and parents and the whole society.

A curriculum development process ideally goes through several stages. Each stage has several steps or tasks to complete in a logical sequence. These stages are not always separate or distinct, but may overlap and occur concurrently. In every step, the most important aspect is to keep the consumers in mind and involve them in the whole process, for instance teachers who have direct interaction with the target audience (learners) should be involved in conducting the needs assessment.

The stages involved in a curriculum development process start with a feasibility study, to establish the need for improving or changing existing curriculum. At this stage the social, economic, political and environmental factors and changes which influence and affect education such as technological factors, development plans, international conventions and declarations such as the MDGs and Vision 2030 are determined.

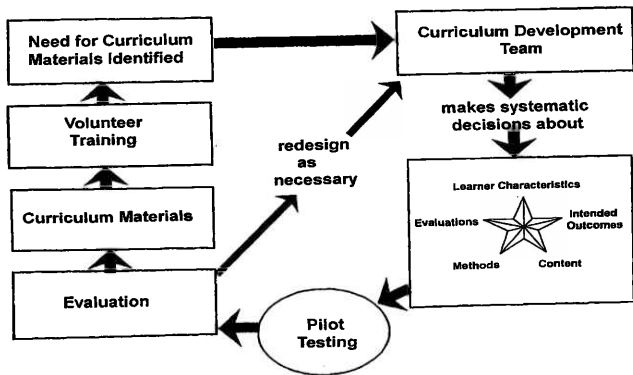
The second phase is the formulation of goals and objectives. In Kenya this is the responsibility of personnel in the Ministry of Education and especially those working with KIE. They select the curriculum content that will be useful in the attainment of the planned objectives and incorporate them with the subject objectives in the school curriculum.

The third stage is the design of learning experiences where decisions on content to be passed to the learners are determined. At this juncture the primary issue is "If the intended outcome is to be attained, what skills, attitudes, and behavior will be needed to be passed to the learner?" After the content is selected the next step is to design the teaching and learning resources to help the learner to achieve the intended outcomes.

The fourth stage is the one that involves the implementation activities as it has the Pilot testing, the training of facilitators to implement it and effective implementation in the classroom situation.

The final phase is the evaluation and reporting stage where either formative or summative evaluation is used in curriculum development. This stage is important as the feedback goes to key shareholders, especially funding and policy decision makers for future planning.

Figure 1: A model of a curriculum development process Source



Source : FAO Curriculum Development Guide 1996

2.3 THE TEACHER AND THE CURRICULUM

According to the teacher education in Kenya teachers are expected to be curriculum developers, implementers and evaluators. The training they receive in colleges prepares them to carry out these roles effectively to ensure successful teaching – learning process. Obal (1998) in his study on the teachers' role in curriculum development in Kenya found out that most of the secondary school objectives had not been achieved because teachers took a passive role in curriculum development process despite their professional qualification and experience. Their role in the process largely focuses on the implementation of the content and evaluation stage of the curriculum. These ideas are summed up in Stenhouse's (1980) writing as "No curriculum development without teacher development" and that "Curriculum development is about teacher development".

The Kenya Education policy framework outlines the teacher as an important resource in the teaching/learning process and their training and utilization requires critical consideration. Therefore the objectives of teacher education aim at developing communication skills, professional attitudes and values that equip a teacher with the knowledge and ability to identify and develop the educational needs of the child. (Sessional Paper no. 1 of 2005).

Teachers on their part have practical knowledge by their day to day interaction with the learners in a school situation and this can help in the curriculum development committees by assessing whether the programmes being developed are able to work or not in certain situations. Young (1977) also asserts that teachers grow professionally, by participating in these committees. Research done on employee participation in decision making has proved that, it has led to

greater job satisfaction, work achievement and personal growth. Besides this teachers are able to bear responsibility for educational decisions other than being passive participants.

A number of scholars agree that teachers play a vital role as far as interpretation and implementation of curriculum is concerned (Shiundu & Omulando 1992, Stenhouse 1980) regards it as vital that individual teachers should accept a research and development role in respect to the curriculum by modifying, adapting and developing it to suit the needs of individual learners and a particular environment. To bypass or ignore their input is to ignore an important agent in the process of curriculum development.

According to Shiundu and Omulando (1992) curriculum implementation is “the systematic process of ensuring that the new curriculum reaches the immediate beneficiaries, the learners”. Whichever way we look at it, curriculum implementation involves two major stakeholders: the teachers and the learners. This is because the teachers are the main implementers’ and the learners are the main target or direct consumers of the curriculum. The Ministry of Education acknowledges, “Teachers are an important resource in the teaching/learning process and their training and utilization therefore requires critical consideration” (Kenya Ministry of Education, 2004, p. 18).

Among the challenges that are faced by teachers at the implementation stage include; inability of schools to promptly procure textbooks and instructional resources for new curriculum, lack of parental support in acquiring new materials wide and broad syllabus, issues of advanced and omission of crucial content in the syllabus, inadequate in-service training of teachers and negative attitudes of teachers towards curricular changes. In addition, the Kenyan teacher is

never considered in the curriculum development process, and therefore holds negative attitude towards curricular changes.

This trend of re-defining the teacher's role as a curriculum researcher and developer is being adopted in many parts of the world. In Portugal, South Africa and other parts of the developing world are introducing participatory practices of teachers in curriculum development issues.

2.4 DEVELOPMENT OF CURRICULUM POLICY IN KENYA

Policies are outcomes of deliberations, discussions and consultations among people in authority. The formulation of educational policies starts with communities, although the actual policy formulation rests with the legislative boards. Such boards include school committees, Parents' Associations District Development committees, District Education Board, the Cabinet and the National Assembly.

The education policies in Kenya are derived from MDG, Vision 2030, the KANU Manifesto, Education Act, Policy frameworks and Education commission Reports, Directives from higher authorities and the local government and educational developments from other parts of the world.

The Kenyan curriculum before the coming of Europeans was implemented by elders to the young members of the society through, apprenticeship, oral tradition, oral number work, observation and imitation. Curriculum was taught formally or informally in forms of activities and experiences which provided the children with knowledge in different areas such as craft, farming, family upbringing, physical environment and morals.

The modern aspect of education curriculum in Kenya was first introduced by the coming of missionaries after 1884 who introduced formal education in Kenya. The primary goal of missionary education was to convert Africans to Christianity and train them to work in European farms and therefore they did not emphasize very much on academic subjects. Subjects taught were reading, writing and simple arithmetic, besides practical subjects like agriculture, carpentry and tailoring.

In 1911 the colonial government established the Education Department in Kenya. Whose work was to issue educational ordinances and reports which show that the colonial government recognized education for Kenyans as an instruction to change whether social or economic. However the responsibility for education was left in the hands of missionaries (Mutua 1975).

Among the educational ordinances introduced by the colonial government was the Phelps-Stokes Commission which introduced the Devonshire White paper of 1923 which advocated for racially segregated education; The Beecher Report of 1949 which recommended that a small group of African children be allowed to acquire secondary education and some secondary schools were established and the Beecher Report of 1949 which recommended for review of African Education to prepare Africans for the future roles in the country and the four tier Education system.

The education system inherited from the British was not adequate to make significant contributions to intercultural harmony in independent Kenya. Ntarangwi (2003) writes, "Many [Kenyans] receive an education devoid of the central ingredients that are crucial in making them active participants in their own socio-cultural existence" Furthermore, the government of Kenya acknowledges that "the education sector faces management problems which are occasioned by

centralized bureaucratic structures and politicization of education at national, provincial and school levels” (Kenya Ministry of Education, 2004). The obvious problems of centralization of management are administrative rigidity and lack of responsiveness, which normally result in delays in decision making and/or ineffectiveness in implementing recommendations made by various stakeholders in the education sector.

Therefore after independence in 1963 the Kenya government needed to make changes in different areas in order to reflect the needs of her people. The government realized that education was the key to national development and therefore appointed commissions to look into entire education system.

These commissions appointed in Kenya were The Ominde Commission Report of 1964 (Republic of Kenya, 1964) which recommended changes such as the adoption of 7-4-2-3 structure of education, seven years primary, four years of lower secondary, two years of upper secondary and three years of university education; Inclusion of subjects such as History and Geography in an attempt to build a national identity and the abolition of technical and vocational education in primary education (Republic of Kenya, 1964).

The Ndegwa Commission of 1970 (Republic of Kenya, 1986) which recommended for the establishment of District Education Boards to increase the school inspectorate department, diversification of secondary school syllabus to include technical subjects and business studies and expansion of in-service training for teachers.

The Gachathi Report of 1975 (Republic of Kenya, 1976) advocated for nine years education (pre-primary and primary) and the integration of technical and vocational subjects in the curriculum, as a way of addressing the unemployment of school leavers;

The Waruhiu Commission of 1979-1980; which among others recommended for TSC to be transferred to PSC, promotion of teachers according to various job groups, new salary scales for teachers and KNUT transforming itself to a professional body.

In 1981 the president appointed a working party under the chairmanship of Professor Mackay which recommended for the establishment of the second university (Moi) and also contributed to the adoption of 8-4-4 system of education; Sessional paper No. 6 ; The presidential Working Party On Education and Manpower Training for the Next Decade and Beyond. (Republic of Kenya, 1981)

The other avenue that has handled curriculum reforms in Kenya is constant curriculum development programmes handled by the Ministry of Education and related agencies (Shiundu and Omulando, 1992) and more recent, The Sessional Paper No 1; of 2005 on Policy Framework for Education, Training and Research which borrows heavily from the MDG'S and the Vision 2030 . The MDG'S are geared towards reducing poverty and advancing social standards especially for the poor because education has a direct bearing on the first seven goals. To translate policy into action, the Kenya government introduced FPE in 2003 and frees Day Secondary Education in 2008 to enhance access and equity in acquiring basic education.

In the recent past several other changes have been made in the curriculum in an effort to meet society's demands for a 21st Century workforce and vision 2030. There has been integration of subjects such as Peace Education, HIV-AIDS Education, integration of new technologies, ICT, materials in the new constitution, global trends and most recently in 2009 the new syllabus in Mathematics and Sciences namely Mathematics Alternative B and General Science.

Besides the changes in subject areas, there have been changes in the structure of education, quota systems of admissions, reduction of subjects from various levels and addition of others and moving of topics from some subjects and being integrated into others. In another frontier Secondary school heads are pushing for a review of the curriculum to make it more relevant to the economic, social and technological challenges facing the country. (Sunday Nation, 27th April, 2011)

The objectives of the secondary school education in Kenya are to prepare students to make a positive contribution to the development of society, and to acquire attitudes of national patriotism, self-respect, self-reliance, cooperation, adaptability, and a sense of purpose and self-discipline (Sifuna, 1990). In order to achieve these objectives the curriculum covers six major areas: communication (English, Kiswahili, sign language and foreign languages), Mathematics Alternative A and B, Sciences (physics, Biology, Chemistry and General Science), Humanities (Geography, History & Government and Religious education), Applied education (Home science, Art & Design, Agriculture, Woodwork, Metalwork, Building Construction, Power mechanics, Electricity, Drawing and Design, Aviation Technology, Computer Studies, Music and Business education), and Physical Education.

2.5 FACTORS THAT INFLUENCE CURRICULUM DEVELOPMENT IN KENYA

A number of factors influence the curriculum development process in Kenya. These include;

Political factors

In Kenya, as elsewhere, politics plays a key role in the curriculum development process. As cited by Nyandusi and Otunga, Freire (1972) asserts that "The political class seeks to control

and manipulate the polity, either overtly or covertly. Education is normally a covert tool in the stratagem of the political class. Further, Political will is the key to curriculum reform (UNESCO, 2006).

The influence of politics in curriculum development in Kenya is best seen through the formation of various education commissions, committees, and working parties such as the Ominde commission on education, the Koech report, the Mackay report and so many others. The political class always influences the composition of these commissions and moreover the findings and recommendations of most of these commissions are implemented at the discretion of the ruling elite.

Again, due to the centralized, all-powerful nature of the politics in Kenya, most decisions on education are top-down. In the area of curriculum development, it is centrally controlled by MOEST and its agencies, mainly the KIE, DQASO and KNEC.

Social, economic considerations

The current population of Kenya is estimated at 36 million with an annual population growth rate of 2.3% of the total population, 60% are youth under 30 years (UNESCO, 2008; World Bank, 2008). Therefore, any curriculum development process has to take into consideration the number of school going population as well as the infrastructure required and this calls for huge budgetary allocations to the education sector. This in turn affects the government since it has to allocate of about 30% percent of its annual budget to education. Despite such huge budgetary allocation to education, curriculum development is still poorly funded (KIE, 2006). This is because most of the funds in the education sector go for recurrent expenditure at the expense of research and development.

In some countries, the prevalence of unemployment is attributed to poor curricula. In Zimbabwe, for example, as in many other countries, demands are made for curricula that will promote entrepreneurship and technical skills, and which enable school leavers to create employment for themselves, rather than become job seekers.

Exposure to new technologies

The world is going the digital way, and education is an important avenue of transforming this aspect to the population through school system. To introduce computer education in schools KIE has to come up with a programme that will accommodate the old and the new. Further, the inclusion of ICT in the curriculum must be comprehensive enough to provide the requisite infrastructure and prepare teachers adequately to use it effectively. These often serve to provoke and encourage curriculum reform, since school leavers often find that they need new skills and knowledge to live and work in the modern world.

Appropriate research

Research carried out by various agencies and scholars often helps to identify those curriculum areas that require in-depth assessment and those that require change.

External interventions

The work of international organizations and conferences such as The World Conference on Education for All, and the work of external agencies and financial institutions, such as UNESCO, UNICEF, UNFPA and The World Bank, all bring influence to bear on the development and formulation of curriculum projects. For instance in Kenya recommendations by the World Bank led to freezing of teacher employment for some time.

Focus on examinations

In many developing countries including Kenya, education is geared mainly to the passing of examinations on a narrowly selected number of subjects and competencies. Poor achievement in examinations can lead to changes of inadequate curricula or incompetent teaching or both. In Kenya Mathematics Alternative B and General Science were introduced due to poor performance in these subjects.

Tribal compositions

Kenya as a country comprises over 42 ethnic groups with each having its unique cultural identity. Therefore curriculum developers have to take into consideration the diverse cultures of all these groups during planning. Still on ethnicity, Kenya has a history of ethnic tensions. The most recent was experienced just before and after the 2007 general election. The inter-ethnic violence that followed the election virtually changed the social, cultural, political, and economic landscape of the country. This in turn had implications on the curriculum, as there are now calls for the inclusion of peace education, with a strong component of conflict resolution, in the school curriculum. Instructively, a new core subject, Life Skills, was introduced in the curriculum in January 2009. This subject is supposed to deal with, among others, the concept of living together harmoniously.

The legal context of curriculum development

The legal mandate for Curriculum development in Kenya's public school system is vested in the Kenya Institute of Education. This is spelt out in the Education Act, Cap 211 of the Laws of Kenya. KIE's legal status as a Semi-Autonomous Government Agency (SAGA) is defined in

Legal Notice No. 105 of 1976, with amendments made in Legal Notice No. 144 of 1980 and Legal Notice No. 126 of 1984 (KIE, 2009). With changes in the new constitution, the curriculum will also be affected in a way as it has to accommodate these new changes. For instance, the History and Government syllabus in secondary school have been expanded to include issues in the new constitution.

2.6 DUTIES OF KIE

KIE is the body mandated by the government through MOEST to carry out the work of new curriculum development and curriculum change. KIE works closely with other related agencies and organizations in curriculum development. These include KNEC which is responsible national public examinations, KNUT which represents teachers at KIE, DQASO which is responsible for curriculum supervision and quality control, TSC which handles teacher recruitment, promotion and placement, and religious organizations whose views are sought regarding the teaching of religious education and other ethical-moral issues in the curriculum (Ministry of Education, 2008).

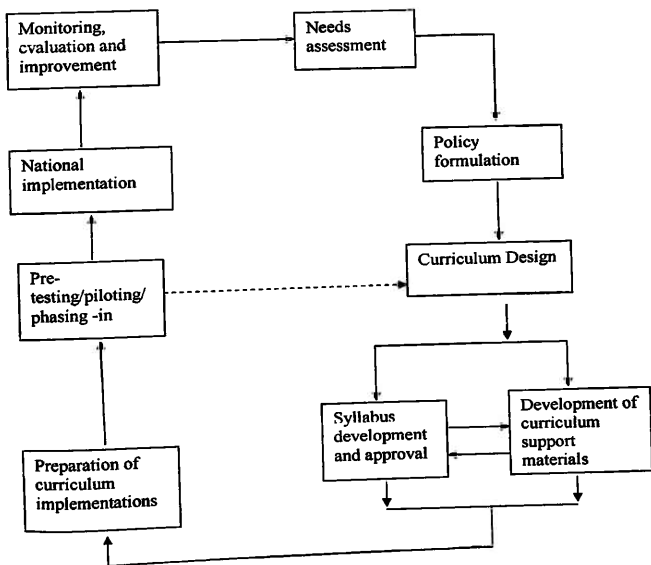
The KIE develops curriculum and curriculum support materials using a panel system. There are two main panels; the subject and course panels which fall under the academic board. The teachers come aboard as TSC employees to implement and evaluate the curriculum. However, these panels use the Top down approach whereby the materials developed are then taken to local curriculum centers to induct teachers, administrators and other education stakeholders so that they can implement them in their respective schools.

In-service training is used as the method of introducing teachers to new curriculum changes. Teachers' should not be expected to implement new methods or teach new curriculum without pre-service training. (UNESCO, 2008).

The duties of KIE in relation to the curriculum development process are to conduct research and prepare syllabuses for all levels of education, below university level and to prepare teaching and evaluation materials to support any syllabuses, such as books, teachers' guides, mass-media programmes and other materials.

KIE staff has the duty to conduct in-service and organize workshops for teachers and teacher trainers who are involved in carrying out experiments and trials of any syllabuses and teaching materials. On the same line they also conduct seminars on any syllabus and teaching materials for inspectors of schools and teacher trainers and conduct orientation programmes for field officers and to keep them informed of the developments that are taking place in the school and teachers' college curriculum. The developed curriculum is then transmitted through mass media, distance education courses, seminars and orientation programmes to guide teachers and other stakeholders in implementation. Finally KIE in collaboration with other stakeholders takes the role of publishing and printing educational materials to ensure the curriculum objectives are delivered to the learners. (KIE 2008) In Kenya the Curriculum Development process at KIE follows a cyclic pattern as shown below:

Figure 2: Curriculum development process at KIE



SOURCE: KIE

Once KIE is through with the preparation of the new curriculum it is handed over to the individual schools by KIE through MOEST. Since curriculum activities in Kenya are centralized the schools are left with no choice but to adhere to the curriculum fully. It is a case of giving birth to a baby and letting a neighbor nurture it.

Within this context the secondary school teachers are expected to make the curriculum deliver the goals and objectives of the planners of the curriculum. They may either be oriented in the curriculum implementation process through seminars, workshops or instructions given in manuals. The main question remains; are teachers' competent enough to implement the curriculum which they were not involved in at the initial stages? What is the level of their participation in the whole new curriculum development process?

2.7 EXAMPLES OF NEW CURRICULUM DEVELOPMENT PROCESSES

2.7.1 8-4-4 SYSTEM OF EDUCATION

A case in point in the Kenyan situation was the implementation of the 8-4-4 system of education and its curriculum. Up to today several criticisms have been leveled against it by both scholars and laymen due to weaknesses which were perceived to have been taken care of if teachers were involved at the initial development stages. First of all 8-4-4 was a political brainchild which was implemented through recommendations of an education commission. Court and Ghai (1974) also note that there has been a serious failure of communication between the educational planners and the educators. The educational planners are influenced by political pressure and as a result have rushed their decisions and placed an emphasis on the development of physical facilities instead of education. Most teachers were caught unawares and there were challenges of;

- a) Resources -: A resource can be defined as any person, toll or a piece of equipment that has the capacity of helping in the production process. Inadequate materials, space and lack of equipments were some of the issues raised on the weaknesses of the 8-4-4 system.

b) Unrealistic time lines:- also added to the problems of the 8-4-4 implementation. The teachers were caught up with the need to teach new programs besides the old and this led to disillusionment, burn-out, cynism and apathy.

c) In-service training -: Most of these programmes were hurriedly introduced to teachers in one day seminars and holiday programmes. Fullan (1982) contends that most in-service training is not designed to provide the ongoing interactive cumulative learning necessary to develop new conception skills and behavior. Therefore it is imperative to say that curriculum training should be continuous, interactive and consultive.

d) Lack of support from the administration -: Leadership is necessary to initiate and maintain any new change in the education process. As cited by Fullan (2001) Mclaughin, 1976 states that projects having the support of the management are most likely to fare well due to psychological and material support. Most of them had other demands to take care of in the schools besides overseeing the new curriculum

2.7.2 INTRODUCTION OF MATHEMATICS ALTERNATIVE B AND GENERAL SCIENCES

The second scenario is the 2008 introduction of Mathematics alternative B and General science in the Secondary school curriculum. Most of the schools in Kenya have not yet adopted this new curriculum yet it seems like a God send and softer option.

This syllabus was established to cushion the poor performance of Mathematics and Sciences in the national examination KCSE. Secondly most schools, especially in marginalized areas do not have essential physical facilities like laboratories to handle science subjects effectively. The

other issues reflected on students attitude as not all students have the interest and aptitude to pursue careers and courses that require high competence in Mathematics and Sciences and finally there are learners in non-formal education and private students find it difficult to study the pure Sciences due to lack of access to laboratories. (KIE 2008)

Kajiado North District is one of the newest districts carved out recently from Kajiado County. In total the new district has 21 secondary schools. Out of these, only one school registered students in year (2010) for the Mathematics alternative B exam and General Science.

When the two new subjects were introduced teachers were hurriedly introduced in a one day workshop in Olkejuado High School in year 2009. Besides, not all teachers were able to attend the workshop due to poor communication and poor organizational logistics.

It seems like most of the schools have not conceptualized the goals and objectives of this new programme clear in relation to the job market viability, further studies as well as fear of change from the known to the unknown. Besides that little orientation has been given to teachers and administrators in regard to this new curriculum as most schools only received a circular from MOEST through their respective D.E.Os.

2.8 THEORITICAL FRAMEWORK OF THE STUDY

Kelly, (2010; 118) assert that "... if appropriate forms of curriculum are to be effected, a good deal of attention must be given to the choice of a suitable theoretical model for curriculum planning." This study is based on Havelock's theory of social interaction (SI) model, which places great emphasis on the social interaction between members of the interacting group.

A successful form of a social research is that which involves the people actually working on the problem as it is developed with a view to solving the said identified problem or problems. This theory therefore focuses on the beginnings of a shift of focus from the centre to the periphery. Further the social interaction model recognizes or partially adopts the centre-periphery model by recognizing the needs of the consumer as determined by the central planner.

This model therefore requires teachers to be actively involved in the curriculum development process. It is this feature which brings in Stenhouse's idea of the 'teacher as a researcher' Stenhouse (1975) as cited in Shiundu and Omulado (1992) The ideal; said Stenhouse is that the curricular specification should feed a teacher's personal research and development programme through which he is progressively increasing his understanding of his own work and hence bettering his teaching.

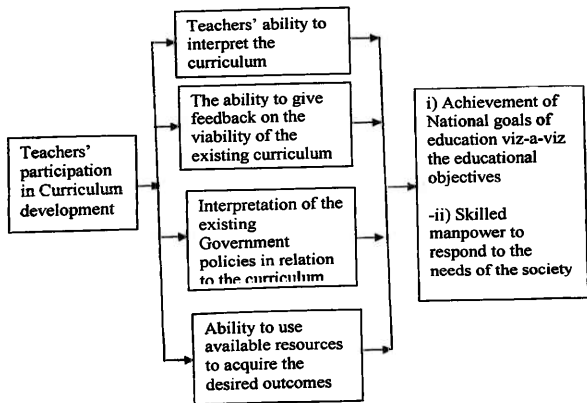
Indeed this might be argued as a sine qua non of good curriculum development process, but it has its own shortcomings, as teachers need assistance to develop skills and techniques, as well as the time factor will not allow too much extensive work as curriculum developers and implementers. This brings in the issue of an external body; KIE to assist teachers with other logistics in the process as well as give technical advice from professional curriculum developers.

2.9 CONCEPTUAL FRAMEWORK OF THE STUDY

The conceptual framework of this study is based on the teachers' extent of their involvement in curriculum development in the Kenya experience. In this study there are a number of concepts, which are functionally interrelated. Basically the teachers' role in curriculum development is the concept which dependent on the independent variables such as the ability to interpret the

handed down curriculum, the ability to give feedback on the existing curriculum, interpretation of the existing government policies in relation to the curriculum and ability to use the available resources to achieve the planned objectives in the curriculum to produce the best educational outcomes.

Figure 3: Conceptual framework



2.9.1 Summary

It is therefore important to work on the basic assumption that Curriculum implementation can only be successful if teachers and communities are involved in the development and implementation of curriculum and structural changes. The teacher must play a more significant role in designing the curriculum. Teachers must be involved in curriculum planning and

development so that they can implement and modify the curriculum for the benefit of their learners.

Secondly, teachers are partners in the process of curriculum change. There should therefore be an opportunity for their voices to be heard before the actual implementation (Arend, C, 2005) in other words, they should be given the opportunity to make an input during the initial curriculum development processes.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter gives the details regarding the procedures to be used in conducting the study which includes the introduction, research design, target population, sampling design and procedure, description of research instruments, reliability and validity of the research instruments, data collection procedures, data analysis and finally the data presentation techniques.

3.2 RESEARCH DESIGN

This is qualitative research in a case study design. The basis of this classification is the detailed explanation the researcher used in this work and the in-depth information obtained from a small research area. However, survey design was used in the area of data collection through questionnaires. Through intense participation, the aim was to acquire in-depth information about the extent of teachers participation in curriculum development from the samples selected.

3.3 TARGET POPULATION

Target population is members of the real or hypothetical set of people, events and objects to which the researcher wishes to generalize the results of the research study. The target population in this study was TSC teachers in public secondary schools in Kajiado North District. The researcher decided to use different types of samples in order to give each member of the target population an equal chance of being selected into the sample. The selection categories were as follows: Provincial and District schools as Category A, Boys, Girls and

Mixed schools as Category B.

Table 2: Kajiado North Public Secondary Schools

	School	Category A	Category B	Number of Teachers:		
				Male	Female	Total
1	Baraka Ontoyie Girls Sec	District	Girls Boarding	6	12	18
2	Enoomatasian Girls H Sch	Provincial	Girls Boarding	6	14	20
3	Ewuaso Girls Sec	District	Girls Boarding	8	8	16
4	Iloodariak Boys Sec	District	Mixed D & B	4	4	8
5	Kibiko Secondary	District	Mixed Day	8	12	20
6	Kiserian Mixed Sec	District	Mixed Day	3	5	8
7	Magadi Sec	District	Mixed Day	5	4	9
8	Najille Boys Sec	District	Boys Boarding	11	6	17
9	Nakeel Boys Sec	Provincial	Boys Boarding	8	21	29
10	Nkaimurunya Mixed Sec	District	Mixed Day	4	11	15
11	Ole Kasasi boys Sec	District	Mixed Day	3	11	14
12	Olkeri Sec School	District	Mixed Day	3	6	9
13	Olonyankaliani Sec Sch	District	Mixed D & B	4	4	8
14	Oloolaiser High Sch	Provincial	Boys Boarding	9	18	27
15	Oloolua Mixed Day Sch	District	Mixed Day	7	15	22
16	Olooseos Girls Sec	District	Girls Boarding	6	12	18
17	Patterson Memorial Sch	District	MixedBoarding	9	3	12
18	PCEA Iing'arooji Boys Sc	District	Boys Boarding	5	3	8
19	PCEA Kimuga Sec	District	Girls Boarding	4	8	12
20	PCEA Ngong Hills	District	Mixed Day	5	6	11
21	PCEA Upper Matasia	District	Mixed Day	4	4	8
	TOTAL			122	187	309

Source: TSC Office Ngong

3.4 SAMPLING DESIGN AND PROCEDURE

According to Mugenda and Mugenda (1999) an ideal sample should be large enough so that the researcher can with confidence, within specified limits be certain that a different sample of the same size, if drawn using the same procedures, can give approximately similar results.

It is on the basis of this argument that the researcher decided to use purposive sampling. This owes to the fact that the sample selected had the respondents whose characteristics were required in the study. Out of the 21 public schools in Kajiado North District 5 schools were picked in order to cover each category from the data collected. The assumption was that data will be collected from all cases in the selected sample.

Table 3: Category A, Distribution table of the schools by Gender of students

Gender of the school	Frequency	Percent %	Cumulative %
Mixed Schools	12	57.14	100.0
Girls only	5	23.81	42.86
Boys only	4	19.05	19.05
Total	21	100	100

Table 4: Category B, Distribution table of the schools by status,

Status	Frequency	Percent %	Cumulative %
District	18	85.71	100.0
Provincial	3	14.29	14.29
National	0	0	0
Total	21	100	100.0

3.5 DESCRIPTION OF RESEARCH INSTRUMENTS

According to Mugenda and Mugenda (1999, 2003) a researcher needs to develop instruments with which to collect the necessary information. In order to obtain a holistic and total view of the data used in this research, the researcher used questionnaires to collect data for the study. The questionnaire was in four sections. Section A involved demographic data of the teachers, Section B consisted of questions reflecting on the extent of teachers participation in curriculum development Section C consisted of general questions arranged in Likert format where teachers were expected to choose one of the five options as follows

VLE - Very large extent LE - Large extent UN - Undecided

LOE - Low extent VLOE - Very low extent

The items in section C were about the teachers' attitudes and views on the issues of their participation in curriculum development. Lastly section D had open ended questions that teachers were supposed to respond to about challenges in curriculum implementation and possible solutions to these challenges.

3.6 RELIABILITY OF RESEARCH INSTRUMENTS

Mugenda and Mugenda (1999, 2003) define research reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. Reliability of the research instruments was determined by carrying out a pilot study at Oloolaiser high school to find out if the items could be understood and answered properly.

3.7 VALIDITY OF THE RESEARCH INSTRUMENTS

There are various types of validity tests; face validity, content validity, criterion related validity and construct validity. This study used content validity because it intended to measure the degree the sample of test items represented the content that the instrument had been designed to measure. They were tested using the Pearson Product Moment Correlation coefficient. The underlying assumption is that every sample had the characteristics of the variables being tested in each item.

3.8 DATA COLLECTION PROCEDURES

Permission was obtained to carry out the research from the authorities concerned, mainly head teachers and principals in their respective schools. Once permission was obtained the researcher personally visited the schools selected and informed the respondents about the study. They were then given an appointment to fill in the questionnaires and further clarification given on questions raised. The actual collection of data was done within the month of October 2011.

3.9 DATA ANALYSIS

The questionnaire was of qualitative design and therefore both quantitative and qualitative methods were used to analyze the data.

3.9.1 DATA PRESENTATION TECHNIQUES

The researcher used the Statistical Package for Social Sciences program with numerical figures and categories. The responses are therefore tabulated and presented in form of pie charts, bar graphs and line graphs to communicate results and findings where possible.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 INTRODUCTION

This chapter presents findings of the information gathered on the participation of secondary school teachers' in curriculum development in Kajiado North district. The study targeted teachers employed by TSC. The first item presents the demographic information of the respondents who participated in the study. The next item is the extent of teachers' participation in the district. Part three gives the representative views and attitudes of the teachers in their participation curriculum development and the last item follows on the challenges they experience during implementation and possible solutions to these challenges.

4.2 DEMOGRAPHIC INFORMATION

This study sought the demographic information of the respondents in relation to gender, academic qualifications and work experience. The respondents who participated in this study were fifty teachers. The questionnaire return rate was 100%.

4.2.1 GENDER OF THE PARTICIPANTS

The researcher sought for the sex of the participants in order to find out the representation of both gender in the study. Gender of the participants was very important to this study because the researcher wanted to find out whether both gender were involved in the curriculum development. The researcher further wanted to establish whether the Constitution was being observed in the development of curriculum, the constitution states that in every government

department female representation should not be less than a third of the population in the department (Constitution of Kenya, 2010). Data collected on the gender of the participants was analyzed in table 4.2.1

Table 4.2.1: Age and gender of the participants

Gender	AGE				
	30 years and below	31-40 years	41-50 years	50 years and above	%
Male	3	16	6	1	52
Female	3	12	8	1	48
Total	6	28	14	2	100

Table 4.2.1, reveals that majority of the teachers who participated in the study were male 26 (52%) while 24 (48%) were female. The table also shows that majority of the teachers who participated in the study were aged between thirty one years and forty years, only two teachers were fifty and above years. This indicates that the teachers were in the teaching profession long enough to be involved in the curriculum development.

4.2.2 TEACHERS QUALIFICATIONS AND TEACHING EXPERIENCE

Information concerning qualification and experience was important to this study to establish whether the teachers who participated in the study had the required qualifications and experience to be involved in curriculum development and if they were in a position to give useful insights into the issues of curriculum development. Data collected was analyzed and presented in table 4.2.2.

Table 4.2.2: Distribution of teachers' qualifications and teaching experience

Qualifications	Experience in years				Total
	1-5	6-10	11-15	Above 15	
Diploma	1	-	-	1	2
BED	5	11	11	5	32
PGDE	-	2	3	1	6
MED	1	3	4	-	8
BSC	1	1	-	-	2
Total	8	17	18	7	50

Table 4.2.2, indicates that majority of the teachers who participated in the study had BED, and most of them had taught between six to ten and eleven to fifteen years. Two teachers had diploma in education, six teachers had post graduate diploma, while eight teachers had masters in education. This indicates that majority of the teachers had the qualifications to teach in secondary schools and can be involved in curriculum development and they are aware of curriculum related issues through their courses at the university as well as changes that have taken place in the curriculum in the Kenya Education system. Two teachers indicated they had not trained as teachers, the table reveals that one teacher had attained the necessary experience of between six to ten to qualify to be involved in curriculum development.

4.3 SECONDARY SCHOOL TEACHERS PARTICIPATION IN CURRICULUM DEVELOPMENT.

4.3.1 TEACHERS PARTICIPATION

The study sought to find out whether secondary school teachers were involved in curriculum development. First, the respondents were asked to indicate whether they have ever participated in a curriculum development exercise with emphasis on the level of participation and how they

were appointed. It was important to collect this information so as to establish the background on their level of participation. Data regarding teachers' involvement in curriculum development was collected, analyzed and presented in table 4.3.1.

Table 4.3.1: Teachers response on participation curriculum formulation and planning activity

Responses	f	%
Yes	9	18
No	41	82
Total	50	100

Table 4.3.1, shows that most of the teachers 41(82%) who participated in the study indicated that they had not been involved in curriculum formulation and planning activity while 9 (18%) of the teachers who participated in the study indicated that they had participated in curriculum formulation and planning. This indicates that majority of the teachers had not been involved in curriculum formulation and planning. This concurs with (Carl, 2005) when he affirms that the "voice" of the teacher is to a large extent ignored or not heard.

4.3.2: TEACHERS SELECTION PROCESS

The researcher sought to establish how teachers are selected to join curriculum development panels. Data collected was analyzed and presented in Table 4.3.2

Table 4.3.2: Selection of teachers in curriculum formulation and planning panels.

Selection process				
Level of involvement	Interview	Appointment	Part of duty	Total
District level	1	1	-	2
National level	-	4	1	5
In-service	-	2	-	2
Total	1	7	1	9

According to table 4.3.2, only nine teachers that participated in the study were involved in curriculum formulation and planning activities and most of them at the evaluation stage of the curriculum. The table indicates that two teachers were involved only at the district level, while two other teachers were involved in-service courses towards curriculum formulation and planning and four teachers were involved to the National level in curriculum formulation and planning. This indicates the wanting situation of curriculum formulation in the schools. All the participants were of the view that teachers are the custodians of curriculum implementation; hence they were better placed in formulation and planning of the curriculum. A teacher is a key player to successful implementation of any educational curriculum.

4.3.3: TEACHERS RESPONSES ON IN-SERVICE ATTENDANCE

The study sought to find out whether teachers were attending in-service courses on curriculum formulation and planning. Data was collected analyzed and presented on table 4.3.3.

Table 4.3.3: Teachers response on in-service courses attendance

In- service Courses attendance		
Responses	f	%
Yes	23	46
NO	27	54
Total	50	100

Table 4.3.3, reveals that majority of the teachers 27(54%) who participated in the study had not attended any in-service course, while 23(46%) of the teachers had attended in-service courses relating to curriculum. As Shiundu & Omulando (1992, p.178) rightly observes "relevant training for those who will implement the program, especially the teachers, is very crucial".

Teachers play an important role in new curriculum implementation and therefore it is crucial for them to receive the necessary training before any new curriculum is implemented.

4.3.4 GOVERNMENT POLICIES THAT DEAL WITH CURRICULUM DEVELOPMENT

The researcher sought to establish whether the government policies that deal with curriculum development are clearly defined. Data was collected, analyzed and presented in table 4.3.4.

Table 4.3.4: Teachers responses on government policies

Responses	f	%
Yes	3	6
No	47	94
Total	50	100

According to the table 4.3.4, majority of the teachers 47(94%) indicated that there was no clear government policy on curriculum formulation and planning, while 3(6%) were of the view that there were government policies on curriculum formulation and planning. This indicates that the Ministry of education should ensure there is clear policy on the formulation of curriculum and planning that would enable teachers be informed of what is expected of them in curriculum formulation and planning.

4.3.5 TEACHERS PARTICIPATION IN CURRICULUM FORMULATION HAS AN IMPACT ON EDUCATIONAL OUTCOMES

The researcher sought to establish from the participants whether teachers' participation in curriculum development has an impact on educational outcomes. Data was collected, analyzed and the findings are presented in table 4.3.5.

Table 4.3.5: Teachers participation has an impact on curriculum outcomes

Responses	Teachers' participation	
	f	%
Yes	43	86
No	7	14
Total	50	100

Table 4.3.5, shows that majority of the teachers 43(86%) indicated that their participation in curriculum participation and planning has an impact on educational outcomes, while 7(14%) indicated that their participation has no impact. A teacher is a key player to successful implementation of any educational curriculum. As Clandinin and Connelly (1992, p.363) rightly observes "the teacher is an integral part of the curriculum constructed and enacted in classrooms". The success of any curriculum implementation to a large extent depends on the teachers. Therefore teachers should be actively involved in various stages of curriculum development. This finding is also in agreement with the statement of Stenhouse's (1980), who stated that, no curriculum development without teacher involvement.

4.4 ATTITUDES OF TEACHERS TOWARDS THEIR INVOLVEMENT IN CURRICULUM DEVELOPMENT

4.4.1 TEACHERS SHOULD BE INVOLVED IN CURRICULUM DEVELOPMENT

The researcher sought to find out the teachers view on their involvement in curriculum development. Data was collected, analyzed and presented in table 4.4.1.

Table 4.4.1 Teachers view on involvement in curriculum development



According to figure 4.4.1, majority of teachers 43(86%) indicated that teachers should be involved to very large extent, while 6(12%) to a large extent in curriculum formulation and planning, only one teacher (2%) indicated that teachers should be involved to a low extent in curriculum formulation and planning. This implies that teachers input in curriculum formulation and planning is paramount to a Nation. Teachers, as major stakeholders in the education sector, must be in the involved in all aspects of syllabus design, implementation and evaluation. To bypass or ignore their input is to ignore an important agent in the process of curriculum development.

4.4.2 TEACHERS SHOULD BE CONSULTED ON NEW CURRICULUM

Secondly the researcher sought to establish to what extent teachers should be consulted on a new curriculum. Data collected, analyzed and presented in figure 4.4.2.

Figure 4.4.2: Teachers should be consulted about new curriculum

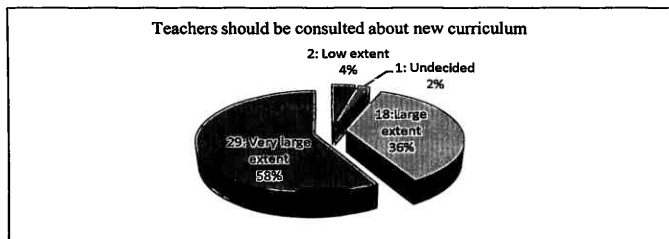


Figure 4.4.2, shows that most of the teachers who participated in the study 29(58%) indicated that teachers should be consulted to a very large extent on development of new curriculum, while 18(36%) of the teachers who participated indicated that teachers should be consulted to a large extent on development of new curriculum and two teachers (4%) were of the opinion that teachers should be consulted to a low extent on development of new curriculum. One teacher (2%) was undecided on whether teachers should be consulted on development of new curriculum. This implies that teachers should be consulted on development of new curriculum as they are the ones involved in implementing the curriculum hence their input is vital.

Table 4.4.3: Teachers views on the extent of participation in curriculum formulation and planning VLE - Very large extent LE - Large extent UN - Undecided

LOE - Low extent

VLOE - Very low extent

Statement	VLOE		LOE		U		LE		VLE		Total
	f	%	f	%	f	%	f	%	f	%	
Awareness to participate in curriculum development	7	14	18	36	-	-	7	14	18	36	50
Main task of teachers is to implement the curriculum and not to formulate and plan	28	56	15	30	2	4	5	10	-	-	50
Teacher involvement in formulation and planning of the curriculum is not well stipulated	-	-	2	4	-	-	13	26	35	70	50
There should be additional feedback mechanism other than exams to evaluate the curriculum	-	-	-	-	-	-	16	32	34	68	50
Money and other resources may not be adequate to include all teachers in the process	10	20	5	10	1	2	24	48	10	20	50
Some teachers may not have necessary skills to develop the curriculum	25	50	10	20	5	10	6	12	7	14	50
Teachers should have mandate to supervise and inspect curriculum besides DQASO	2	4	3	6	-	-	26	52	19	38	50
Participation in curriculum formulation and planning will help a teacher to develop professionally	-	-	2	4	-	-	13	26	35	70	50

Table 4.4.3, shows that 25(50%) of the teachers indicated that they were aware that teachers they ought to be involved in curriculum formulation, while 25(50%) of the teachers indicated that they were vividly aware of their involvement in curriculum formulation and planning. This

indicates that there are no clear cut structures to involve and even inform teachers' on their role in on curriculum formulation and strategic planning.

On teachers task to implement the curriculum and not to formulate and plan, majority of the teachers 43(86%) were of the opinion that the role is not only to implement but also to formulate and plan the curriculum. While 5(10%) of the teachers who participated in the study indicated that their task is to implement the curriculum and not to formulate and plan. This indicates that apart from teachers' implementation on the curriculum they have a role in formulation and planning of the curriculum.

Majority of the teachers' 48(96%) indicated that to a large extent 13(26%) large extent, 35(70%) very large extent that teachers involvement in the curriculum formulation and planning is not well stipulated , while two teachers (4%) mentioned that teacher involvement in curriculum formulation and planning was to a low extent. This indicates that teachers' involvement in formulation and planning cannot be overemphasized, teachers ought to be involved in the formulation and planning.

On evaluation, 16(32%) of the teachers indicated that there should be an additional feedback mechanism other than exams to evaluate curriculum. While 34(68%) were of the opinion that there should be other mechanisms other than exams to evaluate curriculum to a very large extent. This indicates that MOEST in collaboration with KIE should establish other mechanisms on how to evaluate the curriculum other than exams.

Majority of the teachers 34(68%) of the teachers indicated that inadequate money and other resources were a factor contributing to teachers not being included in curriculum formulation and planning, while 15(30%) of the teachers were of the opinion that money and resources were

not significant in including all teachers in curriculum planning. This calls for education planners to allocate money and other resources to involve all the stakeholders in curriculum formulation and planning.

35(70%) of the teachers mentioned that teachers were equipped with skills to be involved in curriculum development. While 13(26%) were of the opinion that teachers were not equipped with skills required in curriculum development. Kirk and Macdonald (2001:565-566) express the opinion that teachers' contributions are particularly important in respect of the local context, in other words the classroom or school, when they mention that "teachers' authoritative voice is rooted in the local context of implementation ...". This indicates that in curriculum formulation and planning teachers are key stakeholders, thus the more reason why they should be involved.

On teachers mandate to supervise and inspect curriculum besides DQASO and other education officers, 45(90%) of the teachers supported the idea while 5(10%) mentioned that teachers were not fully responsible to inspect or supervise the curriculum.

On participation of the teacher on curriculum, majority of the teachers 48(96%) indicated that teachers participation in formulation and curriculum would develop teachers professionally. While two teachers (4%) mentioned that participation of a teacher in formulation and planning of curriculum will help teacher professionally to a low extent. This indicates that teachers' involvement in formulation and planning would help teachers develop professionally in their subject areas. This finding concurs the finding of Young (1977) who indicated that teachers participation in curriculum development enables teachers to grow professionally.

4.5 CHALLENGES EXPERIENCED BY TEACHERS IN CURRICULUM IMPLEMENTATION

The second section of the research sought to find out if there are any challenges experienced by teachers in curriculum implementation. This was essential to this study so as to establish the connection between curriculum development and curriculum implementation. Data was collected, analyzed and presented in table 4.6.1.

Table 4.5.1: Teachers responses on challenges experienced

Responses	f	%
Yes	44	88
No	6	12
Total	50	100

Table 4.6.1, shows that most of the teachers 44(88%) indicated that there were challenges experienced in curriculum implementation, while 6(12%) of the teachers mentioned that there were no challenges experienced in curriculum implementation. Carl, (2002) states that teachers face tremendous challenges several of which are related to the curriculum. Thus, this indicates that curriculum implementation is not an easy task, there several challenges likely to be experienced and this explains why teachers are reluctant to implement any new curriculum

4.5.1 TYPES OF CHALLENGES

Secondly, the researcher sought to find out what were the challenges experienced in implementing curriculum. Majority of the teachers who participated in the study indicated that the following factors as some of the factors that affecting implementation of curriculum: Lack of enough time for training stakeholders towards preparing them to implement a new

curriculum for example teachers; inadequate resources (Materials and financial); political interference in curriculum development, this findings confirms what Freire (1972) stated that political class seeks to control and manipulate the policy, either overtly or covertly; frequent changes in the curriculum sometimes bring confusion; inadequate personnel that oversee monitoring and evaluation; new curriculum being in place without the materials in the schools; difficulty in assessment and time allocated to the new curriculum to be fully operational.

4.5.2 OUTCOMES OF TEACHER'S PARTICIPATION IN CURRICULUM DEVELOPMENT

The third research question sought to find out the outcomes of teachers participation in curriculum development. This was essential to this study so as to establish whether there were positive or negative outcomes when teachers' participate in curriculum development. Data collected was summarized as follows. Majority of the teachers who participated in the study mentioned that teachers' participation has several positive outcomes mentioned as follows: Desired outcomes in the curriculum will be obtained; teachers' confidence in the implementation of the curriculum; the needs of learners and society are captured in the curriculum; solutions are sought to eliminate challenges foreseen.

On negative outcomes, majority of the teachers indicated that involving teachers in curriculum development will be time consuming (more time will be required for deliberations); will lead to increase in educational expenses in terms of materials and trainings/in-service; individual interests are likely to be prioritized.

4.5.3 ELEMENTS THAT CAN BE INCORPORATED TO MAKE TEACHERS CURRICULUM DEVELOPMENT PROCESS EASIER IN KENYA

The fourth research question further sought to find out elements that can be incorporated to make teachers participation in curriculum process easier in Kenya. Majority of the teachers indicated that for curriculum process to be easier the following elements can be incorporated: Survey should be carried out prior to change of curriculum or through piloting of new curriculum before it's accepted for implementation;

Teachers should be trained on changes in the curriculum or teachers should be properly involved in curriculum formulation change and planning, proper preparation of teachers before implementation the process of curriculum development. As Shiundu & Omulando (1992, p.178) rightly observes "relevant training for those who will implement the program, especially the teachers, is very crucial". Training is a crucial component of the successful implementation of any curriculum.

Proper monitoring and evaluation process at every stage of implementation, rather than waiting until exams are done is important; frequent in-service of teachers to give track of implementation of new curriculum as echoed by (Carl, 2002)" teachers are in need of some form of training..."; all stakeholders should be involved by getting their inputs and ways on how to implement the new curriculum and finally teachers were of the opinion that curriculum implementation should be decentralized rather than curriculum issues be handled from headquarters; KIE.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter presents the summary of the findings of the main study, conclusions and recommendations arrived at. It also gives suggestions for further studies.

5.2 SUMMARY OF THE CHAPTERS

The study was to investigate participation of teachers in curriculum development in Kajiado North District, Kenya. Chapter one provides the background against which the study was carried out. It focuses on curriculum development process in the Kenyan education especially on the issue of stakeholders and the debate from various scholars and views on who should be involved in the process. The statement of the problem, further explains the origin of the study by outlining the challenge of the introduction of Mathematics Alternative B and General Science in secondary schools in Kajiado North District. This also formed the purpose of the study discussed in the chapter. The research objectives and questions were to find out if the teachers are involved effectively in curriculum development, challenges they experience at the implementation stage of the curriculum, outcomes of their participation and the policies that can make their participation more easy and productive. The significance, limitations and assumptions of the study are also clearly addressed in this chapter, while the final section of this chapter captures the operational definitions of significant terms.

Chapter two presents an over view of the related literature to the study. The reviewed literature covered the process of curriculum development, the teacher and the curriculum, development of curriculum policy in Kenya, , factors that influence curriculum development in Kenya, duties of

KIE and two examples of curriculum development. Theoretical and conceptual framework to the study was also developed in this chapter.

Chapter three looked at the methodology used in the study. The chapter looked at the research design, study location, target population, sampling procedures and sample size. The chapter also contains descriptions of the research instruments used, pilot study and measures of testing instrument reliability and validity. Procedure relating to the collection and analysis of data are also discussed in this chapter.

Chapter four covers analysis of data and the findings of the study. The findings indicate that majority of the teachers supported the idea that teachers should be involved in curriculum development, but only a few claimed that they were ever involved. In fact, most of the teachers have only been involved in seminars meant to introduce them to a new curriculum implementation. This might be the reason why they are reluctant to introduce new programmes in school, for instance the case of General Science and Mathematics Alternative B.

The in-service courses are sometimes not properly coordinated thus leading to challenges at implementation stages of the curriculum. While teachers are recognized as sole implementers of curricula change, many times they received little or no orientation on innovations. (Oloruntegbe, 2010). The curriculum development issues are handled from the top only leaving the majority teachers to participate at the implementation stages. This tendency seems to sidetrack the teachers who need the training more than the Ministry officials.

There are number of factors also that greatly hinder teachers' involvement in curriculum development as it has emerged from the research. The findings of the research indicate that education policies to guide teachers' involvement in curriculum formulation are not clearly stipulated in the Kenyan education system; inadequate resources were to a large extent also

contributing to teachers not being involved in curriculum; lack of appropriate skills to develop a curriculum of their own; lack of personal responsibility and accountability for what is developed what is developed development and teachers mandate in curriculum matters are mainly concentrated in the classroom in delivering the content.

The teachers who bear direct responsibility for the curriculum felt that it is significant that they should be involved in curriculum development in a number of ways. These include; being given responsibility to develop curriculum in their respective schools; being consulted through a survey in any new development; pilot study of the curriculum before full implementation; supervision and inspection of curriculum besides DQASO and other education officers and finally teachers' should be given another avenue to give a feedback beside evaluation in national examinations.

Teachers experienced numerous challenges in curriculum implementation namely: inadequate resources, political interference, frequent changes in curriculum bring confusion, inadequate personnel that oversee monitoring and evaluation, new curriculum being in place without the required materials in schools and finally difficulty assessment an time allocated to a new curriculum for it to be fully operational. Teachers indicated that they are ready to deal with these challenges as long as they get the necessary help from MOEST by being involved at the planning stages of the curriculum.

The inclusion of teachers in strategic formulation and planning of the curriculum also has its positive and negative outcomes. The positive outcomes are: realization of educational objectives fully; teachers' confidence would be boosted in implementation of the curriculum,

the needs of learners and society being captured in the curriculum, solutions are sought to eliminate challenges foreseen.

However, on the same note participation of teachers would adversely affect the time that teachers are supposed to cover the syllabus; drag issues on diversity in the curriculum and sometimes personal interests of the different planners may further complicate the process.

The respondents in the research gave suggestions on elements that can be incorporated in the curriculum development exercise to make the exercise worthwhile for both teachers and students and the following suggestions came up; survey should be carried out prior before any change of curriculum or through piloting of new curriculum before its accepted for implementation, proper monitoring and evaluation process at every stage of implementation, frequent in-service of teachers to give track of implementation, all stakeholders should be involved by getting their inputs and ways on how to implement the new curriculum and finally curriculum should be decentralized rather than curriculum implementation be handled at the headquarters in KIE, Nairobi.

5.3 CONCLUSION

Curriculum development is a very essential service in the process of education system of a country. Based on the findings of this research, it was apparent that teachers' participation in curriculum formulation and planning is paramount. The findings show that, teachers should be involved and consulted to a larger extent; policies on teachers' involvement in curriculum formulation are not clearly defined, teachers mandate includes supervision and inspection of curriculum besides DQASO, teachers' participation in curriculum development would develop them professionally.

Quality teacher involvement is essential, not only for the sake of institutional and curriculum development in schools and the country's curriculum, but also for nurturing the personal and professional growth of the teacher. Teacher participation can therefore bring positive results.

5.4 RECOMMENDATIONS

Based on the research questions, the following recommendations were made that are aimed at improving teachers' participation in curriculum development.

Teachers should be informed, trained and involved in the process of curriculum development.

The ministry of education incorporation with KIE should ensure that there are appropriate policy structures to guide teachers in curriculum development so that they can own the process and be accountable for educational outcomes in the country.

Most curriculum development activities and changes should adopt the bottom-up approach, starting from the grassroots, particularly by teachers who are on the ground who are aware of what changes are needed and where they are needed most.

Teachers' professional development should have more emphasis through seminars, workshops, in-service training, and directive manuals and so on so that they can become more productive and thus deliver quality education.

Teacher training programmes in universities and colleges should be restructured to put more emphasis on curriculum development issues rather than making the topic a selective unit. This is to make sure that teachers take the role of researchers and developers of their own programmes in their respective institutions.

5.5 SUGGESTED AREAS FOR FURTHER STUDY

The following issues emerged in the research and were recommended for further research:

- (i) Challenges facing teachers in curriculum implementation.
- (ii) Effects of curriculum change on the teacher.
- (iii) Evaluation of policies guiding curriculum development
- (iv) Role of teachers and other stakeholders in curriculum implementation

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QUESTIONNAIRE

APPENDIX 1: INTRODUCTION

Dear sir/Madam,

I'm a post graduate student at the University of Nairobi pursuing a Post- Graduate Diploma in Education. I'm carrying out a research on the extent of teachers' participation in curriculum Development in Kajiado North District. Your input is greatly valued since it will go a long way helping Education stake holders, individuals and policy makers in the country to come up with informed decisions in their strategy formulation and implementation. Your cooperation in completing the questionnaire as accurately as possible is greatly appreciated.

Catherine Gathogo

APPENDIX 1

Section A: DEMOGRAPHIC INFORMATION

Please indicate your gender?

Male

Female

What is your age bracket?

30 and below

31-40 years

41-50 years

50 years and above

Years in teaching profession

0 – 5 years

6 – 10 years

10- 15 years

16 years and above

Which is your level of academic and professional qualification?

Med

B.ED

Diploma

S1

PGDE

Untrained teacher

Any other specify _____

SECTION 2: TEACHERS INVOLVEMENT IN CURRICULUM DEVELOPMENT

Have you ever been involved in a curriculum formulation and strategic planning activity?

Yes No

If yes, at which level?

District level Provincial level National level

In-service training Evaluation of national examinations

If you answered yes in the above question, what was the selection process for one to participate?

Interview process Appointment by the authorities

It was part of my duty

Have attended any in-service course related to introduction of a new curriculum

Yes No

Are the existing government policies adequate to help teachers deal with curriculum developments and changes?

Yes No

Do you think teachers participation have any effect on educational outcomes?

Yes No

Any comment

.....

.....

SECTION 3: EVALUATING THE TEACHERS VIEW OF THEIR PARTICIPATION IN CURRICULUM DEVELOPMENT.

Tick in the appropriate box. The items initials are as follows

VLE - Very large extent LE - Large extent UN – Undecided LOE - Low extent

VLOE - Very low extent

STATEMENTS	SA	A	D	SD	NR
Teachers should be involved in curriculum formulation and Strategic planning.					
Teachers have enough time to participate in curriculum development activities at					
KIE should delegate some responsibilities to teachers in their respective schools.					
The main task of teachers is to implement the curriculum developed by KIE but not to plan and formulate it .					
Teacher involvement in strategic planning and formulation of the curriculum is not very well stipulated.					
Participation in curriculum formulation and planning will help a teacher to develop professionally.					
Teachers should be consulted about new curriculum through survey					
There should be an additional feedback mechanism other than exams to evaluate the curriculum.					
Pilot study of the curriculum is essential before full implementation.					
Teachers should have some mandate to supervise and inspect the curriculum in teamwork besides the work of the DQASO					
Some teachers may not wish to participate in curriculum development due to lack of overall responsibility and accountability for what is developed					
Some teachers may not have the necessary skills to develop the curriculum					
Money and other resources may not be adequate to include all teachers in the process;					
There should be devolution of KIE curriculum activities to county levels so as to involve those at the grassroots level effectively.					

SECTION: 4

Do you experience any challenges when implementing a new curriculum

Yes

No

What are some of the challenges you encounter?

.....
.....
.....
.....

5. What are the positive and negative outcomes of the teachers' participation in the curriculum development in the Kenyan Education system?

Positive

.....
.....
.....
.....

Negative

.....
.....
.....

Which elements can be incorporated to make the teachers' participation in the curriculum development process easier in the Kenyan education system?

.....
.....
.....
.....