

**ASSESSMENT OF TEACHER PARTICIPATION IN ENGLISH CURRICULUM  
DEVELOPMENT IN SECONDARY SCHOOLS IN KENYA**

**BY**

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THE DEGREE OF DOCTOR OF PHILOSOPHY IN CURRICULUM STUDIES**

**SCHOOL OF EDUCATION**

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**DECLARATION**

**DECLARATION BY CANDIDATE**

This thesis is my original work and has not been presented for a degree in any other university.

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## **DEDICATION**

This thesis is a special dedication to my father Joshua Kivihya and mother Lenah Kanaiza, thank you for giving me life. Also to my loving children Patience and Davies, thank you for pushing me on. To my beautiful granddaughter Sameen Reyna, may you live to surpass my academic limit.

## ABSTRACT

Teacher participation in curriculum development is a decision-making process widely recognized as an avenue to tapping on teachers' knowledge and experience gained from constant interaction with learners and the curriculum at school to enrich the national curriculum particularly in the centralized curriculum development systems such as Kenya. Further, the National Curriculum Policy (NCP) in Kenya mandates the County Education Board (CEB) to research into and propose content that will relate the local needs to the national curriculum. However, this policy has not been operationalized at the counties in development of curriculum content yet it is intended to involve teachers in enriching the curriculum which has substantial influence on interpretation of the curriculum in use. This study adapted Taba's (1962) theory of curriculum development that considers teachers as key to curriculum development. Teacher participation is aimed at minimizing the discrepancy between intentions of curriculum developers and actual curriculum use as manifested in variations in student achievement. In Vihiga County, English has had a mean of 4.44 against a national mean of 4.52 for 2021-2023 Kenya Certificate of Secondary Education examination. The purpose of this study was to assess teacher participation in development of the English curriculum in secondary schools in Kenya. Objectives of the study were to: explore teachers' views on relevance of the English curriculum, assess teacher expertise for participation in curriculum development, assess the support for teacher participation in curriculum development and to determine application of NCP on teacher participation in development of curriculum content. The study was based on descriptive design. The target population of 572 consisted of 157 Principals and 412 teachers of English drawn from secondary schools in Vihiga County Kenya, the chairperson of CEB, the County Quality Assurance and Standards Officer (CQASO) in Vihiga County and the chairperson of Kenya Institute of Curriculum Development (KICD) English subject panel. Sample sizes of 70 Principals and 184 teachers of English were calculated using Yamane's (1967) formula and respondents selected using simple random sampling technique while the chairperson of CEB, the CQASO and the chairperson of KICD English subject panel were selected using purposive sampling technique. Questionnaires and interview schedules were used to collect data. Validity of the questionnaire was ascertained by experts in the field of study from Maseno University. Reliability of the questionnaire was established through a pilot study and accepted at  $r$  value of .7589. Qualitative data was analyzed by generating thematic categories. Quantitative data was analyzed using mean and standard deviation. Results of this study are significant to the Ministry of Education (MOE) and central curriculum developers in enhancing teacher expertise and support for participation in curriculum development. The findings established that relevance of the English curriculum was limited in relation to learning needs. Findings also revealed that teachers of English had inadequate curriculum development expertise and limited support essential for operationalization of the policy on development of curriculum content. The study recommended that teacher expertise and support be enhanced through collaborative effort between central curriculum developers and MOE for operationalization of NCP to enable teacher engagement in reflective practice that will improve relevance and development of the curriculum.

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## **ABBREVIATIONS AND ACRONYMS**

<b>CEB</b>	County Education Board
<b>COMTECH</b>	Communication Technology
<b>CUE</b>	Commission for Higher Education
<b>CQASO</b>	County Quality Assurance and Standards Officer
<b>CSO</b>	Curriculum Support Officer
<b>IBE</b>	International Bureau of Education
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>KICD</b>	Kenya Institute of Curriculum Development
<b>KIE</b>	Kenya Institute of Education
<b>KNEC</b>	Kenya National Examinations Council
<b>KUCCPS</b>	Kenya Universities and Colleges Central Placement Service
<b>MOE</b>	Ministry of Education
<b>MUERC</b>	Maseno University Ethics Review Committee
<b>NACOSTI</b>	National Commission for Science, Technology and Innovation
<b>NCP</b>	National Curriculum Policy
<b>PL</b>	Principal
<b>ROK</b>	Republic of Kenya
<b>TE</b>	Teacher of English
<b>UNDP</b>	United Nations Development Programme
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization

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# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

The concept of curriculum has increasingly emerged as a concern of education systems of the world considering the emerging trends of the 21<sup>st</sup> Century in strengthening the role of education reforms for meeting individual and societal development needs, (UNESCO, 2019). Efforts towards attainment of Sustainable Development Goal (SDG) 4 on Quality Education (UNDP, 2015) requires an understanding of the concept of curriculum by key education stakeholders, including classroom teachers, in order to design a relevant education system for individual countries. Glatthorn (2012) defines curriculum as a plan that guides learning in schools, which in turn determines the desirable learning outcomes at the end of the learning duration. The desirable learning outcomes envisaged here are embedded in a formal structured document that is planned ahead of time and bears the purpose and objectives of education, the environment (school), resources, teaching methods and assessment procedures employed during the instructional process (Glatthorn, 2012). Further, UNESCO (2019) broadly defines curriculum as the ensemble of learning opportunities and experiences that education institutions offer to learners in accordance with the developmental needs and societal goals. Drawing from these definitions, this study conceptualized curriculum as a pre-organized plan that specifies learning goals, experiences and resources that guide teachers in determining desirable learning outcomes in schools.

On the other hand, curriculum development in this study was perceived as a planned and deliberate course of actions that ultimately enhances the quality and impact of learning experiences for students (Alfauzan & Tarchouna, 2017). The actions include organization of learning activities

designed to meet intended learning outcomes. According to UNESCO -IBE (2013), the decisions can be made at the national or school levels using organized structures. These levels are meant to ensure a participatory approach by all stakeholders including specific subject teachers. Research has established that when the entire curriculum development process is left in the hands of curriculum developers, it may end up being selective and somewhat biased in curriculum decisions for lack of direct contact with teacher's curriculum experience at school level (Glatthorn, 2012). Thus, for the country to realize meaningful educational outcomes, it is important to combine curriculum experiences from the national curriculum developers and teachers in schools.

According to Bambang, Nyoman and Agus (2020), curriculum development in schools can take two approaches. The decentralized approach in which the national government formulates courses and gives standards for development and implementation. In this approach, the school independently selects and edits content of learning together with teaching and learning materials in conformity to the guidelines provided. On the other hand, in countries where curriculum development uses the centralized approach, the central government establishes a structure for curriculum development and regulates most curricula while leaving little curriculum elements to the discretion of schools. In light of this understanding, countries like New Zealand, Indonesia, Australia and Scotland develop the school curriculum using the decentralized approach in which classroom teachers take an active role at the various school levels to develop their curriculum under the guidance of national curriculum parameters (Bolstad , 2004). Fullan (2007) conceptualizes this approach as the mutual-adaptation perspective and emphasizes that such an approach often is (and should be) a result of adaptations and decisions made by users as their participation mutually determines the outcome. This implies that teachers who use the curriculum

should participate in developing the curriculum for use in schools in order to make the right interpretations that result into desirable learning outcomes. The decentralized approach is lacking in many African countries such as Kenya, which limits teacher participation compared to decentralized models used in countries like New Zealand.

The process of developing the curriculum in Kenya, is the core function of Kenya Institute of Curriculum Development (KICD), and has for a long time adopted the centralized curriculum development approach which mainly relies on input from curriculum experts at the national level, leaving classroom teachers with little opportunity to actively participate in developing a quality education system for its learners (Kobiah, Barhock, Njagi, & Kobia, 2015). Whereas KICD ensures that the subject panels at the national level have national representation, it is not possible to have all the 47 counties represented in each subject panel. For instance, Vihiga County is represented in the language primary panel but does not have representation in the English language secondary panel. Further, the teacher representative on the subject panel may not express the views of majority of the teachers since individuals engaged at the panel level do not solicit for public views from other teachers. This leaves out valuable teacher input in developing an effective curriculum. Despite teachers being recognized as key stakeholders in developing the curriculum (Alsubaie, 2016), their limited participation in the process in Kenya has resulted into teachers being given an already packaged curriculum, and are expected to implement a curriculum they did not take part in developing (Amadu & Mensah, 2016). This has ended up making the curriculum liable to variations in the teaching and learning process, consequently impacting on learner achievement in annual English national examinations (Dogan & Altun, 2012). Focus on curriculum variations rather than the role of teacher expertise in curriculum development raises a

gap. This gap underscores the need for more research on teacher expertise and participation in curriculum development, which this study set out to do.

This study was anchored on Taba's theory of curriculum development (Taba, 1962). In this theory, Taba (1962) recognizes teachers as central to the process of curriculum development for two reasons: one is that teachers being aware of learners' needs are better placed to identify needs of the learners for whom the curriculum is to be planned. Secondly, teachers are users of the curriculum thus should practice developing the curriculum from the level of the school. According to Taba (1962), teachers are key players in selecting and aligning content to learning needs which makes the curriculum relevant by ensuring coherent flow of the selected content for effective learning. This theory was most suitable for this study as it explored teacher participation in curriculum development aimed at acknowledging and incorporating teachers in the process of curriculum development. This theory aligns to the constructivism worldview. This worldview lends itself to the qualitative method of research inquiry that uses questionnaires and interviews which this study employed in data collection. According to Creswell & Creswell (2018), constructivism world view focuses on views of participants with regard to the situation under study in order to construct meaning. This study assessed teachers' views of English curriculum which helped understand teacher participation in curriculum development. The theory thus provided the basis upon which the worldview was applied, which provided insights into the impact of teacher participation in the success of curriculum.

There have been low levels of teacher participation in the process of curriculum development and this has continually remained a debatable concern between curriculum development specialists all



over the world (Alsubaie, 2016). Whereas some countries have largely included teachers in the process of developing the curriculum, other countries have not. For instance, a study by Nieveen and Kuiper (2012) established that initiatives in curriculum development in Netherlands uses a decentralized curriculum policy in which teachers in primary and lower secondary schools are allowed to design a site-specific curriculum that borrows from the school context. Although this practice relies on teams of teachers and schools, the national curriculum develops standardized tests which ensures uniformity in the development process. In this way, teachers in Netherlands formally and legally have the autonomy to design a specific school curriculum, whose results are seen in improved learner achievement.

In the Scotland education system, there has been a shift to curriculum designs which emphasizes local flexibility in making the curriculum, recognizing the teacher as autonomous agents of change in developing the curriculum (Priestly & Drew, 2016). Scotland conceptualizes teachers as professional developers of curriculum charged with the responsibility to interpret and make sense out of a curriculum for individual schools. As curriculum developers, teachers combine features of centralized and decentralized approaches to curriculum development which ensures maintenance of national standards and sufficient flexibility for practitioners to take account of local needs.

Similarly, Indonesia uses both school based and national curriculum approach to curriculum development. In a study aimed at comparing opinions of teachers on the effectiveness of both types of curricula in terms of development, implementation and learning outcomes as achieved by learners, results showed that school based curriculum scored 98.84% with a mean of 3.95 on

learning components compared to the national curriculum which scored 92.17% with a mean of 3.69. These results showed that the school based curriculum was more effective than the national curriculum. Another study on the correlation among components of school based curriculum and indicators of quality of education showed that there was an increase of student achievement, student competence and school achievement where school based curriculum was applied in teaching and learning (Bambang, 2018). In other countries like Australia, curriculum is developed for a particular learning area and involves teams of teachers, supported by expert advisory groups involving open public consultations with teachers as key stakeholders (Australian Curriculum Assessment and Reporting Authority, 2012). These are some of the countries that have identified the vital role of the teacher in the process of developing the curriculum, subsequently creating opportunities for the teacher to be involved. These insights informed both theoretical framework and practical considerations of how teacher involvement would impact on curriculum relevance in the Kenyan context.

In Africa, initial process of developing the curriculum was undertaken by foreign commissions owing to lack of teacher expertise in education and curriculum development (Chale, 2018). Long after colonization, teacher participation in curriculum development started gaining attention initially in South Africa (Carl, 2017). Research findings in other countries in Africa including Ghana (Amadu & Mensah, 2016), Nigeria (Oloruntegbe, 2011) and Zimbabwe (Chinyani, 2013) have revealed limited participation of teachers in curriculum development. For instance, research conducted by Amadu and Mensah (2016) on teachers' perceptions of curriculum development established that teacher participation in the process of developing the curriculum was limited for lack of information about the role they were to play. Further, Chinyani (2013) while studying

participation of teachers in developing the curriculum in Zimbabwe established that limited participation of teachers in curriculum development led to the failure of educational innovations, especially during the design stage. Gherzouli, (2019) in Algeria supports teacher participation by arguing that the success of a curriculum can only be effective when teachers are part of the whole process of developing the curriculum. This is an indication that for the school curriculum to be relevant and effective, the participation of teachers in the process is key.

Perceptions towards participation of teachers in developing the curriculum in East African countries is not different. For example, Chale (2018) while studying teacher's views on the curriculum development process in Mwanza City, found out that teacher participation in curriculum development was limited owing to lack of policy directions on teacher involvement in the developing the curriculum. The active involvement of teachers in initial stages of developing the curriculum is essential as making of curriculum decisions need to be directed by the needs of the users of that specific curriculum (Mulenga, 2015). Regardless of teachers being deemed as direct beneficiaries, their participation in developing the curriculum has rarely been considered thereby exposing the curriculum to varied interpretations during implementation, whose results are manifested in low learner achievement.

Teacher participation in developing the curriculum directly empowers teachers in schools to actively contribute to developing a curriculum based on individual and unique school conditions. However, this does not mean all schools should develop their own school curriculum. Bolstad (2004) advises that a curriculum developed at school can involve at least three types of curriculum activities: formulating a new curriculum, adapting existing curriculum and adopting the curriculum

in use without making changes. From this perspective, teacher participation in curriculum development in Kenya can either mean participating in creating a completely new curriculum or reviewing the existing curriculum and recommending emerging learning needs which may in turn enrich the national curriculum. The benefits associated with participation of teachers in developing curriculum prompted the researcher to assess participation of teachers in curriculum development.

Teacher participation in development of curriculum in Kenya is similar to views expressed by other African countries already mentioned. Kobiah et al., (2015) in a study on teacher participation in curriculum conceptualization in Kenya observed that teacher participation in conceptualizing the curriculum was to a small extent due to the centralized model of developing the curriculum. Asked about the willingness to participate in developing the curriculum, the teachers strongly agreed that their participation would be a success since it would improve the ability to interpret the philosophy and intentions of education as outlined in the general and specific objectives. This would ensure that teachers interpret and implement curriculum as initially planned. The study recommended that curriculum development in Kenya be decentralized to lower levels to attract more participation of teachers in schools. This recommendation has neither been established nor confirmed by empirical studies in Kenya creating an interpretation gap between curriculum developers and teachers as curriculum users.

Despite the critical role that teachers play in implementing the English curriculum in Kenyan secondary schools, gaps remain in their participation during the curriculum development process, particularly in determining its relevance to students' needs and contexts. Studies in Kenya indicate that teachers often have limited influence in shaping curriculum content, even though they possess

firsthand knowledge of student learning resulting in content that may not fully align with students' real-world expectations. Furthermore, there is a pressing need for enhanced teacher expertise and targeted support to equip teachers with the skills required for meaningful contributions to curriculum development. Providing training in curriculum design and involving teachers in development phases would not only improve content relevance but also foster a sense of ownership, enhancing student achievement in the subject. Therefore, addressing these gaps through increased teacher participation and expertise-building initiatives is crucial to creating a relevant English curriculum for secondary schools in Kenya.

In Kenya, English is considered as the official language for communication as well as the language of instruction in schools for all subjects except Kiswahili (KIE, 2002). This makes English a core and compulsory subject at the primary and secondary level of education. As a compulsory examinable subject in the national examination at the secondary school level, the learner is expected to have passed highly, with minimum grade of C+ in order to secure chances of placement into higher levels of professional training. However, learner achievement in English as measured through the Kenya Certificate of Secondary Education (KCSE) national examinations has continually recorded a national mean score of 4.52 on average out of 12.00 for the last five years (2018-2022) compared to Kiswahili with a mean of 4.72 (KNEC, 2022). This is a mean grade of a C- which is far below the minimum university entry into professional training courses. The KCSE performance in English and Kiswahili is shown in Table 1.1.

**Table 1. 1: Performance of KCSE English and Kiswahili Examination from 2018-2022**

<b>KCSE</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>Mean</b>
English	4.36	4.92	4.36	4.42	4.55	4.52
Grade	D+	C-	D+	D+	C-	C-
Kiswahili	3.98	4.66	4.86	4.92	5.20	4.72
Grade	D+	C-	C-	C-	C-	C-

**Source:** *KNEC Examination Reports 2018-2022*

In Vihiga County, performance in English examination is average with a mean of 4.44 (D+) out of 12.00 points compared to the counties of Kakamega, Bungoma and Busia with means of 4.48, 4.13 and 4.07 respectively, but still lower than the national mean. Although English performance slightly improved in the 2022 and 2023 KCSE results (KNEC, 2022), Kenya National Examination Council (KNEC) report for 2023 indicated that the overall performance still fell short of the ideal mean of 50% of 6.00 points (KNEC, 2022). This was not only at national level, but also at Vihiga County level. The KCSE mean scores during the three years (2021-2023) are as shown in Table 1.2.

**Table 1. 2: Performance of National KCSE English Examination in Counties of Former Western Province from 2020-2022**

<b>Year/County</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>Mean</b>
Vihiga	4.02 C-	4.55 D+	4.75 C-	<b>4.44</b> <b>D+</b>
Kakamega	4.43 C-	4.73 D+	4.29 C-	<b>4.48</b> <b>C-</b>
Bungoma	3.93 C-	4.36 D+	4.10 D+	<b>4.13</b> <b>D+</b>
Busia	3.82 D+	4.39 D+	4.00 D+	<b>4.07</b> <b>D+</b>

**Source:** *KNEC 2020-2022, Vihiga, Kakamega, Bungoma, Busia County Examination Results Analysis 2020-2022*

The performance in English in Vihiga County recorded the highest mean in the four counties of Western region with a mean of 4.75 in KCSE English 2023 when compared to Kakamega, Bungoma and Busia with means of 4.29, 4.10 and 4.00 respectively. Although this was still far below the average of 6 points which is a C+, the Vihiga County mean had steadily improved in the years 2021, 2022 and 2023. English is a compulsory language subject of the curriculum whose performance is expected to be high since English is the dominant language of instruction in schools in Kenya. The low performance in national English examination therefore is a microcosm of underlying challenges. As indicated earlier, low performance may arise from the widening of the interpretation gap between official curriculum and the curriculum in use. Gichohi (2015) noted that teachers' participation in curriculum development would give central curriculum development committee access to key classroom practices that they may not be privy to which will enhance relevance of objectives and content of curriculum. As observed by Fullan (2007), when teachers

actively participate in developing the curriculum, it improves morale and promotes better understanding making implementation easy and translating into better learner achievement.

While teacher professional development programs have been undertaken in Kenya to build capacity of teachers, little training has been done in relation to expertise for developing the curriculum. Professional development should focus on helping teachers master essential skills that empower them to contribute meaningfully to curriculum development. Given adequate capacity building in teacher expertise on curriculum development and relevant curriculum support structures, teachers of English in Vihiga County can effectively contribute to determination of curriculum content for English. For instance, during the annual Vihiga County cultural festival held every year in December, teachers can directly observe and interact with cultural practices and other custodians of cultural ideas. The content obtained when tied to community and learners' key life experiences can enrich content of the national curriculum. However, this has not been realized due to lack of teacher expertise and supportive frameworks to undertake such activities at county level. One strategy of achieving development of county specific curriculum content is to give subject teachers the opportunity to participate in development of curriculum in specific subjects.

Teacher participation in developing the curriculum in other countries is a collaborative effort that relies on support structures including curriculum developers and other education stakeholders. For instance, teacher participation in developing the curriculum in Scotland is supported by expert advisory groups (Priestly & Drew, 2016) while in New Zealand, teacher participation in curriculum development is under the guidance of national curriculum parameters (Bolstad , 2004). The TSC Act recognizes the school Principal as the school curriculum leader responsible for



providing support to teachers in curriculum matters (TSC, 2015). In this regard teachers work under supervision of Principals. The support received from the Principal is important for effective delivery of teachers mandate in curriculum development. In Kenyan secondary schools, this support is lacking as school Principals have cited inadequate training and many school responsibilities as limiting provision of clear directions on the success of a curriculum at school level (Nyarigoti, 2013). As observed by Voogt, Pieters and Handelzalt (2016), to realize the intentions of an effective curriculum, curriculum development teams need support from school leadership to help in creating a clear understanding of curriculum ownership and sustain the commitment to improving learner achievement. The limited support from the school Principals becomes an obstacle to teacher participation in curriculum development. Teacher participation in curriculum development can be realized when curriculum developers provide a model that would allow for more teacher participation in curriculum development (KICD, 2013). As aptly proposed by Glatthorn (2012), there is need to improve the relationship between the curriculum developers and teachers in schools so as to come up with a model that will lead to teachers' views being considered in development of the national curriculum. The absence of such a model prompted the researcher to carry out this study.

In Kenya, MOE, under the County Education Boards (CEB), has the responsibility to ensure provision of quality and relevant education to all its citizens by researching into and proposing content that relates local needs to the national curriculum (MOE, 2018). This has been made possible through the devolved government system which has decentralized education by empowering county offices through CEBs to take charge of education matters in their respective counties. The example of fishing and curriculum based on nomadic life style given by the National

Curriculum Policy (NCP) (MOE, 2018) is limiting many counties, yet there are other curriculum content areas that counties can contribute towards enriching the national curriculum. Given this empowerment, it is prudent to allow teachers as stakeholders in curriculum development, to directly participate in developing curriculum content that will integrate county aspects into the national curriculum. In addition, the Basic Education Act of 2013 allows any person or institution to propose a curriculum to an accredited curriculum development agency. The act further states that curriculum shall be reviewed every five years, an international standard recommendation by the International Bureau of Education (IBE). The English curriculum for secondary schools has not been reviewed since 2002. This necessitates periodic curriculum review that seeks teachers' views to ensure relevance of the curriculum by incorporating changes that may have taken place.

Teachers are therefore important players and primary stakeholders in developing the curriculum. Their participation is key to determining its successful implementation. Gichohi (2015) indicates that teachers understand the learning patterns of learners and can further use their experience to develop the best learning practices in a school environment. When curriculum is developed by different stakeholders, without teacher participation, the implementation process becomes a challenge for teachers first struggle to understand its content before implementing (Nyamai, 2020). This takes time and is likely to end up in inconsistencies in curriculum implementation.

From this discussion, it is evident that teachers are major opinion shapers of curriculum whose participation during development of curriculum is likely to have a strong impact on the official curriculum used in schools (Glatthorn, 2012). Contrary to the discussion on the importance of teacher participation in curriculum development, lack of teacher participation in the curriculum

development process is seen as a denial to the use of knowledge of teachers and classroom experience in the curriculum development process (Alsubaie, 2016). Mwanza (2017) opines that lack of teachers' active participation in developing the curriculum is likely to result into existence of interpretation gaps between the planned curriculum and the curriculum in classroom use. In addition, implementing the planned curriculum has also resulted into differences and inconsistencies in using the curriculum in classrooms (Ornstein & Hunkins, 2018). The differences have caused teachers interpretation of curriculum to be incoherent and ineffective, which is manifested in different and low levels of learners' academic achievement (Dogan & Altun, 2012).

As a result of such inconsistencies, a survey conducted by KICD (2013) in Kenya recommended a review of the curriculum development model to take into account teachers' participation, since teachers may not be implementing the curriculum as it has been designed. Presently, little research to assess teacher participation in curriculum development has been conducted and documented. The lack of studies leaves an incomplete understanding of the nature of teacher involvement in curriculum development. Without documenting such knowledge, curriculum reforms may overlook valuable teacher input for curriculum development. In response, the present study provided empirical evidence and addressed this gap by specifically examining teacher participation in curriculum development, focusing on their expertise and support needed to enhance participation.

## **1.2 Statement of the Problem**

Teacher participation in curriculum development is a widely recognized strategy that taps on teachers' knowledge and experience gained from constant interaction with learners and curriculum

in schools to enrich the national curriculum. This is limited in Kenya given the centralized nature of curriculum development approach used. Whereas teacher participation is aimed at increasing curriculum relevance, limited participation by teachers has ended up in misinterpretations of intentions of central curriculum developers which results into low student achievement in English national examinations.

In the context of secondary schools in Kenya, teacher participation in development of the English curriculum remains limited. This lack of participation is further compounded by inadequate teacher expertise and limited support from curriculum developers and education authorities, which hinders teachers' ability to actively engage in the curriculum development process. These challenges lead to a discrepancy between the intended curriculum and curriculum in use by teachers of English, affecting the quality of performance in English national examinations. It was against this background that this study focused on assessment of teacher participation in English curriculum development in secondary schools in Kenya.

### **1.3 Purpose of the Study**

The purpose of this study was to assess teacher participation in English curriculum development in secondary schools in Kenya.

### **1.4 Objectives of the Study**

The objectives of this study were to:

1. Explore teacher's views on relevance of the English curriculum to learners in secondary schools in Kenya.

2. Assess expertise for teacher participation in development of English curriculum.
3. Assess the support required for teacher participation in development of English curriculum.
4. Examine application of the National Curriculum Policy in development of curriculum content for English.

### **1.5 Research Questions**

This research was guided by the following questions:

1. What are teacher's views on relevance of the English curriculum to learners in secondary schools in Kenya?
2. What expertise is required for teacher participation in English curriculum development?
3. What support is required for teacher participation in English curriculum development?
4. How do teachers apply the National Curriculum Policy in development of curriculum content for English?

### **1.6 Significance of the Study**

Findings of this study were significant in various ways. First, teacher participation in curriculum development would make the process of curriculum development inclusive, enhance ownership and empowerment of teachers. During participation, teachers of English would have opportunity to utilize their expertise and experience and develop skills in curriculum development. This would instill confidence and empower teachers in developing the curriculum which makes interpretation and implementation easier, thus enhancing learner achievement in English. The findings were also significant as feedback to central curriculum developers and the Ministry of Education to create awareness and upscale the support given to teachers in development, interpretation and using the

curriculum in order to improve learner achievement. The findings obtained were also intended to act as a baseline survey to KICD and other researchers with similar interest to conduct further research and generate harmonized content from counties to enrich the national curriculum. This would advance theory and practice of teacher participation in developing a relevant curriculum. The findings also generated useful information for curriculum developers in taking appropriate interventions to constantly involve teachers in curriculum development.

### **1.7 Assumptions of the study**

The study assumed that:

1. Teacher participation positively influences curriculum effectiveness.
2. Teachers of English in the sampled schools had taught for more than four years.
3. Teacher involvement in developing curriculum was limited.

### **1.8 Scope of the Study**

This study was carried out among teachers of English in secondary schools in Vihiga County, Kenya. The target population comprised of school Principals, teachers of English, Chairperson of CEB, CQASO and chairperson of KICD English subject panel. Vihiga County was chosen for having cultural diversity as evidenced in the county's rich cultural heritage which offered a unique opportunity to incorporate culturally relevant content into the English curriculum. Further, the average academic performance in the KCSE English national examination when compared to neighboring counties offered a middle ground for developing a curriculum that could be relevant to both high performing and low performing counties. The secondary school stage was chosen

considering the vital role the stage plays in preparing students for placement in higher education and training institutions.

### **1.9 Limitations of the Study**

The study had two limitations. First, the curriculum content developed from this study may not be applicable until considered and further refined by the central curriculum developers. Second, variability in curriculum implementation in schools including differences in availability of resources, teacher training and school support could lead to inconsistencies in teacher responses and consequently teacher participation in curriculum development efforts.

### **1.10 Theoretical Framework**

The theoretical framework for this study was anchored on Taba's (1962) theory of curriculum development. In this theory, Taba (1962) considers teachers as central to the curriculum development process for two reasons: first is that teachers are aware of learners' needs and thus better placed to identify needs of the learners for whom the curriculum is to be planned. Second, that teachers are the people who will use the curriculum thus should practice developing the curriculum from the level of the school. The most influential aspect of this model is emphasis on the inclusion of teachers in determination of content for the curriculum. This model is also referred to as the grass-roots model to curriculum development as it affords teachers the flexibility to participate in all stages of curriculum development based on joint efforts of practicing teachers, educational administrators and researchers. Taba (1962) identifies seven key steps of developing the curriculum in which the teacher plays a central role. The steps include diagnosis of learners'

needs, formulation of objectives, selection of content, organization of content, selection of learning experiences, organizing of the learning experiences and evaluation.

According to Taba (1962), teacher participation in diagnosis of learners needs ensures that the curriculum developed aims to address the unique requirements of learners. In this respect, it is the practicing teachers who can best identify the unique learning needs that are responsive to a given curriculum since they are closer to the students and their learning contexts. Once needs have been identified, teacher participation in formulation of objective helps align the objectives with the identified learning needs. The step that follows is selection of content. This stage is a process that involves aligning the objectives with the appropriate curriculum content to ensure the content is relevant and significant. For this content to be relevant and in harmony with objectives, teacher participation is key. Taba (1962) further emphasizes that a teacher must participate in organizing the selected content into a meaningful sequence. Specifically, the organization should factor in the maturity levels of learners, the academic achievements and individual interests. At this stage teacher participation is most important sine it to helps create a coherent flow of content for effective learning and achievement of objectives.

For active engagement of learners with content, teacher participation is necessary in order to ensure that the selection and organization of learning experiences allow and encourage meaningful interaction and participation from learners. This organization should take into account specific characteristics of learners that will help in learning as well as recall of content learnt. The last step on evaluation involves assessment of achievement of objectives which is done by the teacher. Therefore, teacher participation in all steps of curriculum development is critical to ensuring that



the curriculum developed best suits the learning needs and is organized in a way that facilitates achievement of identified objectives. This theory was relevant and aligned to this study since the main purpose was to assess participation of teachers in developing the curriculum. This theory therefore laid the foundation and justification for teacher participation in curriculum development by recognizing teachers as main users of the curriculum and emphasizing the central role teachers play in development of the curriculum.

Using Taba's (1962) theory of curriculum development as the lens for exploring teacher participation in curriculum development accords teachers the central role of developing the curriculum provided that teachers possess relevant expertise and adequate support to enable participation. Considering teacher participation as the independent variable and English curriculum development as the independent variable, Taba's (1962) theory of curriculum development was therefore adapted for this study. According to Fullan (2007), there are two perspectives to the meaning of curriculum change, namely subjective and objective meaning. The objective meaning is attributed to what initiators of change (KICD) attaches to the curriculum. The subjective meaning is attributed to the implementers of the change (teachers). In educational settings this discrepancy arises when teachers are not involved in initiation of curriculum change and only play the role of implementation. When this happens, the teachers may alter the curriculum in ways not anticipated by the initiators (KICD). Therefore, in order to realize program relevance, there was need to study teacher views to align them with the central curriculum developers for realization of coherence and relevance of the curriculum.

### **1.11 Operational Definition of Terms**

**Assessment:** Process of defining, collecting, analyzing, interpreting and using information obtained to understand and increase teacher participation in curriculum development process

**County specific content:** Content of the English curriculum identified from the county to enrich the national curriculum.

**Curriculum:** Used to refer to the objectives, content and resources for secondary school English.

**Curriculum development:** A decision-making process in determination of curriculum content that consists of the seven stages of curriculum development including diagnosis of needs, formulation of objectives, selection of content, organization of content, selection of learning experiences, organization of learning activities and evaluation as outlined by Taba (1962).

**English curriculum:** This refers to integrated curriculum consisting of English language and Literature and offered in secondary schools in Kenya under the 8.4.4 system of education. In this study English will be used to refer to both integrated English and Literature curriculum.

**Expertise:** The knowledge of curriculum and curriculum skills required for teacher participation in curriculum development.

**Support:** Deliberate efforts and assistance given to teachers by Principals in schools, central curriculum developers, MOE and other curriculum experts in developing the curriculum.

**Teacher participation:** Active engagement of teachers in all stages of curriculum development process as illustrated by Taba (1962).

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter examined literature on assessment of teacher participation in curriculum development. This included literature on teachers' views on relevance of the English curriculum. In addition, an assessment of expertise required for teacher participation in curriculum development was done. The support required for teachers to participate in developing the curriculum was also examined. Lastly, literature on development of English curriculum content was done. The literature reviewed was anchored on Taba's (1962) theory of curriculum development which helped establish gaps in teacher participation in curriculum development. The literature on relevance of objectives, content and resources of the English curriculum for secondary schools is as explained in section 2.2 below.

#### **2.2 Teachers views on relevance of the English curriculum**

Teaching of English curriculum in secondary schools in Kenya is stipulated in the revised Kenya Secondary School syllabus Volume 1 of 2002. This involves teaching English in an integrated approach, meaning teaching English language and Literature in English as one subject of the school curriculum (KIE, 2002). The English curriculum has twenty objectives that are clearly stated and describe specific behavioral changes expected of learners at the end of secondary school.

Objectives of the English curriculum at the secondary school level focus on teaching the four skills of language learning: listening, speaking, reading and writing and teaching of Literature as seen in literary texts, oral literature and oral poetry. There are three objectives on listening, two objectives

on speaking, seven objectives on reading and three objectives on grammar. Reading skill integrates objectives of Literature. A list of the objectives is attached as Appendix C. The four skills are not taught in isolation, but integrate both language and literature aspects so as to complement each other. Grammar is also added as a component of language learning.

Each unit in English, which is equivalent to one week of teaching comprising of 6 lessons in Form 1 and 2 and 8 lessons in Form 3 and 4, entails teaching all the skills of the English language and literature content. This distribution of the language skills against the time for teaching is not adequate for achieving the language skills (Gathumbi et al., 2014). This requires teachers in schools to create more time and provide a variety of reading materials for learners to acquire vocabulary and grammar that uses literary contexts for acquisition of language skills. The creation of extra time poses a challenge to teachers of English who already have heavy teaching workloads.

For effective curriculum delivery, teachers at the secondary school level of learning should have the capacity to interpret and translate these general objectives into specific instructional objectives to be achieved at the end of every lesson. However, teachers in school receive a curriculum whose objectives have already been stated making interpretation a challenge (Kirui, 2015), thus hindering effective learning and achievement of the intended objectives. The achievement of these objectives is likely to be more effective when teachers participate in developing the curriculum for a clear understanding about how to translate what learners are expected to learn thereby making teaching and achievement of the objectives easy.

### **2.2.1 Teachers' views on relevance of objectives of the English curriculum**

Objectives of the English curriculum in Kenya were last reviewed in 2002 culminating into the integrated approach to teaching English (MOE, 2018). The objectives of the English curriculum that were reviewed at that time have been in use for two decades which led the researcher to question the relevance of the objectives to current learning needs. This is because a lot of changes have occurred in the education system touching on learner and societal needs that necessitate a review of the curriculum to take charge of the emerging needs. For instance, the summative evaluation of English curriculum conducted by KICD in 2009 indicated that even though the objectives clearly aligned with the importance attached to English as an official as well as the language of instruction, some objectives may have become obsolete given the evolving global trends in education and learning (KICD, 2009). Findings of this evaluation also revealed that objectives had limited focus on digital skills which is essential in the modern learning environment. This study explored teachers views on relevance of the English curriculum in relation to enhancing development and use of digital skills in teaching and learning.

Another significant critique from this evaluation was the limited involvement of teachers in development of curriculum objectives. According to Taba (1962), teachers as key implementers of the curriculum are likely to provide valuable classroom insights that will make the curriculum relevant. The minimal participation as observed by this survey thus contributes to the disconnect between curriculum objectives and the realities in schools. This is a gap the present study sought to address by assessing teacher participation in curriculum development.

Research conducted on the English language has identified gaps in the relevance of the English curriculum. A study conducted by Mbithe (2014) revealed that several objectives of the English curriculum were not being achieved. For instance, students could read and listen but had little ability to infer the correct meaning or process information from a variety of sources. In addition, speaking in a fluent and confident manner and appropriately in a variety of situations was a big challenge to some learners. Listening and speaking skills are the basic foundational skills to the study of language and requires mastery so as to make the study of the other language skills easier. Learning of listening and speaking skills are critical skills to acquisition of language proficiency. However, lack of the practical component as revealed by this evaluation constrains teachers' efforts in improving learner communication skills which is complicated by current classroom realities such as overcrowded classes and limited resources to carry out practical lessons.

Further, the study by Mbithe (2014) indicated that learners had challenges in grammar since they could not use different sentence structures and varied vocabulary correctly which led to failure to communicate appropriately in functional and creative writing. These results showed that some objectives of the English curriculum were not being achieved as intended. These were views expressed by learners who may have had little understanding of curriculum. This study therefore sought to explore views of professionally trained teachers.

In another study by Magoma (2016) on the promise of the integrated curriculum it was revealed that the curriculum objectives focused on basic language skills of listening and speaking, reading and writing which limited development of the learner in high order critical thinking and creative skills in Literature. This was reflected in low scores in KCSE English Paper 3 examination which

tests Literature content through application of knowledge, an indication that high level cognitive skills were not adequately emphasized in the curriculum (KNEC, 2022). Magoma's (2016) study also established that lack of practicality of the objectives hindered effective achievement of objectives in practical aspects of life like communicative ability. Even though this study failed to point out the specific objectives that were not clear, teachers felt they were not actively involved in initial stages of developing the curriculum for them to clearly understand the objectives. Lack of clarity was likely to frustrate achievement of objectives by teachers leading to unsatisfactory performance in English subject.

In order to improve on relevance of the curriculum, teachers in the study recommended revision of the syllabus after every five years. This has not been done as the English curriculum in Kenya was last revised in 2002. As observed by Fullan (2007), curriculum is usually subject to change. Since it has been two decades after review of the English curriculum for secondary schools, the curriculum is likely to have become obsolete such that it detours from the set objectives it was set to accomplish. This prompted the researcher to explore teachers' views on the relevance of the objectives of the English curriculum so that they are reviewed towards addressing current learner needs and societal expectations. The gaps in the achievement of curriculum objectives are likely to be addressed by involving teachers in diagnosis of learning needs, formulation of objectives, selection of content and organization of appropriate learning experiences by making reference to Taba's (1962) theory of curriculum development.

### **2.2.2 Teacher views on relevance of content of the English curriculum**

In 2002, the English curriculum was reviewed to address issues of overload and overlaps in content and this resulted into teaching of English as an integrated subject (KIE, 2002). In the integrated approach, content was subdivided into four skills: listening, speaking, reading and writing. The syllabus further explains that through exposure to Literature, the learner would improve their language skills and that an improved knowledge of the language would enhance learners' appreciation of literary material. In this respect, when learners fail to appreciate literary material, it points out to challenges in understanding of language content. The content of English and literature is therefore functional in a symbiotic relationship.

Research conducted by Gathumbi, Bwire and Roy-Campbell (2014) examined relevance of the English curriculum content in Kenya, particularly in relation to learners needs and global demands. Findings of this study revealed that more than 82% of the respondents felt that the English language curriculum content was adequate for teaching and learning expected skills. However, the teachers in the study noted that the curriculum had some weak areas. For instance, the study established that learners lacked proficiency in writing skills and grammar and recommended emphasis on reading culture to improve the skills. According to this study, this accounted for the variation in performance as seen in national English examination scores (Gathumbi et al., 2014). Further, the study observed that the content of the English curriculum failed to prepare learners for global opportunities which undermined learners' ability to favourably compete on the international arenas. The results of this study therefore suggest that the content of the English curriculum needs to be tailored to address both local and international needs. This can be made possible by involving



teachers in development of the curriculum as they interact closely with learners, thus being able to identify relevant content for learners' local and international needs.

Research conducted by Gathumbi, et al., (2014) on instructional practices established that the curriculum content for English was centered on foreign texts and contexts as seen in selection of compulsory and optional set literary texts. This ended up disconnecting learners from the reality of their own life experiences thereby making learners fail to relate to and appreciate their own as well as the culture of people around the world. Teachers in this study felt that many of the literary texts and language content were not largely reflective of Kenyan contexts, making it difficult for learners to learn to appreciate the literary texts. According to Taba (1962), teacher involvement, in this case, would help in diagnosis of learners' needs, selection of appropriate content and diverse learning experiences that resonate with learners' lives. This would ensure relevance of curriculum and enhance achievement of objectives.

In another study, (Nyarigoti, 2013) examined perceptions of secondary school teachers on the relevance and effectiveness of the English curriculum in Kenya. In this study, teachers felt that the curriculum content did not adequately reflect the cultural and social realities of Kenyan students. The teachers noted that some literary texts and language components did not relate to learners' experiences. By making reference to Taba (1962), teacher participation in selecting and organizing content of English curriculum would ensure that the content selected reflects learners' realities.

### **2.2.3 Teachers views on suggested resources for the English curriculum**

According to Otunga, Odero and Barasa (2011), instructional resources can be categorized into two: human and non-human resources. Human resources include the teacher and resource people who interact with learners while non-human refers to either print, non-print or electronic. Print resources include textbooks, class readers, notes, posters and magazines while non-print includes libraries, realia and models. Electronic resources include computers, recorded audio-video tapes, teaching websites and the internet. The KIE (2002) syllabus suggested a variety of resources for teaching and learning English which have not been revised since 2002 despite emerging instructional approaches and technological advancements. Generally, it is the teacher who decides on the best resource to be used for teaching and compliment achievement of objectives during the instructional process.

The KIE syllabus (2002) recommends use of appropriate human and material resources that should be used in order to effectively help the learner acquire proficiency in language skills. A list of resources for teaching English is suggested. The syllabus further directs that for each lesson, the teacher should determine the best resources for specific learning activities. On use of the resources, it is recommended that such resources be utilized in the most natural and logical manner so as to reinforce learning. Osman and Kemboi (2015) observed that blame on poor performance in English had been put on teachers of English language for relying on a few techniques and resources at the expense of learners. This was likely to impact negatively on the teaching and learning process leading to limited understanding of content.

The traditional resources like hard copy textbooks no longer appeal to learners in this digital age and this demands for adaptation of emerging resources in order to make the classroom environment and teaching more learner centered and interactive. Teachers need to be content creators and develop original materials that appeal to learners. New technologies such as audio and video recordings in language labs, You-tube and computer simulations can be more effective resources for teaching as they offer authentic learning experiences.

A study by KICD (2013) on assessment of utilization of educational resources for the English curriculum indicated that while the curriculum suggested a variety of resources to support learning, the actual availability in schools was irregular where big schools were well equipped while small schools were inadequately equipped with the resources. This ended up disadvantaging learners who could not access the learning resources leading to disparities in learning and consequently performance in national examinations. In other schools, there was over-reliance on textbooks as the primary teaching and learning resource which impacted negatively on learning outcomes.

Teacher participation in curriculum development would tap on teacher skills to design a variety of non-print resources aimed at providing varied learning experiences that would make learning meaningful in enhancing outcomes. In the current age of digitization of learning, the KICD (2013) research noted that teaching of the content of English curriculum was devoid of varied learning resources attributed to lack of appropriate infrastructure to accommodate the digital resources. This implied that in-service training for teachers was to focus on training of teachers in ICT integration to equip teachers with digital skills of developing and integrating ICTs in teaching and learning. Apart from providing infrastructure, the study recommended that teachers should

continue using libraries and other supplementary resources to ensure that all learners had access to resources needed to improve learning and performance in English.

Taba's (1962) theory of curriculum development considers the dynamic and continuous nature of curriculum process, which requires periodical reviews by teachers who are the users, to meet the needs of learners and changing nature of education and society. The literature reviewed has identified significant gaps with regard to the clarity and relevance of objectives, appropriateness of content and adequacy of resources for teaching and learning. This can lead to ambiguity in teaching practices. To guide teaching and learning in schools, objectives that are well articulated are critical, without which teachers are likely to struggle to align learning experiences to desired learning outcomes (Taba, 1962). The English curriculum for secondary schools was last reviewed in 2002 raising questions on the relevance of objectives, content and suggested resources at that time. In this regard, the objectives, content and resources should be reviewed by teachers in order to incorporate changes that are responsive to current learners needs. This is to guard against teaching of irrelevant content and use of outdated resources that can impede the success of a curriculum.

### **2.3 Teacher expertise in curriculum development**

Huizinga, Handelzalts, Nieveen and Voogt (2014) identifies teacher expertise as critical to teacher participation in curriculum development and defines teacher expertise as the knowledge and skills required by teachers to enact curriculum development. According to Huizinga (2009), most teachers are novice designers who need support to enhance their expertise in curriculum development. However, little is known about the expertise of teachers for effective participation

in development of curriculum. Following gaps identified in teacher curriculum development expertise, Huizinga et al., (2014) identify four main areas that constitute curriculum development expertise. These are: curriculum design expertise (skills), subject matter knowledge, pedagogical content knowledge and curriculum consistency expertise. This study considers two areas of expertise: knowledge of subject matter and curriculum design skills. Justification for selecting these two was that knowledge of subject matter and skills of curriculum were directly tied to the two aspects the study investigated in relation to teacher expertise for participation in curriculum development. This provided the basis for evaluating whether teachers were adequately equipped with knowledge and skills to participate in curriculum development. This was important because teachers with strong knowledge of subject matter are better equipped to make informed contributions about the relevance of a curriculum while teachers with curriculum skills would understand how to structure and deliver content in learning situations. This was hoped to help shape a curriculum that was relevant to learning needs.

### **2.3.1 Teacher's knowledge of subject matter**

Huizinga et al., (2014) highlight that active teacher engagement in developing the curriculum is dependent on a strong base in understanding of subject matter of the curriculum and knowledge of how curriculum is designed. In Kenya, preparation of teachers of English for the secondary school level starts at teacher training institutions. Teachers trained to teach English in secondary schools in Kenya are required to have a minimum Diploma or Bachelor's Degree qualification, with English and Literature as the teaching subjects. The minimum entry for this training is for a candidate to have scored C+ and above as a mean grade and C+ in English in the KCSE examination (MOE, 2019). Training at this level mainly focuses on teachers' acquisition of English

subject matter. During training, teacher trainees are equipped with the subject matter knowledge and at the time of completing studies, teachers have demonstrated mastery of English subject content. However, with the dynamic nature of curriculum, teachers require continuous in-service training to be updated on developing and emerging content in English subject, thus the importance of ongoing professional development for teachers.

In-service training for teachers in Kenya is the responsibility of Quality Assurance department of the Ministry of Education (MOE) which is headed by the Director Quality Assurance (ROK, 2012). The directorate is in charge of initiating appropriate in-service programs to bridge the shortcomings detected in the education system. However, these programs have been criticized since they are inconsistent and do not address training needs of teachers who have little input into determination of course content organized by various agents involved in in-service training programs (Nyarigoti, 2013). For instance, Gathumbi et al., (2014) have pointed out that although workshops and seminars were held, they were irregular and had shallow coverage of content that did not address specific issues related to development of curriculum. This ended up limiting teacher efforts for participation in curriculum development.

According to practicing teachers, there is need to provide continuous improvement in the quality of training services that upgrade teachers' knowledge of subject of teaching and skills of implementing the curriculum (MOEST, 2012). This is aimed at furnishing teachers with required knowledge for developing the curriculum at school level. However, this has not been done due to lack of relevant opportunities for in-service training which has denied most practicing teachers the opportunity to enhance their knowledge beyond that acquired during pre-service training

(Huizinga et al., 2014). All professions require a continuous update of knowledge and skills. The teaching profession is no exception. The current situation therefore calls for an urgent development of a comprehensive in-service training programme, with relevant training needs, to empower teachers to contribute to development of the curriculum. According to Kyahurwa (2013), changes in education with regard to curriculum at all levels require teachers to expand their level of knowledge. The teacher is therefore required to have broad knowledge in respect to both curriculum content and particular subject matter in order to determine, shape and structure a curriculum that is relevant to learner and society needs. This study explored teachers' knowledge of curriculum as it was essential for teacher participation in determining relevant objectives and content for the English curriculum.

### **2.3.2 Teachers' skills of curriculum development**

In Kenya's education system, little is known about the nature of teachers' skills expertise on curriculum development. Universities that train teachers to teach in secondary schools offer a degree course in curriculum development (curriculum studies) whose aim is to introduce student teachers to the theory and practice of curriculum. In this course, student teachers are taught, in their second year of study, curriculum designs, the KICD curriculum development process and the role of the teacher in the curriculum development process. The main objective of this course is that student teachers should apply the knowledge and skills acquired to develop school curriculum for various levels. The training student teachers receive at this level, however, is not sufficient in preparing student teachers for participation in curriculum development. This calls for KICD as central curriculum developers to widen the scope of its skills expertise training to include strategies that involve more teachers in acquiring curriculum development skills. Subject matter courses are

taught from first to fourth year which ensures that the teacher is well grounded in content delivery, while curriculum development is only offered in one course during the four years of study. This training is not sufficient in equipping the teacher trainee with curriculum development skills, thus teacher in-service training needs should be geared towards skills of curriculum development.

Mohd (2014) in a study on in-service training for teachers and its effectiveness in schools asserts that in-service training plays an essential role in successful education reforms. The training serves as a bridge between prospective and experienced educators to meet the new challenges of guiding students towards higher standards of learning and achievement. Training also makes student teachers gain specific knowledge of the curriculum which empowers them to have capacity to participate in making curriculum decisions (Baraka & Ndiku, 2014).

A spot check on in-service training programs conducted in the last three years has revealed that rarely have teachers been trained on skills of curriculum development as curriculum development is assumed to be the responsibility of the central curriculum developers, KICD. Moreover, central curriculum developers do not make follow up on in-service training sessions on curriculum development to equip practicing teachers with expertise in curriculum development (Osman & Kemboi, 2015). This has ended up widening the gap between intentions of curriculum developers and teachers in schools on matters of curriculum development.

The type of training received by the teacher trainee is a major determinant of the quality of teachers' perception of curriculum development. Okoth (2016) in her study on challenges of implementing a top-down curriculum innovation in English Language teaching identified



inappropriate in-service training and inadequate teacher professional development as factors that affected efforts of curriculum development in Kenya. The study recommended that teachers be involved in frequent curriculum innovations and continuous teacher professional development programs. As observed by Magoma (2016), teacher professional development programs had not been sufficient enough to address teacher needs on curriculum expertise, the reason why teachers lacked adequate skills for participation in curriculum development.

A study by Kobiah et al., (2015) established that teachers lacked the required expertise to participate in developing the curriculum as in-service training received was too theoretical and limiting practical knowledge and skills in curriculum development. Engaging teachers in diagnosis of learning needs, formulation of objectives and selection of content will afford teacher to apply the practical skills gained as emphasized by Taba's (1962) theory of curriculum development. Further, Chale, (2018) has emphasized the lack of expertise to be a dominant huddle in enabling teachers to participate in curriculum development. Teacher expertise for participation in developing the curriculum in Kenya can be enhanced through teacher in-service trainings. Whereas the county QASO organizes for in-service training for teachers, the content of the training does not focus on curriculum development expertise making the impact on curriculum development initiatives non-effective.

Literature reviewed has established that teacher expertise in curriculum development was inadequate and irrelevant to acquisition of knowledge and skills for curriculum development. Effective participation of teachers in developing the curriculum relies on regular training needs that are responsive to current curriculum requirements that have to be established prior to the

training programmes (Kirui, 2015). For successful curriculum development in schools, the content of current in-service training programmes in curriculum development has to be appropriately identified so as to reflect curriculum development needs. Huizinga et al., (2014) opine that knowledge of curriculum should be accurate, relevant and updated. In addition, regular follow-up activities need to be outlined in order to support the skills acquired to sustain the practical aspects of the strategies solicited by the trainings.

This is supported by Alsubaie (2016) who recommends that since teachers have to be involved in curriculum development, the teacher should be provided with appropriate knowledge and skills that will help them effectively contribute to curriculum design and development. For a country to benefit from the teachers' influence in curriculum development, it should also invest in development of teacher expertise on curriculum development (Gichohi, 2015). Therefore, in order to effectively participate in the curriculum development process, teachers need specific training workshops to foster subject matter knowledge as well as curriculum development skills (Nieveen & Kuiper, 2012). This study assessed teacher expertise in curriculum development as lack of expertise may work against the motivation for teachers to consider participating in the curriculum development process even when such opportunities arise.

In conclusion, teacher expertise is crucial for teacher participation in curriculum development, as emphasized by Huizing et al., (2014), who highlights the importance of both knowledge of subject matter and curriculum skills. Teachers with grounding in knowledge and curriculum skills are better placed to make informed decisions about curriculum objectives, content and resources, directly influencing the relevance of curriculum. This aligns to Taba's (1962) theory, which

recognizes teachers as essential to curriculum development, who need knowledge and curriculum skills to diagnose needs, formulate objectives, select content and organize learning experiences for meaningful learning.

## **2.4 Support for teacher participation in curriculum development**

The task of developing a curriculum is an extra responsibility alongside teaching as it requires a lot of teacher input and support (Nyarigoti, 2013). Further, teachers can not entirely develop a curriculum without support from curriculum developers and other education stakeholders. This study assessed the support for teacher participation in developing a curriculum as either internal or external. Internal support is drawn from the school Principal and other teachers in the school. External support includes KICD and other education stakeholders drawn from the Ministry of Education. This support is explained in section 2.4.1 and 2.4.2 as follows.

### **2.4.1: Internal school support**

Teacher support in curriculum development in secondary schools starts with the school Principal. Apart from providing management functions, the Teachers Service Commission (TSC) Act of 2013 (ROK, 2013) recognizes the Principal as the school curriculum leader who is responsible for development, interpretation, supervision and implementation of an appropriate curriculum in school. However, the numerous management and administrative duties assigned do not afford the Principal the opportunity to supervise curriculum development at school level. Further, the proposal to have Principals as curriculum leaders at school level is not supported as the Principals have cited inadequate training, lack of support and many school responsibilities as limiting provision of clear directions on the success of a curriculum at school level (Nyarigoti, 2013).

Despite the responsibilities, support from Principals is considered vital to promoting autonomy and development of curriculum at school level yet teachers in schools have continued to lack this support. Since the school Principal is the school curriculum leader, whose vision is crucial when influencing school programmes, his role is to ensure adequate staffing, availability of time and resources for curriculum development (Glatthorn, 2012).

As observed by Voogt et al., (2016), to realize the intentions of effective development of curriculum, curriculum teams need support from the school leadership which will create clear understanding of role obligations and sustain the commitment to improving learner achievement. Therefore, the encouragement and motivation of the Principal is the driving force behind successful participation of teachers in developing the curriculum in school. School management and teachers are regarded as key agents in developing and implementing curriculum reforms. Reeves (2010) identifies curriculum school leadership as having the biggest influence on student achievement. This is because, effective curriculum leadership in school will provide direction to curriculum interpretation and supervision by giving teachers guidance, time, resources and professional learning opportunities, which may in turn maximize learner achievement (Reeves, 2010). Lack of necessary support from school Principals in matters related to curriculum development is likely to discourage teachers from active participation in curriculum development. A study by Kirui (2015) on the role of heads of department in secondary schools in Muranga County revealed that there were insufficient support structures in place to help teachers take more active roles in curriculum development. The study further established that there were limited opportunities for collaborative efforts to encourage teacher participation in curriculum

development. Amadu and Mensah (2016) while studying basic school teachers' perceptions on curriculum development recommended that one way of increasing teacher participation in developing the curriculum was by providing school curriculum leaders. A school curriculum leader is the teacher charged with ensuring there is proper curriculum implementation and that curriculum challenges in the school are identified and promptly addressed. As observed by (Kirui, 2015), this position is lacking in secondary schools in Kenya. This absence limits effective curriculum co-ordination in schools, impacting the quality of support for teachers. This highlights the need for structured curriculum leadership roles within schools to ensure teacher support for participation in curriculum development.

#### **2.4.2 Institutional support for curriculum development**

Institutional support for curriculum development comes from the central curriculum developers and other education stakeholders. In Kenya, the central curriculum developer KICD is required to support curriculum development efforts for teachers, teacher trainers, QASOs and officers involved in teacher training (ROK, 2013). The central curriculum developers also have to be present to offer technical advisory support by ensuring teachers do not miss important processes, react to the decisions made by teachers and offer corrective advice in time. This can be done during specific workshops whose main facilitators are curriculum development specialists. Other external facilitators can also be invited to offer new skills of the curriculum development process that can help teachers structure and conduct appropriate curriculum development related activities.

The success of teacher participation in development of curriculum in Kenya requires support of KICD and CQASO. The CQASO, as an agent of the Ministry of Education, is in charge of

conducting appropriate in-service programs to cover the shortcomings identified in the education system. However, the programs have been criticized by teachers for failure to fully address emerging training needs (Nyarigoti, 2013). In these workshops, curriculum specialists and other professionals in curriculum can be invited to offer guidance to teachers on curriculum development requirements and procedure (Deidre, 2013).

The in-service workshops may also involve other experts like researchers on curriculum issues, and even curriculum design experts from colleges and universities, who will share their knowledge and experiences with teachers resulting into better development and interpretation of the curriculum for better teaching and learning achievement (Deidre, 2013). Alsubaie (2016) recommends that teachers need to be trained on knowledge and skills that are helpful for effective participation in developing the school curriculum. Continuous in-service that offers professional teacher development forums provide the best opportunities for teachers to upgrade curriculum expertise to effectively participate in developing the curriculum (ROK, 2013).

Mohd (2014) in a study on the effectiveness of teacher in-service training in schools asserts that the training plays an essential role in successful education reforms. The training makes prospective teachers acquire specific knowledge and skills, empowering them to participate in developing the curriculum (Baraka & Ndiku, 2014; Kobiah et al., 2015). Appropriate training in curriculum development will enable teachers make effective use of the school conditions to participate in developing curriculum at individual school levels. Such an organized professional approach to curriculum design can demystify curriculum intentions which in turn positively influence learner achievement.

## **2.5 The National Curriculum Policy and development of curriculum content**

The Kenya national government has decentralized education and empowered county offices, through the CEBs to take charge of education matters in their respective counties. This is stipulated as Chapter 13 of the National Curriculum Policy (MOE, 2018). The NCP in Kenya gives counties the opportunity to contribute up to 10% development of local content to the national curriculum (MOE, 2018). In this regard, CEBs have been mandated to research into and propose content that will relate the national curriculum to local needs. Given this capacity, teachers in counties are allowed to contribute county specific content for the curriculum. For instance, those along Lake Victoria may want to include fishing and fishing support systems in the curriculum (MOE, 2018). Another example is that nomadic communities may wish to include content on nomadic life styles. These two examples favour specific Geographical conditions that may not exist in all counties, yet all counties have other unique characteristics that can contribute content to enrich the national curriculum. For instance, Vihiga County has unique cultural practices from the four major indigenous Luhya sub-tribes that can generate a lot of content for English curriculum that can be documented, published and studied as English Literature in secondary schools. However, the National Curriculum Policy (2018) fails to provide a clear framework on what specific content needs to be developed. With regard to teacher participation in curriculum development, this policy provides an opportunity for teachers to participate in developing the curriculum by way of proposing county specific content that can enrich the national curriculum. Allowing teachers to participate in contributing content for the national curriculum aligns with Taba's (1962) theory of curriculum development that considers teachers as best placed to identify content of the curriculum.

There have been attempts for teachers to develop curriculum content despite lack of formal training and collaboration from KICD. For instance, a study by Mwoma and Murungi (2018) study on county specific content for the curriculum in Kisumu, Kilifi and Narok established that county initiatives in using county content aligned to local culture was hampered by lack of formal training for teachers. Another study by Mutisya and Rotich (2016) noted that teachers used local knowledge about water conservation and land use to teach sustainable agriculture. These efforts were hindered by lack of formal curriculum frameworks, teacher training and lack of support from central curriculum developers.

There is hardly any documented evidence on development of county specific content in Vihiga County. While the NCP (2018) advocated for decentralized curriculum approach, it did not provide a clear framework for involving teachers at the county in contributing to development of curriculum content that reflects local, cultural and social contexts. This leaves policy implementation on paper as opposed to practice. Vihiga County has unique cultural diversity as seen in the county's rich cultural heritage from the four major Luhya sub-tribes that offer cultural content for oral literature like short stories and oral poetry for the English curriculum. There is need for more empirical research that focuses on development of county specific content. This led the present study to test application of NCP (2018) in determination of curriculum content that would enrich the English curriculum.

## **2.6 Summary of Literature Review**

Literature reviewed established that the centralized approach for curriculum development in Kenya limited teacher participation in development of curriculum which failed to tap the experiences of



teachers thus compromising the relevance of the curriculum to learning needs. According to Taba (1962), teachers play a key role in the curriculum development process. Taba's (1962) seven-step model emphasizes a grass roots approach in which teacher participation shapes a curriculum that is more relevant in addressing specific student needs.

Literature reviewed by Nyarigoti (2013) and Gathumbi et al., (2014) indicate that content of the English curriculum in Kenya does not fully reflect students' real life needs and contexts. This gap underscores a need for locally informed content, which Taba's (1962) model supports through her emphasis on diagnosing learner needs as the starting point in developing a curriculum that is relevant and responsive to learner needs. This study explored teacher views to establish relevance of the curriculum to current needs of learners aimed at making suggestions towards ensuring relevance.

Literature review has also established that knowledge of subject matter and curriculum skills as highlighted by Huizinga et al., (2014) is critical for effective curriculum development. However, studies by Osman and Kemboi (2015) and Magoma (2016) in Kenya note that teachers often lack adequate in-service training which limits their participation in curriculum development. Taba's (1962) theory emphasizes the role of teachers as curriculum developers, which calls for improved training programs to equip teachers with necessary knowledge and skills to effectively engage in the curriculum development process. This study explored teacher expertise aimed at establishing ways of bridging the gaps to allow teachers participate in curriculum development.

Effective teacher participation in curriculum development heavily relies on support from curriculum developers and other curriculum experts. Research by Kirui (2015) and Gathumbi et al., (2014) identify gaps in teacher support. In this regard, Taba's (1962) theory of curriculum development encourages continuous teacher involvement in all the seven stages of curriculum development, which calls for sustained support that will empower teachers to participate in curriculum development.

The NCP (2018) in Kenya mandated counties to contribute to development of curriculum content. However, the policy does not adequately provide teachers with a clear framework on how to adapt local content to the national curriculum. This is in support of Taba's (1962) theory that emphasizes on grassroots approach to curriculum development. This study tested application of this theory by assessing teacher participation in determination of curriculum content. There is hardly any documented evidence on development of curriculum content for English in Vihiga County in light of the NCP (2018), yet Vihiga County has diverse cultural practices that can enhance determination of literature content to enrich the English curriculum. The inadequacies established in the relevance of the English curriculum, inadequate teacher expertise and limited support in curriculum development constrain teacher efforts in determining and documenting curriculum content for the national curriculum. Therefore, linking Taba's (1962) theory of curriculum development, literature reviewed suggested a more inclusive teacher driven approach in development of content for the English curriculum. Improving teacher expertise, increasing support and adapting the NCP (2018) to allow for locally relevant curriculum content would address the current gaps and foster a curriculum that is responsive and relevant to needs of learners in Kenyan secondary schools.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the methodology used in this study. The chapter begins by presenting an overview of the research design adopted for this study and offers justification for its adoption. A description of the study location is given. Details of the target population and sampling procedure used is also done. The actual data collection procedure is described. Presentation of data analysis is done. The chapter ends by discussing ethical issues that guided the study. The chapter was guided by four objectives: to explore teacher's views on relevance of the English curriculum to learners in secondary schools in Kenya, to assess expertise for teacher participation in development of English curriculum, to assess the support required for teacher participation in development of English curriculum and to establish application of the National Curriculum Policy in development of curriculum content at county level. Exploring teachers views on relevance of the curriculum and determining curriculum content aligns with Taba's (1962) steps of curriculum development.

#### **3.2 Research design**

This study adopted descriptive survey design. Descriptive survey design is a type of qualitative approach that involves collecting information by administering a questionnaire to a sample of individuals or by interviewing participants (Creswell & Creswell, 2018). Qualitative approach focuses on the natural setting and seeks to gain an understanding of underlying reasons and motivation of human behaviour towards an issue (Shanti & Shashi, 2017). This study sought to explore teacher participation in curriculum development therefore used qualitative approach. Qualitative methods include focus groups, group discussions and interviews. These methods play

an important role in evaluating the impact of the problem under study by providing information useful in understanding the process behind the observed results, which is a useful component in assessing respondent's perceptions. This study used interviews from which qualitative data was generated. Analysis of data in this approach is based on identifying certain words and phrases that stand out which generate regularities and patterns (Bogdan & Biklen, 2007) used in data presentation and discussion. However, since this approach does not allow findings to be generalized to participants outside the research being conducted, the researcher's evidence and interpretation of findings generated qualitative data that made generalizations hold (Bogdan & Biklen, 2007).

According to Shanti and Shashi (2017), the main purpose of survey is to explain the set of circumstances as it is at present. Survey is also a method that involves asking a large group of people questions about a particular issue (Creswell & Creswell, 2018). This study used descriptive survey because it sought to describe the current status of participation of teachers in developing the curriculum. Since it was not possible to study all teachers in schools, descriptive survey was appropriate as it allowed use of a representative sample. In this study, teachers of English, school Principals, chairperson of CEB, chairperson of KICD English panel and CQASO were sampled. Use of survey also enabled the researcher to gather standardized data by using same instruments and questions for all participants (Cohen, Manion & Morrison, 2018). Further, survey also enabled the researcher to generalize results from a sample to a population that helped draw inferences about the characteristics of the problem under study (Creswell & Creswell, 2018).

### **3.3 Location of Study**

The study was carried out in Vihiga County, Kenya. Vihiga County is one of the counties in Western Kenya region with its headquarters located in Mbale town. The county is made up of five sub-counties namely Sabatia, Vihiga, Emuhaya, Luanda and Hamisi. The county is bordered to the North by Kakamega County, the East by Nandi County, the West by Siaya County and Kisumu County to the South (Vihiga County, 2018) . The Maragoli, Banyore, Tiriki and Terik are the four major indigenous Luhya sub-tribes in the county with majority of the schools being Quaker sponsored. The Maragoli reside mainly in Sabatia, Vihiga and Hamisi sub-counties. The Tiriki and Terik are found in Hamisi sub-county while the Banyore reside in Luanda and Emuhaya. Vihiga County is also inhabited by other communities originally from diverse parts of Kenya.

The county covers a total area of 531.0 square kilometers and lies between Latitude 0° 04'15"N and Longitude 34° 44'59"E. The county is densely populated and this has aggravated the poverty levels with a high poverty rate of 53%. The current population stands at 637,844 people (Vihiga County, 2018). The county has 157 secondary schools with a total enrolment of 24,188 students. The teaching staff in secondary schools is 2047 with a gender ratio of 1:1.

This county was chosen for the following reasons. First, the county is densely populated limiting use of resources like land that could provide themes including poverty, agriculture, small scale trade, culture and social life in literary texts as related to learners' life experiences. Second, the county has unique cultural diversity as seen in the county's rich cultural heritage from the four major Luhya sub-tribes as seen in cultural festivals like Utamaduni Day and traditional ceremonies that offered opportunity to incorporate culturally relevant Literature content like short stories and

oral poetry into the English curriculum for study of Literature. Based on these unique features, teacher participation in curriculum development in Vihiga County was hoped to give teachers the opportunity to determine curriculum content that was related to learners' daily experiences and relevant to learners' needs.

### **3.4 Target Population**

The target population of 572 consisted of 412 teachers of English in secondary schools, 157 secondary school Principals, the Chairperson of County Education Board (CEB), the County Quality Assurance and Standards Officer (CQASO) and the chairperson of English subject panel at KICD. Teachers of English language were selected for this study since they were key to identification of learning needs, selection of content and formulation of curriculum objectives which aligns to Taba's (1962) theory of curriculum development. Further, the teachers as users of curriculum were deemed to have knowledge and experiences related to the English curriculum that would help determine relevance of the curriculum. Principals were important as they provided school leadership and school support necessary for participation of teachers in developing the curriculum. The chairperson of CEB was selected since the responsibility of developing county specific content is vested in the CEB. CQASO is the link between the Ministry of Education and teachers in schools in ensuring relevant in-service training for teachers (ROK, 2012). The chairperson of English subject panel at KICD provided insights into the nature and process of curriculum development. This is presented in Table 3.1.

**Table 3. 1: Target population.**

<b>Respondent</b>	<b>Target population</b>
Teachers of English	412
Principals	157
Chairperson CEB	1
CQASO	1
Chairperson KICD English Subject panel	1

### **3.5 Sampling Techniques and Sample Size**

#### **3.5.1 Sampling Techniques**

It was not possible to conduct the study in all schools in Vihiga County and therefore the researcher used a representative sample from which data for the study was obtained. The procedure the researcher adopted in selecting items for the sample is known as the sampling technique (Kothari & Garg, 2014). There are two techniques of sampling units from a population categorized as probability and non-probability sampling techniques (Cohen et al., 2018). In probability sampling, every member of the wider population has an equal chance of being selected while in non-probability sampling technique, units are purposefully selected. Probability sampling is objective and draws items randomly from the wider population making it representative whereas non-probability sampling is subjective and purposively selects items which lead to biasness (Creswell & Creswell, 2018). In order for the sample to give each equal chances of inclusion and be representative, this study used probability sampling.

The study also used purposive sampling to identify participants who were knowledgeable about and experienced with the phenomenon of interest (Cresswell & Plano Clark, 2011). These were teachers of English in secondary schools, Chairperson of CEB, CQASO and chairperson of English

subject panel at KICD. Purposive sampling allows the researcher to focus on specific areas of information and gather in-depth data (Cresswell & Plano Clark, 2011). Further, purposive sampling was used because it helped facilitate the growth of the developing theory on teacher participation in curriculum development (Bogdan & Biklen, 2007). Therefore, the chairperson of CEB, CQASO and chairperson of English subject panel at KICD were purposively selected as this allowed the researcher to focus on specific areas of interest and gather in-depth data on the topic of study. Simple random sampling was used to select teachers of English and Principals who participated in the study. This sampling accorded each participant an equal and independent opportunity of being selected.

### 3.5.2 Sample Size Determination

Actual sample size was drawn from the target population using Yamane's formula (Yamane, 1967). This formula was suitable for the study since it allowed for determination of respondents for the strata of teachers of English and school Principals for the study. Calculation of the actual sample size is presented as shown.

$$n = \frac{N}{1 + N(e^2)}$$

n - the desired sample size

N - the total population

e - the level of statistical significance

Therefore the sample size for respondents

$$n = \frac{572}{1 + 572(0.05^2)} = 242.8 \approx 243$$

$$\text{Non-response} = \frac{5}{100} \times 243 = 12.1 \approx 12$$



$$\text{Total sample size} = 243 + 12 = 255$$

The sample size for each strata was determined using proportionate stratification approach. With proportionate stratification, the sample size of each stratum is proportionate to the population size of the stratum. Strata sample sizes are determined by the following equation

$$n_h = \frac{N_h}{N} \times n$$

Where

$$n_h = \frac{N_h}{N} \times n$$

$n_h$  = sample size for strata

$N$  = the total population size

$n$  = the total sample size

$N_h$  = population size for strata

$$n_h = \frac{412}{572} \times 255 = 183.6 \approx 184$$

$$n_h = \frac{157}{572} \times 255 = 69.9 \approx 70$$

The actual sample size is presented in Table 3.2.

**Table 3. 2: Sample Size Table**

<b>Respondent</b>	<b>Target Population</b>	<b>Sample size</b>
Teachers of English	412	184
Principals	157	70
Chair CEB	1	1
CQASO	1	1
Chair KICD English Subject panel	1	1

### **3.6 Instruments for Data Collection**

The instruments for data collection were developed by the researcher based on objectives of the study and the gaps established from the literature review. Both questionnaires and interviews were administered face to face. Use of the instruments was an assurance of triangulation of data sources which assisted in comparing and cross checking of consistency of information sought for. The details of the instruments are discussed below.

#### **3.6.1 Teacher of English Questionnaire**

This study used a questionnaire to collect data from respondents. A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents (Kabir, 2016). Furthermore, a questionnaire has standardized responses that make it easier to code and compile data for analysis, thus making it easier to respond as compared to an interview that requires detailed responses. A questionnaire was most suitable for this study as it contained questions that covered a wide range of information that the researcher was interested in obtaining from the participants (Cohen et al., 2018). The questionnaire, consisting of closed Likert type statements and open-ended questions, was self-designed with questions ordered according to the gaps that had been established from the literature review. The purpose of including open-ended questions was to enable participants express views and in-depth information which was not possible to obtain from the closed-ended Likert type statements.

Teachers of English were key respondents for this study. Teacher questionnaire had four sections A, B, C and D. Section A had questions on teachers' views on relevance of the English curriculum while section B assessed teacher expertise in curriculum development. Section C sought teacher

support for participation in curriculum development. Section D sought to determine county curriculum content for the English curriculum. This has been attached as Appendix D.

### **3.6.2 Interview Guide**

An interview guide is a research instrument in which topics and issues to be covered are specified in advance in an outline form (Cohen et al., 2018). This outline increases the comprehensiveness of the data to be collected and makes data collection systematic for each interviewee. Interviewing involves asking questions and getting answers from participants in a study (Kabir, 2016). Interviews provide immediate responses and opportunities for asking detailed questions and clarifications by probing the participants (Lakerty, 2018). Face-to-face interviews were used for this study since they allowed the researcher time to probe the respondents, which provided rich data clarity on the issues under study. Two types of interviews were used: structured interviews and semi-structured.

Structured interviews were used to collect data from the Principals. Each Principal was asked the same series of questions that had been created prior to the interview date. The ordering and phrasing of the questions was kept consistent for all the interviews in order to get similar responses. Semi-structured interviews were used for the CQASO, chairperson of CEB and chairperson of KICD English subject panel. The semi-structured interview enabled the researcher probe for details that led to a better comprehension of the topic. For the researcher to capture all details from detailed discussions during the interview, the interviews were tape-recorded and later transcribed for analysis. Use of interview guide enabled the researcher to collect in-depth information on the items under study. The questions were open ended to allow for detailed responses and were

administered by the researcher in order to help gain a deeper understanding of the problem being studied. Interviews were conducted for school Principals, chairperson of CEB, CQASO and KICD English subject panel chairperson.

### **3.6.2.1 Principal's Interview Guide**

Four main areas guided the interview session: view of the National curriculum policy, teacher expertise on curriculum development, support to teachers in curriculum development and county curriculum content teachers of English could participate in developing. This is included as Appendix E.

### **3.6.2.2 CEB Chairperson Interview Guide**

Five main areas guided the interview: the NCP policy on development of curriculum content, teacher expertise for participation in curriculum development, CEB's support to teachers in development of curriculum content, role of CEB in curriculum development and county curriculum content teachers of English could participate in developing. This is included as Appendix F.

### **3.6.2.3 CQASO Interview Guide**

Five main questions guided the interview: the NCP policy on development of curriculum content, workshops conducted and content of facilitation during the workshops, teacher expertise for curriculum development, support for teacher participation in curriculum development and content areas which teachers of English could participate in developing. This is included as Appendix G.

#### **3.6.2.4 KICD English Subject Panel Chairperson Interview Guide**

Five main questions guided the interview: the KICD policy on teacher participation in curriculum development, interpretation of NCP on development of curriculum content, teacher expertise for participation in curriculum development in schools, support for teacher participation in development of curriculum and teacher participation in determining curriculum content for the English curriculum. This is attached as Appendix H.

### **3.7 Validity and reliability**

#### **3.7.1 Validity**

Validity is defined as the extent to which the results gained from data actually represents the concept of study (Oso & Onen, 2009). Further, Best and Kahn (2010) define validity as the quality of a data gathering instrument or procedure that enables it to measure what it is supposed to measure. Therefore, validity is about the accuracy of interpretations and meaningfulness of inferences of the research findings. Content validity was considered in this study. Content validity is the extent to which a measuring instrument provides adequate coverage of the topic of study (Kothari & Garg, 2014). According to (Kothari & Garg, 2014), content validity can be determined by using a panel of persons who shall judge how well the measuring instrument meets the required standards. To achieve content validity, the researcher consulted and held discussion with specialists in curriculum studies from the department of Educational Communication, Technology and Curriculum Studies of Maseno University. The experts critically examined the statements in the instruments and gave expert advice for revising the instruments which ensured the instruments had appropriate questions that measured the content of study.

### **3.7.2 Reliability**

Reliability refers to the consistency and replicability of instruments over time (Cohen et al., 2018). In other words, reliability measures the extent to which a research instrument maintains consistency of results after repeated trials (Mugenda & Mugenda, 2012). Out of the four methods of testing the reliability of a questionnaire (Ritter, 2010), this study adopted the Cronbach alpha coefficient of internal consistency since all items of the research instrument are administered once making it more practical and convenient (Tavakol & Dennick, 2011). A pilot study was conducted in five schools within the study location. The independent variable on teacher participation and the dependent variable on English curriculum development, were subjected to reliability test. Computed data from the questionnaires yielded a Cronbach alpha of 0.7589 which indicated an acceptable level of internal consistency. (Lantz, 2013) made the following interpretation of the values of alpha coefficient as a rule of thumb i.e.  $> 0.9$  – Excellent,  $> 0.8$  – Good,  $> 0.7$  – acceptable,  $> 0.6$  – questionable,  $> 0.5$  – poor and  $< 0.5$  – Unacceptable. This interpretation was applied to this study.

### **3.8 Data Collection Procedure**

After obtaining authorization to conduct research, the researcher proceeded to book appointments with respective Principals of schools sampled. On the agreed dates, the researcher visited each sampled school, and after being granted access to teachers, talked to the teachers sampled to explain the ethics, nature and purpose of the research in order to gain informed consent to fill in the questionnaire.

Once consent forms had been signed, the researcher proceeded to actual data collection. The questionnaires were distributed to the respondents and collected as soon as they were filled in, and

where a later collection date was given, the researcher went back on the agreed date to collect the questionnaire. The questionnaire was given to the respondents since all of them were literate and knowledgeable about the subject matter under investigation. The questionnaire was administered between January to March 2023. One of the main challenges during the administration process was the expectation by a few of the teachers request for remuneration to fill in the questionnaire since they felt research is always funded. The researcher explained that this was a self-sponsored research that had little funds. Another challenge was some questionnaires not having been filled in on the agreed date of collection. This made the researcher stay longer to wait for completed questionnaires and in some other instances making another trip on another date which was costly.

After collecting all questionnaires, the researcher scheduled and conducted interviews with the Principals, CQASO, chairperson of CEB and chairperson of KICD English subject panel. These interviews were mainly conducted in the office of the Principal and for the case of chairperson of CEB, CQASO and KICD English subject panel, this was done in their offices at the place of work. Principal's interviews were conducted between March to May 2023. Interviews for the CQASO, CEB and KICD English subject panel chairperson were conducted in June after the researcher had established areas of concern from preliminary data analysis. The main challenge the researcher experienced with interviews was some Principals rescheduling the interviews due to other school commitments. This ended up making interviews take more than the anticipated time and also making the researcher use more finances on making calls and travelling back for the interviews.

All raw data was stored on portable devices including CDs, flash disks and hard drive. This was also saved on a 'read only' folder from which a working copy was made for actual data analysis.

The hard disc, email and cloud storage was also used alongside keeping the data with Maseno University institutional repository for extended period of time. After expiry of data retention period, paper data including questionnaires will be shredded, while data on flash discs, CDs and hard disk will be erased by overwriting. Data with the University repository will be disposed in accordance with the University's information management procedures.

### **3.9 Data Analysis**

Data analysis refers to examining what has been collected from the survey and making deductions and inferences. Bogdan and Biklen (2007) explain data analysis as a process of making sense out of collected materials by systematically searching and arranging the interview transcripts, field notes and other materials accumulated to enable the researcher come up with findings. The analysis involves preparing of the data for analysis, conducting the analysis, presenting findings and making an interpretation and discussion of the larger meaning of the data from the information supplied by respondents (Creswell & Creswell, 2018) Data analysis also involves identifying what is similar, different or missing from earlier studies and giving details in support of the present findings to strengthen the implications of the findings for practice (Bogdan & Biklen, 2007).

The first variable on relevance of the English curriculum was measured using a questionnaire with three sections on objectives, content and suggested resources. A five-point Likert scale of Very Relevant, Relevant, Somewhat Relevant, Irrelevant and Very Irrelevant was used. The data obtained was analyzed using frequencies, means and standard deviation from which interpretations and deductions were made on general trends that emerged. The second variable on teacher expertise was measured using a Likert type scale on knowledge of subject matter and skills of



curriculum. Data obtained was analyzed using frequencies and standard deviations after which interpretations were made. The third variable on teacher support was to generate written responses on the nature of support from the Principals, CQASO, chairperson of CEB and chairperson of KICD English subject panel. The responses were categorized and analyzed into emerging themes. The fourth variable on examining application of NCP in development of content for English was measured using Likert scale on Very Large Extent, Large Extent, Not Sure, Small Extent and Very Small Extent. Analysis was done using frequencies, means and standard deviation. All open-ended questions from the questionnaire were analysed according to the themes and sub-themes that emerged and used to discuss the findings.

The variables of the Likert scale were measured on an attitudinal scale of 1-5 for individual items with 1 indicating a low score and 5 indicating a high score. Thus, Very Irrelevant scored 1, Irrelevant - 2, Somewhat Relevant - 3, Relevant - 4 and Very Relevant – 5. This rating was also used for Likert scale of Strongly Disagree - 1, Disagree - 2, Somewhat Agree - 3, Agree - 4 and Strongly Agree - 5. The same rating applied to Very Small Extent - 1, Small Extent - 2, Not Sure - 3, Large Extent - 4 and Very Large Extent - 5. Interpretation of means was based on Zaki and Ahmed (2017) scale of 4.30-5.00 as very high, 3.50-4.29 as high, 2.70-3.49 as moderate, 1.90-2.69 as low and 1.00-1.89 as very low. A summary of data analysis is presented in Table 3.3.

**Table 3. 3: Data analysis**

<b>SR</b>	<b>OBJECTIVE</b>	<b>INSTRUMENT</b>	<b>ANALYSIS</b>
1	Explore relevance of the English curriculum	Questionnaire	Frequencies, means, Standard deviation
2	Assess teacher expertise in curriculum development	Questionnaire, Interview schedule	Frequencies, means, Standard deviation
3	Assess teacher support in curriculum development	Interview Schedule	Themes
4	Examine application of the National Curriculum Policy in development of curriculum content for English	Questionnaire Interview schedule	Frequencies, means, Standard deviation

Data from questionnaires was organized according to the research objectives and presented quantitatively using scores computed by generating descriptive statistics. In addition, all responses to open-ended questionnaire items were arranged by identifying words and phrases that helped generate preliminary coding categories that were used for analysis.

Data from the interviews was analysed qualitatively. The data was first transcribed and themes identified. This data was then categorized and reported according to themes that emerged. Deductions on general trends from qualitative data was made from data that had been obtained. The general trends obtained from the sampled population was compared to other studies which helped to establish representativeness of the findings and allow for generalizations to be made (Bogdan & Biklen, 2007). Analysis was done using descriptive statistics and interpretations made in relation to objectives of the study.

### **3.10 Ethical considerations**

Ethics in research is concerned with what researcher's ought and ought not to do in their research and research behaviour (Cohen et al., 2018). In this study, ethical considerations were based on the principles of access, consent, anonymity and confidentiality. To gain access, letters authorizing the study to be conducted were obtained from the Maseno University School of Graduate Studies and the Ethics and Review Committee of Maseno University (MUERC). Upon clearance by MUERC, the researcher proceeded to apply for a research permit from National Council for Science, Technology and Innovation (NACOSTI). Once the research permit was obtained, the researcher went to Vihiga County Director of Education and obtained research authorization that enabled data collection.

Informed consent was obtained by informing participants of the purpose and nature of the study. Participants were also assured that there were no risks involved in the study and that any inconvenience would be kept to minimum levels. In addition, all other aspects of the research about which the participants inquired were explained by the researcher. Participants were also informed of procedure for contacting the researcher within a reasonable time period following participation should related questions or concerns arise after data collection. Informed consent was granted by the participants upon signing the consent form. The consent form is attached as Appendix B.

On privacy, which included anonymity and confidentiality, participants were assured that any information they provided would be kept confidential and if published, would not be identifiable as belonging to them. In this respect therefore, the questionnaires had introductory information on confidentiality and no participant was allowed to write their name or any other identifying mark

on the questionnaire so as to remain anonymous. Each participant having understood the research requirements was given a consent form, explaining the same details to read, understand and sign before distributing the questionnaire.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.1 Introduction

This chapter presents results, discussion and interpretations. A total of 184 questionnaires were issued to respondents. Out of the 184 questionnaires 180 (98%) were received back. The summary of the rate of questionnaire return is as shown in Table 4.1.

**Table 4. 1: Rate of questionnaire return**

<b>Respondents</b>	<b>Data collection method</b>	<b>Sample size</b>	<b>Responses</b>	<b>Response rate (%)</b>
Teachers of English	Questionnaire	184	180	98

Results in Table 4.1 show that 98% of the questionnaires of the sample size were returned. This is an acceptable return rate for large sample sizes (Mugenda & Mugenda, 2012). The data collected was coded and analysed using SPSS (Statistical Package for Social Sciences) computer package. Descriptive statistics such as frequency distribution, percentages, means and standard deviation were calculated and data presented in form of tables. Findings of the study were discussed as per the study objectives.

## **4.2 Objective 1: Explore teachers' views on relevance of the English curriculum to learners in secondary schools in Kenya.**

Teachers' views on relevance of the English curriculum were studied under three areas: objectives, content and suggested resources. The findings were categorized under the four language skills of listening, speaking, reading and writing including grammar and presented as follows.

### **4.2.1 Relevance of objectives of the English curriculum**

The researcher sought to explore teachers' views on relevance of objectives of the English curriculum. A five-point Likert scale was used to extract answers from the respondents using scales of Very Relevant (VR), Relevant (R), Somewhat Relevant (SR), Irrelevant (I) and Very Irrelevant (VI) with rating scales of 5, 4, 3, 2 and 1 respectively. The computed composite mean and Standard Deviation for the objectives of the English curriculum is as shown in Table 4.2 below.

**Table 4. 2: Teachers' views on relevance of objectives of the English curriculum**

<b>SN</b>	<b>Objectives</b>	<b>Mean</b>	<b>Standard Deviation</b>
1.	Listening and Speaking	<b>4.62</b>	<b>0.639</b>
2.	Reading	<b>4.54</b>	<b>0.488</b>
3.	Writing	<b>4.74</b>	<b>0.364</b>
4.	Grammar	<b>4.70</b>	<b>0.474</b>
	<b>Composite Mean and SD</b>	<b>4.64</b>	<b>0.491</b>

Results of the study showed that 131 (72.8%) of the views that learners listen attentively for comprehension and respond appropriately were very relevant, 33 (18.3%) views were relevant while 16 (8.9%) indicated that the objective was irrelevant. The objective scored a mean of 4.55 and a standard deviation of 0.886. Although the mean of the item was categorized as very high indicating a strong positive response, it was below the composite mean of 4.62 which implied a negative impression. This item had a high standard deviation which signified high levels of variability in the views on the statement that learners listen attentively for comprehension and respond appropriately. This implies that respondents differed on the view that learners listened attentively for comprehension and responded appropriately.

The respondents were also required to rate their views on learners' use of listening skills to infer and interpret meaning correctly from spoken discourse. The results showed that 147 (81.7%) of the views were very relevant while 33 (18.3%) of the views were relevant. The objective scored a mean of 4.82 and a standard deviation of 0.388. The mean of the item was very high indicating strong and positive responses of teachers' views. This item had a standard deviation lower than 0.639 signifying consistency in views on the statement that learners use listening skills to infer and interpret meaning correctly from spoken discourse. This shows agreement of teachers' views that listening skills were important in helping learners to infer and interpret meaning correctly from a variety of spoken discourse.

The respondents were also required to rate their views on whether learners listen and process information from a variety of sources. Results showed that 98 (54.4%) of the views were very relevant, 66 (36.7%) of the views were relevant while 16 (8.9%) of the views were irrelevant. The

objective scored a mean of 4.37 and a standard deviation of 0.654. Although the mean of the item was rated very high indicating a strong positive response, it was below the composite mean of 4.62 which showed a negative influence on the composite mean. This item had a slightly higher standard deviation than 0.639 which indicated a wider spread in response for the item. This implies that there was large variation in views on the statement that learners listen and process information from a variety of sources. This shows that teachers' views differed with relevance of the objective that learners were able to listen to and process information from a variety of sources. However, a study by Mbithe (2014) obtained similar results that indicated students can only do simple listening but had little ability to use listening skills when inferring meaning or processing information from different sources. This is an indication that learners still have challenges with regard to listening, inference and processing of information.

When asked how to overcome this challenge, the respondents indicated that learners needed to be exposed to listening situations that would train them to process and respond to information. With regard to this, TE 62 said:

*“Learners to be encouraged to improve on speaking of English and be exposed to debates and symposiums in order to practice effective listening and speaking”.*

The results also showed that 147 (81.7%) of the views that learners were able to speak accurately, fluently, confidently and appropriately in a variety of contexts were very relevant, 66 (8.9%) were relevant while 17 (9.4%) were irrelevant. The objective scored a mean of 4.63 and a standard deviation of 0.626. The mean of the item was very close to the composite mean and categorized as very high indicating strong positive responses. This item had a lower standard deviation than 0.639 signifying consistency in the responses for the item. This suggests that there was little



variation in views on the statement that learners speak in an accurate, fluent, confident and appropriate manner in different contexts. This shows agreement of teachers' views on the objective that learners speak accurately, fluently, confidently and appropriately in a variety of contexts. However, these results contradict Mbithe's (2014) study whose findings revealed that it was a challenge for some learners to speaking fluently, accurately, appropriately and with confidence in a variety of contexts. An analysis of results of a study by Kibui and Athiemoolan (2012) revealed that Kenyan youth speak 'Sheng' as speaking English to them was unacceptable and regarded as a formal way of communication. Moreso, when learners have limited exposure to communicative opportunities to apply what they have studied in class, it becomes difficult for them to practice, thus the inability to speak accurately, fluently and confidently when such situations arise. This has been observed in contexts outside the school. For instance, universities have voiced their concern about receiving first year students who can hardly hold discussions in English Language (Napwora, Gudu & Mukwa, 2016). Employers have also observed incompetencies in oral interviews where applicants are unable to clearly express themselves in spoken English. This could be the reason why majority of form four graduates have challenges in expressing themselves adequately in spoken discourse.

Pertaining learners use of non-verbal cues effectively in speaking, 131 (72.8%) of the views were very relevant, 33 (18.3%) were relevant while 16 (8.9%) were irrelevant. The objective scored a mean of 4.64 and a standard deviation of 0.641. The mean of the item was categorized as very high indicating strong and positive responses. The standard deviation for the item was slightly higher than 0.639. This showed that the responses for the item were spread out, implying that there was large variation in views on the statement that learners use non-verbal cues effectively in speaking.

This shows disagreement of teachers' views on the relevance of the objective that learners use non-verbal cues effectively in speaking. Similarly, a study by (Wangia & Otonde, 2020) on politeness in teacher student interactions in a Kenyan secondary school context revealed that Kenyan secondary school students were limited in use of non-verbal cues of communication. This calls for designing of learning experiences that can engage learners use of non-verbal cues.

As shown in Table 4.2, teachers viewed objectives of listening and speaking as relevant with a mean of 4.62 and Standard Deviation of 0.639 against the composite mean of 4.64 and composite  $SD=0.491$ . However, findings of this study established that teachers' views differed on the following three objectives of listening and speaking: listen attentively for comprehension and respond appropriately ( $M=4.55$ ,  $SD=0.886$ ), listen and process information from a variety of sources ( $M=4.37$ ,  $SD=0.654$ ) and use non-verbal cues effectively in speaking ( $M=4.64$ ,  $SD=0.641$ ). Although the means were categorized as high, standard deviation showed that teachers' views differed on the relevance of these objectives to current learning needs.

Further, data from the open-ended questions on what should be done to improve listening and speaking skills indicated that there was need to intensify practicals in English, same way it is done in French and German languages of the curriculum. This would ensure learners get the opportunity to practice listening and speaking skills. In addition, it was suggested that KNEC should initiate testing of speaking and listening skills orally which will enable learners assess their proficiency in spoken English (Melly, Okari & Oreko, 2023) instead of the written examination which focuses on rote learning. Even though mobile phones had been banned for use in teaching and learning in

secondary schools, respondents observed that it was important to integrate other ICT tools in the classroom in order to enable practical learning and testing of listening and speaking skills.

The respondents were required to indicate their views on learners' ability to read fluently and efficiently. The results showed that 164 (91.1%) of the views were very relevant while 16 (8.9%) of the views were relevant. The objective scored a mean of 4.91 and a standard deviation of 0.285. The mean of the item was very high indicating strong positive responses. This item had a standard deviation lower than 0.488 indicating consistency in the responses for the item. This implies that there was little variation in views on the statement that learners read fluently and efficiently. This shows agreement of teachers' views on relevance of the objective that learners read fluently and efficiently. While studying the role of text reading fluency in reading comprehension in English, Wawire and Piper (2023) established that text reading fluency positively influenced acquisition of reading comprehension skills. Since reading fluently influenced the ability to comprehend information read, teachers were to ensure mastery of the skill of reading fluently for effective comprehension as learners who read fluently found it easier to comprehend literary materials.

The respondents were also required to rate their views on learners' appreciation of the importance of reading for a variety of purposes. Results showed that 164 (91.1%) of the views indicated that the objective was very relevant while 16 (8.9%) of the views were relevant. The objective scored a mean of 4.91 and a standard deviation of 0.285. The mean of the item was categorized as very high showing strong positive responses. The item had a standard deviation lower than 0.488 which signified consistency in the responses. This implies that there was little variation in views on the statement that learners appreciate the importance of reading for a variety of purposes. This shows agreement of teachers' views on relevance of the objective that learners appreciate that reading for

a variety of purposes is important. This means teachers are required to be close to learners and ensure that actual reading of class readers and other reading materials is being done in order to realize the relevance of this objective.

Pertaining learners' development of a life-long interest in reading on a wide range of subjects, 131 (72.8%) of the views were very relevant while 49 (27.2%) of the views were relevant. The objective had a mean of 4.73 and a standard deviation of 0.446. The mean of the item was categorized as very high, an indication of strong positive responses. The item had a standard deviation lower than 0.488 signifying consistency in responses. This implies that there was little variation in views on the statement that learners develop a life-long interest in reading on a wide range of subjects. This shows agreement of teachers' views on relevance of the objective that when learners practice reading on a wide range of subjects, it helps them develop a life-long interest in reading.

Although results showed that respondents agreed with the statement that learners had developed a life-long interest in reading on a variety of subjects, open ended questions from the respondents revealed that learners still had a poor reading culture. When asked the reason why, TE 81 noted:

*“There is lack of reading culture among learners”*

In this case, lack of reading culture among learners failed to provide the motivation needed to develop interest in reading. Reading exposes learners to use of language structure that aid in comprehension of content in other areas of learning. Thus, learners' failure to read a variety of texts contributes to poor performance as observed by TE 83 who said:

*“Students don't love reading as such they perform poorly”*

In order to develop a life-long interest for reading, it was necessary to instill the reading culture at an early age by exposing learners to reading materials immediately such learners joined Form 1. Learners could also be encouraged to nurture the reading culture through supervised personal reading. Reading on a wide range of reading materials was important in helping learners acquire and enrich their vocabulary and even improve composition writing skills. Inviting book authors to schools to speak to learners was likely to inspiring learners to read as observed by TE 30 who suggested that:

*“Schools should invite resource persons like authors of books to speak to learners and teachers about their literary works in order to inspire them to read”.*

Learners’ ability to read and comprehend what has been read is an essential skill in modern society as it helps create meaning that aids understanding of information. Kim, Park & Wagner (2014) observed that for learners to read and comprehend literary materials with ease, it is important that learners fluent reading is achieved as this allows for integration of text and high order comprehension. Further, it is worth noting that low linguistic proficiency hinders learners’ comprehension ability as observed by Kulo, Indembukhani and Onchera (2014). Therefore, teachers’ knowledge of learners’ interests, as observed by Taba (1962), is key for teacher participation in selecting texts that appeal to learners interest to help in development of a reading culture.

When asked to suggest what should be done to improve reading, TE 49 responded stated:

*“Encourage wide reading among learners from home and in their primary schools by sensitizing parents to have home libraries”.*

Whereas this response seems to be an intervention measure, research has shown that hard copy books and physical libraries no longer appeal to learners. The Ministry of Education in Kenya,

should invest in purchase, distribution and uploading of e-libraries on tablets for learners. This will enable use of ICTs in promoting the reading culture.

The study also sought to establish views on whether learners read and comprehend literary materials. The results showed that 80 (44.4%) of the views that learners read and comprehend literary materials were very relevant, 83 (46.1%) were relevant while 17 (9.4%) were somewhat relevant. The objective had a mean of 4.35 and a standard deviation of 0.647. Although the mean of the item was categorized as very high indicating strong positive responses, it was below the composite mean of 4.54 which showed a negative impression. The item had a standard deviation above 0.488 indicating that data values were spread out. This implies that there was large variation in views on the statement that learners read and comprehend literary materials. This shows that respondents differed on views on relevance of the objective that learners read and comprehend literary materials.

Learners' ability to read and comprehend what has been read is an essential skill in modern society as it helps create meaning that aids understanding of information. Kim, Park & Wagner (2014) observed that for learners to read and comprehend literary materials with ease, it is important that learners fluent reading is achieved as this allows for integration of text and high order comprehension. Therefore, teachers' knowledge of learners' interests, as observed by Taba (1962), is key for teacher participation in selecting texts that appeal to learners' interest to help in development of a reading culture.

Furthermore, results showed that 64 (35.6%) views about learners' ability to read and analyze literary works from Kenya, East Africa, Africa and the rest of the world, and relate to experiences

in these works were very relevant, 66 (36.7%) were relevant, 34 (18.9%) were somewhat relevant while 16 (8.9%) were irrelevant about the same. The objective scored a mean of 3.99 and a standard deviation of 0.753. Although the mean of the item was categorized as high indicating a high perception, it was below the composite mean of 4.54 which implied a negative impression on the composite mean. The item had a standard deviation higher than 0.488 indicating that there was large variation in views on the statement. This shows differences in teachers' views on relevance of the objective that learners were able to read and analyze literary works from Kenya, East Africa, Africa and the rest of the world, and relate to experiences in what they had read.

Findings of this study established that respondents differed on relevance of the objective to read and analyze literary works from Kenya, East Africa, Africa and the rest of the world, and relate to experiences in what they had read. Further, the KNEC Report (KNEC, 2022) analysis of questions on compulsory and optional set texts revealed that many candidates reproduced the short story without making conscious effort to select relevant information which was a reflection of weak interpretation of the text. This was consistent with the previous year KNEC Report (KNEC, 2021) which showed most candidates still did not write essays in a way that demonstrated their understanding of the set texts. These reports are an indication that candidates' failure to express knowledge of set texts confirmed that they were evidently weak in reading and interpretive skills. The advice given to teachers, with regard to these reports was that learners were to be exposed to intensive and extensive reading to enhance the language proficiency. This is consistent with Kibui and Athiemoolan (2012) who argued that when learners are constantly exposed to a variety of reading materials over a long time, they develop opportunities to become proficient readers and display advanced interpretive, critical and analytical skills. Therefore, teachers in schools should

focus on reading programs that will expose learners to development of skills to interpret and analyze the texts read.

The results also showed that 81 (45.0%) of the views that learners appreciate and respect own as well as other peoples' culture were very relevant while 99 (55.0%) of the views were relevant. The objective scored a mean of 4.45 and a standard deviation of 0.499. The mean of the item was very high indicating strong positive responses. The item had a standard deviation close to 0.488 indicating that there was variation in views on the statement that learners' appreciation of and respect of own as well as other peoples' culture was questionable. Although the mean showed strong positive responses, the standard deviation indicated disagreement of teachers' views on relevance of the objective to appreciate own as well as other people's culture.

Similarly, the KNEC Report (KNEC, 2022) observed that learners were unable to appreciate what was contained in the texts read. The advice given was that teachers should assist learners to read and discover the feelings and intentions of the author and question the characters thoughts, actions and motivations. This would ensure that learners read, appreciate and relate to own experiences as well as experiences in what they read. When content of literary works is more relevant to the learners' daily experiences, appreciating and understanding own as well as other peoples' culture becomes easy. This can be achieved by the teacher ensuring the students were exposed to a variety of reading materials and be made to appreciate and understand their own and other cultures they interacted with when reading. This implies that teachers and curriculum developers should aim to develop reading materials that relate to the experiences of learners so that it becomes easy to read and interpret reading materials from the rest of the world. Through exposure to varied reading



materials, learners make efficient use of a variety of sources of information like libraries, dictionaries, encyclopedias and the internet. Use of a varied reading materials to teach English reading skills was found to be more significant and motivating to learners (Omuna, Onchera & Kimutai, 2016). However, libraries provide hard copy reading materials which most learners are likely not to access due to physical visitation to the libraries. Digitization of learning should spearhead provision of e-books and audio texts would be more motivating reading resources. In support of this, Andiema (2013) advocates for use of internet material to teaching English reading skills. Using the internet is likely to enhance accessibility and provide convenience and flexibility in reading a variety of materials thus learners having access to a variety of sources of information.

Respondents were asked to suggest what should be done to help learners appreciate universal human values contained in literary works. Teacher TE 20 response on how to improve learner interest in appreciating importance of what they read was:

*“Expose learners to what happens within their vicinity for easier appreciation. Content of the literary works should be more relevant to the learner’s daily experiences.”*

The set compulsory and optional set texts for English in secondary schools are selected by the curriculum developers. With reference to Taba’s (1962) theory of curriculum development, teachers understanding of learner interests is key in selecting texts that relate to learners’ daily experiences to enable learners appreciate texts they read. Therefore, KICD needs to involve teachers in selection of texts that will be appealing and relevant to learners’ daily experiences.

The interview responses from the chair of CEB emphasized on relevance of literary texts for schools by indicating that:

*“Teachers should come up with books that can be used as set books as well as content that will be value added content because the curriculum will be the set books and the poetries.”*

This is supported by TE 115 whose response to creating interest in the reading culture was to:

*“Emphasize creation of literary genres which learners can appreciate rather than emphasizing appreciation of readings that they cannot relate to”*

The results show that 82 (45.6%) of the respondents’ views that learners make efficient use of range of sources of information including libraries, dictionaries, encyclopedias and internet were very relevant while 98 (54.4%) of the views were relevant. The objective scored a mean of 4.45 and a standard deviation of 0.499. Although the mean of the item was categorized as very high, an indication of strong positive responses that showed agreement, it was slightly below 4.54 which showed a negative influence. The item had a standard deviation higher than 0.488 which signified high levels of variability of data. This implies that there was large variation in views on the statement that learners make efficient use of range of sources of information including libraries, dictionaries, encyclopedias and internet. This showed disagreement of teachers’ views on relevance of the objective that learners make efficient use of a variety of sources of information like libraries, dictionaries, encyclopedias and the internet.

Use of a varied reading materials to teach English reading skills was found to be more significant and motivating to learners (Omuna, Onchera & Kimutai, 2016). However, libraries provide hard copy reading materials which most learners are likely not to access due to physical visitation to the libraries. Since learners are digital conscious, provision of e-books and audio texts would be more motivating reading resources. In support of this, Andiema (2013) advocates for use of internet material to teaching English reading skills. Using the internet is likely to enhance

accessibility and provide convenience and flexibility in reading a variety of materials thus learners having access to a variety of sources of information.

As shown in Table 4.2, findings of the study have established that reading skills had a mean of 4.54 and Standard Deviation of 0.488 against a composite mean of 4.64 and composite Standard Deviation of 0.491. However, teachers differed in views on relevance of four of the objectives of reading to current learning needs. The objectives are to: read and analyze literary works from Kenya, East Africa, Africa and the rest of the world and relating to experiences in these works ( $M=3.99$ ,  $SD=0.753$ ), read and comprehend literary material ( $M=4.35$ ,  $SD=0.647$ ), appreciate and respect own as well as other peoples' culture ( $M=4.45$ ,  $SD=0.499$ ) and make efficient use of range of sources of information including libraries, dictionaries, encyclopedias and internet ( $M=4.45$ ,  $SD=0.449$ ). This is an indication that teachers need to teach learners not only how to read, but to comprehend and analyze what they read from the literary texts. In order for learners to appreciate own as well as other peoples' culture, teacher participation in selection of texts with relevant content is key.

Further, the study sought to assess teachers' view on relevance of objectives on grammar in the English curriculum. Results showed that 164 (91.1%) of the views that learners make use of correct spelling, punctuation and paragraphing were very relevant while 16 (8.9%) were relevant. The objective had a mean of 4.91 and a standard deviation of 0.285. The mean of the item was categorized as very high indicating strong positive responses. The item had a standard deviation lower than 0.474 which signified consistency in responses. This implies that there was little variation in views on the statement that learners make use correct spelling, punctuation and paragraphing. This showed agreement of teachers' views on relevance of the objective that learners make use of correct spelling, punctuation and paragraphing. These findings differ with the KNEC

(2022) and KNEC (2021) English reports which noted grammatical mistakes and weak paragraphing among candidates' responses, an indication of limited grammatical competence. The report also noted that paragraphs lacked powerful topic sentences and advised that learners be guided on appropriate use of linking words to create cohesion and flow in paragraphs.

The results further revealed that 114 (63.3%) of the respondents' views that learners make use of a variety of sentence structures and vocabulary correctly were very relevant while 66 (36.7%) were relevant. The item scored a mean of 4.63 and a standard deviation of 0.483. Although the mean of the item was categorized as very high indicating strong positive responses, it was below the composite mean of 4.70 which showed a negative impression. The item had a standard deviation higher than 0.036 which showed that there was large variation in views on the statement. This implies that teachers' views differed with the objective that learners make use a variety of sentence structures and vocabulary correctly. This finding agrees with results of a study conducted by Mbithe (2014) which established that learners were not confident in using varied sentence structures and vocabulary in their work. This could be a result of inadequate reading that exposes learners to a wide range of sentence structures and vocabulary in context.

Results showed that 115 (63.9%) of the respondents' views that learners communicate appropriately in functional and creative writing were very relevant, 49 (27.2%) were relevant while 16 (8.9%) were somewhat relevant. The item scored a mean of 4.55 and a standard deviation of 0.654. Although the mean of the item was categorized as very high indicating strong positive responses, it was below the composite mean of 4.70 which implied a negative influence on the composite mean. The item had a standard deviation higher than 0.474 which suggested that data was more spread out. This implies that there was large variation in views on the statement which

showed disagreement of teachers' views on relevance of the objective that learners communicate appropriately in functional and creative writing. Similarly, results of a study by (Manyasi & Onchera, 2013) on functional writing skills for effective communication found out that teachers had differences in understanding and teaching of functional writing skills which was reflected in varied practices and extent to which learners were exposed to a variety of functional writing assignments. The same observation was made by Mbithe (2014) whose study revealed that learners were unable to communicate appropriately in functional and creative writing. The key to enhancing performance in writing skill in English was providing students with plenty of practice in all types of functional writing. The exposure was likely to have a major impact on the performance of learners in English examinations.

As shown in Table 4.2, grammar had a mean of 4.70 and a Standard Deviation of 0.474 against a composite mean of 4.64 and composite Standard Deviation of 0.491. Findings on grammar revealed that respondents differed on relevance of two objectives. These are: communicate appropriately in functional and creative writing ( $M=4.55$ ,  $SD=0.654$ ) and use a variety of sentence structures and vocabulary ( $M=4.63$ ,  $SD=0.483$ ). Grammar is embedded in all other skills and areas of the English language and it is necessary that learners acquire mastery of grammar conventions by interacting with the other areas of the English language. The English syllabus emphasizes that literature provides circumstances for language use, thus learners should be encouraged to read a variety of literature texts in order to be exposed to vocabulary, sentence structures and paragraphing in order to communicate appropriately in functional and creative writing.

Results on objectives of writing showed that 180 (100%) views that learners write neatly, legibly and effectively were very relevant. The objective scored a mean of 5.000 and a standard deviation

of 0.000. The mean of the item was categorized as very high indicating strong positive responses. The item had a standard deviation lower than 0.364 indicating no spread in responses. This implies that there was no variation in views on the statement that learners write neatly, legibly and effectively as per respondents' opinions. This shows agreement of teachers' views on relevance of the objective that learners write neatly, legibly and effectively.

The results also showed that 115 (63.9%) of the views that learners use correct grammatical and idiomatic forms of English were very relevant while 65 (35.1%) were relevant. The objective scored a mean of 4.64 and a standard deviation of 0.485. Although the mean of the item was categorized as very high indicating strong positive responses, it was slightly below the composite mean of 4.74 which showed a slight negative impression of the composite mean. The item had a standard deviation higher than 0.364 which indicated that data was spread out. This implies that there was large variation in views on the statement that learners use correct grammatical and idiomatic forms of English. This shows disagreement of teachers' views on relevance of the objective that learners use grammatical structures and idiomatic expressions of English correctly. Similarly, the 2022 KNEC Report on English observed that candidates made many errors of punctuation, spelling and grammar. These errors attracted penalties which lowered the scores and performance in the English examination. This finding is consistent with findings by Gathumbi et al., (2014) whose study revealed that learners lacked proficiency in writing skills and grammar. This is an indication that teachers need to give more practice on grammar and also penalize such errors when teaching so that learners improve in grammar.

Additionally, the results showed that 147 (81.7%) of the views on learners' ability to think creatively and critically were very relevant while 33 (18.3%) were relevant. The objective scored

a mean of 4.82 and a standard deviation of 0.388. The mean of the item was categorized as very high an indication of strong positive responses. The item had a standard deviation higher than 0.364 which showed data was slightly spread out. This implies that there was large variation in views on the statement that learners think creatively and critically. This shows differences in teachers' views on relevance of the objective that learners think creatively and critically. Thus, respondents differed that this objective was relevant. In support of this finding, it has been observed during marking of national examinations that candidates work often reveals lack of creativity and critical thinking when responding to questions (KNEC, 2022). This calls upon teachers to enhance critical thinking learning activities in order for learners to learn how to be creative and critical in thinking. When learners read a variety of literary texts, they are likely to develop creativity and critical thinking on issues related to what they interact with in the texts.

Further, the results showed that 130 (72.2%) of the views on learners' ability to appreciate the special way literary writers use language were very relevant while 50 (27.8%) were relevant. The objective scored a mean of 4.72 and a standard deviation of 0.449. Although the mean of the item was categorized as very high, it was slightly below the composite mean of 4.74 which implied a negative impression on the composite mean. The item had a standard deviation higher than 0.364 which showed that data was spread out. This implies that there was large variation in views on the statement that learners appreciate the special way language is used by literary writers. This shows that respondents differed that this objective was relevant. The teaching of English in an integrated approach meant that literature and language were to complement each other where language was to be used to teach literature, and literature was to provide rich possibilities of language use (KIE, 2002). This means that for learners to appreciate the special way in which writers use language, it

is necessary that learners be exposed to many texts so as to acquire language use. Language does not function in a vacuum; it operates in real contexts provided in literary materials and texts.

Lastly, the results showed that 98 (54.4%) of the views on how learners appreciate universal human values contained in literary works were very relevant while 82 (45.6%) were relevant. The objective scored a mean of 4.54 and a standard deviation of 0.499. Even though the mean of the item was categorized as very high indicating strong positive responses, it was below the composite mean of 4.74 which showed a negative impression. The item had a standard deviation higher than 0.364 which signifying that data was spread out. This implies that there was large variation in views on the statement that learners appreciate universal human values contained in literary works. This shows that respondents differed on the relevance of this objective.

As shown in Table 4.2, objectives on writing had a mean of 4.74 and a Standard Deviation of 0.364 against a composite mean of 4.64 and composite Standard Deviation of 0.491. Respondents in this study differed on the relevance of objectives on: appreciating universal human values contained in literary works ( $M=4.54$ ,  $SD=0.499$ ), using correct grammatical and idiomatic forms of English ( $M=4.64$ ,  $SD=0.485$ ) and appreciating the special way literary writers use language ( $M=4.72$ ,  $SD=0.449$ ) on current learning needs. These results are an indication that learners need to spend more time on reading, which will equip them with writing skills in order to communicate effectively in writing tasks.

Findings of this study with regard to the relevance of objectives concur with results of a study by Magoma (2016) on teachers and head teachers' views of the integrated English curriculum which pointed out that the objectives of the English curriculum were adequate although there were



differences in levels of agreement on the relevance of a few objectives. On listening and speaking skills, respondents differed on the relevance of three objectives: listen attentively for comprehension and respond appropriately, listen and process information from a variety of sources, use non-verbal cues effectively in communication. Objectives that showed differences in levels of agreement on relevance of reading skills include: read and analyze literary works from Kenya, East Africa, Africa and the rest of the world and relate to experiences in these works, read and comprehend literary material, appreciate own as well as other people's culture and make efficient use of a range of sources of information. On grammar, objectives that displayed differences in relevance are: communicate appropriately in functional and creative writing and use a variety of sentence structures and vocabulary correctly. Respondents also differed on relevance of objectives of writing including: appreciate universal human values contained in literary works, use grammatical and idiomatic forms of English, appreciate the special way literary writers use language and think creatively and critically. These differences indicate that the English curriculum needs periodic reviews to keep it relevant to current learning expectations. Teachers in this study have demonstrated that they can participate in development of the English curriculum by reviewing and making suggestions towards objectives that need improvement.

The respondents were asked to make suggestions on improving objectives of the English curriculum. The responses from TE 41 indicated:

*“KICD to offer in-service training on development of objectives so that teachers can also participate in reviewing current objectives. After such training, KICD should consider Implementation of teachers views on the relevance of some areas of curriculum”.*

This response acts as feedback on relevance of objectives of the English curriculum. Therefore, KICD should create forums for teachers to carry out periodic reviews of objectives of the curriculum so as to ensure relevance in relation to prevailing learner needs and societal

expectations (Okoth, 2016). This aligns to Taba’s (1962) theory that emphasizes on inclusion of teachers views in development of a curriculum in order to enhance relevance.

#### 4.2.2 Relevance of content of the English curriculum

This study assessed teachers’ views on relevance of content of the English curriculum. A five-point Likert scale was used to extract answers from respondents using scales of Very Relevant (VR), Relevant (R), Somewhat Relevant (SR), Irrelevant (I) and Very Irrelevant (VI) on a rating scale of 5,4,3,2 and 1 respectively. The mean and standard deviation were calculated and the results presented in Table 4.3.

**Table 4. 3: Teachers’ views on relevance of content of the English curriculum**

<b>SN</b>	<b>Objectives</b>	<b>Mean</b>	<b>Standard Deviation</b>
1.	Listening and Speaking	<b>4.71</b>	<b>0.501</b>
2.	Reading	<b>4.54</b>	<b>0.585</b>
3.	Writing	<b>4.48</b>	<b>0.601</b>
4.	Grammar	<b>4.69</b>	<b>0.461</b>
	<b>Composite Mean and SD</b>	<b>4.61</b>	<b>0.537</b>

The results showed that 164 (91.1%) of the views on the content on pronunciation skills were very relevant while 16 (8.9%) are relevant. The item scored a mean of 4.91 and a standard deviation of 0.285. The mean of the item was categorized as very high indicating strong positive responses. The item had a standard deviation lower than 0.501 signifying consistency in responses. This implies that there was little variation in views on the statement that the content on pronunciation

skills was relevant. This shows that respondents were in agreement that content on pronunciation skills was relevant. However, the open-ended questions on learners' challenges with pronunciation was attributed to interference and influence from first language. This did not only affect learners but also had limitations on the teacher whose first language was not English. This implies that learners had little command of the English language thus failed to actively practice pronunciation, making it difficult for learners to correctly pronounce English words in daily communication.

Furthermore, results showed that 164 (91.1%) of the views on content of listening comprehension were very relevant to learners while 16 (8.9%) were relevant. The item scored a mean of 4.91 and a standard deviation of 0.483. The mean of the item was categorized as very high indicating strong positive responses. The item had a standard deviation lower than 0.501 which showed consistency in the responses. This implies that there was little variation in views on the statement that content on listening comprehension was relevant. This shows that respondents agreed on the relevance of content on listening comprehension.

In addition, results showed that 114 (63.3%) of the views on content of note-taking were very relevant while 66 (36.7%) were relevant. The item scored a mean of 4.63 and a standard deviation of 0.654. Although the mean of the item was categorized as very high, it was slightly below the composite mean of 4.71 which showed a negative influence. The item had a standard deviation higher than 0.501 indicating that responses were spread out. This implies that there was large variation in views on the statement that content on note-taking was relevant. This shows that respondents differed on the relevance of content on note-taking.

Furthermore, the results showed that 115 (63.9%) of the views on content on debates and interviews was very relevant, 49 (27.2%) were relevant while 16 (8.9%) were somewhat relevant

about the same. The item scored a mean of 4.55 and a standard deviation of 0.654. Even though the mean of the item was categorized as very high indicating strong positive responses, it was below the composite mean of 4.71 which showed a negative impression on the composite mean. The item had a standard deviation higher than 0.501 which showed that responses were spread out. This implies that there was large variation in views on the statement that content on debates and interviews was relevant. This shows that respondents differed on relevance of content on debates and interviews.

In addition, the results showed that 114 (63.3%) of the views on content of etiquette including telephone and register were very relevant, 50 (27.8%) were relevant while 16 (8.9%) were somewhat relevant about the same. The item scored a mean of 4.54 and a standard deviation of 0.483. Although the mean of the item was categorized as high, it was below the composite mean of 4.71 which showed a negative influence on the composite mean. The item had a standard deviation lower than 0.501 indicating consistency in responses. This implies that there was little variation in views on the statement that content on etiquette was relevant. This shows agreement of teachers' views on relevance of content on etiquette including telephone and register. This could be attributed to the availability and frequency of use of mobile phones by learners.

Furthermore, results showed that 131 (72.8%) of the views about content on non-verbal cues in listening and speaking was very relevant while 49 (27.2%) were relevant. The item scored a mean of 4.73 and a standard deviation of 0.501. The mean of the item was classified as very high indicating strong positive responses. The item had a standard deviation lower than 0.501 which showed consistency in responses. This implies that there was little variation in views on the statement that content on non-verbal cues in listening and speaking was relevant. This shows that respondents were in agreement that content on non-verbal cues in listening and speaking was

relevant. However, a study by (Wangia & Otonde, 2020) on politeness in teacher student interactions in Kenyan secondary schools revealed that students were limited on the use of non-verbal cues of communication. This could be due to lack of exposure to situations requiring use of non-verbal cues. This implies that for learners to learn how to use non-verbal cues, teachers have to create appropriate learning contexts during teaching.

As shown in Table 4.3, content on listening and speaking skills scored a mean of 4.71 and Standard Deviation of 0.501 against the composite mean of 4.61 and composite Standard Deviation of 0.537. However, findings from data indicate that respondents differed in two areas of the content on listening and speaking to the current learning needs: debates and interviews ( $M=4.55$ ,  $SD=0.654$ ) and note taking ( $M=4.63$ ,  $SD=0.654$ ). The evidence from this finding suggests that the effective mastery of content on note taking is as a result of a learners' ability to read and comprehend materials they are exposed to which was identified as one of the objectives with differing levels of relevance. This implies that content has to be taught closely in relation to the objectives.

The respondents were required to rate their views on relevance of content areas of grammar. The results showed that 130 (72.2%) of the views on content on parts of speech were very relevant while 50 (27.8%) were relevant. The item scored a mean of 4.72 and a standard deviation of 0.449. The mean of the item was categorized as very high indicating strong positive responses. The item had a standard deviation lower than 0.461 indicating consistency in the responses. This implies that there was little variation in views on the statement that content on parts of speech was relevant. This shows that teachers were in agreement that content on parts of speech was relevant. Parts of speech form the basis for learning all other aspects of language. Therefore, learners need to clearly understand parts of speech for use in mastery of other language conventions.

The results also showed that 131 (72.8%) of the views on phrases in grammar were very relevant while 49 (27.2%) were relevant. The item scored a mean of 4.73 and a standard deviation of 0.446. The mean of the item was categorized as very high indicating strong positive responses. The item had a standard deviation lower than 0.461 which showed that responses were relatively consistent. This implies that there was little variation in views on the statement that content on phrases in grammar was relevant. This shows that teachers were in agreement that content on phrases in grammar was relevant. This finding contradicts findings by Ombati, Omari, Ogendo, Ondima and Otieno (2013) whose study on factors influencing the performance of students in grammar revealed that students had challenges in using phrasal verbs which made them not to like grammar citing the complex and boring nature of the content in grammar. This type of attitude adversely affected performance, whose results were manifested in poor grades in English annual examination, hence the low performance in English examinations.

The results also showed that 114 (63.3%) of the views on content of clauses in grammar were very relevant while 66 (36.7%) were relevant. The item scored a mean of 4.63 and a standard deviation of 0.483. Although the mean of the item was categorized as very high indicating strong positive responses, it was slightly below the composite mean of 4.69 which showed a negative impression. The item had a standard deviation slightly higher than 0.461 which suggested that data was spread out. This implies that there was large variation in views on the statement that content on clauses in grammar was relevant. Thus, respondents differed with the relevance of the content on clauses. This finding is a reflection of the differences observed on the relevance of the objective that learners were unable to use types of sentences in sentence construction. Sentences are made up of clauses, and this confirms that when a learner is not able to grasp content on clauses, then there will be incorrect sentence construction leading to failure to communicate effectively in writing.

The results show that 131 (72.8%) of the views on content of direct and indirect speech in grammar were very relevant while 49 (27.2%) were relevant. The item scored a mean of 4.73 and a standard deviation of 0.446. The mean of the item was categorized as very high indicating strong positive responses. The item had a standard deviation lower than 0.461 which showed a smaller spread in responses. This implies that there was little variation in views on the statement that content on direct and indirect speech in grammar was relevant. Thus respondents were in agreement that content on direct and indirect speech was relevant.

The results also show that 114 (63.3%) of the views on content of simple sentences were very relevant while 66 (36.7%) were relevant. The item scored a mean of 4.63 and a standard deviation of 0.483. Even though the mean of the item was categorized as very high, it was slightly below the composite mean of 4.69 which showed a negative impression. The item had a standard deviation higher than 0.461 signifying inconsistency in responses. This implies that there was large variation in views on the statement that content on simple sentences was relevant. Thus, respondents differed on the relevance of content on simple sentences. As indicated earlier, simple sentences are made up of clauses. This requires a learner to have good mastery of clauses so as to use simple sentences effectively to communicate.

Making reference to Table 4.3, content of grammar had a mean of 4.69 and Standard Deviation of 0.461 against a composite mean of 0.461 and composite Standard Deviation of 0.537. However, the results of this study have shown that respondents differed on the relevance of two areas of grammar. These are: content on clauses ( $M=4.69$ ,  $SD=0.483$ ) and content on simple sentences ( $M=4.63$ ,  $SD=0.483$ ). Student grasp of clauses is a prerequisite to construction of good simple sentences. These findings differ with the KNEC (2022) and KNEC (2021) English reports which noted grammatical mistakes and weak paragraphing among candidates' responses, an indication

of limited grammatical competence. The report also noted that paragraphs lacked powerful topic sentences and advised that learners be guided on appropriate use of linking words to create cohesion and flow in paragraphs. However, this finding contradicts results of a study by Ombati, Omari, Ogendo, Ondima, and Otieno (2013) which established that learners' experienced problems in use of punctuation marks. This could imply that punctuation in writing was easy to achieve compared to punctuation in grammar, yet the two observed the same grammar conventions. This perhaps explains why learners are unable to construct simple sentences, which ends up affecting writing skills as it needs construction of coherent sentences to form paragraphs that communicate ideas. Further, findings by Ombati et al., (2013) whose study on factors influencing the performance of students in grammar revealed that students had challenges in using phrasal verbs which made them not to like grammar citing the complex and boring nature of the content in grammar. This type of challenge adversely affected performance, whose results were manifested in poor grades in English annual examination, hence the low performance in English examinations.

Similarly, the 2022 KNEC Report on English observed that candidates made many errors of punctuation, spelling and grammar. These errors attracted penalties which lowered the scores and performance in the English examination. This finding is consistent with findings by Gathumbi et al., (2014) whose study revealed that learners lacked proficiency in writing skills and grammar. This is an indication that teachers need to give more practice on grammar and also penalize such errors when teaching so that learners improve in grammar.

The respondents were required to indicate views on relevance of content on reading. The results show that 164 (91.1%) of the views on content of reading were very relevant while 16 (8.9%) were relevant. The item scored a mean of 4.91 and a standard deviation of 0.285. The mean of the item



was categorized as very high indicating strong positive responses. The item had a standard deviation lower than 0.585 indicating consistency in responses. This implies that there was little variation in views on the statement that content on reading skills was relevant. This shows that teachers' views were in agreement that content on reading was relevant. Kim, Park & Wagner (2014) observed that for learners to read and comprehend literary materials with ease, it is important that learners fluent reading is achieved as this allows for integration of text and high order comprehension. In support of this, Andiema (2013) advocates for use of internet material to teaching English reading skills.

The results showed that 114 (63.3%) of the views on content on reading poems, plays and short stories were very relevant while 66 (36.7%) were relevant. The item scored a mean of 4.63 and a standard deviation of 0.483. The mean of the item was categorized as very high indicating strong positive responses. The item had a standard deviation lower than 0.585 which showed consistency in responses. This implies that there was little variation in views on the statement that content on intensive reading of poems, plays and short stories was relevant. Therefore, respondents were in agreement that content on reading of poems, short stories and plays was relevant.

Results of respondents' views on extensive reading on contemporary issues showed that 64 (35.6%) of the views were very relevant, 83 (46.1%) were relevant while 33 (18.3%) were somewhat relevant about content on extensive reading on comprehension skills. The item scored a mean of 4.17 and a standard deviation of 0.716. Although the mean of the item was categorized as high, it was below the composite mean of 4.54 indicating a negative impression. The item had a standard deviation higher than 0.585 indicating high levels of variability of responses. This implies that there was large variation in views on the statement that content on extensive reading

on contemporary issues was relevant. This shows that respondents differed on the relevance of content on extensive reading on contemporary issues.

The results showed that 96 (53.3%) of the views on content on summary writing skills were very relevant, 68 (37.8%) were relevant while 16 (8.9%) were somewhat relevant on content of summary writing. The item had a mean of 4.44 and a standard deviation of 0.654. Even though the mean of the item was categorized as very high indicating strong positive responses, it was slightly below the composite mean of 4.54 showing a negative impression. The item had a standard deviation higher than 0.585 indicating that responses were spread out. This implies that there was large variation in views on the statement that content on summary writing was relevant. Thus, respondents differed that content on summary writing was relevant. Writing a good summary requires that a learner displays good note-making skills. This finding thus reveals that learners are unable to effectively write summaries since there is less mastery of note making skills.

The results showed that 131 (72.8%) of the views on content on comprehension skills in reading were very relevant, 16 (8.9%) were relevant while 33(18.8%) were somewhat relevant on content of comprehension. The item scored a mean of 4.54 and a standard deviation of 0.786. The mean of the item was categorized as very high indicating strong positive responses. The item had a standard deviation higher than 0.585 indicating that responses were spread out. This implies that there was large variation in views on the statement that content on comprehension was relevant. Thus respondents differed that content on comprehension in reading was relevant. The differences in relevance of content on comprehension skills is in support of the differences in objective on reading and comprehending literary material. This shows that teacher should concentrate on learners' mastery of comprehension skills to make it easier to read and comprehend literary materials.

The results showed that 114 (63.3%) of the views on content on reading poems, plays and short stories were very relevant while 66 (36.7%) were relevant. The item scored a mean of 4.63 and a standard deviation of 0.483. The mean of the item was categorized as very high indicating strong positive responses. The item had a standard deviation lower than 0.585 which showed consistency in responses. This implies that there was little variation in views on the statement that content on intensive reading of poems, plays and short stories was relevant. Therefore, respondents were in agreement that content on reading of poems, short stories and plays was relevant.

Results of respondents' views on extensive reading on contemporary issues showed that 64 (35.6%) of the views were very relevant, 83 (46.1%) were relevant while 33 (18.3%) were somewhat relevant about content on extensive reading on comprehension skills. The item scored a mean of 4.17 and a standard deviation of 0.716. Although the mean of the item was categorized as high, it was below the composite mean of 4.54 indicating a negative impression. The item had a standard deviation higher than 0.585 indicating high levels of variability of responses. This implies that there was large variation in views on the statement that content on extensive reading on contemporary issues was relevant. This shows that respondents differed on the relevance of content on extensive reading on contemporary issues.

The results showed that 96 (53.3%) of the views on content on summary writing skills were very relevant, 68 (37.8%) were relevant while 16 (8.9%) were somewhat relevant on content of summary writing. The item had a mean of 4.44 and a standard deviation of 0.654. Even though the mean of the item was categorized as very high indicating strong positive responses, it was slightly below the composite mean of 4.54 showing a negative impression. The item had a standard deviation higher than 0.585 indicating that responses were spread out. This implies that there was large variation in views on the statement that content on summary writing was relevant. Thus,

respondents differed that content on summary writing was relevant. Writing a good summary requires that a learner displays good note-making skills. This finding thus reveals that learners are unable to effectively write summaries since there is less mastery of note making skills.

The results showed that 131 (72.8%) of the views on content on comprehension skills in reading were very relevant, 16 (8.9%) were relevant while 33(18.8%) were somewhat relevant on content of comprehension. The item scored a mean of 4.54 and a standard deviation of 0.786. The mean of the item was categorized as very high indicating strong positive responses. The item had a standard deviation higher than 0.585 indicating that responses were spread out. This implies that there was large variation in views on the statement that content on comprehension was relevant. Thus respondents differed that content on comprehension in reading was relevant. The differences in relevance of content on comprehension skills is same as differences in objective on reading and comprehending literary material. This shows that teachers should concentrate on learners' mastery of comprehension skills to make it easier to read and comprehend literary materials.

Findings from Table 4.3 have established that content on reading skills had a mean of 4.54 and Standard Deviation of 0.585 against a composite mean of 4.61 and composite Standard Deviation of 0.537. Respondents differed on relevance of three content areas on reading to current learning needs. These are: extensive reading on contemporary issues ( $M=4.17$ ,  $SD=0.716$ ), comprehension skills ( $M=4.64$ ,  $SD=0.786$ ) and summary writing skills ( $M=4.44$ ,  $SD=0.654$ ). Contemporary issues required learners to be keen on what happens around them by watching news and reading current news from newspapers, magazines and journal articles. Teachers of English had the responsibility to ensure learners had access to contemporary readings so as to be conversant with current happenings. There was however need to review content on analytical skills so as to help learners interpret and appreciate content from intensive and extensive reading.

The respondents were required to give their views on relevance of content of the English curriculum on writing skills under eleven areas. The results show that 113 (62.8%) of the views on content of handwriting were very relevant while 67 (37.2%) were relevant. The item scored a mean of 4.63 and a standard deviation of 0.483. The mean of the item was categorized as very high indicating strong positive responses. The item had a standard deviation lower than 0.601 indicating consistency in responses. This implies that there was little variation in views on the statement that content on handwriting was relevant. Thus, respondents in the study agreed that this content on handwriting was relevant.

The results showed that 147 (81.7%) of the views on content on spelling were very relevant while 33 (18.3%) were relevant. The item scored a mean of 4.82 and a standard deviation of 0.388. The mean of the item was very high indicating strong positive responses. The item had a standard deviation lower than 0.601 indicating consistency in responses. This implies that there was little variation in views on the statement that content on spelling was relevant. Thus respondents in this study were in agreement that content on spelling was relevant. According to Farooq (2012), poor spelling was identified as one of the difficulties students faced in second language writing whose results were evidenced in grammatical errors in sentence structures. During marking of the KCSE examination, wrong spelling denied students marks which contributed to poor performance in English.

The results showed that 114 (63.3%) of the views on content of building sentence skills were very relevant, 33 (18.3%) were relevant while 33(18.3%) were somewhat relevant about building sentence skills. The item had a mean of 4.45 and a standard deviation of 0.785. Although the mean of the item was categorized as very high indicating strong positive responses, it was slightly below the composite mean of 4.48 which showed a negative impression. The item had a standard

deviation higher than 0.601 which showed that responses were spread out. This implies that there was large variation in views on the statement that content on building sentence skills in writing was relevant. Thus, respondents differed that content on building sentence skills was relevant. This finding emphasizes the results on differences in clauses and sentence structures and confirms that clauses and sentence structures lead to building sentence skills and paragraphs which aid in effective communication. This shows the close relationship between grammar and writing.

The results also showed that 114 (63.3%) of the views on building paragraphing skills were very relevant while 66 (36.7%) were relevant. The item scored a mean of 4.63 and a standard deviation of 0.483. The mean of the item was categorized as very high indicating strong positive responses. The item had a standard deviation lower than 0.601 which showed consistency in responses. This implies that there was little variation in views on the statement that building paragraphing skills in writing was relevant, an indication that respondents were in agreement with the content on building paragraphing skills. These findings differ with the KNEC (2022) and KNEC (2021) English reports which noted grammatical mistakes and weak paragraphing among candidates' responses, an indication of limited grammatical competence. The report also noted that paragraphs lacked powerful topic sentences and advised that learners be guided on appropriate use of linking words to create cohesion and flow in paragraphs.

Findings of the study also showed that 164 (91.1%) of the views on use of punctuation marks in writing were very relevant while 16 (8.9%) were relevant. The item scored a mean of 4.91 and a standard deviation of 0.285. The mean of the item was very high indicating strong positive responses. The item had a standard deviation lower than 0.601 which showed that values obtained were relatively consistent. This implies that there was little variation in views on the statement that content on use of punctuation marks in writing was relevant. Therefore, respondents were in

agreement that content on use of punctuation marks was relevant. However, this finding contradicts results of a study by Ombati et al., (2013) which established that learners' experienced problems in use of punctuation marks. This could imply that punctuation in writing was easy to achieve compared to punctuation in grammar, yet the two observed the same grammar conventions.

The results showed that 81 (45.0%) of the views on content on personal writing including diaries and reminders were very relevant, 83 (46.1%) were relevant while 16 (8.9%) were somewhat relevant about the content on personal writing. The item scored a mean of 4.36 and a standard deviation of 0.641. Even though the mean of the item was very high, it was below the composite mean of 4.48 which showed a negative impression. The item had a standard deviation higher than 0.601 which showed that responses were spread out. This implies that there was large variation in views on the statement that content on personal writing was relevant. Thus, respondents differed that content on personal writing was relevant.

Findings of the study also showed that 64 (35.6%) of the views on content of public writing including filing in forms and writing apologies were very relevant, 68 (37.8%) were relevant, 32 (17.8%) were somewhat relevant while 16 (8.9%) said that content on public writing was irrelevant. The item scored a mean of 4.00 and a standard deviation of 0.784. Although the mean of the item was high indicating high perception, it was below the composite mean of 4.48 which implied a negative impression. The item had a standard deviation higher than 0.601 indicating that data was spread out. This shows that there was large variation in views on the statement that content on public writing was relevant implying that respondents differed on the relevance of the content on public writing.

The results showed that 98 (54.4%) of the views on content of social writing forms like letters and invitations were very relevant, 34 (18.9%) were relevant, 32 (17.8%) were somewhat relevant while 16 (8.9%) said that social writing forms were irrelevant. The mean of the item was 4.00 with a standard deviation of 0.797. Although the mean of the item was high indicating a high perception, it was below the composite mean of 4.48 which showed a negative impression on the item. The item had a standard deviation higher than 0.601 which showed a spread in the responses. This shows that there was large variation in views on the statement that content on social writing was relevant. This implies that respondents differed on the relevance of content on social writing.

The results also showed that 97 (53.9 %) of the views on study writing including note making and summary were very relevant, 51 (28.3%) were relevant while 32 (17.8%) were somewhat relevant about content on study writing. The item scored a mean of 4.36 and a standard deviation of 0.768. Even though the mean of the item was categorized as very high indicating strong positive responses, it was below the composite mean of 4.48 which showed a negative impression. The item had a standard deviation higher than 0.601 showing a spread in data values. This implies that there was large variation in views on the statement that content on study writing was relevant indicating that respondents differed with the statement that content on study writing was relevant.

Findings from the study also showed that 64 (35.6 %) of the views on content of creative writing like use of dialogue were very relevant, 84 (46.7%) were relevant while 32 (17.8%) were somewhat relevant about content on creative writing and use of dialogue in writing. The item scored a mean of 4.18 and a standard deviation of 0.710. Although the mean of the item was high indicating a high perception, it was below the composite mean of 4.48 which showed a negative impression. The item had a standard deviation higher than 0.601 which signified that data was spread out. This



implies that there was large variation in views on the statement that content on creative writing was relevant, an indication that respondents differed that content on creative writing was relevant.

The results showed that 164 (91.1%) of the views on content on institutional writing including notices, apology and curriculum vitae in writing were very relevant while 16 (8.9%) were relevant. The item scored a mean of 4.91 and a standard deviation of 0.483. The mean of the item was very high indicating a strong positive response. The item had a standard deviation lower than 0.601 indicating consistency in responses. This implies that there was little variation in views on the statement that content on institutional writing was relevant. Thus, respondents were in agreement that content on institutional writing was relevant.

As shown in Table 4.3, findings have shown that content on writing had a mean of 4.48 and a Standard Deviation of 0.461 against a composite mean of 4.61 and composite Standard Deviation of 0.537. Respondents differed on relevance of five content areas of writing. These are: social writing ( $M=4.12$ ,  $SD=0.797$ ), building sentence skills ( $M=4.45$ ,  $SD=0.785$ ), public writing ( $M=4.00$ ,  $SD=0.784$ ), study writing ( $M=4.36$ ,  $SD=0.768$ ) and creative writing ( $M=4.18$ ,  $SD=0.710$ ). A study by Manyasi and Onchera (2013) on functional writing skills for effective communication established that teachers have different understanding about teaching of various writing skills and as such may not be exposing learners to appropriate functional writing text varieties. This in turn prevents learners from acquiring effective writing and communication skills. This implies that there is need for teachers of English to understand writing skills so as to provide learners with appropriate writing exercises that can help improve performance in writing skills.

A study by Manyasi and Onchera (2013) on the use of functional writing skills for effective communication established that teachers' understanding of writing skills differed and as such may

not be exposing learners to adequate functional writing exercises. This in turn prevents learners from acquiring effective writing and communication skills. Further, the KNEC 2021 English Report observed that the key to better performance was by providing students with plenty of practice in all types of functional writing. This implies that there is need for teachers of English to understand writing skills so as to provide learners with appropriate writing exercises that can help improve performance in writing skills.

The teaching of English in an integrated approach meant that literature and language were to complement each other where language was to be used to teach literature, and literature was to provide rich possibilities of language use (KIE, 2002). This means that for learners to appreciate the special way in which writers use language, it is necessary that learners be exposed to many texts so as to acquire language use. Language does not function in a vacuum; it operates in real contexts which is provided in literary materials and texts.

#### **4.2.3 Relevance of suggested resources of the English curriculum**

This study assessed teachers' views on relevance of suggested resources of the English curriculum. A five-point Likert scale was used to extract answers from the respondents using scales of Very Relevant (VR), Relevant (R), Somewhat Relevant (SR), Irrelevant (I) and Very Irrelevant (VI) on a rating scale of 5,4,3,2 and 1 respectively. The mean and standard deviation were calculated and the results presented in Table 4.4.

**Table 4. 4: Teachers' views on relevance of suggested resources for English**

<b>SN</b>	<b>Resources</b>	<b>Mean</b>	<b>Standard Deviation</b>
1.	Resource centres	<b>4.27</b>	<b>2.746</b>
2.	Reports and periodicals	<b>3.73</b>	<b>2.667</b>
3.	Resource persons	<b>4.17</b>	<b>1.179</b>
4.	Notes, posters and advertisement	<b>4.28</b>	<b>1.012</b>
5.	Computers and television	<b>4.08</b>	<b>1.002</b>
<b>Composite Mean and SD</b>		<b>4.36</b>	<b>1.721</b>

The respondents were required to rate their views on relevance of the suggested resources for English. Results showed that 148 (82.2%) viewed visual aids like pictures, charts and models as very relevant for teaching English while 32 (17.8%) were relevant. This shows that all teachers viewed use of visual aids including pictures, charts and models for teaching English as relevant. The item scored a mean of 4.82 and a standard deviation of 0.383. The mean of the item was categorized as very high indicating strong positive responses. The item had a standard deviation lower than 0.912 showing consistency in the responses. This implies that there was little variation in views on use of visual aids for teaching English. Thus, respondents agreed on the relevance of using visual aids for teaching.

A study on approaches teachers used in teaching imaginative writing established that secondary school teachers made use of teaching aids and exposed learners to reading of simple imaginative writing materials (Ocharo, Okwako & Okoth, 2019). However, during classroom observation, only one (1) out of seven (7) teachers used teaching aids. This observation suggests that teachers are not using visual aids for teaching English as is expected of them by the curriculum developers.

The results also showed that 147 (81.7%) of the respondents viewed textbooks for teaching English as very relevant, 17 (9.4%) as relevant while 16 (8.9%) viewed textbooks for teaching English as somewhat relevant. The item scored a mean of 4.73 and a standard deviation of 0.306. The mean of the item was categorized as very high indicating a strong positive response. The item had a standard deviation lower than 0.912 showing consistency in responses. This implies that there was little variation in views on the use of textbooks as relevant resources for teaching English. This was an indication that respondents agreed on relevance of textbooks. Similarly, a study by Omuna et al., (2016) on availability and use of instructional resources for teaching and learning English established that textbooks were the most used instructional resource. Perhaps this could be due to the success of the Kenya government policy of supplying core textbooks to schools and ensuring a book student ratio of 1:1 is achieved. This is in support of Ocharo et al., (2019) who also observed that textbooks were always used for teaching and giving assignments.

The results also revealed that 81 (45.0%) of the teachers viewed recorded material like radio programs for teaching English as very relevant, 67 (37.2%) as relevant, 16 (8.9%) of the teachers' views were somewhat relevant while 16 (8.9%) teachers viewed recorded materials like radio programs for teaching English in school as irrelevant. The item scored a mean of 4.18 and a standard deviation of 0.661. Although the mean of the item was categorized as high indicating a high perception, it was below the composite mean of 4.36 which showed a negative impression. The item had a standard deviation lower than 0.912 indicating consistency in the responses. This implies that there was little variation in views on use of recorded material like radio programs for teaching English. Thus, respondents were in agreement that recorded material was relevant for teaching English. This finding is consistent with a study by Odhiambo (2018) on evaluation of KICD digital content audio compact discs which established that there was a wide use of the audio

recordings prepared by KICD in teaching set books. This was because the audio recordings addressed quite relevant and sufficient content about literary aspects of the texts being analysed. These audio recordings were useful as they presented important and basic explanations about literary concepts in a simplified language thus becoming a relevant resource for teaching.

Results also showed that 98 (54.4%) of the teachers viewed original material for teaching English as very relevant, 66 (36.7%) as relevant while 16 (8.9%) viewed original materials as somewhat relevant. The item scored a mean of 4.45 and a standard deviation of 0.492. The mean of the item was categorized as very high indicating strong positive responses. The item had a standard deviation lower than 0.912 which showed that the responses were relatively consistent. This implies that there was little variation in views of respondents. Thus, respondents in the study agreed on relevance of using original materials for teaching English was relevant. There was however need to improvise and integrate the original materials with current practices in technology so as to make learning activities meaningful and motivating to learners.

The results revealed that 82 (45.6%) of the teachers viewed improvised materials for teaching English as very relevant, 66 (36.7%) as relevant, 16 (8.9%) of the teachers viewed use of improvised materials for teaching English as somewhat relevant while 16 (8.9%) teachers viewed use improvised materials for teaching English in school as irrelevant. The item scored a mean of 4.19 and a standard deviation of 0.662. Even though the mean of the item was categorized as high indicating a high perception, it was below the composite mean of 4.36 which showed a negative impression. The item had a standard deviation lower than 0.912 indicating consistency in responses. This implies that there was little variation in views on use of improvised materials for teaching English an indication of agreement on relevance of improvised materials.

The results also showed that 82 (45.6%) of the teachers viewed extracts from magazines and books for teaching English as very relevant, 82 (45.6%) as relevant while 16(8.9%) of the views were somewhat relevant about using extracts from magazines and books as a resource for teaching English. The item scored a mean of 4.34 and a standard deviation of 0.642. Although the mean of the item was categorized as very high indicating strong positive responses it was slightly below the composite mean of 4.36 which showed a negative impression. The item had a standard deviation lower than 0.912 which showed consistency in responses. This implies that there was little variation in views on use of extracts from magazines and books for teaching English, indicating that respondents were in agreement that extracts from magazines and books were relevant resources. According to the Handbook for teachers of English (2006), it is expected that teachers should make regular and wide use of conventional passages from magazines, newspapers and literary texts in class readers and prescribed literary texts as well as any other readings that expose learners to emerging issues. The importance of using newspapers for learning English is emphasized by Napwora et al., (2016) whose study on availability and use of newspapers on students speaking competence revealed that students who had access to daily newspapers displayed better speaking competence in English language compared to those who did not use them. Consequently, newspapers also help to improve learners' reading, grammar and writing skills. This shows that newspapers are very useful resources and should be encouraged for use in learning of other English language skills like reading and writing.

The results showed that 98 (54.4%) of the teachers viewed notes, posters and advertisements for teaching English as very relevant, 50 (27.8%) as relevant, 16 (8.9%) of the teachers were somewhat relevant on use of notes, posters and advertisements while 16 (8.9%) of the teachers viewed use of notes, posters and advertisements as suggested resource for teaching English in schools as

irrelevant. The item had a mean of 4.28 and a standard deviation of 1.012. Even though the mean of the item was categorized as high indicating a high perception, it was below the composite mean of 4.36 an indication of a negative impression. The item had a standard deviation higher than 0.912 which indicated a wide spread in responses. This implies that there was large variation in views on relevance of using notes, posters and advertisements for teaching English. Thus, respondents differed that notes, posters and advertisements were relevant for teaching English.

From the results it is shown that 48 (26.7%) of the teachers viewed realia as a very relevant resource for teaching English in schools, 100 (55.6%) as relevant, 16 (8.9%) of the views were somewhat relevant about use of realia while 16 (8.9%) of the teachers indicated use of realia as an irrelevant resource for teaching English in schools. The item had a mean of 4.00 and a standard deviation of 0.595. Although the mean of the item was categorized as high indicating a high perception, it was below the composite mean of 4.36 which showed a negative impression. The item had a standard deviation lower than 0.912 which showed consistency in responses. This implies that there was little variation in views on use of notes, posters and advertisements for teaching English indicating that respondents agreed on the relevance of realia for teaching English.

The results showed that 65 (36.1%) of the teachers viewed use of oral or written poetry as a suggested resource for teaching English as very relevant while 115 (63.9%) viewed use of oral or written poetry as relevant. The item scored a mean of 4.36 and a standard deviation of 0.482. The mean of the item was equal to the composite mean of 4.36 indicating neither a positive nor negative influence on the composite mean. The item had a standard deviation lower than 0.912 which showed consistency in responses. This implies that there was agreement in use of oral or written poetry as a relevant resource for teaching English.

The results revealed that 81 (45.0%) of the teachers viewed use resource persons for teaching English as very relevant, 66 (36.7%) as relevant, 16 (8.9%) teachers were somewhat relevant while 17 (9.4%) teachers were irreverent about use of resource persons for teaching English in school. The item scored a mean of 4.17 and a standard deviation of 1.179. Although the mean of the item was categorized as high indicating a high perception, it fell below the composite mean of 4.36 indicating a negative impression. The item had a standard deviation above 0.912 which showed that responses on use of resource persons for teaching English were spread out. This implies that respondents differed that use of resource persons was a relevant resource for teaching English. Bonyo, Odongo, and Okwara (2016) study on improvisation and integration of teaching materials in teaching and learning observed that 53.3% of the subject teachers acknowledged that they made use of resource persons in their teaching. However, it is important to note that the resource persons used were only the KNEC examiners and this was for the purpose of examination techniques aimed at improving performance as opposed to normal teaching of content. Effective use of resource persons should be integrated in all stages of learning and not only during examination time.

The results showed that 164 (91.1%) of the teachers viewed use of class readers as very relevant resource for teaching English in schools while 16 (8.9%) were relevant. The item scored a mean of 4.91 and a standard deviation of 0.571. The mean of the item was categorized as very high indicating strong positive responses. The item had a standard deviation lower than 0.912 indicating consistency in responses on use of class readers for teaching English. This implies that respondents agreed on the use of class readers as a relevant resource for teaching English. Use of class readers and prescribed set books for teaching literature ensured language learning is more meaningful as the texts provided rich possibilities of language use.



The results showed that 131 (72.8%) of the teachers viewed library books as very relevant for teaching English, 33 (18.3) as relevant while 16 (8.9%) were somewhat relevant about library books as a suggested resource for teaching English. This shows that teachers viewed use of library books for teaching English as relevant. The item scored a mean of 4.64 and a standard deviation of 0.641. The mean of the item was categorized as very high indicating strong positive responses. The item had a standard deviation lower than 0.912 indicating consistency in views on use of library books for teaching English. This implies that respondents were in agreement that library books were a relevant resource for teaching English.

The results revealed that 81 (45.0%) of the teachers viewed use of computers and television sets as very relevant resources for teaching English, 50 (27.8%) as relevant, 32 (17.8%) teachers were somewhat relevant while 17 (9.4%) of the teachers indicated use of computers and television sets as an irrelevant suggested resource for teaching English in school. The item scored a mean of 4.08 and a standard deviation of 1.002. Although the mean of the item was categorized as high indicating high perception, it fell below the composite mean of 4.36 indicating a negative impression. The item had a standard deviation above 0.912 indicating that views on use of computers and television sets for teaching English were spread out. This implies that respondents differed on use of computers and television as relevant resources for teaching English.

The results also showed that 81 (45.0%) of respondents viewed use of resource centers as very relevant for teaching English, 67 (37.2%) were relevant while 32 (17.8%) were somewhat relevant about use of resource centers as a suggested resource for teaching English. The item had a mean of 4.27 and a standard deviation of 2.746. Even though the mean of the item was categorized as high indicating a high perception, it was below the composite mean of 4.36 which showed a negative impression. The item had a standard deviation higher than 0.912 indicating that views on

use of resource centers were spread out. This implies that respondents differed on relevance of using resource centers for teaching English.

The results further reveal that 49 (27.2%) of the teachers viewed use of reports and periodicals as very relevant resources for teaching English, 50 (27.8%) as relevant, 65 (36.1%) of the teachers were somewhat relevant while 16 (8.9%) teachers indicated use of reports and periodicals as an irrelevant resource for teaching English. The item scored a mean of 3.73 and a standard deviation of 2.667. Although the mean of the item was categorized as high indicating a high perception, it fell below the composite mean of 4.36 indicating a negative impression. The item had a standard deviation higher than 0.912 indicating that views on use of reports and periodicals for teaching English were spread out. This implies that respondents differed on the use of reports and periodicals as relevant resources for teaching English.

The results showed that 116 (64.4%) of the teachers viewed prescribed set books used for teaching English as very relevant, 32 (17.8%) as relevant, 16 (8.9%) teachers were somewhat relevant while 16 (8.9%) teachers indicated use of prescribed set books as an irrelevant resource for teaching English in school. The item scored a mean of 4.38 and a standard deviation of 0.814. The mean of the item was very high indicating a strong positive response. The item had a standard deviation lower than 0.912 which showed that views on use prescribed set books for teaching English were spread out. This implied that prescribed textbooks were a relevant resource for teaching English. During national examinations, an excerpt from the set books is used to test comprehension and grammar. This implies that prescribed textbooks are key resources for teaching grammar and other language skills.

Lastly the results showed that 115 (63.9%) of teachers viewed use of internet as very relevant for teaching English, 49 (27.2%) were relevant while 16 (8.9%) were somewhat relevant about internet as a suggested resource for teaching English in school. This shows that teachers viewed use of internet for teaching English as relevant. The item scored a mean of 4.55 and a standard deviation of 0.654. The mean of the item was categorized as very high indicating strong positive responses. The item had a standard deviation lower than 0.912 indicating little variation in views on use internet as a resource for teaching English. This implies respondents were in agreement that the internet was a relevant resource for teaching English. Ocharo et al., (2019) observed that six (6) out of seven (7) teachers observed during their study used power point as a digital pedagogy in teaching English. Orwenyo and Erastus (2022) pointed out in his study that there was existence and availability of many relevant open education resources whose use in secondary schools was still low. This implies that there was need to sensitize teachers on the availability of these internet resources so that they are integrated into the process of teaching and learning English. Using ICT and internet resources would help create meaningful and interactive learning experiences as outlined by Taba (1962).

As shown in Table 4.4, resources of the English curriculum were relevant with five resources showing large variations in levels of relevance. These are: resource centres ( $M=4.27$ ,  $SD=2.746$ ), reports and periodicals ( $M=3.73$ ,  $SD=2.667$ ), resource persons ( $M=4.17$ ,  $SD=1.179$ ), notes, posters and advertisements ( $M=4.28$ ,  $SD=1.012$ ) and computers and television sets ( $M=4.08$ ,  $SD=1.002$ ). Asked why the resources were less relevant, the respondents indicated that it was due to unavailability of the resources or inadequate resources, inadequate time to use the resources and lack of ICT resources in schools. For instance, resources like radios and computers were unavailable in some schools and hindered integration of ICT in the teaching and learning process.

The unavailability of resources was also attributed to inadequate finance to purchase and facilitate use of modern resources. Further, respondents indicated that some schools had not fully incorporated technology due to limited access to internet connectivity and other schools had no computers at all to be used for teaching and learning. Although it was noted that some teachers lacked skills on use of computers and internet, in other schools the internet was not very stable making it difficult to use the resources in teaching and learning. Ocharo, Okwako and Okoth (2019) observed that insufficient instructional materials negatively affected teaching and consequently learning which limited teachers from adequately facilitating the instructional process.

Data from the open-ended questions on what should be done to improve on use of the resources indicated that the school administration played a bigger role in enhancing use of resources. Suggestions for improvement on use of these resources included availing a variety of resources that had not been provided by KICD. This included audio and video clips, flip cards and flash cards, mobile phones and recorded simulations. Presently, KICD had invested in use of recorded audio compact discs for teaching the set books. Although this was a timely and relevant intervention in providing digital resources, the same audio resources should be extended to other areas of the English Language. Research by Orwenyo and Erastus (2022) established that challenges in production and access to quality and relevant teaching and learning resources had persisted despite the availability of free open education resources which could potentially improve the quality of existing resources to help improve teaching and learning of English. Although this was attributed to lack of ICT competencies and skills in use of the resources, the low levels of access to the same showed that teachers may not be aware of the availability of such resources.

Therefore there was need to ceate awareness on the availability and use of the open resources to improve teaching and performance of English.

Thus, respondents were in agreement that recorded material was relevant for teaching English. This finding is consistent with a study by Odhiambo (2018) on evaluation of KICD digital content audio compact discs which established that there was a wide use of the audio recordings prepared by KICD in teaching set books. This was because the audio recordings addressed quite relevant and sufficient content about literary aspects of the texts being analysed. These audio recordings were useful as they presented important and basic explanations about literary concepts in a simplified language thus becoming a relevant resource for teaching.

According to handbook for teachers of English (KIE, 2006), it is expected that teachers should make regular and wide use of conventional passages from magazines, newspapers and literary texts in class readers and prescribed literary texts as well as any other readings that expose learners to emerging issues. The importance of using newspapers for learning English is emphasized by Napwora, Gudu and Mukwa (2016) whose study on availability and use of newspapers on students speaking competence revealed that students who had access to daily newspapers displayed better speaking competence in English language compared to those who did not use them. Consequently, newspapers also help to improve learners' reading, grammar and writing skills. This shows that newspapers are very useful resources and should be encouraged for use in learning of other English language skills like reading and writing.

The respondents were asked to make suggestions on improving relevance of the English curriculum. The response from TE 4 was:

*“Implementation of teachers views on the relevance of some areas of curriculum by KICD”*

This response acts as feedback on relevance of objectives of the English curriculum. Therefore, KICD should create forums for teachers to carry out periodic reviews of objectives of the curriculum so as to ensure relevance in relation to prevailing learner needs and societal expectations. On the other hand, TE 41 felt that teachers could participate in reviewing the current objectives by suggesting that:

*“KICD to offer in-service training on development of objectives so that teachers can also participate in reviewing current objectives”*

Suggested resources like radios and computers were unavailable in some schools and hindered use of ICT by teachers and learners. This was attributed to inadequate finance to purchase and facilitate use of modern resources. Further, respondents indicated that some schools had not fully incorporated technology due to limited access to internet connectivity and other schools had no computers at all to be used for teaching and learning. Although it was noted that some teachers lacked skills on use of computers and internet, in other schools the internet was not very stable making it difficult to use the resources in teaching and learning. Ocharo et al., (2019) observed that inadequate instructional materials had a negative impact on teaching and consequently learning and this limited teachers from effectively facilitating the instructional process.

Suggestions for improvement on use of these resources included availing a variety of resources that had not been provided by KICD. This included audio and video clips, flip cards and flash cards, mobile phones and recorded simulations. Presently, KICD had invested in use of recorded audio compact discs for teaching the set books. Although this was a timely and relevant intervention in providing digital resources, the same audio resources should be extended to other areas of the English Language. Research by Orwenyo and Erastus (2022) established that

production and access to quality and relevant teaching and learning resources had challenges despite the availability of free open education resources which could potentially improve the quality of existing resources to help improve teaching and learning of English. Although this was attributed to lack of ICT competencies and skills in use of the resources, the low levels of access to the same showed that teachers may not be aware of the availability of such resources. Therefore, there was need to create awareness of and making open resources available so as to improve performance in English.

Teachers also indicated that they could participate in creating curriculum support materials. This was supported by (Kangai, 2019) whose study observed that:

*“Teachers need to be content creators and develop original materials that appeal to learners. New technologies such as audio and video recording in language labs, You-tube and computer simulations can be more effective resources for teaching as they offer authentic learning experiences”.*

Further, it was also necessary for teachers to support each other in use of a variety of resources.

TE 14 observed that it was important to:

*“Create awareness to the administration on importance and use of radio programs, realia and resource centres. This would encourage them to support the teachers towards using the same”*

Principals were also in support of teacher participation in developing instructional materials. An interview with PL 22 revealed that teachers could also participate in other areas and remarked:

*“It will be exciting for teachers to develop curriculum materials and edit, course books, teacher guides and exam revision materials.”*

Another suggestion made by the chairperson of the KICD English subject panel was that teachers were to be encouraged and supported by school Principals to be innovative and develop curriculum support materials for teaching and learning. A good example was creation of audio clips for

teaching listening and speaking skills. This would create opportunities for teachers to engage in development of curriculum support materials.

The present study has explored teachers views on relevance of the English curriculum to learners in secondary schools in Kenya. Findings on teachers views on relevance of the English curriculum have demonstrated that teachers' views have established that teachers have valuable input in determining the relevance of the curriculum in relation to learning needs. Suggestions made by teachers towards improving the weak areas of the curriculum in this research is evidence that teachers can participate in the process of developing the English curriculum by giving timely feedback that ensures relevance of the curriculum. Taba (1962) opines that it is teachers who can best identify the unique needs of the learners that are responsive and relevant to a given education context. Therefore, teachers of English should use their classroom experience to participate in developing and reviewing a curriculum that is relevant and responsive to learners needs.

#### **4.3 Objective 2: Assess expertise for teacher participation in English curriculum development.**

The researcher sought to assess expertise for teacher participation in English curriculum development. Expertise was studied in two areas as highlighted by Huizinga et al., (2014). These are knowledge expertise and skills expertise. The results are presented as follows.

##### **4.3.1 Knowledge for teacher participation in curriculum development.**

Findings on knowledge for teacher participation in curriculum development are discussed in Table 4.5. The respondents were required to indicate their level of agreement on expertise required by teachers to participate in development of the English curriculum. A five-point Likert scale was



used to extract answers from the respondents as shown in Table 4.5 using scales of Strongly Agree (SA), Agree (A), Somewhat Agree (SW), Disagree (D) and Strongly Disagree (SD) on a rating scale of 5, 4, 3, 2 and 1 respectively. The following is a discussion of the findings.

**Table 4. 5: Knowledge for Teacher Participation in English Curriculum Development.**

<b>Knowledge Area</b>	<b>SA</b>	<b>A</b>	<b>SW</b>	<b>D</b>	<b>SD</b>	<b>MEAN</b>	<b>SD</b>
<b>Teachers have knowledge of:</b>							
1. Objectives of English curriculum	115 (63.9)	65 (36.1)	0 (0.0)	0 (0.0)	0 (0.0)	<b>4.64</b>	<b>0.483</b>
2. Updated subject matter	98 (54.4)	82 (45.6)	0 (0.0)	0 (0.0)	0 (0.0)	<b>4.54</b>	<b>0.499</b>
3. Methods of teaching	115 (63.9)	48 (26.7)	17 (9.4)	0 (0.0)	0 (0.0)	<b>4.54</b>	<b>0.499</b>
4. Assessment methods	48 (26.7)	98 (54.4)	34 (18.9)	0 (0.0)	0 (0.0)	<b>4.08</b>	<b>0.663</b>
5. Curriculum evaluation	115 (63.9)	65 (36.1)	0 (0.0)	0 (0.0)	0 (0.0)	<b>4.64</b>	<b>0.672</b>
6. Curriculum development process	48 (26.7)	115 (63.9)	17 (9.4)	0 (0.0)	0 (0.0)	<b>4.17</b>	<b>0.667</b>
7. Curriculum development designs	65 (36.1)	50 (27.8)	48 (26.7)	17 (9.4)	0 (0.0)	<b>3.91</b>	<b>1.001</b>
<b>Composite Mean and SD</b>						<b>4.36</b>	<b>0.642</b>

Results in Table 4.5 show that 115 (63.9%) of the respondents strongly agreed with the statement that teachers have knowledge of objectives of English curriculum while 65 (36.1%) agreed with the statement. The item had a mean of 4.64 and a standard deviation of 0.483. The mean of the item was categorized as very high indicating strong positive responses. The item had a standard deviation lower than 0.642 which showed consistency in views on the statement that teachers had knowledge of objectives of English curriculum. This was an indication that teachers had

knowledge of objectives of the English curriculum. Teachers' knowledge of objectives of the English curriculum enabled them to identify objectives that needed to be reviewed.

The results also show that all the respondents 98 (54.4%) of the respondents strongly agreed with the statement that teachers had updated knowledge of subject matter of English while 82 (45.6%) agreed with the statement. The item had a mean of 4.54 and a standard deviation of 0.499. The mean of the item was categorized as very high indicating strong positive responses. The item had a standard deviation lower than 0.642 indicating little variation in views on the statement that teachers had updated knowledge of subject matter of English. This implies that teachers had knowledge of subject matter of English. In-service training provided opportunities for teachers to acquire specific and updated knowledge of subject matter which empowered them to have capacity to participate in making curriculum decisions (Baraka & Ndiku, 2014). However, these programs have been criticized for failure to address the training needs of Kenyan teachers who are rarely consulted in selection of the course content organized by in-service training agents (Nyarigoti, 2013). Effective in-service training requires that teachers participate in selecting content for the training. This will ensure that challenges in content areas have been addresses for effective curriculum delivery.

During pre-service training, it is expected that teachers acquire sufficient knowledge of subject matter. To ascertain this, this study gathered data on the level of academic qualification of teachers. The aim of this was to establish education levels of teachers in the study. The summary of findings is presented in Table 4.6.

**Table 4. 6: Teachers academic qualification**

<b>Variable</b>	<b>Frequency</b>	<b>Percent</b>
1. Diploma	33	18.3
2. Degree (B.E.D. or Arts)	129	71.7
3. Masters	18	10.0
<b>Total</b>	<b>180</b>	<b>100.0</b>

**Source: (Field data, 2023)**

Results in Table 4.6 show that 33 (18.3%) of the teachers had diploma qualification, 129 (71.7%) of the teachers had a Bachelor's degree in either education or arts, and 18 (10.0%) had Master's Degree qualification. This implies that all teachers had qualified professional training and well versed in knowledge of content of English curriculum in secondary schools. The high number of trained teachers is as a result of government placing a lot of emphasis on teacher training and the need for providing quality education at all levels as outlined in the policy document on education in Kenya (ROK, 1999). Although it has been established that continuous training and staff development are necessary if teachers are to participate effectively in curriculum development, relevant training needs that are responsive to current curriculum requirements have to be established prior to the training programmes (Kirui, 2015).

Results also show that 115 (63.9%) of the respondents strongly agreed with the statement that teachers had knowledge of methods of teaching English, 48 (26.7%) agreed with the statement while 17 (9.4%) somewhat agreed with the statement. The item had a mean of 4.54 and a standard deviation of 0.499. The mean of the item was categorized as very high indicating strong positive responses. The item had a standard deviation lower than 0.642 indicating that there was little

variation in views on the statement that teachers had knowledge on methods of teaching English. This implies that respondents were in agreement that teachers had knowledge of methods of teaching English.

The results also indicated that 48 (26.7%) of the respondents strongly agreed with the statement that teachers had knowledge of assessment methods for English, 98 (54.4%) agreed with the statement while 34 (18.9%) somewhat agreed with the statement. The item had a mean of 4.08 and a standard deviation of 0.663. Although the mean of the item was categorized as high indicating high perception, it fell below the composite mean of 4.36 which showed a negative impression. The item had a standard deviation higher than 0.642 indicating that views on the statement that teachers had knowledge of assessment methods for English were spread out. This implies that respondents differed that teachers had knowledge of assessment methods for English.

Results also show that 115 (63.9%) of the respondents strongly agreed with the statement that teachers had knowledge of curriculum evaluation while 65 (36.1%) agreed with the statement. The item had a mean of 4.64 and a standard deviation of 0.672. The mean of the item was categorized as very high indicating a strong positive response. The item had a standard deviation higher than 0.642 indicating that views on use the statement that teachers had knowledge of curriculum evaluation were spread out. This implies that respondents differed on the statement that teachers had knowledge of curriculum evaluation.

Results also reveal that 48 (26.7%) of the respondents strongly agreed with the statement that teachers had knowledge of curriculum development process, 115 (63.9%) agreed with the

statement while 17 (9.4) somewhat agreed with the statement. The item scored a mean of 4.17 and a standard deviation of 0.677. Although the mean of the item was categorized as high indicating a high perception, it was below the composite mean of 4.36 indicating a negative impression. The item had a standard deviation higher than 0.642 indicating large variation in views on the statement that teachers had knowledge of curriculum development process. This implies respondents differed that teachers had knowledge of the curriculum development process.

Results show that 65 (36.1%) of the respondents strongly agreed with the statement that teachers had knowledge of curriculum development designs, 50 (27.8%) agreed with the statement, 48 (26.7%) somewhat agreed with this statement while 17 (9.4%) disagreed with this statement. The item had a mean of 3.91 and a standard deviation of 1.001. Even though the mean of the item was categorized as high indicating a high perception, it fell below the composite mean of 4.36 which showed a negative impression. The item had a standard deviation higher than 0.642 indicating that views on the statement that teachers had knowledge of curriculum development designs were spread out. This implies that respondents differed on the statement that teachers had knowledge of curriculum development designs. Considering the means and Standard Deviation, results in Table 4.5 show that teachers had sufficient knowledge in three areas: knowledge of objectives of the English curriculum ( $M=4.64$ ,  $SD=0.483$ ), updated subject matter ( $M=4.54$ ,  $SD=0.499$ ) and methods of teaching ( $M=4.54$ ,  $SD=0.499$ ). This was attributed to the four years of training teachers had received.

On the contrary, findings of this study revealed that teachers' views of knowledge for curriculum development differed in four areas. These include knowledge of: curriculum development designs

( $M=3.91$ ,  $SD=1.001$ ), curriculum evaluation ( $M=4.64$ ,  $SD=0.672$ ), curriculum development process ( $M=4.17$ ,  $SD=0.667$ ) and assessment methods ( $M=4.08$ ,  $SD=0.663$ ). Whereas teachers had knowledge of the curriculum development cycle, there were differences on teachers' views of knowledge of curriculum development designs. This was an indication of a gap in teachers' knowledge of curriculum designs. This implied that there was need for MOE to collaborate with KICD and sensitize teachers on curriculum development designs during capacity building workshops for teachers of English in the county. According to Kyahurwa (2013), the changes at various levels of curriculum required teachers to update the level of knowledge in specific subjects. This was emphasized by Huizinga et al., (2014) whose study emphasized that teacher expertise was critical for meaningful participation in curriculum development.

The study also collected data aimed at establishing experience of teachers of English. The summary of the findings is presented in Table 4.7

**Table 4. 7: Teaching Experience of Teachers**

	<b>Frequency</b>	<b>Percent</b>
1. 4- 8 years	68	37.8
2. 9-12 years	75	41.7
3. 13-16 years	21	11.7
4. 17+ years	16	8.9
<b>Total</b>	<b>180</b>	<b>100.0</b>

**Source: (Field data, 2023)**

The high number of teachers with more than 9 years teaching experience shows that teachers had a clear understanding of learners needs and were able to select relevant and appropriate content that would help enrich the national curriculum. According to Baraka and Ndiku (2014), teachers

in this study were adequately experienced and possessed valuable input of curriculum yet underutilized in the process of curriculum development.

#### 4.3.2 Skills for teacher participation in curriculum development

The researcher also sought to assess skills required for teacher participation in development of English curriculum. A five-point Likert scale was used to extract answers from the respondents using scale of Strongly Agree (SA), Agree (A), Somewhat Agree (SW), Disagree (D) and Strongly Disagree (SD) on a rating scale of 5, 4, 3, 2 and 1 respectively. The findings are as shown in Table 4.8 below.

**Table 4. 8: Skills for Teacher Participation in English Curriculum Development.**

<b>Teachers have skills to:</b>	<b>SA</b>	<b>A</b>	<b>SW</b>	<b>D</b>	<b>SD</b>	<b>MEAN</b>	<b>SD</b>
1. Formulate curriculum objectives	66 (36.7)	82 (45.6)	32 (17.8)	0 (0.0)	0 (0.0)	<b>4.18</b>	<b>0.715</b>
2. Select materials for curriculum	49 (27.2)	82 (45.6)	49 (27.2)	0 (0.0)	0 (0.0)	<b>4.00</b>	<b>0.740</b>
3. Curriculum development process	48 (26.7)	67 (37.2)	65 (36.1)	0 (0.0)	0 (0.0)	<b>3.91</b>	<b>0.989</b>
4. Formative and summative evaluation	82 (45.6)	65 (36.1)	16 (8.9)	17 (9.4)	0 (0.0)	<b>4.18</b>	<b>0.663</b>
5. Make curriculum decisions	32 (17.8)	99 (55.0)	32 (17.8)	17 (9.4)	0 (0.0)	<b>3.81</b>	<b>0.838</b>
<b>Composite Mean and SD</b>						<b>4.02</b>	<b>0.789</b>

Respondents were required to indicate their level of agreement on skills required for teacher participation in development of English curriculum. Results in Table 4.8 indicate that 66 (36.7%) of the respondents strongly agreed with the statement that teachers had skills to formulate

curriculum objectives, 82 (45.6%) agreed with the statement while 32 (17.7%) somewhat agreed with this statement. The item scored a mean of 4.18 and a standard deviation of 0.667. The mean of the item was categorized as high indicating a high perception. The item had a standard deviation lower than 0.675 indicating that there was little variation in views on the statement that teachers had skills to formulate curriculum objectives. This implies that respondents were in agreement that teachers had skills to formulate English curriculum objectives.

Results also indicate that 49 (27.2%) of the respondents strongly agreed with the statement that teachers had skills to select materials for curriculum, 82 (45.6%) agreed while 49 (27.2%) somewhat agreed with this statement in respect to skills for curriculum development. The item scored a mean of 4.00 and a standard deviation of 0.740. Although the mean of the item was categorized as high indicating a high perception, it fell below the composite mean of 4.02 which showed a negative impression. The item had a standard deviation lower than 0.789 indicating that there was little variation in views on the statement that teachers had skills to select materials for curriculum. This implies that respondents were in agreement that teachers had skills to select materials for curriculum.

The results indicate that 48 (26.7%) of the respondents strongly agreed with the statement that teachers had skills of curriculum development process, 67 (37.2%) agreed with the statement while 65 (36.1%) somewhat agreed with this statement in respect to curriculum development. The item scored a mean of 3.91 and a standard deviation of 0.989. Although the mean of the item was categorized as high indicating high perception, it fell below the composite mean of 4.02 which showed a negative impression. The item had a standard deviation higher than 0.789 indicating that



views on use the statement that teachers had skills in curriculum development process were spread out. This implies that respondents disagreed that teachers had skills of curriculum development process.

Results also indicated that 82 (45.6%) strongly agreed with the statement that teachers had skills to conduct formative and summative evaluation, 65 (36.1%) agreed with this statement, 16 (8.9%) somewhat agreed with this statement while 17 (9.4%) disagreed with this statement in respect to curriculum development. The item scored a mean of 4.18 and a standard deviation of 0.663. The mean of the item was categorized as high indicating a high perception. The item had a standard deviation lower than 0.789 indicating that there was little variation in views on the statement that teachers had formative and summative evaluation skills in curriculum development. This implies that teachers agreed that they had skills to conduct formative and summative evaluation of curriculum.

Results of this study indicated that 32 (17.8%) respondents strongly agreed with the statement that teachers had skills in curriculum decision making, 99 (55.0%) agreed with this statement, 32 (17.8%) somewhat agreed with this statement while 17 (9.4%) disagreed with this statement in respect to curriculum development. The item scored a mean of 3.81 and a standard deviation of 0.838. Although the mean of the item was categorized as high indicating a high perception, it was below the composite mean of 4.02 which showed a negative impression. The item had a standard deviation higher than 0.789 indicating that there was large variation in views on use the statement that teachers could make curriculum decision. This implies that respondents differed on the view that teachers had skills to make curriculum decisions.

Respondents were required to indicate their level of agreement on skills required for teacher participation in development of English curriculum. Results have indicated that teachers of English had skills to formulate curriculum objectives ( $M=4.18, SD=0.715$ ), select materials for curriculum ( $M=4.00, SD=0.740$ ) and conduct formative and summative evaluation ( $M=4.18, SD=0.663$ ). Even though curriculum development and evaluation are stages of the curriculum development process under KICD, evaluation is done by Kenya National Examination Council (KNEC) to ensure quality assessment.

On skills of curriculum, findings indicated that teachers had inadequate skills in two areas of curriculum: curriculum development process ( $M=3.91, SD=0.989$ ) and making curriculum decisions ( $M=3.81, SD=0.838$ ). In respect to the findings, making final curriculum decisions is a responsibility of the central curriculum developers KICD. This does not mean teachers should not participate in making curriculum decisions, but that teachers in schools can use their knowledge and experience of curriculum to propose content that can be refined by KICD for final decision making and inclusion in the national curriculum.

The researcher sought to establish whether teachers of English had participated in developing specific areas of the English curriculum at KICD. Findings indicated that none of the teachers sampled had participated in developing the identified areas of the English curriculum. When asked the reason for not participating, the respondents indicated that the opportunity to participate had not been available to them, as curriculum development was still centralized at KICD. The interview with chairperson of the English subject panel at KICD however, gave a contrary response

to the teachers view. With regard to the procedure a teacher to participate in curriculum development, the chairperson of KICD English panel said:

*“Teachers are to write directly to the director to be minuted to the curriculum developers. Teachers can also use other KICD communication channels like Facebook, email and twitter. Teachers may not be participating as expected due to feigning ignorance. I am wondering why teachers are not utilizing the mechanisms to enable them participate in curriculum development. Maybe it could be due to lack of confidence in themselves, or they may not even be aware they can go an extra mile.”*

The researcher probed the chairperson further to establish the criteria used for consideration to be a member of the KICD English subject panel. This is because teachers lacked awareness on qualifications for being considered. The response given by the chairperson KICD English subject panel was:

*“To be considered to participate, a teacher is required to apply on their own. Such a teacher should have established knowledge in the discipline, conversant with English, someone who can interrogate curriculum issues, and one who has had extra ordinary contribution to education in Kenya. Some of the participants have been identified when in the field and they have ended up enriching the panel.”*

This response confirms that teachers in schools may not be aware of the process of participation in curriculum development. Lack of this critical information to teachers may be the reason why teacher participation in curriculum development was minimal. KICD should therefore seize the opportunity to sensitize teachers so as to motivate teachers with interest to participate in developing specific subject areas of curriculum. Asked what should be done to improve teacher expertise, the chairperson of CEB suggested that KICD should come to the counties and train teachers on participation in curriculum development, the same way examiners are trained to mark exams. However, the response from the chairperson of KICD English subject panel was that it was the responsibility of MOE to invite KICD and specify areas of training for teachers. Further, the chairperson KICD English subject panel clarified that teachers willing to participate in development of curriculum were to write directly to KICD for consideration. From this response,

it is clear that teachers had open opportunities to participate in development of curriculum but this was hampered by lack of collaboration between KICD and MOE on curriculum development.

Apart from this requirement, the chairperson of KICD English subject panel also indicated that there were other considerations which either made a selected teacher to remain with the panel or failed to be invited again. Thus, it was important that any teacher interested in participating in curriculum development was required to be highly competent in the area he wished to participate in alongside showing commitment and determination towards curriculum development. The chairperson of KICD English subject panel further explained:

*“Depends on what a person has to offer to curriculum and education system and is highly competent in the area he wants to participate in, the reason why some are never invited a second time. Other panel dynamics like team work, commitment and determination also count.”*

As highlighted by Huizinga et al., (2014), in order for teachers to actively engage in curriculum development, they need a strong grounding in content knowledge and curriculum design knowledge. Teachers in this study indicated that they had not undertaken any formal in-service training in curriculum development, which limited participation in curriculum development. Empowering teachers with knowledge and skills of curriculum development, as suggested by Taba (1962), will equip them with knowledge and skills to diagnose student needs, formulate objectives, select and organize content, and provide meaningful learning experiences for effective curriculum evaluation. This would lead to development of a more effective and relevant curriculum.

#### **4.4 Objective 3: Assess support for teacher participation development of the English curriculum**

The researcher sought to assess the nature of support teachers needed for participation in development of curriculum. An open-ended question for teachers was used to find out the support needed from KICD, CQASO, CEB and school Principals. The findings were categorized into emerging themes and are as explained. Findings on teacher support from KICD were categorized into three main themes: directly interact with teachers of English, involve teachers to formulate curriculum development programs, facilitate curriculum development workshops. Principal PL 14 response on whether KICD supported teachers was:

*“KICD should reach out to teachers in schools, zones, subcounty and county through the expertise creators of content”.*

The chair CEB also observed that there was little interaction between KICD and teachers. During the interview, the chair CEB reported:

*“There has been a complain between teachers in schools and the curriculum developers. There needs to be a constant interaction, teachers have issues even with interpretation of content. When you develop something, and it is being implemented, you should constantly be checking and be involved so as to improve and make the curriculum much better.”*

The CQASO felt that teacher capacity building in curriculum development should take a multi-faceted approach and involve all stakeholders. Asked whether KICD supports counties on curriculum development matters, the CQASO reported:

*“MOE is always in communication with KICD, like last week they were carrying out a baseline survey on implementation of curriculum. KICD comes to the county, but it is not a very regular practice and they always concentrate on implementation of the curriculum and not development.”*

The contribution of CEB to curriculum development issues in the county was not very clear to the CQASO as he reported that CEB comes in loosely, not in a straight forward way. Further, the

CQASO reported that whenever there is stakeholder participation, KICD will request MOE to mobilize various stakeholders. Even though development of county specific content had been mandated by MOE to CEB, the CEB seemed not to be aware of their specific role in curriculum development. The chairperson of CEB reported:

*“In my board, and this is something I need to find out, CEB does not have a role in curriculum development but a role in curriculum implementation because they monitor curriculum implementation through BOMs and CQASO visitation reports. CEB is monitoring through reports, but have no idea how to authenticate the reports.”*

Asked about the role on CEB in development of county specific content, the chair of KICD

English panel reported that:

*“Curriculum development cannot be devolved to the counties. CEB is not part of the panel. The panel consists of representatives from KNEC, MOE (Quality Assurance department), secondary schools, primary schools, teacher training colleges and universities. It is only when the CEB chair, who is a university lecturer can be incorporated into the panel, not because he is the chair CEB, but with regard to his profile and contribution to the education system.”*

The response from the chair CEB affirms that MOE has done little in terms of sensitizing the CEB and other stakeholders in the county on how county specific content should be developed.

KICD on the other had was reported not to be close to teachers in schools. Principal PL 35 had observed that:

*“KICD should come to the ground and disseminate information to teachers, support English subject panels in schools and assist teachers on development of county specific content. But KICD operates like an island. They are stationed in Nairobi only and don't seem to understand the issues on the ground. They don't allow us to be part of curriculum development”.*

Respondents also noted that KICD should provide forums for teacher interaction on curriculum development. When asked whether KICD had ever interacted with teachers in schools PL 54 responded as:

*“KICD has no interaction at all at school level. At the county, they only come when invited to advertise their programs and materials. KICD does not take the initiative to talk to teachers on curriculum development.”*

The chairperson of KICD English subject panel on the other hand indicated that there were many channels of communication between KICD and teachers and wondered why teachers were not making use of them. For instance, the Curriculum Support Officers (CSOs) in the sub-counties were officers in charge of curriculum. As outlined in the KICD Act (2013), KICD involved CSOs in the dissemination of teacher feedback process. In this regard, CSOs act under KICD guidelines to help gather insights from schools and inform curriculum developers of practical issues encountered in schools. This shows that KICD has not distanced itself from teachers, but that teachers were not aware that they could directly interact with KICD through the CSOs. This also implies that collaboration between the CQASO and CSOs in relation to curriculum development has to be enhanced.

The researcher sought to assess whether Principals in schools were aware of the National Curriculum Policy document. Responses on Principals awareness of the policy as noted by PL 40 was:

*“I am aware of the policy, but we have not been given an opportunity to present our sentiments. Teachers can only participate if invited to.”*

As already explained by the KICD subject panel, it is evident teachers in schools and Principals rarely made use of the open channels of communication between KICD and teachers in schools. This called for creation of curriculum teams among teachers, KICD and MOE aimed at creating understanding of roles of the different stakeholders in the curriculum development process. This is in support of Voogt et al., (2016) who emphasizes on the importance of curriculum teams for effective participation of all stakeholders in curriculum development.

Findings from Principals also established that KICD should engage more teachers to participate in all stages of developing the curriculum. This can be possible if teachers are first retrained on the process of developing the curriculum as observed by PL 1:

*“KICD Should sit down with the teachers and look at the gaps in the present curriculum or maybe call them to a meeting with other teachers from other schools and look at the weaknesses and strengths of specific content areas.”*

Findings from interviews also revealed that there was little information about the roles of chairperson of CEB to schools. Teacher respondents could not differentiate roles of CQASO and chairperson of CEB. This implies existence of a vacuum between the CEB and teachers in schools.

Response given by PL 10 showed:

*“Teachers have never met the CEB chair, they don’t know her. Any interaction with CEB is only on BOM (management issues) and infrastructure. Has never called teachers or Principals to discuss curriculum development.”*

The Principals interviewed supported teacher participation in curriculum development. For instance, asked whether teachers were important in curriculum development, PL 6 remarked:

*“At KICD, we have teachers, most of the people involved in the process are practicing teachers or were once teachers. But as time goes by, I believe the person at the centre should be the teacher, because they are the ones who execute the implementation of the curriculum on day to day basis. They are the ones who know the challenges on the ground, whether the content is effective, who interacts with the consumers who are students and therefore ignoring them or giving them some small role, they get the whole thing wrong.”*

Further, PL 23 observed that teachers may be interpreting the curriculum wrongly leading to poor performance.

*“We really need to create a forum for teachers because it is affecting their implementation. Sometimes what they teach is different from what is examined. Sometimes what teachers get in books is a bit controversial on how to rightfully interpret for right implementation.”*



There was only one Principal who was a present member of a subject panel at KICD and when asked about teacher participation in curriculum development, PL 15 said:

*“Teachers are given limited chances to participate in curriculum development but they can suggest to KICD what to include in the curriculum. I participated in 2010 in developing the Geography curriculum. I was just identified by MOE, looking at my mean scores. I was also in-charge of Geography in the District then. “*

This prompted the researcher to find out more information from KICD with regard to teacher participation in curriculum development. When asked about teacher representation in curriculum development, the chair of KICD English panel said:

*“Teacher participation in curriculum development is through the panel system. About 80% of the panel members are teachers and constitute specific panels and this includes representatives from levels including pre-primary, lower level, JSS, senior secondary, teacher training colleges and university lecturers. Majority of the panel members are from the target level. A panel member can not be from below the level they represent for example a secondary school teacher can develop a primary level curriculum. A panel should have a national outlook. It is not possible to have all the 47 counties represented. The English subject panel now has 21 members with approximately 16 teachers. Therefore some counties may not be represented at all, but are balanced in other subject areas so as to have the national outlook to curriculum development”.*

From this response, it is clear that teachers have limited opportunities for membership to the subject panels. However, this should not limit teachers from making contributions to curriculum development. The chairperson CEB identified a number of strategies that would help achieve this. The most important intervention was to for MOE to sensitize teachers and other stakeholders on theNCP policy while KICD was to sensitize teachers on the process of contributing curriculum content to KICD. The lack of clear directions as observed by Nyarigoti (2013) also limited teacher participation in curriculum development. The chairperson CEB proposed that there should be a stakeholders meeting in which:

*“MOE and KICD should do sensitization on what is there in terms of curriculum: MOE to explain the policy and KICD to describe the process of curriculum development as well as spell out the feedback and feedforward mechanisms that will be there so that even if teachers want to develop county specific content, they at least have an idea of how to go about it. A good example is when a teacher wants to enroll as an examiner, he must go for a small training, even for curriculum development, they will need a small training.”*

The chairperson CEB also pointed out that when doing the draft of the content, teachers were to get good editors to read through and correct the content so that they are not relying on KICD for development of county content. This was to ensure that the right content gets to KICD for consideration. The chair CEB also suggested that it was necessary to have County specific launches involving a collaboration of a number of teachers, through the teacher networks like KUPPET or KNUT to help authenticate the content developed. For purposes of publicity and marketing, the chairperson CEB observed that it was important to get the press and other stakeholders involved, then do a donation of one or two copies to KICD for further interrogation. Doing this would ensure that teachers in the county get adequate support in determining and proposing county specific content that would enrich the national curriculum.

#### **4.5 Objective 4: Examine application of the National Curriculum Policy in development of curriculum content for English**

The researcher sought to examine application of the NCP in development of curriculum content for the English curriculum. A five-point Likert scale was used to extract answers from respondents using scales of Very Large Extent (VLE), Large Extent (LE), Not Sure (NS), Small Extent (SE) and Very Small Extent (VSE) on a rating scale of 5, 4, 3, 2 and 1 respectively. Results are as shown in Table 4.9.

**Table 4. 9: Teacher participation in determining content for English curriculum**

CONTENT AREA	VLE		LE		NS		SE		VSE	MEAN	SD	
	f	%	f	%	f	%	f	%	f			
1. Developing teaching and learning videos	49	(27.2)	115	(63.9)	0	(0)	16	(8.9)	0	(0.0)	<b>4.09</b>	<b>0.789</b>
2. Short stories	33	(18.3)	131	(72.8)	0	(0.0)	16	(8.9)	0	(0.0)	<b>4.01</b>	<b>0.736</b>
3. Narratives	67	(37.2)	81	(45.0)	16	(8.9)	16	(8.9)	0	(0.0)	<b>4.11</b>	<b>0.900</b>
4. Songs	83	(46.1)	81	(45.0)	0	(0.0)	16	(8.9)	0	(0.0)	<b>4.55</b>	<b>0.861</b>
5. Short forms	49	(27.2)	98	(54.4)	17	(9.4)	16	(8.9)	0	(0.0)	<b>4.00</b>	<b>0.852</b>
6. Plays	32	(17.8)	49	(27.2)	67	(37.2)	32	(17.8)	0	(0.0)	<b>3.45</b>	<b>0.982</b>
7. Novels	16	(8.9)	65	(36.1)	67	(37.2)	32	(17.8)	0	(0.0)	<b>3.36</b>	<b>0.877</b>
8. Poems	16	(8.9)	115	(63.9)	33	(18.3)	16	(8.9)	0	(0.0)	<b>3.73</b>	<b>0.746</b>
<b>Composite Mean and SD</b>											<b>3.91</b>	<b>0.843</b>

Areas of teacher participation in development of curriculum content was another question this research investigated. Results in Table 4.9 show that 49 (27.2%) of the respondents suggested that they could develop teaching and learning videos to a very large extent, 115 (63.9%) to a large extent while 16 (8.9%) suggested that they could develop teaching and learning videos was to a small extent. The item scored a mean of 4.09 and a standard deviation of 0.789. The item scored a very high mean indicating a strong positive response. The item had a standard deviation lower than 0.843 indicating that there was little variation in teacher participation in developing teaching and learning videos. This implies that respondents were in agreement that teachers can develop teaching and learning videos for teaching English.

Pertaining collecting and writing short stories, 33 (18.3%) of respondents indicated they could collect and write short stories to a very large extent, 131 (72.8%) to a large extent while 16 (8.9%)

suggested that they could collect and write short stories to a small extent. The item had a mean of 4.01 and standard deviation of 0.736. The item had a high mean indicating high positive perception. The item had a standard deviation lower than 0.843 indicating that there was little variation in views on teacher participation in writing short stories. This implies that respondents were in agreement that teachers could participate in writing short stories for the national curriculum.

On the area of collecting and writing narratives, 67 (37.2%) of respondents indicated that they could collect and write narratives to a very large extent, 81 (45.0%) to a large extent, 16 (8.9%) were not sure while 16 (8.9%) suggested that they could participate to a small extent. The item scored a mean of 4.11 and a standard deviation of 0.900. The mean of the item was categorized as high indicating a high perception. The item had a standard deviation above 0.843 which showed that there was large variation in teacher participation in collecting and writing narratives. This implies that respondents differed that teachers could participate in writing narratives as content for the national curriculum.

Furthermore, results indicated that 83 (46.1%) of the respondents could participate in collecting and writing songs to a very large extent, 81 (45.0%) to a large extent while 16 (8.9%) could participate in collecting and writing songs to a small extent. The item scored a mean of 4.55 and a standard deviation of 0.861. The mean of the item was very high indicating strong positive response. The item had a standard deviation slightly above 0.843 indicating that there was large variation in views on teacher participation in writing songs. This implies respondents differed that teachers could participate in writing songs to enrich the national curriculum.

The research also sought to determine teacher participation in collecting and writing short forms. Results from the study indicate that 49 (27.2%) of the respondents could participate in collecting and writing short forms to a very large extent, 98 (54.4%) to a large extent, 17 (9.4%) were not sure while 16 (8.9%) could collect and write short forms to a small extent. The item scored a mean of 4.00 and a standard deviation of 0.862. The mean of the item was high indicating high perception. The item had a standard above 0.843 indicating that views on teacher participation in writing short forms were spread out. This implies that respondents differed that teacher could participate in writing short forms to enrich the national curriculum.

The researcher also sought to determine teacher participation in writing plays to be used as set books. Results from the study show that 32 (17.8%) of respondents could participate in writing plays to be used as set books to a very large extent, 49 (27.2%) to a large extent, 67 (37.2%) were not sure while 32 (17.8%) indicated that they could write plays to be used as set books to a small extent. The item had a mean of 3.45 and a standard deviation of 0.982. Although the mean of the item was categorized as high indicating a high perception, it was lower than the composite mean of 3.91 indicating a negative impression. The item had a standard deviation above 0.843 indicating that there was large variation in views on teacher participation in writing plays to be used as set books. This implies that respondents differed on teachers participating in writing plays to enrich the national curriculum.

Similarly on the area of content development relating to writing novels to be used as set books, 16 (8.9%) of respondents indicated that they could write novels to be used as set books to a very large

extent, 65 (36.1%) to a large extent, 67 (37.2%) were not sure while 32 (17.8%) indicated that they could write novels to be used as set books to a small extent. The item scored a mean of 3.36 and a standard deviation of 0.877. Even though the mean of the item was moderate showing neither positive nor negative impression, it was below the composite mean of 3.91 which showed a negative impression. The item had a standard deviation higher than 0.843 indicating that there was large variation in views on teacher participation in writing novels to be used as set books. This implies that respondents differed on teacher participation in writing novels for the national curriculum.

Lastly, respondents were to indicate participation in collecting and writing poems. Results from the study showed that 16 (8.9%) of the respondents could participate in collecting and writing poems to a very large extent, 115 (63.9%) to a large extent, 33 (18.3%) were not sure while 16 (8.9%) indicated that they could collect and write poems to a small extent. The item scored a mean of 3.73 and a standard deviation of 0.746. Although the mean of the item was categorized as high indicating high perception, it was lower than the composite mean of 3.91 which showed a negative impression. The item had a standard deviation lower than 0.843 indicating that there was little variation in views on teacher participation in writing poems. This implies that respondents were in agreement that teachers could participate in writing poems to enrich the national curriculum.

As shown in Table 4.9, teachers indicated participation in developing content of English curriculum in three areas. These are: developing teaching and learning videos ( $M=4.09$ ,  $SD=0.798$ ), short stories ( $M=4.01$ ,  $SD=0.736$ ) and poems ( $M=3.73$ ,  $SD=0.746$ ). Teacher

participation in developing teaching and learning videos would ensure integration of ICT in the teaching and learning process.

The identified content on short stories and poems was available from the variety of cultural practices in the county and would also form content for study in Literature. Findings from interviews with Principals concurred with this. An interview with PL47 revealed that:

*“We have very many interesting stories we can write, a lot of cultural activities to write about. Students get bored to read stories from other countries, it does not interest them at all. Teachers can write and publish short stories.”*

The chair CEB and CQASO also agreed that there was a lot of cultural content that could generate county specific content for the English curriculum. This shows that apart from the examples of curriculum content areas outlined by the Ministry of education, (MOE, 2018), there were other content areas that counties could explore. For instance, the CQASO observed that:

*“We have a lot of content in English which we can contribute to the national curriculum. In fact the Utamaduni day, which is always celebrated on 26<sup>th</sup> December every year in Vihiga shows the county is very rich in culture. We also have a lot of culture displayed in literary works by literature scholars like the Late Professor Imbuga. The county still has a lot that has not been documented.”*

The chair CEB also agreed that Vihiga County could contribute content from a cultural perspective in terms of activities like circumcision, marriage and death with a few variations from the four dominant sub-tribes. However, the chair CEB observed that there was a big gap in the interpretation of the 10% county specific requirement. This can be attributed to lack of formal training about the NCP policy as observed by Mwoma and Murungi(2018). This was evidenced in the questions asked including:

*“What is county specific? What is 10%? What does the policy say so that teachers understand the policy? What does this 10% specifically refer to? Is it literature, linguistics, grammar, writing? Is it 10% per county or 10% from 47 counties? If we have to go at 10% for 47 counties, then will it really make sense? Will the county specific content be biased towards the counties or will 47 counties be integrated into 10%?”*

When asked about the 10%, the CQASO, who is a representative of the MOE at the county level and the chair CEB did not understand what other guidelines the county specific content entailed and observed this as a big gap that needed to be explained. The Chair CEB said:

*“Now I am seeing the gap you are talking about and I am actually seeing it’s a big gap because I am yet to get someone who is talking to us on that particular angle. That means that MOE has not sensitized its stakeholders on the policy, requirements of the policy, escalation of or how and the mechanisms of developing the content and de-escalation of issues that are arising from implementation of the particular areas.”*

From these responses, it is implied that Vihiga County is rich in content that can be used to enrich the national curriculum for English in secondary schools. Should teachers be involved, they will come up with the best curriculum because they are in the actual teaching environment and understand the nature of the content required more, so are likely to develop content that is in tune with the learners. However, the biggest challenge was lack of framework to expound requirements of 10% curriculum content so that counties are aware of what content is required. This is in support of the observation made by Mutisiam and Rotich (2016) who indicated that one challenge to teacher participation in development of content from counties was lack of clear frameworks for teachers to follow. The chair CEB supported the idea of developing county curriculum content by emphasizing that:

*“Teachers should come up with books that can be used as set books as well as content that will be value added content because the curriculum will be the set books and the poetries. This will make it very easy to gain access into the mainstream curriculum, but until you get into the off stream and start having this particular literature that can catch attention of the reader, making a direct contribution to curriculum developers may not be very easy.”*



Vihiga County has produced renowned book writers whose books have been selected and used as set books at the KCSE level and even university set books in Literature. Examples are the plays ‘Aminata’ and ‘Betrayal in the City’ by the late Francis Imbuga which were set book at KCSE. At present, the Maragoli Welfare Association is documenting Maragoli cultural practices aimed at understanding how modernity is influencing the Maragoli lifestyle. Teachers and other education stakeholders can foster collaborations with these institutions and document county specific content that can be forwarded to KICD for refinement and consideration to enrich the national curriculum for English. This will enable learners all over the country to read, appreciate and relate to experiences in the literary works from Vihiga County thereby contributing to recommendations of the task force on Re-alignment of Education and Training to the constitution of Kenya which emphasized the need to address local needs by including the study of local knowledge and culture in the curriculum.

The findings of this study highlight significant challenges in teacher participation in curriculum development particularly due to inadequate expertise and limited support. Despite the potential benefits of a teacher driven approach to curriculum development, as advocated by Taba’s (1962) theory of curriculum development, inadequate expertise and support hinder teacher efforts to effectively contribute to development of curriculum content. Taba’s model underscores the need for teachers to play a central role in diagnosis of learner needs, formulating objectives, selecting and organizing content, and evaluating learning outcomes. However, data obtained suggests that teachers in this study are not able to make meaningful contribution to curriculum development owing to inadequate expertise and lack of support. In light of this, addressing these deficiencies is

critical for enhancing teacher participation in curriculum development and by extension, improving curriculum relevance and student performance in English.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Summary**

The purpose of this study was to assess teacher participation in English curriculum development in secondary schools in Kenya. Chapter one provided a background to the study while chapter two reviewed literature that helped to establish gaps this study sought to address. Chapter three explained the methodology used to collect data that was presented and discussed in Chapter four with regard to the objectives. This chapter summarizes the main empirical findings of the study, makes conclusions regarding the findings and provides recommendations based on conclusion of the study. Finally, the chapter outlines suggestions for further research based on recommendations of the study. The study used descriptive study design. Data was obtained by use of questionnaires and interviews. This was analyzed along the objectives of the study using descriptive statistics and interpretations made based on means and the spread of the standard deviations.

##### **5.1.1 Teacher's views on relevance of the English curriculum**

This objective explored teachers' views on relevance of the English curriculum based on three areas namely objectives, content and suggested resources under the four skills of English language learning namely listening and speaking, reading, writing and grammar and Literature. Findings from the study established that relevance of objectives, content and resources of the English curriculum was limited in relation to current learning needs. The objectives on learners ability to listen attentively for comprehension and respond appropriately, listen and process information from a variety of sources, use non-verbal cues effectively in communication, read and comprehend literary materials, read and analyze literary works from Kenya, East Africa, Africa and the rest of

the world and consequently relate to the experiences in these works, appreciate own as well as other peoples' culture, make efficient use of range of sources of information, communicate appropriately in functional and creative writing, use a variety of sentence structures and vocabulary correctly, appreciate universal human values in literary works, use correct grammatical and idiomatic forms of English, appreciate the special way literary writers use language and think creatively and critically had limited relevance.

Findings of the study also established limited relevance on content of note-taking, debates and interviews, clauses and simple sentences. This was mainly due to lack of adequate practice of the skills. On reading skills, comprehension skills, extensive reading on contemporary issues and summary writing skills had limited relevance to current learning needs. This was attributed to poor reading culture among learners in high schools. The content on social writing, building sentence skills, public writing including writing of letters and filling in forms, study writing, creative writing and personal writing were identified as having limited relevance.

Findings of the study also established that resource centers, reports and periodicals, resource persons, notes, posters and advertisements and computers and television sets were underutilized in teaching and learning. This was due to their unavailability and inadequate time to use the resources. Respondents suggested that teachers be content creators and integrate ICT in development of relevant resources that would help teach curriculum content.

### **5.1.2 Expertise for teacher participation in English curriculum development.**

This objective sought to assess expertise for teacher participation in curriculum development under knowledge of subject matter and skills of curriculum. On knowledge expertise, findings revealed that teachers had inadequate knowledge of curriculum development designs, curriculum evaluation, curriculum development process and assessment methods. The results of this study faulted in-service trainings for being biased in selecting topics for training that did not address teacher needs on curriculum development. With regard to skills expertise, the study established that teachers had inadequate skills on the curriculum development process and making curriculum decisions. The inadequacies indicated the need for in-service training that would equip teachers with knowledge and skills to participate in curriculum development.

### **5.1.3 Support for teacher participation in English curriculum development.**

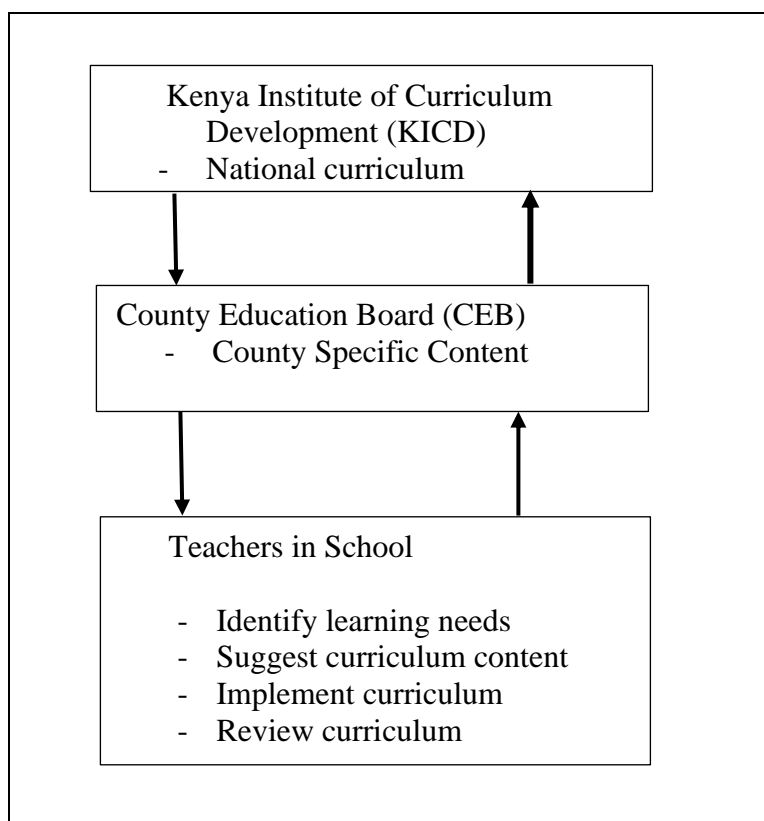
This objective sought to assess the support required for teachers to participate in developing the curriculum. The Principals, chairperson of CEB, CQASO and chairperson of KICD English subject panel were identified as people who could provide support to teachers for participation in curriculum development. The results indicate that teachers were uncertain of requirements of NCP policy. Therefore, MOE needed to provide a framework for operationalization of the policy to enable development of curriculum content for English.

### **5.1.4 Application of the National Curriculum Policy in development of curriculum content for English.**

This objective sought to examine application of the National Curriculum Policy in development of curriculum content for English curriculum. To a very large extent, teachers of English were

ready to participate in developing content in teaching and learning videos, short stories and poems. This was because the county had a variety of cultural aspects that would generate content to enrich the national curriculum. These findings have the potential to revolutionize the way teachers participate in curriculum development as viewed by the central curriculum developers. Teacher participation in curriculum development does not mean the role of curriculum developers is delegated to teachers, but that collaborating in the curriculum development process would ensure that curriculum users understand the curriculum for easier implementation.

It is worth noting that teacher participation in developing curriculum heavily relies on expert advice from curriculum developers and system based consultants. These include KICD, MOE and other education stakeholders to help determine appropriate curriculum content. Teachers also seek support from the administrative section of the education authority. The curriculum content developed should be forwarded to KICD, through CEBs for further refinement and consideration for inclusion in the national curriculum. This will provide a model for teacher participation in curriculum development as shown in Figure 5.1.



***Figure 5. 1: Linkage model for teacher participation in curriculum development  
(Researcher)***

This model empowers teachers to be the initiators and prime developers of the curriculum and conceives of the school as being an environment for change in the education system as explained in Taba's (1962) theory of curriculum development. Adopting this model therefore, may not only allow teachers to actively participate in developing curriculum at school, but also enhance relevance of curriculum to current learning needs.

## **5.2 Conclusions**

The following conclusions are made in relation to the findings:

### **5.2.1 Teacher's views on relevance of the English curriculum**

Pertaining teachers' views on relevance of the English curriculum, the study concludes that the relevance of the English curriculum was limited in view of current learners' needs. This required periodic review of curriculum by teachers as suggested in the evaluation phase of Taba's (1962) model of curriculum development. This will act as feedback to central curriculum developers in determining areas of improvement in the curriculum.

### **5.2.2 Expertise for teacher participation in English curriculum development.**

This study concludes that teachers had inadequate expertise of knowledge and skills for participation in curriculum development. Knowledge of curriculum would empower teachers to participate in developing curriculum content while skills expertise would ensure that the curriculum developed adheres to the right structures. This implies that MOE should collaborate with KICD and mount teacher training programs that will equip teachers with knowledge and skills for participation in curriculum development.

### **5.2.3 Support for teacher participation in English curriculum development.**

The study arrived at the conclusion that Principals, MOE and KICD should collaborate and provide more structured support to teachers for participation in the curriculum development process. This should include training of teachers in curriculum development expertise, interpretation of the policy on development of curriculum content and providing financial and material resources to enable teachers develop content to enrich the national curriculum.



#### **5.2.4 Application of National Curriculum Policy in development of content for English curriculum.**

Based on the findings, this study concludes that NCP should be implemented in the context of counties, serving as a link between schools and KICD. This will ensure that teachers views and contribution are considered by central curriculum developers in developing a curriculum that is relevant and as aligned to Taba's (1962) theory of curriculum development.

#### **5.3 Recommendations**

Based on the conclusions of the study, the following recommendations are made.

1. Teachers to participate in periodic review of curriculum to make it relevant.
2. Enhance teacher expertise in curriculum development through professional development.
3. Increase support for teacher participation in curriculum development
4. Operationalize the National curriculum policy to counties for development of curriculum content by adopting the linkage model in which counties serve as a link between schools and KICD in curriculum development.

#### **5.4 Suggestions for Further Research**

The study made the following suggestions for further research:

1. Further research to be done in other counties to document curriculum content for the English curriculum
2. Similar studies be undertaken to harmonize content for implementation by KICD.

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## **APPENDICES**

### **APPENDIX A: LETTER OF INTRODUCTION**

Dear Participant,

I am a student carrying out a Doctor of Philosophy (PhD) research in the Department of Educational Communication, Technology and Curriculum Studies of Maseno University. You have been selected to participate in this study. The purpose of this instrument is to assess teacher participation in English curriculum development.

I am requesting you to assist me collect this data by responding to the instrument honestly. I would like to assure you that the information received will be used for academic purposes only and will be treated in confidentiality during and after this research. It is hoped that teachers' perceptions will be considered during development of the English curriculum for Secondary schools in Kenya after its recommendations are implemented.

Thank you,

Dayo Carolyn Kivihya,  
PG/PHD/00119/011

## APPENDIX B: CONSENT FORM

CAROLYN DAYO KIVIHYA,  
MASENO UNIVERSITY,  
DEPARTMENT OF COMMTECH,  
PRIVATE BAG,  
**MASENO.**

PHONE: 0723256049  
EMAIL: [dayokana@gmail.com](mailto:dayokana@gmail.com)

Dear Participant,

I am a student carrying out a Doctor of Philosophy (PhD) research in the Department of Educational Communication, Technology and Curriculum Studies of Maseno University. You have been selected to participate in this study. The purpose of this study is to assess teacher participation in development of the English curriculum in secondary schools in Vihiga County, Kenya. Kindly read through the details of this letter before signing this consent form.

I am requesting you to assist me collect data for this study. I would like to assure you that the information received will be used for academic purposes only and will be treated in confidentiality during and after this research. Note that you are not allowed to write your name or any other identifying mark on the questionnaire so as to remain anonymous.

You are free to contact the researcher using the contacts above should any concern arise after data collection. Thank you.

I have carefully read and understood the contents of this letter.

\_\_\_\_\_  
Participant signature

\_\_\_\_\_  
Date

## **APPENDIX C: OBJECTIVES OF THE ENGLISH CURRICULUM FOR SECONDARY SCHOOLS IN KENYA**

Objectives of the English curriculum for secondary schools in Kenya (KIE 2002, p24)

1. Listen attentively for comprehension and respond appropriately.
2. Use listening skills to infer and interpret meaning correctly from spoken discourse.
3. Listen and process information from a variety of sources.
4. Speak accurately, fluently, confidently and appropriately in a variety of contexts.
5. Use non-verbal cues effectively in speaking.
6. Read fluently and efficiently.
7. Appreciate the importance of reading for a variety of purposes.
8. Develop a long-life interest in reading on a wide range of subjects.
9. Read and comprehend literary materials.
10. Read and analyze literary works from Kenya, East Africa and the rest of the world, and relate to the experiences in these works.
11. Appreciate and respect own as well as other people's culture.
12. Make an effective use of a range of sources of information including libraries, dictionaries, encyclopedias and the internet.
13. Use correct spelling, punctuation and paragraphing.
14. Use a variety of sentence structures and vocabulary correctly.
15. Communicate appropriately in functional and creative writing.
16. Write neatly, legibly and effectively.
17. Use correct grammatical and idiomatic formats of English.
18. Think creatively and critically.
19. Appreciate the special way literary writers use language.
20. Appreciate the universal human values contained in literary works.

### **APPENDIX D: TEACHER OF ENGLISH QUESTIONNAIRE**

This questionnaire has been designed to assess participation of teachers of English in curriculum development in Kenya. The study is purely for academic purposes and data obtained will be treated with strict confidence. Kindly respond to all items by ticking the option that applies or writing in the spaces provided.

#### **SECTION A: PERSONAL DETAILS (Tick [√] or write where appropriate)**

**Highest Academic qualification:** Diploma [ ] Degree [ ] Masters [ ] PhD [ ]

**Teaching experience:** 5-8 years [ ] 9-12 years [ ] 13-16 years [ ] 17+ years [ ]

**Teaching load** (Indicate number of lessons in English per week) \_\_\_\_\_ lessons

#### **SECTION B: TEACHERS' VIEWS ON RELEVANCE OF THE ENGLISH CURRICULUM**

##### **PART 1: TEACHERS' VIEWS ON RELEVANCE OF OBJECTIVES OF ENGLISH CURRICULUM**

Below is a list of objectives of the English curriculum. Please indicate your level of agreement on the relevance of the objectives to learners by ticking (√) the related box.

**(KEY: VR-Very Relevant, R-Relevant, S-Somewhat Relevant, I-Irrelevant, VI-Very Irrelevant)**

SR	OBJECTIVES	VR	R	SR	I	VI
	<b>At the end of the course the learner should be able to:</b>					
	<b>Listening and Speaking</b>					
1	Listen attentively for comprehension and respond appropriately					
2	Use listening skills to infer and interpret meaning correctly from spoken discourse					
3	Listen and process information from a variety of sources					
4	Speak accurately, fluently, confidently and appropriately in a variety of contexts					
5	Use non-verbal cues effectively in speaking					
	<b>Reading</b>					
6	Read fluently and efficiently					
7	Appreciate the importance of reading for a variety of purposes					
8	Develop a life-long interest in reading on a wide range of subjects					
9	Read and comprehend literary materials					
10	Read and analyse literary works from Kenya, East Africa, Africa and the rest of the world, and relate to experiences in these works					
11	Appreciate and respect own as well as other peoples' culture					



12	Make efficient use of range of sources of information including libraries, dictionaries, encyclopedias and internet					
	<b>Grammar</b>					
13	Use correct spelling, punctuation and paragraphing					
14	Use a variety of sentence structures and vocabulary correctly					
15	Communicate appropriately in functional and creative writing					
	<b>Writing</b>					
16	Write neatly, legibly and effectively					
17	Use correct grammatical and idiomatic forms of English					
18	Think creatively and critically					
19	Appreciate the special way literary writers use language					
20	Appreciate universal human values contained in literary works					

21. What is your suggestion for improving on the objectives?

---

## **PART 2: TEACHERS' VIEWS ON RELEVANCE OF CONTENT OF ENGLISH CURRICULUM**

The English curriculum is organized under four skills of listening and speaking, reading, writing and grammar. Below are the content areas under each skill. Please indicate your level of agreement on the relevance of the content areas to learners by ticking (✓) the related box.

**(KEY: VR-Very Relevant, R-Relevant, S-Somewhat Relevant, I-Irrelevant, VI-Very Irrelevant)**

Sr	Content area	VR	R	SR	I	VI
<b>Listening and Speaking</b>						
1	Pronunciation					
2	Listening comprehension					
3	Note-taking					
4	Debates, interviews					
5	Etiquette eg telephone, register					
6	Non-verbal cues in listening and speaking					
<b>Grammar</b>						
7	Parts of speech					
8	Phrases					
9	Clauses					
10	Direct and indirect speech					
11	Simple sentences					
<b>Reading</b>						
12	Reading skills					
13	Intensive reading of poems, plays, short stories					

14	Extensive reading on contemporary issues					
15	Summary writing skills					
16	Comprehension skills					
<b>Writing</b>						
17	Handwriting					
18	Spelling					
19	Building sentence skills					
20	Building paragraphing skills					
21	Use of punctuation marks					
22	Personal writing eg diaries, reminders					
23	Public writing eg filing forms, apologies					
24	Social writing eg letters, invitations					
25	Study writing eg note making, summary					
26	Creative writing eg dialogue					
27	Institutional writing eg notice/apology, CV					

28. What is your suggestion for improving the content?

---

### **PART 3: TEACHERS' VIEWS ON RELEVANCE OF SUGGESTED RESOURCES FOR ENGLISH**

The following is a list of suggested resources a teacher should use for teaching English. Please indicate the relevance of the suggested resources for teaching by ticking (√) the related box.

**(KEY: VR-Very Relevant, R-Relevant, S-Somewhat Relevant, I-Irrelevant, VI-Very Irrelevant)**

Sr	Suggested Resource	VR	R	SR	I	VI
1	Visual aids eg pictures, charts, models					
2	Textbooks					
3	Recorded material eg radio programs					
4	Original material from teachers					
5	Improvised materials					
6	Extracts from magazines, books					
7	Notes, posters, advertisements					
8	Use of realia					
9	Oral or written poetry					
10	Resource persons					
11	Class readers					
12	Library books					
13	Computers, television sets					
14	Resource centres					
15	Reports and periodicals					
16	Prescribed set books					

17	Internet					
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18. What is your suggestion for improving the resources suggested for teaching English?

**SECTION C: TEACHERS' VIEWS OF EXPERTISE IN CURRICULUM DEVELOPMENT**

The following is a list of expertise required for your participation in curriculum development. Please indicate your level of agreement to the extent of expertise you possess for participation in curriculum development by ticking (✓) the related box.

(KEY: SA-Strongly Agree, A-Agree, SA-Somewhat Agree, D-Disagree, SD-Strongly Disagree)

Sr	Expertise	SA	A	SA	D	SD
<b>Knowledge expertise</b>						
1	I have knowledge of objectives of English curriculum					
2	I have updated knowledge of subject matter of English					
3	I have knowledge of methods of teaching English					
4	I have knowledge of assessment methods for English					
5	I have knowledge of curriculum evaluation					
6	I have knowledge of curriculum development process					
7	I have knowledge of curriculum development designs					
<b>Skills expertise</b>						
8	I have skills to formulate curriculum objectives					
9	I have skills to select materials for curriculum					
10	I have skills in curriculum development process					
11	I have ICT skills for curriculum development					
12	I have curriculum decision making skills					

**SECTION D: TEACHERS' VIEWS OF SUPPORT REQUIRED FOR CURRICULUM DEVELOPMENT**

The following are stakeholders required to support teacher participation in curriculum development. Please indicate the nature of support the following stakeholders should provide for teacher participation in curriculum development by writing in the spaces provided.

Sr	Stakeholder	Nature of Support required
1	KICD	
2	County Quality Assurance Officer	
3	County Education Board	
4	School Principals	

5. Identify any other support required by teachers of English for participation in curriculum development.

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**SECTION E: AREAS OF TEACHER PARTICIPATION IN DEVELOPMENT OF ENGLISH CURRICULUM CONTENT**

The following are content areas of the English curriculum a teacher can participate in developing. Indicate the extent of your ability to participate in developing the following areas of the English curriculum:

**(KEY: VLE-Very Large Extent, LE-Large Extent, NS-Not Sure, SE- Small Extent, VSE-Very Small Extent)**

Sr	Content areas of the English curriculum I can participate in developing the following content:	VLE	LE	NS	SE	VSE
1	Developing teaching and learning videos					
2	Collecting and writing short stories					
3	Collecting and writing narratives					
4	Collecting and writing songs					
5	Collecting and writing short forms					
6	Writing plays to be used as set books					
7	Writing novels to be used as set books					
8	Collecting and writing poems					

**THANK YOU FOR YOUR CONTRIBUTION!**

## **APPENDIX E: INTERVIEW GUIDE FOR PRINCIPAL**

1. What is your view on the National Curriculum Policy on development of County specific content?

(Republic of Kenya, National Curriculum Policy, December 2018)

### **CHAPTER 13: County-Specific Development Agenda**

#### **13.3 Policy Statement**

County governments in co-operation with other stakeholders may contribute content to national curriculum provided that such contribution does not exceed 10% of the content

2. How can teachers' expertise for participation in English curriculum development be enhanced?
3. What support will teachers require to enable participation in curriculum development in the school? What is the frequency of visits to the school by KICD, CQASO, CEB? What recommendations do they make with regard to teacher participation in curriculum development?
4. In which areas of the English curriculum can teachers of English participate in terms of developing curriculum content?

## **APPENDIX F: INTERVIEW GUIDE FOR CHAIRPERSON CEB**

1. What is your awareness on National Curriculum Policy on development of county specific content at County level?
2. What expertise would teachers in this county require for participation in English curriculum development?
3. What nature of support will teachers require to enable their participate in development of curriculum content in this county? What are your strategies for teacher support in relation to development of county specific content in the County?
4. What is your role in development of curriculum content for secondary schools?
5. Which English curriculum content can teachers of English participate in developing in this County?

## **APPENDIX G: INTERVIEW GUIDE FOR CQASO**

1. What is your awareness on National Curriculum Policy on development of county specific content at County level?
2. How many workshops have you conducted on curriculum development in the last five years? What was the content of the workshops? Who were the facilitators?
3. Which expertise do teachers in this county require for their participation in development of content for the English curriculum?
4. What support will teachers require to enable teachers participate in curriculum development in this County?
5. In which areas of the English curriculum can teachers of English in this county participate in in terms of developing curriculum content?

## **APPENDIX H: INTERVIEW GUIDE FOR CHAIRPERSON KICD ENGLISH SUBJECT PANEL**

1. What is the KICD policy on teacher participation in curriculum development?
2. How does KICD interpret the National Curriculum Policy on development of curriculum content in counties?
3. Which expertise do teachers require for participation in development of content for the English curriculum?
4. What support does KICD offer teachers in this country for participation in curriculum development?
5. Which curriculum content areas of the English curriculum can teachers of English participate in developing?



# APPENDIX I: MUERC ETHICS APPROVAL



## MASENO UNIVERSITY SCIENTIFIC AND ETHICS REVIEW COMMITTEE

Tel: +254 057 351 622 Ext: 3050  
Fax: +254 057 351 221

Private Bag – 40105, Maseno, Kenya  
Email: muerc-secretariate@maseno.ac.ke

REF: MSU/DRPI/MUSERC/01123/22

Date: 13<sup>th</sup> October, 2022

TO: Dayo Carolyn Kivihya  
PG/PHD/00119/2011  
Department of Educational Communication,  
Technology and Curriculum Studies  
School of Education, Maseno University  
P. O. Box, Private Bag, Maseno, Kenya

Dear Madam,

**RE: Assessment of Teacher Participation in English Curriculum Development in Secondary Schools in Vihiga County, Kenya**

This is to inform you that Maseno University Scientific and Ethics Review Committee (MUSERC) has reviewed and approved your above research proposal. Your application approval number is MUSERC/01123/22. The approval period is 13<sup>th</sup> October, 2022 – 12<sup>th</sup> October, 2023.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including (informed consents, study instruments, MTA) will be used.
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by Maseno University Scientific and Ethics Review Committee (MUSERC).
- iii. Death and life threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to Maseno University Scientific and Ethics Review Committee (MUSERC) within 24 hours of notification.
- iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to Maseno University Scientific and Ethics Review Committee (MUSERC) within 24 hours.
- v. Clearance for export of biological specimens must be obtained from relevant institutions.
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of an executive summary report within 90 days upon completion of the study to Maseno University Scientific and Ethics Review Committee (MUSERC).

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://oris.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely

Prof. Philip O. Owuor, PhD, FAAS, FKNAS  
Chairman, MUSERC



MASENO UNIVERSITY IS ISO 9001 CERTIFIED



**APPENDIX J: RESEARCH AUTHORIZATION: COUNTY DIRECTOR EDUCATION**



**MINISTRY OF EDUCATION**  
*STATE DEPARTMENT OF EDUCATION*

Telegrams: .....  
Telephone: (056) 51450  
When replying please quote

COUNTY EDUCATION OFFICE,  
VIHIGA COUNTY,  
P.O. BOX 640,  
**MARAGOLI.**

**REF: MOE/VC/ADM/VOL.2/100/57**

**17<sup>th</sup> November 2022**

**TO WHOM IT MAY CONCERN**

**RE: AUTHORITY TO CONDUCT RESEARCH**  
**CAROLYNE DAYO KIVIYA**

Reference is made to letter No NACOSTI/P/ 22/21689 dated 7<sup>th</sup> November 2022.

Permission is hereby granted to the above named student from **Maseno University** to carry out research **Assessment of teacher participation in English curriculum: development in Secondary schools "** in **Vihiga county** to enable her write a thesis as required of her by the Institution.

Kindly note, in order for the office to be informed a copy of the same be shared with the County Education office for intervention purposes upon completion of the research.

  
*for:*  
*County Director of Education*  
*Vihiga County*

Hellen Nyang'au(Mrs)  
COUNTY DIRECTOR OF EDUCATION  
**VIHIGA COUNTY**

Copy to:

County Commissioner  
**VIHIGA**



**APPENDIX K: RESEARCH AUTHORIZATION: COUNTY COMMISSIONER**

REPUBLIC OF KENYA



THE PRESIDENCY

MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT

Email: [vihigacc1992@gmail.com](mailto:vihigacc1992@gmail.com)

Telephone:

When replying please quote

COUNTY COMMISSIONER

VIHIGA COUNTY

P.O BOX 75-50300

MARAGOLI

VC/ED./12/1 VOL.III (229)

18<sup>th</sup> November, 2022

**TO WHOM IT MAY CONCERN.**

**RE: RESEARCH AUTHORIZATION:**

This is to introduce to you Miss. Carolyne Dayo Kivihya of Maseno University to conduct research on "*Assessment of teacher participation in English Curriculum development in Secondary Schools*", in Vihiga County for a period ending 7<sup>th</sup> November, 2023.

Kindly accord her the necessary assistance.

A handwritten signature in blue ink, appearing to read 'Aaron E. Omaset'.

Aaron E. Omaset

FOR: COUNTY COMMISSIONER

VIHIGA COUNTY


cc. Miss. Carolyne Dayo Kivihya

# APPENDIX L: RESEARCH PERMIT

REPUBLIC OF KENYA  
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: **980886**

**RESEARCH LICENSE**




This is to Certify that Miss. CAROLYN DAYO KIVIHYA of Maseno University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Vihiga on the topic: **ASSESSMENT OF TEACHER PARTICIPATION IN ENGLISH CURRICULUM DEVELOPMENT IN SECONDARY SCHOOLS IN VIHIGA COUNTY, KENYA for the period ending : 07/November/2023.**

License No: NACOSTI/P/22/21689

Applicant Identification Number: **980886**

Director General  
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code



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See overleaf for conditions



## APPENDIX M: MAP OF VIHIGA COUNTY

VIHIGA SUBCOUNTY - SECONDARY SCHOOLS

