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PILOTING A NEW CURRICULUM: TEACHERS' PERSPECTIVE

ABSTRACT

Teacher participation in curriculum development has been the subject of considerable educational research in recent years, but the participation of teachers in curriculum piloting has received limited empirical attention. The purpose of this study was to establish teachers' perspective of their involvement in piloting of the new curriculum and implementation of secondary school curriculum in Kenya. The study employed descriptive survey research design. A sample of 342 teachers who included 194 males and 148 females participated in the study. Questionnaires for teachers and an interview guide for principals were employed in data collection. The collected data was analysed by use of both descriptive and inferential statistics. The study findings established that there was statically significant relationship between teachers' involvement in curriculum piloting and implementation of secondary school curriculum; curriculum development process in Kenya is largely centrally-controlled by Kenya Institute of Curriculum Development (KICD) and the experiences and talents of teachers are untapped and under-utilized during curriculum development process. The study recommends that teachers should be involved in the planning and development of the curriculum in all stages for effective implementation. The KICD should lay better strategies to involve teachers in the curriculum piloting for effective delivery

Key Words: Teacher Perspectives, Curriculum Piloting, Curriculum Implementation, Secondary

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