

**TEACHERS AND STUDENTS' PERCEPTIONS ON THE
CAUSES OF POOR PERFORMANCE IN ENGLISH SUBJECT IN
PUBLIC SECONDARY SCHOOLS IN EMBU COUNTY, KENYA**

RICHARD MUTHEE WANGAI

E55/CE/22780/2011

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT
FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION
IN CURRICULUM DEVELOPMENT IN THE SCHOOL OF
EDUCATION, KENYATTA UNIVERSITY**

OCTOBER, 2016

DECLARATION

I declare that this research project is my original work and has not been presented in any other university/institution for consideration of any certification. This research project report has been complemented by referenced sources duly acknowledged. Where text and data have been borrowed from other sources including the internet, these are specifically accredited and references cited using the current APA system and in accordance with anti-plagiarism regulations



Richard Muthee Wangai
E55/CE/22780/2011

25/10/2016

Date

This Project has been submitted with our approval as university supervisors.



Prof. Grace Bunyi
Associate Professor,
Department of Educational Management,
Policy and Curriculum Studies
Kenyatta University

04/11/16

Date



Dr. Charity Limboro
Lecturer,
Department of Educational Management,
Policy and Curriculum Studies
Kenyatta University

14/11/16

Date

ABSTRACT

The performance in languages and specifically English subject in KCSE has been generally poor in Mbeere south sub-county as compared to other sub-counties in Embu county. This study was initiated to find out the causes of the poor performance and particularly as dependent on the perception of both teachers and students. The study was guided by Tyler's model (1949) of curriculum innovation which outlines how objectives, selection and organization of the curriculum content, and evaluation determine the overall outcome of teaching and learning process. The study adopted a descriptive survey research design to establish the factors that led to the poor performance in English. The study was carried out in Mbeere south sub-county of Embu county, which has total of 43 secondary schools. The target population was 3200 students the English subject teachers and the head teachers of the schools. The population was sampled using the stratified sampling technique so that all the categories of public secondary schools were included in the study and then proportionately sampled to give a sample of 320 students and the proportionate size of teachers. The study used two questionnaires; one for the students and the other for the students. Included was the interview schedule for the head teachers. The data collected was presented descriptively using table of absolute figures and percentages. The study recommended that of paramount importance, the government and the education stakeholders need to equip the existing rooms to make effective libraries and ensure that the teachers do in-service training regularly. The student's attitudes towards the English subject needs to be addressed for them to positively understand the very basic importance of English language in their lives and not just limited to passing of examinations.