



KENYATTA UNIVERSITY

2ND INTERNATIONAL CONFERENCE ON EDUCATION

THEME: RE-ENGINEERING EDUCATION FOR
SUSTAINABLE DEVELOPMENT

18TH – 20TH MAY 2015

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND
CURRICULUM STUDIES

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PROGRAM AND BOOK OF ABSTRACTS





**International Conference on
'Re-Engineering Education for Sustainable Development'**

18th - 20th May 2015

**Kenyatta University Conference Centre (KUCC)
Nairobi, KENYA**

CONFERENCE PROGRAMME

THEME: 'Re-Engineering Education for Sustainable Development

Sub-themes:

- Enhancing quality in education
- Educational reforms and governance
- Research, innovation and knowledge transfer in education
- Application of ICT in education
- Resource mobilization and utilization in education

Addressing Curriculum Implementation for Improved Learning Outcomes in Primary Schools in Kenya

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Abstract

Education in Kenya requires rethinking as the country prepares to face the demands of transformations of the 21st century. The first general objective of primary education in Kenya is that primary education should provide the learner with opportunities to acquire literacy, numeracy, creativity and communication skills. There is evidence from research that the objective has not been fully met. A number of learners go through the primary school course without acquiring the basic literacy skills which negates the focus of the country to develop a knowledge based economy. This paper is based on a study whose first objective was to find out the teaching learning approaches employed in the primary classroom. The methodology adopted was survey research design. A total of 490 primary school teachers from five counties across the country were purposively sampled for the study; 70 were observed while teaching and 420 filled in a questionnaire. A total of 93% of the teachers observed while teaching used teacher-centred teaching learning approaches with little learner involvement. The majority, 61.4% of those who filled in the questionnaire indicated that they used teacher centred teaching learning approaches. Only 11% of the 70 teachers observed in class were rated 'good' in use of teaching learning resources. It was found that teaching and learning approaches employed in the classroom by most teachers was teacher-centred and encouraged rote learning, hence was faulty and required redress. It was recommended that there should be sustained school based teacher professional development activities specifically addressing pedagogy for improved curriculum implementation.

Key words: curriculum implementation, learning outcomes, research, teacher-centred approaches