CURRICULUM TRENDS AND ACADEMIC PERFORMANCE OF LEARNERS IN SELECTED PRIMARY SCHOOLS IN WARENG DISTRICT, KENYA

A Thesis

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In Partial Fulfillment of the

Requirements of the Degree Master of

Educational management and

Administration

By:

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MED/42480/92/DF

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DECLARATION A"

This thesis is my original work and has never been presented for a degree or any other academic award in any university or institution of learning.

LINAH MBAI

Name and signature of the candidate

Date 31/08/011

DECLARATION B

"We confirm that the work reported in this thesis was carried out by the candidate under our supervision".

Name and signature of supervisor

Date

Name and signature of supervisor

Date

APPROVAL SHEET

This thesis entitled "Education trends and academic growth of learners in selected primary schools in Wareng District, Kenya". prepared by Mbai Linah in partial fulfillment of the requirements for the award of the degree of master of Educational Management and Administration has been examined and approved by the panel on oral examination with a grade of PASSED

_____

Name and Sig. of Chairman

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Name and Sig. of Panelist

Date of Comprehensive Examination:_____

Grade: _____

_____

Name and Sig. of Director, SPGSR

_____

Name and Sig. of DVC, SPGSR

DEDICATION

This thesis is dedicated to my beloved husband Hosea Keter and our children, Kelvin, purity, caroline and Shamilla Keter for their financial support, time and love. It is also dedicated to my supervisor and my colleagues and administration of Wareng district for their support. May God bless you all.

ABSTRACT

The study was to establish the relationship between curriculum trends and academic performance of learners in selected primary schools in Wareng district, Kenya. The study was guided by the four objectives, which included; I) to determine the profile of the respondents in terms of age, gender, qualification, and teaching experience, ii) to determine the level of curriculum trends in selected primary schools in Wareng district, Kenya, iii) to determine the level of academic performance of learners in selected primary schools in Wareng district, Kenya, and iv) to determine relationship between curriculum trends and academic performance of learners. The research employed descriptive correlative survey design.

The researcher administered questionnaires to 133 teachers and their responses were analyzed using frequencies, percentages and means. The findings indicated that male teachers dominated the study and the performances were generally above average due to the curriculum trends. A positive significant relationship between curriculum trends and academic performance was recorded in the study. The researcher concluded that the qualification of the teachers average since they were dominated by diploma holders. The researcher later recommended that there is need for curriculum trends in all subjects.

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TABLE OF CONTENTS

Chapter		Page
One		
	THE PROBLEM AND ITS SCOPE	1
	Background of the study	1
	Statement of the problem	3
	Purpose of the study	4
	Research objectives	5
	Research questions	5
	Hypothesis	6
	Scope of the study	6
	Significance of the study	6
	Operational definition of key terms	7
Two	**REVIEW OF RELATED LITERATURE**	8
	Concepts, Opinions, Ideas, from authors /experts.	8
	Conceptual perspective	10
	Related studies	12
Three	**METHODOLOGY**	**16**
	Research Design	16
	Target population	16
	Sample Size	16
	Sampling Procedure	17
	Research instruments	18
	Validity and reliability of the instrument	19
	Data gathering procedure	19
	Data analysis	19
	Ethical Consideration	20

	Limitations of the study	20
Four	**PRESENTATION, INTERPRETATION AND ANALYSIS OF DATA**	**21**
Five	**FINDINGS, CONCLUSION AND RECOMMENDATIONS**	30
	Findings	30
	Conclusion	31
	Recommendations	32
	REFERENCES	34
	Appendix I – Transmittal Letter	38
	Appendix II – Clearance from Ethics Committee	39
	Appendix III – Informed Consent	40
	Appendix IV – Research Instrument	41
	Curriculum Vitae	48

LIST OF ABBREVIATIONS.

KCPE – Kenya Certificate of Primary Education.

KCSE – Kenya Certificate of Secondary Education.

GHC – Geography History and Civics

SSCRE – Social Studies Christian Religious Education.

CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background of the study

The research was based on Educational trends and academic growth of learners in selected primary schools in Wareng District, Kenya. Public schooling in Kenya has a format of primary school (8 years). This centralized educational system was adopted from the British and has been widely used all over the country. While English is the teaching language at most levels of education, the indigenous language is taught from ages 5-7 (Kess 2005). Unlike western countries, children in Kenya are not required by law to attend schools. Even though many Kenyan parents see education as a better life for their children, this opportunity is not always available for various reasons. For decades, all Kenyan children have had to pay fees to attend school.

In the early 70s and 80s, it became apparent the education for Kenyans was required for both short and long term success. If Kenya was going to compete on the global market, it would need to start educating its children. These forums did acknowledge that acquiring a decent education would improve the ability of Kenyans to conserve and make useof the environment for industrious gains and sustainable income. Secondly, developing quality personnel was fundamental to achieving national objectives for business success. Universal free education would also make sure of fair access to all children regardless of their handicap, ethnicity or culture. And finally education was important for the development and protection of any democratic institution and human rights (Abagi, 1999, 2000)

In 2000, the government started to make educational policies aimed at closing the gaps between regions, tribes and economic classes and various bills were enacted. The first was the Children's Bill in 2002 which stipulated that all

children had a right to primary education and subjected parents to a fine if this law was disrespected. The second was the School Feeding program which assisted poverty stricken children in rural areas. The third was the Textbook Fund which paid for educational text materials.

The fourth was the Bursary Fund which assisted poor students meet the costs of secondary school. Even though these initiatives did help a few children, Kenya is a country which is beset with corruption, tribal favoritism and uneducated officials in the government. The majority ofchildren who deserve the funds never get them. And the disparity continues (Yetu E, 2003 & 2003a; Kess 2005).

The government of Kenya has always believed in absolute control of the education system but with many failed social polices lack of teachers and school facilities; it was time for a change. Many educational experts Believed that by removing fees, the government would be able to reverse the declining enrolment rates in Kenya and the stop the nearly 50% drop out rate of children who did actually go to school. In 2002, the UNs Millennium Summit set a strategy of starting a program of free schooling for all children in Kenya by 2015. This positive initiative gave the Kenya government incentive to take a giant step forward towards reaching that target (UNESCO 2003; Republic of Kenya, 2003).

In 2003, the Government abolished all fees in the country's public primary schools. This was excellent news because it was widely believed that the majority of children in Kenya did not go to school because their families simply did not have the money. Overnight, nearly a million new students came to school the following day. Today, primary education is provided free of charge and is the phase of Kenya's formal education system. This free educational program starts at the age of 6 and continues for 8 years. The main purpose of primary education is to prepare children to participate fully in the social, political and

economic well being of the country. Besides the free education, there has been a new curriculum developed to help the children better adapt to life after school (MOE 2003).

Today, the government realizes that they must combine with Non Governmental Organizations (NGO5) to help deliver quality educational services all over the country. There are several organizations that play a central role In financing primary education In Kenya. In particular, International (UNESCO, CIDA) and religious organizations that sponsor schools are an important source of finance for the schools. There are also NGOs that actively provide funds for the policy advocacy, review, development of schools and special programs such us education of the girl child, training and in servicing of school heads and teachers. The approaches, concentration, focus and volume of support varies from one organization to another. Private sponsors of education have also set up their own private schools, many which are out of reach for the average Kenyan. National Charitable organizations (Kenya Charity Sweepstake, Uons dub, Rotary Association, eft) in Kenya do play some role In offering funds but are weary of past Governmental failures (YeW E, 2003). International Development partners like the UN, UNESCO, and CIDA do compliment the Government's effort in improving education all over Africa. They do help in cost sharing when it comes to education (UNESCO 2003; UNESCO 2006). The Government and Global Campaign for Education have started to provide textbooks in order to sustain the goals and renovations of existing schools are continuing. The government is aware that future investments are unnecessary. However, with the current economic crises, government investments are limited (Global Campaign).

Statement of the problem

In Wareng District there are twenty primary schools with a total of five hundred teachers (500) over eight thousand pupils. Due to the trend (changes)

in education the teachers are faced with a lot of challenges in adopting the new technology and methodology. Given the changing nature of education in the world education system including Kenya, the changes (trends) have come with much desired development. A lot of changes have been witnessed right from the shift of education from informal to formal education by the British colonialists' centuries ago. This shift has been followed by many more rigorous changes in primary education system in Kenya. Innovations like the introduction of computers as instructional material have are all linked to the new developments among others. However, although these changes exist like the uses of computers introduced in the school system in 1998, there is little emphasis on its use as an instructional strategy. This scenario is unfortunate since computers can make a big impact in a school system that is devoid of text books. Other problems include lack of government funding to pay for software and equipment, power loss is common, internet connections are expensive, there is poor infrastructure, no telephone lines, lack of teachers and low awareness (Yetu E, 2003a; Kess 2005). There is absolutely no doubt that the Kenyan Government needs a working partnership on financing the educational needs of its population. The schooling system in Kenya is beset with problems from inadequate access, inequity, low quality and continuing poverty. The researcher here intends to find out how these new curriculum changes have contributed to the academic performance of learners in Kenyan primary schools.

This study is therefore meant to determine the educational trends and academic performance of learners in selected primary schools in Wareng District.

Purpose of the study

This study predicted the impact of curriculum trends on academic performance of learners in selected primary schools in Wareng District.

Research objectives

The research objectives are to:

1. To determine the profile of the respondents as to;
    1.1 Age
    1.2 Gender
    1.3 Education qualification
    1.4 Teaching experience

2. To determine the level of curriculum trends in selected primary schools in Wareng district, Kenya.

3. To determine the level of academic performance of learners in selected primary schools in Wareng district, Kenya.

3. To establish if there is a significant relationship between the levels of curriculum trends and academic performance of learners.

Research Questions

1. What is the profile of the respondents as to:
    1.1 Age
    1.2 Gender
    1.3 Educational qualification
    1.4 Teaching experience
2. What are the levels of curriculum trends in Wareng district, Kenya?

3. What is the level of academic performance of learners in Wareng district, Kenya?

3. Is there a significant relationship between curriculum trends and academic performance of learners?

Hypothesis H_{01}

There is no significant relationship between the level of curriculum trend and academic performance of learners in Wareng district, Kenya.

Scope of the study

Content scope

The study focused on curriculum trends and academic performance.

Geographical scope

The study was conducted in public primary schools in Wareng district. District. The district has 30 public primary schools from which 20 primary schools was sampled for the study.

Significance of the study

Learners: The research will be beneficial to the learners as they will be acquainted with new technologies which are through the use of computers, radios among others.

Teachers: The research will further help teachers reduce on their workload since much of the tasks will be performed by the computers.

The research will be helpful to the government of the republic of Kenya as it help reveal the current trends in the education system in Kenya and this would make the/ government review its education policies.

Policy makers: The research will further be helpful to policy makers come up with the best possible ways of handling innovations in the education sectors and it will require them design a more compact comprehensive education curriculum that focuses on local education than international education in Kenya.

Furthermore, the research will help the education ministry evaluate its performance in the provision of education as the research will highlight on the current enrolment numbers of students in the education system and consequently emphasizing on the quality of education provided in the long-run.

Operational definition of key terms

For the purpose of the study, the following terms are operationally defined.

Academic performance : Is persistent always in the end performance of learners in different academic subjects over time.

Curriculum trends: These are developments in education system and curriculum measured after a given period of time.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Concepts, Ideas, Opinions from Authors/ Experts

Curriculum trends

With so many recent Demographic and Health Surveys (DHS) surveys available for sub-Saharan Africa, it is possible to derive estimates of trends in school participation and attainment over the past 30 years. These data tell a story of impressive past progress and daunting current challenges, set in the context of diverse colonial histories, resource endowments, and population growth rates. The data also provide a picture of progress toward• the goal of universal primary school completion·—a picture that in some ways differs from that portrayed by UNESCO indicators.

As a follow-up to the Millennium Summit of the United Nations General Assembly in 2000, the Secretary General was asked to provide a road map toward implementation of the UN Millennium Declaration. This road map, adopted a year later by the General Assembly, contained many goals, including ten related to economic development and poverty eradication (United Nations General Assembly 2001). These have enteredcommon parlance as the "Millennium Development Goals." The second of these is worded as follows: "to ensure that, by the year 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling and that girls and boys will have equal access to all levels of education" (United Nations General Assembly 2001). Increasing girls' education is one of the principal strategies identified in the document for achieving universal primary school completion. The wording of the Millennium Development Goal for education is less ambitious than the wording of the Dakar Framework for Action adopted a year earlier, which called for "free and compulsory primary education of good quality" (UNESCO 2002).

Academic performance

A growth report is one of many indicators that can be used to evaluate student academic achievement. Growth reports help educators, parents, and the public answer questions about student progress over time, and whether that progress is reasonable or appropriate.

Since independence in 1963, the Kenya government has faced the challenge of education system through commissions, committees and task forces. The government addresses the provision of education and training for all Kenyans as fundamental to the government's overall developmentstrategy. Government views education as; A long term objective to provide basic quality education to enhance Kenyans ability to preserve and utilize the environment for productive and sustainable livelihoods, to develop quality of the human race; to realize the universal access to education and training for all induding the disadvantaged and the vulnerable and as a necessary tool for development and protection of the democratic institutions of human rights (MOESr, 2005 pp2).

The most significant government reports and commissions Indude The Omide Report of 1964, The Gachathi Report of 1976, Mackay Report of 1981, Kamuge Report of 1988 and The Koech Report of 2000. The initIal reports aimed at policies fostering national unity and creation of sufficient human capital and were adopted from the colonial government. The reports in the 1980s were more focused on redefining education to foster national unity, social, economic and cultural aspirations of Kenyans. Issues concerning education financing, quality and relevance were Introduced in the 1990s. In 2000, the Commission of Inquiry into the Education System of Kenya (The Koech Report, 2000) recommended the Totally Integrated Quality Education and Training (rIQET). It outilned ways and means of enabling educatIon to facilitate lifelong learning, national unity, and

mutual social responsibility, accelerated industrial andtechnical development, while responding to changing circumstances (MOEST, 2005). While the government did not adopt the TIQET program, some of its core recommendations have been adopted and implemented (such as curriculum rationalization).

In 2002, NARC government implemented the FPE policy, which was a campaign pledge to the voters. The FPE initiative focuses on attaining Education for All (EFA) and in particular, Universal Primary Education (UPE). "Key concerns are access, retention, equity, quality and relevance and internal and external efficiencies within the education system (MOEST, 2005a, pp3'. Through the FPE policy, the NARC government is scrutinizing the current 8-4-4 systems, which had previously been coupled with retention and reduced enrolment before it came to power. The government's focus is also on "quality education and training as a human right in accordance to Kenya law and international conventions. The FPE implementation in 2003 is critical to attaining the EFA as a key objective to realizing the UPE goal (MOEST, 2005 pp3)".

Conceptual perspectives

An academic revolution has taken place in higher education in the past half century marked by transformations unprecedented in scope anddiversity comprehending this ongoing and dynamic process while being in the midst of it is not an easy task. Arguably, the developments of the recent past are at least as dramatic as those in the 19th century when the research university evolved, first in Germany and then elsewhere and fundamentally redesigned the nature of the university worldwide.

Related studies

Some identified trends in curriculum

Small may trump large

The educational literature abounds with articles that promote the virtues of small neighborhood schools (Raywid 1998; Cotton 2001; VanderArk, 2002; Toch, 2003). Some districts have even tried unsuccessfully to mandate uncommonly low school enrollments (Matus, 2005). In the next 25 years it may not be unusual to see elementaryschools housing an average of 200 students, middle schools with no more than 400 to 500 students, and high schools with 500 to 750 students.

Supporters of the trend argue that small schools are particularly good at improving the academic achievement for students who have not done well in traditional settings, and that small schools have higher graduation rates, promote greater student involvement in co-curricular activities, and experience improved student behavior (Wasley, 2002; et. al.). Supporters also believe that since children are better known to teachers and administrators in small schools, they are safer and receive more individualized instruction.

Reduced class sizes

There is also substantial interest in smaller class sizes (Achilles, 2003). Significant research demonstrates that smaller-class benefits not only include enhanced academic performance but improved student behavior and teacher morale (Finn & Pannozzo, 2003). A few studies further suggest that such classes particularly benefit at risk students (Nye, Hedges, & Konstantopoulos, 2004). Future growth of the movement to lower teacher-pupil ratios depends on at least

two factors. First, smaller classes cost more because they require not only more classrooms but alsomore teachers. As in the case of the smaller-schools trend, an aging population may be reluctant to support increased school taxes. Second, not all research supports the contention that small class size is better. In a recent review of 19 class-size studies by the Center for Public Education (2005), some studies found no linkage between student achievement and lower teacher-pupil ratios. As Schneider (2002, p. 16) stated succinctly, "The class size debate is unresolved, although few would argue against smaller classes where possible. This is an educational issue that has serious impact on school planning and design, since smaller classes require more classrooms or more schools, a fact that may seem self-evident but is often lost in the debate."

Mission change

In many cases, school buildings must accommodate a change in mission. Schools attempting to maximize standardized achievement test scores, for instance, may need to modify their curricula (Dillon, 2006). Students with academic difficulties may be required to take additional courses in their problem areas. To enhance their scores on state or national tests, students may be required, for instance, to sign up for a second course in math rather than taking art as an elective. Even students doing well in math or science may be encouraged to take more math and science, rather than nonacademic electives, to raise their school's academic profile. As schools increase the focus on traditional academic subjects, demand for music, art, vocational courses, and even physical education may diminish. It is possible to envision some schools comprised primarily of academic classrooms, with few spaces for "non-essential" subjects. Indeed, in some charter schools this is now the case.

Or, paradoxically, traditional academic classrooms may largely disappear, replaced by holistic learning labs and exploratory centers (Butin, 2000; Keep, 2002). To sup-port this approach, classrooms must be multi-purpose, allowing a

blending of traditional instruction with meaningful and diverse hands-on, lab-type experiences that include anything from pottery making to dramatic arts.

Schools go 24/7

Students are often required to spend more time at school due to improved education demands by policy makers and society in general (Farbman & Kaplan, 2005). To better serve at-risk students—particularly at the high school level and to use buildings and classrooms more efficiently, a greater number of districts are implementing "twilight A schools" and year-round schooling (The Principals' Partnership, nd). In some schools, nontraditional students attend classes before or after work or on weekends. When school buildings are not being used for school functions, they often remain open to serve community interests.

Increased school use causes more rapid wear of building materials and equipment, so schools that are occupied during the summer lose critical down-time for making major repairs. Clearly, durability, energy efficiency, and life-cycle maintenance must be major considerations when planning and designing schools for extended use.

Paper is disappearing

Paper-based learning materials may largely disappear from the classroom, particularly in the higher grades. Many reference materials, including journals and magazines, are available now in electronic form or through the internet (Beare, 2001). Textbooks and workbooks may be placed online, with students accessing them through laptop computers at school or home (Simon, 2001). Assignments may be submitted, graded, and returned electronically. Enrichment and remedial instruction may be individualized through use of academic assessment software that provides each student with electronic assignments tailored to his or her past performance and learning style. In the digital age, it is

more important than ever to consider the adequacy of electrical service, the number of Internet connections, type and configuration of local and wide area computer networks, and the size and design of classrooms and media centers. Increased use of computers and other electronic resources affects the visual, thermal, acoustical, and physical needs of these spaces.

CHAPTER THREE
METHODOLOGY

Research Design

This study employed the descriptive survey design specifically the descriptive correlational strategies. This is because descriptive studies are non-experimental researches that describe the characteristics of a particular individual, or of a group. Since the researcher did not study the entire country of Kenya due to limitation of funds and time, a case study which zeroes to Wareng district were viewed and used as a better substitute. THe survey design was used within the case study to ensure that as many subjects under research as possible were incorporated in the sample to make it more representative and generalizable to the entire target population.

Population

The population comprised of 20 schools, 500 teachers and 8000 pupils.

Sample size

The sample size was arrived at by using the formula

$$S = \frac{P}{1+P\,(0.05)^2}$$

Where S= the sample size, P = the target population
Therefore; P 200 pre selected teachers from within Wareng District. It therefore follows that;

$$S = \frac{200}{1+200(0.05)^2}$$

200

= 1+ (0.0025x200)

= 200

1.5

Therefore

S = 133 teachers.

Sample size

Category	Population	Size
Schools	20	10
Teachers	500	200
Students	70	30

The total respondents were 133 teachers, 10 schools and 30 candidates who had sat for the KCPE to assess the impact and curriculum trends from the 3 different zones

Sampling Procedure

This study utilized the simple random sampling and purposive sampling to select the targeted respondents using the following criteria.

A. Inclusion criteria

1. Trained teachers
2. Either male or female
3. Teachers in targeted schools
4. Age range 25-50 years

B. Exclusion criteria

1. Untrained teachers
2. Below age 24 years and below
3. Head teachers.

Research instruments

The research instrument was a researcher's made questionnaire.

Questionnaires

Questionnaires to be used to collect information from the sample. On the profile section, of the despondence the level of curriculum trends and academic performance of the learners in selected primary schools in Wareng District Kenya. Questionnaires were formulated according to the research objective; both structured, cloed-endèd questions and open ended questions were used in the study. All questions on curriculum trends were lickert scaled ranging from 1-5, where 1=strongly agree, 2=Agree, 3=Undecided, 4=Disagree, 5=strongly disagree. For academic performance, open ended questions were used for the teachers to fill in.

Validity of the instrument.

Validity of the instrument was ascertained by my supervisor and the validity was calculated using the following formula.

$$CV\ I = \frac{\text{Number of valid items}}{\text{Total number of items}}$$

Minimum validity index of 0.7 was used to declare the instrument valid. The CV I of this study was 0.95.

Reliability of the instrument.

The questionnaires were pre-tested to a selected sample of teachers from the exclusion criteria. The items that elicited responses that had wide variations were improved so as to enhance their reliability. On the other hand, items whose responses were almost similar were retained with out further reference. The instrument is declared reliable if the reliability coefficient is determined to be 0.825. The reliability coefficient was determined using Kuder – Richardson formula KR_{21} to be 0.825. This formula was used because it provides easy method of determining a reliability coefficient

Data gathering procedure

The following procedures were utilized.

The researcher obtained an introductory letter from SPGSR after the proposal defense was successful and corrections made. The letter was addressed to the District education officer who later permitted the researcher to conduct the study in the district public schools.

The researcher took the letters to head teachers to get permission to conduct the study in schools. After seeking official permission, the researcher selected the subjects of the study herself using the inclusion criteria. The researcher collected data which was later analyzed using the Statistical package for Social Scientists (SPSS)

Data Analysis

1. Objective one was analyzed using frequency tables and percentages.
2. Objective 2 and 3 means and standard deviations were used to calculate the level of curriculum trends and level of academic performance
3. Objective 4 was analyzed using Pearson's correlation tool.

Ethical Consideration

The researcher obtained a clearance letter from the ethical committee to carry out the study.

Limitation of the study

Testing

Unwilling respondents who had to be persuaded were a limitation to the researcher and the answers were deemed to be acceptable according to rules given.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND ANALYSIS OF DATA

Demographic information of the respondents

The study used a sample of 133 respondents from various respondents in the schools. Table 1 therefore shows that background information of the respondents.

Table 1
Description of the respondents

Background information	Frequency	Percent
Gender:		
Male	72	54
Female	61	46
Total	**133**	**100**
Age		
20 – 30 yrs	28	21
31 – 40 yrs	57	43
41 – 50 yrs	34	26
51 – 60 yrs	10	8
60 and above	4	3
Total	**133**	**100**
Academic level		
Certificate I	26	20
Diploma	73	55
Degree	30	23
Masters	4	3
Total	**133**	**100**
Years of service		
Below 1 yr	17	13
1 – 2 years	26	16
3 – 4 years	16	12
5 – 6 years	38	29
7 and above	41	31
Total	**133**	**100**

Source: Field data, 2011

Table 1 show that demographic information of the respondents and the research revealed that majority of the respondents were male with the frequency of 72 (54%) and the females with the frequency of 61 (46%). It therefore shows that the dominant respondents were males as compared to females in this research. The same table reveals that academic status of the respondents and the researcher found that the majority of the respondents had attained diploma with the frequency of 53 (53%), bachelor had the frequency of 33 (33%), certificate 9 (9%) and masters 5 (5%). The majority of the respondents had diploma, bachelor, certificate and masters respectively.

The years of the experience was also revealed in the above table. The table therefore shows that majority of the respondents 41 (31%) had the working experience of 7 and above followed by the those who had the working experience of 5-6 years. The remaining respondents had thein the working experience of 3-4 years, less than one year, and 1-2 years experience which are represented as 16 (12%), 21 (17%) and 17 (15%) respectively

Table 2

Level of Curriculum trends.

Items	Mean	Interpretation	Rank
Curriculum trends			
Introduction of FPE	1.81	Poor	1
Reduction in subjects	1.46	Poor	1
Changes in subjects	1.51	Poor	1
Use of radio in classes	2.08	Fair	2
Sub total	**1.71**	Poor	1
It caters even for physically challenged	1.81	Poor	1
It is uniform in all public schools	1.50	Poor	1
It favors students	2.80	Good	3
Learner oriented	2.80	Good	3
All subjects are included	1.66	Poor	1
Sub total	**1.43**	Poor	1
All subjects are liked by students	1.60	Poor	1
All teachers understand the subjects	1.10	poor	1
Necessary for pre-training	1.00	Poor	1
Suitable for all pupils	2.04	Good	3
Sub Total	**1.97**	Fair	2
Grand mean	**1.70**		

Table 2 above shows academic performance in selected primary schools in Wareng district and the research revealed that the innovation trends have been poor given the low total mean derived from the results in the table. The introduction of Free Primary Education is still low with the mean of 1.81 and this is interpreted as poor because the mean does not exceed 2.0. The reduction of subjects being done by the pupils is also low with mean of 1.46 which is also interpreted as low. The changes in the subjects had an average mean of 1.51 which is also low in terms of interpretation and the use of radio in class was common in many of the schools (mean 2.08) which is interpreted as good as compared to the other innovations made in the education trends in the district.

Table 2 also shows the éducatión curriculum trends in Wareng district and it shows that trends are generally fair. This is backed by the different interpretations derived from the table above. The education trend does not cater for even physically challenged pupils given its interpretation of (mean 1.81), the uniformity of the education curriculum in Wareng district is also poor (mean 1.51). The education trend was however found to be good (mean 2.80) in the sense that it favors students and because of its subject inclusion in the curriculum with (meant 2.08). However, the implementation of computers was found to be poor (mean 1.66) because pupils do not access and use computers in schools.

In the subject check as indicated by table 2 above, the table shows that the subjects are not fully liked by the pupils (mean 1.60) which is given a poor interpretation. Teachers are also found not to understand the subjects very well as it is meant to be (mean 1.10), the necessity of the subjects was found to be very low (mean 1.00), and the subjects are round to be suitable for pupils (mean 2.04) which is interpreted as good.

Also reviewed the curriculum trends over the past years in Wareng district that is; from 2001 to 2005 and the research came up with different results. In phase one, there was increase in the performance of mathematics subject (mean 3.09) which later declined in 2002 (mean 2.59). The interpretations here are very good and good respectively because the means are more than (2.0). In 2003, there was an increase on the performance (mean 2.85) and this further realized in 2004 yet this later declined in 2005 (mean 2.98).

Despite of the increase in performance of Mathematics subject in phase one (2001-2005), the performance in the subject further declined in phase two (2006-2010) which is indicated by the mean raging from 3.0- 2.78. This is low compared to phase one.

The pupils' performance in English subject from 2001-2010 in both phase one and phase two. The results in the table show that there a remarkable increase in the performance of pupils over a period of time perhaps due to the advance and tremendous changes emerging from the advance of science and technology which have aided the learning to the pupils. This increase of performance are seen in thedifferent means in the two phases. The first phase, the lowest mean was 2.5 and highest mean being 3.3 whereas in phase two, the lowest mean was 3.03 and the highest being 4.5 which means a increase in the performance of pupils in English subject especially in the pre-current year (2010).

The performance of pupils in Kiswahili subject between 2001-2010 in phases one and two respectively. The results above show that there was an improvement of the performance of the pupils over time. In phase one, there was low performance as compared to phase two basing on their total means recorded in the table. The lowest mean in phase one was 2.8 and the highest mean was 3.2, showing a improvement in performance of the pupils in Kiswahili.

Despite of the fact that there is an increase in. the performance of the pupils in Wareng district, Kenya, there this performance cannot be compared with the performance in phase two. The lowest mean was 2.6 and the highest mean being 4.5, showing an increase in the performance of the pupils. In average, the total mean in phase one was 2.98 which are lower than the 3.44 in phase two.

Pupils' performance in Geography, History and Civics in both phase one and phase two. The results from the table shows a remarkable increase in performance of the pupils in phase two as compared to phase one due to the reduction of the subjects from seven to five. In phase one, the lowest mean was 2.6 and the highest is 3.2. In phase two, the lowest mean was 2.8 and highest mean was 4.1. In comparison, there was an improvement of the pupils in phase two as compared to phase one since the lowest mean in phase one was just 2.6, which is considered as fair in terms of performance and the lowest mean in phase two was 2.8, which was not good enough but better than that of phase one. In phase two, the performance of the pupils dramatically increased and the highest mean was 4.1, indicating a very good performance as compared to phase one where the performance was fairly low. This improvement was measured over time (2001-2010) and the performance can be attributed to the changing trends in education which are also due to the innovations in the field of education in wareng district, Kenya.

The performance of pupils in science subject between 2001-2010 which are included in the two phases; phase one and phase two. In phase one, there was low pupils' performance which is recorded by low means of 2001 (mean 3.0), 2002 (mean 2.8), 2003 (mean, 3.2), 2004 (mean 3.0), and 2005 (mean 2.8). Although has is alight improvement in the performance of the pupils, this performance is still low compared to the pupils' performance in phase two which is also measured in the same period of time (2001-2010) just like in phase one. In this phase two, the performance of the pupils seriously improved and this is

seen in the high means recorded in the table. The means ranged from 2006 (mean 2.8), 2007 (mean 2.6), 2008 (mean, 3.4), 2009 (mean 4.5), and 2010 (mean, 4.5). These means are so high compared to the means recorded between 2001-2010 and this shows a high performance of the pupils between 2006-20 10.

Table 3

Means and standard deviation performance of pupils in selected schools.

Subject	N	Minimum	Maximum	Mean	Std. deviation
Phase 1 & phase 2					
Math 1	150	98	82.6	2.97	6.42
Math 2	130	133	91.4	2.83	8.33
English 1	150	128	431	2.88	8.71
English 2	128	111	447	3.57	5.95
Kiswahili 1	150	132	452	2.98	8.16
Kiswahili 1	**126**	**128**	**429**	**3.44**	**7.62**
GHC 1	**150**	**129**	**436**	2.9	7.17
GHC 2	129	131	434	3.42	6.66
Science	150	87	445	2.96	7.01
Science	118	128	444	3.56	8.66
Grand mean				3.15	

Table 3 above shows the performance of pupils in mathematics; English; Kiswahili; Geography, History, and Civics and the results show that there was the best pupils' performance recorded in phase two of science subject (mean 3.56) as compared to pupils' performance in phases one of Geography, history and Civics (mean 2.9). In all the different phases of pupil's performances in different

subjects, there were improvements in the performances from one to another. For example, there were improvements of pupils from 2001-2010 which are all shown by the increase in the total means (from 2.97-3.56). These improvements can be attributed to the innovations that have been introduced in the system over time.

Table 4

Relationship between Level of curriculum Trend and Pupils' Performance

Variables	Mean	"r"	Significance	Interpretation	H_{01} Decision
Curriculum trend Vs academic performance	1.70 3.15	0.539	0.000	Positive significance correlation	Rejected

Table 4 shows the relationship between the level of curriculum trends and pupils' performance. In order to determine the relationship, the researcher used Pearson's Linear Correlation coefficient to correlate the mean index of pupils' performance in curriculum trends. It was revealed that the significances are positive. In the correlation of curriculum trends with mathematics, both in phase one and phase two, there was a positive significance in curriculum trends Vs mathematics (rvalues >0.05). Basing on these results, all the null hypotheses are rejected, leading to a conclusion that innovations in curriculum trends significantly affects the performance of the pupils in terms of scores in different subjects, mathematics, English, Kiswahili, GHC, and science.

This further implies that more innovations will always affect the performances of the pupils in schools.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

MAJOR FINDINGS

This study intended to examine relationship curriculum trends and academic performance of learners pupils in Wareng district, Kenya. The objectives of the study included;

i) Profile of the respondents,

ii) The level of curriculum trends,

iii) The level of academic Performance

iv) Relationship between curriculum trends and academic performance of learners.

Analysis using frequencies and percentage distributions showed that majority of the respondents were males with (54%) and the females with (46%). It therefore shows that the dominant respondents were males as compared to females in this research. The academic status of the respondents were also looked at and the research found that the diploma holders dominated the study with (55%). The dominant years of experience was (31%) and they had working experience of 7 years and above. The dominant age of the respondents was between 3 1-40 years (43%).

Descriptive analysis showing means showed that the curriculum trends like introduction of FPE (mean 1.81), reduction in subjects (mean 1.46), changes in subjects (mean 1.51), use of radio in classes (mean 2.08) led to the academic performance trends of pupils in Wareng district, Kenya. Thisis backed by the fact that the new innovations led to changes in curriculum trends because it was found that; it caters even for physically challenged learners (mean 1.81), it is uniform in all public schools (mean 1.50), it favors students (mean 2.80), all subjects are included (mean 208), implementation of computers (mean 1.66)

respectively. This means that there is improvement in the academic performance of the learners given the high means recorded.

The general performance of learners was found to be improving over years in different subjects (2001-2010). This is backed by the increases in the total means in different subjects like in mathematics in phase one (2.97), phase two (mean 2.83); English phase one (mean 2.88), phase two (mean 3.57); Kiswahili phase one (mean 2.98), phase two (mean 3.44); and science phase one (mean 2.96), phase two (mean 3.56). All these show improvements in the performance of pupils in different subjects due to the curriculum trends

CONCLUSIONS

Basing on the findings, the following conclusions are made;
In Wareng district, there are more male than female teachers. The majority of the teachers are of middle age (between 31-40) years and that the majority are diploma holders. There are various innovations in education system which has significant relationship with curriculum and this has enabled the learners to improve on their academic performance.

There has been an improvement in the performance of different subjects as new innovations thrive in the education system over the years from 2001-2010. It also shows that there has been more improvements in science subject in all the two phases than in mathematics which dropped from (mean 2.97) to (mean 2.83) in phase two. This shows that there are low innovations introduced in mathematics as compared to other subjects. Finally, the levels of curriculum trends significantly affect the academic performance of learners.

RECOMMENDATIONS

Basing on the findings of the study, the researcher recommends that there is need for innovations in all the subjects studied in primary schools of Wareng, district so that the performances in all subjects can be matched. This is because the researcher discovered that there is low performance in mathematics as compared to other subjects like science and languages.

The researcher also recommends that there is general need for introduction and use of computers in the education curriculum so that thepupils can be acquainted with the new advances in science and technology which can place them in position to compete in the global world.

Furthermore, the researcher recommends that there is need for further training of teachers on these new technologies so that they can be able to effectively impart knowledge to the pupils of Wareng district, Kenya.

There is also need for the parents to come in and help schools in providing for some of the necessary learning aids for example projectors, computers, radios among others so that the pupils can access them even when they are at home like during holidays.

There is general need for rural electrification in Wareng district so that it can be easy to use these new innovations like computers, radios, projectors among others since they cannot be operated without electricity.

Areas for further research

A study can be carried out using experimental approach so as to experiment on the level of curriculum and the academic performance of learners in primary schools.

Similar studies need to be taken using observational methods to collect data and to establish curriculum trends and academic performance of learners.

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APPENDICES

APPENDX I

TRANSMITTAL LETTER

KAMPALA
INTERNATIONAL
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E- mail: admin@kiu.ac.ug,
Website: www.kiu.ac.ug

OFFICE OF THE CORDINATOR OF EDUCATION
SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH (SPGSR)

April 27, 2011

Dear Sir/Madam,

RE: REQUEST FOR LINAH MBAI MED /42480/92/DF
TO CONDUCT RESEARCH IN YOUR ORGANIZATION

The above mentioned is a bonafide student of Kampala International University pursuing a Masters of Educational Management and Administration.
She is currently conducting a field research of which the title is **"Educational trends and Academic Growth of Learners in Selected Primary Schools in Wareng District, Kenya."** As part of her research work, she has to collect relevant information through questionnaires, interviews and other relevant reading materials.

Your organization has been identified as a valuable source of information pertaining to her research project. The purpose of this letter is to request you to avail her with the pertinent information she may need.

Any information shared with her from your organization shall be treated with utmost confidentiality.

Any assistance rendered to her will be highly appreciated.

Yours truly,

Ms.Kyolaba Sarah
Coordinator Education, (SPGSR)

APPENDIX II

CLEARANCE FROM ETHICS COMMITIEE

Date_____

Candidate's Data

Name_____

Reg. #_____

Course_____

Title of Study_____

_____

Ethical Review Checklist

The study reviewed considered the following:

_____Physical Safety of Human Subjects

_____Psychological Safety

_____Emotional Security

_____Privacy

_____Written Request for Author of Standardized Instrument

_____Coding of Questionnaires/Anonymity/Confidentiality

_____Permission to Conduct the Study

_____Informed Consent

_____Citations/Authors Recognized

Results of Ethical Review

_____Approved

_____Conditional (to provide the Ethics Committee with corrections)

_____Disapproved! Resubmit Proposal

Ethics Committee (Name and Signature)

Chairperson _____

Members _____

APPENDIX III

INFORMED CONSENT

I am giving my consent to be part of the research study of Ms. Linah Mbai that will focus on Counseling Competence and code of ethics.

I shall be assured of privacy and confidentiality and I will be given the option to refuse participation or withdraw my participation at any time.

1 have been informed that the research is voluntary and that the results that will be given to me if I request for it.

Initials..... Date.....

APPENDIX IV

REASEARCH INSTRUMENT

KAMPALA INTERNATIONAL UNIVERSITY

SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH EVALUATION

MASTERS PROGRAM

Dear Sir/ Madam,

Greetings!

I am a master student in educational management and administration candidate of Kampala international University. Part of the requirements for the award of a dissertation. My study is entitled, **EDUCATIONAL TRENDS AND ACADEMIC GROWTH OF LEARNERS IN SELECTED PRIMARY SCHOOLS IN WARENG DISTRICT, KENYA.** Within this context, may I request you to participate in this study by answering the questionnaires? Kindly do not leave any option unanswered. Any data you will provide shall be for academic purposes only and no information of such kind shall be disclosed to others. May I retrieve the questionnaire within two Weeks (14) days Thank you very much in advance.

Yours faithfully,

.....

Ms. Linah Mbai

Masters candidate

.....

DEMOGRAPHIC DATA

Gender

Male [] Female[]

Indicate your age

☐ 20-30 yrs

☐ 31 -40 yrs

☐ 41- 50 yrs

☐ 51-6oyrs

☐ Above 6oyrs

Academic qualifications

☐ Certificate

☐ Diploma

☐ Bachelors Degree

☐ Masters Degree

☐ PHD

Number of years in teaching experience (please tick)

☐

Less than 1 year

☐ 1 – 2yrs

☐ 3 – 4yrs

☐ 5 - 6yrs

☐ 7 years and above

Indicate by degree the characteristics of the curriculum in your school; 1=strongly agree, 2=agree, 3=undecided,4=disagree, 5=strongly disagree.

CURRICULUM

It meets international standards	1	2	3	4	5
It favors students					
It Caters for physically challenged					
It is the same in all Kenyan schools					
It is the recommended standard					
Learner oriented					
Uniformity of subjects					
Suitable for all pupils					

When was the last time the curriculum was revised?

☐ Less than 1 year

☐ 1- 2years ago

☐ 2- More than 5 years ago

Indicate best performance the previous results for the subjects indicated below.

	2001	2002	2003	2004	2005	2006	2007	2008	2009
Maths									
English									
Kiswahili									
SSCRE									
Science									

Indicate the lowest performance in the KCPE for the subjects indicated below.

	2001	2002	2003	2004	2005	2006	2007	2008	2009
Maths									
English									
Kiswahili									
SSCRE									
Science									

Comment on the curriculum trends in the school generally

.....

.....

1f your opinion how are the subjects taken by the learners?

1= strongly agree, 2=agree, 3 undecided, 4=disagree, 5=strongly disagree

Pupils performance in English subject

Subject	N	Minimum	Maximum	Mean	Std. deviation
Phase 1					
English 2001	30	25	98	3.3	17.9
English 2002	30	47	87	2.9	8.3
English 2003	30	21	74	2.5	11.5
English 2004	30	10	85	2.8	20.5
English 2005	30	25	87	2.9	17.8
Sub total	**150**	**128**	**431**	**2.88**	**15.2**
Phase 2					
English 2006	30	20	95	3.2	19.6
English 2007	28	12	85	3.03	15.0
English 2008	28	33	85	3.03	13.4
English 2009	21	21	87	4.1	14.7
English 2010	21	25	4.5	4.5	20.8
Sub total	**129**	**111**	**447**	**3.57**	**16.7**

Performance of the pupils in Kiswahili subject

Subject	N	Minimum	Maximum	Mean	Std. deviation
Phase 1					
Kiswahili 2001	30	25	95	3.1	19.1
Kiswahili 2002	30	20	85	2.8	16.3
Kiswahili 2003	30	20	98	3.2	19.2
Kiswahili 2004	30	25	87	2.9	16.2
Kiswahili 2005	30	42	87	2.9	11.1
Sub total	**150**	**132**	**452**	**2.98**	**16.4**
Phase 2					
Kiswahili 2006	30	21	74	3.0	11.7

LIST OF TABLES

Tables	Pages
Table1: Description of the Respondents	21
Table 2: Level of curriculum trends	23
Table 3: Means and standard deviation of performance in selected schools	27
Table 4: Relationship between level of curriculum trend and pupils performance	28