

Factors Affecting Teachers' Implementation of Curriculum Reforms and Educational Policies in Schools: The Kenyan Experience

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Abstract

Since Kenya attained independence in 1963, various curriculum reforms and educational policies have been recommended. Examples are the 8:4:4 system of education (1985), the cost sharing strategy in education (1988), the Free Primary Education (FPE) policy (2003) and the Subsidized Secondary Education policy (2008) among others. The aim of the curriculum/educational reforms in Kenya has been to achieve national development. However, we find that the process of policy implementation is always problematic. Teachers encounter various problems in trying to implement educational reforms in schools in Kenya. This paper is a discussion of the factors affecting teachers in the implementation of curriculum reforms and educational policies in Kenya. This paper highlights the issues of poor economic growth, politics, lack of facilities, institutional leadership, ability and inability to evaluate, lack of proper social amenities and infrastructure, ignorance and illiteracy. For each of the limitations, probable solutions have been advanced.

Keywords: curriculum, reforms, education, policies

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