

EFFECTIVENESS OF THE PRIMARY FOUR CURRICULUM (THE TRANSITION CLASS)

Abstract

The Primary four curriculum assessment exercise took place in term one, 2013. The study had a sample space of 162 primary schools from 34 districts. Data was collected from 324 teachers and 2,402 learners in P.4 class

The main objective of the study was to assess the level of achievement of P4 learners in Mathematics and English. The study was guided by the following specific objectives to: Establish the percentage of P4 learners capable of scoring 50% and above in Mathematics. Establish the percentage of P4 learners capable of scoring 50% and above in English. Identify achievements and challenges in the implementation of the P4 Curriculum.

Major Findings: Specific Objective 1: It was found out that 31.4% of learners scored 50% and above (Level 2 and 3) in Mathematics, however, the majority of P4 learners (68.6%) did not perform to the required level. Results of the study showed that learners from private schools did better in Mathematics (52.3%) at level 2&3 compared to those from Government aided primary schools (18.4%). Learners from Primary schools in urban areas performed better (48.7%) in Mathematics at level 2&3. They were followed by those from peri-urban (32.9%) and lastly those from rural areas at 19.6%. Boys performed slightly better than girls in Mathematics at level 2&3 with 33.7% compared to girls at 29%. In the area of competences, learners performed better in competences related to patterns and sequences with an average score of 70%, followed by sets with 65%. However, learners had problems answering questions on graphs (25%).

Specific Objective 2: In English, 41.5% of P4 learners scored 50% and above (Level 2 and 3). However, the majority of learners (58.5%) performed below the required level. Girls performed slightly better than boys in English test. The average performance of boys was 40.2% while that of the girls was at 42.7%. Findings show that, 63.3% of learners from urban primary schools performed to the required level (level 2 & 3). In peri-urban schools, 52.7% of learners reached the required level. In rural primary schools, only 22.8% of learners performed to the required level.

Learners from private schools did better at level 2&3 with 71.2% while those from Government aided primary schools were at 23%. Acquisition of competences in English; Learners performed better in usage of auxiliary verbs with an average score of 58.7%. This was followed by questions on the story (50%). However, learners had problems completing sentences using knowledge of verbs, pronouns and adjectives as well as using given conjunctions in the brackets to join sentences.

Specific objective 3: Primary four teachers said they were happy with the new P4 curriculum. They said that most learners are able to read and write and that learners actively participate in class and in activities of the locality. Major difficulties faced by P4 teachers were; Absenteeism of learners, Textbooks don't correspond with the curriculum, textbooks not enough, change from local language to English was challenging to P4 learners