

Abstract

The study investigated the relevance of secondary school learning opportunities in promoting national cohesion. The study was based on the ideals and principles of a school curriculum as advocated by Brameld Theodore on reconstructionism philosophy. Descriptive survey research design was adopted for the study. A sample size of four hundred and nine (409) respondents comprising of three hundred and sixty (360) student leaders, Forty eight (48) teachers and Sub-County Quality Assurance and Standards Officer (QASO) was used for the study. Purposive sampling was adopted to select the respondents. Questionnaires and interview schedule were used for data collection. The study established that the secondary school learning opportunities do not to adequately capture learner related peculiarities such as aptitude, interests and regional diversities. It thus recommended a review on secondary school learning opportunities to reflect the emerging issues on national cohesion and integration. The findings of the study will provide information to educational stakeholders on the vital role that the secondary school learning opportunities plays in promoting national cohesion.