

Abstract

This study sought to investigate how principals' use curriculum in promoting social cohesion in public secondary schools in Machakos County. The study was guided by the ecological systems theory of human development and socialization. The study adopted the descriptive survey research design wherein a target population of 375 principals' and 9 Sub County Directors of Education were respondents. Further, the study used stratified proportionate sampling in selecting sample sizes for the study in which case a sample size of 113 principals and 9 Sub County Directors of education totaling to 122 respondents were surveyed. Data was collected using questionnaires, interview schedules and document analysis. Quantitative data was processed and analyzed using SPSS software version 26 and presented in tables. Simple regression analysis was employed in testing hypotheses of the study for inferences. While qualitative data was transcribed into themes and presented in narratives. The findings of the study revealed that principals use of school curriculum $t(113) = 10.316$; p was statistically significant in contributing to the promotion of social cohesion in public secondary schools in Machakos County. The study recommends among others that MOE makes value creating education mandatory in the school curriculum. Further principals should ensure language policy in schools is enhanced and prohibit the use of vernacular language in schools.