

## Transformations in Kenyan science teachers' locus of control: the influence of contextualized science and emancipated student learning

This study investigated Kenyan science teachers' pedagogical transformations, which manifested as they enacted and experienced a reformed contextualized science curriculum in which students' learning experiences were critical catalysts of teacher change. Twelve high school teachers voluntarily participated in the study and were interviewed about their pedagogical transformations following their enactment of a reformed contextualized science curriculum. The outcomes demonstrated that students' emancipated behaviours, learning and performance, qualitatively influenced teacher change and pedagogical reform. Specifically, changes in students, as a result of the ways the science curriculum was implemented, resulted in epiphanies and dilemmas for teachers who subsequently resolved to surrender their tightly held pedagogical control (locus of control) for the betterment of the learning environment and their sense of professional satisfaction.