

**DETERMINANTS OF PUBLIC PRIMARY SCHOOLS
PREPAREDNESS FOR THE IMPLEMENTATION OF
COMPETENCE-BASED CURRICULUM IN KERICHO
COUNTY, KENYA**

**BY
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**A RESEARCH THESIS SUBMITTED IN FULFILMENT OF THE
AWARD OF A DEGREE OF DOCTOR OF PHILOSOPHY IN
EARLY CHILDHOOD STUDIES IN THE SCHOOL OF
EDUCATION OF KENYATTA UNIVERSITY**

FEBRUARY, 2022

DECLARATION

Student's Declaration

I declare that this is my original work and has never been presented in any university or institution for consideration. This research thesis has been completed by acknowledging referenced sources. Graphics, data, text, or tables cited from other sources which include the internet, are accredited through referencing according to anti-plagiarism regulations.

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DEDICATION

This work is dedicated to my husband Mr. Joel Tanui, my daughters Joyline Chemutai, Gloria Chepkirui, Mitchell Cheptoo, and Son Brandon Kipkirui. I also dedicate to Dr Viviline Ngeno and my late father Mr. Jonah Ngeno who passed on during my studies for the unwavering support that he gave to me, towards the completion of my studies, not forgetting my late mother Grace Ngeno for the effort she put into making me who I am. Finally, I dedicate it to my late sister Jane Koech. Thank you and God bless you all.

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TABLE OF CONTENT

DECLARATION.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT.....	iv
TABLE OF CONTENT.....	v
LIST OF TABLES.....	x
LIST OF FIGURES.....	xii
ABBREVIATIONS AND ACRONYMS.....	xiii
ABSTRACT.....	xvi
CHAPTER ONE: INTRODUCTION AND BACKGROUND OF THE STUDY	1
1.0 Introduction.....	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	7
1.3 Purpose of the Study.....	8
1.3.1 Objectives of the Study.....	9
1.3.2 Research Hypotheses.....	9
1.4 Significance of the Study.....	10
1.5 Limitations and Delimitation of the Study.....	10
1.5.1 Limitations of the study.....	10
1.5.2 Delimitation.....	11
1.6 Assumption of the Study.....	11
1.7 Theoretical Framework and Conceptual Framework.....	11
1.7.1. Dewey’s Social Constructivism.....	11
1.7.2. Conceptual Framework.....	13
1.8 Operational Definition of Terms.....	16
CHAPTER TWO: REVIEW OF RELATED LITERATURE.....	18
2.1 Introduction.....	18

2.2 Competency-based Curriculum	18
2.3 Physical Infrastructure and Resource Availability on Competence-Based Curriculum	41
2.4 Teacher Training and Implementation Competence- Based Curriculum	49
2.5 Teacher Attitudes and Implementation of CBC.....	63
2.6 Teaching and Learning Resources and Implementation Competency Based Curriculum	74
2.7 Summary of Literature Review.....	95
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY	97
3.1 Introduction.....	97
3.2 Research Design.....	97
3.2.1 Variables	99
3.2.1.1 Independent Variables	99
3.2.1.2 Dependent Variables	100
3.2.2 Research Methodology	100
3.3 Location of the Study.....	100
3.4 Target Population.....	102
3.5 Sample Techniques and Sample Size	102
3.5.1 Sample Techniques	102
3.5.2 Sample Size.....	103
3.6 Research Instruments	106
3.6.1 Questionnaires for the Headteachers	107
3.6.2 Questionnaire for Grade One Teachers.....	108
3.6.3 Interview Schedule for the Sub County Assurance and Standard Officers	108
3.6.4 Observation Schedule	108
3.7 Piloting.....	109
3.7.1 Validity	110
3.7.2 Reliability.....	110
3.8 Data Collection Techniques	112

3.9 Data Analysis	113
3.10. Logistical and Ethical Considerations	116
3.10.1 Logistical Consideration	116
3.10.2 Ethical Consideration.....	116

CHAPTER FOUR: PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION 118

4.1 Introduction.....	118
4.2 Response Rate.....	119
4.3 Demographic Information.....	119
4.4. Competency based curriculum in Public Primary Schools in Kericho County	124
4.5 Teacher Trainings and Implementation of Competency Based Curriculum in Public Primary Schools in Kericho County.....	144
4.6 Teachers’ Attitude and Implementation of CBC in Public Primary Schools in Kericho County	154
4.7 Availability of Teaching and Learning Resources and Implementation of CBC in Public Primary Schools	167

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENMDATIONS 175

5.1 Introduction.....	175
5.2 Summary Study Findings.....	175
5.2.1 Physical Infrastructure and Implementation of CBC in Public Primary Schools in Kericho County.....	175
5.2.2 Teacher Trainings and Implementation of CBC in Public Primary Schools in Kericho County.....	176
5.2.3 The influence of Teacher attitude on Implementation of CBC in Public Primary Schools in Kericho County	177
5.2.4 Influence of Teaching and learning resources on Implementation of CBC in Public Primary Schools in Kericho County	178

5.3 Conclusions.....	179
5.3.1 Physical Infrastructure and Implementation of CBC in Public Primary School in Kericho County.....	179
5.3.2 Teacher Trainings and Implantation of CBC in Public Primary Schools in Kericho County.....	180
5.3.3 The influence of Teacher Attitude on Implementation of CBC in Public Primary Schools in Kericho County	180
5.3.4 Influence of Teaching and Learning Resources on Implementation of CBC Public Primary Schools in Kericho County	181
5.4 Recommendations.....	181
5.4.1 Physical Infrastructure and implementation of CBC in Public Primary Schools in Kericho County.....	181
5.4.2 Teacher trainings and implementation of CBC in public primary schools in Kericho County.....	182
5.4.3 The Influence of Teacher’s Attitude on Implementation of CBC in Public Primary Schools in Kericho County.	182
5.4.4 Influence of Teaching and Learning Resources on Implementation of CBC in Public Primary Schools in Kericho County.	183
5.4:5. Recommendation for Further Research	183
REFERENCE.....	184
APPENDICES	197
Appendix i Headteachers’ Questionnaire	197
Appendix ii: Grade One Teachers’ Questionnaire.....	202
Appendix iii: Interview For County Cso’s.....	207
Appendix iv: Observation Schedule	209
Appendix v:Authorization From Graduate School.....	210
Appendix vi: Approval Letter From Graduate School	211
Appendix vii: Letter From Ministry of Education	212

Appendix viii: Research Authorization From Kericho County Commissioner	213
Appendix ix: Permit Letter From NACOSTI	214
Appendix x: Introduction Letter	216
Appendix xi: Introduction Letter	217
Appendix xii: Map of Study Area.....	218
Appendix xiii : A Map of Kericho County	219

LIST OF TABLES

Table 3.1: Sampled Schools and headteachers in Kericho County	103
Table 3.2: Sample size of Grade One Teachers in Public Primary Schools in Kericho County.....	104
Table 3.3: Sample size of Sub County Curriculum support officers in Public Primary Schools in Kericho County	105
Table 3.4: Interview Schedule Reliability Statistics	112
Table 3.5: Interpretation of Variables	115
Table 4.1: General Information on Curriculum Support Officers in Kericho County....	120
Table 4.2: General Information on Headteachers’ in Public Primary Schools Kericho County.....	121
Table 4.3: General Information on Grade One Teachers’ in Public Primary Schools in Kericho County.....	123
Table 4.4 Headteachers and Grade One Teachers responses on Implementation of CBC in Public primary Schools in Kericho County	125
Table 4.5: Observation Results for Physical Infrastructure in Public Primary Schools in Kericho County.....	133
Table 4.6: Physical Infrastructure and the implementation of CBC in public primary schools in Kericho County as responded by headteachers and Grade one teachers	136
Table 4.7: Product Moment Correlation Coefficient (r) Matrix for the Relationship between Physical Infrastructure and Implementation of CBC for Headteachers and grade one teachers	142
Table 4.8: Headteachers and Grade one Teachers Response on Influence of Teacher Training and Implementation of CBC in Public Primary Schools in Kericho County.....	145
Table 4.9: Pearson Product Moment Correlation Coefficient (r) Matrix for Teacher training and Implementation of CBC for both headteachers and grade one teachers	152

Table 4.10: Headteachers' and Grade one Teachers response on Teacher Attitude and Implementation of CBC in Public Primary School Kericho County	155
Table 4.11: Pearson product Moment Correlation coefficient (r) Matrix for HeadTeacher attitude and teacheron CBC implementation in Kericho County	165
Table 4.12: Headteachers and Teachers Response on the influence of learning and teaching resources on competency-based curriculum in public primary schools in Kericho County.....	167

LIST OF FIGURES

Figure 1.1: Conceptual Framework on Determinants of School Preparedness and Implementation of CBC in Public Primary Schools Kericho County.....	14
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ABBREVIATIONS AND ACRONYMS

ANOVA	Analysis of Variance
BFCI	Baby Friendly Community Initiative
BOM	Board of Management
CBC	Competence Based Curriculum
CBE	Competence Based Education
CBET	Competence-Based Education and Training
CCD	Care for Child Development
CDE	County Director of Education
CoC	Centre of Competence
CQASO	County Quality Assurance and Standards Officer
CSO	Curriculum Support Offices
IT	Institute of Technology
EFA	Education for All
EPI	Educational Policy Institution
FPE	Free Primary Education
FSE	Free Secondary Education
HOD	Heads of Departments
ICT	Information Communication Technology

ILO	International Labour Organization
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KIE	Kenya Institute of Education
KNEC	Kenya National Examinations Council
MDGs	Millennium Development Goals
MoGE	Ministry of General Education
MOE	Ministry of Education
NACTE	National Council for Technical Education
OBE	Outcome-based curriculum
OECD	Organization for Economic Co-operation and Development
PISA	Program for International Student Assessment
SAT	Science and Allied Technology.
SBT	Sector-Based Trainers
SMASSE	Strengthening Mathematics and Science in Secondary Education
SPSS	Statistical Package for Social Sciences
STMA	Sekondi Takoradi Metropolitan Assembly
TIA	Tanzania Institute of Accountancy
TIS	Teachers Interview Schedule

TSC	Teachers Service Commission
TVET	Technical and Vocational Education and Training
UK	United Kingdom
UN	United Nations
UNESCO	United Nations Education Scientific Cultural organization
UNICEF	United Nations International Children's Emergency Fund
WHO	World Health Organization

ABSTRACT

The competency- based curriculum (CBC) is a set of courses or syllabi, which promote learning areas in which the learner is gifted and skilled. CBC (2-6-6-3) is a curriculum that allows was adopted in Kenya in January 2017. This education system replaces the 8-4-4 system of education and it aims to nurture the learners' talents. School preparedness for the new curriculum change in Kenyan public primary schools is very important in the education policy framework. When curriculum changes take place in education, teachers as instructors and implementers should be supported to be competent in their work. The educators have a responsibility to ensure that today's learning content meets tomorrow's global demands for every learner. However, in Kenya, various stakeholders have expressed concerns regarding school and teachers' preparedness for the CBC. The objectives were to find out whether there is relationship between availability of physical infrastructure and implementation of the CBC; determine whether teacher training influences implementation of the CBC; establish whether teachers' attitude influences implementation of the CBC and explore the availability of teaching and learning resources and the implementation of CBC public primary schools in Kericho County. The purpose of this study was to investigate the determinants of schools' preparedness for the implementation of the CBC in grade one. Dewey's Social Constructivism theory guided the study. The research design that was used in this study was a descriptive survey design and correlation research design. The target population of the study included 24 CSO's, 524 head teachers, and 610 Grade one teachers. The sample size was 6CSOs, 52 Head teachers, and 61 Grade one teachers, saturated sampling technique was used to select all the 52 head teachers from 52 schools. Simple random sampling was used to select the schools and CSOs. A purposive sampling technique guided Grade one teachers selection. Data was collected using interview schedules, questionnaires, and an observation schedule. Quantitative data were analyzed using descriptive statistics in form of percentages, means, and standard deviation while inferential statistics were correlated using Pearson product moment correlation. Qualitative data was analyzed using themes and Sub-themes. The findings of physical infrastructure had a positive moderate influence on CBC implementation with a correlation of 0.336 and a calculated value of 0.029 for the head teachers and 0.285 with a calculated value of 0.03 for grade one teachers. Shortage of physical infrastructures like nutrition rooms and music room had a mean of 2.18 and 1.88 for head teachers. Grade one teachers' response was 1.39 and 1.35 for nutrition and music laboratories respectively It had a positive moderate influence on CBC with a correlation of 0.494 with a calculated value of 0.00. The teachers had a correlation of 0.369 with a calculated value of 0.005 and were a significant to the study. The attitude of teachers had a positive impact on CBC implementation, with a correlation of 0.560 and calculated value of 0.00 for the head teachers and 0.284 with a calculated value of 0.032 for grade one teachers. Teaching and learning resources had a positive moderate influence on CBC implementation with a correlation of 0.399 and a calculated value of 0.004. For teachers it was 0.500 with a calculated value of 0.00. The calculated p-values of 0.00 and 0.004 were significant. The study recommended that the government should increase funds to enable schools to construct laboratories. More time should also be allocated for practical lessons and assessments. Results of this study were important for the successful adoption of the CBC for educational stake holders.

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.0 Introduction

This chapter outlines the background of the study, the statement of the problem, the purpose of the study, objectives of the study, research hypothesis, significance of the study, limitations and delimitations assumptions of the study, as well as both theoretical and conceptual frame works.

1.1 Background of the Study

A Curriculum is a set of courses or syllabi in an education system. Jadhav and Patankar (2013) defined curriculum implementation as a participatory process that needs an all-inclusive approach. This takes place when a learner obtains knowledge, abilities, ideas and attitudes expected or anticipated to enable the same learner to work efficiently in a community. A study done in Canada by Christensen and Lane (2016), on a change in standard awareness dependent on the demonstration of education skills led to creation of more learning opportunities for all learners.

Competency Based Curriculum (CBC) is one of the curriculums offered in most countries worldwide including Kenya. According to Christensen and Lane (2016), the Canadian government implemented the CBC in 1992 nationwide. In 2020 the Forum for Research and Policy in Communication (FRPC) indicated that Technology, Reading and Mathematics were also successfully implemented in the United States on a Programme for International Student Assessment (PISA) tests. The Government of Scotland

implemented the CBC curriculum and the evaluation was above average on PISA tests which were successful. In Finland, CBC was successfully implemented and ranked top globally in 2016. Mbarushimana and Allida (2018) carried out a study in Rwanda and it indicated that the CBC was implemented in 2015. The CBC was more skill-based and more practical to the environment in daily life. Teachers were also equally comfortable with the intricacies of changes especially in cases where they were actively involved and prepared as required by the curriculum change. They were involved in preparations through campaigns, teacher involvement, and teacher preparedness as well as improvement of the modalities and guidance of curriculum implementation which led to the success of CBC implementation.

CBC was started in Kenya in 2017 to replace the 8-4-4 system that was introduced in 1985 and it was meant to produce self-reliant individuals but it failed to meet its objectives. According to the Republic of Kenya (2017) CBC approach allows meaningful ties while focusing on skills within and across subject areas. Subjects continue to be taught and core competencies are generated over time. The subjects taught in lower primary are Literacy, Kenya sign language/Kiswahili language activities purposed for deaf learners mathematical activities, nutrition and hygiene activities, indigenous, environmental, movement, creative activities and religious education activities. It is expected that by the end of early years of education (grade 1 to grade 3), the learner will have achieved the following skills: Demonstrate basic academic skills in reading and numeracy; Communicate appropriately in many situations using verbal and/or non-verbal forms; Demonstrate adequate social relationship etiquette; use imagination and logical

thought capabilities to overcome problems; Explore the instant learning and entertainment world; Hygiene, diet, hygiene and protection skills are taught to enhance well being and health; Demonstrating the acquisition for healthy living of mental, spiritual, physical, spiritual, esthetic and moral development; demonstrate the appreciation for harmonious coexistence of the rich and varied cultural heritage of the country; Apply digital literacy skills for enjoyment and learning.

Physical infrastructure and resource availability are important in any educational system. This also applies to the implementation of CBC in Kenya. A study done in Kuwait by Alajmi (2021) on implementation difficulties of the Kuwait National Competency Board curriculum investigated teachers' understanding and use of CBC in Public Education schools. The findings indicated that there were weaknesses in Professionals' development and training, Assessment process use of instructional technology, financial supplies and teacher guide. It recommended that instructional technology, financial supplies and teacher guide should be provided for smooth implementation. Muasya and Waweru (2019) carried out a study on the constraints facing CBC implementation in Machakos County, Kenya. This research utilized a descriptive survey design that targeted government primary institutions in the County. It engaged the entire population of all teachers in the County. Using stratified random sampling, a total of 342 teachers from grades one to three integrating CBC within their chosen schools. The use of the questionnaire and an observation checklist were tailored for data collection. It was observed that the facilities available in schools were not sufficient for the effective introduction of the CBC program. Despite getting huge groups of learners, most schools

have had a crisis of staff shortages, insufficient laboratories and inadequacy of learning and teaching materials among others. The study done in Kuwait emphasized the importance of provision of facilities to ensure smooth implementation. This applies also to the study done in Machakos County, Kenya. It was therefore, necessary to carry out a study in Kericho County to determine the availability of physical resources that supports the implementation of CBC.

Teachers are important resource personnel in any education system. Teacher Training is a key aspect that contributes to a successful implementation of the curriculum. For proper CBC implementation, teacher training is vital. A study done by Kabombwe and Mulenga (2019) in primary institutions in Lusaka in Zambia on competency based curriculum implementation. The method used was an explanatory sequential style which was a mixed technique. This research focused on schools in Lusaka's tea areas. A sample of 99 was included in the analysis. Therefore, the analysis included a total of 80 teachers and 10 were interviewed. The respondents were chosen arbitrarily and intentionally. They deployed questionnaires to collect information from the teachers, interview guides from one specialist chief curriculum, 2 Standard Officers, one specialist subject curriculum, 5 Head-Teachers, 20 Teachers, and 10 Heads of Sections. Document study and findings of the classroom lesson were also undertaken. Using ratios, objective data was analyzed. Thematically, qualitative data were analyzed. The study showed that 67 percent of history teachers had no knowledge of the CBC or outcome-based learning concept. It also emerged that learning processes selected history secondary schools; historical teachers had inadequately used the CBC or outcome-based strategies because had no knowledge

experience with expertise in competence-based methods. The study suggested that in-service instruction and professional continuous development meetings in institutions should be strengthened by the Ministry of General Education (GE) hence efficiency was enforced in all institutions. Momanyi and Rop (2019) carried out a study on teacher preparedness for competency-based curriculum implementation in Kenya: A survey of early grade primary institutions of instructors in Bomet sub-county, Kenya. It used questionnaires and interview plans to collect data. The study showed that educators are inadequately trained. Their understanding on implementation and assessment of CBC was unclear to them. KICD and the Ministry of Education were encouraged to schedule additional training sessions in pedagogy, appraisal and preparation of teaching documents to bridge capability gaps. It is important to carry out a study on teacher training and implementation of CBC in Kericho County.

Attitude plays an important role in life and this applies to education. Teacher Attitude plays a big role in education and it has an impact on the implementation of CBC in Kenya. A study done in United States of America (USA) on Barriers to effective Curriculum Implementation by Nevenglosky et al (2018) indicated that, teachers required additional information before the expected implementation occurs so as to understand the demands of their personal time. Common themes showed a desire for professional development, peer collaboration and access to curriculum resources. It further revealed that school administrators should be provided with data to support teachers during curriculum change and substantiation meant to improve understanding concerns before changing in improving curriculum fidelity. Kimwolo and Biwott (2019) carried out a

study to determine the employee and monetary issues affecting curriculum implementation in Marakwet west sub-county in Elgeyo marakwet county, Kenya. Data from a population of 2400 school managers, students, and parents were evaluated via descriptive statistics. Revelation of the study was that positive impact on the adoption of the program among schools in the sub-county of employees and financial factors. Similarly, the researcher found that these variables, financial and employee the affect the implementation of successful curriculum among schools. The results of such effective implementation were accrued for societal benefits. Teacher attitude is key to any given curriculum change. It was therefore, necessary to establish the effects of teacher attitude on the implementation of CBC in Kericho County, Kenya.

Effective learning involves the use of teaching and learning resources. CBC is practical, oriented and requires all the necessary materials. Lewis (2018) defines teaching and learning materials as a selection of schooling resources. In the classroom, teachers use power to enhance individual learning goals, underlined in planning lessons. Project supplies, videos, play games, flash cards among others. She further noted that the use of learning and teaching resources were part and parcel of activity-based learning where the learning process is enhanced by focusing on the students' interactions. A study done by Milligan et al (2018) on Understanding the role of learning and teaching materials between South Africa and Rwanda. This study made a comparison between the two countries; it argued that there existed plenty of assumptions on the contribution of teaching, learning resources on the learning process and its outcome. The resource center or libraries weree important for teaching and learning processes. It helps the teachers and

learners to refer to daily learning areas. Chepsiror (2020) carried out a study on setting the foundation competency-based curriculum: experimental procedures of teaching concerning challenges in emergent reading in Kenya. The study took place in Bureti sub-county in Kericho County. The respondent identified consisted of ninety-five pre- school one teacher. One teacher was selected from both government and private schools. Collection of information was done through checklist observation, and discussion focused groups. Data were analyzed using descriptive statistics. The findings of this study discovered that teaching development issues hindered practical preparedness approaches. This included aims for reading, unclear strictness from parents that yield faster achievements. It further revealed that practical time allocation was inadequate, instructors had overloaded assigned duties and surged learner population. This is an indication that the right resources and small class size will lead to the successful implementation of CBC in Kenya. Therefore, it was necessary to carry out a research in Kericho County to determine the availability of physical resources that supports the implementation of CBC.

1.2 Statement of the Problem

The Kenyan government introduced the 8-4-4 system of education in 1985 to produce self-reliant individuals. However, the system failed to fulfill its objectives fully. Emphasis was placed on academics that resulted in its failure to meet the demands of unemployment in the country. This necessitated the government to introduce the Competency-Based Curriculum (2-6-6-3). CBC implementation requires School preparedness in Kenyan public primary schools; this is an important factor in education.

When curriculum changes take place in education, teachers as instructors and implementers ought to be competent in their work so that, the intended goals and objectives of the curriculum are achieved accordingly. This applies to all the other factors that influence the implementation. Various factors influenced the successful implementation of CBC in different countries for example Finland, Canada and Scotland. This was a result of rigorous training of teachers and good funding support. In Rwanda it became successful because it involved research and study of curricula in neighboring countries as well as positive attitude of the teachers. It was therefore, necessary to carry out a study on school preparedness on implementation of the competency-based curriculum in public primary schools in Kericho County. The current study sought to find out the influence of physical infrastructure, teacher training, teachers' attitude, teaching and learning resources on the implementation of CBC in public primary schools Kericho County. This was the knowledge gap this current study sought to fill.

1.3 Purpose of the Study

The purpose of this study was to establish determinants of public primary schools' preparedness on the implementation of competency-based curriculum in Kericho County. The implementation of competency-based curriculum depends on how schools were prepared in terms of availability of physical infrastructures, teacher trainings, teacher attitude and teaching and learning resources.

1.3.1 Objectives of the Study

- i. To explore the relationship between the availability of physical infrastructure and school preparedness for implementation of the competency-based curriculum in public primary schools in Kericho County.
- ii. To determine whether teacher training influences the implementation of the competency-based curriculum in primary schools in Kericho County.
- iii. To establish whether teachers' attitude influences the implementation of the competency-based curriculum in primary schools in Kericho County.
- iv. To explore the availability of teaching and learning resources and their influence on the implementation of competency-based curriculum in public primary schools in Kericho County.

1.3.2 Research Hypotheses

- Ha1.* There is a relationship between the availability of physical infrastructure and implementation of a competency-based curriculum in public primary schools.
- Ha2* There is a relationship between teacher training and implementation of a competency-based curriculum in public primary schools.
- Ha3* There is a relationship between teachers' attitudes and implementation of a competency-based curriculum in public primary schools.
- Ha4.* There is a relationship between learning and teaching resources and implementation of competency -based curriculum in public primary schools.

1.4 Significance of the Study

The findings of the study were important to education stakeholders in Kericho County and Kenya. It helps in identifying the necessary physical infrastructure that influences the implementation of CBC in public primary schools. This will help to streamline and improve the physical infrastructure to suit the CBC curriculum. It also helps the CBC trainers to know the importance of fast-tracking the teachers' trainings concerning the implementation of CBC in Kericho County and Kenya since teachers were ground implementers of CBC curriculum. Educational planners especially the KICD will be of great help on how to amend the weak areas in CBC syllabus resulting from the teacher's perception hence takes appropriate steps to amend where necessary. It also helps education planners to know the relevant teaching and learning materials to budget for good results in smooth implementation of CBC curriculum. It also helps the parents to understand the importance of participating and supporting their children to cultivate their potential talents.

1.5 Limitations and Delimitation of the Study

1.5.1 Limitations of the study

The study was only limited to Kericho county. It only focused on determinants of public primary schools' preparedness on the implementation of competency-based curriculum in Kericho County.

Time was limited to respondents because of the teaching workload. This might made it difficult for them to respond to questionnaires and interviews.

1.5.2 Delimitation

The study was not done in the entire country. It only focused on determinants of public primary schools' preparedness on the implementation of competency-based curriculum in Kericho County. The limitation on time was sorted out by the researcher by giving out the questionnaires during break time, lunch break, games time. Some were left to them for two weeks so that they could be collected later.

1.6 Assumption of the Study

The study made the following assumptions:

All the headteachers and grade one teachers had embraced the new CBC implementation.

It was assumed that all schools have adequate physical infrastructure including teaching and learning resources. It was also assumed that all teachers were trained to handle CBC curriculum. All teachers have a positive attitude to implement CBC curriculum in Kericho County.

1.7 Theoretical Framework and Conceptual Framework

1.7.1. Dewey's Social Constructivism

Dewey (1938) suggests that the learning environment can create a learner who can cope successfully with new developments around the world. Therefore, the program should not be viewed as completed abstractions, but rather as a preconception of the learner. It can strengthen the understanding of how the infant understands his or her attitudes to worlds, different of them are used. Dewey's social theory pointed out the theory components basing on educational, political and economic institutions. It should maintain an

equitable and exploitative conditions that favours one group or another. He added that, schools should be agencies of human liberation. He rejects idealism and emphasizes ideas on thinking what we know and we can use our hypothesis as tentative plans to control and direct change or solve a problem. Existentialism aspect in tradition was that students should construct their identities through relationships with their instructors.

Guttek (2013) pointed out that idealism, realism, pragmatism, existentialism and postmodernism concepts by Dewey. He rejected idealism and emphasizes on issues such as how we think what we already knew and use as tentative plans to control and have a direct change. Realism is a universal belief of truth and values. This means that curriculum consists of conceptual system organized into subject matter of discipline. Liberation thought manifest itself in education through gradual, processes, moderation and incremental changes in curriculum change. Postmodernists tend to warn against permitting one frame of reference to dominate education. Therefore CBC is a should be process of gradual change.

Aliya (2015) reviewed Dewey's theory that, it had fundamental education in a new direction to 20th century education. Dewey's contributions were immersed and overwhelmed in the fields of education, politics, aesthetics, logic and humanism. Dewey's theory in his philosophy was related to education in various methodologies. He linked education, experiences, society and democracy. He further added that, Dewey had a child 's thoughts on humanism which originated from democratic view, freedom, equity and value of child' experience. Since CBC is a curriculum that has to creativity, this theory

advocates for aesthetics and creativity from child thinking. This means that curriculum consists of conceptual system organized into subject matter of a given discipline. CBC curriculum contains different learning areas or subjects basing on the pri-primary, lower grade, upper grade, junior secondary, senior secondary tertiary colleges or university level.

Dewey (1938) illustrated this theory with four instincts which included social, constructive, expressive and artistic instincts which were in cooperated with CBC learning areas. Dewey related the subjects' area activities to learning life. He further noted that education is a growth where curriculum should arise from learners' interests to more practical learning of basic education in the curriculum. This theory supports continuous, participatory, and experimental learning hence; give light to practical learning of basic education. Therefore, this principle of explanation relates with the current study because the study focused on determinants of primary school preparedness which was the independent variable. This focused on physical infrastructure, teacher attitude, teacher training, learning and teaching resources meant to support the implementation of CBC which is the dependent variable in the study. Since this theory involved the instincts in the learning areas, it guided the study especially focusing on the new competency-based curriculum, where practical skills were embraced.

1.7.2. Conceptual Framework

The conceptual framework (Figure 1) postulates determinants of public primary schools' preparedness on the implementation of CBC in Kericho County.

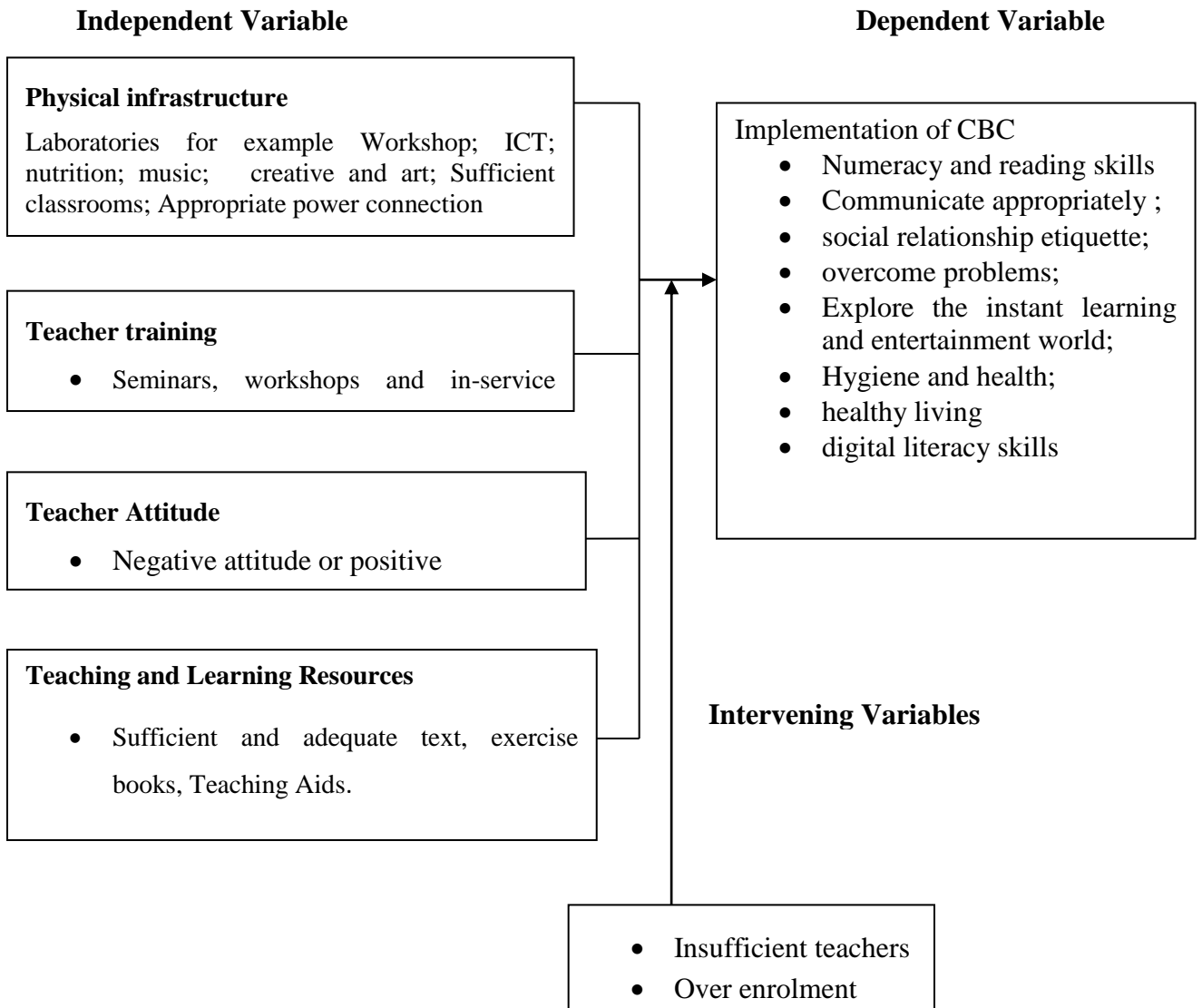


Figure 1.1: Conceptual Framework on Determinants of School Preparedness and Implementation of CBC in Public Primary Schools Kericho County

Source: Researcher (2020)

Figure 1.1. Shows the relationships between independent and dependent variables on the Determinants of school preparedness for the new curriculum change. This study was guided by the above conceptual framework with the dependent variable being the

implementation of CBC. The learner will have achieved the following skills: Demonstrate basic academic skills in reading and numeracy; Communicate appropriately in a number of situations using verbal and/or non-verbal forms; Demonstrate adequate social relationship etiquette; use imagination and logical thought capabilities to overcome problems; Explore the instant learning and entertainment world; Hygiene, diet, hygiene and protection skills are taught to enhance well being and health; Demonstrating the acquisition for healthy living of mental, spiritual, physical, spiritual, esthetic and moral development; demonstrate the appreciation for harmonious coexistence of the rich and varied cultural heritage of the country; Apply digital literacy skills for enjoyment and learning. The conceptual framework indicated that the independent variables was: Availability of physical infrastructure that supported CBC implementation in lower grade level, attitude of teachers towards the new curriculum, which was a very important indicator that positive attitudinal change towards curriculum change propelled teachers towards acquiring skills and training on teaching and learning activities. Teachers with negative attitude discourage learners' desire to embrace the new curriculum change. The other independent variable was teacher training, which was vital for relevant content and competence. Finally, teaching and learning resources enhanced effective learning, which was an indicator of the preparedness of teachers to embrace the new curriculum change. The intervening variables were controlled because public primary schools were selected for the study and not private. These schools have similar characteristics in terms of teacher pupil ratio, physical infrastructure, funding from the government and teacher trainings.

1.8 Operational Definition of Terms

Attitude - It is the disposition or state of mind. It is also the way people perceive information. The attitude can be either negative or positive.

County- An administrative district of a state or country.

Curriculum - It is the set of courses, coursework and content offered in schools or other institutions or universities.

Competency-based curriculum - where learning is based on the needs and potential of individual learners under a flexible framework and parameters that move and shift according to the learners' demand.

Implementation - The process of moving an idea from concept to reality. Teachers should practice in reality the CBC education system.

Physical Infrastructure- It is underlying fundamental especially the amenities of an institution or a system for example power connection, classrooms and laboratories.

Primary- It is a first stage institution of typical education where the first stage of formal education is established, coming after pre-school/kindergarten and before secondary level.

Training - To impart knowledge on certain skills or to educate someone, it can be done through seminars, workshops or in-servicing.

School preparedness A state of an institution dedicated or ready for teaching and learning before college or university. The physical infrastructures and resources should be appropriate to support learning. The

teachers and learners should be ready to implement and embrace the curriculum.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter dealt with the related literature of curriculum implementation on all the four objectives of the study.

2.2 Competency-based Curriculum

According to the World Bank (2019) the economy is evolving quickly in such a way that it is not enough to attend school. Learners should acquire fundamental skills and expertise in core subjects such as algebra, vocabulary, and science to excel in both life and career, and they must also learn how to communicate efficiently, how to solve challenges, and work in teams. This agrees with new CBC program in Kenya, where realistic orientation is required for learners. This is crucial to improve human dynamics in successful societies. It will lead to thinkers and self-driven individuals. This called for a curriculum that is relevant in this current century. European Union (2018) indicated that the curriculum for primary education in Greece is a thematic curriculum framework for compulsory education. This promotes cognitive interconnection of different subjects; hence, learners have a better understanding of concepts.

Hernández and Menéndez (2017) pointed out that Competency- based Education (CBE) individuals lack sufficient labor ability or potential. They continued that it is the presentation of experience encountered in schools or universities around the world. Good

communication-critical thought and lifelong learning are the competencies that are facilitated. Activities in teaching practice are known as simulations and conditions in real life that are meant to be realistic. In terms of approaches to competence testing, multiple of them are used to guarantee the optimal degree of competence. Competence performance is ranked as pass or not pass and with transcripts of a narrative. The viewpoint of the CBE profit learner is also taken into account. The key function of CBE is that after a curriculum is completed, it weighs what a learner can do. It can also be modified at various levels by colleges or universities of varying age/size depending on approaches and resources. However, CBE has given evidence to solve worldwide challenge. This was in the supply and demand gap knowledgeable of personnel and can be managed if all responsible institutions cooperate.

Cunningham, Key, and Capron (2016) on their study on the development process of CBC has shifted to dynamic trends on higher education. This study pointed out that CBE has moved to higher education globally. Competency- based Education is required in expanding and accessing higher education by testing ready capabilities for student-based workers. If the student has proven excellence, they can receive class credit, resulting in advantages such as reduced tuition rates, flexible hours and little time before graduation. The improvements are specifically associated with targets generated to be more open and lower costs higher than the United States Administration's. The number of CBE projects was projected to expand over one and half years according to the Department of Education Experimental Sites Initiative. However while sixty five colleges agreed to involve in practical, little literature has been written on perfect practices to establish a

competence-based curriculum which offers true, transparent, and defensible evaluations; the material that will address knowledge deficits or capability; or the methods that will eventually be evaluated for student and program performance.

Vallejs, Morel, and Tusing (2017) carried out a study in Russia on the Implementation of Competence- Based Curriculum. They noted that, new approach to the competence-based curriculum adopts interdisciplinary, dynamic process, contextualized, participatory and open advance pedagogical disciplines. In Paraguay, Competency based curriculum has been introduced in universities so as to develop skills for labor market. The Competency based curriculum has then improved participation in teaching and learning process where skills and competence are re-evaluated, developed to fit the local and global labor market. The study further revealed that Competency- basedframework is also used in university education.

Muraraneza, Mtshali, and Mukamana (2016) carried out a study in Africa on Challenges and Issues of reforms on Competency based curriculum. This study found that while changes to midwifery and undergraduate have been surging due to driven ideas of Competency based curriculum schooling in recent decades. It generates qualified undergraduate in African perspective, the subject remain non performer in studied research. Interest of evidence-based practice, the relevant issues and concerns need to be explored. This paper emerges from a comprehensive analysis of qualitative literature on nature and execution. Using constant reference, information was inductively evaluated. The two groups came out were: paradigm shift to Competency- basedprogram; the

related problems and issues such as change from informative to transformative education. The absence or minimal engagement is important to educational stake holder in development of curriculum, the stressing of hospital-oriented instruction, the absence of instructor training and inadequate funding. While the changes of midwifery and nursing education is ongoing, more needs to be accomplished, much needs to be achieved to surge the potential of practitioners, infrastructure and mentors. These create coordinated structures between councils of nursing and midwifery and higher education.

Amofa and Musah (2019) carried out in Ghana on the study recent past on educational reforms on the issue of functional development. It pointed out that the quality of capital in human resources is valued in every country. It further noted that it needs continued quality and robust schooling for everyone. In terms of low unemployment rates and economic growth, statistical and scientific data is noticeable, as most people have achieved acceptable standards. It also added that for countries to fulfill their needs, the requisite ongoing changes and frameworks in their education system should be respected to ensure equal access. This has allowed the country's growth policy to provide trained and well-educated people with human capital. Despite many changes, Ghana has seen wide-spread demands for curriculum restructuring. It further observed that several individuals stressed and suggested that Ghana should have taken guidance from best practices worldwide. It also explores best practices for that are top-ranked worldwide. Therefore the school systems of Finland, Singapore, and the Republic of Korea are top-ranked globally.

Mulenga and Kabombwe (2019) did a theoretical paper in Zambia primary and secondary schools on Competency based curriculum. The paper was based on curriculum designing approach of Competency- based education. Government of Zambia has adopted the approach of competence-oriented education as a way of offering quality education to people; this paper was based on curriculum design. This program is designed to help students develop awareness, talents, behaviors, and values that are likely to empower them with skills that can help them better support society. The authors of this paper reviewed the implementation of the competence by the Zambian education system. The review began in 2013 and was eventually adopted in 2017. The report concluded that it was undertaken following the implementation of an overview of the effects of the Competency- based program in Zambia. It further revealed that African countries made attempts in the 1990s in adjusting and revising curricula from content-based curriculum to Competency- based (CBC) or outcome-based curriculum (OBE) to fit the economical, societal and political facts.

A study was done by Mandukwini (2016) in South African the curriculum implementation challenges in Mount Fletcher High school Eastern Cape. Study indicated during the engagement of ANC led the government in 1994 with several reforms made especially in the education system. The study adopted qualitative analysis to explore the perspectives and difficulties encountered by educational stake holders. SMTs with teachers attempts to introduce reforms in curriculum. The data was collected using the open-ended interview question. As a central goal in the reform of the school sector, curriculum change has arisen and heavy emphasis has been put on its enforcement. The

expectations were that individuals in school leadership would act a crucial responsibility in ensuring its successful execution to good learners and students, curriculum improvements are meant to increase the quality of education. It also emerged that educational stake holders were attempting to fulfill their duties and chores to make sure that successful curriculum delivery within environments. More guidance was needed to guide and continue supporting to perform those facets of required responsibilities. However, the curriculum reforms that have arisen in the South African education sector over the years do not seem to meet their expected objectives.

A study done in Cameroon by Chu et al (2018) on the CBC implementation: Support from the view of teachers use on learning resources indicated that, Competence- based Teaching was adopted by the Ministry of National Education in Cameroon. This research aimed to examine the CBC's application from the viewpoint of the utilization of services by students. A design that was used in the study was descriptive analytic analysis. The study showed a rise on school repetition rate to 41 percent per academic year. The National Education Seminar held in Yaounda in 2002, was contradicting the aspirations of Jomtien Declaration of 2000. Since that time, in the presences of difficulties CBC applications, the country wide family education have been learning through the right methods.

According to Chaudhary (2015) defines Curriculum is characterized as the execution that includes organized subjects, syllabus, study courses placed into effect. He noted that helping the learner gain information or expertise is involved in the process. He pointed

out that it is necessary to remember that perhaps the execution of the program does not take place without the learner. He also noted that in the context of applying for the program, the learner is indeed the central figure. He noted that various factors affect the implementation of the curriculum, such as teachers, learners, ideology, cultural learning.

According to Rw'abarezi (2018) the CBC implementation in Rwanda has taken shape with majority of teachers having been taught and gained knowledge in CBC. The main challenge was that, majority of the teachers resisted change by anchoring to the knowledge based curriculum. Teachers perceived that, the new curriculum demanded a lot from them and was more complex than the knowledge based curriculum. The Competency based curriculum emphasize the use of continuous assessments method compared to exam based. The assessments were to assist in identification, development and management of capabilities and skills of the learner.

UNESCO (2015) revealed that, in Uganda several leaders and teachers in education agreed that, the thematic program had several powerful facets, such as, stronger focus on literacy and numeracy. The expanded involvement of students during lessons made learning a more fun and more experience for children. At the same time, these teachers claimed that certain things can hardly be completely understood due to systemic educational system issues. These included broad classroom sizes, lack of materials, poor morale of teachers and insufficient training for teachers. It also indicated that, positive changes in learning outcomes have already been noted by broader numbers of teachers. These were achievements in numeracy, life skills, literacy stages, and more involvement

of students in their learning and teaching activities. Curriculum changes differed in Turkey and China because of varying results compared to Uganda. The previous program was perceived by both countries as filled with a lot of views and matters of subjects. The updated curriculum were often badly deemed to be very thin' omitting essential details such as public examinations regulating the transition between various stages of education. However in terms of restricting curriculum material to subjects test, those examinations can have backwash effects on the curriculum execution.

According to UNESCO (2017) on foundation program creation and a driving force behind the mechanism of reform indicated that it was a classroom organizing principle. The CBC program stated that by the end of the learning children should be able to perform classroom assignments competently. These classes of situations are classified either on the basis of real-life or work-related situations or on the internal rationale of the discipline in question. This may depend on the form of education. It was also intended to step away from the idea that the program is primarily enforced by the replication of theoretical experience by students and the memorization of information arising from realistic study. Globally, the traditional methods to education have left gaps: it has not met importance of outcomes such that fulfilling curriculum expectations, preparing learners for college and university. It also did not meet employer's industry needs and unprepared learners for life in general. Teaching technique is important when implementing CBC in Kenya. There should be a well updated and learner centered approach.

During January in nineteen eighty-five the presentation from Mackay in nineteen eighty - two was that the 8-4-4 system of education was adopted. King and McGrath (2002) pointed out that the principle of action adapted of 8-4-4 emerged from the concern that the starting point of education may not have sufficient state that is required in facilitating and distributing individual employment which is maintained. The 8-4-4 principle of action adapted, emerged when there was an idea that, learners should be equipped with skills of being self-employed. This will allow learners who drop school early to have individual work or stable jobs at all levels King and McGrath (2002) noted that young people would be geared to individual employment by the new approach. Framework strongly emphasized the training of attitudes and skills for the world of work and, especially, self-employment work and especially self-employment. However, only the program material and emerging problems were discussed in these reviews. In addition, the reviews did not discuss the fundamental issues that improve Kenyan citizens' competitiveness in developing economic development did not consider the talents, potential and gifts of the learners. The reviews did not discuss the fundamental issues that improve citizens of Kenya in competitiveness in developing economic development. The curriculum did not also consider the potential, gifts, and talents of the learners.

The 8-4-4 system was introduced in 1985 by the Government of Kenya. The education system was meant to produce self-reliant individuals. During January in nineteen eighty-five the presentation from Mackay in nineteen eighty-two was that the 8-4-4 system of education was adopted. King and Mc Grath (2002) pointed out that the principle of action adapted of 8-4-4 emerged from the concern that the starting point of education may not

have sufficient state that is required in facilitating and distributing individual employment which are maintained. The 8-4-4 principle of action adapted, emerged when there was an idea that, learners should be equipped with skills of being self-employed. This will allow learners who drop school early to have individual work or stable jobs at all levels King and Mc Grath (2002) noted that young people would be geared to individual employment by the new approach. Framework strongly emphasized the training of attitudes and skills for the world of work and, especially, self-employment work and especially self-employment. However, only the program material and emerging problems were discussed in these reviews. In addition, the reviews did not discuss the fundamental issues that improve Kenyan citizens' competitiveness in developing economic development did not consider the talents, potential and gifts of the learners. The reviews did not discuss the fundamental issues that improve citizens of Kenya in competitiveness in developing economic development. The curriculum did not also consider the potential, gifts, and talents of the learners.

According to Wanjohi (2018) the 8-4-4 system was based on the national goals of education, amongst them, promoting national growth, social, economic, technical, and industrial needs. Secondly, it was to encourage human growth and self-fulfillment, talents, and gifts for learners of Kenyan citizens. Thirdly was to promote religious values and sound moral. Unfortunately these aims were not fully satisfied because massive exam irregularities and non-self reliant citizens. Council of Governors, the education experts from the government and the Curriculum Development Institute of Kenya, have been providing technical support to the County Governments in the implementation of a

Competency based curriculum (2-6-6-3) to achieve the targets that were not met by the 8-4-4 curriculum (council of Governors, 2019) According to KICD (2017), the new curriculum adopted four levels of learning including early year's education, Middle-level education, and Tertiary and University level. The Early years are broken down into pre-primary and lower primary education. The pre-primary level is further broken down into Pre-primary one and Pre-primary two. Learners then proceed to Lower Grade where the learners spend three years in this level. Later, the learners join middle school which comprises of three years in upper primary and proceed to junior secondary level. At this level, the learners are given an opportunity to realize their abilities and interests where they are guided in choosing the subjects in relation to career directions at the senior secondary school. The new system relies on the cumulative evaluation from the continuous assessment tests administered at all levels. The learners later proceed to tertiary institutions of higher learning which consist of under graduate, Technical, Vocational Education Training (TVET) and diploma programs.

Ogutu (2020) carried out a study on a creative art changes in the curriculum that promote learner growth and development in Kenya. The study pointed out that Kenya is focused on achieving the priorities of developments sustained with the four Big Kenyan Agenda, with the Ministry of Education creating a new 2-6-3-3-3 education framework known as the Knowledge Based Curriculum, whose mission is to foster the ability of every learner. It further noted that there was an overwhelming evaluation from numerous local and foreign stakeholders. It also observed that in the news newspapers, radio and television chat shows, over whelming assessment from multiple stakeholders domestically and

globally elicited debates. The study revealed that in 1992, 1995, 2002, 2009, and 2011, the Kenyan government organized a specific task forces to revisit the 8.4.4 curriculum, which was evaluate professor Odhiambo who is late who stated that leaner's talents never did well to their achievements and its negative impact in frightening the accomplishment of Kenyan 2030 Vision. This research showed that the education of creative art that promotes the growth and development of the mental, physical, cognitive, and imagination of a child in different ways. Creative art analysis in levels of both developments with growth of young kid was involved. This research adopted hypothetical qualitative review. The study further showed that art and craft should be taken into consideration in every curriculum design due to underlying mental and developmental influence that develops the full potential of a child. Creative art is very essential in child development and growth because it enhances the nurturing of child talents. This is one of the priorities in the curriculum based on competence.

Amunga, et al. (2020) on their study on parent-teacher bonding succession equation of Competency based curriculum in Kenya. The study found that the learners are laid for Competency based curriculum whom demonstrated capability to integrate information, perceptions, morals and skills which gain learning progresses. However the early hindrance of curriculum is now in county for piloting in Kenya. The achievements of curriculum implementation need parents and teachers bonding should enhance cooperation. The social constructivism idea of Vygostsky, adapted the exploratory research style. In the study, a total of 56 participants took part. Data was gathered and thematically interpreted by adapting interview schedules and open-ended questionnaires.

Results showed that guardians were encouraged to collaborate with teachers as co-educators and have realistic sessions with learning resources hence relevant to do so. Expectations of parents were cooperate with teachers as trainers which gave practical sessions using learning materials hence reluctant to do that. The educators appreciated CBC's continued interest in learning but cited numerous challenges, among others such as insufficient resources support from parents, structure of curriculum, class size. Study points out that guardians should be aware of their CBC roles, maintain optimal class sizes, adequate funding by the government while improves TSC workers in public primary schools. It also added that, talent schools should be formed.

A paper was done by Ngwacho (2019) on Greening sustainable Growth on Competency-based Competency- based learning for greening sustainable development in Kenya Pointed out that; there was little influence on relationship between sustainable development on their key challenges and CBC. This study was meant to relate CBC learning to maintain development during prioritizing CBC challenges contenting from the onset of possible outcomes and implementation phase.

The study was anchored on the Visible Learning theories. This study and theoretical paper leads greatly contributions on continuous reflections and debate on poverty alleviation of Competency based curriculum while reflecting on key problems which were sabotaging the implementation of the CBC to make it acceptable to all and to provide appropriate approaches for its successful implementation.

Ouko (2015) carried out a study on determinants of class one learner's achievement in numeracy with literacy Gucha sub-county in Kenya. This study investigated the outcomes of early years schooling teaching and experiences of learning of all parties of gender, learners, individual's belief on teachers on standard one learners' Numeracy and literacy outcomes. The research was driven by theory concerning the ecological structures and self-efficacy by Bandura Albert and Bronfenbrenner Urie respectively. The design which was used in the study was ex-post facto test. The independent variable utilized in the study was the outcome of grade one literacy and numeracy, while the dependent variable were learners experiencing in pre-primary institutions. Learners of gender self –efficacy and teachers were categorized in the institution. This research was put in to operation in Kisii County in Kenya. The aimed population was district individual and government elementary institutions. The research included both grade one teacher and their pupils. Sampling used was randomly stratified and methods of sample selection were employed. 154 pupils and eight teachers were part of the research group.

Data processing was carried out using inferential and descriptive methods. The level of significance was evaluated using Measurement of Variance (ANOVA) 0.05 as the null hypothesis. In contrast to literacy, this research showed that pupils performed well in numeracy. The experience of pre-primary school schooling that the self-efficacy of teachers and the form of the school attended had an impact on the achievement of literacy and numeracy of the pupils. This research underlined the important role played by the experience of pre-primary school in fostering academic achievement. Study recommends that achievement of pupil improvement in numeracy and literacy depend on quality

learning. Education stake holders must be reinforced to advocate for vital quality in pre-primary school learning provision of reading skills in relation to the recommended syllabus.

Maina (2016) carried out a study on participation of parents in educating the boy-child: Study involved grade three learners within Nyeri County in Kenya. This research was guided through two system of ideas of both Episten's model (2002) and Grolnick's (2009) of education involvement of parents. This study pointed out the vital of education stake holders and policymakers. Grade three boy learners, class three teachers with their two parents were involved in the population of the study. Purposive, stratified with approach of random simple sampling guided the study. Four hundred and forty parents, sixteen grade tree teachers and 220 boys' thirteen government primary schools. The instrument of validity was determined through an expert who evaluated content for approval. Questionnaires were used to accommodate all the variables for assurance of validity internally. Evaluation of reliability was through Cohan Kappa reliability of inter rate to test. Research instruments such as questionnaires, document analysis and interviews were utilized in data collection. Generation of themes and sub-themes was done as a result of collection of qualitative data. Chi-square test was involved due with the ratios which were old to evaluate the achievements outcomes of boy child effort. The design that was utilized in the study was descriptive research design. Revelation from study was that above average academic achievements were as a result of parental cooperation. More findings were that mothers were much involved in learning programmes while the fathers supported the financial programmes. Even though the

mothers were very influential, the father's participation was the key performance that gave good results to boy-child. The 3 points that were given as obstacles to good parental cooperation in learning of boy-child learning performance were occupation, income unaware of parents of responsibility in learning achievements in comparison of school fees payment. This research addresses concern to parents that they should be aware and to adhere to their obligations in educating boy-child. This study further, stress that they should support their boy-child so as to attain high standards of learning. Learning institutions should automatically have policies that promote parents cooperation in learning institutions.

A study done by Opiyo in (2017), on the environment of growth of basic language potentials and home language on three to four years old children in Kakamega Central, Kenya. This study pointed out that language acquisition of child resource is home environment which is suitable for language acquisition activities for training. The participation of a parent is basic and essential guide for development acquisition of a learner's language. By promoting homes full of literacy, most parents lend the onset and hope towards the language acquisitions of the learner's life time resulting in achieving the success in academics. There are well documented factors relating to school in development of learners language acquisition. There are no sufficient research priorities that encourage home language development. This was directed by the thoughts that were generated by previous proceedings generated development of literacy. This was discovered before schooling during ancient time and it was accompanied by numerous consistence challenges. This study was especially to seek to find out the nexus between

parental child literacy, activities guardian child literacy activities, parental literacy ideas, home training resources on basic literacy abilities in three to four year old children and background characteristics in kakamega Sub- County. This was firmly fixed on bio-ecological systems theory by Bronfenbrenner and Emergent Literacy theory by Clay which study employed a Mixed-Method Research approach. A correlational and cross-sectional research design was involved. The Respondents were the children who were 3-4-year-old and their caregivers. Study based on simple random stratified and purposive sampling techniques. Seventy two guardians or parents, 72 children, and twenty four teaching staff from both 12 private attached and government pre-schools in sub-urban, rural and urban location was selected as respondents in Kakamega central sub county in Kenya.

Data of qualitative was developed and analyzed using means and gathering of information was through the selected discussions from clustered people and questionnaire. Quantitative data was generated through scales, indices, and checklists for the guardian-child language, guardian language ideas, and home educational materials. This study is purposed the evaluating tool, the changing factors of the fundamental of early years of language skills were approximately to early years abilities of three to four years learners. A piloting study was done in three pre-schools and reliability was determined through Cronbach's alpha statistics. The Qualitative data were coded to develop the sub themes and thematic levels and were presented using descriptive statistics. Pearson's Moment Correlation Co-efficient was used to establish to find out the nexus among variables. The ANOVA was used to determine to mean differences among

the study variables. The analysis which was utilized was through multiple regression to measure expectation quality early literacy skills attained. The outcomes of this study provide that gender, age, guardian educational level, size of family and income. These are not only factors that aid guardian or parents participation relationship indicators of early year's outcomes. Guardian literacy practices, Parental ideas systems and accessibility of the literacy home materials that very strong indicators on early learners. Growth of specific setups, full of language skills on environment materials was indicated. The ingredients of community support from guardians were classified to encourage to encouraging early forms of writing and reading to embellishment and generate to regular literacy. This was given by alternative stages in the stratified locations in Kakamega Sub-County Kakamega County. The High SES households give stimulation in the home literacy environment than the low SES households. The Pre-kindergarteners from the high SES households have senior early literacy skills. This research recommended that families should incorporate a much explicit educational programme and growth for young learners. The Family literacy programs to be programmed adequately attention to PLBs, PCLAs, and HERs for a super literacy basic before the formal literacy instruction in Kenya.

Mwololo (2019) carried out a study on determinants of integrating of ICT in basic learning in education foundation level in Kenyan universities from selected sessions. This study used theory of (DOI) diffusion of innovations and (TAM) technology acceptance model. This research utilized design which was correlational. Targeted respondents for the study were that Ece lectures in both private and public universities. Technique of

sampling in this study was Purposive and stratified to selected eighty eight lecturers as a sample. Piloting involved twenty lectures from two universities. The universities were one public and one private. Collection of information was via questionnaire, checklist, observation and analysis of document. Test-retest of the instruments was done to prove its reliability while Cronbach's Alpha reliability coefficient was done for the instruments and it ranged between 0.88 and 0.92. The evaluation of information was done via inferential statics and descriptive was laid out in terms of averages, frequencies and Standard deviations while percentages were evaluated in form of tables and figures. T-test for independent samples and Pearson's product moment coefficient correlation calculations was performed. This was to examine the hypothesis which was null and was calculated to test null hypotheses at alpha value 0.05.

The relationship of integration of ICT education and ICT perceived abilities had a leadership support. This was found to be statistically significant. Lecturers' perceived ICT abilities were the one of the ICT integration predictor in education of early learning. This study gave a conclusion that the adequacy of integrated ICT by lectures perceived to have the ICT abilities in their learning programmes. There was no translation on Lecturers who perceived ICT to be useful for use of ICT in availability of ICT instruction of leadership which is supported in a positive way influencing the programmes of ICT integration. Basing on the outcomes, it stresses the training of lectures constantly on ICT compliance in their learning programmes. This will enhance their confidence in the use of ICT and to learn how to integrate their education programmes using progressed instruments of ICT instruments.

Ngure (2019) carried out a study on Instructional Strategies and Resources used in teaching skills of reading: An implication on class one learners reading skills in Nairobi County in Kenya for lower primary school pupils, reading capacities are important. Objectives of the research were: To find out reading stages of class three learners explore selected instructional techniques used in Grade Three teaching of reading in Nairobi County, and to evaluate the instructors utilization materials in teaching and learning among class three learners in Nairobi County. The theory which guided the study was language development by Holdaways and supported by theory of instructional by Gagne Robert. Study used a mixed methodology approach. The target was a population from 225 primary schools, 225 headteachers, 675 Grade Three teachers, and 30,000 Grade Three Pupils with a total of 30,900. The Sample size of this study consisted of 10 headteachers, 30 Grade Three teachers, and 150 Grade Three Pupils. Study instruments were grade three teacher questionnaires, an observation programme, and interview schedule for school managers and reading test for the Grade Three Pupils. The pilot study was done to validate the instruments and content validity was also determined.

The instruments validity was done via test re-test by coefficient of Cronbach's Alpha with the index of 0.7 which was obtained. The Qualitative data were analyzed thematically basing on the objectives. The information of quantitative was evaluated by use of frequencies with percentages. The statistics of inferential were analyzed using ANOVA. The presentation of information was done via frequencies, percentages, tables, charts and tables. This research discovered that fifty percent of learners in letter reading skills and identification were below average. Fifty seven point one percent in both

paragraph and sentence reading while fifty three point six percent in reading stories with fifty six point seven percent in comprehension skills. This study revealed that 78% of teachers agreed small reading groups are effective as opposed to large groups to improve reading skills. Sixty-point seven percent indicated that reading books were scarce. Reading skills are essential for lower primary school. This study recommended that the MoE provide teachers with continued education on approaches of teaching to promote learning skills among pupils in Grade three learners. Teachers created small reading groups that allowed every learner to actively participate in reading activities.

A study done by Ogetange (2018), on the acquisition of reading knowledge on institution depending on changes among class three learners in Kisii County in Kenya. The research was aided by Bronfenbrenner's patterns of relationship between living things supposition on utu Firth's Stage Theory. Mixed method technique and a design which was descriptive survey were adopted. Targeted population was 3234 consisting seventy seven headteachers, seventy seven grade three teachers, and three thousand class three learners in which thirty percent sample was selected. Questionnaire, observation checklist, and interview guide and learners reading test were utilized in data collection. Validity was checked by experts who scrutinize the reliability using test re-test approach. The reliability coefficient, $r = 0.817$ was obtained using Cronbach's Alpha approach which shown the high internal reliability. Reading skills are essential for lower primary school. Data collection was examined by qualitative and quantitative. Using research the study aims, the qualitative data were analyzed thematically. The quantitative data were analyzed using descriptive frequencies and percentages and tables and charts were used

inferentially using hypothesis test of ANOVA and presentation. Revelation from the study was language acquisition levels were interfered from school immediate surroundings. Reading knowledge was done best by female teachers than the male counter parts. Teacher's achievements influence learners in a positive way on reading skills acquiring among learners. High population ratio of learners affected negatively the acquisition of reading skills. Lack of teachers in in-service on reading knowledge had mainly affected the poor reading skills in learners. This research stresses that the Ministry of Education with educational partners has to put in place that sufficient training resources in primary schools that will allow learners to obtain the reading knowledge. Regular instructors should prioritize frequent training to boost their profession to meet ends. Kenyan government and agencies of education should maintain teacher-learner ratio to be low appropriately. This will promote reading skills acquisition in primary schools.

The study done by Vallejs et al (2017) was on Competency- based implementation in Russia. In Africa Muraraneza, Mtshali, and Mukamana, (2016) carried out a study in Africa on Challenges and Issues of reform on Competency based curriculum. This study found that while changes to midwifery and undergraduate have been surging due to driven ideas of Competency based curriculum schooling in recent decades in a move to generate qualified undergraduate in African.

The study carried out by Amofa and Musah (2019) in Ghana, was on changes in educational reforms over the development of Ghana Functional. Study done by Kabobwe

and Mulenga (2019) on Competency based curriculum primary and high institutions in Zambia was a theoretical education among other countries worldwide. The study done by Mandukwini (2016) in South African was on Curriculum implementation problems in Mount Fletcher high schools in Eastern Cape. Qualitative data was adapted to find out the challenges and experiences that are encountered with education stake holders particularly, management and educators in their efforts in implementing curriculum change. The data was collection using open-ended interview question. In Cameroon Chu et al (2018) did a study on the Competency based curriculum Implementation. The one done in Rwanda by Rw'abarezi (2018) was on theCompetency based curriculum implementation. Kanyonga, Mtana, and Wendt (2019) carried out research on Competency- basedimplementation in colleges which were technical. It was a study done in Arusha City, Tanzania. UNESCO (2015) did a study in Uganda on Thematic Curriculum and it revealed that several teachers and education stakeholders believed has improved context emphasizing on numeracy and literacy which were relevant surged the learner's involvement in classes promoting education more enjoyable learning for learners.

Ogutu (2020) carried out a study on Changes on creative art curriculum in promoting child development and growth in Kenya. This study adopted the qualitative analysis that investigated in creative arts concerning levels of growth and development of a child. Amunga et al (2020) also carried out a study on the parent- teacher nexus in relation to Competency- basedsuccess in Kenya. The current study will be on School Preparedness for the Competency- basedimplementation in lower grade public primary institutions in

Kericho County. There is need for further training and equipping the primary schools for asuccessful Competency based curriculum. Numerous challenges identified in CBC include: knowledge gaps in physical infrastructure, teacher training, teachers attitude and learning resource in relation to the implementation of CBC. Therefore, there is need to investigate primary schools' preparedness in implementation of Competency based curriculum.

2.3 Physical Infrastructure and Resource Availability on Competence-Based Curriculum

A research on the comparative degree of competence needed in computer use Assisted Design for Drifting of pattern by lecturers and learners done by Nasara and Agbo (2019) in Nigeria, adopted the sample size of 123 respondents. This includes lecturers and students from the Nasarawa State University Department of Home Science and Administration, Nigeria. Analysis included two study questions that were attended. Gathering of information method was done through teachers' questionnaires. The obtained data was evaluated by standard deviation and mean. The test of hypotheses was through analysis as independent T-test. The study showed all learners and teachers. It suggested that teachers' and learners competencies on foundation of (CAD) information was too poor for a degree, while instructors and learners competencies on foundation on educational skills which were too moderate. The study found out that in teaching and studying repeated aided by computer gadget, in producing technical drawings for all leaner's and instructors have low rating competence. The study suggested that, school management should include effective personnel recruitment policies to improve training

in computer-assisted design in tertiary institutions in the state of Nasarawa for pattern drafting.

According to Chaudhary (2015) Pointed out that, various factors affect the implementation of the curriculum, such as teachers, learners, ideology and cultural learning. It also revealed that, the government provided physical amenities such as sports field, workshops, libraries, classrooms, laboratories, and sports. For environment creation in curriculum implementation can take place, the central government should be given physical facilities such as workshops, libraries, and classrooms, laboratories, and playing grounds. He added that the availability of quality materials and the availability of suitable amenities had a major impact on curriculum implementation. Those involved were associations of parents, teachers, religious parties, authorities from local, prospectors of individual schools and companies.

Ebenehi et al (2016) carried out a study on signals of adaptability career knowledge in higher learning students in Nigeria. This research evaluated the facts of employment from knowledge of adaptability in higher learning in learners in Nigeria. The study used a simple random sampling and had six hundred and three higher samples of learners which were identified in six institutions of learning in Nigeria. Collection of data was through set of individual-reported questionnaire which involved the multiple linear regression analysis. It shown that, curriculum implementation is a central element of many factors including teaching and learning, feedback and monitoring activities, provision of support and content. These targeted achieving a given educational objective.

Akomolafe and Adesua (2016) carried out a study on the outcome of physical amenities on the appraisal of action in South West Nigeria in senior secondary schools. One thousand and fifty schools were targeted which were chosen from three out of six states. Exposit factor design was engaged in research. The results indicated that there was a positive nexus between the learner's level of educational achievements and physical amenities. Therefore, better quality, adequacy of physical, material and human resources motivated students hence improving the academic performance. The study further recommended more funds allocation to schools in order to improve quality and adequacy of school resources.

Kanyonga, Mtana and Wendt (2019) carried out a study on competence –based curriculum implementation in technical colleges Arusha, Tanzania. The study was done to establish on trainers implementation of Competency- based Education Training (CBET) curriculum. Study adopted a qualitative approach through the use of a case study design. It was meant for better understanding on implementation process of CBET curriculum. The study adopted purposive sampling where a total of 24 trainers from three Science and Allied Technology (SAT) were involved in a study. Questionnaires were open-ended with interview schedule which were utilized for gathering information. Student's in Tanzania lacked skills and knowledge which prompted the vocational and technical education in college in Tanzania which introduced the use of Competency-based curriculum. There was a need to prepare and equip the TVETs with necessary material and infrastructure to transfer skills and capabilities. It further pointed out that, Tanzania challenges included inadequate human resource and physical material for

implementation. Training of teachers and instructors is very important to enhance successful implementation of CBC.

Nturibi (2015) did a study on institutional infrastructure influence on educational achievements in government primary institutions in location of Ruiru Kenya. Target population of the study was 7 headteachers, 14 teachers, and 181 students from 7 public primary schools. Descriptive research design engaged. Questionnaires were given to headteachers, teachers and learners and observation based was utilized by the researcher. The findings indicated that classrooms were overcrowded and in poor condition. The majority of the classes were not cemented, painted or plastered. This affected negatively the academic performance of students. There was a need for decongesting classrooms by building more classes as well as equipping the classes with the necessary materials. The study recommended that schools should have well-equipped libraries hence there was a need to improve and equip libraries. The current study investigated CBC implementation in Kericho County.

Kigwilu and Akala (2017) carried out a study on resource utilization of implementation of curriculum in Kenyan Community Colleges. The study examined how the current physical amenities and resources of learning and teaching used by Catholic-sponsored community colleges in Nairobi, for appropriate Artisan and Craft Curriculum Implementation. Research utilized mixed methods design. One hundred and seventy two learners and eighteen teachers were sampled. Proportional stratified random sampling was utilized while community four directors participated intentionally. Students and

teachers were administered with questionnaires, while directors were interviewed. Study revealed that learning and teaching materials were inadequate. These included lecture halls, workshops and experimental training raw materials. The reference books were enough though still underutilized. Although, there were inadequate playing grounds, insufficient course books and libraries were done through co-sharing. It involved the agreements of signing related learning institution on equipment local firms. Relationship of physical amenities on curriculum implementation was done by teachers. Highly rated of influence of learning and teaching resources was done by both learners and teachers. The results of teaching and learning materials on implementation of curriculum were highly rated by both students and teachers.

Ashiono (2018) carried out a study on determinants of ICT integration in learning of numeracy in lower grade primary institutions in Mombasa County, Kenya. This study examined the key elements that enhanced and hindered ICT use of teaching mathematical skills. The analysis utilized quantitative data and exploratory sequential mixed techniques. Qualitative and quantitative information were analyzed. All government and individual primary institutions in the county of Mombasa were involved. The study targeted all trainers teaching the lower classes. A selection was done involving forty government primary schools basing on schools with ICT resources. From the classroom, three teachers who taught lower grades were chosen. Basic random sampling method was used and 25% consisted of preferred sample size of all the county's lower primary schools. Teacher questionnaire, teacher interview schedule and observation schedule was utilized in the study. To validate and enhance the tools, pilot testing was performed on

two campuses. The validity of the tools was assessed by the professional who tested the triangulation of the instrument. By the test-retest method, the reliability of tools was calculated. Correlation coefficient of $r = 0.86$ were indicated as accurate in teacher questionnaire. For the preparation and analysis of results, Statistical programme of social sciences (SPSS) was utilized. To test the significance levels between variables was found to be significant at the 0.05 level. Data were evaluated by aid of inferential statistics and descriptive. The one –way Anova and pearson product moment r coefficient approach guide the study to examine the hypotheses. Revelation of the study was that 4% ICT instructors were compliant with ICT hence integrate with numeracy concepts. Revelation of the study found that four percent of teachers were ICT compliant and regularly teach numeracy sections in lower grade classes in primary schools. Findings of the research were that most teachers were equipped unable to deliver numeracy knowledge by the integrating of ICT. Revelation of the study found that, gadgets accessibility like tablets or laptops by instructors and pupils in institutions has led to surge in utilization in technology when learning mathematical concepts.

Study done by Nasara and Agbo (2019) was done in Nigeria on the comparative stages of competence needed by learners and lectures in Computer use-aided design for pattern drifting. The study adopted one hundred and twenty tree sample size of respondents. Management and Home science department students and lectures were involved in University state of Nasarawa in Nigeria. There were two research questions that were responded to and data collection was done through questionnaires distributed to students and lectures. Collected information was evaluated by adopting the standard deviation and

averages. Independent T-test to test hypothesis was adapted. While a research done by Ebenehi, Rashid, and Bakar (2016) carried out a study on determinants of skills of career adaptability in higher learning students in Nigeria. This study sought in examining the consequence of employment of facts of employment adaption in skill in higher learning learners in Nigeria. It shown that, curriculum implementation is a central element of many factors including teaching and learning, feedback and monitoring activities, provision of support and content. These targeted achieving a given educational objective.

A study was carried out by Akomolafe and Adesua (2016) on outcomes of physical amenities on learners stages of encouragement and educational achievements in senior secondary institutions Nigeria southwest. Exposit factor design was adopted in the study. The one done by Kanyonga et al, (2019) was done on the Competency- based implementation in technical institutions in Arusha in Tanzania. Tanzania. They adopted purposive sampling where a total of 24 trainers from three Science and Allied Technology (SAT). Both detailed open ended-questions and interviews were used for data collection. Nturibi (2015) did a study on amenities in institutions influencing the educational achievements in government primary institutions in Ruiru in Kenya. Target of the study was 7 headteachers, 14 teachers, and 181 students from 7 public primary institutions. Study utilized research design which was descriptive by nature. Distribution of questionnaires to headteachers, teachers, and students was done. The researcher also used an observation schedule based on observation. Muasya and Waweru (2019) carried out a study on the constraints facing benefits provided in Machakos District, Kenya of the Competency based curriculum. This study utilized the descriptive survey design with a

target of the entire population of the public primary schools in Machakos County as well as all the teachers. A total of 342 teachers of grades one to three implementing Competency based curriculum within their school were selected through stratified random sampling. Data collection adapted questionnaire and an observation checklist.

While the one was done by Kigwilu and Akala (2017) was on material use and curriculum implementation in community institutions in Kenya he thesis followed an analysis design with mixed approaches. Proportional stratified random was used for surveying one hundred and seventy two and eighteen instructors and adoption proportional stratified random sampling was done hence choosing of community directors was done. Study done in Kericho by Ngeno, Sang and Chemosit (2020) on teacher knowledge on use of computer on identified government institutions in Ainamoi sub_County in Kenya. Descriptive survey design was adapted and involved 21 headteachers, forty lower grade instructors, one SSCASO'S officer with one ICT specialist. Gathering of information was done via questionnaires, organized interviews and checklist observation. In this analysis, the study design used was purposeful, stratified and basic random sampling was involved in identifying of participants. Tables and percentages were presented with the collected data. The current study was done in Kericho County Kenya and it will find out whether there is a relationship between Physical Infrastructure and CBC implementation government primary institutions in Kericho County, which sought to fill the knowledge gap of this study.

2.4 Teacher Training and Implementation Competence- Based Curriculum

Kasturiarachchi (2019) carried out a study on Teachers professional development and school improvement programme: Sri Lanka Real Stories of schools. This study noted that the educational stake holders on development on teacher initiatives were carried out in school categories. The research employed both qualitative and various approaches for the case study. The methods of interview and paper survey were primarily used to gather data. The thematic analysis was implemented by the study to collect input from members of the School Planning Committee and was deliberately chosen in the study.

Findings showed that schools had inadequate structures and portray teachers' professional needs. It further added that, most teachers were not prepared to come out of the conventional way of doing duties. The study added that each school had engaged in certain activities of teacher development as directed by the Ministry of Education. It was also noted that use of human services available from the inside classroom leading to an appropriate assistance from external population. It further emerged that, most schools conducted teacher development events in the face of many challenges, despite the current barricade of laws and regulations. It was further noted that, most of the planning committee members for schools could continue teacher development projects on their own if they were funded by higher education authorities. This study noted that, the majority of members of the School Planning Committee could continue their teacher development projects if necessary funding has been offered by the higher education authorities. This study recommended that better instruction and sufficient support for schools for teacher growth should be funded by higher education agencies. It also noted

that, stakeholders ought to be made aware of the success of teacher career development and personnel training processes in classrooms. Education is also very critical for Competency- based program creation and execution. Therefore it increases the skill of teachers.

A study by Bonney et al (2015) on the Significance of Learners Academic performance and quality of teachers in institutions of junior high was done in western region in Ghana. Revelation was that, there were no nexus among learner's academic performance and teacher quality. This study was conducted at Sekondi Takoradi Metropolitan Assembly Junior high institutions in Ghana. The survey that was adapted was descriptive survey design. A sample of 500 respondents was used. ANOVA and Pearson Moment Correlation were used information evaluation. Revelation of this research indicated that teacher's quality did not reflect on learners achievements. Hence instructor's quality had no significant effect on students' performance.

A study done in Cameroon by Chu et al (2018) on implementation of competency based- curriculum: Teachers use of resources Appraisal that was indicated that the After the national education seminar held in Yaounde in 2002, the Ministry of National Education in Cameroon instituted Competency- based instruction, which showed a rise in the repeat rate of primary school children to the tune of 41 percent per academic year, which is far opposite to the standards of the Jomtien Declaration of 2000. Since then during difficulties in the application of the CBC, the family education in the country has been studying the right methods. This study was purposively created to evaluate application of

CBC from the viewpoint of the utilization of services by students. The design analysis was analytic of descriptive was used in the study. A literature reviews academic journals, books, other sources relating to specific subject, field of study, facts which offer a listing, overview and objective assessment of these works. It reported that human growth is now facing the demands of information culture and needs a wider commitment to education maintained by the widening of views of learning. Schooling and preparation of Competency- basedis more commonly used in studying specific knowledge than abstract learning as approach of teaching and learning. This has been described as the best curriculum that provided world economy with trained knowledgeable people.

Makaran (2015) carried out a study on issues affecting development of curriculum in secondary institutions in Mogadishu in Somalia. This study noted that teacher training or in-service is basic trend of new curriculum implementation. This involves coming up with a designated teacher support system through the establishment of regional teacher resource centers and training of facilitators. Workshops, seminars, panel discussions and orientation programmers should be organized for curriculum implementers such as teachers. Therefore, it meant that teacher involvement and training especially during and even before the implementation should be given a proper thought so that they should be adequately prepared. Basing on this study, it is evident that educators should organize teacher workshops and seminars to adopt the new educational policies and teaching strategies for successful curriculum implementation.

A study done by Likisa (2018) on the Competency- based education curriculum prospects and challenges: It was done in Adama science and technology in learner's alumina university and Hawas TVET institution in Ethiopia. Three specialists from Skill Centre, sixty four teachers, and Two hundred and ten were chosen from Adama Science and Technology University Alumina who participated in the study. To obtain information from the research participants, data were obtained via questionnaires. This research utilized descriptive statistics to evaluate results, such as frequency, percentages, and mean scores. The report found that there was no sufficient balance of CBE with workplace expectations. It further emerged that, the knowledge of existence, emphasis, review and curriculum growth of CBE teachers, Centre of Competence (CoC) experts, and alumni students was found to be insufficient. This study concluded that to ensure entry-level competence, CBE requires to be aligned to meet the workplace requirements. Knowledge is necessary among curriculum designers and educators about the nature, purpose, measurement, and curriculum growth of the CBE.

A study done by Kizito (2019) in Kigali in Rwanda was on the Competency based curriculum (CBC) investigated issues hindering its implementation. The research sampled seven hundred and thirty one primary and secondary schools teachers. Training for CBC evaluation was in the third phase of implementation. The survey respondents were sector-based trainers (SBTs) who had been teaching their fellow teachers in their respective sectors across their campuses. The sampled teachers were 571 males and 148 females, 453 and 256 secondary and primary school teachers respectively who had an average teaching tenure of ten years. The study showed that, the new program was

enjoyed by 82 percent of respondents. They argued that it was difficult to complete due to heavy work load content. According to the approximately 546 instructors, 109, 180 and 195 trainers had once, twice or three times attended the training. Furthermore, study showed that SBTs were aware of generic skills and issues of cross cutting, with approximately 27.3% understanding the function and tenacity of generic skills and cross-cutting issues. At a measured p-value of 0.005, the teachers were considered to be significant. Although there were no statistically relevant gender disparities, twenty-five percent of teachers were eligible in favor of high school teachers. The generic competencies and cross-cutting problems were positively poor correlates, according to the association between training participated, teaching experience. It also noted that it had a negative weak association in connection with the sum of preparation. This was considered to be in line with their knowledge of teaching. This is a sign that teacher preparation is necessary at all levels for CBC to be successful.

Tambwe (2017) carried out a study on issues that face the Competency-based education and training programmes in Tanzania technical institutions. Competence leading model for innovative technical and vocational education and training (TVET) is Focused Education Training (FET) today. The research employed a combination approach of science that used a design for exploratory testing. One hundred and fifty teachers' sampled teachers were from college of business education (CBE), the Tanzania institute of accountancy (TIA) and Dar-a-salaam were included in the study. The Institute of Technology (IT), three academic vice directors, nine head of departments and two officials from the National Technical Education Council (NACTE) participated in the

study. To promote triangulation, questionnaires, interviews, reviews in literature and observation were utilized. Descriptive analysis that was standard deviation, average and percentages was evaluated. Quantitative information was evaluated and material analysis was done to qualitative data. The results showed diverse problems, high numbers of students in classes, lack enthusiasm for certain teachers due to unfavorable home environments and low attitudes of collaboration among students. The results showed multiple problems, including insufficient information on the definition of CBET and lack of support facilities and services. This also revealed that different opportunities include providing teachers with CBET technique programme to deepen their knowledge of CBET and its application is strengthen.

Kanyonga et al (2020) carried out a study one educational result of primary institutions in Islamic University: Poor results causes and resolutions to be adapted. The report was given by the Islamic University's of Ugandan executive board. This analysis was observational studies and case study design was utilized. The purposeful sampling method was used to pick 28 interviewed respondents. Collection of information was done via interviews which were semi-structured, analysis of documentary and check list of observation. Evaluation of data was analyzed via thematic analysis method. This study found that the root cause of low education achievements include feeding poorly, absentees, language challenge low motivated instructors lack of support from management and unfair in institution surrounding which involved absenteeism, This study revealed that, to develop a tool to promote learner's educational achievements in Islamic university primary institutions was important. Those instruments explained that

institutions should give professional management, in-service of instructors, motivation of instructors, learner's guidance and counseling, communication knowledge for learners. Positive learning surrounding, promotes the academic achievements of learners. To ensure the success of the implementation of Competency- based the entire school preparedness is important. Therefore, teacher physical infrastructure, teacher training, teacher attitude, teaching, and learning materials should be enhanced.

A study carried out by Cheseto et al (2020) on the Influence of Constructivism teaching technique on student's performance in mathematics in secondary institutions was done in Mandera sub_county in Kenya. This researcher focused on concepts of self constructivist theory, theory of social constructivist and Brumer Jerome. This research adopted mixed research technique with experimental research design. This study had a population targeting two thousand five hundred and seventy three respondents including one hundred and twenty instructors and, four hundred and fifty three learners from three boys and girls schools respectively in three mixed institutions in Mandera sub-County in Kenya. Random sampling techniques were the methods of sampling used in the review. Two hundred and twenty two respondents were utilized in research. Using statistics of descriptive, data was analyzed. Presentation of data was done using frequencies, standard deviation, percentages and averages. Revelation of the study results were presented using charts, bars, graphs and in continuous pros format. Content of analysis was engaged in evaluating qualitative information hence gathered using open-ended questions. Constructive approach in mathematics was used to educate hence improved the learners achievements. This was an evident with high score in mathematics in comparison with

similar mathematical students taught using old pedagogical. Furthermore, this study pointed out that the outcome of constructivist learning surrounding learner's had a positive achievement in clear understanding and were able to relate between the abilities such as skills and knowledge amounting to thirty percent. This research applied the constructivist methodology of teaching and learning in upgrading learner's mathematics performance. Finally, there was a need for an embraced appropriate methodology for good practice in schools to realize improvement in Mathematics performance.

Mwoma et al (2020) carried out a study on the experience of incorporating support for early childhood development into bay-community initiative in rural areas in Kenya. The study pointed out that over 66% of children in sub-Saharan Africa continue to be impacted by low performance in growth, contributing to worsening early inequality. The Care for Child Development (CCD) kit has been created by UNICEF and WHO to support caregivers as a community-based effort to create stronger relationships between them and young children. The outcomes of the qualitative interviews between caregivers and BFCI project managers in this study found that, educating volunteers in health community on CCD enabled them to include CCD messages at group therapy including those of the BFCI. Besides, more realistic educational opportunities and an organized approach to training, refresher training and the availability of curriculum materials would lead to more support for childcare in Kenya. The study recommended that when introducing any program, funding and adequate preparations were very necessary.

Waweru (2018) carried out a study on the teacher's preparedness of teachers Competency based curriculum in government primary institutions in Nyandarua North sub-County in Kenya. The research adapted research design survey. This allowed the researcher to collect data using questionnaires, interview guides, and checklists. The target population was 424 respondents that consisted of 4 curriculum support officers, 336 teachers, and 84 headteachers. The 336 teachers were teaching grades under a Competency based curriculum, 100 were purposively selected to represent a sample of 30.0 %. Seventeen headteachers were randomly selected from a sample of 84 headteachers representing 25.0% and 2 curriculum officers were randomly selected to represent a sample size of 50.0%. Using frequencies and ratios, data was analyzed. The theory of constructivism by Vygotsky guided this study based on the argument that humans construct knowledge from their life experiences. When learners paired in groups they interact with materials, they come up with very creative solutions to tasks hence building on their competencies.

Fifty-six percent of teachers needed help when infusing ingenuity and innovation and 69.2 % said they had problems when infusing critical thought and problem-solving. Eighty teachers, comprising 98.8% of the sample size, found that they had no preparation to introduce a Competency based curriculum especially new subjects that were not equipped with instructional materials. This was as compared to the old subjects, mathematics and languages which had adequate materials. The majority of the teachers 53.1% confessed that a lot of support is required in programming assessment rubrics. These were duties geared to discerning the ability of the learners in performing specific tasks. The teachers were not prepared to implement the competence base curriculum

because 95.0 % were concerned that lesson plans preparation consumed a lot of time. This study recommended training programs should be carried out by the Ministry of Education on assessment, infusion and lesson planning. CBC instructional materials should be delivered to schools on time to facilitate instruction.

Obonyo (2019) carried out a study on Competency based curriculum in primary institutions in Kenya – Prospects and issues of implementation CBC introduction in Kenya. Learner centered method, legal, authentic appraisal, which stresses adopts approaches to learner-centered methodology, formative, authentic appraisal and emphasizes the skills creation with knowledge application in the light of practical life situation. It is largely regarded to education that aims to improve the capacity of learners to suitable skills creation expertise. This was done during the executing a role or mission in education successfully. Debate explored that it was unsystematically prepared with restricted instruction on its contents and learning outcomes for many students. It further revealed that, the implementation of critical curriculum knowledge and skills was obstructed by many issues. The results showed that there is a lack of accepted textbooks as well as instructional resources for teachers and learners. The engagement and civic interest of parents and other school supporters in the curriculum change process were very insufficient. It also points out that with these kinds of obstacles; the effectiveness of the current curriculum is in considerable doubt unless urgently handled.

Ondimo (2018) carried out a study on readiness of teachers for the implementation of competency-based curriculum in individual pre- institutions in Dagoretti North sub-

county in Kenya. The study was carried in evaluation of readiness of teachers in implementing Competency based curriculum. Development of the subject matter of teachers should be aware of assessment on their technical skills in Competency- based implementation hence determine especially the expectations in individual schools. The study adapted descriptive research design, where thirty eight pre-school teachers, thirty eight teachers and three hundred and twenty preschool teachers were involved in the study population. Survey containing response of ninety six percent pre-school instructors and twelve instructors were chosen using basic random sampling. Data was obtained using questionnaires and timetabled interviews. Both quantitatively and qualitatively data were analyzed. With the assistance of the SPSS software package, the quantitative data were collected, interpreted and summarized into frequency charts, percentages, and a bar graph. Out of 108, one hundred and three was the response rate which was (95.4%). The research results found that most school managers and pre- school instructors completed, teaching practice, but most teachers decided to adopt positively the CBC program. Majority of educators were sufficiently trained and armed with topic material information from the results. The results revealed that, most teachers were not compliant to ICT and most of them were unqualified because they lacked technical knowhow.

Welu et al (2018) did a study on the Influence of teachers' subject matter skills on learner's educational performance in Kiswahili Language in government secondary institutions in Kathonzwi sub-county in Kenya. A target population of 39 principals and 60 Kiswahili teachers were interviewed in 39 secondary schools. Questionnaires were used in data collection from principals and teachers. The findings revealed that in

service and pre-service training was important in improvement of performance. The Training programme assisted in subject improvement since trained teachers were better than untrained teachers. The study recommended the Ministry of Education to establish Teacher Capacity Building Centers that would provide refresher courses for teachers.

The study in Sri Lanka by Kasturiarachchi (2019) was on Programme for teacher improvement and career progression school. The study used both qualitative and multiple case study approaches. It mainly used document and interview technique to collect data. Implementation of thematic analysis was done in the study. This was to select input from members of the School Planning Committee which was chosen in the study. The one was done by Bonney et al (2015) in Western Region Ghana was on the association between the proficiency levels of learners and teachers in STMA junior high schools. The descriptive survey design used by the research was adopted. It used a selection of 500 respondents. ANOVA and Pearson Moment Correlation were used in data analysis.

The study was done in Cameroon by Chu et al (2018) on the Competency based curriculum Implementation. While the study by Kabombwe and Mulenga, (2019) was done on the implementation of the Competency based curriculum by history instructors in identified secondary institutions in Lusaka district in Zambia. The study adopted a technique of mixed-methods especially the design of explanatory which was involved. Document analysis and Classroom lesson observations were also done. The information of quantitative was evaluated using percentages. Qualitative data were analyzed thematically. Makaran, (2015) did a study in Mogadishu, Somalia on key issues affecting

development of curriculum process in secondary institutions in Education. A study was done by Likisa, (2018) on the Competency- based education curriculum prospects and challenges: The case of technology of Adam and science university alumni students and Hawas TVET institution in Ethiopia. While the one was done by Kizito (2019) in Kigali, Rwanda was on the Competency based curriculum (CBC) and it investigated challenges hindering its implementation. The research surveyed seven hundred and thirty one teachers from primary and secondary schools. Training for CBC assessments was in the third phase of implementation. The research participants were sector-based trainers (SBTs) who had been teaching their fellow teachers in their locations across their campuses. The sampled teachers were 571 males and 148 female teachers, 453 and 256 primary and secondary schools teachers respectively had an average teaching experience of 10 years.

Tambwe (2017) conducted a report on Competency- based Education and Training (CBET) framework implementation problems in Tanzanian Technical Institutions in Tanzania. Competency- based education and training. CBET is a today's guiding model in innovative, vocational and training in technical. The research employed a mixed approach to research that used a design for exploratory research. Information of quantitative was evaluated using descriptive analysis, such as ratios, mean and standard deviation, while quality analysis was used to analyze qualitative data. Hassan et al, (2020) performed an Islamic University primary school report on academic success reasons for low performance and expected solutions. The nature of study was case study and qualitative. Twenty eight respondents who were interviewed were selected through

sampling approach. Collection of information was via analysis of documentary, observation and semi-structured interviews. Data analysis adapted the technique of thematic analysis. Majiwa et al. (2020), did a study on the Influence of Constructivism Instructional Method in Mandera central sub county in Kenya. The study was on learner's performance in mathematics in secondary institutions. This study was based on concepts of individual constructivist theory, social constructivist theory, and Jerome Bruner constructivist theory. This study was laid down on principles of self constructivism. This study adopted an approach which was mixed in nature. This research used a technique of mixed research design. Collected data was evaluated using descriptive statistics. The presentation of information was done via averages, percentages and standard deviation.

The one done by Mwoma et al (2020) carried out a study on the experiences of integrating early childhood development support into the rural Kenya baby-friendly neighborhood initiative. The design that was utilized in the study was descriptive survey design. Obonyo (2019) carried out a study on Competency based curriculum in primary institutions in Kenya - possibilities and issues of implementation of CBC. Ondimo (2018) carried out a study on teacher readiness for implementation of Competency based curriculum in individual pre-institutions of Competency based curriculum in individual pre-institutions in Dagoretti in Kenya. The study adopted a descriptive survey design. A study was done by Welu et al (2018) on the effects of teachers' subject matter knowledge on learner's achievement of Kiswahili language in government institutions in Kathonze in sub-county in Kenya. Gathering of information was done through questionnaires from principals and teachers. These studies did not address the teacher training on Competency

based curriculum. The current study focused on the influence of teacher training on the implementation of the Competency based curriculum in primary institutions in Kericho County, the gap it sought to fill.

2.5 Teacher Attitudes and Implementation of CBC

Maimela (2015) carried out a study on the impact of changes in curriculum in primary institution in Seshego Circuit, Limpopo Province, South Africa. The findings were that attitude was not solely responsible for the failure or success of any curriculum implementation. She further stated that other factors played a vital role. Attitude was however important in encouraging and motivating teachers. This was in light of the numerous changes that impact the curriculum change and implementation process. Motivation and appraisal of both learners and teachers were vital in a learning institution.

Ogar and Awhen (2015) carried a study on Teachers attitudes on challenges of curriculum implementation in tertiary institutions in Cross River of Nigeria. The need for this research was inspired by popular concerns that were posed regarding to the quality of the education system. Four hundred and eighty intentionally were teachers chosen from tertiary institutions who participated in the study. The methods used were validated questionnaires, the key tool of the analysis had three parts of constructed instruments. Using frequencies, means, rankings, the data produced was subjected to statistical analysis. The results showed that challenges, triggers, and potential solutions were important in execution of curriculum change. The suggestion made by this study was that the responsibility of tracking their colleagues for administrative activities should be

assigned to the Deans of faculty and head of departments. Curriculum analysis discussed contemporary culture and the need for a paradigm change in certain educational policies to improve the proper operation of the curriculum.

Tamukong (2017) carried out a study on Teacher and student attitude connection with achievements in mathematics in Cameroon secondary institutions. The study selected 40 secondary schools in. The study utilized simple random sampling where 400 students were selected schools. Questionnaires were used in collection of data. Results of the study were that, there were an association among attitudes and performance in mathematics. Therefore, teachers and learners with a positive attitude needed to enhance good performance.

Makunja (2016) carried out a study on challenges facing instructors on implementing Competency based curriculum in Tanzania: A case study of community secondary institutions in Mogogoro municipality. Revelation of the study indicated that, educators faced some obstacles that impeded the successful execution of the program based on expertise in both teaching and learning. This study pointed out that teachers should be allowed to engage extensively in the curriculum formulation process or revision. This study utilized a case study research methodology which involved in qualitative research technique. The sample utilized in the study comprised one hundred and two randomly chosen teachers, six school managers. Six head of departments were deliberately recruited from six government secondary institutions situated within the urban of Morogoro.

A study done in Ghana by Boadu (2018) was on teachers' Perceptions on the problems that teachers faced when teaching History subjects in Senior High Schools. This study engaged thirty-two history teachers from 18 senior high schools. They explored the experiences of history teachers' having perception problems of teaching in the metropolis of Cape Coast and Komenda, Edina, Eguafu, in Ghana. Cross-sectional descriptive research design guided this study. Via questionnaires, data was gathered. The results of this analysis were that, the crowded syllabus, shortage of human, insufficient material capital, broad classes and lack of funding for the subject. These were the major challenges hindering historical teaching. Pedagogical and administrative nature of learning history was placed on outcomes on the results in two concerns. The study suggested that, among others, the quality of the syllabus should be merged to synchronized periods provided for its implementation. It also noted that to facilitate the teaching of the subject of history, the availability of the required services should be prioritized.

A study done Chepchumba et al (2019) carried out a study on Children's Emergent Language knowledge: The perspective of alphabetical principle and letter skills. The evolving literacy of children needs alphabet knowledge and essential skills. It covers the shaping of letters, sounds of letters, and detail of letter name. The research was conducted in Keiyo Sub-county, Kenya. A mixed-method methodology was followed by the report. Random and stratified procedures respectively were approaches used for this analysis, which were used to recruit participants from twenty-six schools and seventy-eight teachers. A total of fifty-two grade one pupils were drawn and were comprised of both

boys and girls from the sampled schools using basic random selection and then evaluated. The tools used in this for gathering of information by use of questionnaires for early year instructors especially class one teacher. The researcher accepted the null hypothesis that explains that no positive relationship existing between the ability of learners to identify alphabetical letters achievements of reading English in grade one. Interpretation implied that although educating them about naming of letters names and shaping alphabet is essential, it may not necessarily have an end solution child's ability to read. Therefore, study recommendations were that, instructors must avoid asking learners to write their names unless they have knowledge of alphabetical skills, because alphabetical skills are vital on how to read.

Waigera, Mweru and Ngige (2020) did a study on nexus between the attitude of teachers and the use of materials of instruction in pre-primary institutions in Kenya. The ecological system theory by Bronfenbrenner Urie guided this researcher. It also followed a research methodology for a cross-sectional survey. Collection of data was via individual administered questionnaires. 164 students, made up of 76.2% females and 23.8% males who were included in the survey which were sample size of teachers. The report found that 86.4 percent of teachers had favorable opinions on the teaching discipline on use of teaching content. The study showed that 62.1 percent of the participants met high levels, while thirty seven point nine percent had achieve low grades, concerning the use of educational resources in the areas of operation of early years of learning. To correlate variables, Chi-Square was used. The study found that a statistically important relationship existed between the mindset of teachers and the use of

educational resources ($\chi^2 = 4.094$; d.f.= 2; $p = 0.043$). Further review of the results by the regression test found that a statistically important connection occurred between the optimistic expectations of teachers and the levels of usage of teaching materials ($\beta = 0.516$; $p = 0.001$). The results of this research indicated that teachers with positive attitudes achieved greater levels of instructional content application in their classes relative to their peers who had negative attitudes. This research indicated that the mindset of teachers was a critical element in encouraging the use of instructional techniques in ECDE practices. This study found out that the positive attitude of instructors was as an essential characteristic of pre-primary institution teaching. There was a need to cultivate positive attitudes toward using teaching materials during pre-service and in-service training session's teachers were encouraged with their best practices in pre-primary school instruction and teaching. The mindset of the teacher relates significantly to the adoption of the Competency based curriculum, in that the more productive instructors they are the most effective implementation of the Competency based curriculum.

A study done by Alabu et al (2020) on influence of principal's violence administration methods on instructors on employment satisfaction in selected secondary institutions in Uriri and Nyatike sub-counties, Kenya. The study was aided by Enlge and Kane (Herzberg's two-factor hypothesis in 2004) and it used a methodological paradigm to explain the relationship among conflict mediation approaches of the principals and job satisfaction of students. Knowledge for this analysis was collected by adapting a descriptive survey template. The sample population consisted of 1960 teachers, 87 principals within the Uriri and Nyatike sub-counties from 87 secondary schools. The

technique of sampling that was it used a stratified sample of 29 principals with 319 teachers by basic random sampling. Data analysis was carried out using questionnaires. Specialists in school management and policy research were used for the validation of the face and content validity of the instruments. On the other hand a pilot project carried out in six high schools in other sub-counties were not included in the main analysis hence the reliability of the instrument was boosted. Reliability was evaluated using the test-retest strategy and a Pearson coefficient ratio of 0.79 for principals and 0.83 for students' returned questionnaires. Quantitative data was analyzed using occurrence count, mean, and percentages. This analysis showed that incorporating responsibility had a clear positive association with teacher work satisfaction, while $p > 0.05$ was not statistically relevant when dominating and resisting strategies. The results contributed to the current body of expertise and can help provide guidelines for successful school management for principals and other stakeholders. The study recommended that it will be useful for the Ministry of Education to come up with training resources for institutional managers so as to empower them to control violence effectively. This will give instructor's education staff in schools to efficiently, effectively improve and manage conflicts. Therefore is very vital for school management and the Ministry to meet the needs of instructors and to include teachers as stakeholders when planning. It would also be beneficial for the CBC so they will own it and effectively enforce it.

Ashiono (2018) carried out a study on the ICT integration determinants in the numeracy concepts of learning in lower grade primary institutions in Mombasa County, Kenya. This study examined the issues that enhanced or hindered instructor's utilization of ICT

in instructing numeracy knowledge. Conducting the analysis of quantitative information initially obtained, the exploratory sequential mixed techniques were introduced. The qualitative and quantitative data processing was performed. All government and private institutions in Mombasa County, Kenya, this research aimed to all instructors in lower grade classes. A Selection of 40 primary schools was chosen deliberately focusing the ICT resource availability for learning purposes. From the classroom, three teachers who teach in lower grades were chosen. To sample, simple random approach was used. Twenty five percent was the preferred sample size of all the county's lower primary schools. Instructor questionnaire was used to obtain data. Interview Schedule and observation schedule was used Two schools were piloted to assure the instrument improvement. Expert determined the validity of instruments that reviewed and validity of instruments. The reliability of instruments was concluded via test- reset approach. Instructor's questionnaires had a correlation coefficient of $r = .86$ which was reliable.

Statistical Package Social Sciences (SPSS) was used in data analysis preparation 0.005 levels were found to be significant between variables. Both inferential and descriptive statics were used to evaluate information. One –way Anova and pearson product moment r coefficient approach was utilized to test the hypotheses. The revelation of the study was that, four percent of regular teacher use of ICT to teach mathematical concepts. More so, teachers integrating technology in mathematics was not appropriate in lower grade classes in primary schools. Findings showed that most were not well were not equipped instructors to in institutions to teach ICT numeracy skills. Revelation showed that, there was an increase in utilization of ICT gadgets like tablets and laptops in teaching

mathematical skills. Furthermore the laptops and tablets should be increased due to surging numbers of learners during this cbc transition period in public primary schools in Kericho .

Kimwolo and Biwott (2019) carried out a study to determine the employee and monetary issues affecting curriculum implementation in Marakwet west sub-county in Elgeyo marakwet county Data from a population of 2400 school managers, students, and parents from Marakwet West Sub-County schools were evaluated via descriptive statistics. Revelation of the study was that, positive impact on the adoption of the program among schools in the sub-county of employees and financial factors. Similarly, the researcher found that these variables, financial and employee had affect of implementing successful curriculum in among schools with results of such effective implementation were accrued societal benefits. It further claimed that a school's stakeholders, should aim to develop them for the good of society. This discovery constructively applies to the CBC program.

Mwoma (2018) carried out a study on Preschool attendance and children's reading ability: A case of Narok County, Kenya. Seventy four grade three learners (thirty seven who attended preschool and thirty seven who never attended preschool), Eighteen headteachers, five education officers and sixty lower primary school teachers was the sample size. The learners' reading ability in Kiswahili and English was evaluated through Kenya early grade reading assessment tests which engaged from the international end-line survey department in 2014. This study was conducted by the use of interviews with school managers, instructors, and academic staff. Revelation fro this was that better

performers were those learners who attended the pre-school institutions than those who never attend pre-institutions. They use English sub-tasks compared to those who did not attend preschool. On the other hand, Kiswahili was performed better by those who did not attend preschool as compared to their counterparts. This study shown that teachers created extra time to support the learners who never attended pre-institutions that give the reason for those learners performing better in Kiswahili. These findings indicate that when the teachers were willing with a positive attitude .The learnersimprove in their performances. This applies to the attitude of teachers towards implementation of CBC.

Kamamia, Thinguri, and Chui (2019) carried out a study on effects of leadership of intergrating vision on the supply of holistic training on learner government primary instructors training institutions in Kenya. In addition to an explanatory approach, this research analysis used a hybrid technique which followed the leadership theory and the philosophy of holistic schooling. With a sample size of six hundred and thirty-three researchers, the research population was two thousand and sixty-one. Stratified random sampling was the approach used when 30 percent of student-teachers and lecturers were used. The school mangers, the board of management chairman, assistant institution managers, student deans, curriculum dean, and head of student leader participated in the study. The study showed that leadership in colleges lacks an inclusive agenda to promote student-teacher inclusivity and holistic teaching. It also proposed that student instructor be holistically educated and that an inclusive program be developed to provide adequate funding for all-around teaching. Inclusivity is essential for the CBC to be efficient.

Maimela (2015) carried out a study on the impact of curriculum changes in primary institutions instructors in Seshego circuit, Limpopo province in South Africa primary institutions. Ogar and Awhen (2015) carried a study instructor's attitude on challenges of curriculum implementation in tertiary institutions within the cross – river state in Nigera. Tamukong (2017) carried out a study on Teacher and student attitude as correlates of Performance in mathematics in Cameroon Secondary Schools. Makunja (2016) carried out a study on problems instructors encounter in implementing Competency based curriculum in Tanzania: A study case of community secondary institutions in Morogoro Municipality. Research utilized qualitative technique for the research design employed was a case study. Content analysis was used in analysis.

A study done in Cape Coast in Ghana by Boadu (2018) on teachers Perceptions on the problems that teacher faced when teaching History subjects in Senior High Schools. This study engaged thirty-two history teachers from 18 senior high schools to explore the experiences of history teachers' having perception problems of teaching in the metropolis of Cape Coast and Komenda, Edina, Eguafu, in Ghana. The cross-sectional descriptive was a research design guided the study. Via questionnaires, data was gathered. Chepchumba, Limo, and Koross (2019) carried out a study on Children's Emergent language knowledge of letter and alphabetical knowledge aspect. A mixed-method methodology was followed by the report. Waigera, Mweru and Ngige (2020) carried out a study on the nexus between the attitude of teachers and the use materials for instruction in pre-primary institutions in Kenya. It also utilized a research methodology for a cross-sectional survey. The data was collected via individual administered questionnaires. A

study done by Alabu, Kembo, and Otara (2020) on the Influence of principal's conflict management approaches on instructor's individual employment satisfactions from identified secondary institutions in Uriri and Nyatitke counties in Kenya. Knowledge for this analysis was collected by adapting a descriptive survey template. Quantitative data was analyzed using occurrence count, mean, and percentages. Kimwolo and Biwott (2019) carried out a study to evaluate the workrs and monetary issues influencing curriculum implementation in Marakwet west sub-county in Elgeyo Marakwet. Mwoma, (2018) carried out a study on Narok County, kenya on Preschool attendance and children's reading ability: This study was conducted by the use of interviews with headteachers, teachers, and education officers.

Kamamia, Thinguri, and Chui (2019) carried out a study on influence of a leadership with vision inclusion on lending holistic training on learners and teachers in government primary teachers training institutions in Kenya. In addition to an explanatory approach, this research analysis used a hybrid technique and followed the leadership theory and the philosophy of holistic schooling. These studies did not address teacher attitude on the implementation of CBC in Kericho County. The current research focused on the teacher's attitude's on the implementation of the Competency based curriculum in Kericho county schools, the gap sought to fill.

2.6 Teaching and Learning Resources and Implementation Competency Based Curriculum

Teaching and learning resources are the tools used by teachers to enhance success in teaching and learning processes. It also helps the learners to understand the concepts easily during teaching sessions. The learning Portal (2018) defines teaching and learning resources as concrete and tangible vehicles that can be used to support the teaching and learning of learners.

Lewis (2018) defines teaching and learning materials as a selection of schooling resources. In the classroom, teachers use power to enhance individual learning goals, underlined in planning lessons. Project supplies, videos, play games, flash cards among others. She further notes that the use of learning and teaching resources are part and parcel of activity-based learning where the leaning process is enhanced by focusing on the students' interactions.

Kim (2015) carried out a study on Competency based curriculum: An effective method to digital duration education department of library and information science, college of information, university of North Texas. Rigorous Curriculum development and instructional design project was done. The target was meant to address the capacity building in information sciences. The project needed the competent professional who manages data and digital duration. These professional used the Competency- based approach and study that involved theoretical possibilities of Competency based curriculum and stages geared to innovative effort of curriculum development. It also

noted that, it contributed to the practice of digital duration education. Stake holders can use the set of competences served in the project as common language to pre per duration professionals. This project evaluated that Competency based curriculum method was sustainable and effective and legally to fill the knowledge gaps in the rapidly evolving information among the professions are met.

The department of education in Papua New Guinea Review (2015) noted out that, for standard based-curriculum to succeed, provision of teachers with teaching and learning materials resources was enhanced. Liaison between teachers, education institutions and curriculum developers for cohesive approach was to be adhered to. The improvement of libraries and record management too be enhanced. This was done by ensuring that provision of capacity-building for school libraries and the training of teachers to manage records and classroom libraries were ensured.

A study done by Milligan et al (2018) on Understanding the role of learning and teaching materials between South Africa and Rwanda. The study made a comparison between the two countries; it argued that there exist plenty of assumptions on the contribution of teaching, learning resources on the learning process and its outcome. The resource center or libraries are important for teaching and learning processes. It helps the teachers and learners to refer to daily learning areas in the on going CBC implementation in public primary schools in Kericho County.

Mohammed et al (2019) carried out a report on the Impact of instructors competence in teaching and learning English Language in Senior Secondary institutions in Sokoto South Local Government in Nigeria. Ten institutions were selected in the ordinary public of Sokoto South Cross–Sectional Survey was done. Principals, Assistance Principals, HOD, English language instructors, and learner’s leaders were included in the research community. The Cross-Sectional Survey was implemented by this study as the author wanted to gather data from separate people in 17 schools in the southern local government of Sokoto. There was a triangulation of both quantitative and qualitative analysis. The study utilized 90 respondents as a sample size. This study consisted of 5 HODs, 20 English language teachers, five student leaders, and 270 students from Sokoto South Local Government's chosen secondary schools. The sampling methods used in this analysis were purposeful sampling and the respondent's collection was created using a basic random sampling technique.

It found that English language teachers never used the teaching method when teaching in secondary institutions in Sokoto south local government; it also found that schools never had necessary teaching resource in most of the secondary institutions in Sokoto south local government. The research also indicated that the teachers could not successfully handle classroom management and their professionalism made the teaching process challenging. It’s therefore, proposed that administrators of public institutions should ensure schools to have different instructional materials to enhance the teaching and learning procedures in Sokoto South public secondary institutions. This research showed the difficulties faced by high numbers of pupils, unqualified teachers, insufficient

teaching resources, shortage of teaching methods for teachers of the English language, and improper management of the classroom in some selected institution in Sokoto South local government. It further pointed out that the initiatives of listed require administrators for the public and institutions are to be provided teaching aids to Sokoto South local government secondary schools. The study suggested that teaching aids such as textbooks should be provided by the government Federal Education and State Ministry of Education to increase the English standards of learning in secondary institutions in South Sokoto state of Nigeria. It is vital for the public primary schools to have sufficient teaching and learning materials for CBC implementation.

Amos et al (2015) carried out a study on Instructional Strategies for effective teaching and learning in secondary institutions in Nigeria. This study indicated that, institutions in Nigeria has been increasing adoption of teaching and learning materials in different subjects in schools. Despite this increase, it further noted that these materials are usually teacher-centered and give very little room for learner activities. Similarly, it added that for effective learning, anything that can be applied in the classroom to aid in the process of learning can lead to good results. Their research was aimed at examining the attitude of teachers towards introducing integrated learning in secondary schools in Imo State, Nigeria's Owerri Education District. A survey test method led by three research questions was the study design adopted. A researcher-designed questionnaire of three parts was designed for data. The first part labeled Part A gather data on teachers' attitudes towards inclusion, the second section named part B covered teachers' views on inclusive education and the final part dealt with teachers' barriers to inclusion. Two hundred and

fifty five school teachers were sampled for the study. Data analysis was done using mean and standard deviation. In their findings, they further pointed out that the application of materials of various learning processes enhanced smooth education processes. It encouraged the spurring of students' participation which brought out the need for their involvement, their planning, and implementation of lessons. This helps the learner to explore new concepts in various subjects.

The key objective of this analysis was to use multi-level composite measures as a simplified description on state of educational success in primary institutions in Wakiso district, Uganda. Specifically, this study found out the level at which management in instructing results on the educational achievements of primary institutions in Wakiso district in the following ways: How teaching and learning materials affect educational academic achievements in primary institutions in the Wakiso . It was to investigate how the evaluation exams affected the learning outcomes in Wakiso District. To reduce chance of difficulties in using one approach, the study employed technique with a case study design. The census approach was utilized in primary schools. The information of study objective was obtained three hundred and fifty. Two hundred and eighteen managed to provide information. The inferential statistics analysis indicates that one level of significance. Classroom utilization environment relates with outcomes of learner in Wakiso district for a given time to carry out the study. The second thing was that the teaching and learning materials had a positive effect of learning achievements for learners in the district. Thirdly, five percent level of evaluation, recording and reporting was positively affecting the learning achievement of learners. Finally, assessments of teaching

and learning materials was important hence affected performance of learners. Recommendation of the study education achievements had resulted to maturity of education produced important knowledge. This resulted mainly to decision making in academic achievements which encouraged greatly the ministry of education.

Kisirkoi and Mse, (2016) carried out a research on Curriculum Implementation: Elementary School Strategies for Improved Learning Outcomes in Kenya. It was a clear indication from the revelation from the study that instructors' extent in using teaching-learning tools improvement teaching as a profession was minimal. It further found that, the extent to which teachers' uses learner-centered with strategies, teaching and learning resources in classroom teaching was insufficient. The teachers in this study hardly used teacher-centered teaching-learning approaches that involved learners in learning. The teacher focused on the commonly used teaching-learning approaches by teachers and mainly the approaches of lecture, rote, question and answer learning. The dominant mode of class interaction observed by the TAC tutors and the researchers was educator learner interaction. The teacher was the initiator of any question answered r by learner's. Not all learners were involved in class and resources were hardly used.

Changwony, Ochieng, and Chemwei (2020) carried out a study on the influence of provision of teaching materials in performance in mathematics in government girl's institutions in Baringo County. This study was based on education production function theory by Hanushek. Training materials that were classified as important output importance in achieving good results was for girls. The research target was head of

departments of mathematics, instructors, and learners and girls students in Baringo County, Kenya. Size of sample was six head of departments, eighteen teachers of mathematics, and one hundred and sixty six girls were involved in the study. Findings of this research was that enough physical infrastructure and materials of education that had a relationship effect of ($p < 0.05$) on the girl child's achievements in mathematics among 6 government secondary institutions in the county. The institutions that had enough learning materials performed better than the institutions that lacked the learning materials. Recommendation from this study was that, there is a need for the Kenyan government to stock all institutions country wide with physical infrastructure like computers, power connection, and internet. This will aid education in schools in the current global education trends especially in technology times. Hence, there is a need for teachers to upgrade their knowledge in technology information materials.

A study was done by Cheboi and Nyongesa (2020) on the impact of teaching materials on the literacy of learners at government pre-primary institutions in the Webuye West sub county in Kenya. This study adopted both a descriptive survey research design and mixed-methods which was used. Three thousand two hundred and sixteen respondents which consisted of 55 headteachers. Their assistance were one hundred and nine pre-primary two learners who were involved in the research and two thousand nine hundred and ninety nine pre-primary two learners who were involved in the study. The sample size was eighty six pre-primary two instructors and three hundred and forty one pre-primary two learners were selected randomly. Forty eight headteachers and forty eight assistance headteachers were selected via purposive technique. Collection of data was

done via questionnaire given to assistant teachers, headteachers and pre-primary II instructors. This study utilized the interview guide for headteachers and pre-primary II learner's observation was done. Research instruments used in the study included questionnaires that were tested before actual study was done Test re-test approach and a reliable Cronbach's correlation alpha index of 0.79 was evaluated. Collected quantitative data was analyzed and laid down in form of tables while information of qualitative was analyzed thematically as aided by the study objectives. Findings from the study were that, it had no instructional materials to provide learners language skills hence did not perform better. It further revealed that lack of teaching materials influenced the acquiring of language knowledge in pre-school children. Recommendation was that, the National and County government should support in provision learning and instruction resources to ensure the acquiring of language skills in pre-primary II learners in government primary institutions in Webuye West Sub-County. Teaching and learning materials are very vital in Competency based curriculum.

A study done by Omuna et al (2016) in Teso North Sub-County, Kenya was on the availability and use of instructional materials for English teaching and learning in reading skills in secondary schools. The study revealed that, teaching and learning of various skills are dependent upon the availability of materials. The quality and the application of appropriate instructional resources was embraced to the teachers' abilities. The study found that, teaching and learning materials facilitate that grasped and understanding of concepts and reinforced learners' retention because they make the whole process of learning to be comprehensive and functional.

Ouko et al (2019) carried out a study on utilization of playing tools in instructing mathematical skills was undertaken in Bungoma South, Bungoma District, Kenya: A case study of pre-primary institutions. Both qualitative and quantitative techniques were used. Pre-primary two learners and pre-primary two instructors were engaged in the study as population targeted. Gathering of information was done via questionnaires instrument and observation plan was enhanced. Piloting involved one government and one individual institution, who weren't among the research schools in the survey analysis, piloted the test instruments was done. Similar to the themes for the research goals, the gathered information was modified and converted. Using statistical figures such as frequency and percentages, quantitative information was collected and introduced. In narrative type, qualitative data obtained from open-ended responses was introduced. The research results found that the majority of teachers indicated that corners, bottle tops, and balls were played in their classrooms. It also noted that in classrooms, tools for playing for example bean bags and play swings areas were no effective but important learning skill for early numeracy. Conclusion of analysis were that variables like the usability of play items ($p\text{-value} < 0.05$) were statistically important. It dismissed the null hypothesis (H_1). Study recommendation was that administration should create an appropriate learning atmosphere for students, making it a conclusive educational environment. Mathematical concepts designed with required resources for instructing and practicing mathematical knowledge should be supplied to each pre-school.

A study done by Ayiema (2018) on determinants of instructor's utilization of materials in pre-primary institution of mathematics and science activities in machakos County in

Kenya. Low performance of science and mathematics of learners in Athi-River Sub-County of Machakos County in Kenya have culminated in this study. Thus the study of determinants of the use of educational tools by pre-primary school teachers in teaching science and mathematics practices. Consequences of the use of teaching tools on educational attainment have contributed to the low success at the research locale in mathematics and science practices. The research identified the impact of teacher preparation on teaching resources in mathematics and science teaching. Data from gender of teachers, use of teaching resources, teacher attitude, use of teaching materials in instructing mathematics and science practices was analyzed. Fully functioning of utilization of teaching resources in mathematics teaching and science in pre-primary education was enhanced.

Theory of Bruner's guide the study of learning. This study used Bruner's theory of learning (1966), which coincided with determinants of the usage of teaching tools by pre-primary teachers in Athi-River Sub-County in Machakos County. Forty pre-primary headteachers, 1800 pre-primary children and 600 pre-primary teachers were sampled in the county. This sub-county is categorized in to five stratified bases and the system of stratified sampling was used to identify six pre-schools basing on each sub-county translating to a total of thirty pre-schools. In this analysis, random sampling was used to pick six learners from the sampled schools. Methodology of sampling was purposive used to select two teachers from the sampled schools for arithmetic and mathematics tasks. Headteachers from the 30 schools were sampled. In this study, a sample size of 270 participants were chosen (30 headteachers, 60 teachers, and 180 pupils). Data

collection was also for survey questions and oral-interviews. A research instrument pilot test was carried out in six institutions in the neighbouring county. Qualitative data was produced from close-ended questionnaires. The analysis was done from the data collected through focused groups, interview schedule, questionnaires and observation check list were presented in form of tables. Findings from the study were: Highly qualified teachers on instructional use training were more than less in teaching of mathematics and science. Male teachers have been found to use instructional resources more often than their opposite gender. Positive teacher attitude towards mathematics and science used more instructional resources compared to teachers had a negative attitude.

A research done by Moige (2018) on determinants of learners preparedness for grade one, in Kisii central sub-county in Kenya. This study used Vygotsky's Social Constructivism Theory because it stresses the significance of culture and context in understanding what occurs in society. Adoption of descriptive design was enhanced. The population aimed was learners, school heads, and teachers from both government and individual primary institutions. Independent variables were child, family, and school factors, the dependent variable was the child's readiness for grade one. A stratified sampling methodology was used to pick schools and pupils and teachers were chosen using institution managers via random sampling approach. The methodology of purposeful sampling was used to pick the headteachers. The study population comprises of grade one pupils, teachers, and headteachers in 115 all government and individual institutions in sub-county. A small part of the study was three thousand three hundred and sixteen learners and both thirty four headteachers and teachers. Content validity was determined and Cronbach's alpha

reliability test was used to test validity and reliability respectively hence reliability coefficient of 0.7741 was significant. The instruments utilized for information gathering consisted of questionnaires for teachers, interviews for school heads and an observation checklist. Quantitative information was analyzed using descriptive statistics. Qualitative information was evaluated using themes of content analysis. Factors that influenced the learner's preparedness were both academic and non-academic. The key issues that affected the readiness of learners from home to school were the support from parents, parents involvement in school activities, family financial status and level of parents in education. Sufficient materials, enough playing field, reliable physical amenities were the key school factors that interfered with learners readiness. This study recommended that all the learners should be initiated through pre-school hence will emerge that some of the children who seek admission in grade one had never gone through pre-primary and this could interfere future success.

A study done by Mogaka et al (2019), on the availability and use of text books on student's education achievements in government Day secondary institutions in Kisii County. Research was driven by education's development feature model. This thesis followed a design for correlation analysis that included two hundred and forty six government day high institutions Kisii County for students and teachers. The target demographic was 24,266 participants in government day high institutions in Kisii County, consisting of 21843 established by four students and 2,423 teachers. The sampling method was non-proportional sampling, purposive sampling and systematic random sampling which was engaged. Participants were sampled and non-proportional

sampling was utilized. Systematic random sampling approach was utilized for learner's sampling and instructor's small portion was done via purposeful sampling method. To measure the sample size, the Yamane Condensed Formula was guided the study. The survey size used was 401 students and a total of 426 respondents with 25 teachers. There was both quantitative and qualitative study. The inferential statistics engaged in Pearson product moment correlation evaluation. Multiple regressions were utilized to evaluate quantitative results. Information of qualitative was evaluated thematically which was recorded in indirect quotations. Presentation of results was done through maps, charts and graphs. The research results showed that school services should be accessible in public day high schools in Kisii County for teaching and learning. In particular, the researcher found that the supply and use of textbooks had significance influence to learner's academic achievements. Kericho County public primary schools needs sufficient and relevant of teaching and learning materials to enhance smooth implementation of CBC.

Study by Kimeu et al (2015) on the influence of instructional resources on institutions of secondary learners concerning educational achievements in Makueni county in Kenya. The research showed that, academic success of students relied on reference books and manuals from instructors, textbooks from students and teachers, maps, chalkboards and chalk, laboratories, and chemicals and laboratory apparatus with learning materials. With a sample of 93 headteachers and 418 teachers in a total of 51 respondents. This study was guided by descriptive survey design. The current study done in Kericho County

Differ from the above because of use mix methods of both and descriptive survey design correlation design and engaged in public primary schools.

The study done by Nasumbwa et al (2019) on materials of teaching and learning in instructing language skills: Selection of pre-primary institutions in Bungoma County, Kenya. The cross-sectional sampling methodology was implemented by this study and targeted a sample of 290 public and private school schools. This study used a stratified sampling approach to pick a total of 29 ECD centers proportionately, comprising 10 percent of the targeted campuses. Two teachers from each school of the fourteen schools were chosen to take part in research from this study amounting to fifty eight ECDE teachers. The purposeful technique that was utilized to pick 14 headteachers from the chosen schools. Questionnaires containing closed and open-ended questionnaires were utilized in the study. Schedules of semi-structured interview schedule were used to obtain information. This report used the analysis of qualitative and quantitative data in the study.

Using open-ended questionnaires, data was obtained. This analysis showed that in most of the primary schools under reviewed that there were lack of instructing and learning materials. The study noted that it had inadequate teaching and learning materials in schools. The average that was less than 3.0 (mean<3.0) meant instructing and learning services in primary schools under review were not sufficiently used to teach language classes. This study noted that the school department of language has to be pushed by administration to create a departmental committee of instruction. Therapy comprising of one HoD language and two teachers. It concluded that there were no tools for teaching

and acquiring reading skills in most classrooms. The study suggested that all parties should engage in the adoption of ECD programs. This includes the administration, city governments, traditional leaders, community leaders, parents, and the private sector. In the production and organizing of a curriculum for a smooth delivery, it is necessary to include all the stakeholders. It is also important to get relevant tools.

Ngeno (2019) carried a study on the influence of free secondary education policy on learners' educational performance in Kericho County in Kenya. This thesis focused on the notion of investment options; a philosophical structure was designed by this. Independent and dependent variables were FSE policy and the academic performance of students respectively. Descriptive, ex-post-facto, and association analysis models were the research architecture that was used in this analysis. Sub County Quality and standard Officers, Principals, Directors of Studies, and a 2011 cohort of IV students were among the sample population of 4,457. The sample size that the analysis used was 485. To chose respondents, snowball and saturated sampling strategies were used. The research included the use of the questionnaire, the interview plans, the document interpretation guide, and the data collection guide for the Focus Group Conversation. Descriptive, inferential statistics and cohort analysis were used to interpret the quantitative results. In sub-themes and emerging themes, qualitative information has been coded, transcribed, and analyzed. The results of this analysis were medium negative association among FSE policy and the performance of academic students with a coefficient of 0.69 with a p-value of 0.05, reflecting 48 percent of the difference. The analysis thus concluded that the FSE policy increased the academic performance of students. The ice used in the analysis was 485.

Other causes have led to academic success in Kericho County, including poverty, substance addiction, teaching and learning materials, early jobs, and many others. It is necessary to include teaching and learning opportunities, including books and other materials, for the success of every program and for learners to reach their potential.

Chepsiror (2020) carried out a study on setting the foundation Competency based curriculum: experimental procedures of teaching concerning challenges in emergent reading in Kenya. This study found out the teaching process challenges reading offer to solve this difficult situation. This study took place in Bureti sub-county in Kericho County. The respondent identified consisted of ninety five pre- school one teacher. One teacher was selected from the both government and private schools. Collection of data was done using an observation checklist, a questionnaire, and focused group discussion. Data were analyzed using descriptive statistics. The findings of this study were that, teaching development issues were discovered to hinder practical preparedness approaches. These included aims for reading which was unclear strictness from parents to yield faster achievements. Practical time allocation was inadequate, instructors had overload syllabus due to assigned duties and surging number of learner population. This was an indication that the right resources and small class size will lead to the successful implementation of CBC in Kenya.

The study done by Kimutai and Cheboi (2020), on family background and its effect on learner transition rate from primary to secondary institutions in Soin/Sigowet sub- county in Kenya. This study utilized the methodology of mixed approaches. A descriptive

survey of the analysis guide the study. A population of 76 headteachers and 715 teachers was targeted. To collect data was done in sixty three schools from the zone. The sampling approaches used was clustered random sampling teachers and purposeful sampling on headteachers. The standardized questionnaires were used in this analysis to gather data and to interpret data with means and percentages. The research used both quantitative and qualitative methods. The study found that: trained parents supported their children with spiritual and material encouragement; parents' occupation decided their monetary capacity in educating children, participation of guardian's or parents takes a critical task in their children's success and advancement in school. Revelation from the study was difficulties domestic conflicts, homeless, hunger, drug abuse affect learners from transition from primary level to secondary school. This research found that family issues, including domestic conflicts, lack of food, homeless, substance addiction, influenced students transfer from government primary institutions to secondary institutions. The study suggested that parents should be sensitized by education partners in the Sub-County regarding the vital of promoting learners to progress from one level of learning to the next level. Competency- based education is important because it requires the participation of stakeholders, the community, and parents in supporting a child's teaching and learning in school.

Kiruy, Manduku, and Ngeno (2020) carried out a study on parent's economic level and educational achievements in government primary day institutions in multinational tea estates in Kericho county Kenya. The study found out that change in family monetary issues, family form and parenting style parenting has been correlated with the well-being

of an infant. Connection analysis design was followed by this report. It aimed at 336 levels for class seven and eight learner and fifty five members of the parent group, five assistant school managers and five school managers from five institutions in Kericho County's chosen tea estate schools. This study had a survey population of 101 students, 55 members of the parent group, 5 parents as well as 5 headteachers, and a stratified random sampling approach was used to obtain 5 deputy headteachers. The research sampled 101 questionnaire-issued students, while the author questioned 55 members of the parent group, 5 headteachers, and 5 deputy headteachers. To gather data from the region, this analysis used both questionnaires and interview plan. Descriptive figures were utilized to interpret obtained objective evidence where ratios and means were used. This research used the coefficient of Pearson product-moment correlation to compare results. By content analysis, qualitative data are analyzed.

The study showed that financial-based concerns were related to the greatest problems that impact that depend so much in incomes with wages that can fundamental requirements for parents in tea estate. It also added that the economic status of parents had a major influence educational achievement of the student. The study proposed that international estates of tea estates ought to prefer to support learners with monetary constraints home estates via corporate social roles. Since several public primary schools are operated by multinational tea plantations, these companies must support the introduction of the Competency based curriculum by providing financial support, constructing buildings, and properly upgrading teaching and learning materials. Kim (2015) carried out a study on Competency based curriculum. An effective method to digital duration for education

department of library and information science of college of information in university of North Texas. Rigorous Curriculum development and instructional design project was done. The target was meant to address the capacity building in information sciences. A study done by Milligan et al (2018) on Understanding the role of learning and teaching resource support between South Africa and Rwanda which allowed comparison between the two countries. A study done by Mohammed, Lawal, Marafa, and Hussaini, (2019) carried out a report on the Impact of Teachers competence in learning and instructing english language in senior secondary institutions in sokoto south local government in Nigeria. Amos et al (2015) carried out a study on instructional approaches for effective teaching and learning in secondary institutions in Nigeria. This study indicated that in Nigeria, there has been increasing adoption of teaching and learning materials in different subjects in institutions.

While the study done by Ssebyatika and Awichi (2020) Modelling student success using education sophistication attributes of multi-level composite indicators: A Case of Wakiso District Primary institutions, Uganda. To minimize challenges in a single technique, the research was involved with case study design with triangulation of pedagogical. The major instruments of gathering information were the observation guide and document review for identified primary institutions. Kisirkoi and Mse, (2016) carried out a research on Curriculum Implementation: Elementary School Strategies for Improved Learning Outcomes in Kenya. While a study by Changwony et al (2020) carried out a study the influence of provision of teaching materials in performance in mathematics in government girl's institutions in Baringo County. This study depended on theory of

production function theory by Hanushek, the training materials that were classified as important output importance in achieving good results was for girls. A study done by Cheboi and Nyongesa (2020) on the impact of teaching materials on the literacy of learners at government pre-primary institutions in sub-county of Webuye West, Kenya. This study adopted both a descriptive survey research design and a mixed-methods technique which were used. The research done by Omuna et al (2016) in Teso North Sub-County, Kenya on the availability and use of instructional materials for English teaching and learning in reading skills in secondary institutions pointed out that teaching and learning of various knowledge that dependent upon the availability of materials.

Otinga, Ong'ang'a and Ouko (2019) carried out a study on utilization of playing tools in instructing mathematical skills was undertaken in Bungoma South, Bungoma District, Kenya: A case study of pre-primary institutions in Bungoma south, Bungoma County, Kenya. Both qualitative and quantitative techniques were used. Pre-primary two learners and pre-primary two instructors involved in the research which involved in the study as the population targeted. Gathering of information was done via questionnaires instrument and observation plan was enhanced. Mogaka, Kariuki, and Ogeta (2019) carried out a study on the availability and use of text books learner's education achievements in government Day secondary institutions in Kisii County. The research was driven by education's development feature model. This thesis followed a design for correlation analysis that included two hundred and forty six government day high institutions Kisii County for students and teachers. Study by Kimeu et al (2015) on the influence of instructional resources on secondary school students Academic Performance in Makueni

County in Kenya. The research showed that the academic success of students relied on reference books and manuals from instructors, textbooks from students and teachers, maps, chalkboards and chalk, laboratories, and chemicals and laboratory apparatus with learning materials. With a sample of 93 headteachers and 418 teachers, for a total of 51 respondents, this study followed a descriptive survey design.

A study done by Nasumbwa et al (2019) on materials of teaching and learning in instructing language skills: Selection of pre-primary institutions was involved in Bungoma County, Kenya was involved. The cross-sectional sampling methodology was implemented by this study and targeted a sample of 290 government and individual institutions. While the one done by Ngeno (2019) was on the influence of free secondary education policy on learner's educational achievements in Kericho in Kenya. This thesis focused on the notion of investment options; a philosophical structure was designed by this. Independent and dependent variables were FSE policy and the academic performance of students respectively while Chepsiror (2020) carried out a study on setting the foundation of success in the Competency based curriculum: experimental instruction procedures in challenges in emergent reading in Kenya. This study found out the teaching process challenges reading offer to solve this difficult situation. This study took place in Bureti-County in Kericho County. The study done by Kimutai and Cheboi (2020), on family background and its effect on learners transition rate, from primary to secondary institutions in Soin/Sigowet sub-county, Kenya. This study followed the methodology of mixed approaches and was a descriptive survey of the analysis style used. Kiruy, Manduku, and Ngeno (2020) carried out a study on parents' economic status

and academic performance in public primary day schools in multinational tea estates in Kericho County, Kenya. The study found out that change in family monetary issues, family form and parenting style parenting has been correlated with the well-being of an infant. A correlation analysis method was adopted by this report. These studies did not utilize the Dewey's theory to guide their study. This study addressed the resource of teaching and learning on the CBC implementation. This study geared on the influence of teaching-learning resources on the implementation of Competency based curriculum in primary institutions in Kericho County, the gap that it sought to fill.

2.7 Summary of Literature Review

School readiness is very important and contributes to the successful implementation of the new curriculum. School preparedness determinants include the appropriate physical infrastructure, teacher preparedness, attitude of teachers and availability of teaching and learning resources that support the new curriculum implementation. In the literature reviewed, it was noted that studies done in Nepal and the Philippines were on the performance of community secondary schools during curriculum implementation. The one done in Pakistan was on attitude of prospective teachers towards profession while the study done in Australia was on revisiting mathematics manipulative materials in primary schools' classrooms. The study done in South Africa was on the impact of curriculum changes on primary school teachers. The one done in Zimbabwe was on the readiness of schools on the implementation of early childhood education while in Sub-Saharan Africa was on learning how to teach the upgrading of unqualified teachers. Among the studies done in the Kenya Kibera division on knowledge understanding and practices in health

education among standard seven pupils while the one done in Teso North was on availability and use of instructional resources for teaching and learning English reading skills. The study done in Siaya County focused on factors influencing the implementation of the curriculum in public primary schools. However, these studies did not address the school preparedness for Competency based curriculum implementation. It was in view that, this study has aimed at filling the gaps in the implementation of a Competency based curriculum in Kericho County Kenya.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter outlines the procedures and strategies involved in the study. It focuses on the research design, study area, study population, sample and sampling procedure, data collection instruments, the target population, sources of data, description of research methods, piloting, validity and reliability of research instruments, data collection procedures, data analysis, logistical and ethical considerations as well as summary of the chapter.

3.2 Research Design

The research utilized descriptive survey design and correlational research method. Descriptive survey design involves careful description of education phenomena and reports the way things are. Descriptive survey explore the relationship between variables in their natural setting as they occur (Apuke, 2017). The design was suitable because it allowed the use of interviews schedules and questionnaire as research instruments for gathering information at a given time. Questionnaire instrument is mostly used in descriptive research because they help obtain figures and facts about current conditions for making inquiries concerning their opinions and views. (Mugenda & Mugenda, 2018). This enabled the researcher to get the relevant information on determinants of public primary schools' preparedness on CBC implementation in Kericho County. The implementation of Competency-based Curriculum depends on how schools were

prepared in terms of availability of physical infrastructures, teacher trainings, teacher attitude and teaching and learning resources. The weaknesses in the questionnaires were dealt with by the use of interview schedule and open-ended section in the question.

According to Mugenda and Mugenda (2018) correlational research design was used to establish relationship between variables. Correlational research method involved gathering information in order to determine what a degree of relationship existed between variables. The degree of relationship was expressed as a correlation coefficient (r). The design was suitable to this study because it helped in establishing determinants of public primary schools preparedness on implementation of CBC implementation in Kericho County. CBC The implementation of CBC depends on how schools were prepared in terms of availability of physical infrastructures, teacher trainings, teacher attitude and teaching and learning resources.

Questionnaires were widely used frequently in the descriptive research design because they obtained facts about current conditions and were useful in making inquiries concerning their views and opinions (Rahi, 2017). The instruments gave the school headteachers, grade one teachers and CSO officers enough time to give well thought answers on the school preparedness in the implementation of CBC in public primary schools in Kericho County.

3.2.1 Variables

3.2.1.1 Independent Variables

The independent variables were Physical infrastructure, teacher training, teacher attitude, and teaching and learning resources. Physical infrastructure was identified through the questionnaires administered to grade one teachers and headteachers and by using the observation what was found in schools. The indicators of physical infrastructure were the availability of laboratories for example workshop, ICT, nutrition room, music, creative and art, sufficient classrooms and appropriate power connection.

Teacher training was measured by using the questionnaires administered to both headteachers and grade three teachers. The indicators measured were whether they had attended Seminars, workshops and in-service training on Competent Based Curriculum. Teacher attitude was measured by use of questionnaires administered to both headteachers and grade one teachers. The indicators measured included attitude in terms of negative or Positive feelings based on teachers' perception to the new curriculum implementation. Teaching and learning resources were identified using both questionnaires and the observation checklist. The indicators used include: Whether there was adequate text and exercise books, teaching aids and teachers guide books. The independent variable was measured using an ordinal scale because the study was grouped subjects in order. The variables that was measured using ordinal scale was the physical infrastructure, teacher training, teacher attitude and teaching and learning resource.

3.2.1.2 Dependent Variables

In this study, the indicator of dependent variable was the implementation of Competency based curriculum in Kericho county. The ordinal scale was used as a measure of scale. This was because the variables were categorized and grouped in terms of CBC competencies.

3.2.2 Research Methodology

Both quantitative and qualitative techniques were used in this study. Data collection methods included use of questionnaires, which were both close and open-ended. The CSOs responded to an interview schedule. The observation schedule was used by the researcher to check on the physical infrastructure and teaching and learning resources found in schools.

3.3 Location of the Study

This study was done in Kericho County. The County is situated in the southern part of the former Rift Valley province. This county has both rural and urban public primary schools. Schools are located in six administrative Sub-Counties namely; Bureti Sub-County, Belgut Sub-County, Kericho Sub-County, Soin/Sigowet Sub-County, Kipkelion Sub-County and Londiani Sub-county being administered by Curriculum Support Officers. The study area was chosen because there was no similar study done in the county on School preparedness on CBC implementation in Kericho County. The County had 524 public primary schools and 218 secondary schools that have been registered and

administered by the Kenya National Examination Council (KNEC) (Government of Kenya, 2017).

Studies on school preparedness of CBC implementation in Kenya were scanty. The current study therefore sought to find out the influence of physical infrastructure, teacher training, teachers' attitude and teaching and learning resources on the Competency based curriculum implementation in public primary schools in Kericho County. School preparedness for the new curriculum change in Kenyan government institutions was very important in education policy framework. When curriculum changes takes place in education ,teachers as instructors and implementers ought to be well conversant in their duties. This supported the intended goals, objectives of institutions and curriculum adhred to accordingly. The physical infrastructures, educators, teaching and learning resources that suppor t the new CBC have a mandate to ensure that today lernaning content fulfils future global needs for every child. However, the state of physical infrastructure, teacher trainings, teacher attitude and teaching learning resources on implementation of CBC in Kericho County are not known. Therefore it was necessary to carry out a study on school preparedness in the implementation of the Competency based curriculum in public primary schools in Kericho County. Appendix vii and appendix viii were the maps of Kericho County and Kenya respectively. These were the maps for the location of the study.

3.4 Target Population

Study population consisted of 524 headteachers, 610 grade one teachers and 24 Sub-County Curriculum support officers (CSO's) in Kericho County. The county had 524 public primary schools. The researcher selected public primary schools because they had the same characteristics and all sponsored by the government. Public primary schools are similar in terms of resources hence the government finance each child equally in public primary schools and have no variation. Grade one learners were not among the respondents because they were in a position to respond to questionnaire because of their age. The researcher purposed to select the grade one teachers because they are experienced since they handle the learners through Competency based curriculum system for the last three years. The Headteachers were also purposively selected for this study since they were the school administrators and they have experience on how the schools were prepared for the implementation of CBC.

3.5 Sample Techniques and Sample Size

This section briefly highlights the sample technique were used in the study.

3.5.1 Sample Techniques

Simple random sampling, purposive sampling technique and saturated sampling technique were used in this study. Simple random sampling was used to select any school and SCASO'S. Saturated sampling technique was used to select entire headteachers in selected schools. Purposive sampling was used to select grade one teacher. Purposive sampling were used to select grade one teachers because they were the main target

because they had handled CBC classes for the last four years and they were in a good position to avail the relevant information. The SCASO'S's were used to give information on the CBC as the representatives of the County.

3.5.2 Sample Size

According to Mugenda and Mugenda (2010) 10%-30% sample size is a good representation of population targeted hence any sample size between 10% - 30% was reliable in the study. Therefore, 10% was used to select the grade one teachers, headteachers in Kericho County. All the CSO's were sampled for the study. The sample size of the headteachers' and Grade one teacher's used in this study was indicated in Table 3.1, 3.2 and 3.3 respectively.

Table 3.1: Sampled Schools and headteachers in Kericho County

Sub-County	No. of schools (N)	Sample size (10%)	Round off Sample size (n)	No. of headteachers(N)	Sample size (10%)	Round off Sample size (n)
Bureti	113	11.30	11	113	11.30	11
Belgut	79	7.90	8	79	7.90	8
Kericho	79	7.90	8	79	7.90	8
Soin/Sigowet	90	9.00	9	90	9.00	9
Kipkelion	81	8.10	8	81	8.10	8
Londiani	82	8.20	8	82	8.20	8
Totals	524		52	524		52

Table 3.1 indicates that 52 schools and 52 headteachers were sampled for this study in Kericho County. The schools and headteachers were rounded off to the nearest whole numbers. Therefore, 52 headteachers were involved in this study. The school headteachers participated as respondents since they were the school managers. They were in a better position to avail all the information required on physical infrastructure, Teacher training, Teacher attitude, teaching and learning resources on the implementation of Competency based curriculum in Kericho County. The sample size of Grade one teacher's was indicated in Table 3.2. below.

Table 3.2: Sample size of Grade One Teachers in Public Primary Schools in Kericho County

Sub-County	No. Grade one Teachers (N)	Sample size (10%)	Rounded off sample size (n)
Bureti	142	14.20	14
Belgut	89	8.90	9
Kericho	121	12.10	12
Soin/Sigowet	88	8.80	9
Kipkelion	84	8.40	8
Londiani	86	8.60	9
Totals	610		61

Table 3.2 indicates the sampled respondents of grade one teachers in Kericho County as per the sub counties. There were 610 grade one teachers in the county. For this study,

10% of the target population was used. Therefore, 61 grade one teachers were involved in this study. Ten percent were selected randomly from the selected schools. Since the sampled schools had varied population of grade one teachers' 10% percent was used per schools and Sub County respectively. Grade one teachers participated as respondents since they had already handled a cohort in lower primary who are currently in grade four. Hence, they have enough experience with the learners because they were pioneers implementers of CBC in Kericho County.

Table 3.3: Sample size of Sub County Curriculum support officers in Public Primary Schools in Kericho County

Sub County	Study Population		Sample size	
	Frequency (f)	Percentages (%)	Frequency (f)	Percentages (%)
Bureti	4	100	1	25
Belgut	4	100	1	25
Kericho	4	100	1	25
Soin/Sigowet	4	100	1	25
Kipkelion	4	100	1	25
Londiani	4	100	1	25
Totals	24		6	

Table 3.3 indicates the sampled size of CSO's in Kericho County as per the Sub Counties. For this study, 25% of the target population was used. Therefore, 6 CSO's were involved in this study. The CSOs' participated as respondents since they were the sub-county managers who facilitated and assessed the curriculum implementation. They were reliable to avail information required on physical infrastructure, Teacher training,

Teacher attitude, teaching and learning resources on implementation the new curriculum implementation in Kericho County.

3.6 Research Instruments

Self-constructed research instruments were utilized in this study. The instruments used included questionnaires, interview schedules and observation. Distribution of questionnaires was given to grade one teachers and headteachers. Questionnaires were both open-ended and closed ended. This is because the information that was not captured in close ended will be indicated by the respondents in open ended section. A scale was used in the questionnaire. The scale ranged from SA-SD where SA=Strongly D=Disagree, U=Undecided, A=Agree and SD= Strongly Disagree.

According to Mugenda and Mugenda (2010) questionnaires, were mostly utilized in descriptive research due that questionnaires obtain facts above current conditions and useful in making inquiries concerning views and opinions. The interview schedule was used to gather information on physical infrastructure, Teacher training, Teacher attitude, teaching and learning resources on the implementation of Competency based curriculum in Kericho County from the SSSCASO'S's officers. The interview schedule was among the data collection tools in qualitative research and the best process of evaluating people reasoning, definition of solutions and constructions of reality (Punch, 2005). The researcher gets a detailed and complete understanding of views fromm the participants (Kombo & Tromp, 2006). Observation was also instruments that was used in the study. Burney and white (2010) indicated that observation involves recording ongoing

behaviour without interfering it. According to Punch (2005) pointed out that in a naturalistic observation, the researcher neither stimulates nor manipulates the character of the targeted group during observation which differ from other information data gathering technique. This was important in the study because the researcher observed what was happening without manipulating the outcome. Observation was very important in the study because the facts observed from the ground will be compared to the information given by the respondents through questionnaires. The observation was to find out the relationship between availability of physical infrastructure and implementation of CBC in public primary schools.

3.6.1 Questionnaires for the Headteachers

The questionnaire was administered to headteachers and was categorized into two sections appendix I. The first category dealt with demographic information. Demographic data indicated the age, gender, trainings, teaching and administrative experience that the teacher.. The were important to establish experience. These were the right respondents to attend to the questionnaire. The second category dealt with physical infrastructure, teacher trainings, teacher attitude, teaching and learning resources. In this section the format of questionnaire was likert scale. The scale ranged from SA-SD where SA=Strongly D=Disagree, U=Undecided, A=Agree and SD= Strongly Disagree. According to Mugenda and Mugenda (2010) questionnaires, are widely used frequently in the descriptive research because questionnaires obtain facts above current conditions and useful in making inquiries concerning views and opinions. The open-ended question was also included in Appendix 1.

3.6.2 Questionnaire for Grade One Teachers

The questionnaire was administered to Grade one teachers and was categorized into two sections in Appendix 11. The first part dealt with demographic data while the second part dealt with information on physical infrastructure, teacher trainings, teacher attitude, teaching and learning resources. The same format used for headteachers' questionnaire was applied in grade one teacher questionnaire.

3.6.3 Interview Schedule for the Sub County Assurance and Standard Officers

The Interview schedule was administered to CSO's in Appendix 111. It was categorized in to two sections. The first section dealt with demographic information while the second section dealt with the information on implementation of CBC. Collection of information from the CSO,s was done through an interview schedule. The respondents were experienced enough to give relevant information required on determinants of physical infrastructure, Teacher training, Teacher attitude, teaching and learning resources on implementation the new curriculum implementation in Kericho County.

3.6.4 Observation Schedule

Through observation schedule in appendix 1V, the researcher checked the availability of physical infrastructure, availability of teaching and learning resources in school that supported the successful implementation of the new curriculum. Observation was used to gather information on strengths to improve the physical infrastructure that supports the implementation of CBC in Kericho County. This enabled the researcher to counter check what have been given in the questionnaire and interview schedule. Punch (2005) pointed

out that, in naturalistic observation, researcher neither stimulates or manipulate the character of the observers comparing data with those collected by other instruments. MC Burreny and White (2010) noted that, observation involves recording continuous behavior without manipulating it. It also refer to data gathered by investigator without interviewing the respondents (Orodho, 2004). Data collected signifies current occurrence without interfering by either past behavior or future intentions or perception of the respondents. The given information is limited to what is happening at the present. This was vital in determining the information required on physical infrastructure on implementation the new curriculum implementation in Kericho County. This was done by observing the current state of physical amenities in public primary schools that influence the implementation of CBC (Appendix IV).

3.7 Piloting

Two schools in Kericho County which never participated in the final study were involved in piloting. The schools which were piloted were selected randomly. The items found unclear or with distorted meanings were rectified before being administered in the main study area. The Grade one teachers' questionnaires being the main instrument of this study had some sections to be amended after discussing the question items with the respondents in the pilot study. Head teacher questionnaire and grade one teacher questionnaire were administered for the piloting. Repeated administration was done after an interval of two weeks found that the questionnaires were reliable. The response from the piloted schools assisted the researcher to adjust the misunderstood questions and put in a precise and simple language for the respondents to understand easily.

3.7.1 Validity

Validated instruments included the questionnaires and interview schedule. Validity of an instrument measures the extent to which it is supposed to measure. There are different situations in which validity takes different forms. Leedy & Ormrod and Mugenda & Mugenda (2005, 2018) define face validity of the instruments used. Face validity is the extent to which the particular surface of an instrument is measuring a specific behavior but because it depends entirely on subjective judgement, it is not convincing itself that an instrument is truly measuring what the researcher wants to measure. Content validity is the extent to which an instrument represents content area or aspect being measured. The content validity is the extent to which measurement an instrument represents the sample of content area or the domain being measured. High content validity means when an item is appropriate proportionally to that domain, Mugenda and Mugenda (2018). Demographic data were too detailed and it was amended. After the piloting study, some of the questionnaire items were amended because they were not clear. Amendments included the long statements were reduced, respondents' time preferred to respond to questionnaires during free time which included break times, lunch break and games times. Some preferred to take two days for the feedback. This was adopted in this study hence supervisors' recommendations were incorporated to make the instruments valid.

3.7.2 Reliability

According to Leedy and Ormrod (2005), the reliability of an instrument measuring is the amount to which it provides unchanging outcomes especially when the measured

characteristics has not been altered. Similarly reliability, validity has varying forms in diverse situations. The test-retest method was utilized in the study since the instrument was to be administered on a spread of three months. The instrument was administered to the same respondent twice at an interval of two weeks was 4(7%) representing respond from head-teachers and Grade one teachers. Mugenda & Mugenda, (2018) pointed out that two weeks were found to be standard for these instruments to be piloted again. The data from head-teachers and grade one teachers' questionnaires were analyzed for reliability. The interview schedule with the SCASO'S took 30 minutes with each SCASO'S. The six SCASO'S's were traced. Observation was done to confirm the information given the respondents on Physical infrastructure found in public primary schools on the implementation of CBC.

To determine whether the instruments were reliable such as the interview schedule, the tools were pilot tested in schools in Sub-Counties who had similar characteristics to the study sample and didn't take part in the actual study. A pilot scope of between 1% and 10% is deliberated suitable (Mugenda, 2018). The instruments were piloted using 12 respondents. However, the respondents never took part in the research. Data from the pilot study were analysed using Cronbach's Alpha coefficient, mathematically expressed as shown in equation 3.1. Adjustments were then made where necessary on the interview schedule to increase its reliability.

$$\alpha = \frac{N\bar{c}}{v + (n-1)c}$$

.....{3.1}

Where α is the Cronbach's Alpha coefficient, \bar{c} is the average inter-item covariance among the items, \bar{v} is the average variance and N is equal to the number of items/observations. The reliability of the tool was determined by the use of the Cronbach's Alpha coefficient. A coefficient of 0.831 was found which showed that the data collection instruments were reliable. After calculating the Cronbach's Alpha coefficient for this study, the reliability coefficient results are as shown in table 3.5 for the interview schedule.

Table 3.4: Interview Schedule Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items
0.831	0.914	10

Source: Survey Data, (2020)

3.8 Data Collection Techniques

After the approval of the proposal, the University issued a letter to the researcher who got permission from National Commission of Science, Technology and Innovation (NACOSTI) to collect data in Appendix. The researcher also got permission from the County Government to carry out research in public primary schools in Kericho County. The researcher collected data in the selected public primary schools for two months. The researcher visited the targeted primary schools and requested for permission from the headteachers. After the headteachers permitted the research to be carried out in the school, headteachers as well as grade one teachers were issued with the questionnaires.

Once this was done, the questionnaires were picked within two days but majority of the questionnaires were given out within the same day and were collected the same day. Observation was also done by the researcher when the respondents were responding to questionnaires.

The interview session with CSO was booked in advance with the secretaries in their respective offices then consent was sought from the CSOs before the interview was conducted. The interview schedule was organized for CSO in the sub-county education offices.

3.9 Data Analysis

Data collected from the headteachers and grade one teachers' from questionnaires were coded and entered in to the Statistical Package for Social Sciences (SPSS) version 21.0. This represented quantitative information that was analyzed using inferential and descriptive statistics. The data was analyzed using frequency and percentages, means, standard deviation and Pearson product moment correlation. Data obtained from the demographic details and observation schedule were analyzed using frequencies and percentages. Data obtained through questionnaires were rated through Likert scale ranging from 5-1 whereby, 5 represented strongly agreed, 4 represented agreed, 3 represented undecided 3, while disagreed and strongly disagreed were represented 2 and 1 respectively. Hence, it was analyzed using means. Using means, pearson product moment correlation was computed and the results were obtained. Results from observation were analyzed using means and percentages.

Researcher used the tables in making descriptive report and findings from the discussions from the study. Classified data are put in form of tables (Orodha 2004). This was done after computation of determinants of public primary schools' preparedness on the implementation of CBC in Kericho County. The implementation of CBC depends on how schools were prepared in terms of availability of physical infrastructures, teacher trainings, teacher attitude and teaching and learning resources.

In this study the variables were determinants of public primary schools' preparedness in terms of availability of physical infrastructures, teacher trainings, teacher attitude and teaching and learning resources. Pearson product moment Correlation coefficient is a measure of linear relationship between two variables Creswell (2009) According to Mc Burney and White (2010) defines it as a measure between variables and the correlation is expressed to take any value between +1.0 and -1.0

According to Mugenda and Mugenda, (2010) Correlation is a method used to analyze the degree of relationships between two variables. The set P-values is 0.05 meaning that there is a relationship between variables with values less than 0.05, and there is no relation with values more than 0.05. Correlation Coefficient (r) was further done to interpret the relationship between the variables which determine the strength and direction of relationships. Leedy and Ormrod (2005) interpretation guideline line was used as shown in table 3.5 below.

Table 3.5: Interpretation of Variables

Strength of the relationship	Positive (+)	Negative (-)
Weak/small/ low	From 0.01 to 0.30	From 0.01 to 0.30
Medium/Moderate	From 0.31 to 0.70	From 0.31-0.99
High/strong	From 0.71 to 0.99	From 0.71 to 0.99
Perfect relationship	1.00	1.00
No relationship	0.00	0.00

Source : Adapted from Elifson Runyon and Haber (1990); Leedy and Omrod (2002)

From table 3.6 the pearson's (r) from + 0.31 to 0.30 is Weak/small/ low association, from From 0.31 to 0.70 was Medium/Moderate, while relationship from From 0.71 to 0.99 was high/strong association, Perfect relationship was where it was positive or negative 1.00 while 0.00 meant ther was no association. Coeffiecient of determination R^2 Was where the square of the pearson r tells how much of the variation accounted for the correlation which was expressed in percentages while other remaining percentage could be due to other factors (Leedy & Omrod, 2005). This was adopted in the interpretation of Pearson (r) and coefficient of determination R^2 in the study.

The intervening variables namely, over enrolment and insufficient teachers were controlled by establishing its dominant direction of influence. It was integrated with implementation of CBC and correlated together and separately to establish its mediating results on the influence of physical infrastructure, Teacher trainings, teacher attitude and

teaching and learning resources. Qualitative data were analyzed using themes and sub themes. These were data obtained through interview schedule and open-ended questions. Collected data were edited, organized and summarized into themes.

3.10. Logistical and Ethical Considerations

Researcher explained to the teachers and CSOs that the research was voluntary and that they were assured of confidentiality.

3.10.1 Logistical Consideration

The researcher was given an introductory letter and ethical clearance from Kenyatta University Graduate School. The letter was then taken to the National Commission for Science, Technology and Innovation for a research permit. After the permit was granted, it was taken to Kericho County Director of Education to seek permission to carry out a research in the county. The researcher then visited the sampled schools and informed the head teacher when to come and collect data.

3.10.2 Ethical Consideration

The researcher assured the respondents that the information provided was only meant for studies and confidentiality would be ensured. The researcher informed them that participation was voluntary. The schools that were involved were not revealed. Researcher obtained permission from the County Director of Education before undertaking the study in various public primary schools in Kericho County. After permission was granted the researcher informed the headteachers of selected public primary schools

through a written letters three weeks before the actual study commenced. The researcher called the headteacher a day prior to the actual day prior to collect data as a reminder. The headteachers also were reminded to inform grade one teachers that they will be interviewed too and what was expected from them. The SSSCASO'S were given an appointment to be interviewed a week to the actual day while the consent to participate in schools in research to ally fear and anxiety was factored in. The respondents were assured of confidentiality and privacy of information gathered provided would be strictly for study.

However, information gathered would be handle not to cause psychological, emotional, physical to the respondents. Anonymity was assured to respondents by the researcher. Embarrassing questions to respondents wer discouraged by the reseacher. The researcher also avoided asking embarrassing questions which might cased disgust and shock during data collection. Researcher informed to respondents that knowledge generated would be shared to them.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents findings, interpretation and discussions which are divided into response rate, demographic characteristics, discussion of each objective and inferential statistics. The discussion of objectives results is subdivided into headteachers' questionnaires results, grade one teachers' questionnaires results, interview results, observation schedule results and finally discussion of the results obtained per objective. The inferential statistics results are discussed as per research hypothesis. The findings and discussions are presented according to the study objectives under the following themes:

- i. To explore the relationship between availability of physical infrastructure and school preparedness for implementation of the competence-based curriculum in public primary schools in Kericho County.
- ii. To determine whether teacher training influences implementation of the competence-based curriculum in primary schools in Kericho County.
- iii. To establish whether teachers' attitude influences implementation of the competence-based curriculum in primary schools in Kericho County.
- iv. To explore the availability of teaching and learning resources and its influence on the implementation of competence- based curriculum public primary schools in Kericho County.

4.2 Response Rate

The headteachers' interviewed were 50 out of 52 representing a response rate of 96% while there were 57 respondents with a rate of response of 93% from the sample size of 61 grade one teachers in Kericho County and 6 CSOs in each Sub County in Kericho. The interviews were done for all the 6 CSOs. They had response rate was 100%.The researcher visited the 52 schools where the questionnaires were given to the teachers and observations representing the entire sampled schools. Mugenda and Mugenda (2010) noted the response rate which is above 80% is excellent for analysis. Questionnaires given to headteachers and grade one teachers, interview schedules and observation schedules used were above this threshold.

The results from the questionnaires were integrated with content analysis of interview results and quantitative results from observation schedule. The results were then discussed to provide recommendations and conclusions for the study. The rate of return for the questionnaires was 100%. This data on return rates helps to justify the validity of the data that was used in this study and the new knowledge generated.

4.3 Demographic Information

Demographic data collected pertaining to headteachers' and grade one teachers' questionnaires entailed age, gender, teaching experience and level of education. Age assisted in ascertaining the experience and ability of headteachers to make viable decisions. In some instances, gender has indicated different abilities where female and male teachers use different methods in teaching. Teaching experience represented the

years served in teaching profession. Headteachers' questionnaire had an extra question on the duration of serving as an administrator in the school.

Experience of the head teacher plays an important role in CBC implementation process. Since they have handle the previous 8-4-4 system, they were in a position to put in place suggest the required physical infrastructure and teaching and recommended the appropriate learning resources. Demographic data were presented using frequency as well as percent base on the total number of respondents. The information is provided in table 4.1, 4.2 and 4.3 for SSCASO'Ss, headteachers' and grade one teachers' questionnaires respectively.

Table 4.1: General Information on Curriculum Support Officers in Kericho County

Demographic Characteristics		Frequency (f)	Percentages (%)
Age	Below 30 years	0	0
	40 -50 years	4	66.67
	Above 50 years	2	33.33
Gender	Male	5	83.33
	Female	1	16.67
Level of education	masters	1	16.67
	Bachelors	5	83.33
Duration of service	Below 5 years	2	33.33
	6-10 years	3	50.00
	Above 10 years	1	16.67
		(n=6)	

Table 4.1 indicates that the age of the SSCASO's those who were between 50-60 years were 4(66.67%). Those above 50 years were 2(33.33%). There were more male SSCASO's than female representing 5 (83.33%) and one (16.67%) respectively. Level of

education for the CSOs was as follows. One (16.67%) had a master’s degree, while 5 (83.33%) for male and female gender respectively. The SSCASO’s were experienced in terms of Curriculum assessment. This was evident with the duration of service below 5 years were 2(33.33%), between 6-10 years were 3(50%) and those who have served above 10 years were one (16.67%). These were an indication that the SCASOs had enough experience to give information on school preparedness on implementation in Kericho County.

Table 4.2: General Information on Headteachers’ in Public Primary Schools Kericho County

Demographic Characteristics		Frequency (f)	Percentage (%)
Age	Above 50 years	14	28.00
	40-49 years	28	56.00
	30 -39 years	7	14.00
	Below 29 years	1	2.00
Gender	Male	29	58.00
	Female	21	42.00
Level of Education	Masters	2	4.00
	Bachelors	24	48.00
	Diploma	18	36.00
	P1	6	12.00
Teaching Experience	Above 30 years	2	4.00
	20-29 years	32	64.00
	10-19 years	15	30.00
	Below 9 years	1	2.00
Experience as a Head Teacher	Above 21 years	4	8.00
	11-20 years	31	62.00
	Below 10 years	15	30.00
		N(50)	

Source: Field data, 2020

Table 4.2 indicates that the age of the headteachers who were above 50 years were 14(28.00%). Those between the ages of 40-49 years old were 28 (56.00%). Those who were between the ages of 30-39 years were 7 (14.00%). While below 29 years was one (2.00%). There are more male teachers compared to their counter parts and were represented by 29 (58.00%) and 21 (42.00%) respectively. The level of education of the headteachers were that : the headteachers who had Master in Education were 2 (4.00%), Bachelors in Education were 24(48.00%) while those with diploma and P1 certificate were 18 (36.00%) and 6 (12.00%) respectively. Teaching experience of headteachers above 30 years were 2(4.00%) and those between 20-29 years were 32 (64.00%). The headteachers who were between 10- 19 years were 15 (30.00%) and those below 9 year were one (2.00%). Headship experience was also important especially coordinating the ministry of education and school in all the aspects pertaining education in public primary schools. Those who had an experience above 21 years were 4(8.00%), those with experience between 11-20 years 31(62%) and those who had an experience below 10 years were 15(30%).

Basing on these findings the headteachers were well experienced and have passed through different system before being part of the new curriculum. The curriculum implementation requires experience in management of teaching which includes the headteachers and deputy teachers experience in school administration (Republic of Kenya, 2017). The headteachers had enough experience to give information on School Preparedness on Implementation of CBC because he have manage the physical infrastructure and knew the relevant teaching and learning materials for CBC

implementation. The respondents in this study included public primary school Grade one teachers. Their demographic characteristics were as shown in Tables 4.3.

Table 4.3: General Information on Grade One Teachers’ in Public Primary Schools in Kericho County

Demographic Information		Frequency (f)	Percentages (%)
Age	Below 20-29 year	7	12.28
	30-39 years	15	26.32
	40 and above years	35	61.40
Gender	Male	8	14.04
	Female	49	85.96
Teaching Experience	Above 30 years	6	10.53
	20-29 years	24	42.11
	10-19 years	17	29.82
Level of Education	Below 9 years	10	17.54
	Bachelors	11	19.30
	Diploma	28	49.12
	P1	18	31.58
		(n=57)	

Field data, 2020

Table 4.3 shows the demographic information of grade one teachers. The age of the teachers was factored in those who were above 40 years were 35(61.40%). Those between the ages of 30-39 years were 15 (26.32%) while those who were between the ages of 20-29 years were (12.28%). There were less male teachers as compared to female teachers and were represented by 8(14%) and 49 (85.96%) respectively. Teaching experience of grade one teachers with above 30 years were 6 (16.53%) and those between 20-29 years were represented by 24 (33.33%). Teachers who were between 10- 19 years were 17 (29.82%) and those below 9 years were 10 (17.54%). The level of education of grade one teachers was also conducted and the findings were as follows: Those with Bachelor of Education were 11 (19.30%). Diploma and P1 certificates holders were 28 (49.12%)

and 14 (24.56%) respectively. This finding concurs with the study done in Private pre-school teachers' preparedness on competence-based curriculum implementation in Dagoreti North, Nairobi, Kenya. Nairobi. Therefore, the experience assists in implementation process. This is an indication that the grade one teachers were in a position to give information on School Preparedness on Implementation of CBC curriculum in Kericho County.

4.4. Competency based curriculum in Public Primary Schools in Kericho County

Competency based curriculum response from the headteachers, grade one teachers and CSO's in Public Primary Schools in Kericho County. Headteachers' questionnaires, grade one teacher' questionnaires, interview were given to CSOs and observation schedule were used. Table 4.4 to 4.7 presents' means, percentages, and Pearson Product Moment Correlation results for headteachers and grade one teacher respectively. Mean and standard deviation was used to analyze results from the linkert scale. The mean ranging was derived from a scale of 1-5. Where strongly agree=5, Agree=4, undecided=3, disagree=2 and strongly disagree =1. The results were computed and presented in Table 4.1 to 4.9

Below were the responses of Competency-based curriculum for both Headteachers (n=50) and Grade one teachers (n=57). The statements were basing on how headteachers and Grade one teachers viewed the CBC curriculum basing on how learners were able to acquire and perform learning activities in various learning areas. It revealed how learners achieved the CBC objectives basing on the syllabus content. The statements measured

how learners acquire fundamental knowledge basing on skills, creativity and talents for learners competencies. The findings were correlated with the objectives to get its significance in the implementation of CBC.

Table 4.4 Headteachers and Grade One Teachers responses on Implementation of CBC in Public primary Schools in Kericho County

STATEMENTS	Head teacher		Grade one Teacher	
	Mean	Std. Deviation	Mean	Std. Deviation
Demonstrate fundamental skills in literacy and numeracy to learn	3.70	1.11	3.72	1.06
Interact appropriately in a number of ways through verbal or non-verbal methods.	3.61	1.19	3.04	1.02
In social relationships, learners show acceptable etiquette.	3.24	1.22	3.04	1.30
Creativity and critical reasoning skills in problem solving are beginners.	3.86	1.23	3.79	1.03
The immediate atmosphere for learning and enjoyment is explored by learners	2.18	0.92	2.81	0.77
Improve health and well-being, learners exercise hygiene, diet, sanitation and protection skills.	2.70	0.97	1.72	1.01
For healthy life, learners show the acquisition of mental, aesthetic, moral development, spiritual and physical.	3.34	1.10	3.02	1.22
Express respect varied and rich cultural heritage of the world for harmonious co-existence.	1.24	1.19	1.04	1.28
Learners apply fun and digital literacy skills.	2.51	1.23	2.59	1.01

Field data, 2020

According to table 4.4, Competency based curriculum was assessed indicating that the learners' skills and talents are catered for to a great extent. On demonstration on of basic literacy and numeracy skills for learning, the headteachers rated it with a mean of 3.70

and standard variation of 1.11 while for the grade one teachers had a mean of 3.72 with a variation of 1.06. Response on Basic Literacy and numerical skills for learning was that it has improved after the introduction of CBC. The grade one teachers rated it slightly higher than the headteachers. The interview findings mentioned by the respondents indicated that with CBC program, learners are able to read and solve mathematical problems comfortably. This is a clear indication that CBC has improved numeracy skills and basic literacy. This was clearly stated by a CSO, who said that,

“Since CBC was started by the Kenyan government, the assessment of reading skills has improved among learners greatly. They are also self driven and creative in their learning. This is an indication that reading has greatly improved. Therefore, there are chances of having a nation that is innovative and inventive.”

The current study concurs with the study done by UNESCO (2015) on Education Programs Implementation in Uganda to Enhance Learning Outcomes and Reduce School Performance. An inequality was one of the aspects that many stakeholders were teachers in education which preferred thematic curriculum which enhanced several powerful facets. Among these were the significance, stronger focus on skills of numeracy and literacy. It furthermore added that, it has also made the number of learners surge during classes, making learning a more exciting experience for children. Furthermore, it relates to the curriculum in Greece as indicated by European Union (2018), where it noted that it promotes cognitive interconnection of different subjects; hence, learners have a better understanding of concepts. It also concurs with the study done by Vallejs, Morel, and Tusing (2017) in Russia on Competency- based program delivery. The study pointed out that, the new approach to the competency-based curriculum adopts interdisciplinary,

dynamic process, contextualized, participatory and open advance pedagogical disciplines. The Competency based curriculum has improved participation in teaching and learning process where skills and competence are re-evaluated and developed to fit the local and global labor market. The current study also agreed with the study done in India by Chaudhary (2015) on Factors affecting curriculum implementation for students. The current study revealed that the curriculum should help the learner to acquire knowledge or experience in learning process. Basing on the current study and other studies done elsewhere on Curriculum, it is evident that a CBC should help to demonstrate basic literacy and numerical skills.

Learners interact appropriately in a number of ways through verbal or non-verbal methods which were one of the parameters that were used to measure was Interaction through verbal or non-verbal in the CBC curriculum. This was rated at a mean of 3.61 with a deviation of 1.19 by the headteachers and grade one teachers rated at 3.04 with a variance of 1.02. The headteachers rated it higher than the grade one teachers. Basing on the findings, learners were able to communicate well. This was further supported by the interview findings given one of the CSO who stated that, “when assessment is done, learners were able to communicate well for instance; they state their names and parents names confidently. Communication skills were also acquired. The aspect of socialization is good”. This is an indication that, CBC is meeting the required outcome. This current study agrees with the findings by Hernández and Menéndez, (2017) which pointed out that, in terms of competence assessment approaches, most of them were used to guarantee the desire competence level in CBC curriculum. Activities in teaching and

practice are acquired through situations and simulations of real life. For the grading of exams and narrative transcripts, performance of competencies was registered. This supports the assessment of CBC which is also relevant with this current study done in Kericho County. It further indicated that, CBC promoted competencies including effective communication, lifelong learning and critical thinking. Hence, the assessment of CBC should be done in all levels consistently and continuously. The current study is in agreement with the study done in Rwanda by Rw'abarezi (2018) on CBC implementation that has taken shape with majority of teachers having been taught and gain knowledge in CBC. The competency-based curriculum in Rwanda emphasized continuous assessment methods rather exam based methods. The assessments are to assist in identification, development and management of capabilities and skills of the learner. Communicating using verbal or non-verbal forms correctly in a number of contexts was one of the parameters that were used to measure CBC and its outcome.

In view of social relationships, the response was that, learners showed acceptable etiquette. According to the findings the head teacher and grade one teachers rated this outcome with a mean of 3.24 and 3.04 with a variation of 1.23 and 1.03 respectively. Basing on these findings, it is an indication that learners have improved in terms of socialization at both home and school environment. Respondents mentioned in the open-ended and interview schedule that communication and good etiquette behavior have improved among the learners. In fact one of the CSO said,

“Socialization and confidence was good. The element that there is no competition among learners, has given them confidence because they see themselves as equals”.

CBC curriculum discourages the ranking of both learners and schools but rather utilized the four levels of expectations in assessment hence this has boosted the children to be confident; it has also improved socialization and self expression amongst themselves. This current study was in agreement with a study done by Mulenga and Kabombwe (2019) which was done in Zambian Primary and Secondary Schools on a Competency based curriculum. The study emphasized that the program is structured to help students develop awareness, talents, behaviors and values that are likely to empower them with skills hence helping them to serve society effectively. This is in agreement with the findings of the current study since the Kenyan curriculum caters for skills and talents which are practical oriented. In social relationships, this improves proper etiquette in both school and home.

Creativity and critical reasoning skills in problem solving in beginners was another CBC outcome parameter. This was rated with a mean of 3.86 and 3.79 a standard variation of 1.23 and 1.03 for the headteachers and grade one teachers respectively. Basing on these findings Creativity and critical reasoning skills in problem solving in beginners has been enhanced by CBC curriculum. This was supported by interview schedule from the CSO who said that this parameter, critical thinking and creativity, has greatly improved. This was clearly stated by a CSO that,

“During assessments of grade three, when they were cleaning the market, the learners we were creative than the teachers and would go an extra mile to come up with masks and wheelbarrows by themselves. This surprised the teachers because the learners did more than them”

However, it was pointed out by grade one teachers in open-ended questions that natural occurrences are factors that hinder outdoor activities for instance rain. The teachers mentioned that too much rain affects outdoor activities for instance Physical health education, agricultural practical, art and craft practical were affected since they were no appropriate rooms for in door activities. This contributes negatively to the nurturing of talents hence affecting creativity and critical thinking negatively. The findings reveal that the learners have greatly improved in terms of creativity and critical thinking skills. In line with the World Bank (2019), this new analysis to succeed at work and in life, students must develop foundational knowledge and skills through core subjects like language, mathematics, and science and they must also learn how to solve problems. This can be achieved through practical's that can be nurtured through creativity. This is important because it will lead to thinkers and self-driven individuals. From the open-ended findings, teachers revealed that the assessments were to assist in identification, development, management of capabilities and skills of the learner. Creativity and critical thinking skills in problem solving have been achieved through CBC in Kericho County.

Exploring immediate surrounding enjoying and learning by the learners revealed that the learners appreciate nature. The headteachers rated it at a mean of 2.86 with a variation of 1.23 while grade one teachers mean was 2.81 with a variation of 0.77. CBC has made learners value nature and its environment. This was mentioned in qualitative data that

environment was appreciated by the learners. This study concurs with one done by Moige (2018) on determinants of children's readiness for grade one, in Kisii Central Sub-County, Kenya. The key issues that affected the readiness of learners from home to school was the support from parents, parents involvement in school activities, family financial status, and level of parents in education. Sufficient materials, enough playing field, reliable physical amenities are the key school factors that interfere with learners readiness. This is an indication that for CBC to be successful learners needs to explore the environment when learning. This brought enjoyment during learning hence objectives were achieved.

The response on CBC improved health and well-being; learners exercised hygiene, diet, sanitation and protection skills. This was an indicator that the learners have slightly improved in terms of health, diet, sanitation and protection skills. This was rated by the headteachers at a mean of 2.70 with a variation of 0.97 while the grade one teachers rated it at a mean of 1.72 and a variation of 1.01. Headteachers rated it slightly higher than the grade one teachers. This was emphasized by a CSO when one of them mentioned that,

“The lower classes started putting on masks, apron ready to clean the environment. They would clear the bushes and empty the stagnant water to avoid mosquitoes”. This is a clear indication that learners value hygiene and sanitation.

The response concerning learner's healthy life, on acquisition of mental, aesthetic, moral development, spiritual and physical was as follows: A mean of 3.34 and 3.02 with variations of 1.10 and 1.22 for the headteachers and grade one teachers respectively. Basing on the findings from teachers in open-ended questions it was evident that, learners

have improved in these aspects. During interview findings a CSO mentioned that, “children have grown to be all rounded individuals”. It was also stated by one of the CSO that, “Children have become creative and well balanced morally. The children value beauty, they are able to control emotion”. This current study concurs with the one done in Kenya by Ogutu (2020) on the changing of creative art in promoting growth of children in Kenya. This study revealed that there are diverse ways in which creative art curriculum promotes the child development and growth in holistic development of a learner. Creative art is very important in development of child and growth because it enhance nurturing of children talents. This was one of the objectives in the competence-based curriculum.

Teachers response on learners expressing respect in varied and rich cultural heritage of the world for harmonious co-existence were rated at a mean of 1.24 with variation of 1.04 and grade one teachers had a mean of 1.04 with a variation of 1.28. The findings show clearly that the learners have minimal knowledge on culture and heritage because academics have covered most of their time.

The response of on teachers concerning learner’s application of digital literacy skills was another outcome of CBC. This statement was rated at a mean of 2.51 and a standard deviation of 1.22 by the headteachers whiles the grade one teachers had a mean of 2.59 with a variation of 1.01. This is indication that learners enjoy using integrated ICT during learning. The interview findings supported that, “The schools that were well established like the urban enjoyed integrate learning with ICT. They are even allocated sufficient time to integrate learning while in school”. This study is in agreement with the one done

by Mwololo (2019) carried out on determinants of ICT Integration in Instruction in Early Childhood Education Programmes in Selected Universities in Kenya. The Lecturers' perceived ICT abilities was the best predictor of ICT integration in their instruction of ECE programmes. Since teacher trainers should be trained to be ICT compliance in it was relevant to the study since they convey they apply ICT knowledge in teachers training colleges.

The table below was the observation results concerning the physical infrastructure in public primary schools in Kericho County. The researcher had an observation schedule so to compare the actual physical amenities from headteachers and grade one teachers' response to the actual physical amenities found in each school.

Table 4.5: Observation Results for Physical Infrastructure in Public Primary Schools in Kericho County

ITEM	Frequency (f)	Percentages (%)
Availability of ICT designed classroom or computer labs	52	100
Electricity power connection	52	100
Classroom for the learners	52	100
Music room	6	11.54
Nutritional labs	8	15.38
Creative arts room or workshop room	10	19.23
Reliable security room for computers storage	45	86.54
Library	4	7.69
Book store	48	92.31
	n=52	

Field data, 2020

From the observation schedule in Table 4.5, 50 (100%) of the schools have ICT designed class rooms but they were small hence cannot accommodate large classes. All 52 (100%) had electricity power connection. It is a clear indication that government has made an effort to fund public primary schools for electricity connection and provision of laptops which enabled the learners to integrate ICT. The availability of classrooms was sufficient but small to suit the surging numbers of learners. The schools that had music rooms were 6 (11.54%). The schools were planning to convert the old classrooms to accommodate the music rooms. Nutritional laboratories were 8(15.38%). Creative arts rooms or workshops were 10(19.23%) already renovated and were being used previously in 8:4:4 systems. That was the time when creative arts were examinable. These rooms were the old classrooms which were renovated to suit the CBC practical lessons. From the observation concerning the reliability of secured storage rooms for computers or laptops 45 (86.54%) was available and adequate. The availability of Libraries was 4 (7.69%) of the schools. Book stores were 48 (92.31%) of the schools were available and adequate. Bookstores were adequate and available in schools compared to libraries.

A study done by Kigwilu and Akala (2017) on utilization of resources in curriculum implementation in community colleges in Kenya, disagrees with this study that, as much as many institutions are faced with the challenge of inadequacy of physical facilities and resources, the major challenge to implementation of curricula was underutilization of these resources and facilities by both teachers and learners. A study done by Nturibi (2015) on school physical infrastructure that influence academic performance in public primary schools in Ruiru Location, Meru county, Kenya concurs with the current study

which observed that, there were not available or inadequate Home Science laboratories, creative art classes, music rooms among other physical infrastructure which affect negatively the implementation of CBC. The current study further focused on influence of availability of physical infrastructure on the implementation of CBC. Dewey (1938) illustrated this theory with four instincts which include are social, constructive, expressive and artistic instincts which are in cooperated with CBC learning areas. Dewey related the subjects' area activities to learning life. He further noted that education is a growth where curriculum should arise from learners' interests to more practical learning of basic education in the curriculum. This theory supports continuous, participatory, and experimental learning hence; give light to practical learning of basic education. This focused on availability of physical infrastructure meant to support CBC implementation of which promotes e practical skills. The schools should also have well equipped libraries hence there was need to equip libraries and build without libraries. The current study investigated the influence of physical amenities on CBC implementation in Kericho County.

The research objective was to explore the relationship between availability of physical infrastructure and school preparedness for implementation of the competence-based curriculum in public primary schools in Kericho County. To establish the influence of physical infrastructure was collected from fifty two schools

Objective one sought to establish the relationship between physical infrastructures on Competency based curriculum implementation in Public Primary Schools in Kericho

County. In order to investigate physical infrastructure on implementation of CBC, questionnaires were given to headteachers', grade one teachers' and interviews schedule was administered to CSOs.

Table 4.6: Physical Infrastructure and the implementation of CBC in public primary schools in Kericho County as responded by headteachers and Grade one teachers

Reasons	Headteachers		Grade one teachers	
	Mean	std. Deviation	Mean	std. Deviation
The computer labs or ICT Designed classrooms are suitable for learners in my school	3.66	0.94	3.18	1.04
There are enough classrooms for the learners	3.69	1.04	4.02	1.03
There is constant supply of Electricity (main power)	3.62	1.68	4.12	0.73
The Electricity cables are well connected in the ICT designed classroom or in computer laboratories	2.80	1.44	3.44	1.18
The Creative art classrooms or workshop rooms are adequate for learning	1.88	1.14	1.60	1.08
There are appropriate nutrition or Home science laboratories	2.18	1.37	1.39	0.92
There is a well-equipped Music classroom in the school	1.88	1.27	1.35	1.43
There is a sufficient agriculture farm in your school.	2.22	1.39	2.30	1.43
There are agriculture tools and equipment in the school	2.52	1.42	1.70	1.87

Field data, 2020

Table 4.6 presents responses given by the headteachers and grade one teachers on the influence of physical infrastructure on implementation of CBC in public primary schools in Kericho County. Mean that is greater than 2.5 positive influences the implementation of CBC and any value less than 2.5 influences the implementation of CBC negatively. The headteachers and grade one teachers rated highly the suitability of the computer labs or ICT designed classrooms for learners in their schools. The findings were rated at 3.66 with a standard deviation of 0.94 for headteachers and 3.18 with a variance of 1.04 for grade one teachers. This was further confirmed by qualitative data from the headteachers and grade one teachers agreed that there should be extra classrooms to support the practical lessons and generally the implementation of CBC. This was further supported by one of the CSOs, who said,

“Schools with extra old classrooms should utilize them for both class and art work, though there is a crisis because of lack of special rooms for workshop and nutrition rooms due to increasing population among learners.” It was further confirmed by another CSO who said, “We have utilized most of the old classes to multitask so as to suit the practical lessons. The schools under James Finlay’s company and Unilever Company have supported the physical infrastructural development.”

This is a great support from these companies who are giving back the services to the community through education. They have assisted in constructing schools and in provision of teaching and learning resources. Insufficient computers were mentioned by all the respondents. This was evident when grade one teachers and headteachers revealed that, number of computers were not enough for the entire class because of the increasing enrolment. Some schools have some computers that need to be repaired thus slows down the collaboration of technology in teaching and learning. Since CBC requires ICT

integration, it is important to have adequate and reliable computers and network. This will enable schools to achieve the desired goals or objectives per subject.

Availability and adequacy of teaching and learning classrooms was another important infrastructure. The headteachers and grade one teachers rated it with a mean of 3.69 with a standard deviation of 1.04 for headteachers and 4.02 with a variance of 1.03 for grade one teachers. The interview indicated similar findings when it revealed that majority of the schools have enough classrooms. This was further clarified by a CSOs who said,

“One thing we are fortunate is the issue of classrooms. Most schools have sufficient classrooms for the learners. Though, we feel that some schools have overcrowded classes”

This disagrees with the study done in India by Chaudhary (2015) revealed that, create curriculum development atmosphere to the central government should have physical amenities. These included libraries, laboratories and play ground. The physical infrastructure was important on the influence of academic performance in public primary schools in Ruiru location. This finding disagrees with the study done by Nturibi, (2015) on the Influence of School Infrastructure on Academic Performance in Public primary schools in Ruiru location, Kenya. This study revealed that, classrooms were overcrowded and in poor condition. Many classes were not finished, not plastered or cemented on the floors.

Constant supply of Electricity (main power) was another important aspect in CBC. It was also rated highly at 3.62 with a standard deviation off 1.68 and a mean of 4.18 and

standard deviation of 0.73 for headteachers and grade one teachers' respectively. This was further supported by qualitative data. The grade one teachers rated highly compared to the headteachers. This was confirmed by qualitative data. It was revealed that Electricity was one of the items that have been successfully installed by the government and all the respondents appreciated the effort. This was confirmed by a CSO who said that

“The government had connected electricity to majority of public primary schools to enable the ICT rooms to power the computers”

This is an added advantage in CBC curriculum since it requires electricity to run the ICT programmes and also security lights in Schools. Electricity cables connection in the ICT designed classroom or in computer laboratories had a mean of 2.80 with a standard deviation of 1.44 and a mean of 3.44 with a deviation of 1.18 for both the headteachers and grade one teachers respectively. The number of computers was not enough for the entire class because of the increasing enrolment. Some schools have some computers that need repair thus slows down the collaboration of technology in teaching and learning. The network issue was a challenge in some schools such that the lessons were interrupted. In fact, one of the headteachers said that,

“The biggest challenge is that during ICT lessons the network is interrupted causing some of these lessons to end pre-maturely”.

This is a clear indication that for ICT integration in every topic, there is a need to have enough computers, proper ICT maintenance and uninterrupted network. The adequacy of Creative art classrooms or workshop rooms for learning was rated lowly by both the

headteachers and grade one teachers at a mean of 1.88 with a standard deviation of 1.14 and mean of 1.60 with a deviation of 1.08. Concerning how appropriate nutrition or Home science laboratories were, headteachers and grade one teachers rated with a mean of 2.18 with a standard deviation of 1.37 and 1.39 with a deviation of 0.92 respectively. Well-equipped Music classrooms in the schools was rated lowly by both the headteachers and grade one teachers with a mean of 1.88 and variation of 1.27 and mean of 1.35 and a variation of 1.43 respectively. This was confirmed by qualitative data where it was mentioned that Laboratories were a necessity when it came to CBC implementation. All the respondents commented that, for CBC to be successful it is important to have all these laboratories to ease a practical lesson which is part of the curriculum. One CSO said that,

“Workshops, home science, music classrooms should be built and farm tools should be availed in schools.” ICT rooms should be spacious enough to accommodate the large increasing numbers of learners. ICT technician should be employed in schools to maintain and assist in technical difficulties during. This is because the headteachers were of the opinion that the ICT rooms are too small to accommodate the classes.”

This was in agreement with the study done in India by Chaudhary (2015), which indicated that in order to establish an atmosphere where curriculum development can take place, physical amenities should be provided by the central government. It also concurs with the study by Muasya and Waweru (2019) in Machakos County on the challenges facing the successful implementation of CBC. It revealed that learning resources available in institutions were not sufficient in comparison to the number of learners.

On availability of agriculture farms in the schools the headteachers rated it at 2.22 with a standard deviation of 1.39 while the grade one teachers rated it with a mean of 2.30 with a deviation of 1.43. The sufficiency of agriculture tools and equipment was rated by the headteachers and grade one teachers at a mean of 2.52 and 1.70 with a standard deviation of 1.42 and 1.87 respectively. Provision of enough agricultural land is very important in the study because it is a practical oriented, programme but unfortunately most schools lack these basing on the findings. This was confirmed by open-ended questions from qualitative information. This was clearly stated that there was a big challenge in most schools with insufficient land for agriculture.

Since CBC was a practical oriented there was a need to have enough land for agricultural practical tools and equipment should also be provided to all schools. In adequate play ground affects activities in the playing fields for games and sports. To nurture talents a requirement in CBC, it is important to have enough space for field activities. This was indicated by the headteachers who pointed out that children need a well maintained spacious field for sports and playing materials to promote outdoor activities. The purchasing of teaching and learning resources should also be prioritized especially for practical work. Tea estate schools are fortunate because the companies meet the purchasing of teaching and learning resources for the schools especially those under Finlay's company and Unilever Company. Findings from the grade one teachers and headteachers concurred findings of study done by Kigwilu and Akala (2017) done in Kenya on Resource Utilization and Curriculum Implementation in Community Colleges. Learning and teaching resources for instance course books, lecture rooms, workshops,

laboratories and raw materials for practical training were found to be adequate, although underutilized. Provision of resources was supported by the immediate companies. Findings from the CBC statements on influence of physical infrastructure results were further analyzed using Person product moment correlation in (Table 4.7). It was interpreted using table 3.6 by Leedy and Ormord (2005) in the interpretation guideline in (Table 3.6).

Table 4.7: Product Moment Correlation Coefficient (r) Matrix for the Relationship between Physical Infrastructure and Implementation of CBC for Headteachers and grade one teachers

	Physical Infrastructure	Implementation of Competency based curriculum
Physical Infrastructure	Pearson Correlation	+0.336*
	Sig. (2-tailed)	0.029
	N	50
Physical Infrastructure	Pearson Correlation	+0.285*
	Sig. (2-tailed)	.032
	N	57

*. Correlation is significant at the 0.05 level (2-tailed).

Field data, 2020

Table 4.7 reveals the relationship between physical infrastructure and implementation of Competency based curriculum. Headteachers responses were 50 while the response of grade one teachers was 57 who returned the questionnaires. Correlation was +0.336 with a calculated p-value of 0.029. It's clear indication that it had a positive moderate

influence according to interpretation given by Leedy and Ormrod (2005). The set p-value was $p < 0.05$ which means any value below the set value was significant. Hence, the calculated value was significant. Grade one teachers correlation was $+0.285^*$ with a calculated value of 0.03 hence this was a positive moderate influence because the calculated P-value was significant. Therefore, the relationship between physical infrastructure and implementation of Competency based curriculum Implementation is significant. Hence, the alternative hypothesis is accepted. It meant that physical infrastructure influenced the implementation of CBC positively.

The current study concurred with a study done in South by Akomolafe and Adesua (2016) on the Impact of Physical amenities on Students' stages of Motivation and Academic Performance in Senior Secondary Schools in southwest Nigeria. The results indicated that there was positive relationship between student motivation level as well as academic performance with physical amenities. Therefore, better quality of adequacy of physical material and human resources motivated students hence improving the academic performance. It also concurs with the study done in Arusha City, Tanzania by Kanyonga et. al (2019) on the implementation of CBC in technical colleges. The study revealed that challenges include lack of human resource and physical infrastructure. The study revealed that the challenges included inadequate human resource and physical material for implementation. It also agrees with the study by Kigwilu and Akala (2017) done in Kenya on Resource Utilization and Curriculum Implementation in Community Colleges. It was found that teaching and learning facilities, such as classrooms, machinery, lecture rooms, labs, practical training raw materials and reference books, were sufficient,

although underutilized. It also concurs with the one done in Arusha, Tanzania by Kanyonga et al (2019) on Implementation of Competency based curriculum in technical colleges. It indicated that there is need to prepare and equip the TVETs with necessary material and infrastructure for transfer of skills and capabilities. This study disagrees with the study done by Nturibi (2015) on institutional infrastructure influence on educational achievements in government primary institutions in location of Ruiru Kenya. The study was only utilized descriptive research design engaged. He found that classrooms were overcrowded and in poor condition. The majority of the classes were not cemented, painted or plastered. It is necessary therefore, to ensure all the physical infrastructure are available in schools since it has an influence on successful implementation of CBC.

4.5 Teacher Trainings and Implementation of Competency Based Curriculum in Public Primary Schools in Kericho County

Objective two sought to establish the influence of teacher training on implementation of Competency based curriculum in public primary schools in Kericho County. In order to investigate the influence of teacher training on implementation of CBC, headteachers' questionnaires, grade one teachers' questionnaires, interviews given to CSOs and observation were involved. Table 4.8 to 4.9 presents' means, percentages and Pearson Product Moment Correlation results for headteachers and grade one teachers respectively.

Table 4.8: Headteachers and Grade one Teachers Response on Influence of Teacher Training and Implementation of CBC in Public Primary Schools in Kericho County

STATEMENT	Headteachers		Grade one teachers	
	Mean	Std. Deviation	Mean	Std. Deviation
I have basic knowledge in new CBC	3.94	0.87	4.12	0.78
I have attended Competency based curriculum training	3.92	1.14	4.04	0.94
I have attended any computer training	3.12	1.38	2.95	1.26
I regularly use internet to integrate learning	2.98	1.38	2.53	1.31
I have training on learner assessment on CBC	3.22	1.02	3.69	1.09

Field data, 2020

Tables 4.8 present responses given by the headteachers and grade one teacher whether there was an influence of teacher training to implementation of CBC in public primary schools Kericho County. Responding on whether they had been trained on competency-based curriculum or having basic Knowledge in relation to CBC which enhanced successful Implementation. The headteachers rated at 3.94 with a standard deviation of 0.87 and 4.12 with a variance of 0.78 for Grade one teachers. Grade one teachers rated it highly compared to the headteachers. Basic Knowledge in CBC is very important to assist in proper implementation. Though it was rated highly by the head teacher and teachers, during interview, the CSOs revealed that not all teachers are trained. This was further clarified by one of the CSOs, who said that,

“All teachers should be trained so that they should be conversant with the CBC curriculum. This will lead to proper implementation of the curriculum”.

It was also mentioned by the respondents in open ended questions that Early Childhood training was one of the important training. Since lower grade is the foundation of the school, it important to have all teachers teaching these grades being trained on Early Childhood. Since CBC curriculum involves identification and nurturing of talents, it is important for the teachers handling lower grade to have knowledge on early childhood. This study agrees with the study done in Mogadishu, Somalia by Makaran (2015) on training of in-service or pre-service teachers as a fundamental process of new curriculum implementation. This study indicated that, teachers should have a support system through the establishment of regional teacher resource centers and training of facilitators. Workshops, seminars, panel discussions and orientation programmers should be organized for teacher involvement being the curriculum implementers. This therefore, meat that teacher involvement on training especially during and even before the implementation should be given proper thought so to enhance successful CBC implementation.

This current study does not concured with a study carried out in Tanzania by Makunja, (2016) on teachers' difficulties in applying the CBC program. The report stated that one of the key issues concerning the adequate execution of the program was inadequate training teachers. This was an indicator of minimal teacher preparedness and preparation during the learning processes for pedagogical application skills in CBC implementation.

The findings additionally showed that teachers were willing to embrace the CBC. This is in line with the study done by Welu et al (2018) in Makueni County, Kenya. It pointed out that teachers' training assisted in improving the performance. The training was conducted through in-service and pre-service training, though the research did not investigate implementation of CBC. The current research found that the in-servicing of teachers was also conducted to make CBC implementation successful. Therefore, the study suggests that all teachers should have basic knowledge on CBC and this includes teachers training on early childhood in Kericho County.

Training on Competency based curriculum was rated by the Headteachers with a mean of 3.92 and standard deviation of 1.14 while grade one teachers had a mean of 4.04 with a deviation of 0.94. The teachers rated it highly compared to the headteachers. All the CSOs, headteachers and grade one teachers agreed that proper utilization of seminars and workshops will aid the implementation of CBC in Kericho County. They indicated that the teachers were not ready for CBC implementation when it was rolled out. In fact, one of the CSO when asked said that;

“No, we realized that majority were not ready for implementation of competence-based curriculum, therefore, we are rolling out trainings which will ensure proper competence for the implementation”, according to another CSO, “we have utilized seminars and workshop to ensure that Competency based curriculum is given to all teachers in primary school”

Similar information was given by another CSO in Kericho County. Therefore, majority claimed that they did not have sufficient training on Competency based curriculum and needed more time for training. Further information on the preparedness of teachers in

training colleges as given by the CSO revealed that diploma in teacher training are being introduced to meet the current education trends. This implied that despite the training, Competency based curriculum needs further improvement of capabilities of teachers through on-job training and also inculcating the training in university and colleges. In-service training of teachers was also mentioned. This was indicated by the headteachers and teachers training was done every holiday in agreement with the CSO. Therefore, this implies that there is an effort that has been made by the government to improve on training to ensure to all primary school teachers are well conversant with CBC. The CSOs pointed out that they have organized trainings on CBC for one week. It was further clarified by one of them that,

“The trainings were organized during every holiday session and at least two teachers from every school were trained. It is important to have in-service training for effective implementation of Competency based curriculum”.

This also pointed out clearly by the teachers that CBC training added more skill and knowledge in profession. The competence of a teacher is important in that they should have skills and knowledge to teach the learners. The headteachers and CSOs indicated that training on CBC should be fast tracked. This is because they felt that when the training is complete, the teachers will be more effective and conversant. In fact one of the CSO said,

“Since there is a set programme in every session to train teachers, we intend to ensure that all teachers should be CBC compliant by the end of this year.”

This was an assurance that by providing consistent training such that most teachers will be well equipped. This study disagreed with a study done by Ondimu, (2018) on teachers' preparedness for CBC implementation in private pre-school in Dagoretti north Sub County Nairobi. The results found that most of the headteachers and pre-school teachers completed in-service instruction, but most of them decided that they were able to adapt the CBC program. That demonstrates that most of the teachers were adequately trained and equipped with knowledge of the subject content. It also concurs with the study carried out by Momanyi and Rop (2019) on Teacher preparedness for the implementation of CBC Kenya: A Survey of Early Grade Primary School Teachers' in Bomet East Sub-County. This showed that teachers are poorly trained. Their comprehension of CBC is unclear and their implementation and assessment has been impaired by this.

Computer training is necessary to improve on teachers' delivery of ICT integration. The headteachers rated it with a mean of 3.12 with a variation of 1.38 while grade one teachers had a mean of 2.95 with a variation of 1.31. The headteachers rated it highly compared with grade one teachers on having basic knowledge on computers. Similarly, the Use of internet to integrate learning was rated at a mean of 2.95 with a variation of 1.38 by the headteachers. Grade one teachers had a mean rate of 3.53 with a deviation of 1.31. Grade one teachers rated the use of internet to integrate learning highly compared to the headteachers. The interview findings revealed that most teachers are not well conversant with the use of computers. This was clarified by a CSOs', who said,

“During assessment, teachers pretend to integrate ICT during teaching and learning process. It evident that further training is required”.

To improve on integration of ICT training of teachers is very important to enhance efficiency and confidence. It disagrees with a study undertaken by Nasara and Agbo, (2019) on the comparative level of expertise needed in computer use in assisted design for pattern drafting in Nigeria by lectures and students. The study found out that in teaching and studying pattern drafting using Computer Assisted Design for pattern drafting, both lecturers and students have low levels of competence. In order to boost computer training in Computer Assisted Design for pattern drafting in tertiary institutions in Nasarawa Province, Nigeria, the study proposed that school administration should have effective personnel development policies. It also disagrees with the research undertaken by Ondimu (2018) on Teachers' Preparedness in Dagoretti North Sub County, Nairobi for the introduction of the CBC in private pre-schools. The study showed that most teachers were not introduced to ICT and that most were not qualified because they lacked technical knowledge. This coincides with the research on Teachers' Computer Literacy in Selected public primary schools in Ainamoi Sub County in Kericho County, Kenya, conducted by Ngeno, et al., (2020). It demonstrated that the training of computer teachers that was done on May 2015 did not appeal to all the teachers in the sector. The study found out that the government wanted to conduct workshops and in-service services to cater to teachers who are still in the sector but are non-compliant with computers.

Training on Learner assessment basing on the new curriculum was rated at a mean of 3.22 with a variation of 1.02 by the headteachers. Grade one teachers had a mean of 3.69 with a variation of 1.09. Grade one teachers rated it slightly higher than the headteachers. This was further revealed during interview that teachers have been trained on assessment of the curriculum. It was cited that,

“Training on assessment has been done, but some teachers need to be trained for smooth implementation of CBC.”

Teachers mentioned that there is need to examine the CBC curriculum at every level for healthy completion among learners. This could be one of the core reasons teachers have a negative attitude towards the new curriculum. Since 8-4-4 was exam oriented the teachers felt like the students needed to be examined so that they are able to determine the learners’ ability. This concurs with the study done by Waweru (2018) on the influence of CBC implementation on teacher preparedness in public primary schools in Nyandarua Sub -County Kenya. This study recommended that training programmes should be carried out by the ministry of education on assessment, lesson preparation and infusion. CBC instructional materials should be delivered to schools on time to facilitate instruction. Training of teachers on assessment is very important because it enables teachers to do proper evaluation on learners’ progress.

The results were further analyzed using Pearson Product Moment Correlation. It were interpreted using Table 3.5 by Leedy and Ormrod (2005). The inferential statistics were presented in Table 4.9.

Table 4.9: Pearson Product Moment Correlation Coefficient (r) Matrix for Teacher training and Implementation of CBC for both headteachers and grade one teachers

	Teachers training	Implementation of Competency based curriculum
Head Teachers training	Pearson Correlation	+0.494*
	Sig. (2-tailed)	0.00
	N	50
Teacher Training	Pearson Correlation	+0.369**
	Sig. (2-tailed)	0.005
	N	57

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Field data, 2020

Table 4.9 presents the Pearson r correlation of influence of teacher training on implementation of competence-based curriculum. Headteachers Pearson correlation was +0.494 with a calculated value of 0.00. This was a positive moderate influence basing on the interpretation given by Leedy and Ormrod (2005) in Table 3.5. The set p-value was $p < 0.05$. This means that any value below the set value is significant. Hence, the calculated value is significant. Grade one teachers correlation was +0.369** with a calculated value of 0.005. This means it was a positive moderate influence. The calculated p-value which is 0.005 is significant. The influence of teacher training on CBC implementation was significant. Hence, alternative hypothesis was accepted. According to the study teacher training has a positive moderate relationship on implementation of CBC as indicated by the correlation of both the headteachers and grade one teachers.

Therefore, the teacher training has an influence on CBC implementation in Kericho County.

Basing on the headteachers and grade one teachers responses teacher training is very important and it has an influence on implementation of the CBC curriculum. This disagrees with the study done by Mandukwini (2016) in South African on challenges towards CBC implementation in high schools, Mount Fletcher, Eastern Cape. It also correlates with the Competency- based Program Implementation analysis undertaken in Cameroon by Chu et al (2018). It has proven that most teachers really need to learn what the CBC is all about. It was observed that even for those with a strong understanding of the successful implementation of the CBC, due to inadequate resources and insufficient knowledge and resource uses, hence a big obstacle in most cases.

The research on the relationship of teacher's standards and student academic successes and student academic success in STMA by Bonney (2015) Junior high school in Western Region, Ghana are not in accordance with the present report. The study showed that instructor competence had no major impact on the success of students. It also concurs with the research undertaken by Makaran (2015) on factors affecting methods of curriculum creation in secondary education in Mogadishu, Somalia. This study showed that in-service or pre-service teacher preparation is a central phase in the introduction of modern curricula. It coincides with the research by Mwoma et al (2020) on the experience of implementing early childhood development assistance into rural Kenya's Baby Friendly Neighborhood Initiative. The study showed that more realistic educational

opportunities and an organized approach to training, refresher training and the availability of program-facilitating materials will contribute to more support for treatment in Kenya. It is also in accordance with the research undertaken by Sifuna and Obonyo (2019) in Kenya on Competency- based Education in Primary Schools. The study showed that it was not designed and executed consistently, and further noted that a number of teachers had insufficient instruction on its contents and instructional techniques, which continues to impede the implementation of critical curriculum information and skills. It is really important to educate teachers based on the results of this report, since it will contribute to the effective adoption of the CBC curriculum. Dewey (1938) pointed out that the subjects' area activities to learning life. This theory supports continuous, participatory, and experimental learning hence; give light to continuous training of teachers for successful implementation of CBC.

4.6 Teachers' Attitude and Implementation of CBC in Public Primary Schools in Kericho County

Objective three sought to establish the influence of teacher attitude on implementation of CBC in public primary schools in Kericho County. In order to investigate influence of teacher attitude on implementation of CBC, headteachers' questionnaires, grade one teachers' questionnaires and interview were given to CSO. Table 4.10 to 4.11 presents' means, percentages and Pearson Product Moment Correlation results for headteachers and grade one teachers respectively.

Table 4.10: Headteachers' and Grade one Teachers response on Teacher Attitude and Implementation of CBC in Public Primary School Kericho County

Reasons	Headteachers		Grade one teachers	
	Mean	Std. Deviation	Mean	Std. Deviation
I embrace the implementation of the Competency based curriculum in teaching and learning processes.	4.06	1.11	4.02	0.99
Teachers need more training on the Competency based curriculum.	4.08	1.07	4.32	1.17
Implementing the new curriculum improves my teaching skills as a profession.	4.00	0.93	4.11	1.01
I have a positive attitude towards implementation of Competency based curriculum	4.10	0.93	4.14	0.83
The grade one teachers enjoy using the different approaches in the new curriculum	3.88	1.00	4.70	0.89
I have adapted the preparation of schemes of work and lesson plans for the CBC	3.52	1.18	3.67	1.26
Teachers have challenges in implementing CBC	3.34	1.24	3.65	1.33
Teachers assess all the learners in a given time	2.10	0.83	2.05	1.27

Field data, 2020

Table 4.10 indicates the reasons given by the headteachers and grade one teacher on their attitude on CBC implementation in Public Primary Schools, Kericho County. Embracing the implementation of learning processes of CBC was taken positively. It was rated with

a mean of 4.06 with a variation of 1.11 by the headteachers and grade one teachers had a mean of 4.02 with variation of 0.99. This was an indication that CBC was embraced by both the head teacher and grade one teachers. The qualitative data pointed out that, the teachers' age played a role on teachers' attitude towards implementation of CBC in Kericho County. All the CSOs, Headteachers and Grade one teachers confirmed that the elderly teachers were hesitant to embrace the implementation of the new curriculum as compared to the younger teachers. This indicated the kind of attitude the teachers had towards the implementation of the curriculum. This was further supported when one of the CSO said that,

“ Teachers attitude for the young teachers was positive as opposed to the elderly teachers especially those who are almost retiring had a negative attitude.”

The headteachers gave their opinion that, despite all the training done, the teachers still have negative attitude towards the CBC implementation. In fact, one of the CSO pointed out that, Trainings have been going on during holidays but teachers still have a negative attitude. Basing on the findings the headteachers and grade one teachers indicated that CBC was highly embraced. The CSO's during interview revealed that CBC is not embraced by the teachers especially the elderly. This study disagree with the study done in Rwanda by Rw'abarezi (2018) on CBC implementation. The main challenge was that majority of the teachers resisted change by anchoring to the knowledge based curriculum. The teachers perceived that, the new curriculum demanded a lot of time from them and was more complex than the knowledge based curriculum.

More training on CBC was required by the teachers. This was clear when the headteachers rated it at a mean of 4.08 with a variation of 1.07 while the grade one teachers rated it at 4.32 with a deviation of 1.17. This was rated highly by the grade one teachers as compared to the headteachers. This further was revealed by qualitative data when the teachers indicated that Continuous training of teachers was necessary when it comes to implementation of the new curriculum. This was clearly stated by all the respondents. This was further supported by one of the headteachers who pointed out that, the teachers had complained that the training process should be continuous to enhance teacher competent in the new curriculum. Another CSO said, “We have trained them despite the challenges and they have not fully embraced the new CBC”. It was further said by another CSO that,

“Most of the lower grade teachers have undergone the PRIED and TUSOME programmes”.

This was an indicator that more works needs to be undertaken so that teachers embrace implementation. This result is consistent with that of the Makunja (2016) research performed in Tanzania on the issues facing teachers in Competency- basedprogram delivery. The results found that teachers faced a number of difficulties that hampered the successful adoption of teaching and learning Competency- basedcurricula. This study further added that the Ministry of education should modify approaches in providing relevant learning processes and quality resources which are consistence to implementation of CBC. This is in line with the current findings in Kericho County.

Implementation of the new CBC curriculum has improved teaching skills as a profession. This was evident when the headteachers rated it at 4.00 with a standard deviation of 0.93 and grade one teachers rated it at 4.11 with a deviation of 1.01. Grade one teachers rated it highly as compared to the headteachers. Teaching skills and approaches have improved greatly basing on the findings. Qualitative data revealed that teachers have improved their teaching skills. This was further supported by CSOs, who revealed that,

“Teachers have improved their teaching skills and creativity because during lesson planning are done basing on available resources. This includes improvising and recycling the materials that are readily available. Though some teachers copy what teachers have done in other schools, leading to replication. They also lacked the resources planned by the other colleague in other schools”.

Basing on the current findings it is evident that CBC has improved teaching skills as a profession. It is in accordance with the research undertaken by Waigera, (2020) on relationship between demographic details of teachers and the extent of use of instructional resources in Kenya's pre-primary schools. This research recommended that pre-primary school teacher skills preparation is critical at the fundamental stage for effective teaching and learning. This is an indication that with good training teaching as a profession will improve further and the CBC curriculum objectives will achieved.

Attitude towards implementation of Competency based curriculum was perceived highly by the headteachers and grade one teachers when it was rated at 4.10 with a deviation of 0.93 and 4.14 with a deviation of 0.83 respectively. Both headteachers and grade one teachers have positive attitude concerning the implementation of the new curriculum. It

was confirmed by the qualitative data that revealed that there were lack teachers due to large population and lack of inclusivity during development of CBC as stakeholders contribute to the negative attitudes among the teachers. According to the teachers in their open-ended questions, they felt that teachers were insufficient. This is because, for proper CBC content delivery a teacher is required to support a learner individually during the teaching and learning processes. Due to the large population in class, it's very difficult to achieve the desired objectives. There is need then for the government to employ more teachers to fill the gap for effective implementation of CBC. This disagreed with a study done in South Africa by Maimela (2015) carried on the impact of curriculum changes on primary school teachers in Seshego Circuit, Limpopo province in South Africa. From the findings, she indicated that attitude was not solely responsible for the failure or success of any curriculum implementation. Since attitude have influence in CBC implementation the government should give a chance teachers so as to get their perception towards CBC implementation.

This concurs with the study done by Tambwe (2017) on Competency based curriculum and training implementation challenges in Tanzanian. The results show diverse problems, high numbers of students in classes, lack of enthusiasm for certain teachers due to unfavorable working conditions and low attitudes of collaboration among students. Lack of inclusivity during competent based curriculum development was noted by teachers. They revealed that during the development process, they were left out hence as stakeholder they felt overlooked. This was clearly stated by CSO who said, teachers felt

they were not involved in the development of the new curriculum. This has contributed to most of them having no interest in the new curriculum especially the elderly.

This finding was in agreement with that of Makunja (2016), done in Tanzania on challenges facing teachers in implementation of Competency based curriculum in Tanzania: The Case of Community Secondary Schools in Morogoro Municipality. This study pointed out that for curriculum formulation and review, teachers should be given a chance to air their views towards CBC implementation. These findings agreed with findings by Sifuna and Obonyo (2019) that carried out a study on CBC in public primary schools Kenyan: Challenges and prospects of implementation. It revealed there was inadequate public participation of educational stake holders in reforms of curriculum was doubtful. It further pointed out that with challenges, unless urgently addressed; the success of the new curriculum is in serious doubt. It is important to involve all the stakeholders when developing or planning on a new curriculum. This would make the be well conversant and own hence yielding positive results to CBC implementation.

Different approaches during new curriculum implementation were embraced by the teachers. Headteachers rated with a mean of 3.89 with a variation 1.00 and grade one teachers rating was 4.70 with a variation of 0.89. Grade one teachers rated it highly compared to the headteachers. This is an indication that the teachers have embraced using different approaches in teaching and learning. This was further supported by the CSO, who said,

“The teachers have improved in methods of teaching for instance they adapted use of demonstration regularly especially when carrying out lesson activities. They also use question and answer technique when teaching .This has led to confidence among the learners. This has improved teaching of this new curriculum”.

It is clear from the findings that the teachers have adapted different approaches when teaching in Kericho County. This current study disagrees with one done in Cape Coast in Ghana by Boadu (2018) on problems faced by teacher’s perception teaching history in senior high schools. The study revealed that there was a problem of confronting the teaching of history in the two districts is pedagogical and administrative nature. This is an indication that steps of curriculum implementation was very to enhance its success.

The response on adaption of preparation of schemes of work and lesson plans for the CBC was rated at 3.52 with variance of 1.18 by headteachers while grade one teachers had a mean of 3.67 and a variance of 1.26. Grade one teachers rated it slightly higher than the teachers. Basing on this finding, the teachers have improved and adapted the preparation of CBC curriculum. This was supported by the interview finding given by the CSO though there was a slight difference. This was further clarified by a CSO, who said,

“The preparation of professional documents for example the schemes of work and lesson plans was that, though teachers were suggesting that they need the professional documents that is lesson plan and scheme of work be availed by KICD. This will kill creativity since teaching methods need to vary”.

Basing on the findings by the headteachers and grade one teachers, teachers perceive that they prepare well for classes. The interviews further clarified that, teachers would have wished that to have prepared schemes of work and lesson plans. This is in line with the study done by Muraraneza et al (2016) in Africa on Issues and challenges of curriculum

reform to Competency- basedcurricula. This research showed that the lack of teacher preparedness and inappropriate resources during implementation was an obstacle. It also concurs with the study done by UNESCO, (2015) in Uganda on Reduce disparities in school achievements and improves learning outcomes of curriculum systems. It also concurs with the study done by Ondimu (2018) in Dagoretti North Sub-County, Nairobi on Teachers preparedness for implementation of Competency based curriculum in private primary schools. It further indicated that majority (45.2%) had agreed that they were fully prepared with subject matter knowledge to implement the Competency based curriculum while (44.1%) disagreed. An alarming high number of (44.1%) indicated that they are not fully prepared with subject matter knowledge to implement the Competency based curriculum. This is expected to have a negative influence on the Competency-basedinstruction implementation. It also concurs within the study done in Bomet East Sub-County by Momanyi and Rop (2019) on Teacher preparedness on implementation of Competency based curriculum in Kenya. This study indicated that the new curriculum (CBC) has not receive adequate preparation which has affected the evaluation and delivery of teachers.

KICD report in 2018 revealed that 3% of the teachers felt adequate and 20% were prepared leaving a larger number who felt they were not prepared. This study further revealed that majority of ECDE teachers are challenged in terms readiness as well as designing of th competence-basedcurriculum, in Kenya. Basing on the findings and studies, preparation in terms teacher preparedness to teach and psychological part should be improved to enable teachers to be fully prepared.

Challenges in Implementing CBC was rated by headteachers and grade one teachers who perceived that teachers have challenges in implementing CBC as it was rated with a mean of 3.34 and 3.65 with a variance of 1.24 and 1.33 respectively. Grade one teachers rated it slightly higher than the headteachers. This was further supported by qualitative data that revealed that overloaded curriculum is one the challenges that the teachers face. In open-ended response, one of the headteachers noted that, teachers are still rigid on CBC implementation because they feel it is bulky and so demanding on learners especially the content per grade. This contributes to the negative attitude among teachers because most of the practical work was incomplete due to insufficient time. This was further clarified by a CSO, who said,

“Teachers are complaining that the curriculum is overloaded and full of activity this has affected preparation. They even say they cannot write lesson because of lack of time. But the teachers have time between 3:10 PM to 5:00 PM to prepare for the classes”.

Basing on the findings given by CSO, it is clear that, if teachers use the available extra time during the day, they are likely complete preparation for the next lessons. This study agrees with the study done by Tambwe (2017) in Tanzania on challenges facing implementation of Competency- based education and training (CBET) system. The results show different problems, including a limited grasp of the definition of CBET and a shortage of support services and tools. It also concurred with the study in Machakos County, Kenya by Muasya and Waweru (2019) on the challenges encountered in Competency based curriculum implementation. It pointed out that teachers were not fully prepared for CBC implementation. They further added that that the government did not address challenges facing understaffing and unfriendly learning surrounding hurriedly

implementing CBC. It also agrees with study done by Amunga et. al (2020) in Kenya on parent–teacher bonding on successful Competency based curriculum implementation. This study revealed that teachers were thankful for the sustained interest in learning brought by CBC cited numerous challenges like lack of materials, parental support, time, and curriculum structure and class size among others. This concurs also with the study done by Bureti sub_county, Kericho by Chepsiror (2020) on basis setting for Competency based curriculum: instruction of experimental in emergent reading in Kenya. The findings of this study was that teaching stages was revealed that practical activities reading approaches involve invisible targets for reading programmes, parents challenges yield fast learning results, time allocated for the experiments was inadequate, teachers were overwhelmed with other chores, surging pupils numbers among other things. Challenges faced by teachers should be addressed for effective implementation of CBC in Kericho County.

Assessing of learners by the teachers at a given time was rated at a mean of 2.10 and a variance of 0.83 for the headteachers while for the grade one teacher rated at 2.05 with a variance of 1.27. The headteachers rated highly as compared to the grade one teacher. The findings revealed that, assessment were done and not completed on time. Interview findings revealed that time during assessment was insufficient. This was further clarified by a CSO, who said,

“During assessments we realize that teachers lack to access all learners because of large population hence leading to incomplete assessment. This was noted during the oral presentation by learners where most learners who were to communicate were left out due to lack of time. This affects learner’s confidence. The teachers told me that it was not clear how to

access learners in form of portfolios and insisted that examination of the curriculum in all levels should be done.”

The interview findings gave clear indications that there was need for more time per lesson especially during lesson activity. This study concurred with the study done in Rwanda by Rw'abarezi (2018) on CBC implementation. The competency based curriculum emphasize the use of continuous assessments method to exam based. The assessments are to assist in identification, development, management of capabilities and skills of the learner. Assessment is an important activity since learners have to be evaluated. Time for activity and assessment should be sufficient for proper conclusion of a lesson activity.

Using Pearson Product Moment Correlation, the observations were further analyzed and further translated by Leedy and Ormrod (2005) in Table 3:5 the inferential statistics were presented in Table 4:11.

Table 4.11: Pearson product Moment Correlation coefficient (r) Matrix for HeadTeacher attitude and teacheron CBC implementation in Kericho County

	Teacher attitude	Implementation of Competency based curriculum
Teacher attitude	Pearson Correlation	+0.560*
	Sig. (2-tailed)	0.00
	N	50
Teacherattitude	Pearson Correlation	+0.284*
	Sig. (2-tailed)	0.032
	N	57

*. Correlation is significant at the 0.05 level (2-tailed).

Field data, 2020

Table 4.11 reveals the influence of teacher attitude on implementation of competence-based curriculum. Headteachers Pearson correlation was +0.560 with a calculated p-value of 0.00. The set p-value was $p < 0.05$. This is a positive moderate influence. The calculated p-value is significant at 0.00. This is because any value below the set value is significant. Grade one Teachers Correlation was +0.284 with a calculated P-value of 0.032. This is a positive low influence on the implementation of CBC. The calculated p-value of 0.032 was significant. Hence the alternative Hypothesis was accepted. Therefore, teacher attitude has an influence on implementation of Competency based curriculum Implementation.

The correlation for the headteachers reveals that there was a positive moderate influence on implementation of CBC while for grade one teacher there was a positive low influence. Basing on this finding, it was clear that teachers attitude towards CBC implementation was low positive attitude. This result concurs with the research on student and teacher attitudes conducted by Tamukong (2017) in Cameroon. Findings of the study revealed that there was an association in mathematics performance and student attitudes. Therefore, it is important for teachers and learners to have a positive attitude to enhance performance. It also concurred with the study done by Waigera et al (2020) on relationship between teacher's attitude and instructional utilization in pre-primary schools in Kenya. This study revealed that teacher's attitudes contributed a lot on implementation of Competency based curriculum. The more positive teachers they were, the more successful of Competency based curriculum implementation. Teachers' attitude is one of

the factors to consider when planning, developing and implementing Competency based curriculum.

4.7 Availability of Teaching and Learning Resources and Implementation of CBC in Public Primary Schools

Objective four sought to establish the influence of teaching and learning resources on implementation of Competency based curriculum in Public Primary Schools in Kericho County. In order to investigate teaching and learning resources on implementation of CBC, headteachers' questionnaires, grade one teachers' questionnaires, interview given to CSO were used. Table 4.12 to 4.13 presents' means, percentages, and Pearson Product Moment Correlation results for headteachers and grade one teachers respectively.

Table 4.12: Headteachers and Teachers Response on the influence of learning and teaching resources on competency-based curriculum in public primary schools in Kericho County.

Statement	Headteachers		Grade one Teachers	
	Mean	Std. Deviation	Mean	Std. Deviation
There are enough text books for learners for all learning areas	4.10	0.86	4.18	0.73
There are enough text books for the class population	3.92	0.80	4.14	0.69
There are sufficient reference or teachers guide books for each subject	3.46	1.11	4.08	0.97
There are sufficient material for preparation of teaching aids	3.46	0.95	2.89	1.33

Field data, 2020

Table 4.12 indicates the perceptions given by the headteachers and grade one teachers on the influence of learning resources on implementation of Competency based curriculum in Public Primary Schools Kericho County. The text books for learners in all learning areas were perceived to be adequate, It was evident when the headteachers rated it a mean of 4.10 with a variation of 0.86 and grade one teachers rated it at a mean of 4.18 with a variance of 0.73. This was rated by both headteachers and grade one teachers. The findings indicate that there were adequate books in Kericho County for all learning areas. Adequacy of the books for the class population was rated at a mean of 3.92 with a variance of 0.80 by the headteachers while grade one teachers rate it at a mean of 4.18 with a variance of 0.69. Grade one teachers rated it highly compared to the headteachers. The headteachers and grade one teachers perceived that there were sufficient reference or teachers guide books for each subject and it was rated at 3.46 with a variance of 1.11 and 4.09 with a variance 0.97 respectively.

These findings revealed that there were sufficient text books to support the implementation of the new curriculum. This was based on the class population, the text books were sufficient for each student. It was further noted that reference or teacher guides books were sufficient for teachers. It further reveals that the government has funded the resources of teaching and learning resources in schools for successful implementation of Competency based curriculum in Kericho County. This was further confirmed through the interviews. This was clarified by Curriculum Support Officer and the headteachers, who said that,

“Schools have sources but more should be added for the new curriculum, the government will utilize existing materials and with the help of parents hence implementation will be successful. We have instructed the headteachers to request other materials from parents while we provide essential text books for students.”

This is a positive effort because the government has ensured that implementation is successful in Kericho County. This concurred with a study done by Chaudhary (2015) in India. The study found that the ministry of education or the government has provided institutions with appropriate resources course book, stationary, teaching materials in order to encourage students and teachers to perform their roles properly in Competency based curriculum implementation in order to complete the officially planned curriculum as per schedule. This disagrees with study done in Kenya by Kisirko and Mse (2016) carried out a study on curriculum strategies for improved learning outcomes Kenyan primary schools. It further established that the extent to which teachers’ use learner-centered teaching approaches because resources in teaching in class were inadequate. This agrees with the study done in Kenya by Sifuna and Obonyo (2019) on Competency based curriculum in Primary Schools. The findings revealed that there are inadequate approved textbooks for learners and teachers as well as learning instructional materials.

A study done by Kimeu et al (2015) agreed with the current study on the influence of resources of instructional in student academic performance in secondary schools, Makueni County, Kenya. The research showed that the academic success of students relied on reference books and manuals from instructors, textbooks from learners and instructors, maps, chalks and chalk boards chemicals, laboratories apparatus for learning

processes. This study reveals that the Kenyan government has supported Competency based curriculum implementation in Kericho County since majority of the schools have enough text books. This is an indication that it's important for schools to have reference books, teacher guides for effective and smooth implementation of Competency based curriculum. Sufficient materials for preparation of teaching aids were rated by the headteachers with a mean of 3.46 with a variance of 0.95 while grade one teachers had a mean of 2.90 with a variance of 1.33. This was rated lowly by grade one teachers. The purchasing of teaching and learning resources should also be prioritized especially for practical work. This was further confirmed by interview findings when one Curriculum Support Officer said,

“Tea estate schools are lucky because the companies meet the purchasing of teaching and learning resources for the schools especially those under James Finlay’s company. This has made schools within the tea estates have smooth and consistent learning. The results indicated that learning processes affects academic performance”.

It was also supported by the teachers who stated in their open ended questionnaires that Competency based curriculum programme was good but materials for making teaching aids are not available. They further revealed that the government should avail the teaching aids. It was also suggested that Kenya Institute of Curriculum Development could make use of schemes of works and lesson plans to ease the teachers' workload; Materials to be provided by parents to the learners were highly recommended by the respondents. This was because parents play crucial roles as stake holders in the education sector and children's life. Therefore, the revelation of the study indicate that majority of

the schools lack necessary resources and materials for teaching. The materials and resources could be collectively brought to the school using available resources at home and school. In fact one head teacher said,

“These have caused management to ask parents for other learning materials to substitute on the available materials”.

This was an indication that Competency based curriculum should get all the necessary support from all education stake holders. This finding concurs that more time should be allocated to assist learners especially during practical lessons. Lack of time as a resource was mentioned as a challenge. Practical lessons need sufficient time for learners to complete their task. The response from one Curriculum Support Officer revealed that,

“There are no sufficient resources for preparing teaching aids but there is no better time to implement Competency based curriculum than now since the Competency based curriculum is here to scrub knowledge based system and hence creativity and modification by teachers should be enhanced.”

Time being an important resource should be well allocated and utilized. This study concurs with the study done by Mandukwini (2016) in Mount Fletcher high schools Eastern Cape South Africa. The results indicated that there are major challenges facing SMTs and teacher management has inadequate resources in support of Competency based curriculum implementation. It disagrees with the study done by Amos et al (2015) in Nigeria. The study found that teachers were teacher-centered in their teaching and give very little room for learner activities because of inadequate teaching materials. It also concurs with a study done by Otinga et al (2019) on play resources utilization in

teaching numeracy skills. A Case study done in Pre-Primary Schools in, Bungoma County in Kenya found that, the majority of teachers indicated that corners, bottle tops and balls were placed in their classrooms. It further noted that playing instruments like swings, sand space, and beanbags were insufficient in institutions and were critical for learning skills for numeracy. There is a need to prioritize and provide teaching and learning material in schools in Kericho County. The results were further analyzed using Pearson product moment correlation. It was interpreted using Table 3.5 by Leedy and Ormrod (2005). The inferential statistics were presented in Table 4.13

Table 4.13: Pearson Product Moment Correlation Coefficient (r) Matrix for Teaching and learning resources and Implementation of Competence-based curriculum

	Teaching and learning resources	Implementation of Competency based curriculum
Teaching and learning resources	Pearson Correlation	+0.399*
	Sig. (2-tailed)	0.04
	N	50
Teaching and learning resources	Pearson Correlation	+0.500**
	Sig. (2-tailed)	0.00
	N	57

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

Field data, 2020

Table 4.13 reveals the influence of teaching and learning resources on implementation of Competency based curriculum. Headteachers' correlation was +0.399 with a calculated value of 0.004. This was a positive moderate influence on the implementation of Competency based curriculum. Since the set p-value was $p < 0.05$, the calculated p-value of 0.004 was significant. Grade one teachers' correlation was +0.500 with a calculated p-value of 0.00. This was a positive moderate influence on the implementation of Competency based curriculum. The calculated p value of 0.00 was significant. Hence the alternative Hypothesis was accepted. Therefore, influence of teaching and learning resources on implementation of Competency based curriculum is significant.

This disagrees with a study done in Webuye west sub-county, Kenya by Cheboi and Nyongesa (2020) on the effect of instructional materials on learners' literacy in public pre-primary schools. Revelation from the study was that there were lacked sufficient teaching materials that promote language activities. Furthermore lack of sufficient teaching materials leads to poor language acquisition among pre- school children. This concurred with the current study done by Nasumbwa, et al., (2019) in Bungoma County, Kenya on Utilization of Teaching and Learning Resources in Teaching Literacy Skills. It further agreed with the study done by Kimutai and Cheboi (2020) in Soin and Siagowet sub-county, Kenya on the effect on pupils' transition rate from primary to secondary schools. The study showed that, trained parents supported their children with spiritual and material support; parental jobs determined their monetary status capacity to educate their children with engagement and responsibilities of parents to their children success in advancement in school. This study indicates the importance of support the

children by providing entire teaching and learning resources. This improves the implementation of the curriculum when resources are readily available. Teaching and learning resources are an important aspect in implementation of Competency based curriculum in Kericho County.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This section provides a summary, conclusions and recommendation. The presentation was based on themes derived from the objectives of the study. The summary assists in developing conclusions of the research study. It also assists in giving recommendations of the study.

5.2 Summary Study Findings

5.2.1 Physical Infrastructure and Implementation of CBC in Public Primary Schools in Kericho County

Objective one sought to explore the relationship between the availability of physical infrastructure and school preparedness for implementation of the competency-based curriculum in public primary schools in Kericho County. This was done to determine the relationship between Physical infrastructure and implementation of CBC. Pearson Product moment correlation (r) for the headteachers revealed that it had a positive moderate influence on CBC implementation. This was significant. The alternative hypothesis was accepted. The findings further revealed that electricity was successfully installed in all schools. However, Laboratories were also a necessity when it comes to CBC implementation. ICT rooms should be spacious enough to accommodate the large increasing numbers of learners. ICT technicians should be employed to assist in schools. Additional computers or laptops were required. The old classrooms and other tools for

teaching and learning should be sufficient adequate. Purchasing of teaching and learning resources should also be prioritized especially for practical work.

Funds to be disbursed to schools on time were highly recommended by the respondents. Dewey (1938) illustrated this theory with four instincts which include are social, constructive, expressive and artistic instincts which are in cooperated with CBC learning areas. Dewey related the subjects' area activities to learning life. He further noted that education is a growth where curriculum should arise from learners' interests to more practical learning of basic education in the curriculum. This theory supports continuous, participatory, and experimental learning hence; give light to practical learning of basic education. This focused on availability of physical infrastructure meant to support CBC implementation of which promotes e practical skills.

5.2.2 Teacher Trainings and Implementation of CBC in Public Primary Schools in Kericho County

Objective two sought to determine whether teacher training influences the implementation of CBC in primary schools in Kericho County. The findings of the headteachers revealed that teacher training had a positive moderate influence on CBC implementation in Kericho County public primary schools. The set p-value was $p < 0.05$. This meant that any value below the set value was significant. Therefore, the relationship between teacher training and implementation of CBC was significant. The alternative hypothesis was accepted. Pearson correlation for grade one teachers was done. The

findings indicated that teacher training had a positive moderate influence on CBC implementation. This was also significant and the hypothesis was accepted.

To confirm and support quantitative data qualitative analysis was acquired from interviews and open-ended questions received from CSOs, headteachers and grades one teachers'. The findings revealed that proper utilization of seminars and workshops will aid the implementation of CBC in Kericho County. There is need to employ trained teachers to fastrack CBC implementation. More time required during training and requirement for a resource person in class was vital. ECD training was a requirement. The current research also found that the in-servicing of teachers was also conducted. This was a positive indication showing how teacher was preparedness to implement CBC.

5.2.3 The influence of Teacher attitude on Implementation of CBC in Public Primary Schools in Kericho County

Objective three sought to establish whether teachers' attitude influences the implementation of the competence-based curriculum in primary schools in Kericho County. Pearson Product moment correlation for the teachers and grade one teachers revealed that it was This is a positive low influence on the implementation of CBC. Since the set p-value was $p < 0.05$, the calculated p value of 0.032 was significant. Hence the alternative Hypothesis was accepted. Therefore, the influence of teacher attitude on implementation of CBC is significant. To confirm and support quantitative data, qualitative analysis was acquired from interviews and open ended questions received from CSOs, headteachers and grade one teachers. Continuous training of teachers was

required; there was lack of inclusivity during the preparation of competent based curriculum. Examination of the curriculum in all levels was also mentioned.

5.2.4 Influence of Teaching and learning resources on Implementation of CBC in Public Primary Schools in Kericho County

Objective four sought to explore the availability of teaching and learning resources and their influence on the implementation of CBC in public primary schools in Kericho County. The findings from the headteachers and grade one teachers was done. Pearson Product Moment correlation indicated that it was a positive moderate influence on the implementation of CBC. The calculated p value was significant. Hence the alternative Hypothesis was accepted. Therefore, the influence of teaching and learning resources on implementation of CBC Implementation is significant.

Findings from CSOs, headteachers and grade one teachers' pointed out it was important to use and modify the available teaching and learning resources to help CBC's implementation in Kericho County. Resources to be provided by parents to the learners were highly recommended by the respondents. More time should be allocated to assist learners especially during practical lessons; training on CBC should be fast tracked. Sufficient of computers in schools was also requested by teachers. The purchasing of teaching and learning resources should also be prioritized especially for practical work.

5.3 Conclusions

Basing on the findings the following conclusions were made;

5.3.1 Physical Infrastructure and Implementation of CBC in Public Primary School in Kericho County

There was a positive moderate relationship between the physical infrastructure and CBC as given by the headteachers' with a correlation of +0.336. This is a moderate positive influence. For grade one teachers it was + 0.029. This was a weak positive influence. The other factors that influenced implementation of CBC are provision and construction of laboratories, music room, creative arts, and expansion of libraries, playing materials, provision of agricultural tools, expansion of ICT rooms and more space in the field to allow physical activities. This study concludes there is need to fund schools so that they can improve on physical infrastructure. Dewey (1938) pointed out that learners should have interests to more practical learning of basic education. This theory supports continuous, participatory, and experimental learning hence; give light to practical learning of basic education. To support this there was a need to have inadequate physical infrastructure which supports the practical. Dewey did not address on the physical infrastrucre to support the promote practical skills.

5.3.2 Teacher Trainings and Implantation of CBC in Public Primary Schools in Kericho County

Pearson correlation was +0.494 with a calculated significance value of 0.00. This is a positive moderate influence. The set p-value was $p < 0.05$. This means that any value below the set value is significant. Pearson correlation for grade one teachers was done. The Correlation was +0.369** with a calculated significance value of 0.005. This also was a positive moderate influence. Dewey (1938) noted that learning should be continuous and participatory. Continuous training is vital in any change in curriculum. This study concludes that there is a need to properly utilize seminars and workshops, employ trained teachers to speed up CBC implementation, more time required during training, and requires a resource person in class. ECD training was a requirement.

5.3.3 The influence of Teacher Attitude on Implementation of CBC in Public Primary Schools in Kericho County

Pearson Product moment correlation for the headteachers revealed that it was +0.560 with a calculated value of 0.00. This was a positive moderate influence. For grade one teachers Pearson correlation was +0.284* with a calculated significance value of 0.032. This is a positive low influence on the implementation of CBC. The teachers' age played a role since the elderly teachers had negative attitudes, Continuous training of teachers was required, Lack of inclusivity during the preparation of competent based curriculum. Examination of the curriculum in all levels was also mentioned. This study concludes that teachers need to be included in curriculum development and continuous teacher training should be enhanced.

5.3.4 Influence of Teaching and Learning Resources on Implementation of CBC Public Primary Schools in Kericho County

The findings for the headteachers revealed that Pearson correlation was +0.399 with a calculated significance value of 0.004. This is a positive moderate influence on the implementation of CBC. The grade one teachers' correlation revealed that Pearson correlation was +0.500 with a calculated significance value of 0.00. This is a positive moderate influence on the implementation of CBC. The findings further revealed proper utilization of available teaching and learning resources was needed, the old classrooms to be utilized, more time should be allocated to assist learners especially during practical lessons. Training on CBC should be fast tracked. Addition of computers in schools was mentioned. The study concluded that purchasing of teaching and learning resources should also be prioritized especially for practical work.

5.4 Recommendations

The following recommendations were made based on findings and conclusions of the study.

5.4.1 Physical Infrastructure and implementation of CBC in Public Primary Schools in Kericho County

With the regard to the findings that Physical infrastructure had some positive influence on CBC. The study therefore, recommended that;

- i) The government should construct practical laboratories such as music; expand ICT rooms, libraries, creative arts and nutritional laboratories.
- ii) The government should provide agricultural tools and equipments.
- iii) Playing materials and more space in the field should be provided to allow physical activities.

5.4.2 Teacher trainings and implementation of CBC in public primary schools in Kericho County.

Basing on the findings on teacher training and implementation of CBC, the findings had a positive moderate influence. The following recommendations were made:

- i) Schools should properly utilize seminars and workshops when provided.
- ii) The government to employ trained teachers to speed up CBC implementation
- iii) Consistent more time required during training and ECD training to be enhanced since CBC starts in early years.
- iv) The study recommended Ministry of Education to establish more Capacity Building Centers that would provide refresher courses for teachers.

5.4.3 The Influence of Teacher's Attitude on Implementation of CBC in Public Primary Schools in Kericho County.

Basing on this finding, there was a positive influence between teacher attitude and implementation of CBC. The following recommendations were made:

- i) Teachers should be included during the development of the curriculum.

- ii) The government should schedule CBC to be examined at all levels for healthy competition among learners.

5.4.4 Influence of Teaching and Learning Resources on Implementation of CBC in Public Primary Schools in Kericho County.

From the findings of the study, resources of learning processes had an influence on implementation of CBC. It had a positive moderate influence on CBC implementation.

The following recommendations were made:

1. The government should purchase more computers in schools for successful integration of technology in CBC program due to increasing population in schools.
2. The KICD should allocate more time for practical lessons to cater for the below expectation learners.
3. The purchasing of teaching and learning resources should also be prioritized especially for practical work and preparation of teaching aids for teachers
4. The KICD should prepare soft copies of schemes of work and lesson plans for teachers in order to ease the burden.

5.4:5. Recommendation for Further Research

- i. The study recommends further research to be done on effects of teachers' related factors in implementation of CBC programmes.
- ii. A similar study can be conducted in different counties to compare the findings.

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APPENDICES

APPENDIX I: HEADTEACHERS' QUESTIONNAIRE

I am a Post graduate student at the Kenyatta University, pursuing Doctorate of philosophy in early childhood education. I am conducting a study on school preparedness in implementation of Competency based curriculum in early grade level and would greatly appreciate your participation in this study. The purpose of this study is to collect information from public primary teachers relative to the availability of physical infrastructure that support the new curriculum, teacher attitude on the new curriculum, the teacher trainings on the new curriculum and teaching and learning resources that support Competency based curriculum. Please read instructions in the questionnaire carefully and respond to the questions based on your knowledge, skills and experience. Data collected will be anonymous. I greatly appreciate your participation in this study.

This questionnaire consists of two parts; Part one and Part Two.

You are required to respond to the questions based on your experience

PART ONE: DEMOGRAPHIC INFORMATION

Age.....

Gender

Teaching experience..... Years

Experience as a head teacher.....Years

Please indicate by ticking () the Highest Academic qualification.

PhD ()

Masters ()

Undergraduate BED () BCS () BA ()

Diploma ()

P1 ()

Others (please specify)

PART TWO

Section A

1) Physical infrastructure on the implementation of competence-based curriculum in Kericho county

Select the appropriate response and tick appropriately. The scale ranged from SA-SD where SA=Strongly Agree, D=Disagree, U=Undecided, A=Agree and SD= Strongly Disagree.

Competency based curriculum outcomes

	Statements	SA	A	U	D	SD
A	Learners demonstrate fundamental skills in literacy and numeracy to in learning.					
B	Learners interact appropriately in a number of ways through verbal or non-verbal forms.					
C	In social relationships, learners show acceptable etiquette.					
D	In problem solving, learners exhibit imagination and logical thinking ability.					
E	The immediate surrounding for fun and learning is explored by learners					
F	In order to enhance well being and health, learners practice hygiene, nutrition, sanitation and safety skills.					
G	The attainment of spiritual, aesthetic, mental, and physical development for a well being of learners.					
H	Learners express respect of the rich and varied cultural heritage of the world for harmonious coexistence.					
I	For learning and fun, learners apply computer literacy abilities.					

If any please specify

- 1.....
- 2.....
- 3.....

Select the appropriate response and tick appropriately. The scale ranged from SA-SD where SA=Strongly Agree, D=Disagree, U=Undecided, A=Agree and SD= Strongly Disagree.

Physical Infrastructure

	STATEMENTS	SA	A	U	D	SD
A	The computer labs or ICT Designed classrooms are suitable for learners in your school					
B	Availability of Classrooms					
C	There is constant supply of Electricity (main power)					
D	The Creative art classrooms or workshop rooms are adequate for learning					
E	There are appropriate nutrition or Home science laboratories					
F	The Electricity cables are well connected in the ICT designed classrooms or in computer laboratories					
G	There is a well-equipped Music classroom in the school					
H	There is a sufficient agriculture farm in your school.					
I	There are agriculture tools and equipment in the school					

Any other, specify

- 1.....
- 2.....
- 3.....

2) Teacher trainings on Implementation of Competency based curriculum in Kericho County

Select the appropriate response and appropriately tick appropriately. The scale ranged from SA-SD where SA=Strongly D=Disagree, U=Undecided, A=Agree and SD= Strongly Disagree.

	STATEMENT	SA	A	U	D	SD
A	I have basic knowledge in new curriculum additional subjects					
B	I have attended Competency based curriculum training					
C	I have attended computer training					
D	I regularly use internet to integrate learning					
E	I have training on learner assessment					

Specify other training if any?

- 1.....
- 2.....
- 3.....

3) Please rate or indicate your level of agreement on teachers' attitude on implementation of the Competency based curriculum in primary schools in Kericho County.

Select the appropriate response and tick appropriately. The scale ranges from SA-SD where SA=Strongly D=Disagree, U=Undecided, A=Agree and SD= Strongly Disagree.

	STATEMENT	SA	A	U	D	SD
A	I embrace the implementation of the competence-based curriculum in teaching and learning processes.					
B	Teachers need more training on the competence-based curriculum.					
D	Implementing new curriculum improve my teaching skills as a profession.					
C	I have a positive attitude towards implementation of competence-based curriculum					
D	The grade one teacher enjoy using the different approaches in the new curriculum					
E	I have adapted the preparation of schemes of work and lesson plans for the CBC					

F	Teachers encounter challenges in implementing CBC					
G	Teachers assess all the learners in a given time					

Specify others if any

- 1.....
- 2.....
- 3.....

4) Teaching and learning resources on the implementation of Competency based curriculum in public primary schools in Kericho County.

Select the appropriate response and tick appropriately. The scale ranged from SA-SD where SA=Strongly Agree, D=Disagree, U=Undecided, A=Agree and SD= Strongly Disagree.

	STATEMENT	SA	A	U	D	SD
A	There are enough text books for learners for the all learning areas					
B	There are enough text books for the class population					
C	There are sufficient reference or teachers guide books for each subject					
D	There are sufficient materials for preparation of teaching aids					

Specify other any weakness or strengths if any?

- 1.....
- 2.....
- 3.....

APPENDIX II: GRADE ONE TEACHERS' QUESTIONNAIRE

I am a Post graduate student at the Kenyatta University, pursuing Doctorate of philosophy in early childhood education. I am conducting a study on school preparedness in implementation of Competency based curriculum in early grade level and would greatly appreciate your participation in this study. The purpose of this study is to collect information from public primary teachers relative to the availability of physical infrastructure that support the new curriculum, teacher attitude on the new curriculum, the teacher trainings on the new curriculum and teaching and learning resources that support competence-based curriculum. Please read instructions in the questionnaire carefully and respond to the questions based on your knowledge, skills and experience. Data collected will be anonymous. I greatly appreciate your participation in this study.

This questionnaire consists of two parts; Part one and Part Two.
You are required to respond to the questions based on your experience

PART ONE: DEMOGRAPHIC INFORMATION

Age.....

Gender

Teaching Experience.....

Please indicate by ticking () the Highest Academic qualification.

PhD ()

Masters ()

Undergraduate BED () BCS () BA. ()

Diploma ()

P1 ()

Others (please specify)

PART TWO.

Section A.

1. PART TWO

Section A

1) Physical infrastructure on the implementation of Competency based curriculum in Kericho County

Select the appropriate response and tick appropriately. The scale ranged from SA-SD where SA=Strongly Agree, D=Disagree, U=Undecided, A=Agree and SD= Strongly Disagree.

Competency based curriculum outcomes

	Statements	SA	A	U	D	SD
A	Learners demonstrate fundamental skills in literacy and numeracy to teach					
B	Learners interact appropriately in a number of ways through verbal or non-verbal forms.					
C	In social relationships, learners show acceptable etiquette.					
D	In problem solving, learners exhibit imagination and logical thinking ability.					
E	The immediate surrounding for fun and learning is explored by learners					
F	In order to promote health and well-being, learners practice hygiene, nutrition, sanitation and safety skills.					
G	The acquisition of mental, physical, spiritual, aesthetic and moral growth for healthy life is illustrated by learners.					
H	Learners express respect of the rich and varied cultural heritage of the world for harmonious coexistence.					
I	For learning and fun, learners apply computer literacy abilities.					

If any please specify

- 1.....
- 2.....
- 3.....

Select the appropriate response and tick appropriately. The scale ranged from SA-SD where SA=Strongly D=Disagree, U=Undecided, A=Agree and SD= Strongly Disagree.

Physical Infrastructure

	STATEMENTS	SA	A	U	D	SD
A	The computer labs or ICT Designed classrooms are suitable for learners in your school					
B	Availability of Classrooms					
C	There is constant supply of Electricity (main power)					
D	The Creative art classrooms or workshop rooms are adequate for learning					
E	There are appropriate nutrition or Home science laboratories					
F	The Electricity cables are well connected in the ICT designed classrooms or in computer laboratories					
G	There is a well-equipped Music classroom in the school					
H	There is a sufficient agriculture farm in your school.					
I	There are agriculture tools and equipment in the school					

Any other, specify

- 1.....
- 2.....
- 3.....

2) Teacher trainings on Implementation of Competency based curriculum in Kericho County

Select the appropriate response and appropriately tick appropriately. The scale ranged from SA-SD where SA=Strongly D=Disagree, U=Undecided, A=Agree and SD= Strongly Disagree.

	STATEMENT	SA	A	U	D	SD
A	I have basic knowledge in new curriculum additional subjects					
B	I have attended Competency based curriculum training					
C	I have attended computer training					
D	I regularly use internet to integrate learning					
E	I have training on learner assessment					

Specify other training if any?

- 1.....
- 2.....
- 3.....
- 4.....

3) Please rate or indicate your level of agreement on teachers' attitude on implementation of the Competency based curriculum in primary schools in Kericho County.

Select the appropriate response and tick appropriately. The scale ranged from SA-SD where SA=Strongly D=Disagree, U=Undecided, A=Agree and SD= Strongly Disagree.

	STATEMENT	SA	A	U	D	SD
A	I embrace the implementation of the competence-based curriculum in teaching and learning processes.					
C	Teachers need more training on the competence-based curriculum.					
D	I have a positive attitude towards implementation of competence-based curriculum					
E	The grade one teacher enjoy using the different approaches in the new curriculum					
F	The grade one teacher enjoy using the different approaches in the new curriculum					
H	I have adapted the preparation of schemes of work and lesson plans for the CBC					
I	Teachers encounter challenges in implementing CBC					
J	Teachers assess all the learners in a given time					

Specify others if any

1.....

2.....

3.....

4) Teaching and learning resources on the implementation of Competency based curriculum in public primary schools in Kericho County.

Select the appropriate response and tick appropriately. The scale ranged from SA-SD where SA=Strongly D=Disagree, U=Undecided, A=Agree and SD= Strongly Disagree.

	STATEMENT	SA	A	U	D	SD
A	There are enough text books for learners for the all learning areas					
B	There are enough text books for the class population					
C	There are sufficient reference or teachers guide books for each subject					
D	There are sufficient materials for preparation of teaching aids					

Specify other any weakness or strengths if any?

1.....

2.....

APPENDIX III: INTERVIEW FOR COUNTY CSO's

I am a Post graduate student at the Kenyatta University, pursuing Doctorate of philosophy in early childhood education. I am conducting a study on school preparedness in implementation of Competency based curriculum in early grade level and would greatly appreciate your participation in this study. The purpose of this study is to collect information from public primary teachers relative to the availability of physical infrastructure that support the new curriculum, teacher attitude on the new curriculum, the teacher trainings on the new curriculum and teaching and learning resources that support Competency based curriculum. Please read instructions in the questionnaire carefully and respond to the questions based on your knowledge, skills and experience. Data collected will be anonymous. I greatly appreciate your participation in this study.

This questionnaire consists of two parts; Part one and Part Two.
You are required to respond to the questions based on your experience

PART ONE:

DEMOGRAPHIC INFORMATION

Age.....

Gender

How long have you served in your current position.....

Please indicate by ticking () the Highest Academic qualification.

PhD ()

Masters ()

Post graduate diploma ()

Undergraduate BED () BCS () BA. ()

Diploma ()

P1 ()

Others (please specify)

PART TWO

- i. What measures can be taken in school physical infrastructure to support the new Competency based curriculum implementation?
- ii. Do teachers have knowledge on CBC learning areas when they are being recruited?
- iii. How are those in the field prepared to embrace the implementation of Competency based curriculum?
- iv. What could be the teachers' attitude towards implementing the new curriculum?
- v. In your view, what will be the outcome if the teachers are not equipped for the Competency based curriculum implementation in your sub County?
- vi. What are the methods used during learners assessment?

APPENDIX IV: OBSERVATION SCHEDULE

	ITEM	AVAILABLE	NOT AVAILABLE
A	Availability of ICT designed classroom or computer labs.		
B	Electricity power connection		
C	Music room		
D	Nutritional laboratories		
E	Creative arts room or workshop room		
F	Reliable secured room for storage		
G	Library		
H	Book store		

APPENDIX V: AUTHORIZATION FROM GRADUATE SCHOOL



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

OUR REF: E83/28845/15

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Date: 24th January, 2019

The Director General,
National Commission for Science, Technology & Innovation,
P.O. Box 30623,
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR BEATRICE NGENO REG. NO. E83/28845/15

I write to introduce **Ngeno** who is a Postgraduate Student of this University. The student is registered for Ph.D. Degree programme in the **Department of Early Childhood & Special Needs Education in the School of Education**.

Ngeno intends to conduct research for a Ph.D. thesis entitled, "**Determinants of Primary Schools Preparedness, for the Implementation of Competence-Based Curriculum in Kericho County, Kenya**".

Any assistance given will be highly appreciated.

Yours faithfully,

A handwritten signature in blue ink, appearing to be 'E. Kimani', written over a circular stamp or seal.

PROF. ELISHIBA KIMANI
DEAN, GRADUATE SCHOOL

RM/cao

APPENDIX VI: APPROVAL LETTER FROM GRADUATE SCHOOL



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 57530

Internal Memo

FROM: Dean, Graduate School

DATE: 24th January, 2019

TO: Beatrice Ngeno
C/o Early Childhood & Special Needs Educ Dept.
Kenyatta University

REF: E83/28845/15

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

This is to inform you that Graduate School Board at its meeting of 6th November, 2019 approved your Research Proposal for the Ph.D. Degree, entitled "Determinants of Primary Schools Preparedness, for the Implementation of Competence-Based Curriculum in Kericho County, Kenya".

You may now proceed with your Data collection, subject to clearance with the Director General, National Commission for Science, Technology & Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed supervision Tracking and Progress Report Forms. The Forms are available at the University's Website under Graduate School webpage downloads.

By copy of this letter, the Registrar (Academic) is hereby requested to grant you substantive registration for your Ph.D. studies.

Thank you


REUBEN MURIUKI
FOR: DEAN, GRADUATE SCHOOL

c.c. Registrar (Academic) Att. Mrs. Lucy Njenga
Chairman, Department of Early Childhood & Special Needs Education

Supervisors:

1. Dr. George Mathenge
C/o Dept. of Early Childhood & Special
Needs Educ
KENYATTA UNIVERSITY
2. Dr. Jessina Muthee
C/o Dept. of Early Childhood & Special
Needs Educ
KENYATTA UNIVERSITY

RM/cao

APPENDIX VII: LETTER FROM MINISTRY OF EDUCATION



MINISTRY OF EDUCATION

STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Email: cdekerichocounty@gmail.com
When Replying Please Quote:

County Education Office
P.O BOX 149
KERICHO

REF: KER/C/ED/GC/2/VOL.II/

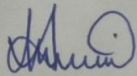
10TH JANUARY, 2019.

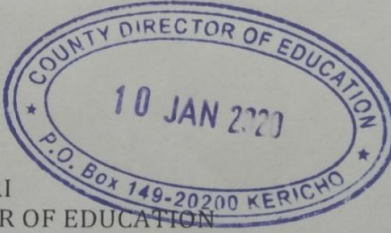
TO WHOM IT MAY CONCERN.

RE: RESEARCH AUTHORIZATION.
BEATRICE C. NGENO.

The above named has been authorized by the National Commission for Science, Technology and Innovation to undertake research on, *Determinants of Primary Schools Preparedness for the implementation of Competence-Based Curriculum in, Kericho County, Kenya*, for the period ending 18th December, 2020.

Kindly accord her the necessary assistance.


ZACHARY MUTUIRI
COUNTY DIRECTOR OF EDUCATION
KERICHO COUNTY.



**APPENDIX VIII: RESEARCH AUTHORIZATION FROM KERICHO COUNTY
COMMISSIONER**



OFFICE OF THE PRESIDENT

MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT

Telegrams:
Telephone: Kericho 20132
When replying please quote
kericho@yaho.com

THE COUNTY COMMISSIONER
KERICHO COUNTY
P.O. BOX 19
KERICHO

REF: MISC.19 VOL.IV /68

10th January 2020

Beatrice Ngeno Reg.No.E83/28845/15
Kenyatta University
P.O. Box 43844-00100
NAIROBI

RE: RESEARCH AUTHORISATION

I am pleased to inform you that you are authorized to undertake research as per the letter Ref. No. NACOSTI/P/19/3095 dated 18th December, 2019 on ***“Determinants of Primary Schools Preparedness, for the Implementation of Competence -Based Curriculum in Kericho County, Kenya”*** for a period ending 18th December , 2020.


COUNTY COMMISSIONER
KERICHO COUNTY

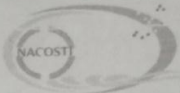
[Signature]
K.N Kaloki

FOR: COUNTY COMMISSIONER
KERICHO COUNTY

CC: County Director of Education
KERICHO


APPENDIX IX: PERMIT LETTER FROM NACOSTI

 **REPUBLIC OF KENYA**

 **NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION**

Ref No: 431620 Date of Issue: 18/December/2019

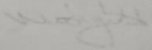
RESEARCH LICENSE




This is to Certify that Ms. BEATRICE NGENO of Kenyatta University, has been licensed to conduct research in Kericho on the topic: DETERMINANTS OF PRIMARY SCHOOLS PREPAREDNESS, FOR THE IMPLEMENTATION OF COMPETENCE-BASED CURRICULUM IN KERICHO COUNTY, KENYA for the period ending : 18/December/2020.

License No: NACOSTI/P/19/3095

431620
Applicant Identification Number


Director General
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document,
Scan the QR Code using QR scanner application.

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is Guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014

CONDITIONS

1. The License is valid for the proposed research, location and specified period
2. The License any rights thereunder are non-transferable
3. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies
5. The License does not give authority to transfer research materials
6. NACOSTI may monitor and evaluate the licensed research project
7. The Licensee shall submit one hard copy and upload a soft copy of their final report (thesis) within one of completion of the research
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice

National Commission for Science, Technology and Innovation
off Waiyaki Way, Upper Kabete,
P. O. Box 30623, 00100 Nairobi, KENYA
Land line: 020 4007000, 020 2241349, 020 3310571, 020 8001077
Mobile: 0713 788 787 / 0735 404 245
E-mail: dg@nacosti.go.ke / registry@nacosti.go.ke
Website: www.nacosti.go.ke

APPENDIX X: INTRODUCTION LETTER

Kenyatta University,
Box 43844, 00100
Nairobi, Kenya
2nd January 2020
Tel: 0724 705160

To
Kericho County Director of Education

.....
.....

Dear Sir/Madam,

RE: DATA COLLECTION IN THE COUNTY

I am a PhD student at Kenyatta University and having presented my proposal titled “Determinants of Primary School Preparedness for the Implementation of Competency based curriculum in Kericho County” in the Department and it has passed through the Graduate school. Currently I am required to go to the field and collect data so as to complete my studies. This research will be done in Kericho County Public Primary schools and to carry on data collection your permission is required from the Month of January 2020.

I intend to visit the schools two weeks from now. The Head teacher and Grade one teacher will be administered with questionnaires.

Thank you.

Yours faithfully

Beatrice Ngeno.

APPENDIX XI: INTRODUCTION LETTER

Kenyatta University,
Box 43844, 00100
Nairobi, Kenya
2nd January 2020
Tel: 0724 705160

To
The Head Teacher

.....
.....

Dear Sir/Madam,

RE: DATA COLLECTION IN YOUR SCHOOL.

I am a PhD student at Kenyatta University and having presented my proposal titled “Determinants of Primary School Preparedness for the Implementation of Competency based curriculum in Kericho County” in the Department and it has passed through the Graduate school. Currently I am required to go to the field and collect data so as to complete my studies. This research will be done in Kericho County Public Primary schools and to carry on data collection your permission is required from the Month of January 2020.

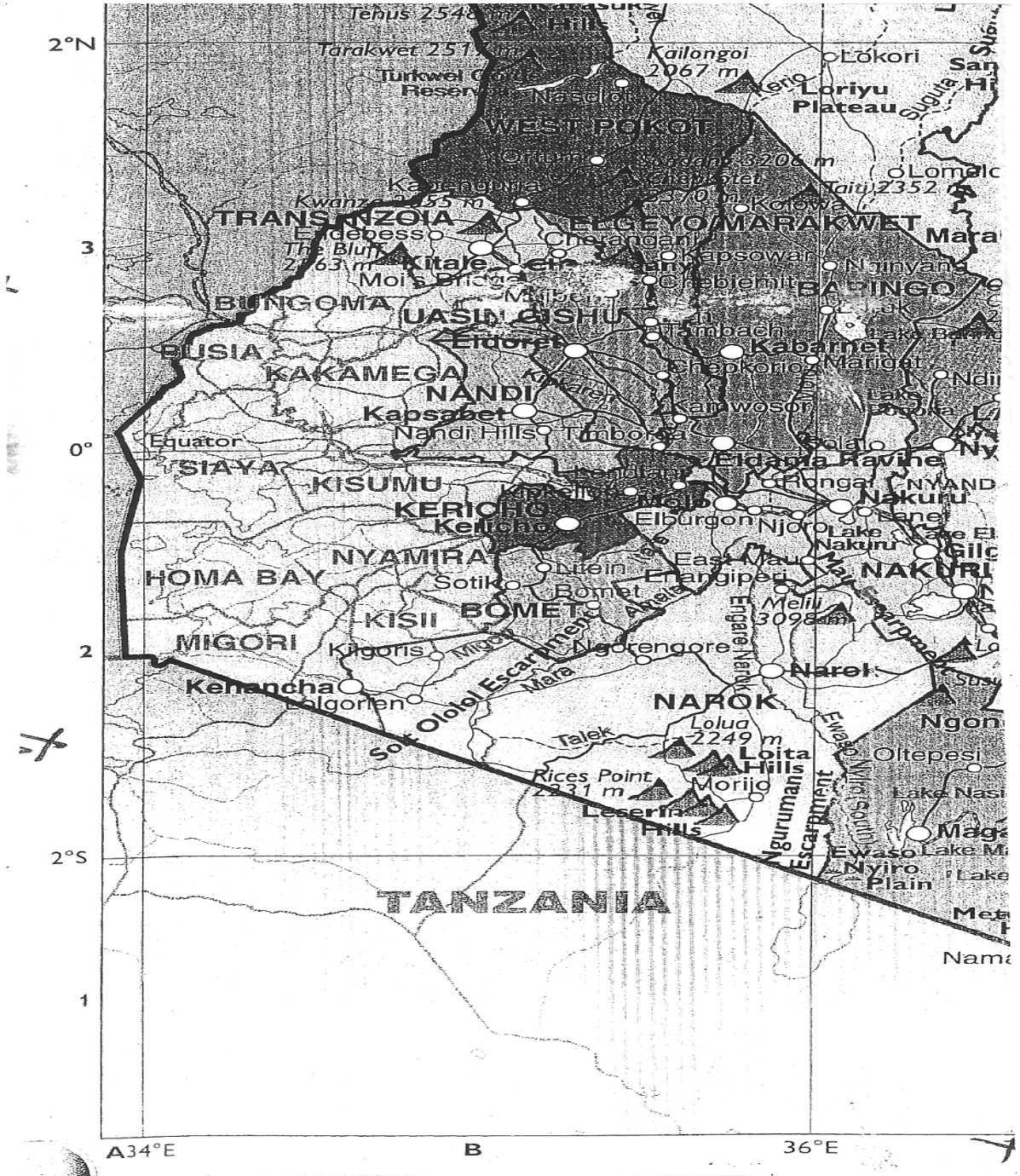
I intend to visit your school in two weeks from now. The Headteachers and Grade one teachers will be administered with questionnaires. Observation will also be carried out in your school.

Thank you.

Yours Faithfully,

Beatrice Ngeno

APPENDIX XII: MAP OF STUDY AREA



APPENDIX XIII : A MAP OF KERICHO COUNTY

