

**INFLUENCE OF SCHOOL ENVIRONMENT ON IMPLEMENTATION OF  
COMPETENCY BASED CURRICULUM IN EARLY YEARS EDUCATION  
IN NAIROBI CITY COUNTY, KENYA**

**BY**

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## DECLARATION

I hereby confirm the originality of this research project work as mine. No other university or institution has received this presentation. Works that have been referenced in the project have been duly acknowledged and complemented. Specific accreditation of sources including data, tables, pictures and graphics borrowed from other works and internet have been referenced as per regulations on anti-plagiarism.

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This research report has been submitted for appraisal with my approval as University Supervisor.

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## ABSTRACT

Research carried out globally has shown that when curriculum is implemented effectively learners acquire the intended learning outcomes. Effective curriculum implementation in early years education therefore sets the foundation for acquiring expected competencies and their application in subsequent grade levels. This study purposed to explore the influence of school environment on implementation of the Competency-Based Curriculum (CBC) in early years education (EYE) in Nairobi County. Michael Fullan's theory was selected because it explores the tenets of curriculum reforms plus the foundational and contextual pillars to consider for effective curriculum implementation. The study used correlation research design. Implementation of CBC in EYE was the dependent variable. Classroom culture, instructional leadership and strategies to support curriculum implementation were the independent variables. Primary school head teachers and grade three teachers in Embakasi Central were target population. They were purposefully selected since they are integral in the implementation of the recently launched CBC. Purposively sampled, was Embakasi Central sub-county in Nairobi City County, head teachers and grade three teachers. 15% (12) of the primary schools were selected through stratified random sampling. The 12 classroom teachers plus all head teachers selected participated in the study. Data from the study participants was collected through interview schedules and e-questionnaires. The instruments were piloted and final study excluded the pilot schools. Reliability and validity of instruments was tested. Percentages, frequencies and means were also calculated. As per the study hypotheses and objectives, data was analyzed and the results presented and organized in tables. Results showing relationships and differences in variables and recommendations were then shared in the study. Results showed that teachers planned for curriculum implementation throughout the year. The relationship between classroom culture and curriculum implementation was not significant. However, the relationship between instructional leadership; strategies to promote curriculum implementation was significant at  $>0.05$ . It is recommended that the government should intentionally include head teachers especially from private schools, in professional development opportunities targeting CBC implementation.