

**TEACHER'S CHARACTERISTICS ON IMPLEMENTATION
OF COMPETENCY-BASED CURRICULUM IN PER-PRIMARY
SCHOOLS IN KIAMBU COUNTY, KENYA**

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DECLARATION

I declare that this project is my original work and has not been presented in any other university or institution for consideration of any certification. This research project has been complemented by referenced sources duly acknowledged where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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I confirm that this research project was carried out by the candidate under my supervision as the University Supervisor

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DEDICATION

I dedicate my project work to myself for the work I have put in it, Uncle Henry and my sister Vivian who have been my very close cheerleaders. A special feeling of gratitude to my loving parents, Peter and Elsy whose words of encouragement and push made it possible.

I also dedicate this project to my few friends who have supported me throughout the process.

I will always appreciate all they have done.

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May God bless you all.

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ABBREVIATIONS AND ACRONYMS

ANOVA	:	Analysis of Variance
APEL	:	Assessment of Prior Experiential Learning
IEBC	:	Independent Electoral and Boundaries Commission
KNBS	:	Kenya National Bureau of Statistics
MoE	:	Ministry of Education
NACOSTI	:	National Commission for Science, Technology and Innovation
SBM	:	School-Based Management
SPSS	:	Statistical Package for Social Sciences
UNESCO	:	United Nations Educational, Scientific and Cultural Organization
USA	:	United States of America
VET	:	Vocational Education and Training

ABSTRACT

Many education stakeholders are concerned because the implementation of competence-based curriculum has been delayed and fraught with difficulties. Despite the laudable goals of CBC in promoting holistic student development and competence-based learning, challenges persist in its effective execution. Pre-primary teachers, as pivotal facilitators of this transformative educational approach, bring with them a diverse set of characteristics that may impact the implementation process. These characteristics encompass variables such as teaching experience, educational qualifications, training in CBC methodologies, pedagogical approaches, and attitudes towards educational change. In Juja, Kiambu County, Kenya, the study aims to analyze the impact of teachers' characteristics on the implementation of competency-based curriculum. The objectives included; to examine the influence of teacher training, teachers' experience, teachers' attitude on implementation of competence-based curriculum in pre-primary schools on implementation of competence-based curriculum. The Curriculum Implementation Theory guided the research. The study took a mixed methodologies approach with a concurrent triangulation research design, which allowed the researcher to apply both quantitative and qualitative approaches at the same time and with equal weight. A total of 304 respondents were surveyed, with 76 headteachers and 228 pre-primary teachers making up the target population. Yamane's Formula picked a sample of 172 from this group. Based on the number of zones in Juja Kiambu county, stratified sampling was utilized to establish four separate strata. A total of 3 headteachers and 40 pre-primary teachers were chosen via purposive sampling from each zone, with a focus on pre-primary schools that had experienced significant difficulties implementing competency-based curriculum. The researcher was able to obtain a sample of 12 headteachers and 160 pre-primary teachers. Data was collected from pre-primary teachers using questionnaires, while headteachers were interviewed using an interview guide. To establish validity and reliability, piloting was undertaken among 17 respondents from a sample of pre-primary schools in Juja Kiambu county. The validity of the study was assessed by experts in early childhood studies and university supervisors. The test-re-test approach was used to determine reliability. Using the Cronbach Alpha Method, a reliability index of $r=0.75$ was obtained, indicating strong internal reliability. The first step in the data analysis was to uncover similar themes among the respondents' accounts of their experiences. Data in quantitative nature was analysed with the use of Chi-square and presentation was in tables and figures. Themes were used in analyzing qualitative data and displayed in narration. The study concludes that in Juja, Kiambu County, Kenya, a substantial number of teachers in pre-primary schools had not been trained on how to execute the curriculum. Despite the autonomy they have to choose appropriate information, teachers often find the resources unproductive and unsuitable. The findings revealed that majority of teachers received training based on CBC implementation. All pre-primary school teachers had a negative attitude toward the curriculum and were unwilling to execute it due to a lack of ability to do so due to a lack of proper in-service training on how to do so. The study recommends that the government of Kiambu County, Kenya should establish a regular in-service training program to prepare pre-primary school teachers to apply the curriculum. Teachers should strive to ensure the use of learner centered approaches in spite of the obstacles like heavy workload, lack of adequate time in the implementation of CBC and limited resources. The study also recommends that the Kiambu County government, in collaboration with other education stakeholders, should take advantage of pre-primary school teachers' positive attitudes toward the curriculum and equip them with the necessary knowledge and skills for effective implementation of the CBC in public pre-primary schools.

CHAPTER ONE

INTRODUCTION AND CONTEXT OF THE STUDY

1.0 Introduction

The chapter covers study's background, problem, purpose, objectives, questions, rationale, significance, scope, limitations, delimitation's, assumptions and operational definitions of key terms.

1.1 Background to the Study

The availability of qualified teachers is a critical issue in implementing competence-based curriculum in pre-primary schools. Teachers play a critical role in implementing competence-based courses, according to Cohen and Hill (2015). According to Cohen and Hill (2015), teachers play a vital role in putting the concepts of the competence-based curriculum into practice in pre-primary institutions. Curriculum modification is insufficient on its own to provide high-quality education; rather, good implementer of those produced curricula are necessary.

According to Cohen and Hill (2015), since teachers are the ones who transfer all theoretical material to the actual classroom environment each time a new curriculum is established, the question of whether preschool teachers encounter problems in whether or not the implementation process is raised. Teachers, have an impact in the execution of capability based educational plan, notwithstanding different errands, for example, youngster observing and discipline, regarding social variety, creating corresponding associations with families, and making a mindful local area of students (Lundin, 2012 & McDonnell, 2014). Both personal and environmental factors assume a significant part in the implementation of competency-based education.

Bondi and Wiles (2014) contend that, in addition to accepting the new curriculum's concept, instructors' grasp of the curricula is crucial for its implementation. Because instructors will be unable to adequately implement the curriculum if they do not fully understand the theoretical foundation of the program. Personal characteristics of teachers, as identified by Butera, Czaja, Daniels, Goodman, Hanson, Lieber, and Palmer (2015) (2015), influence the implementation of competency-based courses. According to Butera *et al.* (2015), instructors who are motivated and open to change are more likely to incorporate new learning opportunities than teachers who are unmotivated and resistant to change, and unwilling to try new learning possibilities.

The concept of competence-based education was first introduced in the 1960s in the United States of America (USA) (Sullivan & Bruce, 2014). Curriculum reform began in teacher education, according to Sanchez and Romero (2015), when the US Department of Education aligned the learning processes in training institutions with CBC teaching-learning approaches. The curriculum placed an emphasis on discernible competencies that students should learn and apply in real-world situations. According to Fein (2015), a competency-based approach was implemented in other professional education programs in the United States in the 1970s.

According to Obwoye (2016), significant efforts were expended in the 1990s to implement CBC in Australian schools, TVET programs, and higher learning institutions. The desire to shift from a content-based curriculum approach to one based on competency attainment was at the heart of the curriculum reform. According to the Australian National Centre for Vocational Education Research (2014), competency-based training is geared toward the attainment and demonstration of skills in order to meet industry-specified standards and increase Australia's competitiveness in the job market. Furthermore, according to Obwoye

(2016), competency-based training in Australia has increased the production of technical, adaptable, and innovative workers, which has contributed to the improvement of Australia's productivity and international competitiveness.

In Morocco, Cisneros, Cisneros-Chernour, and Moreno (2014) found that contention among school and home, an absence of coherence and similarity among essential and pre-grade schools, contrasts in job assumptions from instructors by schools and the Moroccan Department of Education, and an absence of assets all hampered the execution of ability based educational program. As a result, it was discovered that the problem of teachers that they face is not a simple one, but rather a complex one that is interdependent on one another (Cisneros-Chernour, Cisneros & Moreno, 2014).

For example, a shortage of resources and pupils who speak little Spanish have a synergistic impact on the quality of the curriculum being used Teachers must deal with the lack of linguistic proficiency of the students as well as the challenge of a lack of resources in such a setting. In reality, because it deals with individuals, it's impossible not to observe characteristics like environmental and personal overlap in people's education. Because instructors are human beings, they are influenced by a multitude of factors, many of which are linked, according to Tout, Zaslow, and Berry (2015). According to Tout, Zaslow and Berry (2015), there are moments when teachers are unable to influence events. As a result, individual teachers will never be held responsible for difficulties that arise during the implementation of competency-based curricula.

Teachers were not always at the heart of the problem in South Africa. External problems such as frequent headmaster supervision and intervention in classroom instruction, a lack of response from headteachers, and a lack of aid and comfort from directors and guardians on the new educational plan shift worsened the challenges (Wai-Yum, 2015). Cheung (2016)

found that external factors, such as finding essential reports, such as an improvement control list, target assessment structure, and actual climate inadequacies, as well as parent contribution, were found to be a barrier to powerful execution, despite instructor-related attributes such as an overall lack of comprehension of the new educational plan.

Furthermore, Capa (2015) claims that external variables cause problems with planning and schooling, including what types of technology resources to include in daily plans and not properly articulating the types of activities that are essential for parent involvement. The issue is similar in Kenya, where the implementation of competency-based curricula has been hampered. These include a lack of skilled teachers, as well as a lack of resources and infrastructure. The implementation of a competence-based curriculum in Juja Sub-county has been difficult (Mananua, 2015). There aren't a lot of teachers, and there aren't a lot of resources. Teachers' characteristics have been a source of concern when it comes to executing pre-primary school curricula. Teachers' pay, housing, and adequacy have all gotten a lot of attention. However, little research has been conducted to determine the impact of teacher qualities on competency-based curriculum implementation. These research and information gaps piqued the researcher's interest, and the study tries to address them.

1.2 Statement of the Problem

The competence-based curriculum (CBC) was implemented in Kenya in January 2018. There have been concerns raised about the curriculum's implementation (Ondimu, 2018). In the implementation of any curriculum, teachers play a critical role (Wambiri & Ndani, 2016). They are directly involved in teaching as well as other aspects of curriculum implementation and assessment. As a result, it's critical to identify teacher qualities and how they affect competency-based curriculum implementation in pre-primary schools. The CBC's implementation in Kenya has been a source of heated dispute. Teacher characteristics and

how they might influence the implementation of this new curriculum in pre-primary schools have received little attention in research.

In recent years, Kenya has undergone a transformative shift in its education system with the introduction of the Competence-Based Curriculum (CBC). This paradigmatic change is particularly pronounced in pre-primary schools, where the foundational skills for lifelong learning are nurtured. Despite the laudable goals of CBC in promoting holistic student development and competency-based learning, challenges persist in its effective execution. Pre-primary teachers, as pivotal facilitators of this transformative educational approach, bring with them a diverse set of characteristics that may impact the implementation process. These characteristics encompass variables such as teaching experience, educational qualifications, training in CBC methodologies, pedagogical approaches, and attitudes towards educational change. Therefore, this study sought to investigate the influence of teacher's characteristics on implementation of competency-based curriculum in pre-primary schools in Juja, Kiambu County, Kenya.

1.3 Purpose of the Study

To assess how teacher characteristics affects the implementation of competency-based curriculum in public pre-primary schools.

1.3.1 Objectives of the Study

- i. To find out the influence of teachers' level of training on the implementation of competency-based curriculum in pre-primary schools in Juja, Kiambu County, Kenya.
- ii. To assess the influence of teachers' experience on the implementation of competency-based curriculum in pre-primary schools in Juja, Kiambu County, Kenya.
- iii. To examine the influence teachers' attitudes on the implementation of competency-based curriculum in pre-primary schools in Juja, Kiambu County, Kenya.

1.3.2 Research Hypotheses

- : There is a relationship between teachers' level of training and implementation of competency-based curriculum in pre-primary schools.
- : There is a relationship between teachers' experience and implementation of competency-based curriculum in pre-primary schools.
- : There is a relationship between teachers' attitudes and implementation of competency-based curriculum in pre-primary schools.

1.4 Significance of the Study

The study's findings could be extremely beneficial to the Ministry of Education, which may rethink providing sufficient teacher training on the paradigm shift to the new curriculum. The study results could aid education stakeholders in gaining a better awareness of the difficulties instructors have while putting the curriculum into practice. Pre-primary school students could benefit from this research since they would receive a quality education based on a well-designed curriculum.

Parents, communities, teachers, and the government could realize the importance of their involvement in the implementation of competence-based education. Academicians interested in undertaking studies in a related field could use the findings as a starting point for additional research.

1.5 Delimitations and Limitations of the Study

1.5.1 Delimitations of the Study

The study focuses exclusively on public pre-primary schools in Juaj, Kiambu county, which may limit the generalizability of findings to other counties. The study excluded private institutions which could impact the applicability of the findings to a broader educational context. The study examined teacher characteristics such as focusing on experience, educational background, or training, while excluding other potential influences. An approach on mixed methodology together with concurrent research was adopted.

1.5.2 Limitations of the Study

The respondents hesitated to disclose relevant information. To overcome this challenge, the researcher brought a letter of recommendation from the University and assured respondents of the confidentiality with which the information provided was guaranteed. The busy schedules of school principals affected the data collection process. To ensure manager availability, advance notice was given to arrange an open discussion and distribute the questionnaire. Although the researcher distributed the questionnaire through the department head, there may not have been a response due to the nature of the school's operations. Therefore, the researcher used the method of discarding the questionnaires and picking them up after two weeks. Since respondents were aware that there was a possibility of victimization when answering the questionnaire, clear instructions were given that none of the respondents should reveal their identity and under no circumstances should any of them reveal their identity.

1.6 Assumptions of the Study

The study assumed that teachers' training, experience and attitude significantly influence the implementation of the competence-based curriculum. The competency-based curriculum is implemented consistently across public pre-primary schools in Kiambu county. The public pre-primary schools in Jujua, Kiambu county have relatively similar resources and support systems for curriculum implementation.

1.7 Theoretical and Conceptual Frameworks

The theoretical foundations that will guide the research are explained in this section. Curriculum implementation theory was used to drive this research. This section also includes a conceptual framework that demonstrates the relationship between the study's variables.

1.7.1 The Curriculum Implementation Theory

Franklin Bobbit (1956) and Ralph Tyler's curriculum implementation theory will also be used to guide this research (1949). According to this theory, human life, no matter how diverse, is made up of defined activities. Education that prepares students for life is one that specifically and effectively prepares them for these activities. They can be found in any social class, no matter how numerous and diversified they are. This simply involves diving into the universe of undertakings and deciding the points of interest of one's issues. These will reflect what men and women require in terms of abilities, attitudes, habits, appreciations, and knowledge. The curriculum's goals will be as follows. They will be numerous, specific, and distinct.

The curriculum would then be the set of experiences that students and young people must go through in order to achieve those goals. The work and theory of Franklin (1956) aroused a variety of replies. One illuminating criticism leveled against such systems, and which might still be leveled against them, is the lack of a social vision or program to guide the curriculum

building process. It has now become a technological exercise. However, it was not arguments like this that limited the impact of curricular theory in the late 1920s and 1930s. On the other side, the growing influence of progressive, child-centered approaches have shifted the terrain toward more romantic views of education. Franklin's (1956) long list of objectives, as well as his emphasis on order and organization, contrasted with these structures. Ralph's work, in particular, has left an indelible influence on curriculum theory and practice. Franklin (1956) shared Franklin's emphasis on reason and relative ease. His argument was founded on four key issues about the components that influence educational plan execution.

This theory often emphasizes the role of teachers as active agents in the implementation process. It assumed that certain teacher characteristics, such as experience, pedagogical skills, and adaptability, contribute to their agency in successfully executing the curriculum. Further, the theory revealed that teachers with specific characteristics, such as a strong commitment to continuous learning or those who have undergone relevant training, are better equipped to navigate the challenges associated with implementing a competency-based curriculum. Curriculum Implementation Theory often considers the influence of teachers' beliefs and attitudes. The teacher characteristics shape their beliefs about the competency-based curriculum and, consequently, impact their implementation strategies.

1.7.2 The Conceptual Framework

The conceptual framework for this study will be based on instructors' training, experience, attitude, and competency as independent variables, with competency-based curriculum implementation as the dependent variable. As illustrated in Figure 1.1, Government policy, as well as the availability of instructional resources and physical infrastructure, will be intervening variables in this study.

Independent variables

Dependent variable

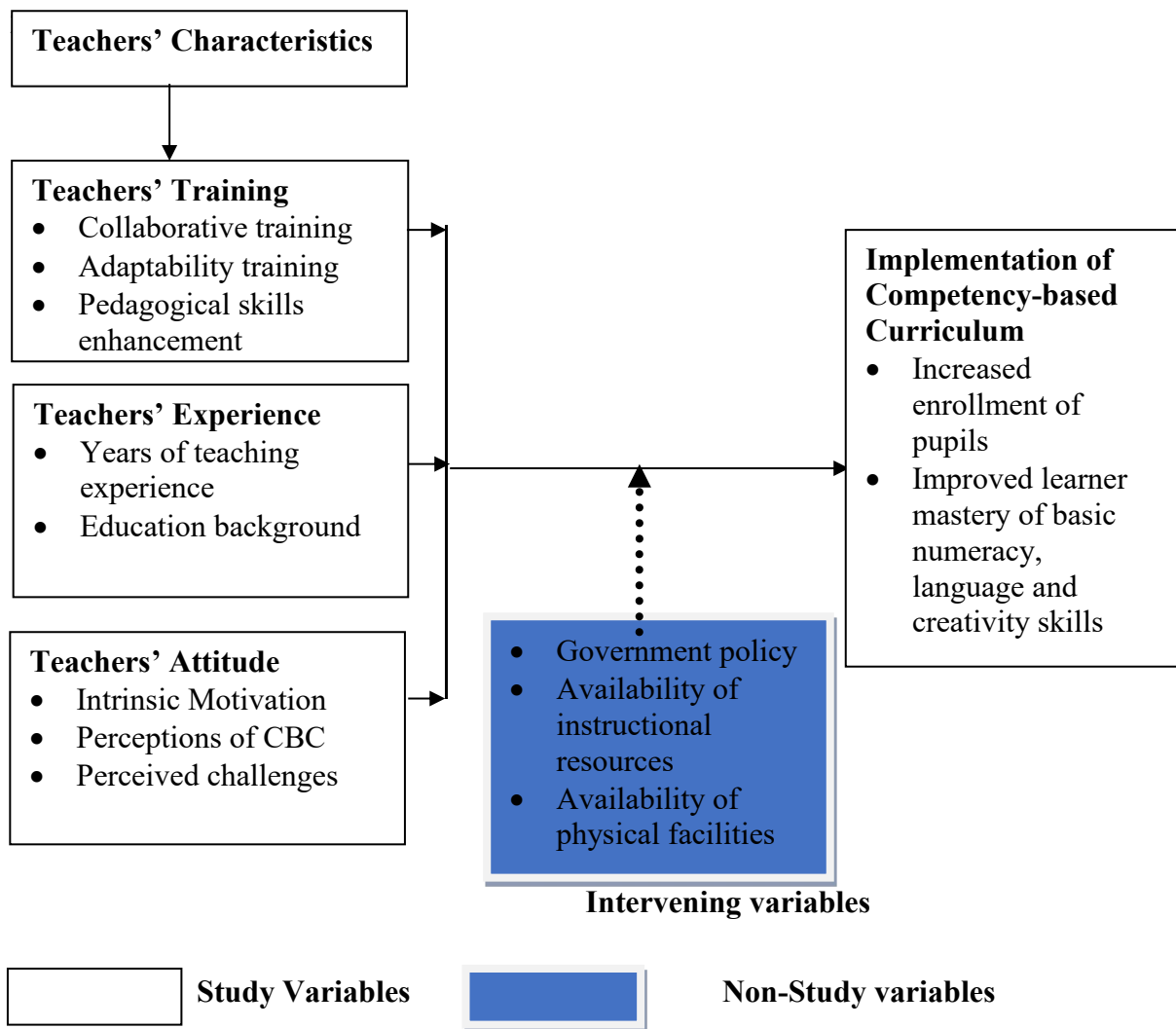


Figure 1.1: Teachers characteristics and CBC implementation

1.8 Operational Definition of Terms

Implementation of competence-based curriculum: is the process of implementing competency-based curriculum's instructional objectives in pre-primary institutions.

Teachers' attitude: refers to people's opinions and attitudes on competency-based education.

Teachers' characteristics: refers to the characteristics that instructors must have in order to teach competency-based programs.

Teachers' experience: relates to how long pre-primary school instructors have been teaching and how much they have interacted with and been exposed to curriculum implementation methods.

Teachers' training: This refers to the amount of teachers who have received competency-based curriculum implementation training.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The findings of previous studies that are relevant to the researcher's field of study are summarized in this chapter. Many authors who have highlighted various versions of the issues under inquiry have been criticized by the researcher, who gives contrasting opinions. The evaluation is based on the competency-based curriculum concept and the impact of teacher training, experience, attitude, and competency on competence-based curriculum implementation in pre-primary schools. An overview of the literature review is also included, as well as a list of the research gaps that were discovered throughout the review.

2.1 Teachers' Training and CBC Implementation

Through effective training, teachers gain a deeper understanding of the CBC framework. Training helps teachers adapt their teaching methods to align with CBC principles. Teachers training ensures educators understand the new assessment methods required by CBC. This includes continuous assessment to gauge students' progress in various competencies, allowing for a more comprehensive evaluation (Scheopner, Brett, Cox & Greller, 2018). CBC is a dynamic system, and ongoing training ensures that teachers stay updated with any curriculum changes. Continuous professional development helps educators refine their skills and stay engaged in the evolution of education.

Krkgoz's (2018) study looked into a case study of teachers implementing curriculum innovation in English language teaching in Turkish primary schools. A picture of how 32 teachers implemented Communicative Oriented Curriculum is developed using multidimensional qualitative research procedures that include classroom observations, teacher interviews, and lesson transcripts (COC). The findings revealed that teachers'

instructional practices varied along the transmission and understanding teaching continuum, and teachers' understandings and prior training influenced the extent to which they implemented the curriculum initiative.

Molapo (2018) conducted research to determine how grade 3 teachers in Limpopo primary schools in South Africa implemented the new curriculum and found that teacher training in the curriculum can influence the implementation process. According to the study, the majority of grade three teachers lacked the necessary skills and understanding to carry out the curriculum, which slowed the process. This implies that inadequate teacher training impedes the effective implementation of a curriculum. Because the study was conducted in South Africa, the findings may not be applicable to Kenyan schools.

Wamuyu (2020) investigated the impact of Headteacher Training on Competence Based Curriculum Implementation in Public Primary Schools in Kiambu County, Kenya. In this study, a descriptive survey was used as the research design. Questionnaires were used to collect the necessary data, and 76 respondents were chosen. The information gathered was analyzed using descriptive and inferential statistics. According to the study's findings, programmed instruction and role modeling have a positive influence on the implementation of the competence-based curriculum. The study concluded that public primary school headteachers' training practices, such as programmed instruction and role modeling, have a positive influence on the implementation of the competence-based curriculum in Kiambu County, Kenya. However, the study context was Kiambu County, Kenya.

Momanyi and Rop's (2020) study investigated teacher preparedness for competency-based curriculum implementation in Kenya: a survey of early grade primary school teachers in Bomet East Sub-County. The survey research design was used in the study, which was conducted in the Bomet East Sub-County of Bomet County. One sub-county was chosen at

random from among the five sub-counties. Teachers' information was gathered using questionnaires. Using purposive sampling, five Curriculum Support Officers (CSOs) were chosen to be interviewed. Teachers are more likely to teach content than to build competencies. Twenty percent of respondents said the instructional materials were unclear on the skills. Another reported challenge is the integration of core competencies.

Nsengimana's (2020) research looked at the opportunities and challenges of implementing a competency-based curriculum in Rwanda. Focus group discussions, surveys, and school visits were used to collect data. The findings indicated that the new curriculum was well received. One of the most significant challenges was a lack of teaching and learning materials, laboratory equipment, and chemical reagents. To address the identified challenges, teachers proposed collaboration between the government and other education stakeholders. The study also suggested that in-service teachers receive ongoing professional development based on the subjects they teach, as well as English because it is used as a medium of instruction. The study was done in Rwanda and therefore, findings may be applicable in Kenyan context.

2.2 Teachers' Experience and CBC Implementation

Experienced teachers often have a wealth of teaching strategies and pedagogical approaches gained over the years. Their adaptability and openness to change positively influence how smoothly they integrate CBC into their classrooms. Teachers with experience have a deep understanding of the local context, including the diverse backgrounds and needs of students. This contextual awareness allows them to tailor CBC implementation to better address the specific challenges and opportunities present in Kenyan classrooms (Chu & Ruhama, 2019). Experienced teachers contribute to the development of strong professional learning

communities within schools. These communities facilitate the exchange of ideas, resources, and best practices, creating a supportive environment for successful CBC implementation.

The Jadoon, Chishti, Afzaal, and Afzal (2020) study looked into the difficulties that newly hired teachers faced when implementing a revised English curriculum in Pakistan. Using a mixed-method research design based on purposeful sampling, data was initially collected through semi-structured interviews of a focused group of research participants and then validated through a survey questionnaire filled out by the entire research population. The study's findings revealed that inappropriate classrooms with insufficient resources posed significant challenges for teachers in effectively communicating the revised curriculum. Furthermore, a lack of student involvement in lessons and teachers' lack of curriculum awareness hampered curriculum implementation as desired. However, the study was carried out in Pakistan.

Aneke and Nnabuike's (2019) study looked at the impact of teachers' academic qualifications on the implementation of government curriculum in Enugu State secondary schools. The study's population consisted of 348 teachers who teach government as a subject in all secondary schools in Enugu State. The data collection instrument was a questionnaire. The hypothesis was tested using t-test statistics with a significance level of 0.5 and an appropriate degree of freedom. Purposive sampling was employed. According to the findings, the higher the teacher's qualification, the better the implementation of government curriculum in Enugu State.

Koskei and Chepchumba (2020) study investigated teachers' competency as a cornerstone on the implementation of competency-based curriculum in Kenya. A Case of Lower Primary Schools in Nakuru County. The research used descriptive survey design. The researcher employed stratified and purposive random sampling technique. A sample of 200 teachers and

100 head teachers took part in the study. The researcher used questionnaire and interview guide in collecting data. The data collected was analyzed using descriptive and null hypotheses tested at $\alpha= 0.05$. The finding of this study showed that, teachers' competency highly influenced the implementation of the competence-based curriculum.

2.3 Teachers' Attitude and CBC Implementation

Attitude of the teachers is a key factor in the successful implementation of the Competence-Based Curriculum (CBC). A positive and open attitude among teachers is crucial as CBC represents a significant shift in educational philosophy (Obwoye, 2016), Teachers who embrace change and view CBC as an opportunity for improvement are more likely to effectively implement the curriculum. The CBC emphasizes a student-centered approach, and teachers' attitudes play a key role in adopting this mindset. Teachers with a positive attitude are more likely to facilitate interactive and student-driven learning experiences, aligning with CBC principles.

The Mokoro (2020) study looked at teachers' perceptions of their preparedness to implement a competency-based curriculum in secondary schools in Tanzania's Arumeru District. Students and teachers were chosen using a stratified-random sampling technique, while heads of schools and academic masters/mistresses were chosen using a purposive sampling technique. As a result, the sample included 111 teachers, 177 learners, 9 school principals, and 9 academic masters/ mistresses, for a total of 306 respondents. Data were collected using questionnaires, and interview guide, an observation checklist, and a focus group discussion (FGD) guide were analyzed using descriptive statistics and thematic analysis. It was discovered that only 34% of teachers had been trained, while 66% had not been trained for CBC implementation.

Ogar and Opoh (2015) investigated teachers' perceptions of curriculum implementation issues in tertiary institutions in Nigeria's Cross River State. The study's sample consisted of 480 randomly selected teachers from tertiary institutions. The main instrument of the study was a validated questionnaire with three sections created by the researchers. The generated data was statistically analyzed using frequencies, means, and ranking. The findings revealed the most commonly occurring problems, causes, and potential solutions of curriculum implementation.

The Ngeno, Mwoma, and Mweru (2021) study looked at teachers' attitudes toward the implementation of the Competence-Based Curriculum in Kericho County primary schools. Teachers' attitudes influenced CBC implementation positively.

Ondimu (2018) investigated teachers' readiness for competency-based curriculum implementation in private pre-schools in Dagoretti North Sub-County, Nairobi City County. The study used a descriptive survey design with 38 private pre-schools, 38 head teachers, and 320 kindergarten teachers as the target population. The sample was chosen using simple random sampling and included 108 respondents, 96 pre-school teachers, and 12 head teachers. Questionnaires and an interview schedule were used to collect data. The research findings were examined quantitatively as well as qualitatively. The findings also revealed that most of teachers were enthusiastic about the competency-based curriculum.

2.4 Summary of Literature Review and Research gaps

The reviewed literature illustrates that teacher training, teacher experience and teacher attitude influences greatly implementation of CBC. Various studies have been done on the influence of teacher characteristics on competence-based curriculum. However, most of these studies presenting a contextual, methodological and theoretical gap. This will guide the researcher as to attempt to bridge the gaps identified in previous studies. Many studies have

focus on the primary or secondary levels, leaving a gap in understanding how teachers' characteristics specifically influence CBC implementation in pre-primary schools. Investigating this specific context will provide valuable insights. There may be a lack of comprehensive exploration of various teacher characteristics. The study could explore factors such as teaching experience, educational qualifications, training in CBC, and pedagogical approaches to identify which characteristics have a more pronounced impact on implementation.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

The methodology that was used in the study is discussed in this chapter which includes; study design, variables, location, population, sampling and size, instruments, piloting, procedure in collecting data, analysis of data, logical and ethical concerns.

3.1 Research Design

Adoption of concurrent triangulation design was done. This involves a single procedural method whereby a researcher puts into consideration both quantitative and qualitative methods concurrently in equal measure. The design is of great benefit the study since the study involved collection and analysis of data in quantitative as well as in qualitative form it. This method comprised gathering and evaluating quantitative and qualitative data simultaneously, but in various ways, in order for the researcher to completely appreciate what the study intends to address (Creswell, 2009). The interpretation was a mixture of both sets of data through merger of different results.

3.1.1 Study Variables

This section discusses study variables which include independent and dependent variables.

3.1.1.1 Independent Variables

Teachers' characteristics was the independent variable in this study, as they influence competency-based curriculum delivery. These were assessed in the following manner;

Teacher training: This was determined by collaborative training, adaptability training and pedagogical skills based on CBC

Teaching experience: This was assessed through number of years teaching experience, and educational background.

Teachers' attitude towards CBC: This included teachers' personal opinions and attitudes on competency-based education based on perception and perceived challenges faced.

3.1.1.2 Dependent Variable

This study's dependent variable was the adoption of competency-based curriculum in pre-primary schools. This was determined by evaluating lesson plans and monitoring lessons in relation to the lesson plan format, key competencies, value integration, and current and relevant concerns.

3.1.2 Research Methodology

A mixed methodological approach was employed, which combined quantitative and qualitative research methodologies. Qualitative research was used to collect rich, detailed data to acquire a deeper understanding of teachers' underlying opinions toward the CBC. Quantitative methods were also used to generate numerical data on teacher education and experience. It was also utilized to determine the frequency with which Core Competencies and Pertinence and Current Issues are integrated in the classroom. It also made it possible to extrapolate the application of a sample's findings to a larger population of interest.

3.2 Location of Study

Juja, Kiambu County was the study locale. The schools in Juja Kambu-county are fairly densely populated, with both private and state preschools. Despite having a substantial proportion of educated teachers, the implementation of competence-based in pre-primary schools in this area has been fraught with difficulties.

3.3 Target Population

Population constituted of 76 head teachers and 228 pre-primary teachers forming 304 respondents in total.

Table 3.1: Population

Categories	Target Population
Head teachers	76
Pre-primary Teachers	228
Total	304

Source: Kiambu County Education Report (2021)

3.4 Sampling Techniques and Sample Size

3.4.1 Sampling Techniques

Stratified sampling determined four unique strata on the basis of zones. Stratified sampling ensures that each subgroup or stratum is represented in the sample. Further, purposive sampling technique was used to select 3 head teachers and 40 pre-primary teachers from each zone.

3.4.2 Sample Size

The size of the sample was determined using Taro Yamane's Formula (1969) as below:

$$N_0 = \frac{N}{1 + N(e^2)}$$

Where, N_0 = Size of the sample within the confidence level of 95%

N = Population

e = The degree of significance level at 5%

As a result, the requested sample was:

$$N_0 = \frac{304}{1 + 304(0.05)^2}$$

$$N_0 = 172 \text{ respondents}$$

As indicated in Table 3.2, The researcher was able to acquire a sample of 12 head teachers and 160 pre-primary teachers using this sampling approach;

Table 3.2: Sampling Frame

Categories	Population	Sample
Headteachers	76	12
Pre-primary teachers	228	160
Total	304	172

3.5 Research Instruments

Questionnaires (Appendix III) and an interview guide (Appendix IV) were utilized as research methods to acquire information. The instruments for this study was constructed in accordance with the goals, with each goal forming a section bearing related questions.

3.5.1 Questionnaire for Pre-primary teachers

A standardized questionnaire was adopted to collect data from the teachers. There were five sections to the questionnaire. The first section (A) contained respondent's demographic data. Section (B) gathered data on the influence of teacher training, section (C) on the impact of teachers' experience, section (D) on the influence of teachers' attitude, and section (E) on the influence of teachers' competency on competency-based curriculum implementation in pre-primary schools. Questionnaires were appropriate since they allowed the researcher to collect sensitive data on the extent to which competency-based curriculum has been applied and the factors that have influenced it. Simultaneously, it allowed the researcher to collect sensitive and intimate questions that are considerably more likely to be answered accurately.

3.5.2 Interviews for Headteachers

The interview schedule comprised on structured open-ended questions based on study objectives. Through the interview schedules with headteachers, the researcher collected qualitative data describing various insights on how teachers' characteristics influenced implementation of CBC in pre-primary schools. The importance of the interviews for the study was that the researcher was allowed to conduct probe questions effectively.

3.6 Pilot Study

To evaluate research instruments, a pilot sample of 17 respondents obtained from Pre-primary schools in Juja, Kiambu county was employed. This is because, Kothari (2005), observe that a 10% of the population can be suitable for pilot study. Piloting was used to examine how relevant data to be obtained and the kind of language within the questionnaire together with the way it is applied and hoe clear are the questions. The pilot study's results were also used to validate and ensure the dependability of the research equipment by pre-testing them. It also anticipated respondents' concerns or obstacles, such as data collection time management and interpretation while completing out questionnaires. The interview schedules were also checked in ensuring clarity of questions and provoke relevant series of answers that enabled in the identification of parts the required improvements. All the respondents taking part in the pilot study were excluded in the final study process.

3.6.1 Validity

Content validity refers to the extent to which the items on a test are fairly representative of the entire domain the test seeks to measure. In this study, the researcher consulted experts in the field such as curriculum support officers and educators to review the research instruments. The ensured that the questions adequately cover the content relevant to the study. There was inclusion of all items in the research instruments in relation to teacher characteristics and CBC implementation. Further, any item that was unclear was edited appropriately. The questionnaire included only relevant questions that measure known indicators of the variables.

3.7.2 Reliability

Cronbach alpha test was used to check for reliability of the questionnaires whereby the alpha coefficient of Cronbach was calculated from the data collected from the pilot study to check a coefficient of correlation of the test results. Mugenda and Mugenda (2003) indicate that test scores range from 0 to 1 and if the test score is nearer to 1 show that the instrument is more reliable. This study was therefore target a minimum of 0.7 alpha correlation coefficient. The results of the reliability tests are presented in Table 3.3.

Table 3.3: Results of Reliability Test

Variable	Cronbach's alpha value	Number of Items	Remarks
Teachers' level of training	0.865	7	Acceptable
Teachers' experience	0.796	6	Acceptable
Teachers' attitudes	0.803	5	Acceptable
CBC implementation	0.854	7	Acceptable
Aggregate Score	0.829		Acceptable

The researcher used Cronbach's Alpha index to assess the internal consistency and find out if the set of items within the scale actually measures the same construct. The results are shown in Table 3.3 showed that values of Cronbach's Alpha index varied between a low of 0.796 for teachers' experience and a high of 0.865 for teachers' level of training. Consequently, the aggregate score of the test of reliability for the four research variables was 0.829 which was well within recommended minimum value of 0.7 for indicating of acceptable level of internal consistency for a questionnaire (Sekaran, & Bougie, 2003).

3.7 Data Collection Techniques

A letter approving the project from the University was sought that was used in applying for NACOSTI permit. The Kiambu County Commissioner and County Director of Education

was paid a visit, and the researcher explained the study's goal and presented the relevant letter to be allowed to visit the respondents within the County. Thereafter, questionnaires were self-administered to the teachers using research assistants who requested the respondents to act on the questionnaires within 5 days and interviews conducted to the head teachers by the researcher. To undertake data analysis, the questionnaires were collected and securely stored. The interviews took place at a time that is agreeable for both parties for the participants in order to acquire qualitative data. Confidentiality was guaranteed to all participants.

3.8 Data Analysis and Presentation

The identification of similar themes was the first step in the data analysis process, which was coded and labeled. The frequency of the respondents' opinions was then gathered to aid in the generation of data on the respondents. Thematically aligned with the study objectives, qualitative data was evaluated and presented in narrative style. Descriptive statistics such as frequencies, percentages, mean, and standard deviation were used to examine quantitative data. Using Statistical Packages for Social Science, inferential statistics were used to test the null hypotheses listed below using Chi-square (SPSS 23).

: Teachers' level of training does not relate with the competence-based curriculum implementation in pre-primary schools.

: Teachers' experience does not relate with competence-based curriculum implementation in pre-primary schools.

: Teachers' attitudes do not relate with the CBC and competence-based curriculum implementation in pre-primary schools.

3.9 Logistical and Ethical Considerations

Ethical concerns in research outlines the subject and what is expected from the respondents together with informed consent

3.9.1 Logistical Considerations

To manage logistical considerations, the researcher acquired letter of authorization and approval of proposal from Graduate School, Kenyatta University. Later, the researcher sought for a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). The research obtained permission from Kiambu county commissioners and the county directors of education before going to schools. However, the researcher proceeded to the selected schools to get permission from school administration to carry out the study. After this, the researcher booked an appointment with the head teacher for data collection day.

3.9.2 Ethical Considerations

Whatever was revealed by respondents touching their personal life shall be kept secret. In any written or oral correspondence, the respondents were guaranteed that no personally identifiable information was revealed. In terms of confidentiality, respondents could rest assured that all the disclosed information were honestly directed to the fulfilling the study purpose.

Assurance to the respondents was well declared that none of the information leading to their identification was exposed in any way by the researcher. Furthermore, in any written or other communication, there was nothing to do with revealing what the respondents has given or the school he or she belongs to.

The researcher explained the study's purpose and nature to the participants. The researcher explained the technique for data collecting to the respondents so that they would gladly participate. As a result, the researcher needed to get respondents informed through signing of content form. The information gathered was saved in a file for future reference. Computer printouts were filed after the data has been examined, storing of softcopies was done to CDs and flash discs, whereas hardcopies were stored on hard drives.

CHAPTER FOUR

DATA ANALYSIS FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

The chapter presents the analysis and presentation of data collected from the field in terms of descriptive and inferential statistics and presented as tables and figures. The response rate is provided first followed by the bio data of the respondents, descriptive analysis and inferential analysis.

4.2 General information

4.2.1 Response Rate

The questionnaires were self-administered to sample size of 138 respondents and their response rate is presented Table 4.1.

Table 4.1: Response Rate

Category	Frequency	Percentage
Response	138	97.2
Non response	4	2.8
Total	142	100

The results in Table 4.1 shows that out of 142 respondents that were served with the questionnaires, 138 filled in and returned forming a response rate of 97.2% and those respondents who did not respond accounted for 2.8%. This was a sufficient response rate.

4.3 Demographic information

4.3.1 Gender

A total of 138 teachers were studied. Teachers were categorized by gender. The proportion of these teachers by gender is presented in Table 4.1.

Table 4.2 Proportion of teachers by gender

Teacher's Gender	Frequency	Valid Percent	Cumulative Percent
Male	2	1.44	1.44
Female	136	98.56	100.0
Total	138	100.0	

Out of these a large majority (98.2%) were female. Only two (1.8%) were male. This is in line with most of the studies on teachers in preprimary schools.

4.3.2 Teachers' level of training

Teachers' level of training was measured in terms of the cumulative period of training attended. This was then categorized into three categories according to the length of training they had received in the competence-based curriculum. There were three categories namely; Not trained, short (less than one week) Moderate (one to three weeks) and long (more than three weeks).

Table 4.2 Proportion of teachers by level of training in CBC

Level of training in CBC	Frequency	Valid Percent	Cumulative Percent
Not trained	45	32.6	32.6
Short (Less than one week)	53	38.4	71.0
Moderate (One to three weeks)	27	19.6	90.6
Long (More than three weeks)	13	9.4	100.0
Total	138	100.0	

Majority (38.4%) of the teachers had received cumulative training of less than one week. 19.6% had been trained for one to three weeks. 32.6 % of the teachers had not had any training on CBC. Only 9.4 % had been trained for more than three weeks.

4.3.3 Level of teaching experience Teaching experience

Teaching experience was measured in terms of the number of years a teacher had been teaching in pre-primary school. It was then categorized into three levels namely; short (less than five years), moderate (5 to 15 years) and relatively long above 15 years). Table 4.1 shows the proportion of teachers by the level of teaching experience.

Table 4.3 Proportion of teachers by teaching experience

Level of training	Frequency	Valid Percent	Cumulative Percent
Short	48	48.0	48.0
Moderate	27	27.0	75.0
Relatively long	25	25.0	100.0
Total	138	100.0	

Majority (48%) of the teachers had short teaching experience. This means that most of the teachers had a teaching experience of less than five years. 27 % of the teachers had a moderate teaching experience while 25% had a relatively long experience of more than 15 years.

4.3.4 Teachers' attitudes towards CBC

Teachers' attitudes were categorized as positive, neutral and negative. Table 4.4 shows the proportion of teachers by their attitude.

Majority (41%) of the teachers had a negative attitude towards CBC. 36 % had a positive attitude while 23% were indifferent.

Table 4.4 Proportion of Teachers' by attitude

Teacher's attitude	Frequency	Valid Percent	Cumulative Percent
Positive	36	36.0	36.0
Neutral	23	23.0	59.0
Negative	41	41.0	100.0
Total	138	100.0	

4.4 Hypotheses testing

4.4.1 Teachers' level of training in CBC and implementation of the competence-based curriculum

To establish this relationship, the following hypothesis was formulated.

H₀₁: There is no significant relationship between teachers' level of training in competence based curriculum and implementation of CBC at .05 level of significance.

This hypothesis was tested using Chi-square test

The results of the chi-square test are presented in Table 4.5

Table 4.5 Chi-Square Test results for relationship between teachers’ level of training and implementation of competence-based curriculum

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.540 ^a	4	.041*
Likelihood Ratio	7.574	4	.109
Linear-by-Linear Association	3.726	1	.054
N of Valid Cases	99		

* Significant at .05 level of significance

The Chi-Square value obtained for analysis of H₀₁ was .041. This was less than .05. It was therefore significant at .05 level of significance. This means that there was a significant relationship between teachers’ level of training and the implementation of the CBC. It was concluded that there is a significant relationship between teachers’ level of training in competence-based curriculum and implementation of CBC at .05 level of significance. This is an indicator that teachers’ level of training has a positive and significant relationship with the implementation of competency-based curriculum. The null hypothesis was therefore accepted based on this finding. This shows that the implementation of competency-based curriculum is influenced by teachers’ level of training. This finding corresponds with Wamuyu (2020) study that investigated the impact of Head-Teacher Training on Competence Based Curriculum Implementation in Public Primary Schools. According to this study programmed instruction and role modeling have a positive influence on the implementation of the competence-based curriculum. Krkgoz's (2018) study looked into a case study of teachers implementing curriculum innovation in English language teaching in Turkish primary schools. The findings revealed that teachers' instructional practices varied with the transmission and understanding teaching continuum, and teachers' experiences and prior training influenced the extent to which they implemented the curriculum initiative.

Molapo (2018) conducted research to determine how grade 3 teachers in Limpopo primary schools in South Africa implemented the new curriculum and found that teacher training in the curriculum can influence the implementation process. According to the study, the majority of grade three teachers lacked the necessary skills and understanding to carry out the curriculum, which slowed the process. This implies that inadequate teacher training impedes the effective implementation of a curriculum because the study was conducted.

4.4.2 Influence of teaching experience on the implementation of competency-based curriculum.

To establish the influence of teaching experience on the implementation of competency-based curriculum, the following hypothesis was formulated.

H₀₂: There is no significant relationship between teaching experience and implementation of competency-based curriculum at .05 level of significance

Chi-Square test was used to test this hypothesis. The results of this analysis are presented in Table 4.6. The calculated Chi-Square value for this analysis was .045. This is less than .05. It is therefore significant at .05 level of significance. The hypothesis was accepted. It was concluded that the relationship between teaching experience and implementation of CBC is significant at .05 level of significance.

Table 4.6 Chi-Square test results for relationship between teaching experience and Implementation of CBC

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.671 ^a	4	.045
Likelihood Ratio	3.712	4	.446
Linear-by-Linear Association	1.279	1	.258
N of Valid Cases	99		

The null hypothesis was therefore accepted based on this finding. As a result, it can be concluded that the implementation of competency-based curriculum is influenced by the level of teaching experience. These findings agree with the findings of Aneke and Nnabuike's (2019) study that looked at the impact of teachers' qualifications on the implementation of government curriculum in Enugu State secondary schools and according to the findings, the higher the teacher's qualification, the better the implementation of government curriculum in Enugu State. Therefore, it can be concluded that. Only teachers with high educational qualification should be employed for effective qualification of curriculum.

4.4.3 Teachers' attitudes on the implementation of competency-based curriculum

To test examine the relationship between teachers' attitudes and implementation of CBC, the following hypothesis was formulated;

H₀₃: There is no significant relationship between teachers' attitude and implementation of the competence- based curriculum at .05 level of significance.

Chi-square test was used to test this hypothesis. Table 4.7 shows the results of this analysis.

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.433 ^a	8	.038*
Likelihood Ratio	9.284	8	.319
Linear-by-Linear Association	2.439	1	.118
N of Valid Cases	99		

Table 4.7 Chi-square

are test results for the relationship between Teachers' attitudes and implementation of the CBC

The calculated Chi-Square value for this analysis was .038. It is therefore significant at .05 level of significance. The hypothesis was accepted. It was concluded that the relationship between teachers' attitudes towards the CBC and its implementation of CBC is significant at .05 level of significance. The null hypothesis was, therefore, accepted. It was concluded that the implementation of competency-based curriculum is influenced by the teachers' attitudes towards CBC.

The Ngeno, Mwoma, and Mweru (2021) study looked at teachers' attitudes toward the implementation of the Competence-Based Curriculum in Kericho County primary schools. The Teachers' attitudes influenced CBC implementation positively.

This finding is contrary to Ondimu (2018) study that investigated teachers' readiness for competency-based curriculum implementation in private pre-schools in Dagoretti North Sub-County, Nairobi City County and the findings also revealed that the majority of teachers were enthusiastic about the competency-based curriculum. However, the findings agree with Ogar and Orpah (2015) study that investigated teachers' perception of curriculum implementation

issues in tertiary institutions in Nigeria's cross river state. The findings revealed that most commonly occurring problems, causes and potential solutions of curriculum implementation.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings, conclusions and recommendations proposed to a number of stakeholders and suggestions for further research.

5.2 Summary

The study sought to assess how teacher characteristics influenced the implementation of competency-based curriculum in public pre-primary schools. The study specific objectives were to examine the influence of teachers' level of training, teachers' experience and teachers' attitudes on the implementation of competency-based curriculum in pre-primary schools in Kiambu County, Kenya. Data was collected using structured questionnaires and interview schedules. The summary of findings is presented as follows:

The first research objective sought to find out the influence of teachers' level of training on the implementation of competency-based curriculum in pre-primary schools in Kiambu County, Kenya. It was found that pre-primary school teachers have not been trained on teaching methods to be used in their pre-primary school's competency-based curriculum implementation. In addition, the study established that teachers' level of training had a positive and significant relationship with the implementation of competency-based curriculum in pre-primary schools in Kiambu County, Kenya.

The second research objective sought to assess the influence of teachers' experience on the implementation of competency-based curriculum in pre-primary schools in Kiambu County,

Kenya. The study found that because pre-primary school teachers have been teaching for a long time, they were able to apply competency-based curriculum in their preschool, and that their background was incredibly advantageous in adopting competency-based education in their pre-primary school. Furthermore, the study found that teachers' experience had a favorable and substantial link with the implementation of competency-based curriculum in Kiambu County, Kenya.

The third research objective sought to examine the influence teachers' attitudes on the implementation of competency-based curriculum in pre-primary schools in Kiambu County, Kenya. The study observed that in their pre-primary school, they are rarely inspired to engage in the implementation of competence-based curriculum and that participating in the implementation of competency-based curricula does not appeal to them. Moreover, teachers' attitudes does not relate with the implementation of competency-based curriculum in pre-primary schools in Kiambu County, Kenya.

5.3 Conclusion

On the basis of the findings, the study concludes that:

The implementation of competency-based curriculum in pre-primary schools is influenced by teachers' level of training, experience and attitudes toward CBC. The findings of this research underscore the significance of considering teachers' characteristics as integral factors in the effective implementation of CBC at the pre-primary level. The study reveals that factors such as teaching experience, educational qualifications, training in CBC, and pedagogical approaches play pivotal roles in shaping the way educators navigate the complexities of this innovative curriculum. A substantial number of teachers in pre-primary schools had not received any training on how to implement the curriculum. The diversity in teachers' characteristics emerges as a key determinant in the success of CBC implementation.

While certain characteristics, such as a positive attitude towards change and a student-centered focus, contribute positively, others like a lack of adequate training or resistance to new pedagogical approaches may pose challenges.

5.4 Recommendations for Policy and Practice

The study makes the following recommendations:

- i. The Ministry of Education should develop and implement targeted professional development programs for pre-primary teachers in Kiambu County. These programs should address specific characteristics identified in the study, such as training gaps and pedagogical approaches aligned with CBC principles.
- ii. The KICD and TSC should collaborate with teacher training institutions to integrate CBC training into their pre-service programs. This ensures that future pre-primary teachers enter the workforce with a solid foundation in CBC principles and methodologies.
- iii. The Ministry of Education should conduct awareness campaigns and workshops to promote a positive attitude among pre-primary teachers towards the CBC. Emphasize the benefits of the curriculum in fostering holistic student development and preparing them for the challenges of the 21st century.

5.5 Recommendations for Further Studies

The current study sought to assess how teacher characteristics affect the implementation of competency-based curriculum in public pre-primary schools. Teacher characteristics were evaluated in terms of teachers' level of training, teachers' experience and teachers' attitudes. Therefore, further studies should be carried out that focus on other evaluation of teacher characteristics to examine the extent to which they influence the implementation of competency-based curriculum in public pre-primary schools. In addition, the study suggests

that other studies can be done that focus on different study context other than pre-primary schools in Kiambu County, Kenya.

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APPENDICES

APPENDIX 1: INFORMED CONSENT FORM

Dear participant,

I am a student from Kenyatta University at the moment undertaking a masters degree in Early Childhood Studies. The title of my Research is ‘Teacher’s Characteristics and Implementation of CBC in per-primary Schools in Juja , Kiambu County,Kenya’. I am collecting data from teachers in pre-primary schools who are currently implementing the competence based curriculum. In this regard , I request you allow me to take some of your time to enable me to collect this data.

Kindly be informed that taking part in this research is voluntary. There will be no consequences if you decide to leave this study at any point for any reason. Please fill out the attached questionnaire as completely as you can. Please be as truthful as you can. It will take ten to fifteen minutes to complete. Anonymized data collection will be used. We will keep your personal information private. The information will only be used for teaching. There is no compensation attached to this exercise. You may ask me any question at any time.

If you consent to participate in this exercise, kindly confirm this by putting down your name and sign below;

Name..... Signature..... Date.....

Contact: phone no. or email

Countersigned by Researcher

Researcher's Name

Sign

Date

APPENDIX III: QUESTIONNAIRE FOR PRE-PRIMARY TEACHERS

Dear respondent,

The researcher is a Kenyatta University student pursuing a Master of Education in Early Childhood Studies and conducting research on **Influence of Teacher's Characteristics on Implementation of Competency-based Curriculum in Pre-primary Schools in Juja Kiambu County, Kenya**. Any information that might lead to revealing your personal details will be strictly kept confidential.

Section A: General Information

Instruction: Please fill in the blanks and check the box next to the most appropriate response.

1. Gender: Male [] Female []

2. Indicate educational level

Postgraduate []

Degree []

Diploma []

Certificate []

Section B: Teacher Training

1. In terms of the impact of training on the implementation of CBC in your pre-primary school, rate how much you agree with the following assertions.

Key: SA-Strongly Agree A-Agree U-Undecided D-Disagree SD-Strongly Disagree

Test Items	SA	A	U	D	SD
	5	4	3	2	1
I've never received training on managing students in order to apply competency-based learning in my preschool.					
I haven't received any training related to CBC implementation at my pre-primary school.					

I've been able to implement competency-based curriculum in pre-primary school thanks to my own organization.					
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Section C: Teachers' Experience

1. In your pre-primary school, rate how much you agree with the following assertions about the impact of your teaching experience on the CBC implementation.

Test Items	SA	A	U	D	SD
	5	4	3	2	1
Because I've been teaching for a long time, I've been able to adopt competency-based curriculum in my preschool.					
My pre-primary school has benefited greatly from my background in implementing competency-based education.					
My teaching experience has no influence on my mastery of the aspects of competency-based curriculum					

Section D: Teachers' Attitude

2. In your pre-primary school, rate how much you agree with the following assertions about the impact of your perception on the CBC implementation.

Test Items	SA	A	U	D	SD
	5	4	3	2	1
At my pre-primary school, I don't think I have a big influence on how the competency-based curriculum is implemented.					
Competency-based curricula are not something I want to see implemented in my pre-primary school.					
I am not frequently motivated to participate in the competency-based curriculum implementation at my pre-primary school.					
I am not interested in taking part in the implementation of competency-based curricula.					

APPENDIX IV: INTERVIEW GUIDE FOR HEADTEACHERS

Dear respondent,

Dear respondent,

The researcher is a Kenyatta University Master of Education in Early Childhood Studies student who is undertaking research on **Influence of Teacher’s Characteristics on Implementation of Competency-based Curriculum in Pre-primary Schools in Juja, Kiambu County, Kenya**. Any information that might lead to revealing your personal details will be strictly kept confidential.

Section A: General Information

- 1. Gender : _____
- 2. Educational level : _____

Section B: Teacher Training

- 1. Have your as pre-primary school teachers undergone training on CBC?
.....
.....
- 2. If yes, which skills have they been trained on?
.....
.....
- 3. How does teacher training influence CBC implementation in your pre-primary school?
.....
.....
.....

Section C: Teachers' Experience

1. How long have your pre-primary school teachers been teaching?

.....
.....

2. How would you rate the levels of exposure of your pre-primary school teachers?

.....
.....

3. How has your pre-primary school teachers' experience influenced the adoption of CBC in your Pre-primary school?


.....

Section D: Teachers' Attitudes

1. As a pre-primary school teachers what do you think about the appropriateness of the ' competency based education

.....
.....
.....
.....

APPENDIX V: APPROVAL 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. 8710901 Ext. 57530

Our Ref: E55/OL/EMB/32149/2017
DATE: 12th April, 2022

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

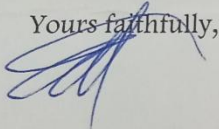
Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR JANE WAWIRA NTHIGA – REG. NO. E55/OL/EMB/32149/2017

I write to introduce Jane Wawira Nthiga who is a Postgraduate Student of this University. The student is registered for M.Ed degree programme in the Department of Early Childhood Studies & Special Needs Education.

Nthiga intends to conduct research for a M.Ed Project Proposal entitled, “Influence of Teacher’s Characteristics on Implementation of Competency-Based Curriculum in Pre-Primary Schools in Juja, Kiambu County, Kenya.”

Any assistance given will be highly appreciated.

Yours faithfully,


PROF. ELISHIBA KIMANI
DEAN, GRADUATE SCHOOL

EM/mo

APPENDIX VI: PERMIT

Republic of Kenya
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Ref No: **947383**

RESEARCH LICENSE



This is to Certify that Miss. Jane Wawira Nthiga of Kenyatta University, has been licensed to conduct research in Kiambu on the topic: INFLUENCE OF TEACHER'S CHARACTERISTICS ON IMPLEMENTATION OF COMPETENCY-BASED CURRICULUM IN PRE-PRIMARY SCHOOLS IN JUJA , KIAMBU COUNTY, KENYA for the period ending : 25/May/2023, .

License No: **NACOSTI/P/22/17797**

Applicant Identification Number: **947383**

Walthero
Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

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