

**DETERMINANTS OF TEACHERS' ATTITUDE TOWARDS
COMPETENCE-BASED SYSTEM OF EDUCATION. A CASE OF
LOWER PRIMARY SCHOOLS IN NAIROBI CITY COUNTY,
KENYA**

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DECLARATION

I declare that this research project is my original work and has not been presented in any university/institution for consideration for 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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DEDICATION

The research project is a dedication in memory of my beloved parents the Late Jeremiah Mutonya and Rebeccah Njoki who were my source of inspiration and motivation. They sacrificed all to ensure we get the best education. May they continue resting peacefully.

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ABBREVIATIONS AND ACRONYMS

ABM -	Akademi Binaan Malaysia
CBC-	Competence Based Curriculum
CBE-	Competence Based Education
CSOs-	Curriculum Support Officers
EAC-	East African Community
KICD-	Kenya Institute of Curriculum Development
KNUT -	Kenya National Union of Teachers
NACOSTI-	National Commission for Science and Technology Innovation
TTC -	Teacher Training Colleges
UNESCO-	United Nations Educational, Scientific and Cultural Organization

ABSTRACT

Competence Based Education is a system that gives more significance on acquiring of competencies instead of acquisition of content knowledge. Teachers are key components in adoption of any new system of education. Teachers' attitude is crucial in ensuring that teachers are prepared and motivated to adopt and implement the change. Attitude can influence the adoption process thus affecting the implementation process. The study explored the factors influencing teachers' attitude towards adoption of competence based system of education. The objectives of the study were to establish teachers' attitude towards adoption of competence based system of education. To explore relationship between availability of instructional resources and teachers' attitude and also to determine the relationship between use of strategies and teachers' attitude towards competence based system of education. The study was guided by Michael Fullan's (1991), theory of educational change. Descriptive research design was adopted. The independent variables were the determinants of teachers' attitude towards adoption of Competence Based system of Education. The dependent variable was teachers' attitude towards adoption of the education system. Mixed methods of descriptive research design were used in the study. Target population of this study was respondents from 103 public and private schools in Langata Sub-county, Nairobi City County. The sample size was 29 respondents consisting of lower primary school teachers and the head teachers. Stratified and simple random sampling techniques were used. The study ensured content validity of instruments by piloting research instruments and ensuring they were in line with the research objectives. Cronbach alpha coefficient was applied to measure the reliability of the instruments. To collect the data, questionnaires and interview guides were used. For data analysis, descriptive statistics was used and results were presented using tables and figures. The results indicated that teachers' attitude towards adoption of Competence Based of Education was positive for teachers in private schools than that of teachers in public schools. There was a relationship between availability of instructional resources and teachers' attitude towards adoption of Competence Based system of Education was significant at 0.05 levels. The relationship between use of strategies and teachers' attitude towards adoption of Competence Based system of Education was also significant. It was recommended that teachers should attend more training especially on competence based assessment. The school management and stakeholders should also ensure that there were adequate learning resources and employ strategies like training, workshops and bench marking for their teachers.

CHAPTER ONE

INTRODUCTION AND CONTEXTUALIZATION OF THE STUDY

1.1 Introduction

The chapter covers study background, problem statement, study purpose, the study objectives, hypothesis and the study significance. The chapter also describes the limitation, delimitation, study assumptions, theoretical and conceptual framework as well as operational definition of terms.

1.2 Background to the Study

Competence based system of education is a model of education that puts more emphasize on learners acquisition of goals and objectives that are set (outcomes). These goals and objectives consists of knowledge, skills, attitudes and values needed by the learners to achieve at a certain level. Outcomes are measured in terms of acquired skills, knowledge and ability to demonstrate what the learner has acquired. These can be acquired through learning experiences that are well organized to enable learners attain personal development relevant for their future careers.

Competence Based education is a system that gives more importance on the gaining of competencies during learning instead of just the acquisition of content knowledge (Kenya National Union of Teachers 2019). Competence Based Education (CBE) equips learners with knowledge and mastery of valuable skills, identification of talents and they learn at their own pace. This Curriculum under the Competence Based System of Education stresses more on learner's acquisition of the seven core competences. These competencies are learning to learn, problem solving and critical thinking, collaboration

and communication; imagination and creativity, self-efficacy, digital literacy and citizenship (School Net Kenya, 2018). Goeke (2013) points out that CBE is meant to produce an individual who becomes a successful lifelong learner through nurturing of their potentials. As it is clearly stipulated in Kenya Institute of Curriculum Development (2017), on the basic education curriculum framework, the education system vision and mission are well supported by the three important pillars namely values, theoretical approaches and the guiding principles. They are all in line with the national goals of education with an aim to bring up and nurture every learner's potential as well as bring up an engaged, empowered and ethical citizens. The system of education also allows inclusiveness of pertinent and contemporary issues that are facing our society in the curriculum as well in the curriculum instructional materials.

The idea of Competence Based system of Education can be traced in other countries such as United States of America, Canada, Finland, Germany, South Africa, Zambia, Nigeria Rwanda and Kenya among others. In United States of America, Competency Based Education is described as a system that allows learners gain in demonstrating mastery of competencies that empower them. Learners get different types of support individually depending on their ability and learning needs which is timely. Their learning outcome stresses more on competencies such as knowledge creation and application as well as developing key skills. Canada describes competency Education as personalized learning for every student that is based on guiding principles and focuses more on students demonstrating competencies on higher order skills (Dale, 2015).

Finland education is a learner centered approach system of education with emphasis on self-assessment of the student. The system focuses on the objective that ensures provision of equal high quality education that gears towards lifelong learning. Their main focus is not on testing but more on learning. In Finland, the main focus in education is assessment, project and less on National examinations (Jorma, 2016).

In Nigeria, adoption of competency based curriculum emphasis on competencies attainment among learners. Moreover, there is more focus on attitudes and skills students require for employability. The practical skills are intended to provide learners with the real life experiences needed for the workforce demand (Rufai 2021).

Competency based curriculum in Zambia aims at producing self-motivated, life- long learners that are also confident, productive and endowed with necessary education that enables them have a successful life. The vision of Zambia is that through the competency based system of education the learner will be able to obtain the 3 critical education basics that are useful skills, suitable attitude and appropriate knowledge. These education elements also known as competencies make up the students ability to perform specific tasks (Mulenga & Kabombwe, 2019).

Countries in East African community (EAC) in 2013 proposed a strategy of coming up with a framework in education that will see the member states have a harmonized education system. An education system has the ability to equip its citizens with the required values, attitudes, skills and knowledge. This is essential to empower an individual and also for the national development. Therefore, this has led to the

introduction of competence-based system of education (Kenya Institute of Curriculum Development, KICD, 2013).

Thus, Kenya saw the need to move from 8-4-4 curriculum that was implemented in 1985 and adopted the competence based system of education .Effective adoption of an education system is the phase between initiation and implementation of the educational change (Fullan, 2006). This can have an effect on the way teachers deliver instructions to learners through the available resources and instructional practices. This is to assist the learners acquire the specified and expected learning objectives and outcomes (Pandey, 2018). To ensure accurate implementation of a curriculum, all factors need to be put in place. The adoption of competence-based system of education depends on a multi-stakeholder involvement approach for it to be successful. The education stakeholders that include policy makers, teachers, head teachers among others in the educational sector need to consider changing their practices and having a positive attitude in order to incorporate the change (Hye-Yeon, 2014). Changing of practices such as teaching methodologies and way of assessment is necessary as compared to the former system of education.

Thus as Kenya continues to implement Competence Based system of Education in order to make sure that its' future generations is well provided with the required education to thrive in modern world, teachers' participation is crucial. Teacher's participation is paramount for the success of this education system implementation (KICD, 2017). Teachers want to be vigorously intricate in the whole procedure of implementation for the proposed CBE objectives to be realized. Muraraneza and Mtshali (2017) advised that

for successful education reform, change in the way teachers act and perceive the change is necessary. Adoption of new education system expects teachers to have a feeling of confidence in the delivery and use of the instructional resources needed in CBE. Teachers need to be facilitators during the learning process instead of being the giver of all knowledge for the achievement of the proposed learning outcomes (Mtitu, 2014). This is an indicator that teachers require to have instructional resources to enable them effectively adopt the system of education.

Attitude (beliefs, feelings, behavior) of teachers has been considered to be a great influence on the adoption of education programs in many countries. Negative attitude sometimes starts by lack of teachers' involvement in the education system during the development stage. Handler (2013) notices a sense of ownership and investment is created when facilitators are engaged during the process of developing the curriculum. Jagersma and Parsons (2014) confessed that teachers' attitude of the education system development process might have a huge effect negatively on the adoption process.

Park and Sung (2011) agrees that, when teachers lack professional development programs they required to support the curriculum adoption and implementation process, and this affects their attitude. This point out that, some of the policies schools can put in place like workshops can assist equip teachers with some professional development and this can enhance and influence their attitude towards the curriculum adoption. Buabeng (2012) in his study on aspects that influences educators' acceptance of ICT integration in Ghana pointed out that educators' attitudes affected their acceptance. He further stated that lack of teachers training and unavailability of resources had an influence on the adoption

process. This is an indication on the need for training and positive attitude from teachers for a successful adoption of the education change.

Negative attitude towards the implementation of any new curriculum as well as lack of instructional resources and inadequate time for instructing exercise in teachers training colleges pose challenges in any new education system (Kavindi, 2014). Negative attitude of the teachers was partly blamed as the reason adoption and implementation of competence-based system of education did not happen as intended in the classroom level. Kiguli (2015) states in order to effectively reform education, policy makers have to consider the classroom reality by giving in-service training to the education facilitators. This is an indication that effective strategies such as in-service training of teachers may have an effect on the positive attitude teachers might have on adoption of CBE.

There is need for teachers to understand their crucial role in the CBE, adoption. Attitude can be influenced by many factors including lack of involvement in the education system development, insufficient training, lack of instructional resources and lack of motivational factors. McKay, (2015) emphasizes that teachers have an important role on education system development, adoption and implementation process because they know students' interests and needs, can adapt to region circumstances and offer solutions. As the new system of education is being implemented, issues that may negatively influence the teachers' attitude during the adoption stage must be adequately addressed if the desired gains will be realized.

Fullan (2001) argues out that the head of schools and teachers play a significant big role as agents of change in an institution. Adoption of competence based system of education can only be effective if the facilitators have the positive attitude towards it. It is evident that whenever teachers' beliefs ,feelings and behavior are clear and understood well, this can give insights as to whether adoption of CBE and implementation will be a success or not. This is because teachers are at the core stage and the determinants as to whether adoption is effective and consistent. Magoma (2011) cited that before the implementation of any curriculum or education system decisions to adopt it have to be made. This involves the mental process they poses from the time they learn about initiation to implementation.

This research was guided by studies carried out internationally and regionally that have shown that teachers' attitude towards education system have an effect on its implementation. In Kenya, studies on CBE have shown that it is not being implemented as it was supposed due to many factors which could be linked to adoption of the curriculum (KNUT, 2019). There is therefore need to establish teachers' attitude towards acceptance of proficiency- built method of academic. This research therefore critically analyzes the proficiency established system of education process and the determinants of teachers' attitude in the adoption process.

1.3 Statement of the Problem

The Kenyan 8-4-4 curriculum that was implemented in 1985 was said not to help in solving fundamental issues in Kenya. The rationale behind 8-4-4 system was to have a more practical oriented education. This was however not achieved and more emphasize

was put on rote learning and memorization and less on skill development (Magoma, 2011). Citizens' productivity, unemployment and high economic growth issues were not solved. There was no acquisition of adequate entrepreneurial skills necessary for citizen's self-reliance. There were no clear pathways to identify and nurture learner's talents and interests so as to supply those with necessary know how and skills for future careers. Therefore, there was need to review the education system to help solve the challenges and concerns thus the introduction of competency based system of education.

Competency based system of education equips learners with the necessary values, skills and knowledge through acquisition of seven core competencies. Learner's potential is nurtured with an aim of having individuals that are successful lifelong learners. The success of competence-based system of education is crucial for the achievement of the Kenya Vision 2030. The stakeholders in education need to align a number of things so as to adopt the system successfully. Teachers remain an integral component in education adoption and implementation. This is because they ensure the specific learning outcomes and objectives of education are achieved. The attitude of teachers' towards the proficiency established system of academic cannot be overlooked. Teacher's attitude is of importance in ensuring that teachers are ready and equipped well and also are motivated to adopt and implement the competence based system of education.

Teachers' attitude towards any new innovation is very important because it determines whether they will accept or reject the innovation in this case CBE. The teachers' attitude is determined by some factors. Some of the reviewed studies appeared to have concentrated on implementation process and what influences it like the teacher training

and availability of resources. The studies did not focus on the attitude of teachers which according to Fullan (2011) influences the implementation process. Kenya National Union of Teachers (KNUT, 2019), reported that curriculum is not being implemented as per the requirements. Based on the findings of the research conducted by KNUT, it's fair to conclude the implementation has not achieved its purpose of converting the education system in Kenya. There are possibilities teachers are still teaching the same way and assessing learners as they used to in the previous education system. There is need to measure the attitude of teachers since it has an impact on the adoption of the system. This dispute therefore informed the essential for this investigation on determinants of teachers' attitude towards adoption of proficiency based system of education in lower elementary schools.

1.4 Purpose of the Study

This investigation purpose was to explore the tutors' attitude towards proficiency-based system of education in lower elementary schools in Langata sub-county. The investigation also explored the factors that influence tutors' attitudes towards competence-based system of education.

1.5 Objectives of the Study

The objectives of the investigation were:

- i. To establish teachers' attitude towards the adoption of competence-based system of education in government and non-governmental lower primary schools.

- ii. To explore the affiliation amongst availability of instructional resources and teachers' attitude towards adoption of competence-based system of education in lower primary schools.
- iii. To determine the connection amongst use of strategies and teachers' attitude towards adoption of competence-based system of education in lower primary schools.

1.6 Research Hypotheses

Ha₁: There is a difference in attitudes towards adoption of competence based system of education between teachers in government and non-government sponsored lower primary schools.

Ha₂: There is a connection amongst availability of instructional resources and teachers' attitude towards adoption of competence based system of education in lower primary schools.

Ha₃: There is a connection amongst use of strategies and teachers' attitude towards adoption of competence based system of education in lower primary schools.

1.7 Significance of the Study

Attitude is of great influence on the adoption of the curriculum. Findings of this study may be used by educators to work on factors which negatively influence their attitude towards adoption of competence based system of education. Study findings may also help school management boards to understand the effects of teachers' attitude towards the adoption of the competence based system of education in lower primary schools and

identify ways that they can address the challenges that are associated with teachers' attitude that can negatively affect the adoption of competence based system of the curriculum.

The Ministry of Education may benefit from recommendations on development of policies that may ensure that the teachers' attitudes towards the education system are positive. This might help in coming up with policies to ensure factors that influence teachers' attitude towards CBE adoption are addressed. The findings in this research work may also help the Curriculum support Officers (CSOs) together with school management boards to put in place strategies that may affect the attitude of teachers negatively. The findings may also help parents understand the need in provisions of learning and instructional materials to the learners. This may help teachers have the right attitude towards adoption of competence based system of the curriculum. This may ensure the government achieves their crucial goal to meet its economic development goals and vision 2030 on ensuring that globally, there is competitive quality education. To the researchers, this study may help provide additional knowledge to the already existing forum of educational research. This may also trigger other researchers to conduct more studies in different locations.

1.8 Limitations of the Study

The targeted location for this study was Langata Sub-County only and thus these findings were not a reflective of the way it is countrywide. Therefore, the study may not provide a good basis for generalization as different county areas may be facing different challenges or reasons for different attitudes that may vary from one area to the other.

The study used interview schedules to collect data. The study was carried out at the height of the COVID -19 pandemic, this minimized face to face interactions and some interview schedules had to be carried out via phone calls. This led to an increase in the budget allocation since it was costly.

1.9 Delimitation of the Study

The investigator focused on only one county in Kenya. In Nairobi City County, the survey was carried out in Langata Sub-County. The survey was delimited to teachers' attitudes towards adoption and implementation of the competence-based system of curriculum and the factors influencing teachers' attitude towards competence-based system of education in lower primary schools in Langata Sub-County, Nairobi City County. The survey dedicated on lower primary schools 'tutors and principals in Langata Sub-County, Nairobi City County.

1.10 Assumption of the Study

The study made the following assumptions:

- (i) That competence-based system of education had already been adapted in lower primary schools' levels in Langata Sub-County.
- (ii) That there were mixed attitudes among the teachers who were a necessary factor in adoption of the education system and that some were not ready to adopt the new education system.
- (iii) That the teachers would be interested to participate in the study and provide the required information by effectively cooperating with the researcher.

1.11 Theoretical Framework

This investigation was based on the Michael Fullan's (1991), theory of educational change. The study highlighted the various phases of educational change. Fullan focused a significant percentage of his work on the impact of educational change to teachers, learners and the nation at large. In addition, Ellsworth (2001) has explained more on the process of educational change based on Michael Fullan's educational change theory. He highlighted on the guidelines and outlines of the process of educational change.

Initiation: Under the initiation, the process of education change preparation begins. This involves initial planning of the educational change. This requires the inclusion of the stakeholders to inform them of all areas of concerns and expected changes. The study highlighted the training teachers were given in preparation for the adoption of competency based method of curriculum.

Adoption: This involves owning the change. Teachers accept the change practices and policies and are expected to comply with the new changes. This may require a lot of attitude change and professional help to adopt any new changes. It also requires availability of instructional resources like curriculum design, teachers guide books and audio visuals.

Implementation: In the implementation process Fullan identified three major factors that affect the process at this stage; characteristics of change, local factors and external factors. This study established how effective adoption affects the implementation process.

Continuation: Continuation is the major process in the change. The phase mainly depends on; changes that were embedded for the process and if the process of change has created procedures for continued assistance in the project. School management plays an important role by ensuring they have put strategies in place. The study explored some of the strategies school management was working on to ensure proper teachers' attitude towards adoption of CBE in lower primary schools and thus proper continuation.

Outcome: At this phase the outcome can be predicted based on the initial strategies that were adopted. Therefore, if the educational change process was based on the policies that support its functionality, then a positive outcome was expected otherwise a negative outcome may arise.

This theory of educational change clearly indicates that all processes are prerequisite in implementation and adoption of the new curriculum. Proper prior planning and owning the change that involve attitude change and availability of resources are key components to proper implementation, continuation of the new changes and an intended positive outcome of the curriculum. Thus the need to investigate teachers' attitude towards competence based system of education.

1.12 Conceptual Framework

Conceptual framework was to give attention to the determinants of teachers' attitude towards adoption of competence-based system of education in lower primary schools. Indicators of availability of instructional resources and school strategies constituted independent variables whereas teachers' attitude to adopt competence-based system of

education in lower primary schools was the study dependent variable. The type of school was the intervening variable as revealed in the figure 1.1.

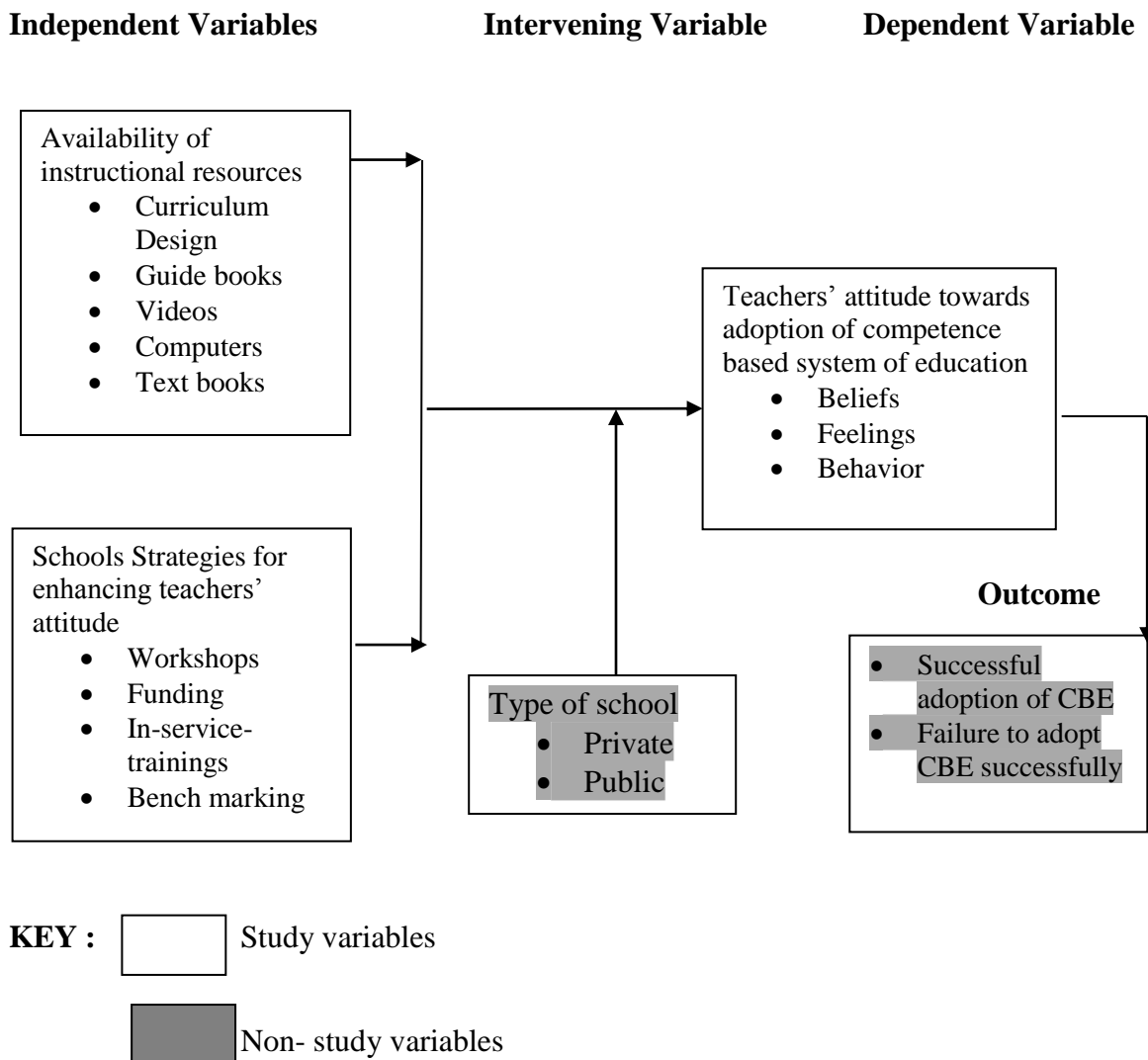


Figure 1.1: Aspects influencing tutors' attitude towards adoption of competence-based system of education in lower primary schools.

The conceptual framework model indicates that successful adoption of CBE in lower primary schools was entirely dependent on teachers' attitude. Teachers' attitude was influenced by the availability of instructional material and strategies schools have put in place towards adoption of CBE. However, this can be controlled by the type of school whether public or private.

1.13 Operational Definition of Terms

Adoption : Successful acceptance of change and dissemination of CBE to lower primary children so as to accomplish the desired outcome.

Behavior : The way attitude influences how we behave or act.

Belief : Ideas people hold as being true and are willing to defend them.

Competence Based Education: An education system that gives more importance to mastering of knowledge, attitude and skills and attainment of competencies in a way to have lifelong learners.

Feelings : Emotions about something, the driving force behind the behavior and attitude.

Instructional resources: Curriculum designs, teachers guide books, text books and videos necessary for adoption of CBE.

Strategies : Workshops, in-service trainings, benchmarking and other approaches a school puts in place to enhance effective adoption of CBE.

Teachers' attitudes : Beliefs, feelings, behavior of teachers in connection with adoption of competence based education.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This section looks at the appropriate literature done by the past investigators. The studies covers: teacher's attitude towards adoption of competence based system of education adoption, availability of instructional resources and teachers' attitude towards adoption of CBE and school strategies for enhancing teachers' attitude towards adoption of competence-based system of curriculum. This helps shed more light on the determinants of teachers' attitude towards adoption of competency based system of education in lower primary schools.

2.2 Teachers' attitude towards adoption of competence-based system of education

Attitude comprises of the cognitive, affective and behavioral traits that can be of concern on how adoption of a new education system takes place. Mitler (2000) describes an attitude as a point of view one can hold towards education adoption. The attitude is said to be either positive or negative. Teachers' attitude is considered a major factor towards the adoption of the curriculum. Marete (2004) explains attitude as cognitive component related to thoughts and beliefs, effective relating to emotions or feelings and behavioral component relating to action. Attitude is considered a major influence on how an individual can respond to issues at work. A worker's execution of their work is largely determined by their attitude (Soibamcha, 2016). Therefore, positive attitude by an employee means positivity in their performance in any assigned area of their work.

Teachers are active participators in education adoption. They assist in creation of realities in the classroom. They are able to do this with the guide of their beliefs, perceptions and beliefs of the relevant situations in teaching. Teachers are charged with the role to deliver on what has been created by the curriculum implementers.

Teachers with positive attitude are able to contribute positively towards the success of the adoption of curriculum. Those with negative attitude have the ability to cause a failure of the laid down processes that can lead to a possible failure of proceedings for successful adoption of the practice. Gertrude (2011) indicates that teachers' engagement can be influenced by their beliefs, values and behavior. High engagement is characterized by their high attitude towards change.

Wilson (2015) looked to build up the role of instructors in carrying out the new educational program in Botswana schools. The review assessed the degree to which the instructors were vital in the educational program reception. The study expressed that teachers' attitude is driving force and the blood stream in any education system and crucial in the execution of the new educational plan. Therefore the new educational plan fate lies in their teacher's performance. A fact that the education management in the country have now realized the importance to invest in effective training, so as to develop positive attitude and skills for the sake of improving teacher's performance capabilities. While the study looked at the role of teachers in rolling out the new curriculum, the current study investigated determinants of teacher's attitude in adoption of the new curriculum.

Iskandar (2015) carried out a study on teacher's attitude towards schools based curriculum implementation in Indonesia. He focused his study on teachers in primary schools in Indonesia. Ethnographic interviewing was used in data collection where 11 teachers took part in the study. Transcription verbatim, coding of the information and topical examination was employed to scrutinize the information. He found that there was little information on the new educational program by the instructors and this affected their attitude towards the implementation process. While Iskandar (2015) used ethnographic interviewing that mostly depend on his observation and interpretation as a researcher, this study focused on questionnaires administered to teachers. The questionnaire helps to collect more information from the respondents and especially more about their attitude.

Yui (2014) examined the attitude of teachers on education reforms curriculum in Korean Elementary teachers. The study objectives were to establish how teachers perceived the curriculum reforms, where the teachers' attitude comes from and the support teachers required for effective implementation of the needed education changes. The study findings stated that Korean elementary school educators harbored a negative attitude towards the curriculum reforms. These negative feelings negatively impacted their commitment and active involvement towards the implementation of reforms of the current curriculum. This study shows that teachers' attitude could have an impact towards the curriculum adoption. This survey hence looked to establish the influences affecting the teachers' attitude. Gertrude (2011) did a study on response to Early Childhood Education (ECE) teachers to curriculum change in South Africa. The survey used a qualitative investigation method and a case survey plan on ECE teachers. The study

sample size was 9 teachers who teach the reception class. Observation and semi-structured interviews were utilized in this survey. The survey results pointed out that lack of positive attitude had an effect on teachers' implementation process. While the study focused on the response to curriculum change in ECE and only used a qualitative research method, this study employed mixed research methods to lower primary teachers. This helped collect more information than in only one research method.

Makunja (2013) conducted his study in Mbeya region, Tanzania. His study was based on ways teachers understand competence based education objectives, ability of teachers to prepare competence based lesson plans and involving learners in classroom activities by the educators. His respondents were from 13 Secondary schools whereby 186 teachers were randomly selected. Interview and observation schedules as well as document review were used in data collection. The study findings showed an 86 % of interviewed group lacking the required attitude. It was also established that there was an ineffective adoption of competence based system of curriculum in some schools in that region. Some of the reasons highlighted by the researcher were the negative attitude by the teachers. Recommendation given in the study was that teachers needed to have a different approach on their attitude towards the new curriculum. While this study was done in Secondary schools in Tanzania, it may however not form the generalizations of a study to be conducted in Kenya on lower primary schools. The current study helped get findings on determinants of teachers' attitude in the adoption of competence based system of education in lower primary schools.

Obuhatsa (2020) did a study to set up the impacts of educator's insight on CBC execution in Kenya. His study was as per the theory of implementation of curriculum by Gross (1971). Gross argued, proper and correct information to implementers of curriculum about the expected changes may lead to effective and sufficient implementation on appropriate changes in the new curriculum. He adopted the descriptive review policy. The study was done in Luanda sub-county and 15 primary schools were sampled whereby 186 teachers filled the questionnaires administered. To analyze the collected data, B1 and excel was used for both analyzation and visualization. The discoveries of this investigation stated that a high number of tutors (98%) possessed a positive attitude towards the implementation of CBC . They were therefore prepared to teach and they perceived CBC as the best education system. While Obuhatsa appeared to have focused on teachers' related factors influencing CBC implementation in Vihiga, my study mainly focused on determinants of teachers' attitude towards adoption of competence based system of education in Nairobi County.

2.3 To Explore the Affiliation amongst Availability of Instructional Resources on Teachers' Attitudes towards Adoption of Competence Based System of Education

According to Marbas (2019) instructional materials forms an integral part in new education system adoption and implementation. The success of the adoption and implementation process depends on the availability of the resources. The teacher as an important part of the adoption and implementation relies much on the instructional resources so as to pass necessary knowledge, skills to achieve the desired objectives.

While CBE was meant to ensure that the pupils build their talent and special abilities through skills development, Al-Awidi and Aldhafeeri (2017) acknowledges that instructional material has presented the greatest challenge for some schools. Availability of instructional resources enables qualified and motivated personnel to be able to use methods that will ensure the required objectives are achieved. This will allow learners be involved in practical hands on activities that includes experimenting and solving problems.

Brudent and Smith (2003) did a survey in elementary schools in England and Wales, 57 schools in the region were sampled. They concluded that the schools with adequate learning and teaching instructional resources had better productivity from the teachers. While this study focused on elementary schools in England, the current study focused on lower primary schools in Kenya.

Mandukwini (2016) carried out a study on curriculum implementation in South Africa. The study was conducted in three high schools where two teachers in each school were interviewed. A research approach that was qualitative was employed in data collection. Case study was used. Study cited low morale among teachers where resources were limited. While this study employed a qualitative approach only, this study employed mixed method research design approach to collect data.

A study by UNESCO (2015) on resources and learning materials for instructing and Learning of Arithmetic and Science schools that covered Ghana, Cameroon ,Uganda and Tanzania. It was established that in all four countries, there was a great variation in the

resources and learning materials obtainable for the instructing and schooling of all subjects. In particular the Science and Mathematics subjects. The schools were government schools and they lacked basic necessities such as sufficient classrooms, offices, and other necessary apparatus required for learning. Whereas the study focused on learning materials for Mathematics and Science, the current study focused on all learning activities in lower primary schools.

Kiptum (2018) led a review on impacts of actual climate on instructors' fulfillment in a portion of the grade schools in Elgeyo Marakwet County, Kenya. 140 participants were sampled from 11 schools. Questionnaire, interview schedule and observation were used in collection of the data. Kiptum (2018) results of the study were that the institution physical facilities positively influenced teachers' satisfaction. While the study focused on physical environment, this study will explore the availability of instructional resources and teachers attitude.

Mutisya (2019), in his study observed that instructional resources had an effect in the implementation of competency based system of education in Kenya. He conducted mixed methods of research design whereby questionnaires and interview plans were utilized in data collection. This current study sought to investigate whether availability of instructional resources had an effect on teacher's attitude on implementation process.

Marion (2020), conducted a study on the education experience in CBC implementation. A research design that was descriptive survey was utilized. Systematic random sampling technique was employed and 66 class teachers in primary schools in Laikipia County.

Questionnaires as a tool and observation schedules were effected in collection of the data and regression analyzation done. From the studies finding, there was a reported lack of instructional material like teachers handbook in both government and non-government sponsored schools. Digital learning materials were also not available in most schools. While Marion, (2020) appeared to have focused on CBE implementation in Laikipia County, the current study focused on Nairobi County. Wanjohi (2018), in his report cited that various difficulties face the execution interaction of CBE. Among them was the deficient educating and learning materials particularly in the state funded schools in Kenya. This study however explored the affiliation amongst availability of learning materials and the attitude of teachers.

Langat (2018) did a survey on tutors attitude on usage of instructional technology materials in Kericho Teacher training college. The examination study utilized an expressive review strategy with both quantitative and subjective exploration philosophies. Straight forward irregular testing and defined methods were applied. The survey collected data from 19 tutors who comprised of the target population by utilizing questionnaires and conducting interview schedules. The findings from the investigation were that the availability of instructional materials like projectors, flip charts and videos affect the attitude of the tutors. This leads to a transformation on knowledge, behavior of change agents and this affects the embrace of something new. While this survey aimed on teacher training colleges, the ongoing investigation focuses on obtain ability of instructional materials in lower primary schools. Therefore, there is need to explore the accessibility of instructional assets in Langata sub- County and its effect on teachers attitude towards adoption of CBE.

Kaburu (2007) points out that a number of researchers over the past years have found that school resources have an effect on instructing and learning in many ways. Yet the government/ Ministry and the policymakers often overlook the effects these facilities can play in improving outcomes for both teachers and learners by changing the teachers' attitude. Improving of facilities comes at a financial cost. The advantages of such investments are not effective in adoption of CBE not unless the teachers change their attitudes. Policymakers, therefore, should focus more on cultivating and ensuring there is the right attitude in adoption of CBE.

2.4 Connection amongst Use of Strategies and Teachers' Attitude towards Adoption of Competence-Based System of Education

Buarbeg (2012) directed a review on factors affecting instructors' reception and ICT reconciliation in educating in Ghana. The findings were that within school factors such as support, finding and facilities in training influenced teachers on adoption and integration of technologies in their classroom. Yamashita, Mutsinzi, Tateo (2017) in their focus on implementation of competence based curriculum in Rwanda pointed out that because of scarce learning resources and teacher development opportunities, there were barriers in delivery of mathematics lesson. Therefore the need to explore strategies schools has put in place to enhance teachers' attitude towards adoption of CBE.

Utomo (2015) advices teachers and TTC tutors need to be well trained first on making and using teaching aids for effective curriculum implementation. Mwenda (2015) stated that sustainability of teaching aids is assured in instances where the teaching materials/aids are made locally using locally available materials. For CBE to be adopted

and implemented, effective training to teachers is necessary on how to make and use teaching aids. Training can also be offered on proper and effective use of the teaching aids to enhance learning at all levels. Kantar (2013) advises for effective learning even for the young children in pre-primary, teaching aids need to be designed in an attractive way that facilitates easy learning.

Successful adoption of CBE in many countries such as South Africa and Tanzania has been based on equipping the teachers with the right skills. A study was carried out on the challenges of CBC in Bigogwe sector in Rwanda that covered 56 education managers and school heads. The findings and recommendations from the study pointed out that the adoption and implementation of CBC requires continuous and improved competences, skills and knowledge among teachers. To achieve this, Bigogwe sector, has established and trained a pool of trainers who support all teachers to acquire the necessary competences for CBE adoption and implementation.

A report in Urunanarw'aberezi issue stated that in the mission to implement the competence based curriculum successfully in Rwanda, a number of strategies had to be put in place within the learning institutions. Such strategies include mentoring and coaching of teachers, provision of resource materials like laptops, books and ensuring their availability. Supervision of classes to ensure implementation is taking place as per the requirements. Also, ensuring that friends become part of the school and sensitizing them on need to follow up on their children's progress promptly (REB, 2018).

Kisanga (2016) conducted a research study in Tanzania on contributing factor of instructors' attitude towards E-learning in Tanzania. 258 teachers from higher learning institutions were involved in the study. To collect the data, a quantitative approach where questioning and review of documentary was used. The study findings were that with proper support and enhancing awareness to teachers, this has a positive benefit on their attitude, thus easing the adoption and implementation of the transformation of change.

Makunja (2015) carried out an investigation on adoption of CBC to improve the education quality in Tanzania. Mixed research approach was employed whereby some respondents picked from 6 public secondary institutions situated in Morogoro municipality were sampled. In data collection, questionnaires, interviews and observation schedules was employed. As per the study, there is need for the institutions to organize workshops and seminars to the teachers so that they can have the knowledge on the ways of implementing the new curriculum effectively. While he focused his study on strategies used in government sponsored high schools in Tanzania, the ongoing survey is on lower primary schools in Nairobi, Kenya that may have differences in terms of opportunities as well as resources.

Kanyonga, Mtana and Wendt (2019), did a study on how CBC was implemented in technical colleges in Arusha Tanzania. Interviews schedules and questionnaires were administered to respondents to collect data. In this study, it was clearly indicated that since competence based education in technical colleges was introduced with less preparation to the trainers, their perception was negative. The training sessions provided to cater for the trainers demands. Lack of adequate and clearly focused in service training

as strategies employed thus had an impact on the implementation process. While this study focused on technical institutions only, this study focused on implementation of lower primary schools.

Waweru (2018) did a review on impact of educators' readiness on execution of CBC in Kenya. His review was directed by the theory of constructivism by Vygotsky. Distinct study research configuration was utilized in this review by which interview guides, questionnaires and checklist were employed in data collection. The population consisted of hundred tutors, seventeen principals and four curriculum heads who were purposively and randomly selected to represent the targeted population. Information was scrutinized utilizing the SPSS and presentation of outcomes done utilizing frequencies and percentages. The results in this survey stated that instructors lacked training in such crucial components of the CBC like preparations of lesson plan and designing of assessment rubrics and this affected their implementation process. While this study appeared to have focused on schools in Nyandarua County, my study is focusing on teachers in Nairobi County which in term of accessibility is closer to Kenya Institute of curriculum development. His study focused on public schools only while this survey focused on both government and non-government schools that may have different opportunities.

Ondimu (2018) completed a review on instructors' readiness to execute CBC in private pre-schools in Nairobi. He adopted a survey design that was descriptive with 12 head of schools and 96 pre-school facilitators as the respondents. They were sampled randomly from 38 private schools in that location. For data collection, questionnaires were given

out and interview schedules was used to collect data and findings analyzed quantitatively and qualitatively using SPSS software and summarization done using frequency tables, percentages plus the bar graphs. According to the research findings, there was need to equip teachers with skills and appropriate resource materials to enable them change their perceptions about CBC and this might have an impact on the implementation process. This study focused on private pre-schools only but this current study focused on the lower primary schools both private and government owned.

Mwendwa (2015) carried out a study on the adoption of an inclusive system of education in government sponsored high schools in Kitui County. He targeted 11 head of schools and sixty instructors from which a sample of ten head teachers and forty tutors were designated. Questionnaire for instructors, interview schedule for head teachers and an observation guide were the tools applied in this study. The study advised that there is need for the sensitization campaigns to parents on need to be fully involved on making and provision of improvised learning materials for their children. There isn't abundantly done to decide the methodologies schools have set up to improve educators' demeanor towards reception of ability based arrangement of training in lower grade schools. Therefore this study investigated to determine such strategies as a factor that influences teachers' attitude.

2.6 Summary of Literature Review

The literature reveals that availability of instructional resources and strategies schools have put in place may have an influence on the attitude of teachers. Attitude of teachers may have an impact on the adoption and the implementation of the competence based

system of education. Effective adoption of the education system is unwavering by factors that influence the attitude of instructors. These studies inform the study on determinants of teachers' attitude towards adoption of competency based system of education in lower primary schools.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The chapter covered the survey methodology. This includes the research design, location of the survey, target population, sample size and sampling procedure, information gathering tools, data analysis, research instruments reliability and validity. This chapter also focused on the researcher's logical and ethical consideration.

3.2 Research Design

Mixed method survey design was embraced. Orodho (2019) describe this as assortment of information from a certain population in a way to determine the population's status and describe its phenomenon with respect to a single or many variables .The design used qualitative and quantitative methods in investigating variables. This design is methodical in collecting the descriptive data on required attributes of a sample population. In order to gather information, the researcher was able to collect respondents' opinions, perceptions attitudes and views.

3.3 Variables

3.3.1 Independent Variables

The independent variables of the study was

- i. Accessibility of instructional resources and its impact on to teachers' attitude. This was measured through administering questionnaires to teachers to indicate whether instructional materials like curriculum design, guide books, handbooks and instructional videos are available.

- ii. Strategies schools have put in place and their connection to teachers' attitude towards adoption of competence-based system of education. This was measured by asking the head teachers the strategies they have put in place such as workshops and availing resources and if they have an effect on teachers' attitude. Questionnaires were also administered to teachers to determine strategies available.

3.3.2 Dependent Variable

The dependent variable in this survey was the Teachers' attitude towards adoption of competence-based system of education. It was measured by use of Likert scale to measure teacher's attitude, beliefs and behavior which had responses as strongly agree (SA), agree (A), moderately agree (MA) and strongly disagree (SD) and also by use of open ended questions.

3.4 Research Methodology

Both quantitative and qualitative methods of descriptive research design were employed in this study. Reason being there were variables which could not be quantified but could only be described. Qualitative data helped to make sense of data and in noting the pattern of populations' attitude. Quantitative data helped to identify the relationships between the variables.

3.5 Location of the Study

The survey was conducted in Langata sub- County Nairobi City County. This sub- county has 103 primary schools that cut across in both government and non-government schools. There are eleven government sponsored schools and 92 non-government sponsored

schools in the primary level. The location was selected because of its demographic factors in the schools in the area of study. The location was selected because it is where the schools were selected for piloting the competence based curriculum by the Ministry of Education (MOE) Kenya.

3.6 Target Population

The targeted population for this research work was the head teachers of schools and lower primary school facilitators in Langata sub-county from both government and non-government sponsored schools.

3.7 Sampling Techniques and Sample Size

3.7.1 Sampling Techniques

Sampling is the process by which a selection of a sub set of individual, object or event is done and analysed (Orodho, 2019). This helps to identify data and make inferences about the total population from which the sample was picked. Simple random sampling and stratified techniques were used. The teachers and head teachers were divided into strata that share the same characteristics. The number of respondents from different sub-groups was spread proportionately in every category chosen for the survey.

(i) Selection of Schools

To select the primary schools to be covered in this study, stratified random sampling was employed. This method was not selective and provided the entire respondent with an equal chance to be selected. This was suitable as the population stratified was either public or private school.

(ii) Selection of instructors and Head teachers

In every selected school, only the head teacher and one lower primary teacher was included in the study. Since the lower primary teachers were many, simple random sampling was used. This ensured unbiased random selection of teachers.

3.7.2 Sample Size

Table 3.1 Sampling frame

Type of school	Number of schools	School's sample size (30%)	Teacher's sample size	Head teacher's sample size
Public	11	4	4	4
Private	92	25	25	25
Total	103	29	29	29

Gay (1991) explains that in descriptive survey a size selected of 30% of the entire populace is enough for the research study. Therefore, out of 103 primary schools in Langata sub- county, twenty nine schools were sampled which makes thirty percent of the total primary schools. In every school, one head teacher and one lower primary teacher were included for the purpose of this study.

3.8 Research instruments

Since this study was based on primary data; the researcher intended to use two instruments to collect data.

3.8.1 Questionnaires for the Teachers

Questionnaires were utilized due to their straightforwardness in the organization and scoring of things just as information investigation (Kothari, 2007). The questionnaire included both open and close- ended questionnaires. These questionnaires were conducted to the respondents drawn from lower primary teachers. Open ended questionnaires gave the participants a chance to think and give an insight in to their feelings. The structured close ended questionnaires were easier to administer due to an alternative response option thus easier to analyze.

3.8.2 Interview Schedules for Head teachers

Interview schedules were administered to the head teachers. This was to get information on the plans schools have set in place to enhance teachers' attitude on adoption of CBE. This helped to obtain data required so as to meet the study's specific objective on determining the connection amongst use of strategies and teachers' attitude towards adoption of competence based system of education.

3.9 Piloting Study

The investigator conducted a pilot survey to ensure the survey tools are reliable and valid. Pilot test is important to help test and check the tools validity to be used in data collection in any given study (Mugenda, 2013). A pilot test on 2: Head Teachers and 2 Teachers of the Lower Primary drawn from a government sponsored and non-government sponsored schools were undertaken. This helped pretest the questionnaires and interview schedules for validity and reliability. Comments and feedbacks from the respondents in the pilot

schools were used to improve the instruments. Two of the piloted schools were not comprised during the current study.

3.10 Validity

Validity is explained as a research study with results that can give a certain level of correct inferences or credibility. This indicates whether the items are able to measure what they are intended to (Gall, and Borg, 2007). In this study, content validity was used to review whether research questions were to be answered by the instruments. To ensure content validity, a pilot study was conducted. From these findings, there was need to seek consultations and guidance from the supervisor. Adjustments and additions were done to the research instruments were necessary to ensure all objectives and variables were properly covered. Instruments were pre-tested so as to assess suitability and clarity of language before the actual study.

3.11 Reliability of the Research Instruments

This is the survey tools consistency to give results that are reliable. The study adopted a Cronbach's Coefficient alpha approach in order to measure research instruments internal consistency. Cronbach's Coefficient is a scale measurement tool best suited to measure internal consistency in descriptive survey research. Reliability of inter item consistency was measured.

The higher the correlation coefficient the better it is for the study. Studies indicate, 0.6 reliability range is poor, 0.8 reliability range is good since the reliability coefficient is closer to 1. Reliability coefficient that is close to 1 was best suitable for the study.

Table 3.2 Reliability Coefficient

Scale	Reliability coefficient
Teacher's attitude towards adoption of competence based system of education	0.82
Availability of instructional resources and teachers' attitude towards adoption of CBE	0.86
Strategies schools have put in place and teachers' attitude towards adoption of CBE	0.89

As shown in the Table above, the reliability coefficient was above 0.82. Therefore, the reliability of the questionnaire was reliable. The reliability of the interview was achieved by administering the instrument double with an interval of fourteen days. In both instances, the findings were similar and so the instruments were found to be reliable.

3.12 Data Collection Procedure

Prior to collecting the data, an authorization was acquired by the researcher from the Graduate school at Kenyatta University and the permit to collect data from respondents from NACOSTI. Later, a research authorization was acquired from the state department of Early Learning and Basic Education at the Ministry of Education. The investigator then headed to Langata Sub -County Education office and informed them of the research to be carried out and upon acceptance of the request, presented the introductory letter to head teachers and lower primary instructors in sampled schools. The researcher then went ahead to collect the data.

Stage I: Administer of questionnaires to teachers

To collect data from Teachers of the Lower Primary, questionnaires were administered. The questionnaires were self-administered .Therefore; they were distributed to the respondents and reasonable time given before they were collected. Drop and pick methods was applied in data administration. The completed questionnaires were then sorted and cleaned of errors.

Stage II: Conducting interviews

A one on one inside and out meet was done on the head teachers and their statements and answers recorded.

3.13. Data Analysis

For qualitative data, analysis was done along the study objectives thematically and presentations of results done in narrative forms. For quantitative data, analysis was carried out utilizing the descriptive statistics techniques like the percentage mean, frequencies, and standard deviation. Inferential statistics that is Pearson correlation was used to test the null hypotheis. To analyze the collected data, SPSS was used and tables and figures employed to present the study findings.

3.13.1 Null Hypothesis

H₀₁: There is no substantial alteration in attitudes towards adoption of competence based system of education between instructors in government sponsored and non-government sponsored lower primary schools.

H₀₂: There is no noteworthy connection amongst accessibility of instructional resources and instructors' attitude towards adoption of competence based system of education in lower elementary schools.

H₀₃: There is no noteworthy connection amongst use of strategies and instructors' insulence towards adoption of proficiency based system of education in lower elementary schools.

A t-test for free examples was utilized to test the H₀₁ while Pearson's was utilized to test H₀₂ and H₀₃.

3.14 Logistical and Ethical Consideration

3.14.1 Logistical Considerations

Before data collection, permit was sought from Graduate school Ethical Board at Kenyatta University and NACOSTI by the investigator to amass the required information from the respondent. For the aim of looking for an informed consent from targeted respondent to take part in the survey, an introductory letter was provided. The researcher worked with the zonal educational officers to help identify the exact locations of the schools and seek required assistance from the officers.

3.14.2 Ethical Considerations

The investigator got permission from head teacher and instructors of the sampled school before conducting the survey. All respondents were guaranteed confidentiality of their names and identities. The respondents were informed that it was a voluntary participation and there was freedom to decline should they wish to. The researcher clearly made the respondents aware of the aim of the survey and there were no plans to use the survey for other purposes.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

The section covers and presents the discoveries of the review dependent on the approach in this review. This starts with describing respondents followed by the findings interpretations and discussions. The purpose of the study was to investigate the determinants of teachers' attitude towards competence based system of education. The analysis is presented thematically as per the study objectives and hypothesis. Data is presented using frequencies, percentages, tables and figures with demographic results being presented first.

The study attempted to achieve these objectives:

- (i) To establish teachers' attitude towards the adoption of competence based system of education in government and non-government sponsored lower primary schools.
- (ii) To explore the affiliation between availability of instructional resources on teachers' attitude towards adoption of competence based system of education in lower primary schools.
- (iii) To determine the connection amongst use of strategies and teachers' attitude towards adoption of competence based system of education.

4.2 Response Rate

The researcher conducted interview schedules to head teachers and administered questionnaires to lower primary teachers who were randomly selected from 4 public schools and 25 private schools in Nairobi County. Table 4.1 shows the response rate

Table 4.1: Instrument Return Rate

Respondent	Frequency	Percentage
Public	4	13.8
Private	25	86.2
Total	29	100.0

Table 4.1, Indicates that the response from the public schools was 10.3 % and from the private schools a return rate of 89.6 %. This was a high return rate from the instruments. This was adequate response for generalization and analysis of the results and thus could be relied upon for any valid conclusions as per the study.

4.3 Demographic Information of Respondents

In this research work, the respondents were head of schools and teachers. They were all required to give information about their personal profile and their teaching experiences. Analysis of their demographic information is presented as follow

Table 4.2: Gender of Respondents

Gender	Frequency	Percent %
Male	10	34.5
Female	19	65.5
Total	29	100.0

Table 4.2 shows that greater part of the participants in the study was females (65.5%) while the male representation was (34.5%). This is in agreement with Obuhatsa (2020) in his study on teachers' factors that influences implementation of CBC at lower primary schools in Luanda sub-county, Vihiga County. In his findings, he indicated that (57.9 %) of teachers sampled were female and only (42.1 %) were male. This is a clear indication that in Lower Primary schools in Kenya, teaching the young learners has the predominance of the female teachers.

4.3.1 Age of Respondent

In order to link the respondents' attitude towards the implementation of the new education system, the study got the information about their age.

Table 4.3: Respondents Age Brackets

Categories	Frequency	Percent %
20-29 Years	6	20.7
30-39 Years	15	51.7
40-49 Years	5	17.2
50 Years and above	3	10.3
Total	29	100.0

From Table 4.3, the age distribution as indicated in this study shows that a greater part of the participants lies at the age of 30-39 years of age (51.7%) while a small percentage (10.3%) is above 50 years. This observation may be due to the fact that it is common to find younger teachers in private schools than in public schools.

4.3.2: Highest Level of Education

Participants were required to provide information about their academic qualification whereby they were required to tick on appropriate space provided. Their responses as summarized in Figure 4.1

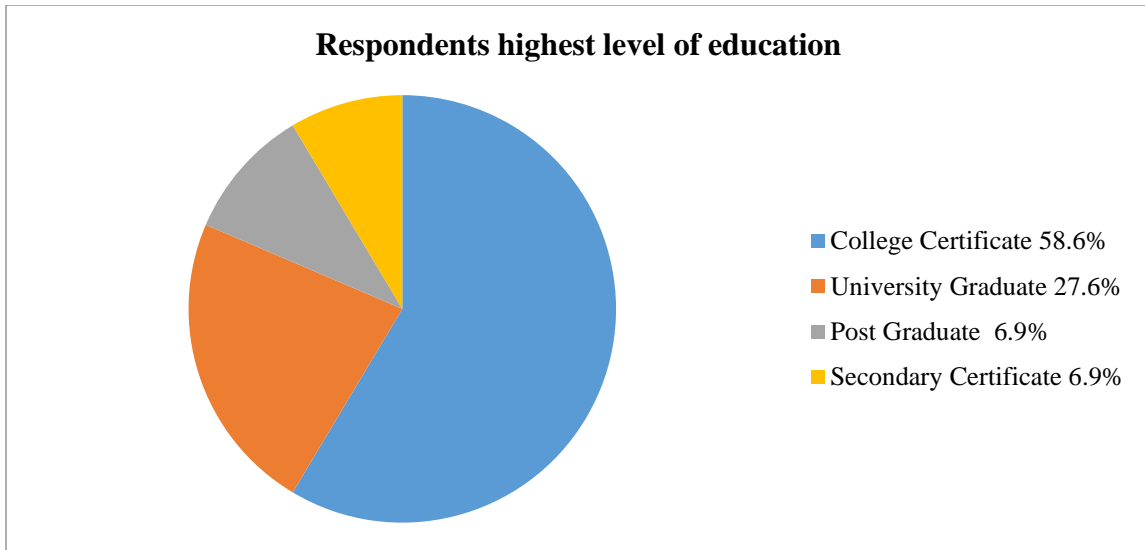


Figure 4.1: Respondents' highest level of education

Figure 4.1 indicates that 58.6 % of the participants had attained college certificate, 27.6% were university graduates, while 6.9 % were post graduate and secondary certificate holders. A clear show that a greater number of the participants possessed the required academic ability and they were properly equipped to carry out the implementation and adoption of competence based curriculum.

4.3.3: Teaching Experience

This review needed to discover the showing experience of the respondents. Corresponding to this, they were mentioned to express the quantity of years they have been in the educating calling. Their reactions are shown in the Table 4.4

Table 4.4: Teaching Experience

Years of service	Frequency	Percent %
Less than 1 year	5	17.2
2-5 Years	8	27.6
Over 5 Years	16	55.2
Total	29	100.0

Information in table 4.4 stipulates that a larger number of the respondents had more than 5 years teaching experience (55.2%) while those with 2-5 years' experience were 27.6%. Only 17.2% had a teaching experience of less than one year. Fullan (2001), noted that teachers' prior experiences places them in an angle likely to have them be better placed in terms of self-efficacy. Thus higher experience enable them have greater competence to handle new skills required for successful adoption and implementation of CBE.

4.3.4 Headteachers' Demographic Characteristics

Demographic information for the head of schools was considered of great value in this study. This is because it helps to explain the characteristics of those responsible for the administration and management of lower primary schools. In the implementation and adoption of policies in education, the head teachers play a key role by ensuring all the set guidelines are adhered to. Table 4.5 presents the personal demographic data of head teachers on their age and gender.

Table 4.5: Headteachers' Demographic Characteristics

Variable	Frequency	Percentage
Gender		
Male	18	62.1
Female	11	37.9
Total	29	100.0
Age		
35-40	3	10.3
41-45	4	13.8
46-50	11	37.9
51-55	9	31.0
56-60	2	6.9
Total	29	100

The information in Table 4.5 indicated that the leadership in primary schools in the area that was studied was dominated by male. This is in the government and non-government sponsored schools that took part in the study. Further, the school headship in the primary schools were entrusted to more experienced teachers since majority were above the age of 46 years.

4.4 Teachers' Attitude towards the Adoption of Competence Based System of Education

This section covers responses from teachers on their attitude towards adoption of CBE in lower primary schools. The objective was stated as;

Objective 1: To establish teachers' attitude towards adoption of competence based system of education in government and non-government sponsored lower primary schools.

Attitude of teachers includes the beliefs, feelings and behavior in connection to adoption of competence based system of education. In order to achieve this objective, the researcher assessed the attitude of teachers. Using a 5 point Likert scale where 5= SA, 4= A, 3= U, 2= D, 1= SD, instructors were compulsory to rate their attitude levels. Table 4.6 shows results of teachers' mentality towards reception of ability based arrangement of training.

Table 4.6: teachers' mentality towards reception of ability based arrangement of training.

Statement	Rating									
	5		4		3		2		1	
	F	%	F	%	F	%	F	%	F	%
CBE is good	8	27.6	12	41.4	8	27.6	1	3.4	0	0.0
Have adapted CBE	10	34.5	9	31.0	6	20.7	4	13.8	0	0.0
I Like teaching CBE	9	31.0	12	41.4	5	17.2	2	6.9	1	3.4
CBE is beneficial	18	62.1	9	31.0	0	0.0	2	6.9	0	0.0
CBE equips learners with 21 century skills	16	55.2	9	31.0	2	6.9	2	6.9	0	0.0
Feel confident to teach CBE	10	34.5	7	24.1	8	27.6	4	13.8	0	0.0
Enjoy teaching CBE	10	34.5	10	34.5	7	24.1	2	6.9	0	0.0
CBE is boring	3	10.3	5	17.2	4	13.8	4	13.8	13	44.8
CBE is too tasking	5	17.2	3	10.3	6	20.7	5	17.2	10	34.5
Has enough time for assessing	3	10.3	3	10.3	14	48.3	9	31.0	0	0.0
Adequate time	4	13.8	5	17.2	12	41.4	5	17.2	3	10.3
Teaching CBE is easy	4	13.8	6	20.7	11	37.9	5	17.2	3	10.3

As presented in Table 4.6 on teachers' mentality towards reception of ability based arrangement of training, it was indicated that a larger group of the teachers had adapted CBE. Majority of the teachers do agree that competence based system of education is good; they like and enjoy teaching it because they feel the content in CBE is beneficial and it equips the learners with 21st century skills. The results also indicate that majority do not agree with the fact that teaching CBE is boring and that it is too tasking to teach. To have a clear picture of the attitude of teachers, individual mean scores was generated as in this table below in Table 4.7

Table 4.7: Individual Means Scores in Teachers' Attitude Towards Adoption of Competence-Based System of Education

Statement	Minimum	Maximum	Mean	Std. Deviation
CBE is good	2	5	3.93	.842
Have adapted CBE	2	5	3.86	1.060
I Like teaching CBE	1	5	3.90	1.047
CBE content is beneficial	2	5	4.48	.829
CBE equips learners with 21 century skills	2	5	4.34	.897
Feels confident to teach CBE	2	5	3.79	1.082
Enjoy teaching CBE	2	5	3.97	.944
CBE is boring	1	5	2.34	1.471
CBE is too tasking	1	5	2.59	1.500
HOS enough time for assessing	2	5	3.00	.926
Allocation of adequate time	1	5	3.07	1.163
Teaching CBE is easy	1	5	3.10	1.175

N=29

The results in Table 4.7 shows the individual mean scores. The mean ranged from 4.48 to 2.34 with a mean of 3.53. The standard deviation ranged from 1.5 to .829 with a mean of 1.078. A close observation indicates that there was a positive attitude towards adoption of CBE by a number of the teachers since they have a mean above 3.5. Further, overall mean scores was generated on teachers' attitude towards adoption of competence based system of education

Table 4.8: Overall mean scores in Teacher's Attitude Towards Adoption of Competence-Based System of Education

Statement	Type of school	N	Mean	Std. deviation
Teachers attitude	Public	4	3.1875	.14232
Towards CBE	Private	25	3.5867	.55719

N=29

Table 4.8 indicates that the mean score of teachers' attitude towards adoption of CBE was higher for teachers in private schools than that of teachers in public schools (3.6 and 3.2 respectively). The observation implies that the attitude of teachers in private schools was more positive in adoption of competence based system of education. Subsequent to producing the general mean scores, the analyst had the interest to see if the distinction in educators' demeanor out in the open and tuition based schools was critical. The underneath expressed invalid speculation was planned and tried,

H01: There is no significant alteration in attitudes towards adoption of competence based system of education amongst instructors in government sponsored and non-government sponsored lower primary schools.

T-test was used by the researcher to determine whether the difference in teachers' attitude towards adoption in teachers who are in government sponsored and non-government sponsored schools was important. Outcomes are presented in Table 4.9.

Table 4.9: Independent Samples t-test for equality of means

		t- test for Equality of means						
				T	df.	Sig.(2-tailed)	Mean Difference	Std. Error difference
Teachers attitude towards CBE	Equal variances assumed			1.41	27	.171	-.399	.284
	Equal variances not assumed			3.02	20	.007	-.399	.132

Table 4.9 explains the mean scores differences for government and non-government sponsored schools teachers in their attitude towards CBE was -.399 with a 0.171 level of significance (2- tailed). This is because the difference in teachers attitude towards CBE adoption between government and non-government sponsored schools was not significant at $p < 0.05$ level of significance. The null hypothesis was thus accepted and the alternate that there is a difference in attitudes towards adoption of CBE in government sponsored and non-government sponsored schools rejected.

The results are in agreement with Ngeno, Mwoma and Mweru (2021), after the study findings that results indicated that teacher's attitude has an impact on the implementation and adoption of competence based system of education. Further, to establish the teachers' attitude towards adoption of CBE. The researcher found it wise to interview the head teachers and record their views and opinions.

During the interviews, head teachers felt that teachers' attitude had improved. A number in their opinion agreed to the fact that there is a relationship between the attitude of teachers and the process of adoption of CBE. Some of the reasons why some teachers had a positive attitude were because they had attended in service training and could understand what is expected of them in the new system. The availability of teaching resources was also a contributing factor towards the positive attitude towards the system. However, there was still a number that had received the training about the new system of education and thus had negative attitude towards the system. They felt that that it was too tasking as compared to the previous system. One of the head teachers noted that,

Comparing the attitude of teachers, I find the younger teachers a bit more positive now and willing to implement the new education system as opposed to the elderly teachers. The younger ones have the urge to attend more and more training to gain more knowledge in the system but those who are about to retire are still resistant to the new changes. Public school 1 head teacher reported.

This current review finding concurs with those detailed by Iskandaar (2015) who completed a review to explore educators' mentality towards execution of school based educational program in Indonesia. Whose results revealed that where there was lack of understanding of the new curriculum, teachers' attitude was negative towards the

implementation process. The researcher believes that the differences in the current and the old system of education results to teachers comparing the two. The assessment methods and the number of professional documents to be documented makes the new system seem to be tasking.

When the curriculum was newly introduced, I could get a lot of complains from the teachers about what was not working, there is a lot of work, we cannot fully understand this new system. However, with time, they have adjusted to changes and I get less or no complain and through instructional supervision I can tell the guidelines are being followed. Private school 2 head teacher noted.

The current findings also concur with that of Obuhatsa (2020) who conducted a study to find out the effects of teachers' perception on implementing CBE in Kenya. Outcomes of the survey indicated that those educators who were prepared to teach and adopt the new system of education had a positive attitude towards the implementation process. They therefore perceived CBE as the best education system. The researcher believes that the more teachers get exposed to the new changes and acquire training, the more their attitudes towards the system changes and thus better implementation and adoption results.

The current findings also concurs with the findings as cited by Ngeno, *et al* (2021) who stated that CBE implementation and adoption failed in South Africa due to the attitude of teachers that was negative. They also cited that in Rwanda, it was a success story in implementation and adoption of CBE because of the positive attitude of the teachers there.

However, current study finding disagrees with the findings carried out in a study in South Africa Limpopo province. Maimela (2015) pointed out there are other factors that can result to failure of any curriculum implementation and not just attitude. He reported other factors like encouragement and motivation to teachers that can have a negative impact towards the implementation and adoption process.

4.5 Availability of Instructional Resources on Teachers' Attitude Towards Adoption

The Study wanted to explore the if there is any relationship between instructional resources availability and teachers attitude towards adoption of CBE as indicated in objective two that stated:

Objective 2: To explore the affiliation amongst accessibility of instructional resources and teachers' attitude towards adoption of competence based system of education in lower primary school.

Using a likert scale rating 1 to 3, teachers were required to tick on whether the resources are adequate, inadequate or not available so as to test this objective. The findings are as indicated in Table 4.10.

Table 4.10: Accessibility of Instructional Resources

Resources	Adequate		Inadequate		Not Available	
	f	%	f	%	f	%
Curriculum designs	20	69.0	8	27.6	1	3.4
Teachers guide books	11	37.9	16	55.2	2	6.9
Audio visual media	16	55.2	8	27.6	5	17.2
Curriculum support materials	10	34.5	19	65.5	0	0.0
Materials for lessons development	17	58.6	11	37.9	1	3.4
Local materials provided by parents	14	48.3	15	51.7	0	0.0

N=29

As it can be seen in Table 4.10 the instructors have adequate curriculum designs. Other adequate materials were audio visual media and materials for lesson development. Some of the instructional resources that were inadequate were the teacher's guide books, curriculum support materials and local materials provided by the parents. The results imply that many of the schools had enough teaching-learning resources. To have a clear picture on the availability of instructional resources and the relationship they have to teachers towards the implementation and adoption of curriculum, an individual mean score was generated.

Table 4.11: Individual Mean scores in Availability of Instructional Resources

Resources	Mean	Std. Deviation
Curriculum design	2.66	.553
Teachers guide books	2.31	.604
Audio visual Media	2.38	.775
Curriculum Support Material	2.34	.484
Material for lesson development	2.55	.572
local materials provided by parents	2.48	.509
N= 29	2.45	.583

Results in Table 4.11 show the individual mean scores in availability of instructional materials. The mean was 2.5 and the standard deviation of .583. The results imply, majority of the teachers had adequate curriculum designs and materials for lesson development. Minority of teachers that participated in the study had inadequate teachers guide books, audio visual media and curriculum support materials. Further, an overall mean score was generated and test done using Pearson's correlation to test the significance.

To see whether there was a critical connection between accessibility of educational assets and educators' disposition, the following null theory was created and tried.

HO2: There is no critical connection between accessibility of informative assets on educators' disposition towards reception of ability based arrangement of schooling in lower essential

To understand the relationship between availability of resources towards CBE adoption, Pearson correlation was used to find out the significance of the relationship as is stated in Table 4.12

Table 4.12: Overall mean scores in availability of Instructional resources

Resources	Mean	Std. Deviation
Teachers' attitude towards CBE	3.5316	.53657
Availability of instructional resources	2.4540	.39314

N=29

Table 4.12 sought to show the overall mean scores in availability of instructional resources and teachers' attitude towards adoption of CBE. The mean for the attitude was at 3.5 while the availability of instructional resources was at 2.5.

Table 4.13: Relationship between Availability of Instructional Resources and Teachers' Attitude

		Teachers attitude towards CBE	Availability of instructional resources
Teachers attitude towards CBE	Pearson Correlation	1	.463
	sig.(2- tailed)		.011
Availability of instructional resources	Pearson Correlation	.463	1
	sig.(2-tailed)	.011	

N= 29

* Correlation was significant at 0.05 level (2- tailed)

As indicated in Table 4.13, the correlation between availability of instructional resources and teachers' attitude was .463 while the P. value was .011. The result implies that the relationship between availability of instructional resources and teachers' attitude towards adoption of CBE was significant at 0.05 levels and therefore the null hypothesis was rejected.

To further explore the relationship amongst accessibility of instructional resources on teachers' attitude towards adoption of competence based system of education, interviews were conducted on to the head teachers. The following are some of the verbatim.

I can tell of a better response from the teachers from the time they started receiving instructional resources in line with competence based curriculum. Availability of curriculum designs, teachers guide books and well-structured materials for lesson development has led to a more positive approach towards the curriculum from the teachers unlike when they did not have the resources. They now seem to understand what is expected of them in delivery of the lesson and thus better and easy implementation process .Head teacher Public school 3 had this to state.

The researcher further sought to find out if there was any connection amongst availability of materials and the attitude of teachers from the head teachers in private schools by conducting an interview. The head teacher from Private school 12 revealed that:

There is an improvement in teaching skills among teachers. A lot of creativity has been observed especially in improvisation and re-using of materials readily available. This has helped solve the issue of availability of resource materials to be used in lesson planning and development.

The current study findings agrees with those found by Mandukwini (2016) in his studies on challenges towards curriculum implementation in South Africa where he found out

that there was low morale among teachers where resources were limited. The researcher believes lack of adequate learning resources may have effect on the attitude of teachers towards the implementation and adoption process.

The results were consistent with Mutisya (2019) whereby he observed that inadequate instructional resources are some of the challenges affecting the implementation process of the competence based system of education in Kenya. The current study findings also concur with those of Wanjohi (2018) on CBC implementation challenges and the way forward. The study cited that unavailability of teaching and learning resources were some of the challenges facing the CBC implementation process in Kenya.

However, the current study findings do not concur with the findings of those of Abdullahi (2019) on school based factors influencing implementation of CBC in schools in the County of Garissa. The study cited not enough instructional materials like audio visual materials and ICT equipment yet teachers had a positive attitude towards implementation of CBC. The researcher believes this could be due to other factors like the cultural background and the reason why even with lack of ICT instructional materials teachers in Garissa had positive attitude towards implementation and adoption of the system.

4.6 Strategies to Enhance Adoption of CBE and Teachers Attitude

The researcher also wanted to find out the association amongst strategies to enhance implementation and adoption of CBE and the attitude of teachers. The objective was stated as;

Objective 3: To determine the connection amongst use of strategies and teachers' attitude towards adoption of competence based system of education in lower primary schools

To attain this objective, respondents were given a scale to indicate their views. A likert scale of 5 points was used. Their responses are presented below in Table 4:14.

Table 4.14: Strategies to Enhance Adoption of CBE

Statement	Rating									
	5		4		3		2		1	
	F	%	F	%	F	%	F	%	F	%
Encouraging teachers to adopt CBE	14	48.3	12	41.4	2	6.9	0	0.0	1	3.4
Organizing CBE workshops	15	51.7	8	27.6	3	10.3	1	3.4	2	6.9
Providing help required by teachers	8	27.6	9	31.0	6	20.7	5	17.2	1	3.0
Equipping teachers with skills and materials	8	27.6	6	20.7	9	31.0	5	17.2	1	3.4
Sensitization of parents on CBE	12	42.9	10	35.7	6	21.4	0	0.0	0	0.0

N=29

As seen it can be seen in Table 4.14, some of the strategies that have been used in schools to enhance teachers' attitude towards adoption of CBE include encouragement of teachers, organizing workshops, providing help needed by teachers, equipping teachers with skills as well as sensitization of parents on CBE. Among responses given, majority of the instructors SA and A that organizing workshops and encouragement to adopt CBE are used to enhance their attitude towards adoption. However, others are undecided on being equipped with skills and materials.

To have a clear picture on relationship between use of strategies and teachers' attitude towards adoption of competence based system of education, an individual mean scores was generated as shown in Table 4:15.

Table 4.15: Individual Mean scores in Strategies to Enhance Adoption of CBE

Strategies	Mean	Std. Deviation
Encouraging teachers to adopt CBE	4.31	.891
Organizing CBE workshop	4.14	1.187
Providing help required by teachers	3.62	1.178
Equipping teachers with skills and materials	3.52	1.184
Sensitization of parents on CBE	4.21	.787
Average	3.96	1.0454

N=29

Results in Table 4.15 show that the individual mean scores on the strategies used to enhance adoption of CBE ranged from 4.3 to 3.5 with an average of 3.96. The standard deviation ranged from 1.19 to 0.79 with an average of 1.05. The results imply that the use of strategies to enhance adoption of CBE was above average. There was a positive attitude on strategies used by schools towards the adoption of the education system. Likewise, an overall mean score was generated in use of strategies and adoption of CBE and teachers' attitude. Findings were generated in Table 4:16.

Table 4.16: Overall Mean Scores in use of Strategies and Adoption of CBE and Teachers' Attitude

Strategies	Mean	Std. Deviation
Teachers' attitude towards CBE	3.5316	.53657
Strategies to influence adoption of CBC	3.9286	.81325

N=28

Table 4.16 sought to find the overall mean scores in strategies to enhance adoption of CBE and teachers' attitude. The attitude had a mean of 3.5 while the strategies had a mean of 3.9. Some of the strategies used in schools like encouragement, organization of CBE workshops, providing help required by teachers had an influence on their attitude towards adoption of CBE positively.

To determine the affiliation amongst use of strategies and teachers attitude towards adoption of competence system of education, the following null hypothesis was generated and tested.

HO3: There is no significant association amongst use of strategies and instructors' attitude towards adoption of CBE in lower primary schools.

To establish the significance of the affiliation amongst use of strategies and the teachers' attitude, Pearson correlation was used and the findings presented in Table. 4.17.

Table 4.17: Relationship between Strategies to Enhance Adoption and Teachers' Attitude

			Teachers' attitude towards CBE	Strategies to influence adoption of CBE
Teachers attitude towards CBE	Pearson Correlation		1	.382
	Sig. (2-tailed)		.382	.045
	N		29	28
Strategies to influence adoption of CBC	Pearson Correlation		.382	1
	Sig. (2 – tailed)		.045	
	N		28	28

* Correlation was therefore significant at 0.05 level (2-tailed).

As shown in Table 4.17, the correlation between uses of strategies to support adoption of CBE was .382 while the value was .045. The result implies that the relationship between strategies to enhance adoption of CBE and teachers' attitude was significant at 0.05 levels. Therefore, the null hypothesis was rejected. The researcher further wanted to find out the strategies used by head teachers in adoption process.

4.6.2 Strategies used by the Headteachers

The study sought to find out the strategies used by the head teachers to ensure the adoption of CBE effectively. The summary of the head teacher's responses as in Table 4.18 below.

Table 4.18: Strategies Used by the Headteachers

Strategy	F	%
Provision of adequate teaching materials	12	41.4
Seeking MoE guidance	5	17.2
Bench marking	2	6.9
Conducting action research	2	6.9
Instructional supervision	3	10.3
Assessment of teachers and pupils	2	6.9
Parental engagements	6	20.7
Provision of adequate resources	14	48.3
Hiring of enough qualified teachers	6	20.7
Organizing in-service training and workshops	18	62.1

As shown in Table 4.18, a close observation indicate that some of the common strategies employed by the head teachers in their school to ensure adoption of CBE effectively includes organization of in-service training and workshops, provision of adequate resources and teaching materials and parental engagement. According to the results, some uncommon strategies in the schools that were studied include bench marking, conducting action research and assessment of teachers and pupils.

To further explore the relationship between use of strategies and teachers' attitude towards adoption of competence based system of education; interviews were conducted to the head teachers. During interviews, the head teachers highlighted this on some strategies schools have employed so as to ensure that CBE is adopted effectively. One head teacher from private school 17 had this to say,

I like ensuring that the adoption of CBE is effective in my school. My office has organized in-service training and workshops for the teachers. I know my team is skilled but being a newly introduced curriculum it is important they have “what it takes to adopt the new curriculum system

Another head teacher from public school 2 agreed to the need to have well put strategies to ensure the adoption of CBE and had this to say,

I keenly follow the Ministry of Education guidance on the implementation of CBE. I also ensure there are adequate teaching and learning resources like the curriculum designs, teachers guide books to my teachers. I do not want any excuse on why they cannot move with the rest of the country in adoption of the new education system.

Head teachers opined that provision of effective strategies to the teachers in their schools is of paramount importance in adoption of CBE.

Many of the head teachers agreed that they saw the need to train teachers through workshops as a way of ensuring efficient keeping of professional documents as required by KICD as far as competence based curriculum is concerned. Workshops and trainings also helped teachers in application and learners acquisition of the core competencies, values and PCIs (pertinent and contemporary issues) during lesson delivery.

The current study findings agree with UrunanaRwabarezi in his article REB (2018), on implementing CBC successfully in Rwanda. According to the study, there is need to organize workshops and seminars for teachers so they can acquire knowledge to implement the curriculum successfully.

The study finding concurs with those reported by Fredrick and Stephen (2010) who sought to establish teachers' perception of staff development programmes and how they relate to teachers effectiveness in rural primary schools in Kenya. The study pointed out that training can have an impact on the teacher's attitude and skills positively. This further increases the learner's performance.

The finding also concurs with the study carried out in Bomet on Teacher's preparedness on implementation of competence based curriculum in Kenya Momanyi and Rop (2019). The study that was carried out in Bomet East Sub- County indicated that lack of enough preparation has an effect on the delivery of teachers thus the need for strategies like training to enable a successful implementation.

Similarly, Ondimu (2018) conducted a study to examine the teachers' preparedness for implementation of competency based curriculum in private schools in Nairobi, Kenya. From the findings, there was need to equip teachers with skills and appropriate resource materials to enable them change their attitude towards CBC and this will have an impact in the implementation and adoption process. The researcher agrees with the studies and believes that strategies like trainings, workshops, bench marking, and instructional supervisions are some of the strategies school management can employ to ensure the teachers develop a positive attitude towards the implementation and adoption of the curriculum.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The chapter covers the summary of the study findings, presents the conclusions and recommendations and also gives suggestions for further research. Aim of the study was to find out the determinants of teachers' attitude towards competence based system of education in Kenya, a case of lower primary schools in Nairobi County.

5.2 Summary of the Study Findings

The mean score of teachers' attitude towards adoption of CBE was higher than that for teachers in private schools than that of teachers in public schools. The results imply that teachers in private schools were more positive in adoption of CBE as compared to those in the public schools.

Regarding the relationship between availability of instructional resources and teachers' attitude towards adoption of competence based system of education, the study found that majority of the institutions had adequate instructional resources like the curriculum design and materials for lesson development. The affiliation amongst availability of instructional resources and teachers' attitude towards adoption of CBE was significant at .05 levels.

The use of strategies to enhance adoption of CBE was above average at 3.96 and a standard deviation was 1.05. The relationship between strategies to enhance adoption of CBE and teachers' attitude was significant at 0.05 levels. The results also revealed

several strategies were put in place in schools to enhance teachers' positive attitude towards adoption of CBE. These strategies included organization of in-service training and workshops, instructional supervision and provision of adequate resources.

5.3 Conclusion

Based on the findings, the study came up with these conclusions. The first objective was to establish teachers' attitude towards the adoption of competence based system of education in government and non-government sponsored lower primary schools. Findings indicated that the mean scores in teachers' attitude towards adoption of CBE was above 3. The conclusion is that teachers' attitude towards adoption of CBE was positive.

The second objective was to explore the relationship between availability of instructional resources on teachers' attitude towards adoption of competence based system of education in lower primary schools. Results from the study had shown that availability of instructional resources like curriculum designs, materials for lessons development were important in teachers' attitude towards implementation and adoption of competence based system of education. The correlation coefficient between availability of instructional resources on teachers' attitude towards adoption of competence based system of education was .463 with a p-value of .011. It is therefore clear that the availability of instructional resources influenced teachers' attitude towards adoption of competence based system of education.

The last target was to decide the connection between utilization of techniques and instructors' mentality towards reception of ability based arrangement of training. The

outcomes had shown that the utilization of procedures to improve the reception of CBE was better than expected. The connection between utilization of procedures to improve reception of CBE and educators' perspectives towards reception of CBE was huge. The end was that the utilization of procedures to improve the reception of CBE affected educators' reception of CBE.

5.4 Recommendations

From the results, some recommendations were made for the teachers, school management and the Ministry of Education.

5.4.1 Teachers

Teachers should be encouraged to attend more workshops on competence based curriculum. This will help them learn and acquire skills on effective ways to assess the learners in competence based assessment and understand how to handle the curriculum not to see it as being boring and tasking. They should also ensure they have a positive attitude towards the competence based system of education as this affects the implementation and adoption process.

5.4.2 School Management

- (i) The findings indicated there was an affiliation amongst availability of instructional resources and attitude of teachers. Therefore, the school management should ensure there is full provision of instructional resources so as to enhance successful adoption and implementation process of CBE. Availability of instructional resources will lead

to a positive attitude among instructors mentality towards reception of ability based arrangement of training.

- (ii) The school management should also employ strategies such as benchmarking, conducting action research, instructional supervision as well seeking the Ministry of education guidelines. This will enhance the teachers' attitude towards adoption of the curriculum.

5.4.3 Ministry of Education

- (i) The Ministry of Education should ensure that there is adequate provision of instructional resources especially in public schools as this has an influence in teachers' mentality towards reception of ability based arrangement of training.
- (ii) The Ministry of Education should also conduct more action research studies in schools so to identify their needs and offer the necessary help so as to ensure a success story in the implementation and adoption process.

5.5 Suggestions for Further Research

Future researchers interested in carrying out a study on adoption of competence based system of education should give more attention to the following areas:

1. The current study was conducted within lower primary grades only. Therefore, a similar one should be performed in the middle school (grade 4, 5 and 6) in the same location (geographically) or a different one.
2. The main objective being to study and to establish the teachers' attitude towards adoption of competence based system of education. In CBC, one of the guiding

principles is the parental empowerment and engagement. Therefore, more attention should be given to parents' attitude towards the new curriculum since they are also stakeholders and have a role to play in curriculum adoption and implementation.

3. The current study was conducted in one county (Nairobi). This kind of research study needs to be extended to other counties in Kenya, and especially to the urban centers and cities like Mombasa, Kisumu and Nakuru.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Kenyatta University,

School of Education,

P.O Box 43844- 00100,

Nairobi.

The Head teacher,

----- Primary School

RE: REQUEST TO CARRY OUT A STUDY

I am a student at Kenyatta University pursuing Master's Degree in Early Childhood Education. I would like to carry out a research on **“Determinants of teachers’ attitude towards competence based system of education. A case of Lower primary schools in Nairobi City County, Kenya”**. Should you give me a chance to include you and one of your teachers in this study through data collection I will be grateful. All the information that will be collected throughout this process will only be used for the research study. The identity of the respondents will not be disclosed. Your assistance and cooperation will be much appreciated. Thank you.

Susan Mukami Mutonya,

Department of Early Childhood & Special Needs Education.

APPENDIX II: TEACHERS' QUESTIONNAIRE

This is a questionnaire, which you are requested to fill on the determinants of teachers' attitudes towards adoption of competence based system of education in lower primary schools in Langata, Nairobi City County. Kindly, read carefully and provide an appropriate response by ticking [] or by filling in the blank spaces provided.

BACKGROUND INFORMATION

1. Name of your school : _____

2. Type of school : Public Private

3. Gender : Male Female

4. Age : 20-29 years 30-39 years

40-49 years 50 years and above

5. Highest Education level: Secondary Certificate College Certificate

University Graduate Post graduate

6. Please specify your category.

Target Group	Please Tick your Category[√]
Head Teachers	
Lower Primary Teacher	

7. How long have you been teaching in Langata Sub-County, Nairobi City County?

Less than 1 year 2-5 Years Over 5 Years

SECTION A: TEACHER’S ATTITUDE TOWARDS ADOPTION OF CBE

Teacher’s attitude affects their ability to adopt competence based system of education in lower primary schools. Kindly, indicate whether you, Key: 5 Strongly Agree, 4 Agree, 3 Undecided, 2 Disagree, 1 Strongly Disagree.

Teacher’s Attitude Factors	1	2	3	4	5
Competence based system of education is a very good curriculum					
I have adopted competence based system of education					
I like teaching CBE					
The content in CBE curriculum design is beneficial to learners					
CBE content has skills learners require to fit in the 21 st century					

I feel confident and well equipped to teach CBE					
Enjoy teaching CBE					
CBE teaching is boring					
It is too tasking to teach CBE					
I have enough time for assessment					
There I enough time to cover the syllabus					
Teaching CBE is easy					

SECTION B. AVAILABILITY OF INSTRUCTIONAL RESOURCE

Tick up on this information on relationship between availability of instructional resources on teachers' attitude towards adoption of competence based system of education in lower primary schools. Key: 3 Adequate, 2 Inadequate 1 Not available,

Availability of instructional resources	1	2	3
We have curriculum designs			
We have teachers guide books for all learning activities			
Our school has audio and visual aids to use during lessons			
The curriculum support materials developed for CBE adoption are available.			
There are enough materials like charts, marker pens to use during lesson developments			
Parents provide their children with locally available materials for learning activities at school			

SECTION D: STRATEGIES TO ENHANCE THE ADOPTION OF CBC

Tick on whether you agree with these statements on the strategies put in place in schools to enhance the adoption of CBE Key: 5 strongly Agree, 4 Agree, 3 Undecided, 2 Disagree, 1 Strongly Disagree.

Strategies to enhance the adoption Of CBE factors	1	2	3	4	5
The school management has encouraged us to adopt CBE					
I have attended workshops on adoption of CBE organized by the school management					
I get all the necessary help I request for concerning adoption of CBE from the school management					
I have been equipped with the right skills and materials to adopt CBE successfully					
Parents have been sensitized on the need to be directly involved with their learners work to achieve the goal on parental involvement.					

THANK YOU FOR YOUR PARTICIPATION

APPENDIX III: INTERVIEW SCHEDULE FOR HEAD TEACHERS

Kindly, answer these questions and you are assured of outmost confidentiality

1. For how long have you been the head of this school?
2. How conversant are you with the Competence Based system of Education?
3. How many teachers are there in lower primary in your school?
4. The teachers in lower primary school, are they all trained to teach CBE?
5. What strategies do you employ to ensure CBE is effectively adopted?
6. How often do the teachers in your schools have access to the in-service training?
7. How do you ensure they attend these trainings?
8. How can you rate the availability of resources to ensure smooth adoption of CBE?
9. What is the attitude of teachers towards adoption of CBE?
10. In your opinion, is there a relationship between the attitude of teachers and the process of adoption of CBE?
11. What strategies has your office taken to ensure adoption of CBE?

**APPENDIX VI: RESEARCH AUTHORIZATIONS 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. 4150

Internal Memo

FROM: Dean, Graduate School

DATE: 24th September, 2020

TO: Susan M. Mutonya
C/o Early Childhood & Special
Needs Education Dept.

REF: E55/CE/34032/2016

SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL

We acknowledge receipt of your revised Project Proposal as per our recommendations raised by the Graduate School Board at its meeting of 1st July, 2020, Entitled, "Determinants of Teachers' Attitude towards Competence Based System of Education in Kenya: A Case of Lower Primary Schools in Nairobi City County".

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.

Thank you.

**ELJAH MUTUA
FOR: DEAN, GRADUATE SCHOOL**

C.c. Chairman, Department of Early Childhood & Special Needs Education

Supervisors:

1. Dr. Nyakwara Begi
C/o Early Childhood & Special Needs Ed. Dept.
Kenyatta University

APPENDIX V: LETTER FROM REGIONAL DIRECTOR OF EDUCATION



Republic of Kenya

MINISTRY OF EDUCATION

STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telegrams: "SCHOOLING", Nairobi
Telephone; Nairobi 020 2453699
Email: rcenairobi@gmail.com
cdenairobi@gmail.com

REGIONAL DIRECTOR OF EDUCATION
NAIROBI REGION
NYAYO HOUSE
P.O. Box 74629 – 00200
NAIROBI

When replying please quote

Ref: RDE/NRB/RESEARCH/1/65 vol.1

DATE: 24th November, 2020

Ms.Susan Mukami Mutonya
Kenyatta University
NAIROBI.

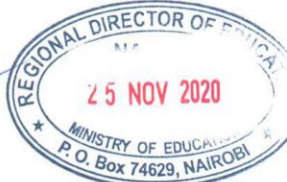


RE: RESEARCH AUTHORIZATION

We are in receipt of a letter from the National Commission for Science, Technology and Innovation regarding research authorization in Nairobi County on the topic: *"Determinants of Teachers Attitude towards Competence Based System of Education in Kenya."*

This office has no objection and authority is hereby granted for a period, ending **29th October, 2021** as indicated in the request letter.

Kindly inform the Sub County Director of Education of the Sub County you intend to visit.



JAMES KIMOTHO
FOR: REGIONAL DIRECTOR OF EDUCATION
NAIROBI.

Copy to: Director General/CEO
National Commission for Science, Technology and Innovation
NAIROBI.



APPENDIX VI: RESEARCH PERMIT FROM NACOSTI


REPUBLIC OF KENYA


NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 512224 Date of Issue: 29/October/2020

RESEARCH LICENSE



This is to Certify that Miss. SUSAN MUKAMI MUTONYA of Kenyatta University, has been licensed to conduct research in Nairobi on the topic: Determinants of Teachers' Attitude towards Competence Based System of Education in Kenya : A case of Lower Primary Schools in Nairobi City County for the period ending : 29/October/2021.

License No: NACOSTUP/20/7399

512224
Applicant Identification Number


Director General
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION

Recommended
M. Mutony
25/11/2020

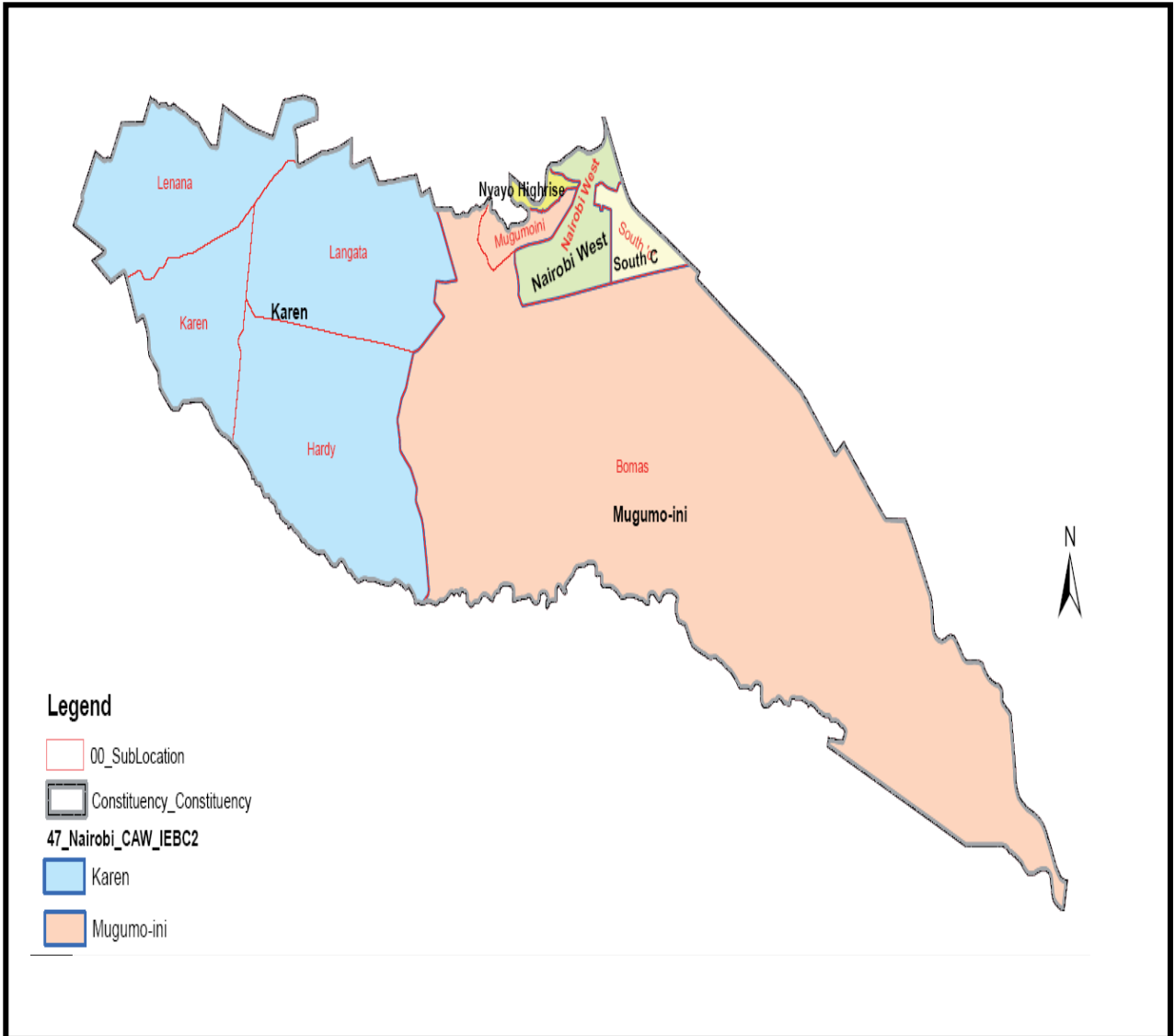
COUNTY COMMISSIONER
NAIROBI COUNTY
P. O. Box 30124-00100, NBI
TEL: 341866

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.

APPENDIX VII: MAP OF LANGATA AREA



Source: www.researchgate.net