TEACHERS' PREPAREDNESS FOR IMPLEMENTATION OF THE COMPETENCY BASED CURRICULUM IN PRIVATE PRE-SCHOOLS IN DAGORETTI NORTH SUB-COUNTY, NAIROBI CITY COUNTY

Salvan Mosioma Ondimu

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DECLARATION

This research project is my original work and has not been presented for a degree in any other university

Salvan Mosioma Ondimu

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This research project has been submitted for examination with our approval as the university supervisors

Dr. Mercy M. Mugambi

Lecturer

Department of Educational Administration and Planning,

University of Nairobi

Dr. Reuben Mutegi

Lecturer

Department of Educational Administration and Planning,

University of Nairobi

DEDICATION

I dedicate this work to my beloved father Japhet Ondimu, my mother Yuniah and my brothers and sister for their continued support in my academic achievement. God bless you all.

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ABBREVIATION AND ACRONYMS

CBC	Competency Based Curriculum
CBE	Competency Based Education
CBET	Competency Based Education and Training
CfBT	Centre for British Teachers
ICT	Information Communication and Technology
IBE-UNESCO	International Bureau of Education- United Nations Educational, Scientific and Cultural Organization
KNUT	Kenya National Union of Teachers
MoEST	Ministry of Education, Science and Technology
SPSS	Statistical Package for Social Sciences

ABSTRACT

The purpose of the study was to investigate teachers' preparedness for implementation of the competency-based curriculum in private pre-schools in Dagoretti North Sub-County, Nairobi City County. The study sought to determine teachers' readiness for implementation of the competency-based curriculum, establish teachers' subject matter knowledge for implementation of the competency-based curriculum, assess teacher's technological skills for implementation of the competency-based curriculum and establish teachers' perceptions on the implementation of the competence-based curriculum in private pre-schools. The study adopted descriptive survey design where the target population was 38 private pre-schools, 38 head teachers and 320 pre-school teachers. Simple random sampling was used to select the sample which comprised 108 respondents, 96 pre-school teachers and 12 head teachers. Data was collected using questionnaires and interview schedule. The research findings were analysed both quantitatively and qualitatively. The quantitative data was processed and analysed with the help of the SPSS software programme and summarised into frequency tables, percentages and a bar graph. The response rate was 103 out of 108 making (95.4%). The findings of the study revealed that majority of head teachers and pre-school teachers have attended in-service training hence majority of them agreed they were prepared to implement the competency-based curriculum. From the findings, majority of the teachers had been adequately prepared and equipped with subject content knowledge. However, the findings showed that majority of the teachers had not been exposed to ICT and most of them were not competent as they lacked technological skills. The findings also indicated that majority of the teachers had a positive attitude towards the competency-based curriculum. From the findings, it was concluded that teachers are prepared to implement the competency-based curriculum. Nonetheless, factors like limited in-service trainings, inadequate learning materials, and many records to keep, a lot of workload, lack of ICT skills among the teachers and lack of parental support were hindering effective implementation of the competency-based curriculum. Considering the findings, the study recommended that the ministry of education and Kenya Institute of Curriculum Development to organise for more in-service training for teachers to equip them with subject content knowledge, ICT skills and positively change their perceptions about the competency-based curriculum. A similar study should also be conducted in public primary schools on teachers' preparedness to implement the competency-based curriculum.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The desire to build up a society that is knowledgeable and the need to expand regional and global competition in the job markets has called for a move to a competency-based curriculum to address the demand and shortage of skilled labour in the education system. Countries around the world are carrying out extensive curriculum reforms to better prepare learners for the higher education demands and job market requirements in the 21st century. In 2013, partner states in the East African Community agreed to put in place a harmonized curriculum framework which is competency-based and one that matches global trends. This is because a curriculum is perceived as the means through which a country empowers its people with the essential values, knowledge, attitudes and skills that will allow them to be empowered for individual and national development (IBE-UNESCO, 2017).

The competency-based curriculum is education that seeks to develop in learners the ability to apply appropriate skills and knowledge to successfully perform a function (Republic of Kenya, 2016). The curriculum emphasises on the application of skills and knowledge to real life situations. Mosha (2012), states that a competency-based curriculum is one that has specific outcome statements that outline the competencies to be developed or attained. Competency is defined

as proven ability to apply skills, knowledge and personal abilities in different study or work situations (Nikolov, Sholkova & Kovatcheva, 2014).

In Mexican, the implementation of competence-based approach curriculum began in 2009 through a number of reforms on basic education and national education policies in which competence was viewed as the application of skills, knowledge, values and attitudes (Secretaria de Education Publica, 2011). The competency-based approach aimed at stimulating students in order to attain optimum academic performance. The skills, values, attitudes and knowledge were to be applied in day to day activities and learners were expected to reflect them on their endeavours.

Rwanda shifted to the competency-based curriculum in 2015 in order to deal with scarcity in skills in the Rwandan education system with emphasis on science and technology. This was called for due to Rwanda's desire to build up a knowledgeable society in order to meet its global and local demands in the job market. This was in response to Rwanda's education philosophy of making sure that every child at all levels of learning receives quality education to develop their full potential and relevant skills, knowledge and desired attitudes that will help them fit in the society and job market (Republic of Rwanda, 2015).Rwanda's objective is to transform its state by the year 2030 into a knowledge-based society and middle-income country. It considers ICT a critical instrument in facilitating the transformation.

In 2005, Tanzania introduced the competency-based curriculum to curb the challenges facing preparation of learners in training institutions that compromise the quality of education (Ogondieck, 2005). According to Komba and Kira (2013), the graduates who were the products of the old curriculum did not exhibit the competencies and skills that wholly addressed the global job market demands locally, regionally and internationally. Thus, the competency-based curriculum was intended to raise the quality of education in Tanzania and produce learners who could demonstrate and apply the acquired skills, attitudes and knowledge in problem solving in meeting the changing needs and aspirations of the society. However, five years later after the implementation of the competency based curriculum in Tanzania, a study carried by Tilya and Mafumiko in (2010) on the compatibility between the competence-based curriculum and teaching methods in Tanzania found out that curriculum developers, book writers and teachers lacked clarity on the implementation of the competency based curriculum as they had not fully grasped the meaning of the competency based curriculum.

Kenya, like many African countries has a high number of unemployed youths. To curb this problem, education and training in Kenya must be aligned to meet the needs and aspirations of the Kenyan populace and vocational education and training should be emphasized to help reduce the high youth unemployment problem in line with sessional paper No. 1 of 2005 on policy framework on Education, Training and Research (Republic of Kenya, 2005). The social pillar in the vision 2030 singles out education and training as the vehicle into Kenya

becoming a middle-income economy. In view of this, Prof. Douglas Odhiambo task force in 2012 came up with the competency-based curriculum which emphasises more on practical subjects that had earlier been neglected (Republic of Kenya, 2012). This new competence-based curriculum is aimed at producing a self-reliant and creative population which will reduce the unemployment rate in Kenya among the youths.

In January 2011, the government of Kenya set off a review of the national curriculum in order to develop a curriculum that will sufficiently address and meet the needs and aspirations of the Kenyans and equip the children with knowledge, appropriate attitudes and skills that will help them fit and compete internationally. A research report on the need's assessment for curriculum reform by KICD affirmed the necessity for a primary school curriculum that integrates and equips individuals with competences and skills applicable in real life situations locally and globally. It added that curriculum needed to prioritize vocational education and practical subjects. Consequently, it recommended that for effective curriculum delivery and provision of quality education, teacher capacity building, provision of learning resources and teacher training in all areas either through pre-service and in-service is fundamental. The new curriculum was aimed at creating pathways to domicile talents (Pathways to Education, 2016).

The Kenyan new curriculum reforms are aimed at nurturing every learner's potential and creating an avenue for identifying, nurturing and developing the

learners' talents through the learning tracks and pathways which will be provided at senior secondary (Republic of Kenya, 2017). Based on the needs assessment study carried out by KICD and the vision and mission of the BECF, there are seven competencies to be developed and they include self-efficacy, citizenship, creativity and imagination, critical thinking and problem solving, communication and collaboration, learning to learn and digital literacy. Basic education is structured into three levels; early years education, middle school education and senior school. The new competence-based curriculum was rolled out in January 2017 and is being implemented in lower primary school and is rolled out in phases from grade one and two. In 2019, the competency-based curriculum will be rolled out from grade three to six and in the year 2020 it will be extended to grade seven, eight and form one. In 2021, 2022 and 2023 it will be extended to form two, form three and form four respectively (Daily Nation, Sunday, January 22, 2017).

The 2-6-3-3-3 competence-based curriculum places children's needs and interests first before those of their schools, parents and teachers. Its main objective is to ensure every Kenyan child is ethical, empowered and engaged. It aims at equipping teachers with the required skills and providing a conducive environment with enough instructional materials for effective implementation. For this curriculum to be effectively delivered and implemented, professional and knowledgeable facilitators who can apply appropriate methodologies of teaching like mentoring, facilitation and coaching are required (Abuya, 2017)

The shift from content and teacher centred curriculum to competency-based curriculum is a move towards improving the quality of education by allowing children to widen their skills pertinent in their life and diverse application (Komba & Mwandaji, 2016). However, to implement these critical amendments it is vital to equip all the instructors and make them conversant with the new methodologies of instruction and learning for successful implementation of the CBC (Maclellan, 2004). Regarding this, Sudsomboon (2010) points out that the successful realization of competency-based curriculum relies heavily on the instructors, who are required to take up the new role of coaching and facilitating rather being transmitters of knowledge. Therefore, the preparedness of teachers for the implementation of the competency-based curriculum is very critical.

Teachers are the implementers of the curriculum hence they play a significant role in development and transforming a learner. Therefore, the quality of education depends largely upon the quality of the teacher (CfBT, 2012). As such, teachers need to be highly skilled in the application of teaching methods essential to make learners learn effectively (Kafyulilo, Rugambuka & Moses, 2012). The quality and significance of the teacher cannot be compared to any variable (Reeves, 2004). The achievement of learners' is directly proportional to teacher preparation and the quality of teachers. Teacher quality and learner's achievement are related than other types of investments like teacher salaries and abridged number of learners per classroom (Darling-Hammond, 2000).

Subject matter knowledge of a teacher contributes greatly to what learners learn and affects the process of learning in schools. Buchmann (1984) points out the innumerable duty of guiding learners during the teaching process like deciding which knowledge is worthwhile, organizing learning activities, asking productive questions, giving relevant explanations and assessing learners learning all rely on the teacher's level of comprehension of what is it that learners are to be taught. In the same light, Jadama (2014) contends that how much the teacher knows and understands the subject matter defines how well teachers can teach the curriculum content to the learners. Clarification of misconceptions of knowledge to the learners largely depends on teacher's comprehension of the subject matter through which learning is affected.

Various countries all over the world including Kenya are emphasizing on the integration of Information Communication and Technology into the school curriculum in all aspects in the teaching learning process. Those responsible in decision making in the sector of education are ensuring that ICT is integrated at all levels. The issue of developing teachers' abilities, competencies and readiness to use and apply technology in the teaching learning process has also been highlighted. Teachers' are expected to create a technology-based environment to facilitate the teaching and learning process (Lim, Chai & Churchill, 2011). In Kenya, there is a government policy that all schools should integrate ICT at all levels of learning to facilitate curriculum delivery in line with vision 2030 (Ministry of Education Strategic Plan, 2006). The teachers' competencies that

need to be developed in order to make learning more captivating and extend it beyond classroom learning include knowledge and skills in the use of digital devices in all areas of the curriculum delivery (Bonanno, 2011).

Curriculum delivery and the teaching process can be facilitated by technology. However, according to Bonanno (2011) the implementers who are the teachers lack sufficient knowledge and skills to maximally exploit, use and integrate technology to support curriculum implementation. Zindi and Ruparanganda (2011) points out that current technology opens many opportunities meant for improving teaching and learning in classroom. Therefore, pre-schools need to be adequately prepared and equipped with technological skills and competencies for them to successfully adopt these changes.

The perceptions of the teachers are critical for effective curriculum implementation. Changing the teachers' attitude has been highlighted as important for successful implementation of a curriculum (Hawes, 1979). According to Hawes (1979), curriculum implementation process involves changing the attitudes of teachers' trainers, supervisors, teachers, learners, parents, policy makers and administrators. He argues that positive attitudes do not only influence the willingness of teachers to implement the curriculum but also the pupils' willingness to learn.

The findings of a study carried out by Makunja (2016) on challenges facing teachers in implementing CBC curriculum in Tanzania confirmed that lack of

adequate in-service training for teachers was one of the major challenges affecting sufficient implementation of the curriculum. This was an indication of limited teacher preparedness and readiness in the use and application of pedagogical knowledge during teaching and learning process. The results further found that teachers were willing to implement the CBC but lacked enough knowledge and understanding of the competence-based curriculum. A report by HakiElimu in Rweyemamu (2012) argues that teachers have not fully understood the competency-based curriculum. He points out that teachers assume they understand the competency-based curriculum but in reality don't know how it is practiced.

Makuna (2013) observes that in the past Kenya has made many curriculum changes that have either not been implemented or taken too long to be implemented. Researchers have given many reasons which include teachers' resistance to implement the new curriculum due to incompetence of teachers, lack of training prior to introduction of the new curriculum and inadequate ICT skills (Bingimlas, 2009; Mumtaz, 2000 & Balanskat, 2006). According to Kinuthia (2009) majority of teachers in Kenya are computer illiterate and only a few can competently use a computer. Gakuu (2006) points that teachers' attitude is critical in the process of curriculum implementation. Therefore, teachers should be well prepared to have a positive attitude for them to implement a new curriculum effectively.

The introduction of competency-based curriculum in Kenya has raised a question on the capacity and teachers' preparedness to implement the CBC. The implementation of the competency-based curriculum in its first phase is facing quite a number of challenges. According to Kaviti (2018) the competency-based curriculum was hastily crafted and rushed through a pilot that was done in 2017. A study carried out by Kaviti (2018) on the new curriculum of education in Kenya shows that the pilot system of the new curriculum took an average of ten weeks, whereby less than 2000 teachers of the total 160000 teachers imparting basic education in Kenya were trained. According to Sossion (2018), teachers are not prepared to take pupils though the new curriculum which explains their opposition to it. He further said that teachers are not opposing it because they do not want it, rather because they do not understand it. Schools heads have, however insisted that teachers have been adequately trained for the CBC and are ready to implement it. Kenya Primary Heads Association (KEPSHA) chairman Ndolo said he is yet to receive any complaints regarding the new curriculum (Ndolo, 2018). Therefore, there lacks clear evidence on whether teachers have been adequately prepared for the implementation of the CBC.

1.2 Statement of the problem

From the foregoing discussion, it is clear that the government of Kenya introduced 8-4-4 system of education in order to produce graduates who are self-reliant. However, the 8-4-4 system of education became too much examination

oriented therefore paving the way for the newly launched competency-based curriculum currently being implemented in PP1, PP2, grade 1-2 and being piloted for grade 3 and 4. For teachers to fully implement a curriculum they need to have acquired knowledge, skills and competency to handle the curriculum. The teacher is expected to act as a facilitator in the teaching learning process. However, since the introduction of competency-based curriculum, there is little evidence that a study has been conducted to establish the level of teacher preparedness to implement the curriculum and yet it is a crucial activity towards the implementation a curriculum.

All efforts for implementation of the competency-based curriculum must be comprehensive to prepare teachers adequately for effective implementation of the competency-based curriculum. For teachers to carry out the implementation process well, they must have a positive attitude. Therefore, teachers' perceptions towards the curriculum are critical because they are the implementers. This study therefore sought to establish the level of teachers' preparedness in the implementation of competency-based curriculum in private pre-schools in Dagoretti North-Sub County.

1.3 Purpose of the study

The purpose of the study was to investigate teachers' preparedness for implementation of the competency-based curriculum in private pre-schools in Dagoretti North Sub-County, Nairobi City County.

1.4 Objectives of the study

The study was guided by the following objectives:

(i) To determine teachers' readiness for implementation of the competency-based curriculum in private pre-schools in Dagoretti North-sub County, Nairobi City County

(ii) To establish teachers' subject matter knowledge for implementation of the competency-based curriculum in private pre-schools in Dagoretti North Sub-County, Nairobi City County

(iii) To assess teacher's technological skills for implementation of the competency-based curriculum in private pre-schools in Dagoretti North Sub-County, Nairobi City County

(iv) To establish teachers' perceptions on the implementation of the competence-based curriculum in private pre-schools in Dagoretti North, Sub-County, Nairobi City County

1.5 Research questions

The study was guided by the following research questions:

(i) To what extent are teachers' ready for implementation of the competency-based curriculum in private pre-schools in Dagoretti North-sub County, Nairobi City County?

(ii) What is the teacher's subject matter knowledge for implementation of the competency-based curriculum in private pre-schools in Dagoretti North Sub-County, Nairobi City County?

(iii) What are the teachers' technological skills for implementation of the competency-based curriculum in private pre-schools in Dagoretti North Sub-County, Nairobi City County?

(iv) What are the teachers' perceptions on the implementation of the competency-based curriculum in private pre-schools in Dagoretti North Sub-County, Nairobi City County?

1.6 Significance of the study

The findings May be of help to different stakeholders in the education sector like the teachers, parents, administrators, curriculum specialists and the school managers on the importance of teachers' preparedness on the implementation of the competency-based curriculum in private pre-schools by making substantive contributions and informed decision on the its implementation. The findings of this study might be used by the Kenya Institute of Curriculum Development (KICD) to organise for more seminars, workshops and teacher in-service programmes to prepare teachers adequately for the implementation of the competency-based curriculum. The study might also generate information which might positively change teachers' perception on the implementation of the competency-based curriculum.

1.7 Limitations of the study

The study was carried out in private pre-schools in Dagoretti North Sub-County and this limited the generalization of the findings to other Sub-Counties. The respondents might have withheld some information for fear of exposing the situation of their preparedness in the implementation of the competency-based curriculum. However, the researcher mitigated this by explaining to the respondents the purpose of the study and that their identities will not be disclosed.

1.8 Delimitation of the study

The study was confined to private pre-schools within Dagoretti North Sub-County, Nairobi City County. The study only focused on four aspects of teachers' preparedness like adequacy of training and readiness, knowledge, technological skills and perceptions of teachers. The respondents were Head teachers and pre-school teachers.

1.9 Basic assumptions of the study

The assumption of the study was that teachers are prepared for the implementation of the competency-based curriculum implementation in private pre-schools. The researcher assumed that teachers' preparedness is significant in the implementation of the competency-based curriculum in private pre-schools. The researcher also assumed that the respondents will be cooperative and give appropriate and honest responses.

1.10 Definition of significant terms

Competence: Application of knowledge, skills and attitudes in different situations.

Competency-based curriculum: Refers to a curriculum that encompasses the application of skills as opposed to subject content and rote memorisation.

Curriculum: Refers to all that is planned to enable the learner to build up the desired attitude, skills and knowledge.

Implementation: Refers to the process and practices used in the classroom by pre-school teachers to effectively execute the competency-based curriculum.

Perceptions of teachers: Refers to understanding, opinions, feelings, interpretation and views on their preparedness for the implementation of CBC.

Preparedness of teachers: Refers to individual and collective knowledge, skills, attitudes, perceptions and ability of teachers to support implementation of the CBC in pre-schools.

Pre-school: An elementary institution for children aged 4-6 years implementing the competency-based curriculum.

Readiness of teachers: Refers to willingness of teachers to implement the competency-based curriculum

Subject content knowledge of teachers: Refers to teachers' mastery of subject knowledge on the competency-based curriculum.

Technological skills of teachers: Refers to teachers' skills in use of technological devices like computers, phones and projectors for the implementation of the competency-based curriculum during the teaching and learning process.

1.11 Organization of the study

This study is organized into five chapters. Chapter one is the introduction covering the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, basic assumptions of the study, definition of significant terms and organization of the study. Chapter two focuses on literature review which contains information on the competency-based curriculum, teachers' readiness, teachers' subject matter knowledge, teachers' technological skills and teachers' perception on the implementation of the competency-based curriculum in private pre-schools Dagoretti North Sub-County, Nairobi City County. Chapter three covers research methodology which includes the research design, the target population, sample size and sampling procedure, research instruments, instruments validity and reliability, data collection procedures and data analysis techniques. Chapter four involves data presentation, interpretation and discussion of findings and chapter

five comprises the summary, conclusion, recommendations and suggestions for further research.

CHAPTER TWO

RELATED LITERATURE REVIEW

2.1 Introduction

This chapter entails literature review which contains information on the competency-based curriculum, teachers' readiness, teachers' subject content knowledge, teachers' technological skills, teachers' perception on the implementation of the competency-based curriculum, summary of literature review, theoretical framework and the conceptual framework of the study.

2.2 The concept of competence-based curriculum and implementation

The competency-based curriculum lays more emphasis on what learners are expected to do rather than mainly focusing on what they are expected to know. Jallow (2011) posits that a competency-based curriculum is one that aims at developing in learners the ability to do things, to learn and learn how to learn and to know. The competency-based curriculum is considered appropriate for addressing the changing societal needs, technological socio-economic demands of the country. It is aimed at addressing issues of unemployment among the youths and graduates by emphasizing on acquisition of skills, knowledge, behaviours and attitudes significant in carrying out various errands (Maodzwa-Taruvinga & Cross, 2012). The competency-based curriculum as outlined by Wangeja (2010) is one where knowledge is constructed and not transmitted and prior knowledge

impacts on the learning process. It is a shift from the traditional input driven education whose main focus was development of knowledge to competence-based education which is competence-based education (Young, 2009). It emphases on the development of skills as combined abilities of values, attitudes, skills and knowledge essential for carrying out different tasks (Mulder, 2014).

According to Mauranaza, Mtshali & Mukamanaza (2017), the competency-based curriculum that is being implemented in the developing countries is borrowed from developed countries and therefore developing countries are facing challenges in trying to adapt it. Frenk, Chen, Bhutta, Cohen, Crisp & Evans (2010) further argues that in this situation a reform in curriculum is hard to plan and slows the process of implementation. The competency-based curriculum discourages mere acquisition of knowledge and lays more emphasises on skill development. There is a change from content-based to competency-based curriculum (MoEC, 2005). Therefore, there is need to change the teaching-learning approaches from rote memorization to approaches that support development of competencies and skills that can be applied in solving life problems (Woods, 2008; World Bank, 2011).

2.3 Teachers' readiness and implementation of the competency-based curriculum

In the context of vast expansion and creation of new knowledge and an economy-based society, the teachers must be prepared adequately to adopt a complex

evolutionary and responsive approach considering curriculum changes (Gatlin, 2009). The teaching career should be developed on a procedural manner on the foundation of an improved receptiveness to the training requirements determined by the changes in the socio-economic society to increase teachers' skills and knowledge n implementing the CBC (Serdenciuc, 2013). This is linked to training to develop integrated learning experiences that allows the transfer of learning outcomes to raise individual profession success and integration of social integration.

A study by Moshi (2012), on learning materials used to deliver the competency-based curriculum revealed that many schools did not have enough facilities and teachers had not received adequate training making classroom implementation of the competency-based curriculum difficult. It further revealed that teachers lacked requisite competencies and the textbooks and teachers' guides had not been provided. The book writers had not been trained and had limited knowledge about the competency-based curriculum. They were not well informed about the competency-based curriculum hence their ability to write quality books was limited. Teachers' were hesitant to use textbooks and other materials related to the competency-based since they required long periods for lesson preparation (Moshi, 2012).

Darling-Hammond, Wei & Andree (2010), observed that countries that support teacher in-service training in on-going professional development and involve

teachers in curriculum decision making demonstrate high learners' achievements in schools. A study by Moshi (2012) revealed that teachers had not received any training on the new curriculum although the education officials claimed the teachers had been trained. Lack of teacher preparation made it difficult for the teachers to use the competency-based curriculum materials like textbooks as they lacked competencies. Therefore, to ensure successful implementation of the competency-based curriculum teachers should be inducted and trained on the new curriculum.

A study carried out in Tanzania by Makunja (2016) on challenges facing teachers in implementing the competency-based curriculum found that teachers had not been oriented through in-service programmes or workshops to keep them abreast in readiness for implementation of the CBC. The interviewees' views showed that inadequate teacher preparation was encumbering the implementation of the CBC. The teachers who are critical players lacked knowledge, skills and understanding for effective implementation of the competency-based curriculum.

2.4 Teachers' subject matter knowledge and implementation of the competency-based curriculum

Teachers' subject matter knowledge is a components of teacher knowledge and professionalism and several studies have stressed on the importance of the knowledge teachers hold in the teaching and learning process (Blomeke and Delaney, 2012).Therefore, teachers need to be prepared for this curriculum

approach that is more focused on competencies and this can only be affected if teachers understand the subject matter in the CBC to implement it fully.

A study carried by Komba and Mwandanji (2015), investigating reflections on the implementation of the CBC in Tanzania found that Most of the teachers interviewed around 86 percent were not well informed and conversant with the subject content while others had not fully conceptualized the term competency-based curriculum. The teachers were not even aware of the objectives of the competence-based curriculum. Komba and Mwandanji (2015), further observed that there was a missing link on the ways on which the teachers were oriented and prepared for the competence-based curriculum and the real instructional and implementation in schools. Another study carried out by Paulo (2014) on pre-service teacher's preparedness to implement competence-based curriculum in secondary schools in Tanzania revealed that pre-service teachers were not using the methods outlined for teaching in classroom despite the fact that they were well informed of the assessment and teaching methods laid down to be used for the implementation of the competency-based curriculum. The findings showed that pre-service teachers continue teaching using traditional teacher-centred instructing methods in the classroom teaching against the demands of the newly adopted CBC that recommended learner centred teaching methods.

The findings from Paulo (2014), further points that understanding of subject matter of a discipline helps teachers to prepare well for the lessons, use different

teaching methodologies and evaluate their learners' assignments appropriately. He points that for a teacher to evaluate the learners' assignment on a specific activity; she or he should be well informed about the subject. Understanding entails an awareness of one's intelligence and application of different skills, ideas and knowledge to solve problems in real satiations. He adds that teachers' scope of knowledge about subject matter should be deep and more than the curriculum they teach.

Study findings from Baumert, Kunter, Blum, Bruuner, Voss, Jordan & Tsai (2010), revealed that content knowledge of the teacher has an impact on the child's learning. The teachers' subject content knowledge affects how they deliver their content during classroom instruction and the learners' achievement. Voss, Kunter & Bumert (2011), also highlight the importance of teacher content knowledge in learner's achievement.

2.5 Teachers technological skills and implementation of the competency-based curriculum

Information communication technology has brought many changes in the 21st century and continues to affect many sectors in our modern society. According to Buageng-Andoh (2012) there is an increasing demand in the use of ICT in schools in delivery and teaching of knowledge and skills required for the 21st Century. Buabeng-Andoh (2012) observes that current educational institutions developing and changing their curricula and teaching methods to improve learning and make

it more meaningful. However, to affect these critical changes, the adoption of technology is crucial in facilitating the teaching and learning process and making it to more productive (Tomei, 2005). Information Communication and Technology (ICT) is a combination of resources and tools used to generate spread, communicate, keep and control information. Therefore, ICT encompasses devices like radio, television, projector, cellular phones, computer and satellite systems among other devices (Tinio, 2003). The government Kenya government in realizing vision 2030 envisages a technologically empowered nation as basis on which Kenya can gain the status of a knowledge economy.

Teachers need to be prepared for the new curriculum for them to transit smoothly from the traditional teaching materials to more innovative and digital resources. They would be equipped with all the teaching and technical skills that will help them effectively and efficiently adopt and integrate ICT into the school curriculum (Al-Awidi & Aldhafeeri, 2017).Teachers' readiness and willingness is fundamental for successful adoption and implementation of ICT into the learning and teaching activities and curriculum(Singh & Chan, 2014; Summaka, Baghbel & Samancioglu, 2010). Thus, if teachers are not well prepared and engaged in all phases of their integration to the curriculum, digital technology may or mot not be adequately implemented.

A study conducted by Chege (2014) on factors influencing teachers' readiness to use ICT in teaching in public secondary schools in Gatundu North District,

Kiambu County, Kenya revealed that only 13.75 percent of the teachers were very confident about their ability to use ICT in teaching in the classroom. This means that majority of the teachers do not have enough technological skills to implement ICT in classroom. The study also found that majority of the teachers recommended training to make teachers more knowledgeable on ICT.

A study carried out by Higgins and Moseley (2011), found that when teachers lack an understanding of why they should use ICT in teaching and how to use it hinders its implementation. Most educational and training institutions focus more on what ICT is rather focusing on how to use or apply it during classroom instruction. Thus, in-service training for teachers already in the profession should offer teachers basic ICT skills and train them on how to use it during learning. A study by Hennessy, Harrison & Wamakote (2010), observed that the main hindrance in implementation of ICT was due to low levels of teachers' ICT knowledge and skills.

Buabeng-Andoh (2012) and Hennessy, Harrison & Wamakote (2010) points out that the teachers' perceptions towards technology determines to a large extent if they will adopt and integrate in their teaching. They further state that fear, lack of confidence and competence among the teachers hinder use of ICT. Therefore, teachers should be equipped with ICT skills to increase their confidence and competence in ICT so that they can embrace technology and develop positive attitude towards use of ICT in classroom.

A report on competency-based curriculum activities by KICD (2018) on teachers trained on ICT integration indicated that 61 percent of teachers are not trained on ICT. Teachers should be equipped with ICT skills since digital literacy is one of the core competencies of the competency-based curriculum.

2.6 Teachers perceptions and implementation of the competency-based curriculum

Teachers are crucial and influential stakeholders in determining the degree to which schools implement curriculum policies (Porter, 2015). Thus, curriculum reforms may not be effectively carried out if the teachers who are very important in executing the changes do not feel the need for curriculum reforms. A study carried out by Kaniuka (2012) observed that curriculum reformed that incorporated teachers in the decision-making process revealed necessity for increased teacher capacity and readiness for effective curriculum reforms to take place and therefore improved learner achievement. The findings from a study conducted by Luhambati (2013) on change from knowledge based to competency-based curriculum among secondary schools in Tanzania stated that some teachers regard the new textbooks as being irrelevant and some respondents conceived it as being impractical and complex.

A study carried out at San Jose State University by Fernandez (2017) investigating teachers' perception on preparedness and support to implement the English language arts curriculum core state standards found teacher competency

and knowledge were fundamental in execution of curriculum reforms. Capacity or teacher readiness was considered as a prerequisite to integration of reforms where teachers first obtain a comprehension of the reforms before beginning to implement the curriculum reforms. According to Eggen and Sahak (2001), teachers' perceptions and attitudes are fundamental for effective teaching and they influence learners' performance. Therefore, teachers make decisions in teaching activity based on their perceptions, experiences and beliefs about their roles and duties in school.

A study carried out in Canada by Hardy (2003) found out that pre-service and in-service teachers felt that they were not well equipped and sufficiently prepared with the ICT skills fundamental for handling and use of technological tools for effective implementation of technology in their classrooms. Even though teachers had received formal training in instructional technology, majority of teachers had little knowledge on integration of computer technology into classroom instruction. It was found that majority of the teachers could not use technology during teaching. This was because the teachers had not been adequately equipped and made competent with technological skills for effective application in their practices.

A study by Nihuka & Peter (2014) on challenges facing implementation of ICT curriculum in primary schools revealed that majority of teachers enjoyed teaching using ICT and believed it's important for the future of the learners as it made

them conversant with day to day application of technology. However, the findings also indicated that more than half of the teachers' 53.6 percent had negative perceptions about ICT curriculum. Most of the teachers' 55.1 percent confirmed that they teach and use ICT just because they are required to, but they do not have interest on teaching ICT.

A study carried out by Msuya (2016) on facilitators perception on the concept of CBET found that 33.3 percent of the facilitators had not fully conceptualized the concept of competency-based education and training and could not clearly describe the teaching and learning methods and approaches used in CBET. Although they highlighted learners' active involvement and participatory as highly emphasised in implementing the CBC, they were not familiarised with the terms used in CBET curriculum practices. This slowed down the implementation process of the adopted CBET curriculum impacting on it negatively. Another study conducted by Shamwelekwa (2008) also found that mathematics teachers had narrow knowledge on concepts of CBC to the extent of affecting its implementation within the classroom.

2.7 Summary of literature review

The study sought to assess teachers' preparedness for the implementation of the competency-based curriculum in private pre-schools in Dagoretti North sub-county, Nairobi City County. It focused on teacher training readiness, subject matter, technological skills and teachers' perceptions on the implementation of

the competency-based curriculum. Previous studies carried out by Komba & Mwandaji (2016) focused on the shift from content and teacher centred curriculum to competency-based curriculum on improving the quality of education. A study carried by Sudsomboon (2010) pointed out that successful realization of competency-based curriculum relies heavily on the teachers' preparedness. This finding was in consonance with a survey carried out by CfBT (2012) which agreed that quality education depends largely upon the quality of the teacher. The study sought to find out the teachers' preparedness for the implementation of the competency-based curriculum in private pre-schools.

2.8 Theoretical framework

This study is based on curriculum implementation theory by Gross (1971). Gross (1971) posit that for successful implementation of any educational programme, factors such as teacher competency, clarity and awareness of the implementer, capacity of the implementer, support from the management and attitude of the teachers, learners and stakeholders must be considered. Gross (1971) states that the teacher who is the implementer should be competent; be aware of the content and what is to be implemented. He argues that when the implementers are not aware of the changes of the curriculum, they may not effective and sufficiently implement the curriculum. The implementer should also have a positive attitude towards the new curriculum and the changes therein. Baumert, Kunter, Blum, Bruuner, Voss, Jordan & Tsai (2010), argues that the content knowledge of the

teacher has an impact on the child's learning and affects how teachers deliver their content during classroom instruction. Curriculum implementation theory has a link in this study in that it is about curriculum implementation. Adapting this theory, teachers' preparedness for effective competency-based curriculum implementation requires trained teachers with content knowledge of the curriculum. Therefore, the theory will help the study to establish teachers' preparedness, in terms of readiness, knowledge, technological skills and attitude on competency-based curriculum implementation. The competency-based curriculum emphases that learners be formed with confident, be cooperative with others and lifelong learners through the construction of new knowledge and core competencies. The learners are the architects and active actors of the learning.

According to Gross (11971) capacity of the implementer is significant for effective curriculum implementation. The teachers executing the curriculum should have sufficient knowledge to effectively execute the curriculum. In-servicing of teachers is vital for equipping teachers with skills and knowledge necessary for handling a new curriculum. The pre-school teachers should therefore be trained for the competency-based curriculum through seminars, workshops and in-service training to acquire skills, knowledge and behaviours for implementing the curriculum well. Gross (1971) also points the need for changing people's attitudes for effective curriculum implementation. Hawes (1979) agrees with (Gross, 1971) by emphasizing the need for changing teachers' attitudes for effective curriculum implementation.

2.9 Conceptual framework

The conceptual framework illustrates the interelationship between the independent variable and the dependent variable . This is shown in figure 2.1

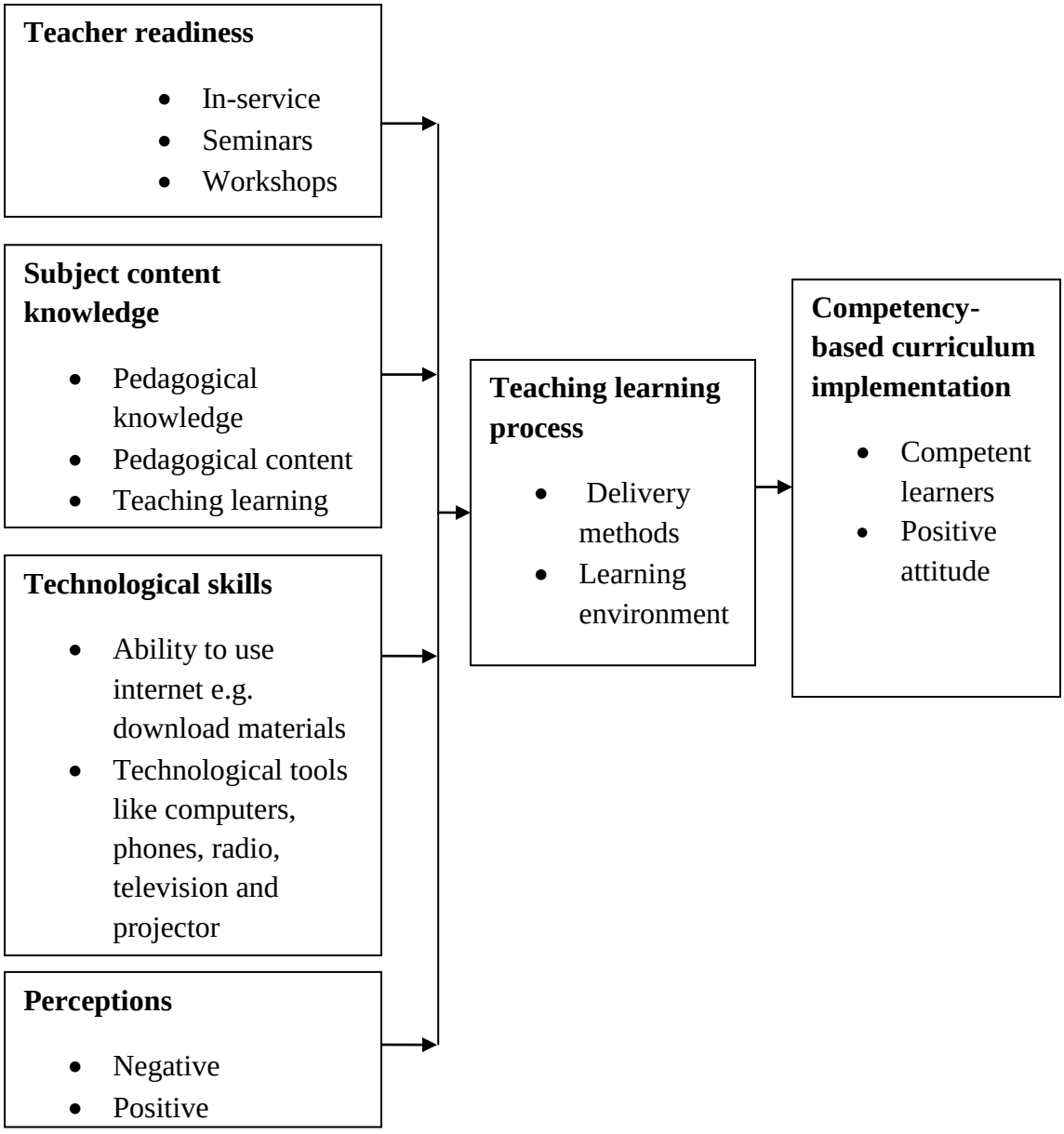

Figure 2.1 Conceptual framework on teachers' preparedness and competency-based curriculum implementation.

From figure 2.1, the adequacy of in-service is very critical for efficient and quality teaching and implementation of the competency-based curriculum. Content knowledge supports the development of competencies and performance of tasks. Without knowledge, the learning tasks cannot be performed. Therefore, content knowledge is very necessary to discover similarities and differences between old and new curriculum for effective implementation. Technology and teachers' perceptions towards the competency-based curriculum lead to effective implementation of the curriculum. Teacher in-service training for the competency-based curriculum implementation is crucial. In-service training equips the teacher with subject content knowledge which includes pedagogical knowledge, pedagogical content and teaching-learning methodologies which are necessary for effective curriculum implementation. Technological skills facilitate delivery of subject content. When a teacher is fully equipped with the subject content and has acquired technological skills, his or perception towards curriculum implementation will change positively leading to effective curriculum implementation. The conceptual framework illustrates how the various variables in the study impact on the implementation of the competency-based curriculum.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers the research design, target population, sample size and sampling procedure, research instruments, instruments validity and reliability, data collection procedure, data analysis and ethical considerations.

3.2 Research design

Research design is the setting of conditions for data collection and analysis (Kothari and Garg, 2014). It is the conceptual structure within which research is conducted. For the purpose of this research, the researcher used descriptive survey research design. A descriptive survey design was adopted in this study because it was suitable in the primary data collection about teachers' preparedness and offers an opportunity in making descriptive assertions about a large population (Gay, Mills & Airman, 2006). Descriptive survey research design method is used to gather data about attitudes, opinions opinion and habits of people on any educational issues by sample administration of questionnaires individuals (Orodho & Kombo, 2002).

3.3 Target population

The population for this study consisted of the 38 private pre-schools in Dagoretti North Sub-County. The current Dagoretti North Sub-County in Nairobi City

County had a population of 320 pre-school teachers. The study targeted 38 head teachers and 320 pre-school teachers.

3.4 Sample size and sampling procedure

Sample sizes are small groups obtained from the assembled population. Sampling involves making of conclusions about an entire population using a subset of the population (Orodho, 2004). Simple random sampling was used to select a sample size of 30% of the target population. According to Mugenda and Mugenda (2003), a sample size of 30% is adequate for descriptive survey. Therefore, in sampling the pre-school head teachers and pre-school teachers, the researcher used 30% of the target population. A total of 12 pre-schools, 12 head teachers and 96 pre-school teachers were selected for the study. The sampling design is as shown in table 3.1.

Table 3.1 Sampling frame

Population category	**Target population**	**Sample size**	**Percentage (%)**
Pre-school teachers	320	96	30.0
Head teachers	38	12	30.0
Total	**358**	**108**	**30.0**

Table 3.1 indicates that the target population was 320 pre-school teachers and 38 head teachers. The sample size was 96 pre-school teachers and 12 head teachers.

3.5 Research instruments

The study used questionnaires for pre-school teachers and interview schedule for head teachers. Questionnaires were used because of their capacity to gather large and more data in a reasonably short period and they are also easy to administer (Orodho, 2004). The researcher developed questionnaires for pre-school teachers. The questionnaire comprised both structured and unstructured questions. It was divided into six sections. Section A comprised of demographic information which included gender, age, academic qualification and years of service. Section B obtained information on teacher readiness which included in-service training in readiness for implementation of the competency-based curriculum, number of in-service trainings, areas covered during in-service training, areas teachers wish to be trained on and teachers' preparedness for implementation of the competency-based curriculum. Section C extracted information on subject content knowledge which included level of teacher preparation subject content knowledge, teachers' content knowledge, influence of teacher subject content knowledge on what learners learn and the extent teachers' subject content knowledge influence use of instructional materials. Section D sought to obtain information on technological skills which included teacher exposure to ICT facilities, level of competency in use of ICT and a Likert scale to obtain information of teachers' towards use of computers and internet. Section E entailed teacher perceptions which included teachers' views towards the competency-based curriculum and rate of teachers' readiness to implement the competency-based curriculum and section F on

assessment which comprised opinion of teachers on the competency-based curriculum, teachers' ability to apply competency-based curriculum, how the competency-based curriculum has affected teachers and challenges facing teachers in the implementation of the competency-based curriculum. An interview schedule was used because an interview allows the researcher to get detailed data. The instrument was deemed reliable because the head teachers have more information on teachers' preparedness hence will assist in acquiring more data. The interview schedule included head teachers understanding of the term competency-based curriculum, in-service training, types of trainings conducted, effectiveness of the trainings and challenges encountered during the implementation of the competency-based curriculum.

3.6 Validity of instruments

Validity is the precision and meaningfulness of inferences which are based on research results (Mugenda and Mugenda, 2003). Validity determines whether the research truly measures that which it is intended to measure. To ascertain validity, the instruments were subjected to piloting and analysis. Borg and Gall (1989) notes that two or three cases are sufficient for some pilot studies. Therefore, the researcher pre-tested the items using two pre-schools in Dagoretti North-Sub County before collecting data from the field. Mugenda and Mugenda (2007) state that a sample of 10 to 30 percent is acceptable for a pilot study. The schools were selected through random sampling and the respondents from the two schools were

not included in the final sample due to their prior knowledge of the information that was required to reduce extraneous influence on the research findings. The sample size of the pilot study was 10 respondents, 2 head teachers and 8pre-school teachers. The study used test-retest method whereby the same test was re-administered two weeks after the first admission to the same respondents. The two sets of score for each school were correlated using Pearson's Product formulae to test the reliability of the instruments. After piloting, the validity of each question was examined for clarity, relevance and suitability for the study purpose.

3.7 Reliability of the instruments

Refers to the extent to which an instrument can measure a variable precisely and consistently to obtain the same results under the same conditions over time (Mugenda and Mugenda, 2003). To determine the reliability of the research instruments, the study respondents were issued with questionnaires for them to fill. The same questionnaires were again subjected for retest. After the two tests, the Pearson's Product Moment Co-efficient was computed to establish the correlation coefficient. According to Mugenda & Mugenda (2003), a correlation co-efficient of 0.7 or above is considered appropriate and hence reliable for collecting data. The Pearson Coefficient correlation yielded a 0.76 of pre-school teachers' questionnaire and 0.81 of the head teachers' interview schedule hence accepted as reliable since it was above 0.7

3.8 Data collection procedure

The researcher obtained an introductory letter from the University of Nairobi. The researcher then obtained a research permit from the National Commission for Science, Technology and Innovation. The researcher presented copies of the research permit to the sub-county commissioner, county director of education and district education officer in order to obtain the required authority to proceed with the study. The researcher then booked appointments with the head teachers to administer the questionnaires and conduct interviews. The questionnaires were distributed to the respondents in person after assuring the respondents of confidentiality and the need for honest responses. The interviews were also conducted in person. The questionnaires and interview guides were then collected and analysed.

3.9 Data analysis techniques

Data analysis was based on the research questions design at the beginning of the research. The data analysis method that used was based on quantitative and quantitative approach using descriptive and inferential statistics. The collected data was thoroughly checked and examined for completeness and comprehensibility. The data was summarized, classified, coded and entered. This ensured better and efficient analysis. The coded data was entered into the Statistical Package for Social Sciences (SPSS) for analysis. Quantitative data was analysed using measures of central tendency to calculate the mean and mode.

Measures of spread were used to calculate the standard deviation. Qualitative data was processed by first categorizing and discussing responses for each item according to the objectives before editing and coding and reporting through descriptive narrative of the views, experiences and opinions of respondents.

3.10 Ethical considerations

The study observed ethical considerations especially during data collection. Individual respondents were assured of their anonymity and confidential treatment of their responses. It was made clear to them that, the information the researcher sought was purely for academic purposes and that their participation was voluntary and any decision to withdraw or decline any information whatsoever at any time of the study would be respected.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DISUESSION

4.1 Introduction

This chapter presents the findings of the study. It contains the results of the analysis of the interviews and questionnaires as reported by head teachers and pre-school teachers respectively to make it clear on private pre-school teachers' preparedness to implement the competency-based curriculum. The results are presented in the form of frequencies, tables and graphs.

4.2 Response rate

The researcher administered 96 questionnaires to randomly selected pre-school teachers and interviewed 10 head teachers out of 12 head teachers. Out of 96 questionnaires administered to pre-school teachers from randomly selected schools, only 93 questionnaires were returned.

Table 4.1: Response rate

Category	**Sample**	**Returned**	**Percentage (%)**
Pre-school teachers	96	93	96.9
Head teachers	12	10	83.3
Total	**108**	**103**	**95.4**

Table 4.1 indicates that the response rate was (96.9%) for pre-school teachers and (83.3%) for head teachers who participated in the interview. All the return rates for respondents were above 80% and hence deemed adequate for data analysis as stated by Mugenda and Mugenda (2003) that a response rate of 50% is sufficient.

4.3 Demographic information of respondents

The pre-school teachers were requested to give information about their gender, age, academic qualification and years of service. The information was as presented in the subsequent sections.

4.3.1 Gender of pre-school teachers

The pre-school teachers were requested to state their gender.

Table 4.2: Gender of pre-school teachers

Gender	Frequency	Percentage (%)
Male	9	9.7
Female	84	90.3
Total	**93**	**100.0**

This implies that female constitute the highest percentage of (90.7%) and female constitute (9.7%) in terms of number of pre-school teachers. This negatively affects the education of a boy child since there are no male pre-school teachers to

act as role models for the boys. This is in agreement with a study by Dee (2007) which found that learning from a teacher of the opposite gender has detrimental effects on learners' academic performance and other engagements in school. From the findings, Dee (2007) estimated that it lowers test scores for both girls and boys by approximately 4 percent a standard deviation.

4.3.2 Age of pre-school teachers

The pre-school teachers were requested to indicate their gender.

Table 4.3: Age of pre-school teachers

Age	Frequency	Percentage (%)
20-29	19	20.4
30-39	54	58.1
40-49	11	11.8
50 and above	9	9.7
Total	**93**	**100.0**

Majority of the pre-school teachers (58.1%) are between age 30 to 39 years, (20.4%) are between age 20-29, and only (9.7%) are fifty and above years. This means that most of the pre-school teachers (78.5%) are below the age of 40 years.

4.3.3 Pre-school teachers' academic qualification

The pre-school teachers were requested to give information about their academic qualifications.

Table 4.4: Pre-school teachers' academic qualifications

Academic qualification	Frequency	Percentage (%)
Certificate	47	50.5
Diploma	42	45.2
Degree	1	1.1
Any other	3	3.2
Total	**93**	**100.0**

Data contained in Table 4.4 shows that majority of the pre-school teachers are certificate holders (50.5%) and diploma holders (45.2%). The level of education is significant in the pre-school teachers' ability to impart knowledge in the learners. The findings imply that most of the pre-school teachers have the minimum qualifications required for the education of pre-school children.

4.3.4: Pre-school teachers' response on number of years of service

The pre-school teachers were asked to indicate the number of years they have taught at pre-school level.

Table 4.5: Pre-school teachers' response on number of years of service

Years of service	Frequency	Percentage (%)
0-4	17	18.3
5-9	51	54.8
10-14	13	14.0
15-19	11	11.8
20 and above	1	1.1
Total	**93**	**100.0**

The information in table 4.5 shows that majority of pre-school teachers (54.8%) have had been in the teaching profession for between five to nine years, (14%) between ten to fourteen years, (11.8%) between fifteen to nineteen years and (1.1%) above twenty years. This indicates that majority of the pre-school teachers (81.7%) have taught more than five years meaning most of them have more experience in teaching.

4.4 Teachers readiness for implementation of the competency-based curriculum

The researcher sought to find out teachers' readiness for the implementation of the competency-based curriculum in private pre-schools. The researcher used indicators like attendance of in-service training, areas covered, and areas not

covered to determine teachers' readiness for implementation of the competency-based curriculum.

Figure 4.1: Attendance of in-service training

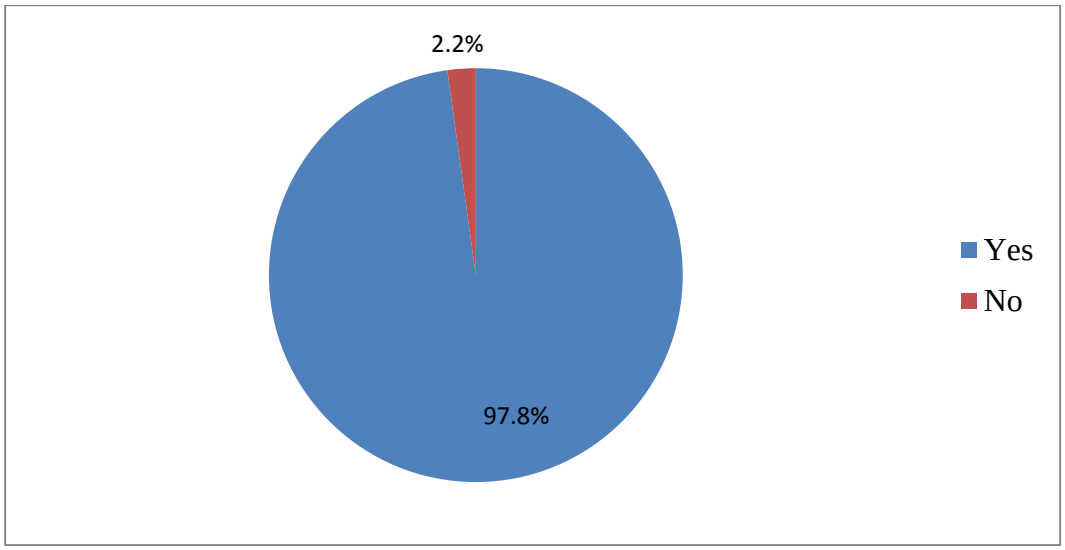

Figure 4.1 shows that majority of the pre-school teachers (97.8%) have attended in-service trainings for the competency-based curriculum. Teacher induction and in-service training is vital for teacher preparedness to implement a new curriculum. This implies that majority of teachers are ready for implement the competency-based curriculum. This is in line with a study by Darling-Hammond, Wei & Andree (2010) who observed that countries that support teacher in-service training in on-going professional development and involve teachers in curriculum decision making demonstrate high learners' achievements in schools. Therefore, to ensure successful implementation of the competency-based curriculum all teachers should be inducted and trained on the competency-based curriculum.

Table 4.6: Number of in-service trainings attended

Number of in-service	Frequency	Percentage (%)
One	33	35.5
Two	24	25.8
Three	19	20.4
Four	8	8.6
Five and above	9	9.7
Total	**93**	**100.0**

Table 4.6 indicates that majority of the pre-school teachers (35.5%) had attended only one in-service training session for the competency-based curriculum. Most of the pre-school teachers have attended less than five in-service trainings for the competency-based curriculum. This implies that majority of them may not be well versed about the competency-based curriculum. This was in concurrence with study by Moshi (2012) which revealed that teachers had received little or no training on the new curriculum. A study by Makunja (2016) on challenges facing teachers in implementing the competency-based curriculum also found that teachers had not been oriented through in-service programmes or workshops to keep them abreast in readiness for implementation of the CBC. This shows that

in-service training is very fundamental in preparation of teachers for implementing a new curriculum.

Table 4.7: Areas covered during the in-service training

Areas covered	Frequency	Percentage (%)
Core competencies	3	3.2
Schemes of work and lesson plans	7	7.5
Assessment	3	3.2
Subject content	14	15.1
Subject content and assessment	25	26.9
Schemes of work, lesson plans and content	41	44.1
Total	**93**	**100.0**

Information in table 4.7 shows that majority of pre-school teachers were trained on scheming, lesson plan and subject content. Majority of respondents (44.1%) indicated that they had been trained on scheming, lesson planning and content, (26.9%) indicated subject content and assessment and (15.1%) indicated subject content. The training majorly covered the three areas that are, schemes, lesson plan and subject content.

Table 4.8: Areas to be trained on for effective implementation of the CBC

Areas to be trained on	Frequency	Percentage (%)
Evaluation	3	3.2
Digital literacy	68	73.1
Interpretation and teaching of core competencies	21	22.6
Teaching approaches	1	1.1
Total	**93**	**100.0**

Table 4.8 shows that majority of pre-school teachers (73.1%) wish to be trained on digital literacy. Other pre-school teachers (22.6%) wish to be trained on interpretation and teaching of core competencies, (3.2%) on evaluation and (1.1%) on teaching approaches. This is in line with a study by Chege (2014) which found that only (13.8%) of the teachers were very confident about their ability to use ICT in teaching in the classroom and therefore recommended training to make teachers more knowledgeable on ICT. For teachers to effectively integrate ICT in their instruction, they must be equipped with technological skills and information on usage of technological devices. In a study by Makunja (2016) on challenges facing teachers' in implanting the CBC, (27.45%) of the respondents indicated that they were not able to apply the competency-based

teaching approaches due to lack of in-service training. This concurs with a study by Mosha (2012) which revealed teachers continue to use traditional teaching methods as opposed to child-centred teaching approaches. This means that teachers should be trained more on how to interpret and apply the competency-based teaching approaches for them to effectively develop the required competencies in the learners. Teachers also need to be trained on how to impart the core competencies in the learners and on how to conduct assessment for the learners. Assessment is an integral part of effective teaching and in proving reliable and valid information to the parents and learners about their progress and achievement of the competency-based curriculum objectives. Therefore, teachers must have the capacity to assess the competencies and this will only be possible if the pre-school teachers are trained through in-service programmes and workshops on competency-based teaching approaches and evaluation.

Table 4.9 Pre-school teachers' response on whether they are prepared to implement the competency-based curriculum.

I am prepared to implement CBC	Frequency	Percentage (%)
Disagree	29	31.2
Neutral	3	3.2
Agree	61	65.6
Total	**93**	**100.0**

Findings from table 4.9 indicate that majority of teachers agreed that they are prepared as reported by (65.6%) of the teachers. However, a large number of respondents (31.2%) disagreed. This means that majority of pre-school teachers are prepared to implement the competency-based curriculum. However, this was in contrary to findings from Tilya & Mafumiko (2010) and Moshi (2012) that in reality, a large number of teachers are not prepared to implement the competency-based curriculum in Tanzania. Thus, in Kenya most of teachers are prepared to implement the competency-based curriculum amid many challenges.

4.5 Pre-school teachers' response on the level of subject content knowledge for implementation of the CBC

This section contains responses sought on teachers' level of subject content knowledge for implementation of the competency-based curriculum. Table 4.10 summaries pre-school teachers' responses on the level of subject content knowledge.

Table 4.10: Level of subject content knowledge

Level of subject content knowledge	Frequency	Percentage (%)
Fairly adequate	31	33..3
Adequate	50	53.8
Very adequate	12	12.9
Total	**93**	**100.0**

Table 4.10 shows that majority of the respondents (53.8%) confirmed that they are adequately prepared with subject content knowledge to implement the competency-based curriculum. This implies that more than (60%) of the pre-school teachers are well prepared with subject content to implement the competency-based curriculum.

Table 4.11 Pre-school teachers' response whether they are fully prepared with subject knowledge content

I am fully prepared with subject knowledge	Frequency	Percentage (%)
Disagree	41	44.1
Neutral	10	10.8
Agree	42	45.2
Total	**93**	**100.0**

The data in table 4.11 reveals that majority of the respondents (45.2%) are fully prepared with subject content to implement the competency-based curriculum while (44.1%) disagreed that they are not fully equipped with subject content knowledge. This implies that a larger number of pre-school teachers are not fully prepared with subject content knowledge to implement the competency-based curriculum. This is in harmony with a study by Moshi (2012) which found that most of the teachers could not select appropriate learner-centred experiences suitableto specific lesson outcomes as per the curriculum expectations. This

means for teachers to effectively implement the competency-based curriculum they must have sufficient subject content knowledge for them to transfer the experiences and make learning more meaningful.

Table 4.12 Pre-schoolteachers' response on whether teacher's content knowledge influences how teachers engage with learners.

Teacher's subject knowledge influences how teachers engage with learners	Frequency	Percentage (%)
Disagree	5	5.4
Neutral	7	7.5
Agree	81	87.1
Total	**93**	**100.0**

Table 4.12 shows that majority (87.1%) agreed that teacher's content knowledge influences how teachers engage with learners. This is in line with studies carried by Baumert, Kunter, Blum, Bruuner, Voss, Jordan & Tsai (2010) and Voss, Kunter & Bumert (2011) that revealed content knowledge affects how teachers engage and deliver their content during classroom instruction and the learners' achievement. They also highlighted the importance of teacher content knowledge in learner's achievement. Majority of teachers attested that subject content knowledge is crucial as it influences how teachers engage learners during delivery and instruction. This means that the teacher's subject content is very significant as it influences how the teacher engages learners.

Table 4.13 Pre-school teachers' response on whether teacher's subject content knowledge influences how teachers use instructional resources.

Teacher's subject knowledge influences how teachers use instructional resources	Frequency	Percentage (%)
small extent	8	8.6
Neutral	4	4.3
large extent	81	87.1
Total	**93**	**100.0**

Table 4.13 indicates that (87.1%) agreed that to large extent the teacher's subject content influences use of instructional materials. This shows that when teachers are well equipped with subject content, they are likely to utilize instructional materials well. This is in concurrence with findings from Paulo (2014) who highlighted that when teachers understand the subject matter of a discipline, they are likely to prepare well for lessons and use instructional materials more appropriately. Therefore, the teachers, subject content knowledge affect how teachers use learning resources.

Table 4.14 Pre-school teachers' response on whether teacher's content knowledge is related to what children learn

Teacher's content and what learners learn	Frequency	Percentage (%)
Disagree	2	2.2
Neutral	1	1.1
Agree	90	96.8
Total	93	100.0

Table 4.14 shows that majority (96.8%) agreed that the teacher's content knowledge is related to what children learn. This implies that how much the children learn depends on how much content knowledge the teacher has. This was in line with CfBT (2012) findings which established education quality to a large extent depends on teacher quality. Jadama (2014) contends that how much the teacher knows and understands the subject matter defines how well teachers are able to teach the curriculum content to the learners. Clarification of misconceptions of knowledge to the learners largely depends on teacher's comprehension of the subject matter through which learning is affected. Therefore, subject matter knowledge of a teacher contributes greatly to what learners learn and affects the learning process.

4.6 Pre-school teachers' response on technological skills for implementation of the competency-based curriculum

The study sought to establish the pre-school teachers' technological skills for implementation of the competency-based curriculum.

Table 4.15: Teachers' response on whether they have been exposed to ICT facilities

Exposed to ICT facilities	Frequency	Percentage (%)
No	57	61.3
Yes	36	38.7
Total	**93**	**100.0**

The information in Table 4.15 shows that majority (61.3%) have not been exposed to ICT facilities. This implies that pre-school teachers may not adequately implement digital literacy which is one of the core competencies of the competency-based curriculum. The findings are in line with a report released by KICD (2018) which indicated that majority of the respondents over (70%) had not been exposed to various ICT devices like computers, school radio, tablets and laptops. They suggested that there was need for provision of such ICT device. Therefore, to make teachers conversant and effective in use of ICT for instruction, they should be exposed to different ICT devices.

Table 4.16 Pre-school teachers' response on the level of competence in the use of ICT

Level of competence in use of ICT	Frequency	Percentage (%)
Poor	21	22.6
Fair	63	67.7
Good	9	9.7
Total	**93**	**100.0**

The information in table 4.16 indicates that majority (67.7%) are fairly competent in the use of ICT, (21%) are poor and only (9%) are good in the use of ICT. This is an indication that most of the teachers do not have technological skills required for implementation of digital literacy. This was line with a report by KICD (2018) which revealed that (61%) of the teachers had not been trained on ICT hence were not competent. This was not a good reflection since digital literacy is one of the core competencies in the competency-based curriculum.

Table 4.17 Pre-school teachers' response on the frequency of using a projector to teach

Frequency of using a projector	Frequency	Percentage (%)
Never	69	74.2
Rarely	23	24.7
Always	1	1.1
Total	**93**	**100.0**

The information in table 4.17 indicates that majority of the pre-school teachers (74.2%) said that they never use projectors for classroom instruction, (24.7%) said that they rarely use projectors and only (1.1%) agreed that they always use projectors when teaching. This was in line with a study by Nihuka & Peter (2014) that indicated that more than half of the teachers (53.6%) had negative perceptions about ICT curriculum. Most of the teachers (55.1%) percent confirmed that they teach and use ICT just because they are required to but they do not have interest on teaching ICT. This implies that majority of teachers are not using ICT devices likely to facilitate delivery of the competency-based curriculum.

Table 4.18 Pre-school teachers' response on whether they use computers in classroom teaching

Use computers in classroom teaching	Frequency	Percentage (%)

Disagree	57	61.3
Neutral	3	3.2
Agree	33	35.5
Total	**93**	**100.0**

The information on teachers' use of computers for classroom instruction in table 4.18 shows that majority of the pre-school teachers (61.3%) disagreed that they use computers for instruction. This means most school either have computers which they don't use for teaching or they do not have computers for classroom teaching. This contradicts the provisions of the competency-based curriculum on digital literacy the realization of vision 2030 where application of ICT is critical. Hardy (2003) found that in-service teachers felt that they were not well equipped and sufficiently prepared with the ICT skills fundamental for handling and use of technological tools for effective implementation of technology in their classrooms. This means that majority of teachers were not using computers despite the fact that ICT has been given a priority in the implementation of the competency-based curriculum.

4.7 Pre-school teachers' perceptions on the competency-based curriculum

This section addresses the pre-school teachers' perceptions toward the implementation of the competency-based curriculum

Table 4.19 Pre-school teachers' opinions towards the implementation of the competency-based curriculum

Teachers opinion toward CBC implementation	Frequency	Percentage (%)
It is a good curriculum	35	37.6
It lacks facilities and is expensive	30	32.3
It should not be implemented	11	11.8
It is child centered	12	12.9
Learners can think critically	4	4.3
Its content is shallow	1	1.1
Total	**93**	**100.0**

Table 4.19 indicates that majority of the respondents (37.6%) perceive the competency-based curriculum as a good idea, (32.3%) indicated that it lacks facilities and it is expensive, (11.8%) feel it should not be implemented and (1.1%) feel that it is shallow compared to the other curriculum. From the information in table 4.18, it shows that pre-school teachers have mixed reactions about the competency-based curriculum. This agrees with Luhambati (2013) findings which teachers indicated that the new textbooks were irrelevant they perceived the competency-based curriculum as complicated and impractical. A study carried out by Msuya (2016) on facilitators perception on the concept of CBET found that (33.3%) of the facilitators had not fully conceptualized the concept of competency-based education and training and could not clearly

describe the teaching and learning methods and approaches used. Therefore, most respondents felt there was still much that needed to be done for effective implementation of the competency-based curriculum.

Table 4.20 Pre-school teachers' opinion on teachers' readiness to implement the competency-based curriculum

Teachers readiness to implement CBC	Frequency	Percentage (%)
Fairly prepared	61	65.6
Prepared	29	31.2
Very Prepared	3	3.2
Total	**93**	**100.0**

Table 4.20 indicates that majority (65.6%) are fairly prepared, (31.2%) are prepared and only (3.2%) are very prepared to implement the competency-based curriculum. This implies that majority of the teachers have not been adequately prepared to implement the competency-based curriculum. This has negative diverse effects on the learners in the learning process because the quality of the teachers determines the quality of education. Adequate teacher preparation is critical. Sudsomboon (2010) points out that the successful realization of competency-based curriculum relies heavily on the instructors, who are required to take up the new role of coaching and facilitating rather being transmitters of

knowledge. Therefore, pre-school teachers should be ready and adequately prepared for them to effectively implement the competency-based curriculum.

4.8 Pre-school teachers' responses on assessment for the implementation of the competency-based curriculum

This section assesses pre-school teachers' opinions on the impact of the implementation competency-based curriculum and how it has affected them since its inception.

Table 4.21 Pre-school teachers' opinion on how the implementation of the competency based has affected them

Effect of CBC implementation on teachers	Frequency	Percentage (%)
It is time consuming	31	33.3
Lack of enough learning materials	36	38.7
It encourages graphical images	9	9.7
Teaching has been simplified	8	8.6
It has a lot of workload	7	7.5
Too much records to keep	2	2.2
Total	**93**	**100.0**

Majority of the respondents (38.7%) indicated that they do not have enough learning materials for classroom instruction hence forced to use other means. (33.3%) indicated that it is time consuming in lesson preparation and scheming hence taking most of their time, (7.5%) indicated that is has a lot of work load

forcing them to spend a lot of time especially in lesson preparation while (8.6%) observed that it has been simplified and made easy especially for the learners. This was in line with a study conducted by Mosha (2012) which revealed that there was an acute shortage of textbooks and other learning materials. This concurred with a study by Makunja (2016) on challenges facing implementation of CBC where (18.63%) of the respondents indicated that lack of enough textbooks and unavailability of appropriate teaching and learning resources. Therefore, appropriate and enough teaching and learning materials should be provided for effective implementation of the competency-based curriculum.

Table 4.22 Pre-school teachers' response on challenges facing the implementation of the competency-based curriculum

Challenges facing implementation of CBC	Frequency	Percentage (%)
Poor preparedness of teachers	11	11.8
Inadequate teaching facilities	9	9.7
Limited in-service training	37	39.8
Lack of ICT skills	33	35.5
Lack of parental support	3	3.2
Total	**93**	**100.0**

Table 4.22 indicates that majority of the respondents (39.8%) revealed that lack of enough in-service training was a big challenge, (35.5%) also indicated that lack of ICT skills was also a hindrance as the new curriculum has competencies that

required ICT for them to be developed. another (11.8%) observed that there was poor teacher preparedness, (9.7%) indicated inadequate teaching facilities and (3.2%) indicated lack of parental support for the implementation of the competency-based curriculum. This is in concurrence with a study by Makunja (2016) which revealed that in-service training was limited, and some teachers had not attended any in-service training. Teachers lacked knowledge and did not clearly understand the competency-based curriculum approaches since they had not received any training. This was hindering effective implementation of the competency-based curriculum. A study conducted by Chege (2014) revealed that only 13.75 percent of the teachers were very confident about their ability to use ICT in teaching in the classroom. This means that majority of them lacked sufficient technological skills to implement ICT in classroom. In-service training is important for equipping teachers with knowledge, skills and creating a positive attitude among the teachers for effective implementation of the curriculum.

4.9 Head teachers' responses on the implementation of the competency-based curriculum

The study sought to establish head teachers' opinions about teachers' preparedness for the implementation of the competency-based curriculum. Head teachers were interviewed and gave their responses on their understanding of the concept competency-based curriculum. They also gave their perception and opinion on pre-school teachers' readiness, subject content knowledge,

technological skills and perception on the implementation of the competency-based curriculum.

4.9.1 Head teachers' opinion on their understanding of the competency-based curriculum

Interview with head teachers revealed that majority of the head teachers (70%) clearly understand the meaning of the competency-based curriculum. This shows that head teachers are well prepared to steer the implementation of the competency-based curriculum. The head teachers had attended much in-service training and were also trainers in their respective schools making them to understand the competency-based curriculum. However, (30%) had not fully grasped the concept competency-based curriculum. The data implies that though majority of head teachers had understood the term competency-based curriculum, there was still an alarming number of head teachers (30%) who had not fully understood the concept competency-based curriculum. This is in line with a study carried by Komba and Mwandanji (2015) that found majority of the teachers interviewed around 86 percent were not well informed and had not fully conceptualized the term competency-based curriculum. The teachers were not even aware of the objectives of the competence-based curriculum. Komba and Mwandanji (2015) further observed that there was a missing link on the ways on which the teachers were oriented and prepared for the competence-based curriculum and the real instructional and implementation in schools. The high number of head teachers who had not comprehended the concept competency-

based curriculum is an impediment to successful implementation of the competency-based curriculum.

4.9.2 Head teachers' opinion on pre-school teachers' readiness for implementation of CBC

This section contains head teachers' responses on pre-school teachers' readiness for the implementation of the competency-based curriculum.

4.9.1.1: Head teachers' response on in-service training and readiness for implementation of the competency-based curriculum

Majority of the head teachers (100%) agreed that they had either attended or received in-service training. They agreed that in-service training is very important and that they had gained a lot from the in-service training.

4.9.2.2: Head teachers' response on whether they had organised seminars or workshops within their schools

Majority of the head teachers (80%) agreed that they have organised for workshops within their schools. Majority admitted immediately after the workshops and seminars, they organised for workshops and seminars to train the teachers in implementation of the competency-based curriculum. The head teachers revealed that the areas covered included schemes of work, lesson planning, assessment and application of core competencies. This in line with a report by KICD (2018) which indicated that majority of the head teachers (83%) were able to mentor and support teachers in the implementation of the

competency-based curriculum. However, the head teachers noted that lacked some knowledge on some areas like ICT, assessment and use of book. They also observed that to some extent the in-service trainings were not effective as the facilitators lacked adequate materials and the time was limited. This is incoherent with a study by Makunja (2016) which indicated that most teachers lacked knowledge about the competency-based curriculum due to limited in-service training. This implies that in-service training, seminars and workshops are very critical especially when a new curriculum is introduced. They empower teachers with skills, content knowledge and pedagogical knowledge for effective implementation of the curriculum.

4.9.2.3: Head teachers' response on pre-school teachers' readiness to implement the competency-based curriculum

Majority of the head teachers (80%) agreed that teachers are ready and prepared to implement the competency-based curriculum especially those who had attended more than five in-service training sessions. They revealed most of pre-school teachers especially those who had attended many in-service trainings were more conversant with what the competency-based curriculum entailed and what is required to be implemented.

4.9.3 Head teachers' opinion on pre-school teachers' subject content knowledge for implementation of CBC

This section contains head teachers' responses on pre-school teachers' subject content knowledge for the implementation of the competency-based curriculum.

4.9.3.1: Head teachers' opinion on whether teacher's subject content influences how teachers evaluate and use instructional materials.

The findings revealed that majority of the head teachers (90%) observed that teacher's subject content determines how well the teachers can use instructional materials and even evaluate the lessons with only a few (10%) who indicated subject content knowledge does not influence how teachers evaluate and use instructional resources. The findings were in line with Paulo (2014) who pointed out that understanding of subject matter of a discipline helps teachers to prepare well for the lessons, use different teaching methodologies and evaluate their learners' assignments appropriately. He points that for a teacher to evaluate the learners' assignment on a specific activity; she or he should be well informed about the subject. The findings also concurred with the findings from Baumert, Kunter, Blum, Bruuner, Voss, Jordan & Tsai (2010) that teachers' subject content knowledge affects how they deliver their content during classroom instruction and the learners' achievement. Therefore, the teachers' scope of knowledge about subject matter should be deep and more than the curriculum they teach. The

teachers should be equipped with more subject content for effective implementation of the competency-based curriculum.

4.9.4 Head teachers' opinion on pre-school teachers' technological skills for implementation of the CBC

This section contains head teachers' perception on pre-school teachers' technological skills for the implementation of the competency-based curriculum.

4.9.4.1: Head teachers' response on the level of competence in the use of ICT

From the findings, majority of the head teachers (60%) were not skilled and knowledgeable regarding ICT. They revealed that they had some theoretical knowledge about ICT, but the practical part was missing. Only a few head teachers (40%) were competent in the use of ICT. This was in line with a study conducted by Chege (2014) which revealed that only 13.75 percent of the teachers were very confident about their ability to use ICT in teaching in the classroom implying that majority of the teachers lacked adequate technological skills to implement ICT in classroom. This was also in concurrence with a study carried out by Higgins and Moseley (2011) which found that when teachers do not know how to use ICT, it hinders its implementation. Hennessy, Harrison & Wamakote (2010) also observed that the main hindrance in implementation of ICT was due to low levels of teachers' ICT knowledge and skills. Thus, to ensure effective implementation of the competency-based curriculum, head teachers should be equipped with technological skills to facilitate delivery of the curriculum. Digital

literacy being one of the core competencies of the competency-based curriculum, teachers should be well equipped with ICT skills.

4.9.5 Head teachers' opinion on pre-school teachers' perceptions on the CBC

This section contains head teachers' opinion on pre-school teachers' perceptions on the implementation of the competency-based curriculum and the challenges they are facing in the implementation of the competency-based curriculum.

4.9.5.1: Head teachers' opinion on the pre-school teachers' perception on the implementation of the competency-based curriculum

Majority of the head teachers (100%) indicated that majority of the pre-school teachers were in favour for the implementation of the competency-based curriculum and perceived it is a good curriculum. However, majority of the teachers had not fully understood the concept competency-based and its requirements. The head teachers also pointed out that some teachers perceive it as an expensive curriculum with many records to keep, more demanding, is loaded with a lot of work and is shallow in terms of content. This agrees with a study conducted by Msuya (2016) which found that (33.3%) of the facilitators had not fully comprehended the concept of competency-based education and could not apply the teaching and learning methods recommended by the competency-based education. The teachers could not also interpret the competencies from the textbooks and apply them in the learning process. This showed that still more

teacher induction and training on the competency-based curriculum was required for effective implementation of the competency-based curriculum.

4.9.5.2: Head teachers' response on the challenges they are facing in implementing the competency-based curriculum

The findings revealed that head teachers are facing quite a number of challenges in implementing the competency-based curriculum. From the results, majority of the head teachers (50%) was lack of enough materials for learning and teaching. From the results, (10%) of the head teachers also indicated that there was variation of information in the text books. The findings also revealed that (20%) of head teachers indicated that lesson planning was a bit complicated and most teachers were facing challenges in lesson planning and some teachers lacked knowledge about the CBC. (10%) also indicated that they lacked ICT skills which are envisaged by the government of Kenya in realizing vision 2030. From the findings, (10%) also indicated that there was poor parental support for implementation of the competency-based curriculum. The head teachers indicated that most parents were demanding homework which is not recommended by the competency-based curriculum. From the findings, there was a feeling that to some extent the government was failing especially in the provision of materials and teacher preparation. This agrees with some of the questions that have been raised on social media about the quality of the books used for implementation of the competency-based curriculum. The content in the books has been criticised on

social medial. Some of these challenges are in concurrence with a study carried by Luhambati (2013) where some participants indicated that the new textbooks were irrelevant while some respondents regarded it as being unfeasible and complicated. Findings from Makunja (2016) also indicated that the books produced were of low quality. These Low-quality books are likely to compromise the quality of education offered.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presents the summary, findings and conclusions of the study. The study also presents the suggestions for further study.

5.2 Summary of the study

The study sought to establish teachers' preparedness to implement the competency-based curriculum in private pre-schools. Four objectives were formulated to guide data collection and analysis. These were: to determine teachers' readiness for implementation of the competency based curriculum in private pre-schools; to establish teachers' subject matter knowledge for implementation of the competency based curriculum in private pre-schools; to assess teacher's technological skills for implementation of the competency based curriculum in private pre-schools and to establish teachers' perceptions on the implementation of the competence based curriculum in private pre-schools in Dagoretti North, Sub-County, Nairobi City County

The study used descriptive survey design. The study was conducted among head teachers and pre-school teachers in private pre-schools. The pre-schools were sampled across Dagoretti North Sub-County to ensure that the whole sub-county was represented. The pre-schools were sampled using simple random sampling

method. The study targeted 38 head teachers and 320 pre-school teachers. A sample of 12 head teachers and 96 pre-school teachers were selected for the study. Data was collected by use of questionnaires and interview schedules and were analysed quantitatively and qualitatively. Findings are as summarised in the subsequent sub sections:

5.2.1 Teachers' readiness for implementation of the competency-based curriculum

The findings revealed that teachers are prepared to implement the competency-based curriculum. Majority (65.6%) of pre-school teachers are prepared and (87%) of head teachers also agreed that teachers are ready and prepared to implement the competency-based curriculum. However, a significant number (31.2%) indicated that they are not ready to implement the competency-based curriculum. This high number of unprepared teachers was seen as a barrier towards effective implementation of the competency-based curriculum.

From the findings, majority of the teachers had not received adequate training on the competency-based curriculum. Majority (35.3%) of teachers had attended one in-service training session, (25.8%) had attended two in-service trainings and only (9.7%) had attended more than five in-serve trainings for the competency-based curriculum. This was attributed to the poor ICT skills, incompetence among the teachers in use of ICT and inadequate subject matter knowledge. In-service trainings, seminars and workshops are meant to prepare teachers for

implementation of a new curriculum. Therefore, inadequate in-service training is like to compromise the quality of the teacher and the quality of education due to ineffective curriculum implementation.

5.2.2 Teachers' subject matter knowledge for implementation of the competency-based curriculum

From the findings, majority of the teachers (53.8%) agreed that they are adequately prepared with subject content knowledge to implement the competency-based curriculum. This is very vital as majority (87.1%) of teachers indicated that teacher's content knowledge influences how teachers engage with learners, influences what they learn and how well teachers can use instructional materials. The results also indicated that majority (45.2%) agreed that they are fully prepared to with subject matter knowledge to implement the competency-based curriculum while (44.1%) disagreed. An alarming high number of (44.1%) indicated that they are not fully prepared with subject matter knowledge to implement the competency-based curriculum. This had a negative effect on the implementation of the competency-based curriculum. The findings from Paulo (2014) points that understanding of subject matter of a discipline helps teachers to prepare well for the lessons, use different teaching methodologies and evaluate their learners' assignments appropriately. This concurs with study findings from Baumert, Kunter, Blum, Bruuner, Voss, Jordan & Tsai (2010) that revealed

pedagogical content knowledge and content knowledge of the teacher have an impact on the child's learning.

The findings also indicated that majority (87.1%) of pre-school teachers agreed that teacher's content knowledge influences how teachers engage with learners. They agreed that the teacher's subject content is very significant as it influences how the teachers engage with the learners. The teachers' subject content knowledge affects how they deliver their content during classroom instruction and the learners' achievement (Baumert, Kunter, Blum, Bruuner, Voss, Jordan & Tsai, 2010). Therefore, teachers' fully preparedness with subject content knowledge is critical for effective implementation of the competency-based curriculum.

5.2.3 Teachers' technological skills for implementation for the competency-based curriculum

Findings revealed that majority of pre-school teachers (61.3%) have not been exposed to ICT and only (38.7%) had been exposed. Findings also indicated that majority (67.7%) confirmed that their level of competence in the use of ICT was below average and that they lacked technological skills. This implies that facilitation and delivery of the curriculum will be derailed by lack of teachers' exposure to ICT and inadequate technological skills. This concurs with a study by Hennessy, Harrison &Wamakote (2010) that observed the main hindrance in implementation of ICT was due to low levels of teachers' ICT knowledge and skills.

The findings also revealed that majority of the teachers (74.2%) have never used a projector during classroom instruction, (24.7%) rarely use the projector and only (1.1%) of the teachers that always uses a projector during the teaching learning process. From the findings, majority of the teachers (61.3%) indicated that they don't use computers and (38.5%) agreed that they do use computers in class. This shows that most of the pre-schools do not have ICT facilities and those that have they are limited.

5.2.4 Teachers' perceptions on the implementation of the competency based curriculum

Regarding teacher's readiness to implement the competency-based curriculum, majority (65.6%) are fairly prepared, (31.2%) were prepared and only (3.2%) were adequately prepared. The findings also revealed that (37.6%) of the respondents identify the competency-based curriculum as a good curriculum. However, (32.3%) of the teachers indicated that the competency-based curriculum lacks facilities and it is expensive to implement. Regarding the attitudes of the teachers, the findings show that majority of the teachers had positive attitudes towards the implementation of the competency-based curriculum. They perceived it as a good curriculum if supported and were ready to implement it. However, some felt it was a bit shallow in terms of content. Most of the teacher acknowledged that it was a child centered curriculum that was likely to cater for the interest of the child if fully and effectively implemented.

5.3 Conclusions of the study

Based on the findings of the study, it was concluded that most of the pre-school teachers in private pre-schools were prepared to implement the competency-based curriculum. It was further concluded that majority of the teachers had attended in-service training for the competency-based curriculum. The pre-school teachers had been prepared in most areas especially on subject content and areas like scheming, lesson planning and assessment during the in-service training, seminars and workshops.

The study also concluded most of the pre-schools had organized their own seminars and workshops to train teachers on the competency-based curriculum. Most of the trainings the teachers received on the competency-based curriculum had been organized by their schools. During the trainings, subject content knowledge and lesson preparations were the areas mostly covered.

5.4 Recommendations from the study

Based on the findings of the study, the following are the recommendations for the study:

(i) Teachers' should be adequately prepared in readiness for implementation of a new curriculum through in-service training, seminars and workshops for effective implementation of the curriculum.

(ii) The study also recommends that teachers should be equipped with more subject cotenant knowledge for quality and effective implementation of the competency-based curriculum.

(iii) Teachers should be trained and equipped with ICT or technological skills to facilitate curriculum delivery and for them to apply them in classroom instruction.

(iv) The Kenya Institute of Curriculum Development should involve more teachers' in curriculum change process to create positive attitudes among teachers for effective implementation of the competency-based curriculum.

5.5 Suggestions for further research

The following are suggestions for further study:

i. Given that this study was conducted in private pre-schools a similar study should be conducted in public pre-schools in the Sub-County.

ii. A nationwide study on teachers' preparedness to implement the competency-based curriculum would be useful comparing the findings to other regions.

iii. The study investigated a limited number of determinants that would determine teachers' preparedness in implementing the competency-based curriculum. There is however other several indicators that

determined teachers' preparedness like evaluation, availability of resources and government support.

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APPENDIX I: LETTER OF INTRODUCTION

Salvan Mosioma Ondimu,

University of Nairobi,

P.O BOX 9746-00100,

NAIROBI.

The Head teacher,
…….school,

Dear sir/madam,

RE: REQUEST TO CONDUCT RESEARCH IN YOUR SCHOOL

I am a postgraduate student at the University of Nairobi pursuing a Master of Education Degree in Curriculum Studies. I am writing to solicit your support in carrying out a research on the topic Teachers preparedness for the implementation of the competency-based curriculum in private pre-schools in Dagoretti North-Sub County, Nairobi City County.

Kindly allow me to undertake the study in your school by responding to the questionnaire and interview schedule. The responses will be used for the purpose of study only. The identity of the respondents will remain confidential.

Thank you in advance.

Yours faithfully,

Salvan Ondimu

APPENDIX II: QUESTIONNAIRE FOR PRE-SCHOOL TEACHERS

This questionnaire is for purposes of collecting information on teachers' preparedness for the implementation of the competency-based curriculum in private pre-schools. All the information provided will be used for the purpose of the study only. Kindly respond to all questions as honestly as possible and don't indicate your name.

School……

INSTRUCTIONS: Please tick (√) or fill information as appropriate

SECTION A: Demographic information

1. Kindly indicate your gender

   (a) Male (b) female

2. What is your age bracket?

   (a) 20-29 (b) 30- 39 (c) 40-49 (d) 50and above

3. What is your highest academic qualification?

   (a) Certificate (b) Diploma (c) Degree (d) Master (e) Any other specify.....

4. Which grade do you teach? .....

5. How many years have you taught? .....

SECTIONB: Teachers' readiness

6. Have you received any in-service training in readiness for the implementation of the competency-based curriculum?.....
7. How many in-service training sessions for the competency-based curriculum have you attended?.....
8. Indicate the main areas covered during training for example content, management etc.....
9. Which areas do you wish to be trained in?.....
10. Teachers are prepared to implement the competency-based curriculum.

    (a) Disagree (b) neutral (c) agree

SECTION C: Teachers' subject content knowledge

11. How much have you have been prepared with subject content knowledge for implementation of the competency-based curriculum?

    (a) Fairly prepared (b) prepared (c) very prepared
12. What is your level of subject content knowledge in competency-based curriculum?

    (a) Fairly adequate (b) adequate (c) very adequate
13. Teachers have been fully prepared with subject content knowledge to implement the competency based-curriculum.

    (a) Disagree (b) neutral (c) agree

14. Teachers content knowledge influences how teachers engage students with subject matter

    (a) Disagree (b) neutral (c) agree

15. Teachers content knowledge influences how teachers evaluate and use instructional materials

    (a) Disagree (b) neutral (c) agree

16. Teachers content knowledge is related to what children learn

    (a) Disagree (b) neutral (c) agree

17. To what extent does the teachers' subject content knowledge influence how teachers evaluate and use instructional materials?

    (a) Small extent (b) neutral (c) large extent

SECTION D: Teachers technological skills

18. Have you been exposed to ICT facilities related to implementation on CBC? (a) No (b) Yes
19. What is your level of competence in the use of information communication technology (ICT)? (a) Poor (b) fair (c) good
20. How often do you use a projector to teach?

    (a) Never (b) rarely (c) always

21. You use computers to teach learners in class.

    (a) Disagree (b) neutral (c) agree

22. Teachers' competence in basic computer operations and internet usage

Statement	Disagree	Neutral	Agree
I can locate and use an application program e.g. word			
I can search for files on a computer system			
I can teach children using a computer			
I can prepare a lesson using a computer			
Can put a song for children on a computer			
I can download files from the internet			
Can save texts and images from web pages			
Can download materials on internet			
Can search for a lesson song on the internet			

SECTION E: Teachers perceptions

23. What is your view towards the implementation of the competency-based curriculum?.....
24. Rate the teachers' readiness to implement the competency-based curriculum.

    (a) Fairly adequate (b) adequate (c) very adequate

25. You are fully equipped with subject content to implement the competency-based curriculum.

    (a) Disagree (b) neutral (c) agree

26. You have technological skills for effective implementation of the competency-based curriculum?

    (a) Disagree (b) neutral (c) agree

SECTION F: Assessment on the implementation of the competency-based curriculum

27. How well are you prepared to implement the competency-based curriculum? please tick only one, where good =3, fair =2, poor =1

questions	**1**	**2**	**3**
your understanding of the concept competency-based curriculum			
your ability to apply competency-based curriculum			
level of effectiveness on the implementation of the CBC			

28. What is your opinion on the implementation of the competency-based curriculum?.....

29. What is your ability to apply competency-based curriculum?.....

30. In what ways has the implementation of CBC affected you as a teacher?.....
31. What challenges are you facing in implementing the competency-based curriculum?.....

Thank you for your cooperation

APPENDIX III: INTERVIEW SCHEDULE FOR HEADTEACHERS

This observation schedule is for purposes of collecting information on teachers' preparedness for the implementation of the competency-based curriculum in private pre-schools. All the information provided will be used for the purpose of the study only. Kindly respond to all questions as honestly as possible. Your cooperation will be highly appreciated.

School……

Male..... Female.....

1. What do you understand by the term competency-based curriculum? Please explain.....
2. Have you received any in-service training in readiness for the implementation of the competency-based curriculum.....
3. (a) Since the inception of the competency-based curriculum in your school, have you conducted training (seminars or workshop) about the competency-based curriculum?.....
   (a) List the types of training conducted and the areas of discussion.....
   (b) Explain the effectiveness of the training and the challenges encountered.....
4. Are the teachers ready to implement the competency-based curriculum?.....

5. How much have the teachers been prepared with subject content knowledge for implementation of the competency based curriculum?.....
6. To what extent does the teachers' subject content knowledge influence how teachers evaluate and use instructional materials?.....
7. What is your level of competence in the use of information
8. How often do you use a projector to teach?.....
9. Do you have technological skills for effective implementation of the competency-based curriculum?.....
10. What challenges are you facing in implementing the competency-based curriculum?.....

.

Thank you for your cooperation

APPENDIX IV: RESEARCH AUTHORIZATION

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No **NACOSTI/P/18/10051/26549** Date: **15th November, 2018**

Salvan Mosioma Ondimu
University of Nairobi
Po Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Teachers preparedness for the implementation of the competency based curriculum in private preschools in Dagoretti North Sub-County, Nairobi City County,"*** I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **15th November, 2019.**

You are advised to report **to the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

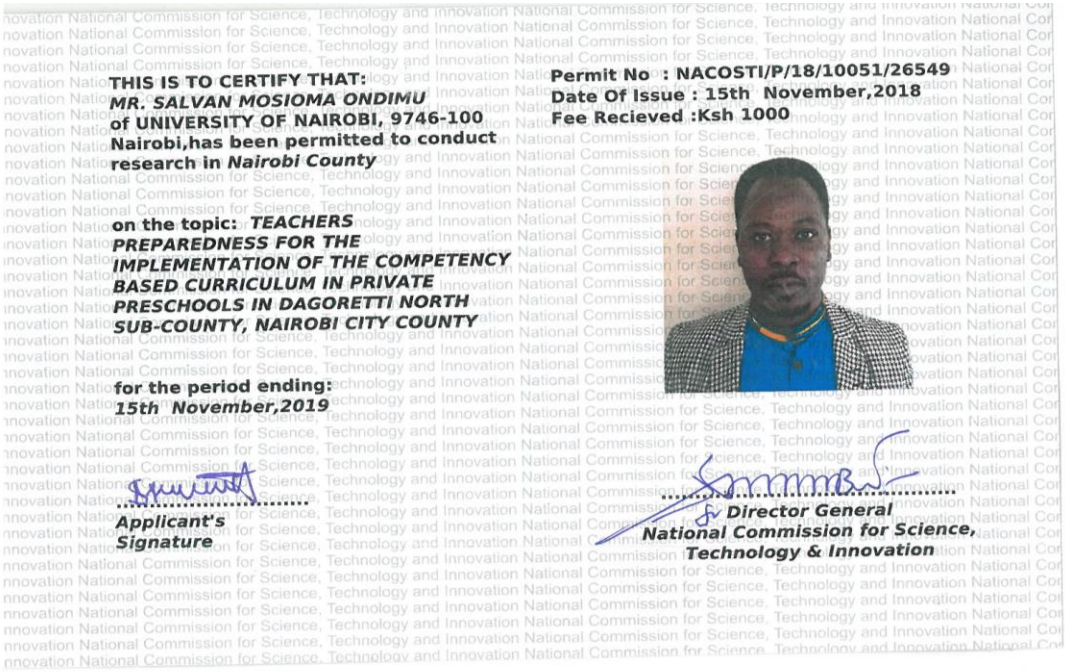
BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nairobi County

The County Director of Education
Nairobi County

APPENDIX V: RESEARCH PERMIT



THIS IS TO CERTIFY THAT:
MR. SALVAN MOSIOMA ONDIMU
of UNIVERSITY OF NAIROBI, 9746-100
Nairobi,has been permitted to conduct
research in *Nairobi County*

on the topic: *TEACHERS PREPAREDNESS FOR THE IMPLEMENTATION OF THE COMPETENCY BASED CURRICULUM IN PRIVATE PRESCHOOLS IN DAGORETTI NORTH SUB-COUNTY, NAIROBI CITY COUNTY*

for the period ending:
15th November,2019

.....
Applicant's Signature

Permit No : NACOSTI/P/18/10051/26549
Date Of Issue : 15th November,2018
Fee Recieved :Ksh 1000

.....
Director General
National Commission for Science, Technology & Innovation