

**SCHOOL BASED FACTORS INFLUENCING IMPLEMENTATION  
OF COMPETENCY BASED CURRICULUM IN PUBLIC PRE-  
SCHOOLS IN GARISSA SUB-COUNTY, GARISSA COUNTY KENYA**

**Abdiaziz Osman Abdullahi**

**A Research Project Submitted in Partial Fulfillment for the Award of a  
Master of Education Degree in Curriculum Studies**

**University of Nairobi**

**2019**

## **DECLARATION**

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

Abdiaziz Osman Abdullahi

E55/8385/2017

---

This research project is submitted for examination as approved by the University

Supervisors

---

Dr. IMONJE, K. ROSEMARY

Senior Lecturer

Department of Educational Administration and Planning

University of Nairobi

---

Dr. MERCY M. MUGAMBI

Senior Lecturer

Department of Educational Administration and Planning

University of Nairobi

## **DEDICATION**

This project is dedicated to my mother Habiba Mohamud, my father Osman Abdullahi and my brother Abdullahi for their support morally as well as financially.

## **ACKNOWLEDGEMENT**

I thank the Almighty, Allah, for the enabling me complete this work. Without His sustainance and direction, this work would not be a success. I also thank the support I received from my brothers Abdullahi, Fatuma andMohamed.I also give my heartfelt appreciation to my supervisor Dr. Imonje and Dr. muganbi for being patient throughout my study, their scholarly advice, suggestions and guidance and kindness all through.

I am thankful to the National Commission for Science, innovation and technology (NACOSTI) Who permitted me to conduct research in Garissa County in sub-county of Garissa. I must also thank the education officers, quality assurance officers, primary school heads and teachers in Garissa sub county, who accorded me a lot of cooperation during data collection.

## TABLE OF CONTENTS

<b>Content</b>	<b>Page</b>
Title page .....	i
Declaration.....	ii
Dedication.....	iii
Acknowledgement .....	iv
Table of contents.....	v
List of tables.....	x
List of figures.....	xii
Abbreviation and Acronyms.....	xiii
Abstract.....	xiv

## CHAPTER ONE

### INTRODUCTION

1.1 Background to the Study.....	1
1.2 Statement problem .....	5
1.3 Purpose of the study.....	6
1.4 Objectives of the Study.....	6
1.5 Research questions.....	7
1.6 Significance of the study.....	7
1.7 Study Limitations.....	8
1.8 Delimitation of the study .....	8

1.9 Assumptions of the study.....	9
1.10. Definition of significant terms.....	9
1.11. Organization of the study.....	9

## **CHAPTER TWO**

### **LITERATURE REVIEW OF PREVIOUS STUDIES**

2.1. Introduction.....	11
2.2. Concept of Competency Based Curriculum (CBC).....	11
2.3. Teacher Professional development and implementation of competency based curriculum in public pre-schools .....	12
2.4. Instructional Resources, and Implementation Competency Based Curriculum in Public Pre-schools.....	13
2.5. Monitoring and Supervision and Implementation of Competency Based Curriculum in Public Pre-schools .....	15
2.6. Teacher’s attitude, and Implementation of Competency Based curriculum in Public Pre-schools .....	18
2.7. Summary of Literature Review.....	19
2.8. Theoretical Framework.....	20
2.9. Conceptual Framework.....	22

**CHAPTER THREE**  
**RESEARCH METHODOLOGY**

3.1. Introduction.....	25
3.2. Research Design .....	25
3.3. Target Population.....	25
3.4. Sample Size and Sampling Procedures.....	26
3.5. Research Instruments.....	27
3.6. Validity of the Instruments .....	28
3.7. Reliability of the Instruments .....	28
3.8. Data Collection Procedures .....	29
3.9. Data Analysis.....	29
3.10. Ethical Considerations .....	30

**CHAPTER FOUR**  
**DATA ANALYSIS,INTEPRETATION AND DISCUSSION**

4.1 Introduction.....	31
4.2. Questionnaire Return Rate.....	31
4.3. Demographic Information of the Respondents .....	32
4.3.1 Age of Respondent.....	33
4.3.2 Academic qualification of the Teachers .....	33
4.3.3 Academic qualification for the head teachers.....	34
4.3.4 Teaching Experience.....	35

4.4 Demographic data of Education officers and quality assurance officer .....	37
4.5 Teachers Professional Development and implementation of CBC in public pre-schools .....	38
4.6 Instructional Resources and implementation of CBC in public pre-schools ..	44
4.6.1 factors affecting implementation of competency based curriculum .....	47
4.7 Monitoring and supervision and implementation of CBC in public pre-schools .....	48
4.8 Teachers perception towards competency based curriculum .....	51
4.8.1 Challenges facing implementation of competency based curriculum .....	54
4.6.2 Suggestions to mitigate factors affecting implementation of competency- based curriculum.....	60

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

5.1. Introduction.....	56
5.2 Summary of the Study Findings .....	56
5.3 Conclusions.....	59
5.4 Recommendations.....	59
5.5 Suggestions for Further Research.....	60
<b>REFERENCES.....</b>	<b>61</b>



## APPENDICES

Appendix I: Introduction letter .....	64
Appendix II: Questionnaire for primary school headteachers .....	65
Appendix III: Questionnaire for primary school teachers .....	70
Appendix IV: Interview schedule for education officers.....	74
Appendix V: Interview schedule for quality assurance and standards officer .....	76
Appendix VI: Letter From Garissa County Commissioner .....	78
Appendix VII: Letter from County Director of Education. ....	79
Appendix VIII: Permit from NACOSTI .....	80

## LIST OF TABLES

<b>Table</b>	<b>Page</b>
Table 3.1: Sampling Frame.....	26
Table 4.1: Questionnaire return rate .....	31
Table 4.2: Shows gender of respondents .....	32
Table 4.3: Age brackets of respondents.....	33
Table 4.4: Teaching experience .....	36
Table 4.5: Teachers response on whether they attended any specialize course for implantation of competency based curriculum .....	38
Table 4.6: Teachers response on whether they are adequately prepared to handle competency based curriculum implementation .....	39
Table 4.7: Teachers response on the pre-primary teachers attended in-service training .....	41
Table 4.8: Head teachers response on the pre-primary teachers attended in- service training .....	42
Table 4.9: Headteachers response on whether they implement teaching CBC in their classes .....	44
Table 4.10: Availability of instructional resources according to teachers.....	45
Table 4.11: Availability of instructional resources according to the head teachers.....	46

Table 4.12: Teachers response on whether head teachers check their attendance	49
Table 4.13 Teachers response on whether QASO' visit their schools.....	49
Table 4.14: Teachers response on whether they were informed on areas to improve by QASO .....	50
Table 4.15: Head teachers response on whether QASO' visit their schools .....	50
Table 4.16: Head teacher's response on whether they were informed on areas to improve by QASO .....	51
Table 4.17 Teachers response on whether they are motivated to implement CBC	52
Table 4.18: Head teacher's response on whether teachers' feel motivated to implement CBC .....	52
Table 4.19: Teachers response on their attitude towards competency-based curriculum .....	53
Table 4.20: Head teachers response on their attitude towards competency-based curriculum.....	54

## LIST OF FIGURES

<b>Figure</b>	<b>Page</b>
Figure 2.1: Represents the Relationship Between School Factors and implementation of Competency Based Curriculum.....	23
Figure 4.1: Academic qualification of the teachers .....	34
Figure 4.2: Academic qualification of the head teachers.....	35
Figure 4.3: Head teachers response on whether they are adequately prepared to handle competency based curriculum implementation.....	40
Figure 4.4 : Shows teachers response on whether they implement teaching CBC in their classes .....	43

## **ABBREVIATION AND ACRONYMS**

<b>CBC</b>	Competency Based Curriculum
<b>IBE-UNESCO</b>	International Bureau of Education- United Nations Education, Science and Cultural Organization
<b>ICT</b>	Information and Communication Technology
<b>KICD</b>	Kenya Institute of Curriculum Development
<b>KNUT</b>	Kenya National Union of Teachers
<b>SPSS</b>	Statistical Package for Social Science
<b>DQAS</b>	Directorate of Quality Assurance and Standards
<b>QAS</b>	Quality Assurance and Standards

## **ABSTRACT**

The purpose of the study was to investigate school-based factors influencing implementation of competency-based curriculum in public pre-schools in Garissa Sub-County Garissa County Kenya. The study sought to establish the influence of teacher professional development on implementation of competency-based curriculum, instructional resource, monitoring and supervision and teacher attitude. 27 public primary schools, 335 head teachers and all education officers and quality assurance officers. The sample comprised of 14 head teachers, 100 teachers, 2 education officers, and Quality Assurance and Standards Officer (Q.A.S.O.) totaling to 117 respondents. Stratified, simple random and purposive sampling techniques were used to get the respondents. Data was collected by use of questionnaires and interview and data was analyzed by use of qualitative and quantitative methods. The findings were presented through descriptive statistics by use of tables, graphs and pie-charts. The findings of the study revealed that 68 per cent of teachers in public pre-primary schools were not attended specialized courses for the implementation of CBC. The findings also indicated that inadequate instructional resources such as audio-visual and ICT equipment whereas text book were adequately available. From the findings quality assurance officers assess pre-primary schools in Garissa sub-count for a monthly basis. Further the study revealed 57 percent of pre-primary teachers had positive attitude towards competency-based curriculum implementation. Based on findings the study was concluded majority of public pre-primary teachers were female who had appropriate academic qualifications though few of them had long experience in teaching. Both male and female Pre-primary teachers most of them were not undergone any specialized course which empowered. The study further concluded that most of the teaching and learning resources were adequately available in Garissa sub-county pre-primary schools except for ICT and audio-visual equipment. As a result of the study findings it was recommended that the ministry of education should supply more instructional resources in public primary schools like ICT equipment and audio-visual for the effectiveness of competency-based curriculum. The study also recommends providing training and capacity building programs for pre-primary teachers to enhance their knowledge towards information communication technology ICT. The study also recommends providing training and capacity building programs for the staff and nominating a commission for higher education in order to ensure that tertiary institutions provide better quality of higher education.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background for the study**

For any nation, education is an important input for economic progression at any time (Breen, 2014). Development of the nation rely on the quality of the education. The dynamic society and growing anxiety of gaining of 21th century skills, digital and the globalization affects the process involved in classroom teaching and learning, and calls for the need to guarantee to everybody the achievement of new competences for their personal and social-development (Pamia, 2017). Therefore competency-based curriculum is has been proposed to ensure that the needs of the dynamic society into the job market are actually attained. It is a sensible move towards to education since it focuses on individual's skills, and evaluation of skills mastery, for the adept functioning of a person in any given society (Savage, 1993). (CBC) which is an abbreviation for Compentent Based Curriculum, is an area of interest, and has been researched on from the early 1970s when the USA first engineered it (Richard & Rogers, 2001).The educational goals are defined in form of accuracy inmeasuring descriptive skills, behavior, and knowledge among students. Such measurable objectives are to be obtained at every completion stage in students studies. According to (Wolf, 2001)This was followed by its spread as a movement among nations such as United Kingdom and Germany in Europe.

In the 1990s it was adopted by Australia and later spread to other countries of the world. Countries were obliged to adopt the curriculum as a result of the conditions of the demands of the global markets and the dynamic nature of the emerging technologies. Africa as well adopted the curriculum, starting with South Africa in 1998. The 1981 recommendation in Kenya, 'Presidential Working Party on the Establishment of the Second University in Kenya' introduced a new system of education known as 8-4-4 by 1985.

The guiding philosophy which the system presented was 'education for self-reliance'. The system was reviewed thrice; in 1992, 1995 and 2002 when several reports as well as formative evaluations were drafted and presented to the ministry. The evaluations mainly focused on the content which the curriculum was to deliver, subject overload, pointless overlaps and emerging trends.

However, there was no adequate focus on developing citizens for thorough economic growth and development.

According to (KIE, 2009) the content of the curriculum, and its implementation was basically academic and exam-focused. In addition to the curriculum being so much overloaded, several schools faced the challenge of poor equipment, and lack of trained teachers, to facilitate development of practical skills. Literacy and numeracy skills were not adequately enforced in learners.

(Peterson & Peterson, 2006) suggests that the quality of a teacher is a key factor in determining the effectiveness of a school performance which will in turn help to foster efforts of achieving education reforms. In addition, teachers require



important knowledge, skills and ability to interact with all the students setting manageable standard and choosing instructional materials that can accommodate students at different levels (zeiger2018).Kate (2002) noted that for children to acquire number work skills, they ought to have a variety of relevant instructional materials that are locally available within the environment. Therefore they should be exposed to a different type of resource in order to actively construct their knowledge better (Omaiyo 2013).This promotes learning that is practical even in their future lives.

The teachers perspectives and attitude are important for effecting teaching and they influence learners achievements, (Eggen and Sahak,2001).Quality assurance of the education system ensures quality development in materials used in the learning-teaching environment, advisory service provision and creation of opportunities needed for staff development. Quality assurance Officers sees to it that quality is sustained through monitoring and supervising the pre-school learning in Kenya. The head teachers are in charge of the same at local level. The QASO are representatives of the Ministry of Education and specialize in ensuring quality of learning is maintained in the pre-schools. (Ajuoga et al, 2010) write that the quality assurance department is mandated to supervise curriculum implementation in schools as well as ensure that effectiveness of teachers is well attained. (Gongera et al, 2013) write that the officers provide an external evaluations of performance of curriculum in various schools.

The Competence-Based Curriculum came into being to fill the gaps in education and training. The developments had emerged as a result of the reports to re-align the education sector as outlined in Vision 2030, and in the Constitution, 2010. The ministry went ahead to develop the Sessional Paper numbered 9 (No. 2) of 2015 on Kenyan education reforms. Some of its key recommendations included; the new CBC, a national system to cover the national assessments, talent identification and nurturing from early stage, conception of nation values and cohesion, which was to be integrated in classroom learning and teaching. In addition, the new curriculum introduced the three pathways at the senior learning levels.

Kenya's objectives of the Vision 2030, in addition to the Sessional Paper no. 2 of 2015- on education reformation, and training had put a stronger importance on the sciences, innovations, and technology. Innovation is possible through curriculum which has undergone a number of changes since 1965. However, the 8.4.4 curriculum has failed to offer planned policies, suitable instructive approaches, and adequate resources to put a stronger base for the progress of competences, innovations, and skills. (Muricho & Nyang'ach, 2013, Amukowa, Gunga & Vihenda, 2013). Since the 8.4.4 system was planned to build education become more relevant to the world needs by ensuring that individuals became skilled, and to have a higher level labor force to provide the demands of labor (UNESCO, 2006). This calls for the necessitation of implementing a better skill based education system such as (CBC) to enhance technological advancement and

innovations. This should begin from the pre-school level to systematize content acquisition.

## **1.2. Statement of the problem**

According to the articles 53 up to 59 of the constitution, there is a provisions on rights to a child to access free, and manadatory basic education, which was of quality. Nevertheless, in Northeastern region of Mandera, Garissa, Wajir and Ijara, the Gross Enrolment Rate (GER) stands at 26% for primary education and about 4% for secondary education. Whereas regions like Western and Central have a GER of 90%and above. For instance, Garissa County has only 127 schools compared to Eastern region with over 4142 primary schools (Saman, 2013). Moreover, there is poor performance in the National Examination in Garissa District in 8.4.4. Curriculum.

Since the government of Kenya introduced competency-based curriculum and piloting stage was done in the pre-school to Grade 3, in 2018, the new competence-based curriculum has faced a number of challenges. Teacher Unions, Parents-teachers Association and even the Ministry of Education, has at some point identified the loopholes in the curriculum. There is interpreted with regard to preparation at the local school levels. In a study that was conducted among selected counties within Mount Kenya Region by UNESCO was found out that the level of acceptance of the CBC by teachers, pupils and the community is unquestionable. Indeed success was recorded in that county given the feedback of the teachers (IBE-UNESCO, 2017). Yetin several counties, perfect

implementation has encountered a number of challenges given the testimonies of Teacher Unions, Head-Teachers Association and to an extent the general public opinion. This means that the beginning of CBC implementation in 2019 has encountered several challenges within the local school context. Though, the 8.4.4 curriculum had faced number of challenges in Kenya and Garissa County is not exceptional. The new curriculum might face the same challenges, therefore this has created the need for the proposed study to carry out an investigation on the factors that affect the implementation of the CBC in pre-school stages in Garissa sub county of Northern Kenya.

### **1.3. Purpose of the study**

The study is set to find out factors influencing implementing the competency-based curriculum in public pre-school in Garissa sub county, in Northern Kenya.

### **1.4. Study Objectives**

The objectives of the study were:

- i. To find out the effect of teacher professional development on implementation of CBC in public pre-schools in Garissa Sub-County, Garissa county Kenya.
- ii. To establish the effect of instructional materials on implementing CBC in public pre-schools in Garissa Sub-County, Garissa County Kenya.
- iii. To determine the effect of monitoring and supervision on implementing CBC in government pre-schools in Garissa sub-county in Kenya. To establish the influence of teacher attitude on competency based curriculum in public pre-schools in Garissa Sub-County, Garissa County Kenya.

### **1.5. Research questions**

- i. To what degree is teachers' professional development influence execution of competency-based curriculum in government pre-schools in Garissa sub-county, Garissa county Kenya?
- ii. To what degree does instructional materials affect execution of competency-based curriculum in government pre-schools in Garissa Sub-County, Garissa County Kenya?
- iii. In what ways does monitoring and supervision affect implementation of CBC in government pre-schools in Garissa Sub-County, Garissa County Kenya?
- iv. How does attitude of the teacher influence the implementation of competency-based curriculum in public preschools in Garissa sub county, Kenya?

### **1.6. Significance of the study**

The finding of this research will help the education ministry, TSC, teachers, and the Kenya Institute of Curriculum Development (KICD) to simplify the identification of school based factors influencing execution of CBC in pre-primary institutions. The result may also help curriculum developers and implementers through obtaining insights required in the formulation and enforcement of appropriate planning for improving successful execution of CBC. Finally the proposed study will contribute to give hints towards additional aspects of CBC implementation that require further study.

### **1.7. Limitation of the Study**

It is the constraints, which the researcher may encounter when conducting the study of which he may have little or no control (Matula, et al, 2018). Since CBC is newly introduced, investigation of institutional factors will not be extended beyond the primary level. This leaves the researcher with an option of dealing with pre-school where there has been piloting and implementation in progress. Also, Garissa county is an arid-semi-arid land that means that the institutional factors may not be applied in other geographical locations in Kenya.

### **1.8. Study Delimitation**

Delimitation is identifying and specifying what the study will include and what it will leave out in order to guide readers' understanding (Matula, et al, 2018). The study will be carried out in Garrisa Sub County. All the school heads of government pre- schools, teachers, Officers in quality assurance and Education Officers involved in the implementation of competency based curriculum in Garissa, sub-county will be targeted. Although there are many factors which influence the implementation of CBC such as head-teachers' leadership style, teachers' pedagogical methods, computer literacy among others but this study was based on teachers' professional development, instructional materials, monitoring and supervision and teachers' perspectives.

### **1.9. Assumptions of the study**

The study was based on the following assumptions:

- i. All primary public pre-schools in Garissa Sub-county are implementing competency-based curriculum
- ii. The respondents will provide accurate and reliable information.

### **1.10. Definition of significant terms**

**Curriculum:** These are subjects taught in pre-primary schools.

**Competency:** Refers to a plan or a program of all experience that the learner encounters as provided by the school.

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

**Pre-primary:** Refers to initial stage of introducing very young age 4-6 years to a school-type environment and implementing the competency-based curriculum.

**Implementation:** The stage when curriculum and teaching/learning resources are being used by the target groups usually the teachers and pupils.

**Teacher's perceptions:** Refers to opinion, feeling, attitude, and understanding of the teachers towards CBC implementation.

### **1.11. Organization of the study**

The project is arranged in 5 chapters, chapter one contains the study background, statement of the problem under study, purpose for research, research objectives, research questions, study limitations and delimitations, assumption of the study, definition of the significant terms, and organization.

Second Chapter contains Literature review of related researches in the past of the topic under study which include: teacher professional development, supervision and monitoring, availability of instructional material and teachers' attitude. It also include theoretical and conceptual framework. Third Chapter contains the research methodology, which the include research design, population sample and size, and sampling techniques and procedures in description of research instrument, validity and reliability of the study, procedure in data collection, and analysis techniques, and ethical considerations. Fourth Chapter contains data analysis presentation and interpretation of the result of data analysis. While the fifth chapter provides research summary and findings, the conclusion and recommendations.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1. Introduction**

This section entails literature review, which deals with the following areas: information on the competency-based curriculum, teachers' professional development, instructional resources, monitoring and supervision, teachers' attitudes on the implementation of CBC implementation, and summary of literature review,

#### **2.2. Concept of Competency Based Curriculum (CBC)**

CBC is a practical approach to an education system because it highlights the acquisition of life skills and assesses their mastery, which is needed for an individual to be purposeful in a given society (Savage, 1993). According to (Mosha, 2012) the CBC seeks to develop in students' skills of knowing, learning and how to interact in a socially diversified world. Such a change has instructive inferences, as pointed out by (Rutayuga, 2010) that CBC needs a change from evaluating a given set of learning content to examining each outcome of learning. Likewise, (Wood, 2001) write that the move to acquire skill based learning heavily requires a teaching technique where learners are at the center of learning. Several studies agree that CBC is the preferred solution in the current complex economy which requires that individuals are equipped with necessary skills needed to become productive in this current world (Harris, Guthrie, Hobart and Lundberg, 1995)

### **2.3. Teacher Professional development and CBC implementation in public pre-schools**

Teacher Professional development refers to activities that develop his or her skills, expertise and knowledge, and any other characteristics of an effective teacher. ([www.oecd.org/berlin/43541636](http://www.oecd.org/berlin/43541636)). Teachers determine the quality of education provided by any system in any state. This means that for any nation to develop it should possess a quality education system (Arab Knowledge Report, 2009). Therefore, it is important to establish the quality of teaching, there is need to perform evaluation. In education, assessment is a methodical process to determine values, and impact using principles provided by a set of standards set by a governmental which is in charge of education matters in a given country. Teacher appraisal is a composite process which requires a multifarious approach and methodology based on the latest attainments of technology in an information society (Arab Knowledge Report, 2009).

School effectiveness is enhanced by the nature of the teacher in terms of the skill set possessed by the teacher, whereby a teacher who is well versed by the needs of the learner is able to attain more learner achievement. A study by (UWEZO, 2014) has established that the ability of a pre-school teacher to implement the CBC in teaching and learning considerably determines the effectiveness of curriculum implementation.

Hence the effectiveness of a teacher is a fundamental consideration in reforming an education system. Additionally, Peterson and Peterson (2006) write that evaluation process is important to evaluate how effective a teacher is; this has the ability to improve the value of such a teacher, in turn increasing his/her professional development for better future results (Robinson et al., 2008). This is what Alghanabousi (2010) calls performance evaluation, which he claims is an important function to help leaders in assessing the performance of the teachers within a given period, which is likely to benefit the education system in future.

In Kenya, TSC coordinates the function of the quality assurance which ensures that quality teaching is adhered to in schools. Recently, teachers are required to master the content, which they teach. In addition, professional skills and development of values were found to be critical to teachers professionalism (KICD, 2016).

In addition, teachers require important knowledge, skills and ability to interact with all the students setting manageable standard and choosing instructional materials that can accommodate students at different levels (zeiger2018). This promotes learning that is practical even in their future lives.

#### **2.4. Instructional Resources and Implementation of Competency Based**

##### **Curriculum in Public Pre-schools**

Instructional materials are meant to enhance education quality for effective performance in academic and intellectual ability of learners in all areas of their

learning. Sufficient instructional materials available in classroom for pre school learning influences the quality of education given to them.

In order for pre-school children to obtain number work skills, they should be given with a range of instructional equipments that are available within the environment of their learning (Kate, 2002).

For instance, Bakare (1986) notes that the performance of the students on the intended learning outcome provides the validation – loop on the success of the interaction and instruction. Instructional resources are the basic channel of communication in classrooms for purpose of experience of effective process of teaching (Mundia, 2017).

According to (Miller and Seller 1990) Instructional materials are needed for effective content delivery, and they are apart of the program which ensures an effective education system. They provide an easy way to help learners to easily understand what they learn in class, content alone is not sufficient. (Wilkin, 1974) as well, supports the notion that resources available to support teaching and learning in classroom facilitate attaining the objectives set by the teacher. Without this supporting materials, then students cannot fully understand what they are supposed to learn. Where the materials are not available, teachers are encourage to use the available local resources to construct teaching aids to help the students understand. (Clarke, 2008) in his survey, found out that there was a limitation to finding most appropriate materials, which would act as an aid to teaching, which

perfectly suit the needs of the instruction strategies to help achieve a behavioural change among the youth.

A research conducted by Mutai (2011) discovered that majority of teachers acknowledged lack of enough text books that prevented their effort to educate pupils about AIDS. The study further realized that the use of text book was successful and mostly used to educate pupils on the subject of AIDS (Mutai, 2011). Inadequate of learning resources materials has negative impact on teacher success in the use of suitable instruction approaches noted by ( Orodho, Waweru, Ndichu and Nthinguri,2013)

In another research done by (Wanjiru,2008), it is advocated that Kenya Institute of Education(KIE) provide essential and satisfactory course materials for easier execution of academic programmes. These studies shows that instructional resources are available in quantities that are not enough. This makes it difficult for teachers in most schools to encounter challenges in meeting the success of teaching and learning as it is expected of education.

## **2.5. Monitoring and Supervision of Competency Based Curriculum Implementation in Public Pre-schools**

Consistent with Akitunde (2007) supervision is an act of dealing with activity/people or looking over a specific mission being accomplished well with the aid of other people. within the school system, supervision entails all efforts made by targeted school officers in the direction of providing leadership to teachers, different academic employees and students within the improvement of

training supervision as a distinct expert action that enables a collaborative interpersonal method via training and training focused at developing science-knowledgeable practice. This entails observation, the facilitation of supervisee self-evaluation, assessment, remarks and the acquisition of information, and competencies with the aid of coaching, modeling and mutual hassle solving. further, via building on the recognition of the strengths and capabilities of the supervisee (Stephen, 2014).

Kimeu (2010) refers to Glickman and Gordon (1990) who states that Institutional supervision also means clinical supervision;which involves person-to-person interaction. The supervisor makes judgment on the actual teaching that assists in recognizing approaches for improving instructions. Yet organizational phenomenon of collective action agrees on purpose and believes in attainment of an overall objective of the organization.

A study by Muoka (2007),concludes that supervision is understood in terms of leadership and achievement of the set goals which involves stimulation of goals, professional growth, and development of teaching, selection and revision of educational objectives by use of instructional materials and evaluation of institution.

Curriculum implementation and supervision is a task performed by the pre-school management. This is the basic operation area of all pre-school administration. Owen (1992) clarifies that all school managers must ensure that there is improvement in instruction by developing effective instructional leadership on the

part of the head teacher. The head teacher must ensure that the educational objectives of their school and the means of achieving them are clearly spelt out by the professional staff.

According to Javaid (2009), head teachers who are the managers of pre-schools can play an important role of serving as examples and leaders. Even though majority of the heard teachers in kenya lack the necessary training and were not trained in early childhood practices yet they manage pre-primary schools (Vihenda,2016). The headteacher has a role to select and produce instructional materials which help the teacher to perform their duties better and improve instruction through effective instruction leadership. Mbiti (1999) support this by saying it is contended that the success of every school curriculum design depend to a great extent on the administration. According to Mgbadille (1996), the head teachers are to heed to the call from educational reforms to become instructional supervisors for effective curriculum implementation, by taking up their duties fully. This makes them the minority in discharging their duties as effective instructional leaders.

In Kenya, education reforms often fail to achieve desired outcomes due to ineffective and insufficient supervision. This has led to the establishment of Directorate of Quality Assurance and Standards (DQAS), that should function when the knowledge, skills and attitude of the officers who carry out the role of supervision of education in educational institutions are enhanced (Ajuoga,2010). This includes teachers who also supervise learning at the classroom level. As

noted by Waweru (2005) the Directorate of Quality Assurance and Standards is charged with the responsibility to improve standards of education in Kenya (Waweru, 2005). It serves as the policeman for teachers in relation to curriculum implementation.

## **2.6. Teacher's attitude and Competency Based Curriculum Implementation in Public Pre-schools**

Teachers are crucial and influential stakeholders in determining the degree to which the schools implement curriculum policies (Porter, 2015). This relies on their attitude and perspective of the curriculum. As found out in a study that was conducted in Tanzania on change from knowledge-based to competence-based curriculum among secondary schools, some teacher regarded the new textbooks as irrelevant as other consider it impractical and complex (Luhambati, 2013). According to Eggen and Sahak (2001), the teachers perspectives and attitude are important for effecting teaching and they influence learners achievements. As cited by Barr in Banning (1954), attitudes of teachers are central to curriculum change and equally its implementation. This means that teacher's views, interests, opinions perceptions and attitudes towards any curriculum change must be sort for, in order to ensure effective implementation of such change in the educational system. This is because, teachers decide on activities based on their attitude, experience and beliefs upon their responsibilities in the school.

It's important to note that teachers are opposed to the competence-based curriculum because they are not involved in the training. This centers fear in them



since they see themselves as unprepared to undertake the task as it is. This is the case with when dealing with special needs where teachers develop low confidence and negative attitudes to inclusion (Ozaji 1998 and Obani 2002).

According to McMillan's (2000), teachers need to be knowledgeable and of understanding to conduct assessments on student learning. This is because; the results showed that teachers who had sufficient knowledge on assessments were able to integrate it well into their teaching. They were also able to use effective approaches, techniques, and strategies to improve their students' competencies. In dealing with the implementation of the competence-based curriculum, technology and especially ICT is important. In a study done in Canada by Hardy (2003), 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 classroom. This happened though teacher were formally trained in how to use computer technology in classroom but they could not do so in practice.

## **2.7. Summary of Literature Review**

The literature reviewed has indicated that competence-based curriculum is affected by school-based factors. According to Mundia (2017) instructional resources are the basic channel of communication in the classroom for the purpose of experience of effective teaching and learning. In addition, the reviewed literature supports the vital role of the teacher towards the performance

of the learners as well as the achievement of school goals. Therefore, the quality of pre-school education is partly considered by the teacher's implementation of the curriculum (UWEZO, 2014). Furthermore, the reviewed studies revealed the role of head teachers and quality assurance and standard officers for monitoring the process of the curriculum implementation. According to Javaid (2009) head teachers who are the managers of pre-schools can play an important role of serving as examples and leaders. The various studies based on curriculum implementation showed that factors such as teacher Professional development, Instructional Resources, Monitoring and Supervision and Teacher's attitude influence the implementation of curriculum. However, no single study has been carried out in Kenya at present to specifically investigate the influence of school-based factors on the implementation of Competency Based Curriculum in Public Pre-schools.

## **2.8. Theoretical Framework**

one of the most essential ideologies of educational philosopher agreed is the reality that know-how is produced through one's mind and transmitted thru social interactions. This have a look at was grounded on social interplay and studying concept and constructivist theoretical framework advanced by using Lev Vygotsky's in 1934 that advocates for learners being guided by the lecturers in self-discovery experiences that yields powerful learning. Social studying concept

assist us to apprehend how human beings study in social contexts (learn from each other) and informs us on how instructors, construct lively learning groups.

Geenand Gredler (2002), Vygotsky tested how our social environments impact the learning process. He recommended that mastering takes place thru the interactions students have with their peers, teachers, and different exerts. This follows that instructors can create a getting to know environment that maximizes the learner's potential to engage with each other through discussion, hands-on activity, and remarks.

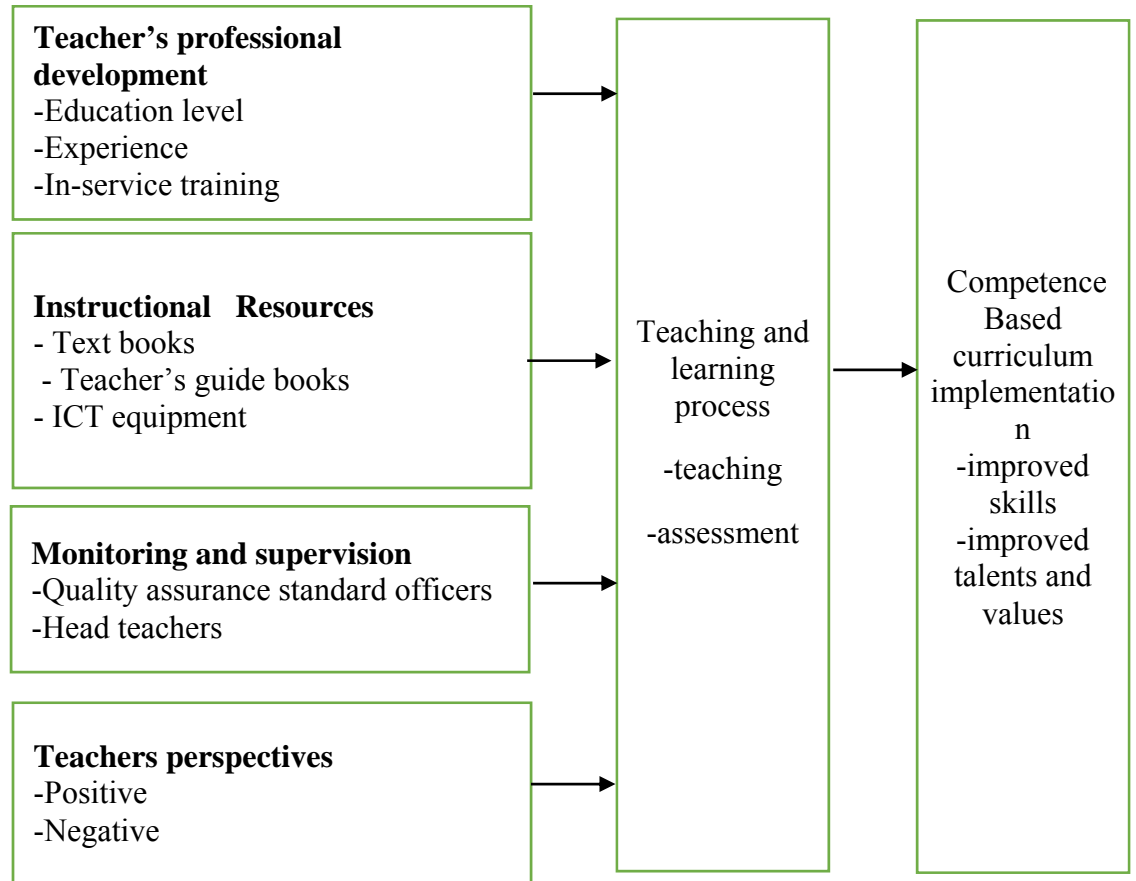
Constructivism theory, on the other hand, believes on the ideas that learners need to personally find out and transform complicated information if they're to make it their own (Bartram, 2005). This view has weighty implications for teaching as it proposes a much more active function for students in their own learning than is function in many school rooms. because of the emphasis on college students as energetic participants, constructivist strategies are often known as student-centered instructions. The role of the trainer in this view is that of guiding students to discover their personal that means in preference to lecturing and controlling all study room sports. A observe by way of Geen and Gredler (2002) remarks in addition that after students are left alone with minimal supervision but with purpose targeted accomplishments, can produce understanding by way of constructing their own models of studying gainingin their new abilities and competences. Bruning, Schraw, Norby and Ronning (2004)., have advanced some

of one-of-a-kind views to constructivism principle showing how better the methods can help improve studying thru self-innovation.

Lev Vygotsky's theories of social interaction and learning and constructivist theoretical framework formed the base of this study because they provided the learner to discover their talents, aspiration and achieve self-discovery by the help and the guidance of the teachers as the competence based curriculum implementation advocates.

## **2.9. Conceptual Framework**

Orodho (2004) a conceptual framework is a model of representation where the researcher conceptualizes relationship between variables in the study and represents the relationship graphically or diagrammatically. The conceptual Framework of this study illustrates relationship between independent variable and dependent variable



**Figure 2.1 Represents the Relationship Between School Factors and implementation of Competency Based Curriculum**

Figure 2.1 indicates the implementation of CBC is dependent on institutional factors such as teacher professional development, instructional resources, monitoring and supervision and teachers perspectives. Teacher professional development involves in-service training, educational level and experience of teaching at the pre-primary schools. Instructional materials includes textbooks, teachers guide book and ICT equipment. Teachers' attitudes are either positive or negative towards implementation of CBC. Moreover, Monitoring and supervision

includes use of quality assurance standards officers and the head teachers to check the learning process. On the other hand, CBC implementation depends on the way the factors under investigation are applied in the teaching and learning process.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1. Introduction**

This section will outline the research design and methodology. It will describe the research design, target population, sample size, and sample procedure, research instrument, validity and reliability of the instrument, data collection procedure, data analysis techniques and consideration of ethical issues.

#### **3.2. Research Design**

Research design refers to the structure, outline or scheme within which a research will be carried out in order to discover solution to the problem under investigated Kothari (2013). This study employed descriptive survey research design. Abagi (1995), citing Sandeep (1983), explains that descriptive survey research attempts to describe what was or what is in a social system such as the school. The methodology involved in such a design is mostly qualitative in nature producing descriptive data. This research design had been chosen because it deals with qualitative and quantitative data that the tools of the proposed study wants to gather.

#### **3.3. Target Population**

Target population refers to complete group of individuals or elements that the researcher chose to his/her study, Kothari,(2013). According to the sub-county Education Office Garissa (2018) Garissa sub-county has got 27 public primary schools. The study therefore will be targeted 27 head teachers, 335 teachers, 1

education officers and 2 quality assurance officers. The target population for this study will comprise of all the Head teachers of public pre-primary schools, teachers, Quality Assurance Officers and Education Officers involved in the implementation of competency based curriculum in Garissa, sub-county.

**Table 3.1: Sampling Frame**

<b>Target</b>	<b>Total population</b>	<b>Sample size</b>	<b>Percentage %</b>
<b>Headteachers</b>	27	14	50
<b>Teachers</b>	335	100	30
<b>Total</b>	<b>362</b>	<b>114</b>	

### **3.4. Sample Size and Sampling Procedures**

According to Gray (2009), a sample is used to make generalization of the characteristics being investigated within the entire population. To arrive at the desired sample size for the study. Purposeful and stratified random sampling technique were used to select a representative sample size which represented the desired target population. In the sampling gender consideration was observed.

According to Gay (1981), for descriptive studies ten percent of the accessible population is enough. However, 10% of 27 schools gives a round figure of 3 schools. Therefore, the study used purposive and stratified sampling technique.

The researcher selected about 50% of the primary schools that is approximately 14 schools. Thirty percent of the teachers that is around 100 teachers, all of the Education officers and Quality Assurance Officers as the sample of respondents in this study.



### **3.5. Research Instruments**

Research Instruments are the tools used by a researcher to collect data relevant to the objectives and research questions of a study. According to Mugenda and Mugenda (2003), the most commonly used instruments in social sciences are; questionnaires, interview schedules, observational forms and standardized tests.

Questionnaires are important because it enables one to get a lot of information within a very short period of time from a large population (Berg, 2006). Where as is an instrument that enables the researcher to cover the phenomenon under study in great depth ( Mwanje, 2001). Therefore, the study used questionnaire and interview schedule to get information from the head teachers, teachers, education officers and quality education officers. The instruments was divided into five sections, A,B,C,D and E. section A comprised demographical information which included gender, age, academic qualification and years of teaching experience. Section B obtained information on teachers' professional development which included in-service training, specialized course for the implementation of competency based curriculum, level of agreement in teaching competency based and preparedness for handling competency based. Section C sought to assess availability of instructional resources such as text books, teaching guide books ,ICT equipment and audio-visual equipment. Section D on monitoring and evaluation while E entails teachers attitude towards competency based curriculum implementation .

### **3.6. Validity of the Instruments**

According to Mugenda and Mugenda (2003) Validity is the accuracy and meaningfulness of inferences, which are based on the research results, in other words, validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. To ensure the content validity of the research instruments, the researcher sought the opinion of colleagues, other researchers and supervisors on the proposed instruments.

### **3.7. Reliability of the Instruments**

According to Orodho (2004) reliability of an instrument concerns the degree to which a particular measuring procedure gives similar results over a number of repeated trials To establish the reliability of the instrument, the researcher used the test-retest technique. It was done by administering the instrument to the respondents in the pilot study. After the respondents made their responses, the questionnaire responses were scored and then correlated using the Pearson's

correlation coefficient ( $r = \frac{\Sigma(x_i-x^-)(y_i-y^-)}{\sqrt{\Sigma(x_i-x^-)^2} \sqrt{\Sigma(y_i-y^-)^2}}$ ) to establish the extent to which

the contents of the questionnaire are consistent to produce the same responses.

The r value computed was 0.83. The value of (r) is between -1 and +1. When the correlation coefficient near to -1, shows that the two variables have strong negative correlation while when the correlation coefficient near to +1, shows that the two variables have strong positive correlation. When (r) is close to 0, either on the positive or negative side, then there is little or no association between the

variables (Orodho & Khatete, 2016). Therefore, the study considered the instruments reliable when the coefficient correlation between the two tests was 0.83.

### **3.8. Data Collection Procedures**

According to Orodho (2004) data collection refers to gathering specific information aimed at proofing or refuting some facts. Therefore, the researcher acquired a letter from the department of educational administration and planning in order to obtain a research permit from the National Council for Science and Technology before going to the field. Permission to conduct the research in schools sought from the head teachers. Then the Completed questionnaire was collected immediately. The researcher booked appointment with the head teachers, Education Officers and the Quality Assurance Officers in order to administer the questionnaires to them.

### **3.9. Data Analysis**

According to Grix (2001), data analysis is the process of bringing orderly, structure and meaning to the mass of information collected from the field. Both quantitative and qualitative data were obtained using questionnaires and interview schedule. Qualitative data obtained from personal interviews and open-ended questions were analyzed qualitatively through content analysis and organized into themes. The collected data were coded and analysed using Statistical Package for Social Sciences (SPSS). The results of data analysis were presented in form of tables, graph and pie-charts.

### **3.10 Ethical Considerations**

Research ethics refers to an intangible set of values, standards and institutional schemes that help establish and control scientific activity (Matula et al 2018). Therefore, the researcher sought the consent of the respondents to participate the study by explaining them the purpose and the importance of the research and reason they had been selected. Moreover, the researcher was informed them not mentioning their names and the information they provided were used for the research purpose.

## CHAPTER FOUR

### DATA ANALYSIS,INTEPRETATION AND DISCUSSION

#### 4.1 Introduction

This chapter entail the analysis,presentation and interpretation of the findings from the data collected through questionnaires and interviews The result are presented in tables and diagrams.This chapter presents the results of the data collected and analyzed in tables, pie-charts and graphs according to the study objectives.

#### 4.2. Questionnaire and Interview Return Rate

Responde rate is observed as an important indicator in determining the quality of survey( Adey and cornellius, 2016). Therefore the researcher administered 100 and 14 questionnaires for both the teachers and headteachers respectively as well as interview schedules conducted with one Quality Assurance Officer and two Education officers'. Table 4.1 below summarizes the return rates questionnaires for all the categories of respondents.

**Table 4.1: Questionnaire return rate**

Respondants	Sample	Returned rate	% of Return Rate
Headteachers	14	14	100
Teachers	100	100	100
<b>Total</b>	<b>114</b>	<b>114</b>	

From the Table 4.1, the study established that 100% of Head teachers' questionnaires were returned, teachers 100% ,Quality assurance 100% and

Education Officers 100% were returned. Therefore it is clear that the return rate of the questionnaires and the interview schedules were very creditable.

### 4.3. Demographic Information of the Respondents

Demographic information of the respondents in this study was sought to establish the characteristics of those who participated in the study in order to understand the dynamics in terms of age, gender representation in the teaching professional, qualification and experience.

**Table 4.2: Shows gender of respondents**

Gender	Teacher		Head-teachers	
	F	(%)	F	(%)
Male	26	26	10	71.4
Female	74	74	4	28.6
Total	100	100	14	100

From Table 4.2, majority of the teachers teaching pre-primary were female (74%) 3 indicates that 46 out 47 (97.9%) it shows that pre-primary school teaching is subjugated by female gender. This is in agreement with Chebii (2014) who conducted a study on the factors influencing the introduction and implementation of pre-primary school life skills curriculum in ainamoi division, kericho county, Kenya, found out (97%) of pre-school teachers were females. on the other hand majority of the headteachers' (71.4%) were male . This is clearly indicates that gender imbalance in headship even though Nzeli (2013), believes that primary

school headed by female perform better because of their proper management skills and the enthusiasm to confirm that they are not any loser.

#### 4.3.1 Age of Respondent

The study wanted to get information about the age at which the teachers and the head-teachers in the public pre-primary schools to link their understanding to pattern change towards new system.

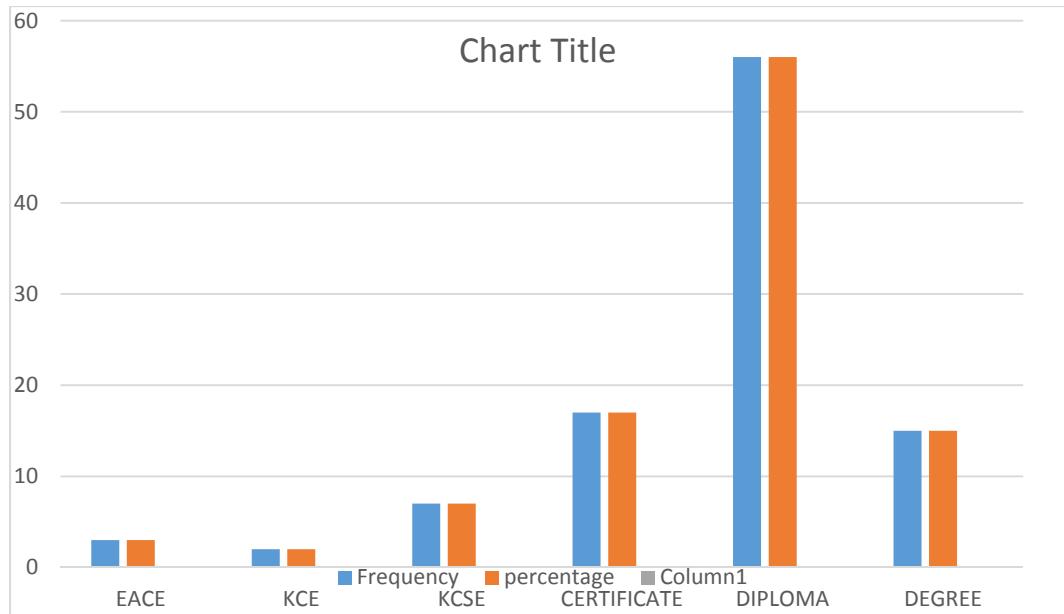
**Table 4.3 age brackets of respondents.**

Categories	Teachers		Head-teachers	
	F	(%)	F	(%)
<b>20 – 30 years</b>	30	30.0	1	7
<b>31 – 40 years</b>	42	42.0	3	21.5
<b>Above 40years</b>	28	28.0	10	71.5
<b>Total</b>	100	100.0	14	100.0

From the Table 4.3 shows that majority of the teachers(42%) are between 31-40 years while head teachers( 71.5% )were over 40. This shows that schools were headed by older teachers.

#### 4.3.2 Academic qualification of the Teachers

Academic qualification of teachers The teachers were asked to give their highest academic qualification by ticking in the appropriate spaces in the table. This was limited only to diploma and degree holders. Responses are summarized and presented in Figure 4.1



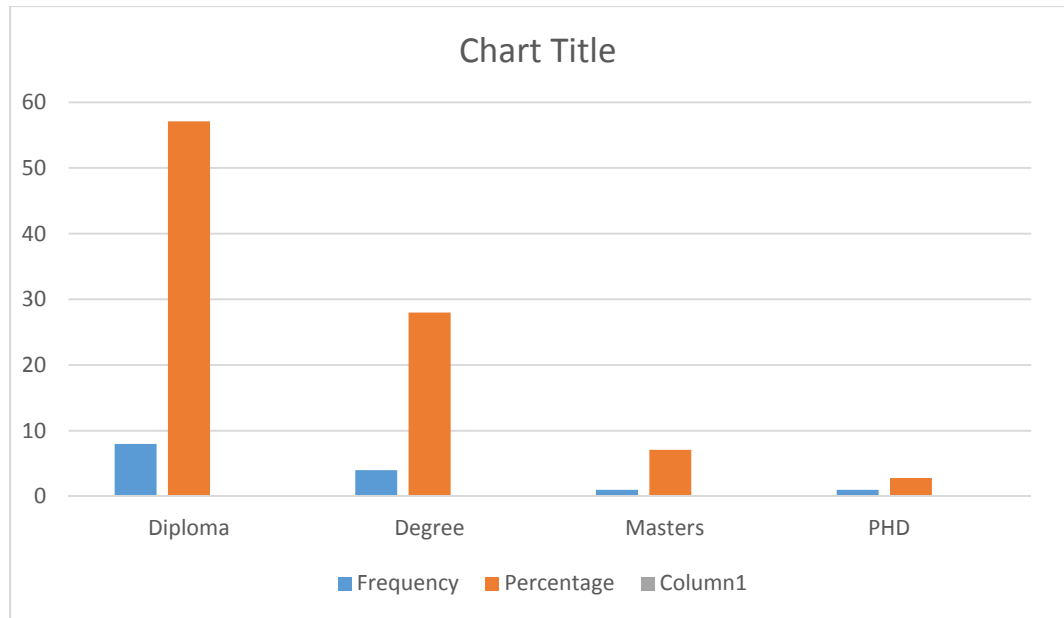
**Figure 4.1 Academic qualification of the teachers**

From the study findings the pre-primary teachers indicated that they were diploma holders (56%) and certificate holders (17%). Therefore pre-primary teachers have the minimum qualification required to impart the knowledge to pre-primary children.

#### **4.3.3 Academic qualification for the head teachers**

The study also asked the head teachers to indicate their education qualification level and 57.1% of them were diploma holders. responses are presented in Figure 4.2





**Figure 4.2 academic qualification of the head teachers**

From the study findings majority of pre-primary head teachers indicated that they were diploma holders (57.1%) and degree holders (28.1%). This shows that the head teachers qualification were below average to take up school leadership.

#### **4.3.4 Teaching Experience**

The researcher also requested the teachers of ppre-primary schools and the head teachers to indicate years of experience in teaching . Responses are summarized and presented in Table 4.4.

**Table 4.4 Teaching experience**

Teachers	F	%	Head-teachers	F	%
<b>N0 of years</b>					
<b>0-5</b>	44	47.0	1		7.1
<b>6-10</b>	27	27.0	1		7.1
<b>11-15</b>	16	16.0	2		14.3
<b>16-20</b>	5	5.0	8		71.1
<b>Above 21</b>	8	8.0			

From Table 4.3 show that (71%) of the head teachers have been serving as school heads for between 16-20 years. This shows that the head teachers were in a position to understand the school factors influencing implementation of curriculum whereas majority of teachers have been teaching between 1-5 (27%). According Fullan, (2001) noted that some teachers, depending on their previous experiences and stage of career, are more self-actualized and have a greater sense of efficacy, which leads them to take action and continue in the effort needed to bring about successful implementation. Experience enables the teacher to obtain specific commendable features including flexibility, appropriate use of teaching aid materials, ability to deal with the class with confidence, among others. Therefore, teachers with long teaching experience able to develop learners to discover their talents, skills. However the researcher noted that majority of the pre-primary teachers had inadequate years of experience in teaching, they were unlikely to have necessary skills needed for successful implementation in competency based curriculum.

#### **4.4 Demographic data of Education officers and quality assurance officer**

The study found out that the education officers were one male and one female who were served for between 6 and 8 years as an Education officers in Garissa sub county. When asked to indicate the training programmes that they were undergone in order to implement competency based curriculum in Garissa public pre-primary schools in Garissa sub-county, they said that they had undergone training on instructional materials management. The Officers further listed Senior Management Course as a relevant course that he attended in the last 2 years that empowered them on the implementation of competency based curriculum.

The study also revealed that inadequate teaching staff had affected the implementation of competency based curriculum in Garissa as indicated by the Officers. The Education Officers also said that he visited the schools on monthly basis.

On the other hand study found out that the education officer was male who had served for between 6 and 8 years as an Education officer in Garissa Municipality. When asked to indicate the training programmes that he had undergone in order to enhance competency based curriculum in Garissa sub-county , he said that he had undergone training on instructional materials management. The officer agreed when asked whether he attended relevant course on the implementation of competency based curriculum. Furthermore the officer concluded that inadequate teaching staff, shortage of instructional resources as major factors affected CBC.

#### **4.5 Teachers Professional Development and implementation of CBC in public pre-schools**

The first objective of the study was to establish the influence of teachers' professional development on implementation of competency based curriculum in public pre-schools . The quality of a teacher is a key factor that influences a student's achievement and supports the goal of improving school effectiveness. A study by (UWEZO, 2014) has proven that the quality pre-school education is partly considered by the teacher's implementation of the curriculum.therefore the study sought from the teachers to indicate on whether they have attended any specialized course that empowed them to impelement competency based curriculum. Responses are summarized and presented in Table 4.5

**Table 4.5 teachers response on whether they attended any specialize course for implantation of competency based curriculum**

Response	Frequency	percentage %
<b>Yes</b>	32	32.0
<b>No</b>	68	68.0

From the Table 4.5 Majority of the teacher ( 68 %) who teaches in the pre-primary were not attended specialized course for CBC Implementation This implies that teacher lack regular refresher courses to introduce them to new skills,

for the implementation of curriculum effectively. good training is very necessary to help a teacher develop his or her interest and ability for teaching (Moumouni ,1998).

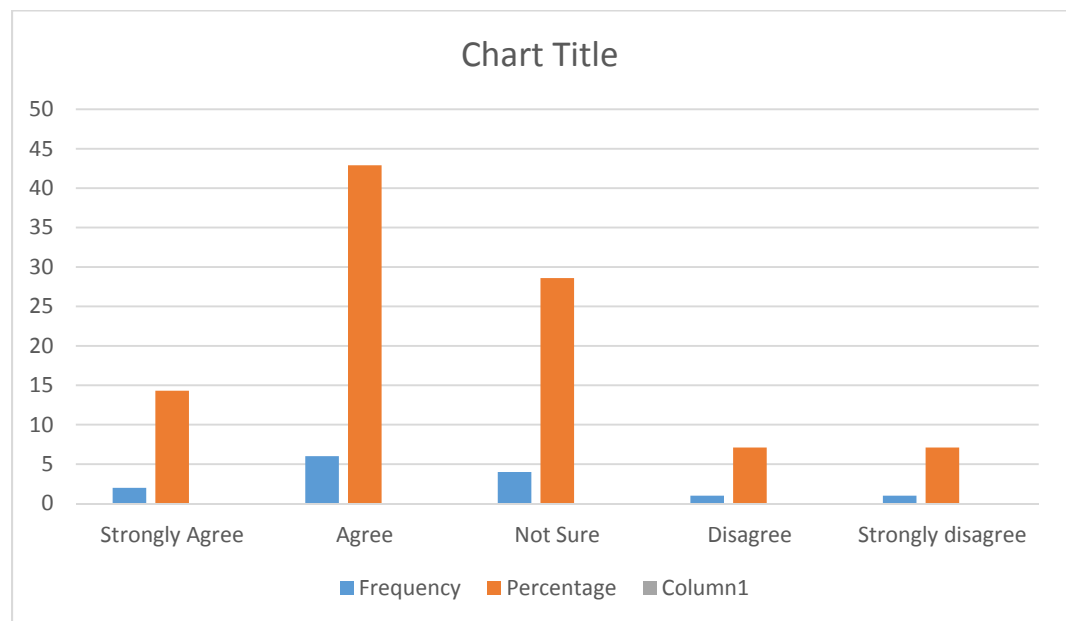
The researcher also requested the teachers to indicate their level of agreement on whether they teach competency-based curriculum in their class. Responses are summarized and presented in Table 4.6

**Table 4.6 teachers response on whether they are adequately prepared to handle competency based curriculum implementation**

<b>Level of agreement</b>	<b>Frequency</b>	<b>percentage %</b>
Strongly agree	15	15
Agree	51	51.0
Not sure	14	14.0
Disagree	12	12.0
Strongly disagree	8	8

From the above table 4.6 shows that (15%) strongly agreed and (51%) those who strongly agreed and who agreed comprised majority at (66%) while (14%) not sure, (12%)disagreed and (8%) strongly disagreed. This is in harmony with study by Ondimu (2018) on teachers' preparedness for implementation of competency based curriculum in private pre-schools in Dagoreti,,Nairobi found that majority of pre-primary teachers(66.6%) were prepared to implement competency based curriculum amid many challenges.

The researcher were also asked the head teacher to indicate on whether their teachers' are adequately prepared to implement competency-based curriculum. Responses are summarized and presented in figure 4.



**Figure 4.3 Head teachers response on whether they are adequately prepared to handle competency based curriculum implementation**

From the figure shows (14.3%) strongly agreed and (42.9%) agreed. it is clear that those who strongly agreed and those who agreed comprised majority at (57.2%) while (28%) not sure, (7.1%) disagreed and (7.1%) strongly disagreed. This implies that majority of pre-primary teachers were adequately prepared to implement competency-based curriculum. According to Newstrom and Davis (2002), trained teachers do make a difference in terms of student achievement.

The researcher sought head teachers opinion on whether their teachers' are adequately prepared to implement competency-based curriculum. Responses are summarized and presented in the Table 4.7

**Table 4.7 Teachers response on the pre-primary teachers attended in-service training**

Response	Frequency	Percentage
Yes	67	67.0
<b>No</b>	33	33.0

From the table 4.7 majority of the teachers (67%) have attended in-service training for the implementation of competency-based curriculum. The findings from this study concurs with those from a study by Odium, (2018) which indicated that majority (97.8%) of pre-primary teachers attended in-service training for the implementation of competency based curriculum. This implies majority of the teachers are prepared to implement competency-based curriculum implementation successfully. Better trained and experienced teacher produces higher academic performance than the untrained (Bell,1998).The study was sought head teachers response on whether their teachers' attended in-service training. Responses are summarized and presented in the Table 4.8.

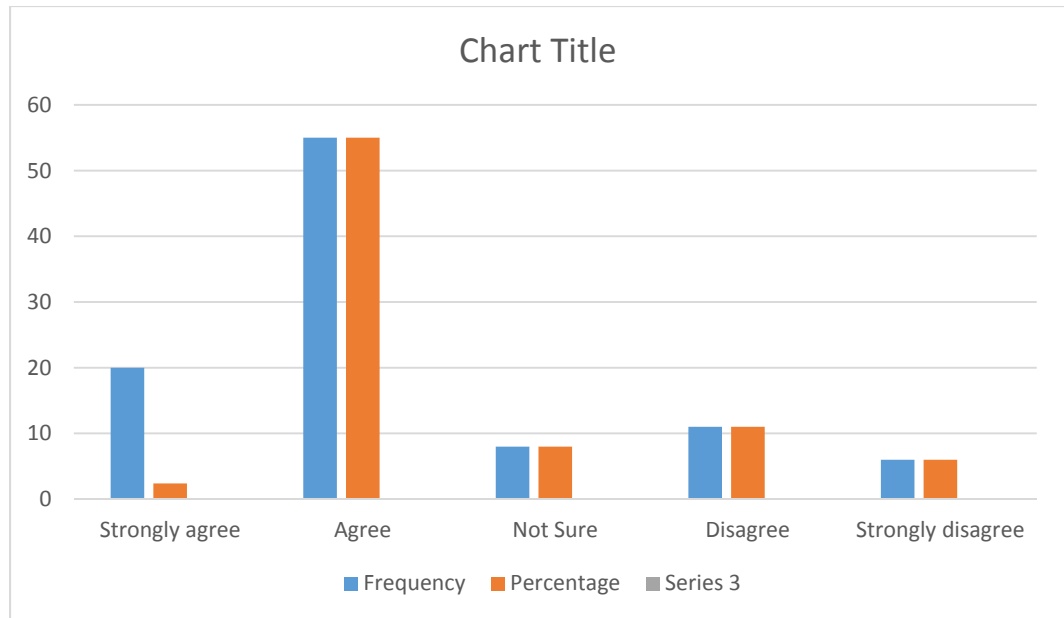
**Table 4.8 Head teachers response on the pre-primary teachers attended in-service training**

Response	Ferequence	Percentage
<b>Below average</b>	3	21.4
<b>Average</b>	8	57.2
<b>Above average</b>	3	21.4

From the table 4.8 Shows that majority of the head teachers (57%) rated average and (21.4%) below average while (21%) of the head teachers indicated above average.

The researcher also sought from the teachers to indicate on whether they implement competency based curriculum in their classes . Findings are summarized and presented in Table 4.





**Figure 4.4 Teachers response on whether they implement teaching CBC in their classes**

From the above table 4.9 shows that the teacher (55%) strongly agreed and (20%) agreed. Teachers who strongly agreed and who agreed covered majority at (75%) while (11%) disagreed and (6%) strongly disagreed. That means seventeen Percent of the teachers were not teaching competency-based curriculum in their schools. The researcher also sought from the head teachers on whether teachers implement competency based curriculum in their classes . Findings are summarized and presented in Table 4.9.

**Table 4.9 Headteachers response on whether they implement teaching CBC in their classes**

<b>Level of agreement</b>	<b>Frequence</b>	<b>percentage %</b>
Strongly agree	5	35.7
Agree	8	57.2
Not sure	0	0.0
Disagree	1	7.1
Strongly disagree	0	0.0

From the above Table 4.9 shows that (35.7%) strongly agreed and (57.2%) agreed. teachers who strongly agreed and who agreed covered majority at (92.9%) while (7.1%) disagreed.

#### **4.6 Instructional Resources and implementation of CBC in public pre-schools**

Second objective of the study was to examine the influence of instructional resources on implementation of competency based curriculum in public pre-schools in Garissa Sub-County, Garissa County Kenya. the researcher sought to investigate on whether course books, teachers guide and ICT equipment are competency based curriculum. Table 4.10 indicates their response

**Table 4.10 Availability of instructional resources according to teachers**

Resources	Strongly Agree		Agree		Not sure		Disagree	
	F	%	F	%	F	%	F	%
Text books	19	19.0	51	51.0	6	6.0	24	24.0
Teachers guide books	29	29.0	38	38.0	3	3.0	30	30.0
ICT equipment	19	19.0	19	19.0	16	16.0	46	46.0
Audio-Visual Equipment	4	4.0	17	17.0	19	19.0	60	60.0

N =100

From the Table 4.10 majority of the teachers 51% agreed availability of text book and 19%also asserted that strongly agreed while nearly 6% were not sure availability of the text books and 24% noted disagree . On teachers guide books , 29% strongly agreed;30 % agreed while 3% were not sure availability of the Teachers guide books and 46% disagreed.

Regarding ICT Equipment, the results show that 19% of the teachers strongly agree and 19% agreed while 16% noted not sure . Forty-six percent noted availability of ICT equipment as disagreed. Sixty percent of the teachers disagreed availability of Audio-visual equipment in their schools while (19%) of teachers were not aware availability of the equipment in school.

A Study by Bett (2006), noted that quality of education has direct relevance to availability and adequacy of teaching and learning resources. Inadequate of learning resources materials has negative impact on teacher success in the use of suitable instruction approaches noted by ( Orodho, Waweru, Ndichu and Nthinguri,2013) Based on the findings from the pre-primary teachers , it was obvious that the schools had available teaching and learning materials in terms of text books ,teachers guide books and ICT equipment . However, the schools lacked adequate audi-visual equipment.

The study sought to establish how teaching and learning resources are available in the public pre-primary schools in Garissa sub-county . head-teachers were asked to rate the availability of instructional materials in relation to the provision of the implementation of competency based curriculum . The table below shows their reactions.

**Table 4.11 availability of instructional resources according to the head teachers**

Resources	Strongly Agree		Agree		Not sure		Disagree	
	F	%	F	%	F	%	F	%
Text books	10	71.4	4	28.6	0	0	0	0
Teachers guide books	5	35.7	8	57.1	0	0	1	7.1
ICT equipment	3	21.4	6	42.9	0	0	5	35.7
Audio-Visual Equipment	0	0	3	21.4	0	0	11	78.6

N =14

From the Table 4.11 majority of the head teachers (71.4%) in public pre-schools in Garissa strongly agreed availability of text books in their schools while(28.6%) agreed. Adequacy of the teachers guide book was also rated (57.1%) for those who agreed. The results also showed that 42.9% of the head teachers said that ICT equipment was distributed in their schools while(35.7%) said were not available in their schools. Finally On the Audio-visual equipment majority of the head teachers(78.6) indicated lack of Audio-visual equipment in their schools.

#### **4.6.1 factors affecting implementation of competency based curriculum**

The study was asked the respondent to list down possible factors which had hindered the implementation of competency based curriculum (55% )said inadequate staff ,shortage of instructional material like ICT equipment and audio-visual equipment and (40%) teachers said lack of enough training and time consuming while (6%) commented lack of parental support and negative attitude from the parents towards competency based curriculum. This concurred with study by Ondimu(2018) on implementation of competency based in private pre-primary schools where (38%) of the respondents indicated that lack of enough learning resources.

Furthermore the study harmonized with Chebii (2014 ) who carried out a study on factors influencing the introduction and implementation of pre-primary school life skills curriculum in Ainamoi Division Kericho, Kenya. It revealed that (67%) of the teachers agreed that instructional resources were not available. Therefore,

the instructional materials at pre- primary school level are fundamental to the implementation of the competency based curriculum

Other suggestions included more teachers to be employed and trained ECDE and should be equipped adequate in-service training for the pre-primary teachers, which were not offered to some of the teachers. Finally, the respondents also suggested teachers should be trained on ICT training and experts' personnel should be deployed in the schools.

#### **4.7 Monitoring and evaluation and implementation of CBC in public pre-schools**

The third objective of the study was to examine the influence of monitoring and supervision on implementation of competency based curriculum in public pre-schools in Garissa Sub-County, Garissa County Kenya. The researcher sought to investigate.

Supervision is an act of managing activity/people or watching over a specific mission being carried out properly by other people. In the school system, supervision involves all efforts made by designated school officials towards providing leadership to teachers, other educational workers and students in the improvement of instruction. Akitunde (2007) It is imperative for the primary head teachers to supervise curriculum implementation and provide effective advice on programmes that will improve teaching and learning in schools. The researcher sought to obtain teachers' response on whether head teachers assessed their attendance in Table 4.12.

**Table 4.12: Teachers response on whether head teachers check their attendance**

<b>Response</b>	<b>Frequency</b>	<b>Percentage %</b>
<b>Daily</b>	18	18.0
<b>Weekly</b>	25	25.0
<b>Termly</b>	57	57.0

From the findings 57% of teachers revealed that head teachers checked their attendance on a termly and 25% said weekly while 18% said on daily basis. The study also sought to obtain teachers' response on whether quality assurance assess their schools. Response were presented in Table 4.13.

**Table 4.13 Teachers response on whether QASO' visit their schools**

<b>Response</b>	<b>Frequency</b>	<b>Percentage %</b>
Daily	0	0.0
Weekly	5	5.0
Monthly	77	77.0
Non of the above	18	18

From the table 77% of teachers indicated that quality assurance officer visit their schools

**Table 4.14 Teachers response on whether they were informed on areas to improve by QASO**

Response	Frequency	percentage %
<b>Yes</b>	72	72.0
<b>No</b>	28	28.0

From the table its clear majority of the teachers 72% were informed areas they needed to improve. The researchers further sought head teachers response on whether QASO' visit their schools. Results presented in the Table 4.15.

**Table 4.15 Head teachers response on whether QASO' visit their schools**

Response	Frequency	percentage %
Daily	0	0.0
Weekly	0	0.0
Monthly	13	92.9
Non of the above	1	7.1

From the Table 4.15 92.9% of head teachers indicated that assessment of quality assurance officers based on monthly while 7.1 said never assessed at all.



**Table 4.16 Head teacher’s response on whether they were informed on areas to improve by QASO**

Response	Frequency	percentage %
<b>Yes</b>	12	85.8
<b>No</b>	2	14..2

From the findings majority of the teachers 85% of the teachers agreed that they were informed their weaknesses and areas to improved after were assessed by quality assurance officers

#### **4.8 Teachers perception towards competency based curriculum**

The fourth objective of the study was to establish the influence of teacher attitude on competency based curriculum implementation. Teachers are central and important stakeholders in determining the degree to which the schools implement curriculum policies (Porter, 2015). This relies on their attitude and perspective of the curriculum. Responses are summarized and presented in Table 4.16 below.

**Table 4.17 Teachers response on wether they are motivated to implement CBC**

Response	Frequence	percentage %
<b>Yes</b>	59	59.0
<b>No</b>	41	41.0

From the Table 4.17Shows that (59% ) of the pre-primary teachers had been motivated in performing their duties while (41%) said were not motivated.

The researche also sought the opinion of the head teachers on whether teachers feel motivated on implementing CBC. Responses are presented in Table 4.0

**Table 4.18 Head teacher’s response on whether teachers’ feel motivated to implement CBC**

Response	Frequency	percentage %
<b>Yes</b>	9	64.3
<b>No</b>	5	35.7

From the findings (64.3%) of the head teachers indicated that the pre-primary teaches implement remarkably with motivation while (35.7%) said were not motivated. Then they were asked to reason as to why they were not motivated some commented because of little payment and too much work, whereas others said that there were no incentives and promotions, while others said lack of knowledge towards competency based curriculum, finally, fewer of them said it

was because of lack of cooperation from parents, staff shortage and poor administrations as reasons that made them de-motivated. Motivation of teachers is supported by Reis et al. (2000) who claims that Nigerian teachers need adequate educational policies and administration in terms of reasonable payment and fringe benefits commensurate with the job they do.

The researche further sought the optain teachers response on their attitude towards competency-based curriculum. Responses are presented in Table 4.19.

**Table 4.19 Teachers response on their attitude towards competency-based curriculum**

Response	Frequence	percentage %
<b>positive</b>	61	61.0
<b>Negative</b>	39	39.0

From the Table 4.19 shows that (61%) of the teachers indicated positive attitude of the teachers towards competency based curriculum.this implies that though majority of the teachers had positive attitudes towards competency based curriculum nearly fourty-percent of teachers had negative perspective towards CBC.

**Table 4.20 Head teachers response on their attitude towards competency-based curriculum**

Response	Frequency	percentage %
<b>positive</b>	8	57.2
<b>Negative</b>	5	42.8

From the Table 4.20 Shows that (59%) of the head teachers indicated positive attitude of the teachers towards competency based curriculum. On the other hand 42.8 per cent of the head teachers indicated that pre-primary teachers had negative attitude towards competency based curriculum implementation, therefore it is needed inadequate in-service training and equipped CBC knowledge among pre-primary teachers.

#### **4.8.1 Challenges facing implementation of competency based curriculum**

The study was asked the the teachers to list down possible challenges they encountered for the implementationof competency based curriculum.some of the respondent said; lack of specialized course of training and limited in-service training for the implementation of competency based curriculum. This is proved that report by KICD(2018) which revealed that sixty-seven present of the teachers had not been trained on ICT hence were not competent. this was not good reflection since competency based curriculum is ICT driven curriculum. Others said inadequate instructional resources of teaching and illiteracy of ICT knowledge among teachers. Others argue negative attitude of the parents towards

competency based curriculum which leads lack of parental support for implementation.

#### **4.8.2. Suggestions to mitigate factors affecting implementation of competency-based curriculum**

The head teachers were asked to propose possible solution to mitigate factors affected the implementation of the competency-based curriculum in public pre-schools. The study mentions their suggestions in the following lines.

The findings of study established that school head teachers implement competency-based curriculum in their schools but the problem is that they encountered some factors which are hindered competency- based curriculum implementation, some of the head teachers suggested that they should employ qualified teachers with adequate experienced should be employed in pre-primary schools. Furthermore, they also suggested for the sake of improving the implementation of competency-based curriculum in the schools, the pre-primary schools should be equipped with adequate instructional resources including ICT equipment and audio-visual equipment. These enable learners to get extra information for the purpose of experience of effective teaching and learning through utilizing provided facilities.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1. Introduction**

This chapter presents a summary of the study on school factors influencing implementation of competency based curriculum in public pre-schools in Garissa sub-county Garissa Kenya. It also presents conclusions, recommendations and suggestions for further research.

#### **5.2 Summary of the Study Findings**

The purpose of the study was to analyze the school factors influencing implementation of competency based curriculum in public pre-schools in Garissa sub-county Garissa Kenya. The study was guided by four objectives; to establish the influence of teacher professional development on implementation of competency based curriculum, to examine the influence of instructional resources on implementation of competency based curriculum, to determine the influence of monitoring and supervision on implementation of competency based curriculum, to establish the influence of teacher attitude on competency based curriculum in public pre-schools in Garissa Sub-County, Garissa County Kenya. The study adopted developed by Lev Vygotsky's in 1934. In the research methodology, the study applied descriptive survey design to gather both qualitative and quantitative data.

Data was collected from a sample of 14 head teachers, 100 teachers, 2 education officers and one quality assurance officer. Therefore all the questionnaires were returned, thus a 100% return rate. The demography of the respondents including gender, age, professional qualification, The head teachers were over 40 years of age while majority of the teachers were aged below 40 years. Despite the high female teachers' population in the teaching profession, male head teachers are more than female head teachers. The study findings The study findings are as summarized in the subsequent:

### **5.2.1 Teachers professional development and implementation of CBC**

The first objective of the study was to establish the influence of teachers' professional development on implementation of competency based curriculum in public pre-schools . Majority of the teacher ( 68 %) who teaches in the pre-primary were not attended specialized course for CBC Implementation This implies that teacher lack regular refresher courses to introduce them to new skills, for the implementation of curriculum effectively. good training is very necessary to help a teacher develop his or her interest and ability for teaching Moumouni(1998).

### **5.2.2. Instructional resources and implementation of CBC**

The second objective the researcher sought to find out the influence of instructional resources on implementation of competency based curriculum. 70% agreed availability of text book. Regarding ICT and audio-visual equipment, the results show that 50% of the ICT equipment were not available while 60% of the

audio-visual resources were not available. This implies public pre-schools had adequate teaching and learning materials in terms of text books, teachers guide books and ICT equipment were average. However, the schools lacked adequate audi-visual equipment.

### **5.2.3. Monitoring and evaluation and implementation of CBC**

The third objective was to determine the influence of monitoring and supervision on implementation of competency based curriculum. According to Akitunde (2007) It is imperative for the primary head teachers to supervise curriculum implementation and provide effective advice on programmes that will improve teaching and learning in schools. Findings show that fifty-seven percent of the teachers revealed that head teachers assess teachers attendance on a termly basis. The quality assurance officers were found to assess pre-primary schools in Garissa for monthly basis. The findings further revealed that the seventy-two percent of the teachers were informed areas they need to improve by quality assurance officers.

### **5.2.4. Teachers attitude and implementation of CBC**

Fourth objective of the researcher sought to find out the influence of the teacher's attitude on competency based curriculum in public pre-school. Despite challenges they had encountered for the implementation of competency based curriculum yet majority of the teachers (57%) had positive attitude towards competency based curriculum while 39% had negative attitudes towards competence based curriculum implementation.



### **5.3 Conclusions**

Based on findings the study was concluded majority of public pre-primary teachers were female who had appropriate academic qualifications though few of them had long experience in teaching. Both male and female Pre-primary teachers most of them were not undergone any specialized coursed which empowered them competency-based curriculum implementation. Furthermore, the study concludes that majority of the teachers felt motivated in the implementation of competency based with omit challenges.

The study concludes that most of the teaching and learning resources were adequately available in Garissa sub-county pre-primary schools except for ICT and audio-visual equipment.

### **5.4 Recommendations**

From the findings, the study made the following recommendations;

- i. To improve competency based curriculum implementation Ministry of Education (MoE), through the Kenya Institute of Curriculum Development should increase the duration of in-service training torwads competency among pre-primary schools.
- ii. Teachers’ service commission should make it compulsory that all teachers must go for in-service competency training after every three years before they can be allowed to move to the next grade on promotion. This would enable them update their knowledge in competency pedagogical skills in the curriculum implementation.

- iii. The government, through the Ministry of Education, should supply the schools with adequate instructional learning resources such as ,ICT equipment, and audio-visual resources. In addition to this, teachers should be given special training on ICT knowledge to implement competency based curriculum.
- iv. Teachers’ service commission should employ more teachers in primary schools and intensify supervision to ensure that only trained teachers are employed by the school Board of Management.
- v. Kenya institute of curriculum development (KICD) should comprise more teachers IN curriculum change process and equipped with ICT to create positive attitudes among teachers for the implementation of CBC.

### **5.5 Suggestions for Further Research**

Future researchers interested in the competency based curriculum implementation programmes should give more attention to the following areas:

1. The current study was conducted within the public pre- primary schools therefore a similar study should be done in the upper public primary and upper private schools in the same geographical location or a different one
2. The main objective of the present study was school factors influencing implementation of competency based curriculum in public pre-schools . Therefore more attention should be given to influence of head-teachers’ leadership style on the implementation of competency based curriculum.

## REFERENCES

- AlharthE. Fahad (2017) ,*Teacher Evaluation in the Kingdom of Saudi Arabia's (KSA) Schools – Moving Forward*. PhD Thesis, University Of
- Breen, Paul. (2014). *Caseson Teacher Identity, Diversity, and Cognition in Higher Education*. IGI Global, Hershey – USA.
- Chebii D.Birgen (2014). *factors influencing the introduction and implementation of pre-primary school life skills curriculum in ainamoi division, kericho county*, unpublished M:E thesis kenyatta university. *Comparative Study Of Private And Public Pre-Primary School Centres In Nairobi City County, Kenya*.Master Project, Kenyatta University
- Fullan, M. (2001). *The New meaning of education change*. New York: Teachers College Press.
- Hassan A. A. (2013). *An analysis of the quality of free primary Education in garissa municipality of garissa County, kenya*. Master Project, Kenyatta University *Innovation, in International Journal of Humanities and Social Science*, Vol. 3 No. 9;*Integrated Schools In GarissaCounty*. PhD Thesis, University of Nairobi.
- Kafyulilo, A.C (2012). *The implementation of competency based teaching approaches in Tanzania Arusha*.
- KICD. (2016). *A needs assessment report of curriculum change, Nairobi Kenya*
- KICD. (2018). *Report on competency based curriculum activities presented to: The National Steering Committee*. Nairobi: KICD.ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.8, No.14, 2017
- Kothari, C.R. (2013). *Research methodology; methods and techniques*. 2nd second edition: new age international publishers.
- Matula, P.D., Kyalo, D.N., Mulwa, A.S. and Gichuhi, L.W. (2018). *Academic Research Proposal Writing: Principles, Concepts and Structure*. Nairobi: ARTS Press.methods. Nairobi: Masola publisher.
- Metuo, N. Loise (2014).*Influence of head teachers' instructional supervision practices on curriculum implementation in isinya sub-county, Kenya* University of Nairobi: Unpublished Masters project

- Mpokosa, C&Ndahutsa, S. (2008). *Managing Teachers. The centrality of teacher management to quality Education*. Lessons from developing countries. CFBT and VSO, 2008.
- Mugenda, O. M. &Mugenda, A. G. (2003). *Research methods: Qualitative and quantitative approaches*. Nairobi: Acts Press.
- Mutegi, L.K. ( 2012). School factors influencing the implementation of life skills education in public primary schools in Athi River District. M.Ed. thesis. University of Nairobi.
- Muricho, W.P. &Chang'ach, J.K. (2013). *Education Reforms in Kenya for Innovation, in International Journal of Humanities and Social Science, Vol. 3 No. 9.*
- Muricho, W.P. &Chang'ach, J.K. (2013).*Education Reforms in Kenya for*
- Nelson M. & Joshua M. Kuboja(2016). *A paradigm shift towards competence based curriculum: The Experience of Rwanda*.Saudi Journal of Business and Management Studies, Vol-1.
- Newstrom, W.J. & Davis, K. (2002).Organizational behavior. Human behavior at work. New York: McGraw-Hall.
- Ndiso,M. Eunice(2013).*Influence of quality assurance and standard officers instructional supervision practices on curriculum implementation in public primary schools in central division, machakos district, Kenya*. University of Nairobi: Unpublished Masters project
- Ng'asike, J. (2004).*Teachers Use of Play as Medium for bridging Preschool Children's Mathematical Experiences: A Study Of Kasarani Division, Nairobi: Kenya*. An Unpublished M.Ed. Thesis. Kenyatta University: Nairobi
- Ondimu m. Salvan (2018). *Teachers preparedness for implementation of the competency based curriculum in private pre-schools in Dagoretti north sub-county, Nairobi city county*.University of Nairobi: Unpublished Masters project
- Onyango o. Tobias (2017). *School based factors affecting implementation of kiswahili curriculum in primary schools in homa bay county, Kenya*. Unpublished M.Ed. Thesis. Kenyatta University: Nairobi

- Orodho, A.J (2004). Elements of Education and Social Science. Research Research on Humanities and social sciences (2014). www.iiste.org ISSN (Paper) 2224-5766 ISSN (Online)2225-0484 (Online) Vol.4, No.11,
- Paulo, A. (2014). *pre-service teacher's preparation to implement competence-based curriculum in secondary school in tanzania*. International Journal of Education and Research. Vol 2(7)
- Rutere, J.K. (2012). *Effects of Teacher Related factors on implementation of Integrated Kiswahili Curriculum in public Secondary School in Nkuene Division. Imenti South District Kenya*. University of Nairobi: Unpublished Masters project
- Saman A. S. (2013). *Islamic Education InKenyaa Case Study Of Islamic Southampton*.
- Vihenda C. Ratemo(2016). Quality of pre-primary school education : *A Comparative Study Of Private And Public Pre-Primary School Centres In Nairobi City County, Kenya*. Master Project, Kenyatta University
- Waweru, W. Julius (2018). *Influence of teacher preparedness on implementation of competency based curriculum in public primary schools in Nyandarua north sub- county, Kenya* University of Nairobi: Unpublished Masters project
- Yuko W. Oso (2016). *Social Science Research: Principles and Practice*. Nairobi: Jomo Kenyatta foundation.

**APPENDICES**

**APPENDIX I**

**INTRODUCTION LETTER**

Abdiaziz Osman Abdullahi

C/O University of Nairobi, College of Education and External Studies.

P.O. Box 30179-00100

Nairobi

May 2, 2019

Dear participants

**RE: REQUEST TO CARRY A RESEARCH STUDY**

I am a student of University of Nairobi undertaking a Master of Education degree in Curriculum Studies. I am conducting a study on “**School Based Factors Influencing Competency Based Curriculum Implementation in Public Pre-schools in Garrisa Sub County, Garrisa County, Kenya.**”

The information given by the target groups will be treated with confidentiality and will be used solely for the research. In addition to the above neither you nor your school will be quoted. Kindly respond to all items. Your positive response will be highly appreciated

Thank you in advance for your cooperation.

Yours faithfully,

**Abdiaziz Osman Abdullahi**

## APPENDIX II

### QUESTIONNAIRE FOR PRIMARY SCHOOL HEADTEACHERS

#### Introduction

This study is carrying out School Factors Influencing Competency Based Curriculum Implementation in Public Pre-schools in Garrisa Sub County, Garrisa County, Kenya. This is to request you to respond to all items in the questionnaire based on your experiences.

#### SECTION A: DEMOGRAPHIC INFORMATION

1. Kindly indicate your gender

Male  Female

2. What is your age bracket ?

i) 20-30 years

ii) 31-40 years

iii) Above 40 years

3. What is your highest academic qualification?

Diploma  Bachelors Degree  Masters Degree  Phd holder

4. What is your teaching experience?

1-5Yrs [ ] 6-10yrs [ ] 11-15yrs [ ] above 15 yrs [ ]

**SECTION B: TEACHERS PROFESSIONAL DEVELOPMENT**

5. How will you rate the number of teachers in your school attended in service training of competency based curriculum on average

Below average [ ] average [ ] above average [ ]

6. Teachers are adequately prepared to handle competency based curriculum implementation in their subjects:

Strongly Agree [ ] Agree [ ] Not Sure [ ]  
Disagree [ ] Strongly Disagree [ ]

7. My teachers implement Competency based curriculum to the pupils in their classes

Strongly Agree [ ] Agree [ ] Not Sure [ ]  
Disagree [ ] Strongly Disagree [ ]



**SECTION C: INSTRUCTIONAL RESOURCES**

8. Comment on the adequacy of the following requirements in your school SA – Strongly Agree A – Agree NS – Not Sure DA - Disagree

Requirements	SA	A	NS	DA
Text books				
Teachers guide books				
ICT equipment				
Audio-visual equipment				

9. List down possible factors which are hindering the implementation of Competency Based Curriculum

.....

.....

.....

10. Suggest possible solutions to the above - mentioned challenges.

.....

.....

.....

.....

**SECTION D: MONITORING AND SUPERVISION**

11. How often do you check teachers attendance in your school?

Daily [ ] weekly [ ] Termly [ ]

12. How frequently do Quality Assurance and Standard Officer's visit your school

Daily [ ] Weekly [ ] Monthly [ ] None of the above [ ]

13. Have you been informed of the areas you need to improve on?

Yes [ ] No [ ]

**SECTION E: TEACHERS' ATTITUDE ON COMPETENCY BASED CURRICULUM IMPLEMENTATION**

14. My teachers have technological skill for implementation of competency based curriculum

Agree [ ] neutral [ ] disagree [ ]

15. Teachers feel motivated in performing their duties?

Yes [ ] No [ ]

16. If no, list down reasons why you are not motivated

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

17. That is the teachers perception towards competency based curriculum

Fair [ ] good [ ] excellent [ ]

18. List challenges you have encountered in the implementation of competency based curriculum.

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

THANK YOU

## APPENDIX III

### QUESTIONNAIRE FOR PRIMARY SCHOOL TEACHERS

#### Introduction

This study is carrying out School Based Factors Influencing Competency Based Curriculum Implementation in Public Pre-schools in Garrisa Sub County, Garrisa County, Kenya. This is to request you to respond to all items in the questionnaire based on your experiences.

#### SECTION A: DEMOGRAPHIC INFORMATION

1. What is your gender Male [ ] Female [ ]
2. What is your age bracket ?
  - i) 20-30 years [ ]
  - ii) 31-40 years [ ]
  - iii) Above 40 years [ ]
3. What is your highest academic qualification  
EACE [ ] KCE [ ] KCSE [ ] Diploma [ ] Degree [ ]  
Masters [ ] Any other .....
4. Your Teaching experience in pre-school  
0- 5 [ ] 6- 10 [ ] 11- 15 [ ] 16- 20 [ ] 21 and above [ ]

**SECTION B: TEACHERS PROFESSIONAL DEVELOPMENT**

5. Have you attained any specialized course that has empowered you on the implementation of Competency Based Curriculum?

Yes [ ]      No [ ]

6. I am implementing competency based curriculum in my class

Strongly Agree [ ]      Agree [ ]      Not Sure [ ]

Disagree [ ]      Strongly Disagree [ ]

7. I am adequately prepared to handle competency based curriculum implementation in my teaching subjects:

Strongly Agree [ ]      Agree [ ]      Not Sure [ ]

Disagree [ ]      Strongly Disagree [ ]

**SECTION C: INSTRUCTIONAL RESOURCES**

Comment on satisfaction of the availability of the following requirements in your school SA – Strongly Agree A – Agree NS – Not Sure DA - Disagree SDA -Strongly Disagree

Requirements	SA	A	NS	DA
Text books				
Teachers guide books				
ICT equipment				
Audio-visual equipment				

8. List down possible factors which are hindering the implementation of Competency Based Curriculum

.....

.....

.....

**SECTION D: MONITORING AND SUPERVISION**

9. How often do head teachers check your attendance?

Daily [ ] weekly [ ] Termly [ ]

10. How frequent have the Quality Assurance and Standard Officer’s assessed your teaching?

Daily [ ] Weekly [ ] Monthly [ ] None of the above [ ]

Have you been informed of the areas you need to improve on?

Yes [ ]      No [ ]

**SECTION E: TEACHERS' ATTITUDE ON COMPETENCE BASED CURRICULUM IMPLEMENTATION**

1. In the performance of your teaching duties, do you feel motivated?

Yes [ ]      No [ ]

2. If no, list down reasons why you are not motivated

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

3. What is your perception towards competency based curriculum

Fair [ ]      Good [ ]      excellent [ ]

4. List down challenges you have encountered in the implementation of Competency based cur.....

THANK YOU

## APPENDIX IV

### INTERVIEW SCHEDULE FOR EDUCATION OFFICERS

#### Introduction

This study is carrying out School Based Factors Influencing Competency Based Curriculum Implementation in Public Pre-schools in Garrisa Sub County, Garrisa County, Kenya. This is to request you to respond to all items as per the interview schedule based on your experiences. Please, note that the information provided will be treated with uttermost confidentiality.

#### DEMOGRAPHIC INFORMATION

1. What is your gender? Male [ ] Female [ ]
2. How long have you served as an Education officer  
0 – 2 years [ ]      3 – 5 years [ ]      6 – 8 years [ ]      9 – 11 years [ ]  
Over 12 years [ ]

#### INTERVIEW QUESTIONS

3. Have you attended any relevant course that has empowered you on the implementation of Competency based curriculum?
4. How was that course relevant to the CBC implementation?
  - (i) .....
  - (ii) .....



5. In your opinion, what factors have affected the implementation of competency based curriculum in Garissa Sub County?

In adequate teaching staff [ ]

Low motivation level of teachers [ ]

Shortage of instructional materials like text books [ ]

Lack of managerial skills for Head teachers [ ]

Any other factors .....

6. How often do you visit schools in your area to ensure effective implementation of the curriculum?

7. How do you rate the response of the teachers you have assessed on their attitude towards implementation of Competency based curriculum?

Positive [ ] Negative [ ]

8. List down challenges facing the implementation of Competency based curriculum in Garissa Sub County.

.....  
.....

THANK YOU

## APPENDIX V

### INTERVIEW SCHEDULE FOR QUALITY ASSURANCE AND STANDARDS OFFICER

#### Introduction

This study is carrying out School Based Factors Influencing Competency Based Curriculum Implementation in Public Pre-schools in Garrisa Sub County, Garrisa County, Kenya. This is to request you to respond to all items in the interview schedule based on your experiences. Please, note that all information given will be treated with uttermost confidentiality.

#### DEMOGRAPHIC INFORMATION

1. What is your gender?         Male                       Female
2. What is your highest professional qualification?  
Approved Teacher         P1                       S1   
B.Ed degree         M.Ed degree

#### INTERVIEW QUESTIONS

3. Do teachers prepare up to date professional records like schemes of work, lesson plans, daily record of work?  
Yes         Partly         No
4. Do teacher have the following adequate teaching learning resources?  
Yes         Partly         No

5. How often do you visit schools in your area to ensure effective implementation of Competency based curriculum?  
.....

6. What is the pupil-textbook ration in the schools within your area?

7. Do primary school Head teachers have knowledge concerning competence based curriculum implementation in pre-primary schools?

Yes [ ]      No [ ]      I don'tknow [ ]

8. Do Head teachers regularly check professional records of teachers?

Yes [ ]      Sometimes [ ]      No [ ]

9. What is the teachers attitude towards the Competency based curriculum implementation?Positive [ ]      Negative [ ]

10. State any challenges facing the implementation of Competency based curriculum in public pre-schools in Garissa Sub County  
.....  
.....

THANK YOU

**APPENDIX VI**  
**LETTER FROM GARISSA COUNTY COMMISSIONER**

**THE PRESIDENCY**

**MINISTRY OF INTERIOR & CO-ORDINATION OF NATIONAL GOVERNMENT**

Telegrams: "COUNTY" GARISSA.  
Telephone: Garissa  
[ccgsacounty@gmail.com](mailto:ccgsacounty@gmail.com)



OFFICE OF THE  
COUNTY COMMISSIONER  
P.O BOX 1-70100  
GARISSA COUNTY

When replying please quote

REF.NO: CC/EDU/7/3/(150)

10 October, 2019

Abdiaziz Osman Abdullahi  
University of Nairobi  
College of Education & External Studies  
School of Education  
P. O. Box 92-00902

**KIKUYU.**

**RE: RESEARCH AUTHORIZATION**

Refer to your letter Ref. No. NACOSTI/753032 dated 4<sup>th</sup> October, 2019 from Director General/CEO on application for authority to carry out research on "***School Factors influencing implementation of Competency Based Curriculum in Public Pre-Schools in Garissa Sub-county, Garissa County Kenya.***" For the period ending 4<sup>th</sup> October, 2020.

I am pleased to inform you that you have been authorized to undertake your research in Garissa County.



R. N. Mbull  
For: County Commissioner

**GARISSA COUNTY.**

**APPENDIX VII**  
**LETTER FROM COUNTY DIRECTOR OF EDUCATION**

**MINISTRY OF EDUCATION**  
STATE DEPARTMENT OF EARLY LEARNING AND BASIC  
EDUCATION

Telegram: "SCHOOLING" Garissa  
Telephone: 046-210-2458, Garissa.  
Fax: 046-210-2002  
Email: cdegarissacounty@gmail.com  
When replying please quote



COUNTY DIRECTOR OF EDUCATION  
GARISSA  
P. O. Box 8-70100  
GARISSA

REF: NEP/ED/6.26/VOL.III (113)

DATE: 7<sup>th</sup> October, 2019

**ABDIAZIZ OSMAN ABDULLAHI**  
**UNIVERSITY OF NAIROBI**  
**P.O.BOX 92-00902**  
**NAIROBI.**

**RE: RESEARCH AUTHORIZATION**






Refer to your letter Ref. No. NACOSTI/P/19/2004/753032 dated 4<sup>th</sup> October, 2019 from Director General/CDE on application for authority to carry out research on "school factors influencing implementation of competency based curriculum in public pre-schools in Garissa sub county, Garissa County, Kenya", for the period ending 4<sup>th</sup> October, 2020.

I am pleased to inform you that you have been authorized to undertake your research in Garissa County.

A handwritten signature in blue ink over a blue official stamp. The stamp is rectangular and contains the text "COUNTY DIRECTOR OF EDUCATION GARISSA COUNTY" and "Date: \_\_\_\_\_ Sign: \_\_\_\_\_".

**ALI MADHJOBE OWLE**  
**FOR: COUNTY DIRECTOR OF EDUCATION**  
**GARISSA.**

**APPENDIX VIII  
PERMIT FROM NACOSTI**

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 753032	Date of Issue: 04/October/2019
<b>RESEARCH LICENSE</b>	
	
<p>This is to Certify that Mr.. abdiiaziz abdullahi of University of Nairobi, has been licensed to conduct research in Garissa on the topic: SCHOOL FACTORS INFLUENCING IMPLEMENTATION OF COMPETENCY BASED CURRICULUM IN PUBLIC PRE-SCHOOLS IN GARISSA SUB-COUNTY, GARISSA COUNTY KENYA for the period ending : 04/October/2020.</p>	
License No: NACOSTI/P/19/2004	
753032 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	