A COMPARATIVE STUDY ON FACTORS INFLUENCING IMPLEMENTATION OF COMPETENCY-BASED CURRICULUM IN PRIVATE AND PUBLIC PRIMARY SCHOOLS IN MBITA SUB-COUNTY, KENYA

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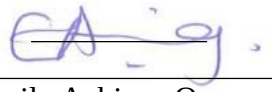
DECLARATION

Declaration by Candidate

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



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DEDICATION

I dedicate this Masters Research report to my late father Joseph Owuor and Jacob Amos who extended his help while I was carrying out this work. Also, I thank God for His wisdom and strengths that enabled me to complete the work.

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LIST OF ABBREVIATIONS AND ACRONYMS

CBC	Competency Based Curriculum
CBET	Competency-Based Education Training
CSOs	Curriculum Support Officers
ECDE	Early Childhood Development Education
ESL	English as a Second Language
ICT	Information and Communication Technology
KICD	Kenya Institute of Curriculum Development
MOE	Ministry of Education
MOE. VT	Ministry of Education and Vocational Training
NACOSTI	National Council for Technology and Innovation
NQF	National Qualification Framework
SPSS	Statistical Package for Social Science
TEPD	Teacher Evaluation for Professional Development
TVET	Technical and Vocational Education and Training

ABSTRACT

The purpose of this research was to investigate the factors that influence the implementation of Competency Based Curriculum in public and private primary schools in Mbita sub-county, Kenya. Although the Kenyan government aspires to implement the competency based curriculum, there has been outcry from different education stakeholders concerning school's preparedness to effectively implement the competency based curriculum. It was in this case that the research examined the factors that influence the implementation of CBC in public and private primary schools. The study identified four objectives and research questions that guided data collection and analysis. The review of related literature covered four themes namely school resources, principal's leadership style, teachers and training. The study was guided by the Dewey's social constructivism theory and used descriptive survey research design. The target population comprised 370 teachers from 33 public primary schools and 110 teachers from 11 private schools. The study also targeted 33 head teachers in public primary schools and 11 head teachers in private primary schools. Similarly, 2 curriculum support officers were targeted. Therefore, the total target population was 526 of which the study sampled 30 percent and generalized the findings. Descriptive statistics was used in data analysis, while qualitative data was analyzed through thematic content analysis. The study found that private primary schools tend to have adequate school resources compared to public primary schools, hence were able to effectively implement CBC programs in their schools. Teachers from both public and private primary schools had the right attitude for CBC programs and their implementations. However, they were not adequately trained for optimal CBC implementation in their respective schools. The study also found that school leadership and administration provides good working environment for teachers to implement CBC programs. The study therefore recommends that teachers should be fully prepared for the implementation of competency based curriculum by enhancing their capacity in ICT through in-service training, seminars and workshops, the government through ministry of education should ensure timely disbursement of the funds in the schools and also fully activate NEMIS program to attain effective channels of communication through networking and the government through the ministry of education should ensure that all schools have adequate infrastructures, that is employ more teachers, provide adequate teaching and learning materials, support schools in construction of more classrooms, laboratories; among others.

CHAPTER ONE: INTRODUCTION

1.1 Background to the study

Competency Based Curriculum (CBC) is an educational innovation that has recently gained popularity in African countries. The paradigm change in instructional techniques from teacher-centered to learner-centered approaches is highlighted by CBC. In terms of objectives, competency should ideally take precedence over content (KICD 2009). The focus is on the result, with only formative evaluation used in instead of summative evaluation. CBC emerged in the 1970s in the U.S.A, while in 2002 Cameroon introduced CBC after a National Education seminar which was held in Yaoundé, revealing an increase in repetition rate of primary school children at 41% in one academic year. Ambei et al., (2018) opined that this was due to ineffective teaching methods, teacher's unpreparedness, negative perception about the curriculum, and inadequate resources. If keenly examined, availability of resources, teachers' attitude and training as well as principal's leadership style influence how teachers teach.

CBC emphasize the development of learners' competencies. The curriculum also aims to holistically educate students for the future. Mosh (2012) defines CBC as a curriculum which has specific learning outcome that outline competencies to be attained by the learner. According to European Qualification Framework, competency means the demonstrated capacity to apply one's knowledge, abilities, and social or methodological skills in a work or study setting for one's own professional and personal growth. Tuning educational structures in Europe defines competencies as a dynamic combination of knowledge understanding, skills, and abilities. Recently, Kellie (2019) defined competence as the capacity to perform an action successfully or effectively. To gain power, students must mix and incorporate the element of skills and knowledge of professional and personal aspects of experience into their behavior (their know-how). In other words, competence is an expression of a person's capacity for effective work performance. This definition calls for fully trained teachers who understands CBC. For this to be achieved then several factors like resources, attitude, teacher training and leadership style need to be addressed in order to have a smooth implementation of CBC, especially in Homa-bay county, Mbita sub-county, Mbita division both in private and public schools

Haki Elimu in Rweyemamu (2012) states that teachers in Kenya have not been fully trained and thus do not understand how CBC works and yet KICD (2009) has stated the

competencies that teachers who in reality are not well versed in CBC need to develop in learners despite lack of resources in schools. Wongnaa &Bachie (2018) states that in the USA, CBC was introduced due to concern about USA research on economy and low student achievement and poor quality of teacher training. This promoted a need to structure the outcome of learning in a manner that will encourage teachers to express their teaching objectives in terms of observable student behaviors. It was thought that the approach would improve the effectiveness of schools, teachers, teacher educators, and serve to address society's concern about unsatisfactory performance in the development of programs in teacher education in the USA. Though, to date, CBC is not thoroughly utilized in USA primary schools. Sotco, and Mwandanji, (2018) observed that CBC concept moved to European countries due to the economic recession caused by the widespread of unemployment among the youth in the United Kingdom. The main criticism was on the Education system that was in existence by then which was blamed for low attainment of necessary skills by school graduates. The introduction of CBC has seen commendable progress in the Europe educational system where graduates can now attain required skills for the job market Sotco et al (2018).

Abuya (2017) states that, for CBC effective implementation professional and knowledgeable facilitators, resources and well-equipped schools are required. Sudsomboom (2010) also indicates explicitly that teachers' readiness, training, and attitude for CBC are extremely important as it states that in order to implement CBC successfully, instructors must be informed and prepared to take on the role of coaching and facilitation rather than being transmitters of knowledge. Reveres (2004) admits that a teacher's value and quality cannot be compared to any other factor, making teacher training a very important one. The kind of leadership provided is crucial to the implementation of any curriculum since it will influence the caliber of a teacher. Darling Hammond (2009) claims that a teacher's level of readiness, together with their professionalism, attitude, and access to resources, closely correlates with the success of their students. Due to their close relationships, instructors' abilities and students' accomplishments cannot be compared to other factors, not even investments like teachers' wages.

Buchman (1984) asserts that a teacher's subject-matter expertise substantially aids students' learning and also enables the instructor to ask insightful questions and provide insightful

evaluations. Jodama (2014) agrees with this and even goes so far as to say that a teacher's ability to teach the curriculum's content depends on how well they understand their subject and how much they know about it. The resources in schools and how they are used in the classroom work hand in hand with teaching curricular content, making resources a crucial variable. Information and communication technologies are also integrated into CBC at all levels of learning, necessitating the need for teachers who can integrate technology into the teaching-learning process. Having access to technological resources in schools is also essential for effectively integrating technology. But the real concern is: Are all the teachers properly educated and tech-savvy? According (Makunji, 2016), Tanzania's competency-based curriculum was hampered by inadequate in-service training for teachers and a lack of resources, which indicated that teachers were not sufficiently equipped to use and apply pedagogical principles in the process of teaching and learning.

Lil, Chao and Churchill (2011) says that teachers should use technology to enhance teaching and learning since they are the ones who must establish a technologically oriented learning environment. But as it is now Bonnano (2011) pauses a challenge that teachers especially those in Kenya, Homabay County, Mbita Sub-County who are implementers of the curriculum lack required knowledge to efficiently use, manipulate and integrate technology to maximally support curriculum implementation. Some of them do not own something as basic as a smartphone. As it stands, technology offers a wide range of learning opportunities and enhances classroom instruction. For the successful implementation and adoption of CBC, learners in lower primary and mid upper need to be well-equipped with technology skills and competency. Additionally, the schools must be furnished with the tools necessary for both teachers and students to develop their technical literacy. The majority of private schools don't have access to the laptops that the government gave to public schools. When implementing a curriculum, the attitude and perception of teacher trainers, teachers, students, and supervisors are extremely important and necessary. To ensure that teachers have a good attitude toward implementing the new curriculum, the process of altering attitudes should not be overlooked when developing curriculum (Gakuu 2006).

CBC was launched in Kenya in 2017after being designed by the KICD making it the third system of education after 7.4.2.3 and 8.4.4.CBC system is now under 2.6.3.3.3 model where learners spend 2years in pre-primary, 6years in primary that is grade 1to 6, 3years in junior

secondary that is grade 7 to 9,3years in senior secondary that is grade 10 to 12and 3 years in vocational institutions and university KICD (2020). CBC has brought about the introduction of new subjects that teachers are expected to handle. In grade 1 to 3 the subjects that are taught are Mathematics activity, English activity, Literacy activity, Kiswahili activity, Hygiene and Nutrition, Environmental activity, movement and creative activity, Religious activity and Indigenous language bringing the subjects to total of nine. While in grade four to six, a total of eleven subjects are taught, namely English, Mathematics, Kiswahili, Home science, Science and technology, Social Studies, Agriculture, Christian Religious Education, Music, Art and Craft, Health and Physical Education (curriculum design, 2020).

Competence is the ability to do specific task (KICD, 2020). The pedagogical approach that CBC looks and fights to enable learners to exhibit the desired level of competencies thus adopting learners centred approach that focuses on development of competencies, opportunities of speculation and this made the curriculum developers come up with the seven core competencies one of them being citizenship, Other competencies include communication and collaboration, critical thinking and problem solving, creativity and imagination, digital literacy and learning to learn and self- efficacy (KICD,2020). The competencies need to be developed as the KICD states. According to government teacher training colleges, a teacher is a reflective field practitioner, making them the only ones who can guarantee that students are receiving the high-quality education that both they and the nation as a whole need. Given all of this, a teacher must be perceptive in analysing his professional knowledge in order to organize his actions and evaluate goals that will enhance and develop both his practices and those of the students. However, the majority of education stakeholders have questioned the attitude and preparation of teachers in both private and public institutions.

Although private schools are obliged to pay for their instructors' training, the government only ever pays for the training of public school teachers because all students in Kenyan public and private schools are Kenyan citizens. Everyone in Kenya has the right to an education. Second, there appears to be a severe lack of resources in schools. However, when comparing public and private schools, it appears that parents in private schools are doing a good job of providing the necessary learning materials. In addition, the government only supplies a limited amount of educational resources to public schools, leaving private schools out. Ngeno and Mwona (2021) similarly found that resources have positive influence in the

implementation of CBC. The present study therefore seek to find out the availability and the influence of resources in public and private schools comparatively in Home-Bay county, Mbita sub-county; Mbita division. Similarly, Sadeq and Wazzan F (2021) argues that positive attitude of teachers is very vital in implementation of CBC as seen in Kuwait teachers. This has prompted the researcher of the present study to investigate on the attitude of teachers comparatively in both public and private schools in Mbita sub-county, Mbita division. Mulandi (2019) points out that roles played by the leadership style in implementation of CBC is very great, but is it the same in Homa-Bay county, Mbita sub-county in both the public and private schools. How is the leadership in both public and private schools and how does it influence implementation of CBC in this county

Kaviti (2018) report shows that CBC was put through a hurried and very shallow piloting which took place in 2017 and lasted for only ten weeks.2000 teachers were trained and 95% were from public schools, compared to 160,000 teachers who impart knowledge in lower public primary schools in the country. Kenya National Union of Teachers, (KNUT) (2018) still feels that there are a number of factors such as teacher training, resources, and attitude of the teacher, which make the implementation of the curriculum complicated. There has been lack of clear evidence on whether the private or the public schools are playing their required role in the implementation of CBC, hence prompting the study to enable the researcher to evaluate comparatively the factors that influence the implementation CBC in public and private schools the study narrowed down to Mbita Division, Mbita Sub-County, Homabay County.

1.2 Statement of the problem

Competency Based Curriculum being a new concept in Kenya has attracted the interest of many scholars with regard to its implementation. Properly implemented CBC produce an all-round learner, with teachers expected to make learning active and participative in order to make the curriculum a success. Therefore, resources, skill full and well trained and informed teachers with the right attitude under good leadership are needed in both the public and private schools. However, since its inception, there has been public outcry on the implementation of the CBC programs in primary schools, with many education stakeholders blaming the poor implementation on lack of experience among teachers, poor training, negative attitude, scarce resources and poor leadership. Moreover, given the varying settings of public and private primary schools, it is not easy to establish among the two types of

primary schools, which one has successfully or effectively implemented the CBC programs. The study therefore aims to establish comparatively, factors influencing the implementation of CBC among teachers in both public and private primary schools in Mbita division, Mbita sub-county in Kenya.

1.3 Purpose of the study

The study aims at establishing comparatively, factors influencing the implementation of CBC among teachers in both public and private primary schools in Mbita division, Mbita sub-county in Kenya.

1.4 Objectives of the study

The study was guided by the following objectives:

i. To determine the influence of school resources on the implementation on CBC among teachers in public and private primary schools in Mbita Division,
ii. To establish the influence of teachers' attitude on implementation of CBC among teachers in public and private primary schools in Mbita Division,
iii. To determine how teacher training influences the implementation of CBC among teachers in public and private primary schools in Mbita Division
iv. To establish the influence of principals' leadership styles in the implementation of CBC among teachers in public and private primary schools in Mbita Division

1.5 Research questions

The following research questions was guided the study:

i. How do school resources influence the implementation of CBC among teachers in public and private primary schools in Mbita Division, Mbita Sub-County?
ii. To what extent does teachers' attitude influence implementation of CBC among teachers in public and private primary schools in Mbita Division, Mbita Sub-County?
iii. How do teachers' training influence the implementation of CBC among teachers in public private primary schools in Mbita Division, Mbita Sub-County?
iv. How do principals' leadership influence the implementation of CBC among teachers in public and private primary schools in Mbita Division, Mbita Sub-County?

1.6 Significance of the study

The study will raise awareness on the issues education stakeholders overlook when developing an education system. The educators and stake holders involved in the curriculum

development and knowledge dissemination will understand the challenges involved in the CBC implementation in schools among teachers thus helping the MOE through KICD. KICD will also be informed on mankind decisions concerning management of CBC implementation in schools in the country as well as the best leadership that improve CBC implementation. The major stakeholders at the county level in the country may use the findings of the study to monitor as well as evaluate the CBC implementation process in the country.

1.7 Limitations of the study

The COVID 19 pandemic caused fear in others and also limit the number of people to be interviewed. Some teachers were withholding crucial information for fear of exposing their heads of institutions and also exposing their level of preparedness in terms of qualification training and understanding of CBC curriculum. However, the researcher instilled confidence to the respondents by explaining the importance of the study and assuring them of confidentiality and privacy of detailed provided.

1.8 Delimitation of the study

The study was restricted to the public and private primary level where CBC has been implemented fully and it mainly focused on four factors namely; the resources, attitude, training and leadership of the public and private primary school on the implementation of CBC. The main reason for carrying out the study on these four factors is to help identify the gaps and give solutions that would help in proper and smooth implementation of CBC. The respondents would be the teachers, head teachers and the CSOs

1.9 Assumptions of the study

The study was conducted under the following assumptions:

i. School resources influence the implementation on CBC among teachers in public and private primary schools in Mbita Division, Mbita Sub-County, Kenya.
ii. Teachers' attitude influence implementation of CBC among teachers in public and private primary schools in Mbita Division, Mbita Sub-County, Kenya.
iii. Teacher training influences the implementation of CBC among teachers in public and private primary schools in Mbita Division, Mbita Sub-County, Kenya
iv. Principals' leadership styles influences the implementation of CBC among teachers in public and private primary schools in Mbita Division, Mbita Sub-County, Kenya

1.10 Definition of operational terms

The following terms have been defined as used in the study:

Competency- Refers knowledge, skills and attitude application in different situations

Implementation – Means the process and practice of executing CBC plan

Competency based curriculum- It means the current curriculum that entails the application of skills rather than content.

School resources: This include supplementary teaching material for teachers like lesson plans, desks, ICT equipment and teaching aids

Teacher attitude: Refers to the tendency to react positively or negatively towards a certain object, be it a person, idea or situation. Attitudes are closely related to one's opinions and are based upon previous experiences

Teacher training: This refers to the courses and qualifications that teachers undertake and receive at the outset of their careers, or one-off courses that are largely designed with a short-term or immediate purpose in mind.

Principal leadership: This focuses on school leaders' real needs, offering them practical, hands-on strategies for improving their schools in a constantly evolving educational environment.

1.11 Organization of the study

The study is organised in five chapters. Chapter one covers introduction where we have background of the study, statement of the problem, purpose of the study, objectives of the study, definition of the operational terms and organisation of the study. Chapter two focuses on review of related literature. Chapter three covers research methodology used in this study. Chapter four will focuses on data analysis, interpretation and presentation. Finally chapter five covers study summary, conclusion, recommendations and suggestions for further researcher.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents the reviewed literature of the study. Literature has been reviewed from the global context, Africa and Kenya as well. Literature has been reviewed on the objectives such as; To examine the influence of school resources on the implementation on CBC among teachers; To establish the influence of teacher attitude on implementation of CBC among teachers; To find out how teacher training influence the implementation of CBC among teachers and to examine the influence of principal leadership styles in the implementation of CBC among teachers.

2.2 An overview of Competency Based Curriculum (CBC)

CBC was founded with a focus on flexible learning and putting the learner rather than the teacher or instructor at the center of the learning process (Deisinger & Hellwig, 2011).
According to Hernandez-de-Menéndez and Morales-Menendez (2016), CBC is more in line with the principles of lifelong learning that encourage learning in formal, informal, and non-formal environments. Numerous nations, like Finland, Germany, South Africa, the Netherlands, and Norway, have created their own competency frameworks that considers the demands of the local populations. The 2-6-3-3 educational system in Kenya's Competency Based Curriculum (CBC) has significant promise and is likely to reform the failing education sector, which is based on exams and discourages innovation at all educational levels.

Competency Based Curriculum (CBC) is where Learning is based on the requirements and potential of each individual learner within an adaptable framework and set of guidelines that change and adapt in response to the demands of the learners (Amutabi, 2019). CBC is a collaborative learning where the learner and the teacher work together to find answers and solutions to both simple and difficult learning demands that will benefit humanity (Amutabi, 2019). CBC encourages practical training and incorporates learning new information by observation, experiential learning, and practical experimentation in order to improve at each succeeding step. Exams are not required in CBC, but a variety of measures of competency are used to determine whether a student is understanding the material or improving their performance (Amutabi, 2019). Scholars have recently focused a lot of emphasis on CBC due to how Kenya has managed the implementation of the new system rather than the system's promises (Sifuna & Obonyo, 2019).

Kenya adopted a competency-based curriculum in an effort to raise the standard of education (Andiema, 2020). The controversial (8-4-4) was replaced by the unpopular (2-6-3-3-3) curriculum, which was criticized for creating graduates who lacked the skills required by the labor market. Scheopner, Brett, Cox and Greller (2018) asserts that the Competency Based Curriculum demands students prove they have mastered the material through examinations in which they use what they have learned. To guarantee that students with special needs understand the material being taught in class, they require individualized teaching. New assessment techniques that are in line with the new curriculum are necessary to implement CBC (Makunja, 2015). All special educators must become more aware about and better prepared with new alternative approaches to assessment of special needs students in schools in order to execute changes brought about by the new assessment methods. In addition, because it avoids focusing on exams and creates many opportunities for learners to advance in their careers, Competency Based Curriculum (CBC) has delivered incredible development results in countries where it has been implemented. This mode of education is consistent with the national qualification framework (NQF) which supports lifelong learning, where there is recognition of learning which takes place in formal, non-formal and informal sectors and prior learning (Tuck, 2007). Competency Based Curriculum (CBC) is likely to produce holistic learning by relieving learners of the pressure that comes with national examinations, which cause stiff and unhealthy competition among stakeholders. The competition has encouraged corruption among stakeholders, with the majority of them seeking to make headlines (Ambaa, 2015; Amutabi, 2019). This has encouraged cheating and corruption in Kenya's education system, where the elite have an advantage.

2.3 Influence of school resources on the implementation of Competency Based Curriculum among teachers

According to Chaudhary (2015), various factors such as teachers, learners, ideology, and cultural learning influence curriculum implementation. It was also revealed that the government provided physical amenities like sports fields, workshops, libraries, classrooms, and laboratories. For curriculum implementation to take place, the central government should be provided with physical facilities such as workshops, libraries, classrooms, laboratories, and playing fields. He went on to say that the availability of quality materials and appropriate amenities had a significant impact on curriculum implementation. Kanyonga, Mtana, and Wendt (2019) conducted research on the implementation of competence-based curriculum in

technical colleges in Arusha, Tanzania. The study was conducted to identify trainers for the Competency-Based Education Training (CBET) curriculum. There was a need to prepare and equip TVETs with the necessary materials and infrastructure for skill and capability transfer. It went on to say that Tanzania's problems included a lack of human resources and physical materials for implementation. Training teachers and instructors is critical to the successful implementation of CBC.

In Kenya, Ngeno, Mweru, and Mwoma (2021) investigated whether there is a link between physical infrastructure availability and competency-based curriculum implementation. In this study, a descriptive survey design and a correlation research design were used. The study's target population included 24 County Support Officers (CSOs), 524 head teachers, and 610 grade one teachers. Six CSOs, 52 Head Teachers, and 61 Grade 1 teachers comprised the sample size. Data was gathered through the use of interview schedules, questionnaires, and an observation schedule. Descriptive statistics in the form of percentages, means, and standard deviation were used to analyze quantitative data, while Pearson product-moment correlation was used to correlate inferential statistics. Themes and sub-themes were used to analyze qualitative data. Physical infrastructure had a moderately positive influence on CBC implementation, according to the findings, with a correlation of 0.336 and a calculated value of 0.029 for head teachers and 0.285 and a calculated value of 0.03 for Grade 1 teachers. Physical infrastructure shortages, such as nutrition and music rooms, had a mean of 2.18 and 1.88 for head teachers, respectively. For nutrition and music laboratories, grade 1 teachers responded with 1.39 and 1.35, respectively. Head teachers' findings on teacher preparation had a moderately positive influence on CBC, with a correlation of 0.494 and a calculated value of 0.00. The teachers were significant to the study, with a correlation of 0.369 and a calculated value of 0.005.

Kigwilu and Akala (2017) conducted a study on the utilization of curriculum resource implementation in Kenyan Community Colleges. It was discovered that the learning and teaching materials were deficient. Lecture halls, workshops, and experimental training raw materials were among them. The reference books were adequate, but they were still underutilized. Despite the fact that there were insufficient playing fields, course books, and libraries, insufficient resources were made available through co-sharing agreements signed by related learning institutions with local firms. Teachers are in charge of determining the

impact of physical amenities on curriculum implementation. The highly-rated of influence of learning and teaching resources is done by both learners and teachers.

Nturibi (2015) conducted research on the impact of school infrastructure on academic performance in public primary schools in Ruiru, Kenya. The study's target population included 7 head teachers, 14 teachers, and 181 students from 7 public primary schools. Schools should also have well-equipped libraries, which is why libraries must be improved and equipped. The current study looked into the implementation of CBC in Kericho County. Muasya and Waweru (2019) conducted research on the barriers to competence-based curriculum implementation in Machakos County, Kenya. Despite getting huge groups of students, most schools have had a crisis of staff shortages of insufficient laboratories and inadequacy of learning and teaching materials, among others. Similarly, Ashiono (2018) investigated the factors that aided or hindered teachers' use of ICT in teaching numeracy skills. Exploratory sequential mixed techniques were used to conduct this analysis, which initially gathered quantitative data. There was both qualitative and quantitative data provided. The study included both private and public primary schools in Mombasa County, Kenya. According to the findings of this study, 4% of teachers used ICT to teach numeracy concepts on a regular basis. This study concluded that teachers' use of ICT in teaching numeracy concepts in lower primary schools was insufficient. According to the study's findings, the majority of teachers were inadequately prepared to teach numeracy concepts using ICT.

Ajayi (2009) conducted research in Nigerian secondary schools on the relationship between the adequacy of instructional materials such as books, teaching and learning aids, and teachers' curriculum implementation. The study found a link between the availability and effective use of teachers' instructional materials and curriculum implementation in secondary schools. According to Nwagwu (2003), inadequate government funding in schools manifests itself in overcrowded classrooms, inadequate laboratories, libraries, and lavatories. These manifest as a poor teaching and learning environment, the occurrence of disciplinary issues, and teacher dissatisfaction. As a result, the curriculum is implemented ineffectively and its objectives and goals not met. However, none of the scholars in this objective have mentioned influencing school resources on the implementation of Competency Based Curriculum among teachers. Nturibi only mentioned how infrastructure affects academic performance in public primary schools in Ruiru, but she never compared it to both public and private schools.

2.4 Influence of teachers' attitude on implementation of Competency Based Curriculum among teachers

Giessen-Hood (2009) investigated teachers' attitudes, perceptions, and feelings of competence toward OBE. The sample included 124 teachers from six different primary schools, including a private school and historically: Black School, Colored School, Indian School, White English Speaking School, and White Afrikaans Speaking School. According to the study, 64% of respondents had negative attitudes toward OBE. Skepticism (17 percent), insecurity (16 percent), worry (15 percent), confusion (14 percent), and apprehension were among the feelings expressed (seven percent). Only 36% of respondents had a positive attitude toward OBE. The findings of this study are cause for concern. The findings suggest that unless significant changes in teacher attitudes toward OBE are achieved through appropriate interventions, its implementation may face serious challenges.

Dellit (1993) discovered that teachers in general respond to Mayer's list of competencies and value competency-based education. Teachers, on the other hand, remain unsure of the source of competencies, are skeptical of assessment and reporting procedures, and are concerned about the impact on their workloads. They have difficulty adapting their teaching style to a child's learning style and are perplexed by competency-based education terminology. Skuy and Vice's (1996) study of white teachers' attitudes toward racial integration revealed, for example, that Afrikaans speaking teachers (the dominant group under apartheid) had the most negative attitudes toward integration. Similarly, Christie (1998) discovered that teachers' attitudes toward mainstreaming children with special needs differed with age and experience in a study of professionals at schools. Teachers' negative attitudes toward mainstreaming were also influenced by a lack of exposure and training. Sadeq, Akbar, and Wazzan's (2021) study looked into the factors that slowed the progression of CBC in the English curriculum as expressed by field ESL teachers. To achieve the research objectives, the study used a mixed-method design that included both quantitative and qualitative data. Despite the fact that ESL teachers had generally positive attitudes toward CBC, several obstacles hampered its efficacy in Kuwaiti schools. According to the findings, teachers generally find CBC to be a satisfactory teaching and learning curriculum, a proper tool that may enrich the entire education system, which accommodates learners of various learning styles and levels, but does not develop their higher thinking an

Mhaiki (2009) investigated teacher educators' experiences with the implementation of the 2007 Curriculum in one public diploma teachers college. Because the Moe VT reviewed primary and secondary education curricula in 2005, the 2007 Curriculum was implemented in teacher education. These curricula have shifted from a content-based to a competency-based approach. Despite the fact that the new curriculum incorporates a paradigm shift from a teacher-centered model to a learner-centered model or a reflective practitioner inquiry-based model, there has been little attention paid to teacher educators' own knowledge and skills regarding this model. Mhaiki interviewed four teacher educators with varying levels of experience. Classroom observation and document review were also used to supplement the information gathered from interviews. The findings indicate that teacher educators understood the curriculum and had a positive attitude towards a new curriculum.

Huang and Shih (2017) investigated the attitudes of primary school teachers in remote districts toward teacher evaluation for professional development (TEPD) and teaching effectiveness. In this study, the questionnaire survey method was used; formal questionnaires were distributed to 500 elementary school teachers in the Kaohsiung and Pingtung areas using stratified random sampling; 446 questionnaires were returned, 393 were completely answered, and the valid return rate was 88.12%. The findings were as follows: **(1)** primary school teachers in remote districts had above-average attitudes toward teacher evaluation for professional development, with the most positive attitudes toward "evaluation outcome application." **(2)** Teachers in Kaohsiung and Pingtung's remote districts had a positive perception of teaching effectiveness, with the most favorable perception in "teaching assessment and classroom management." **(3)** There are differences in attitudes toward teacher evaluation for professional development among primary school teachers based on seniority, experience participating in TEPD, and school district. **(4)** Primary school teachers have middle to high performance attitudes toward teaching effectiveness. There was no difference in teachers' gender, age, highest academic degree, post, seniority, experience participating in TEPD, or school location in remote districts. **(5)** The attitudes of primary school teachers toward teacher evaluation for professional development have a low positive correlation with their teaching effectiveness across multiple dimensions.

Meena (2009) investigated how Tanzanian teacher educators perceive curriculum innovation. The new diploma teacher education curriculum was introduced in 2000. The goal was to improve educational quality by focusing on teacher education and pedagogical aspects in the

preparation of student teachers without academic content. To collect data, Meena interviewed 30 teacher educators from eight teacher colleges spread across Tanzania. Among other things, the study findings show that there are differences in how teacher educators perceive curriculum innovations. The study found that teacher educators interpreted teaching in terms of learner-centered orientation (competence-based) and content-based orientation, particularly in curriculum teaching. The learner-centered approach emphasized classroom interaction and student participation.

Ngeno, Mwoma, and Mweru, (2021) established whether teachers' attitude influences the implementation of the Competence Based Curriculum. A descriptive survey design and correlation research design were adopted for the study. The target population of the study included 24 County support Officers (CSOs'), 52 head teachers, and 610 Grade 1 teachers. The sample size was 6 CSOs, 52 Head teachers, and 61 Grade 1 teachers. A saturated sampling technique was used to select all the 52 head teachers from 52 schools. Simple random sampling was used to select the schools and CSOs. A purposive sampling technique was used to select Grade 1 teachers in Kericho County. The findings indicated that attitude of teachers had a positive impact on CBC implementation, with a correlation of 0.560 and a calculated value of 0.00 for the head teachers and 0.284 with a calculated value of 0.032 for Grade 1 teachers. Most of the schools checked on the attitude of teachers in primary schools towards CBC but never checked how it affects implementation of CBC in comparison to private schools. Hence making the studies not to be comparative.

2.5 Influence of teacher training on the Implementation of Competency Based Curriculum among teachers

This was a research project on teacher preparation and continuing professional development in Africa funded by the William and Frola Helett Foundation, according to Bhalalulsesa, Westbrook, and Lussier (2011). The project's goal was to investigate how initial and continuing teacher education affects teacher practice through studies in Ghana, Kenya, Malawi, Senegal, Tanzania, and Uganda. The report was put together to show the overall trend in each country. Four teacher colleges participated in the study (3 public and 1 private located in rural and urban areas). Data were gathered through interviews, observations, questionnaires, and focus group discussions with student teachers. According to the study findings, both teacher educators and student teachers regard teacher colleges as the primary

source of knowledge. Because it covers the main topics taught in primary schools, the syllabus is well aligned with the primary school curriculum. One flaw identified was that the curriculum presented general knowledge without distinguishing between lower and upper primary schools. Furthermore, the study revealed that teacher educators were not involved in the curriculum review, which hampered implementation.

Kavindi (2014) investigated the implementation of competency-based curriculum in Tanzanian certificate teacher colleges. The study used a comparative case design with two teachers colleges (public and private) in Tanzania's Mbeya region. Four teacher educators, twelve student teachers, two college principals, and one curriculum developer participated in the study. The findings of this study revealed that teacher educators in public teacher colleges had a higher level of academic qualification than their counterparts in private teacher colleges. Also, while teacher educators in both colleges demonstrated knowledge of participatory methods, classroom practice was dominated by non-participatory methods, in contrast to the suggested competence-based teaching approaches. Kafyulilo et al. (2012) conducted research on the implementation of competence-based teaching approaches in Tanzania. To assess the competencies developed in order to effectively implement them in secondary schools, a quantitative study was conducted on student teachers at Morogoro Teacher College. 78 questionnaires and a structured interview were used to collect data (46 among the student teachers). According to the study findings, student teachers theoretically understand competency-based teaching approaches, but in practice, they were unable to demonstrate competencies as stated in the lesson plans. The study discovered that student teachers believed they had a good understanding of competence-based instructional practices when assessing their ability to practice various competence-based instructional approaches. Based on the moderately large standard deviation, this implied that some of the student teachers had limited knowledge of competence-based instructional approaches. The findings in assessing the implementation of competence-based practice show that, while the majority of student teachers perceived their knowledge of implementing competence-based practice to be high, there was disagreement in some cases. As a result, student teachers are not well trained in competence-based teaching approaches.

Majoko (2019) investigated the teaching competencies deemed necessary for inclusive education by special needs education teachers. This descriptive study, rooted in inclusive pedagogy, draws on a sample of 24 special needs education primary school teachers from

Zimbabwe's Midland educational province. Throughout the data analysis, a constant comparative approach to data organization with constant adjustment was used. According to the findings of the study, key competencies required of teachers for inclusive education include screening and assessment, differentiation of instruction, classroom and behavior management, and collaboration. Waweru (2018) conducted research on the impact of teacher preparedness on the implementation of Competency Based Curriculum in public primary schools in Nyandarua North Sub County, Kenya. The study determined that teachers require more training because in-service programs were ineffective for implementing Competence Based Curriculum. It was also discovered that insufficient instructional materials, an overemphasis on lesson planning, and a mode of learner assessment were still lacking for effective competency-based curriculum implementation. Komba and Mwandanji (2015) conducted research on the implementation of Competence Based Curriculum in Tanzanian secondary schools. According to the study, 86% of teachers had no prior knowledge of Competence Based Curriculum. The researcher also discovered that 78% of the teachers' lesson plans were not followed. It was also observed that teachers' involvement in classroom activities was ineffective.

Chemagosi, (2020) study established teachers' preparedness on implementation of competence Based Curriculum in lower public primary schools in Kilifi and Nandi counties, Kenya. The study used descriptive research design. Data was collected by use of questionnaire, interview schedule and observation schedule. The sample used was 12 head teachers and 48 teachers that were purposively selected. The results shows that the overall model is significant ($F=6.006$, $p<0.05$) and the coefficient also shows that teacher preparedness contributes significantly on implementation of competency based curriculum ($\beta=0.342$, $t=7.985$, $p>0.05$). This implies that teacher preparedness significantly influence implementation of Competency Based Curriculum.

Muasya and Waweru (2019) conducted a study to investigate the barriers to successful implementation of the Competency Based Curriculum in Machakos County, Kenya. The study used a descriptive survey design to reach all 8,320 teachers in Machakos County, Kenya's 828 public primary schools. 342 teachers in charge of grades one to three where Competency Based Curriculum was being implemented were chosen using stratified random sampling. As data collection tools, a questionnaire and an observation checklist were used. The study found that teachers were not fully prepared for the implementation of new

curriculum; that school infrastructures were insufficient for the successful implementation of competency-based curriculum; and that the government rushed to implement CBC in schools without first addressing issues such as understaffing, inadequacy of teaching and learning material, and an unfriendly teaching and learning environment. Andiema investigated teacher competencies for CBC evaluation among special needs students in public primary schools. Kavindi investigated the implementation of Competency Based Curriculum in colleges for certificate teachers. Majoko (2019) investigated the teaching competencies deemed necessary for inclusive education by special needs education teachers. None of the scholars in this objective's literature review investigated the impact of teacher training on the implementation of Competency Based Curriculum among teachers.

2.6 Influence of principals' leadership style influence on the Implementation of Competency Based Curriculum among teachers

A school principal is an administrator tasked with curriculum implementation. Leadership refers to the capability of a person to influence the habits of a group to attain organizational goals (Robbins, 2003). Leadership is a critical aspect learner's education. Principals apply different leadership styles in their administration which yields different results. Paisey (2002) demonstrated a negative correlation between the laissez-faire leadership approach and school performance. Laissez-faire is a leadership style where leaders delegate duties, adopt the hands-off approach, and permit team members to make crucial decisions. This style of leadership can contribute to low productivity due to the minimal supervision involved. Paisey (2002) showed that school principals who adopted the laissez-faire leadership approach do not follow up on those allocated duties. This reluctance in following up on tasks results in performance decline. Therefore, the findings indicate that school principals who use a laissez-faire leadership style contribute to students' poor performance.

School principals play a critical role in learners' school completion rate. As school administrators, principals set high goals for students' social and academic development. Research on democratic leadership style shows that democratic leaders aspire to share their authority of decision-making, vision, and values with others (Choi, 2007). School principals who adopt a democratic leadership style tend to encourage teachers and students since they are viewed as understanding and cooperative. On the other hand, some school principals use an autocratic leadership style. An autocratic leader is a person who retains most of the powers in decision-making and tends to isolate others in most activities. In addition, autocratic

emphasize strict supervision of daily activities. The leaders are less concerned with setting long-term goals as well as career progression (Choi, 2007). Notably, autocratic leaders focus on ensuring each employee completes assigned duties according to schedule. Since the Kenyan education system is examination inclined, it exhibits autocratic characteristics. According to Mackatiani (2017), an examination-oriented education model causes mental torture to learners resulting in a high number of them dropping out of school.

In a Nigerian study, Adu, Akinloye and Olaoyeo (2014) opine that the objectives that guide supervision must guide the behavior of the supervisor in terms of selection, implementation and evaluation. As an instructional leader, it is required of the Head teacher to be at the fore front in the application process of the Competence Based Curriculum by showing direction, through opine mentorship and providing support to both teachers and students. The Head teacher and other educators should work together to forge a working relationship in defining the schools goals and approaches that can be used in implementing the curriculum goals through instructional guidance. Similarly, a study was conducted in South Africa by October (2009) to establish the experience principals had in changing the education system. The study was in relation to their roles and responsibilities as leaders and manager in the changing curriculum. The literature reviewed by the study showed that the principles were challenged to change their leadership and management style to create a climate of change. They were to initiate change through being agents of change or be leaders of change. The biggest role principals have to play in the curriculum change is to offer direction and set a tone for it. They are also to provide leadership for others to follow and assist the school in building democracy. To manage change in the curriculum shift, the principals are urged to positively demonstrate leadership, be professional and supportive of the new curriculum and acquire skills that can drive the needed change. The principal needs to have a better understanding of the required change and offer direction to the staff by properly guiding and offering support that enables them to accept the change.

Previous research has looked into the leadership style and job performance of teachers in a variety of settings. According to Ibukun (1997), the principal's primary responsibility is to create a conducive environment for teachers to achieve desired student improvements. Secondary school success is dependent on three distinct leadership styles: autocratic, democratic, and change-oriented (Lunenberg & Ornstein, 1991). Meanwhile, (Albugami, 2020) documented that contingent compensation is the most commonly used leadership style,

despite the fact that individual consideration has a significant influence on teachers' performance. According to Sukmaswati, Lian, and Wardiah (2020), a principal's leadership style influences student achievement; additionally, both leadership style and teacher performance jointly influence student achievement. Gronn (2000), on the other hand, argued that some school principals struggle with adequately managing their teachers to complete work. This scrap could be interpreted as a leadership vulnerability, indicating a serious concern about the leadership style's accountability. It is argued that different styles of leadership may have varying effects on employee contentment and performance, whereas other styles may have a negative impact on employee performance (Dumdum et al., 2013; Wang et al., 2011). People who have the ability to inspire others, for example, tend to perform better (Gil et al., 2005). Every role/task a leader takes on to ensure the smooth operation of the organization and the improvement of performance (Ezeuwa, 2005). It influences people so that they strive gladly and joyfully toward their goals. However, leadership influences employee job performance, and leadership is influenced by context and environment (Fulop and Mark, 2013). In contrast, researchers have debated the leadership style of a principal and teacher performance.

Huber, Tulowitzki, and Hameyer (2017) investigated how the school's leadership role influenced the curriculum. The study, which was conducted in Germany, discovered that school leaders identified themselves as education professionals. The leaders preferred to foster a culture of better collaboration and tasks centered on instructions and pedagogy. They perceived administrative and management tasks to be difficult. The study took into account the factors that have a direct impact on the institution, such as the learning climate in the school, the professional capacity of the teachers, and the relationship between the community and the parents. According to the study, the difference in instructional strategies in the classroom is related to how professionally develop the principal leaders are and how well they have mastered the education program. Concerning the schools, the study discovered that there was only a relationship between principal leadership and the learning climate in the school. The study established that Transactional leadership is the traditional hierarchical leadership style. It is most commonly used in higher education institutions, in the instructor-student relationship. Students complete assigned work or tests and are given a high grade if their performance is satisfactory. This process easily extends to other educational institutions' performance standards, increasing the motivating factor for students. Transactional leadership has the potential to be extremely effective in achieving performance objectives. This type of

leader provides the structure that many schools require, while also focusing on results. In fact, a transactional leader outperforms all other types of leaders in terms of policy and regulatory adherence. According to one study, transactional leaders have subordinates who are more committed to change than other types of leaders. Another study even claims that before anything else, every school leader must perfect transactional leadership skills. In another study, teachers in schools with highly transactional leaders (principals) had the most difficulty responding with positive comments about intellectual stimulation and professional growth when compared to other leader types. Furthermore, transaction leaders have demonstrated a lack of environmental readiness. This means that they frequently make poor decisions because they fail to consider external factors.

Despite the fact that leadership is an important characteristic in both public and private educational settings, it has been strangely overlooked in many developing countries. In contrast, only a few studies examined the relationship between a principal's leadership style and teacher performance. These studies focused on three important leadership styles: Democratic, Autictarict, and Laize friendly (Jay, 2014). However, no research has been conducted to investigate the change-oriented leadership style in school settings. As a result, the purpose of this study is to investigate the effect of leadership style on the influence that teachers' peers have on their performance in public primary and secondary schools. Teachers' performance is an important component of students' outcomes (Curriculum and Co-Curriculum) in school, which has a significant impact on countries' education. It has a cascading effect on everything from childhood education to the country's economic development. The majority of the early research on leadership and performance focused on identifying the personality traits of effective leaders and how they contribute to organizational performance. To back up this claim, Osabiya (2005) discovered a significant relationship between leadership style and employee performance in meeting company goals and objectives. According to Harikaran and Jeevaraj, (2015), leadership is a critical component of each company's growth because it influences employee performance. Mikkelsen and Olsen (2019) discovered that change-oriented leadership influences employees' work performance both directly and indirectly. In contrast, Gill et al. (2005) discovered that the influence of change-oriented leaders on group results provides strong empirical support for the proposed paradigm. Despite widespread agreement, (Yukl, 2009, 2013) discovered that change-oriented leadership improves company performance.

Transformational principals have a deep sense of share role. The greatest aspect of a transformational leader, as identified by Jim Collins in Good to Great, may be this: "Those who build great companies understand that the ultimate throttle on growth for any great company is not markets, or technology, or competition, or products." Above all, it is the ability to attract and retain a sufficient number of the right people." A transformational school leader considers individual student needs and employs positive influence and inspiration to keep students engaged in their studies. He or she does not adhere to a single set of problem-solving guidelines. A transformational leader actively engages students and staff in brainstorming solutions to emerging problems. A transformational leader in a school understands how to quickly identify areas for improvement while seeking out innovative solutions (Adu, Akinloye & Olaoyeo, 2014). Through individualized consultation, the leader is able to identify low morale among teachers, including those who want to leave the profession. The leader understands how to support teachers by demonstrating that they are highly valued and appreciated within the school. In fact, he or she is willing to set aside personal differences in order to meet the needs of the school. What motivates transformational leadership in education? The four pillars of such leadership are as follows: charismatic influence, individualistic consideration, empowerment, and the ability to motivate the team through intellectual stimulation (Adu, Akinloye & Olaoyeo, 2014). Some studies even show that transformative leadership has an impact on his or her employees' mental health as well as job satisfaction.

Mulandi (2019) investigated the role of leadership in the transition of Early Childhood Development Education to Competence Based Curriculum in Msambweni Sub County. The target population consisted of 428 people: 107 ECDE head teachers, 214 class teachers, and 107 members of the Board of Management Committee. Cluster sampling was used as the sampling method. A total of 68 respondents were chosen, including 17 head teachers, 34 class teachers, and 17 members of the Board of Management. A questionnaire was used as the research instrument, and the data collected was analyzed using descriptive statistics. According to the findings of the study, the leaders of ECDE centers in Msambweni Sub County provided excellent mentorship in their schools. Leaders were effective in their planning roles but lacked commitment. Leaders of ECDE centers in Msambweni Sub County were found to have moderately motivated their teachers and staff. Chi-square tests revealed that a leader's mentorship, planning, and motivational roles were significant. According to Cramer's V values, the most influencing factor was motivation, followed by mentorship,

planning, and commitment in that order. All of Cramer's V values were positive, indicating that a leader's mentorship, planning, commitment, and motivation roles result in a better transition of Competence Based Curriculum.

According to Dastane (2020), individual consideration leadership style has a significant impact on teachers' performance, whereas contingent reward leadership style is the most commonly used. Furthermore, the study discovers that gender, as a moderating factor, influences the primary leadership style and varies according to gender variations. Meanwhile, Sanak (2016) discovered that a principal with a democratic leadership style inspires teachers to explore new possibilities, learn new things, and improve their performance. As a result, democratic leadership behavior may influence change-oriented organizational citizenship behavior. The key leadership style of the school principal was communication, decision-making, and delegation of duties. It implies that the principal of the school must be a wise decision-maker as well as a persuasive communicator. He recommended that, while democratic approaches should be used in public secondary school leadership styles, principals should use democratic and laisse fare approaches.

2.7 Summary of reviewed literature

The study investigated a comparative study on factors influencing teachers' implementation of Competency Based Curriculum in private and public schools in Mbita sub-county, Homabay County, Kenya. The literature focused on such themes as school resources, teachers' attitude, teachers' training and principal leadership on implementation of CBC.

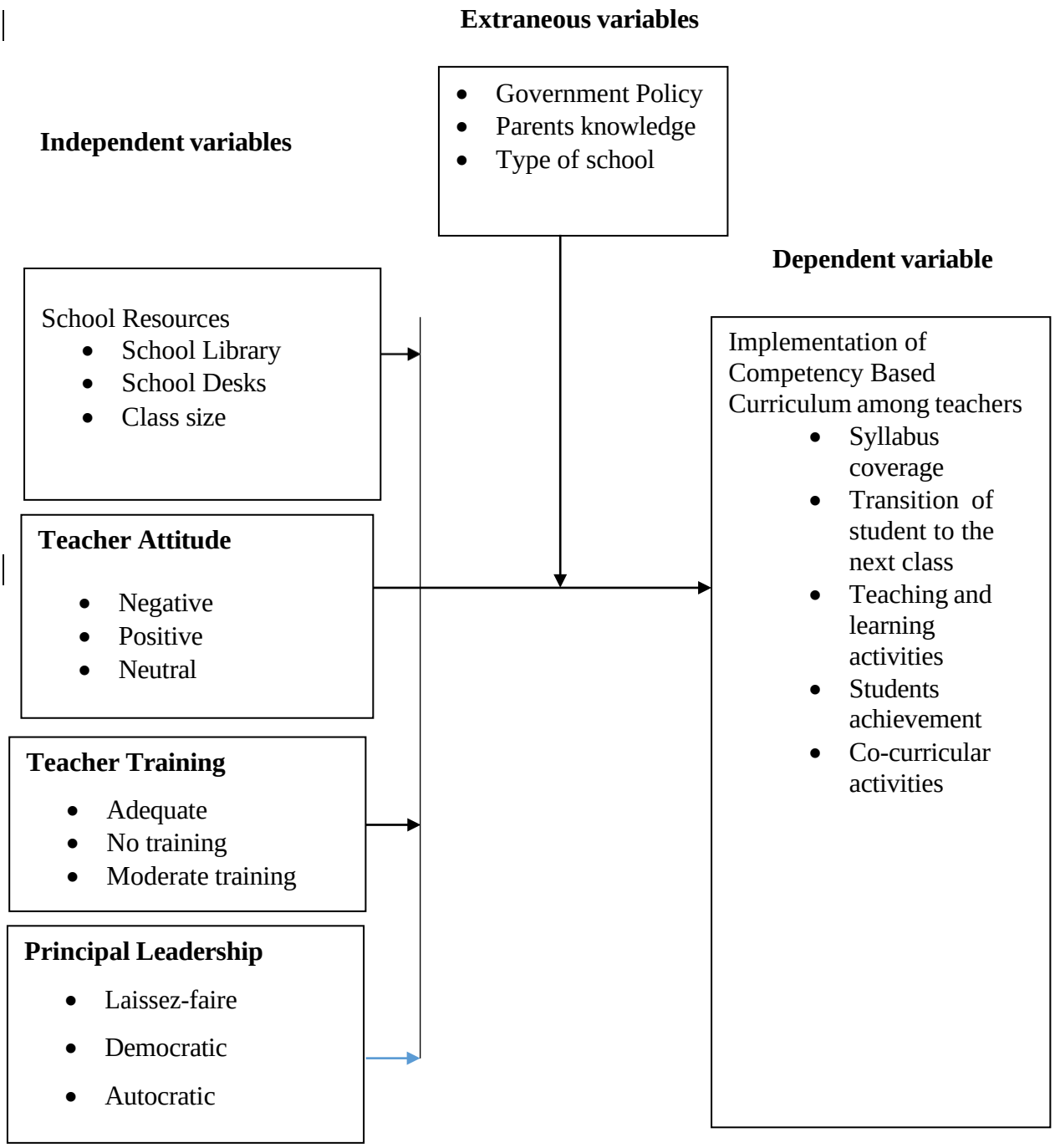
2.8 Theoretical Framework

The study was guided by the Dewey's social constructivism theory. According to Schiro (2012), Dewey believed that education was "a crucial ingredient in social and moral development". Dewey's beliefs and philosophy about education and learning have impacted educators and are woven throughout learning theories such as progressive education, constructivism, learner-centered theory, and experiential knowledge, all of which differ from what Dewey describes as a traditional classroom setting. Dewey (1938) described progressive education as "a product of discontent with traditional education" which imposes adult standards, subject matter, and methodologies (no page number). He believed that traditional education as just described, was beyond the scope of young learners. Progressive education as described by Dewey should include socially engaging learning experiences that are

developmentally appropriate for young children (Dewey, 1938). Dewey thought that effective education came primarily through social interactions and that the school setting should be considered a social institution (Flinders & Thornton, 2013). He considered education to be a "process of living and not a preparation for future living" (Flinders & Thornton, 2013, p.35; Gutek, 2014). This set of beliefs set Dewey apart from philosophers that supported traditional classroom settings. In contrast to traditional classrooms, Dewey thought that schools and classrooms should be representative of real life situations, allowing children to participate in learning activities interchangeably and flexibly in a variety of social settings. CBC encourages learner-centered classrooms where students learn to solve problems. In these classrooms children are viewed as unique individuals and emphasize constructing own knowledge through personal meaning rather than teacher-imposed knowledge and teacher-directed activities.

2.9 Conceptual framework

A conceptual framework depicts how the independent and dependent variables relate to one another. An independent variable influences and has effect on dependent variable (Mugenda & Mugenda, 2003). The conceptual framework for the study is presented in Figure 1 below Although the school community has many actors, this study will concentrate on the activities of the principals and teachers as covered in the objectives and pointed out in the scope of this study.


Extraneous variables
Government Policy
Parents knowledge
Type of school
Independent variables
Dependent variable
School Resources
School Library
School Desks
Class size
Teacher Attitude
Negative
Positive
Neutral
Teacher Training
Adequate
No training
Moderate training
Principal Leadership
Laissez-faire
Democratic
Autocratic
Implementation of Competency Based Curriculum among teachers
Syllabus coverage
Transition of student to the next class
Teaching and learning activities
Students achievement
Co-curricular activities

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research methodology adopted in this study. This chapter focuses on study design, target population, sample size and sampling techniques, research instruments, validity and reliability of research instruments, trustworthiness of qualitative data, data collection procedures, data analysis and ethical considerations.

3.2 Study design

The researcher adopted descriptive survey research design. Descriptive survey research design is appropriate for describing and measuring phenomena giving little room for data manipulation. Besides, the design is useful answering what, who, how, where and when questions (Birgen & Bogonko, 2018). This offers an in-depth insights on the research findings. In addition, the design allows for generalization of research findings for the entire population. The choice of this designs is based on the necessity to perform descriptive analysis to establish comparatively, factors influencing the implementation of CBC among teachers in both public and private primary schools in Mbita division, Mbita sub-county in Kenya.

3.3 Target population

Population is defined as that group of individuals, objects, or events to which the researcher wants to generalize the results of the study (Mugenda & Mugenda, 2003). The target population comprised 370 teachers from 33 public primary schools and 110 teachers from 11 private schools. The study also targeted 33 head teachers in public primary schools and 11 head teachers in private primary schools. Similarly, 2 curriculum support officers were targeted. Therefore, the total target population was 526.

Table 3.1: Study population

Mbita Division	Population of Public primary schools	Sample size of public primary schools	Population of teachers in Public primary schools	Sample size of teachers in Public primary schools	Population of private primary schools	Sample size of private schools	Population of teachers in private primary schools	Sample size of teachers in private primary schools	%
Kasgunga ward	20	6	240	72	7	3	70	21	30%
Gembe ward	13	4	130	39	4	2	40	12	30%
Totals	**33**	**10**	**370**	**111**	**11**	**5**	**110**	**33**	**30%**

Source: Mbita sub-county Education Office, (2021)

3.4 Sample Size and Sampling Procedure

A sample is a smaller group obtained from the accessible population. Sample size refers to the number of items to be selected from the entire population or universe to make the sample. Sample size of 10% is reasonable for studies (Mugenda & Mugenda, 2003). The sample size comprised 111 teachers from public primary schools and 33 teachers from private primary schools which is 30% of the target population. Therefore, the total sample size of teachers' was134 who were given questionnaires to complete. Interviews was carried out from 10 head teachers from public primary schools and 5 head teachers from private primary schools. Thus, the sample size of 20 head teachers for interviews is considered to be appropriate. Mason, (2010) recommended that 10-30 participants can be used for interviews in a research. In addition, the Curriculum Support Officers were also interviewed.

According to Singleton, (1993) sampling is part of research that shows how objects are to be selected for observation. Sampling is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected. The 144 teachers were obtained using both stratified and simple random sampling techniques. Thus, schools were stratified as public and private primary schools and by using the 30% criteria, 111 teachers was obtained from public primary schools while 33 teachers was obtained from private primary schools using simple random sampling technique respectively. Moreover, 20 head teachers was obtained using purposive sampling technique respectively.

3.5 Research Instruments

The researcher used questionnaires and interview guide to collect information from the respondents. The two instruments are appropriate in the present study due to their

complementary nature. The questionnaires provide data that easily lead to generalizable findings while interview guide provides deep in-depth findings which reveal participants' feelings and experiences.

The questionnaires were used to obtain data from teachers because Owens (2002) contend that they are held to be straight forward and less time consuming for both the researcher and the participants. The questionnaire consists of closed and open-ended items. The questionnaire is structured as follows: Section A: Background information of the respondents. Section B: Influence of School Resources on the Implementation of Competency Based Curriculum. This section had items on School Resources. A 5-point Likert scale ranging from" I" (strongly disagree) to "5" (strongly agree) is provided for respondents to demonstrate a level agreement for each item. Section C: Influence of Teacher Attitude on Implementation of Competency Based Curriculum. This section had items on Teacher Attitude and they are on 5-point Likert Scale. Section D: Influence of Teacher Training on the Implementation of Competency Based Curriculum. This section has items on Teacher Training and they are on 5-point Likert Scale. Section E: Influence of Principal Leadership Style on the Implementation of Competency Based Curriculum. This section had items on Principal Leadership Style and they are on 5-point Likert Scale. Then section E had items on Implementation of Competency Based Curriculum as the dependent variable and they are on 5-point Likert Scale.

In-depth Interviews guide was used to collect data. In-depth interviews are one-to-one encounters in which the interviewer makes use of an unstructured or semi-structured set of issues/topics to guide the discussion. Interviews are most often employed when dealing with sensitive matters and respondents are likely to give evasive or even misleading answers when directly questioned. Interviews was used to collect information from 10 head teachers and one Curriculum Support Officer.

3.6 Pilot Study

Pilot study is one of the most important things in research project, it helps in testing the validity of the research instruments. In this phase, participants are recruited from both public and private schools. Selection procedure is based on convenience. However, care is taken to ensure that participants are selected to represent the various dimensions that are important to the study. This process would help in testing feasibility of project proposal, recruiting of the subjects and data analysis. Piloting was done in two schools in Mbita Sub-county; one public

and the other private. Additionally, schools in which piloting occurred were excluded from the study. As such, to avoid study contamination, the curriculum support officers and head teachers interviewed as well as respondents who filed questionnaires during piloting were excluded from the main study.

3.6.1 Validity of research instruments

According to Kombo and Tromp, (2006), validity of an instrument is a measure of how well an instrument measures what it is supposed to measure. Mugenda and Mugenda, (2003) reiterate that, validity is the accuracy and meaningfulness of inference, which are based on the research results. Thus, the degree to which results obtained from the analysis of data actually represents the phenomenon under study. Face and content validity of questionnaires was ensured by expert judgment by the help of my research supervisors at the University of Nairobi. Moreover, the items in the questionnaires have been made simpler.

3.6.2 Reliability of research instruments

Mugenda and Mugenda, (2003) define reliability is a measure of the degree to which a research instrument yields consistent result or data after repeated trials. Kothari, (2004) add that reliability of an instrument is a priority of the instruments to yield consistent results when administered to certain sample under given conditions. Reliability is concerned with the question of whether the results of the study are repeatable. The term is commonly used in relation to the question of whether the measures that are devised for concepts are consistent. To ensure reliability of questionnaires, the internal consistency was used. A correlation coefficient value of r= 0.6 and above obtained was considered to be appropriate (Kothari, 2008). The four issues to be addressed here are: credibility, transferability, dependability and conformability. Credibility refers to internal validity, in which they seek to ensure that their study measures or tests what is actually intended (Shenton, 2004). To ensure credibility of interview data, the researcher carried out random sampling of individuals to serve as informants, as random approach may negate charges of researcher bias in the selection of participants. Finally, the researcher used triangulation that involve the use of different methods. Transferability is concerned with the extent to which the findings of one study can be applied to other situations (Shenton, 2004). This was ensured as the investigator provided sufficient contextual information about the fieldwork sites to enable the reader to make such a transfer. It is also important that sufficient thick description of the phenomenon under investigation is provided to allow readers to have a proper understanding of it, thereby enabling them to compare the instances of the phenomenon described in the research report with those that they have seen emerge in their situations.

Dependability means that if the work were repeated, in the same context, with the same methods and with the same participants, similar results would be obtained (Shenton, 2004). In order to address the dependability issue more directly, the processes within the study was reported in detail, thereby enabling a future researcher to repeat the work, if not necessarily to gain the same results. Such in-depth coverage also allows the reader to assess the extent to which proper research practices have been followed. Conformability is when, steps must be taken to help ensure as far as possible that the work's findings are the result of the experiences and ideas of the informants, rather than the characteristics and preferences of the researcher (Shenton, 2004). Once more, detailed methodological description enables the reader to determine how far the data and constructs emerging from it may be accepted. Using Cronbach Alpha reliability test, the study obtained a reliability of 0.7328

3.7 Data Collection Procedures

Permission to conduct the study was first obtained from Board of Postgraduate studies of the University of Nairobi. Then a permit was obtained from National Council for Technology and Innovation (NACOSTI). Thereafter the researcher informed the Mbita sub-County Director of Education of the intended study. Then, the researcher made a first visitation to the schools concerned, the head teachers and brief them about the intended research and if possible agree on data collection dates. The researcher then made a second visit to the schools to collect data. Respondents were assembled in quiet and convenient rooms, briefed about the study and then arranged according to groups. Thereafter the researcher distributed the questionnaires to respondents and ask them to read and follow the instructions carefully as they fill them. It will take about 20-30 minutes for each questionnaire to be filled after which the researcher collected them. Interviews took about 30 minutes and the responses were tape recorded after receiving consent from them.

3.8 Data analyses techniques

After data was collected, quantitative data from questionnaires was sorted out, edited, coded, classified and then tabulated. Analysis was done both quantitatively and qualitatively. Descriptive statistics was used in quantitative data analysis, while qualitative data was analyzed through thematic content analysis. All the data collected from questionnaires was analyzed quantitatively using descriptive statistics with the use of Statistical Package for Social Science (SPSS) version 24. The analyzed data was interpreted and presented in tables.

3.9 Ethical Considerations

Before collecting data, the researcher obtained clearance from the Ethics Review Committee of the University of Nairobi, upon submission of her proposal to the committee for assessment and approval. From the planning phase to the analysis and interpretation of the study's results, the suggested ethically acceptable research methodologies were maintained and safeguarded. Informed permission, privacy and secrecy, anonymity, and the researcher's responsibilities were the primary ethical concerns of the present study. This study was solely of academic research hence respect for participants, beneficence, and fairness was observed by the study team, as well as three universal ethical standards. In this regard, all participants were requested to provide their agreement once the researcher had properly described the goal of the study, its benefits and risks, and the fact that participation was entirely voluntary. The participants were notified of their unfettered right to withdraw permission at any moment and that the confidentiality of all materials, including personal interviews, was maintained. Respondents were guaranteed that the information they provide was kept strictly secret and used exclusively for research purposes. In addition, respondents were instructed not to provide their names on the surveys in order to protect their identity. The research used pseudonyms to protect the identities of the schools and the participants and this ensured their anonymity.

CHAPTER FOUR: DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

This chapter presents research findings, data analysis, interpretation, discussion and presentation. The study assessed comparatively, factors influencing the implementation of CBC among teachers in both public and private primary schools in Mbita division, Mbita sub-county in Kenya. The findings are presented and discussed in the context of the study objectives.

4.2 Instrument Return Rate

The study administered questionnaires to 111 teachers from public primary schools and 33 teachers from private primary schools. Also, 44 head teachers in public primary and private schools were given questionnaires. The response rate is presented in Table 4.1.

Table 4.1 Instrument Return Rate

Category	Sample Size	Returned	Return Rate (%)
Head-teachers	15	15	100
Teachers in Public Schools	111	111	100
Teachers in Private Schools	33	33	100

Table 4.1 indicates that the study achieved response rate of 100% for public and private primary school teachers. This is because the researcher administered the questionnaires by herself and with the help of her research assistants. The respondents filled and returned the questionnaires on the same day and returned them. It implies the research was perfectly conducted since Fincham (2016) recommended a response return rate of at least 75% to allow result generalization.

4.3 Respondents' Demographic Characteristics

The study sought to obtain respondents' demographic characteristics information based on gender. Table 4.2 shows the response.

Table 4.2 Respondents' Demographic Characteristics

Gender	Public Primary Schools				Private Primary Schools			
	Head Teachers		Teachers		Head Teachers		Teachers	
	n	%	n	%	n	%	n	%
Male	6	60	62	55.5	2	40	18	54.6
Female	4	40	49	44.5	3	60	15	45.4

From Table 4.2, 60 percent of head teachers in public primary schools in Mbita Sub-county were male while 40 percent were female. On the other hand, 40 percent of head teachers in private primary schools were male while 60 percent female. Similarly, 55.5 percent of teachers in public primary schools were male while 44.5 percent were female. Also, 54.6 percent of teachers in private primary schools male while 45.4 percent were female.

4.4 Data Analysis on School Resources and the Implementation on CBC

The first study objective sought to examine the influence of school resources on the implementation on CBC among teachers in public and private primary schools in Mbita Division, Mbita Sub-County, Kenya. The study sought responses from respondents in both public and private primary schools on the availability of the physical facilities. The physical facilities included classrooms, playfields, administrative offices, laboratories, dining hall and toilets. Their responses are reflected in Table 4.3.

Table 4.3 Teachers Response on physical facilities and implementation of CBC in Public and Private Primary Schools

Response	Public Primary schools						Private Primary schools					
	Head teachers		Teachers		C.S.O		Head teachers		Teachers		C.S.O	
	n	%	n	%	n	%	n	%	n	%	n	%
Adequate	2	20	0	0	0	0	4	80	30	90	0	0
Inadequate	8	80	111	100	2	100	1	20	3	10	2	100
Total	**10**	**100**	**111**	**100**	**2**	**100**	**5**	**100**	**33**	**100**	**2**	**100**

Concerning data in Table 4.3, 20 percent of head teachers in public primary schools and 80 percent of head teacher's private primary schools indicated that schools had adequate physical facilities for CBC implementation. In addition, 80 percent of head teachers in public

primary schools and 10 percent of head teachers in private schools said schools had inadequate physical resources for CBC implementation.

Also, 100 percent of teachers in public schools reported inadequate physical resources for CBC implementation. Besides, 90 percent of teachers in private schools noted that there were adequate physical resources while 10 percent indicated the resources were inadequate.

The curriculum support officers interviewed said both public and private primary schools had inadequate physical facilities for CBC implementation. In light of this, the findings illustrate that public primary schools have inadequate physical facilities to implement CBC compared to private primary schools.

Overall, the findings indicate that public primary schools had inadequate physical facilities compared to private primary schools. The findings concurred with Ashiono (2018) and Mackatiani (2018) who found physical facilities in public schools to be inadequate while in private schools adequate, thus affecting the quality education provided.

4.4.1 Teachers Responses on the availability of instructional materials

The study sought responses from respondents in both public and private primary schools on the availability of instructional materials. The instructional materials included text books, guide books, audio-visual equipment, computers and projectors. Their responses are reflected in Table 4.4.

Table 4.4 : Teachers Responses on the availability of instructional materials

Response	**Public Primary schools**						**Private Primary schools**					
	Head teachers		**Teachers**		**C.S.O**		**Head teachers**		**Teachers**		**C.S.O**	
	n	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
Adequate	2	20	28	25	0	0	5	100	33	100	2	100
Inadequate	8	80	83	75	2	100	0	0	0	0	0	0
Total	**10**	**100**	**111**	**100**	**2**	**100**	**5**	**100**	**33**	**100**	**2**	**100**

Based on data in Table 4.4, 20 percent of head teachers in public primary schools noted that there was adequate instructional materials while 80 percent revealed the instructional

materials were inadequate. Similarly, 100 percent of head teacher's private primary schools noted that there was adequate instructional materials.

The data in Table 4.4 also indicate that 25 percent of teachers in public primary schools noted that there was adequate instructional materials while 75 percent revealed that instructional materials were inadequate. Besides, 100 percent of teachers in private primary schools noted that there was adequate instructional materials. Similarly, the CSO noted that both public and private primary schools had inadequate instructional materials.

Overall, the findings show that public primary schools have inadequate instructional materials compared to private primary schools. The findings concur with Ajayi (2009) who noted that limited government funding affected provision of instructional materials in public schools. In light of this, public primary schools had inadequate instructional materials compared to private primary schools. Therefore, private primary schools appears prepared to implement CBC compared to public primary schools.

Table 4.5: Head teachers, Teachers and C.S.O's response on Adequacy of Teachers

Response	**Public Primary schools**						**Private Primary schools**					
	Head teachers		**Teachers**		**C.S.O**		**Head teachers**		**Teachers**		**C.S.O**	
	n	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
Adequate	1	10	11	9	0	0	5	100	31	90.1	2	100
Inadequate	9	90	100	91	2	100	0	0	2	9.9	0	0
Total	**10**	**100**	**111**	**100**	**2**	**100**	**5**	**100**	**33**	**100**	**2**	**100**

Concerning data in Table 4.5, 10 percent of head teachers in public primary schools revealed that there was adequate teachers while 100 percent of head teachers in private primary schools noted that there was adequate teachers. Similarly, 90 percent of head teachers in public primary schools alluded to inadequate number of teachers.

In addition, 9 percent of teachers in public primary schools reported that there was adequate number of teachers while 94.6 said teachers were inadequate. In private primary schools, 100 percent of teachers said there was adequate number of teachers. The CSO reported that the

number of teachers in public primary schools was inadequate compared to private primary that had adequate teachers.

Overall, the study findings showed that public primary lacked adequate teachers to aid in curriculum implementation compared to private primary schools. The findings collaborated with Kigwilu and Akala (2017) and Mackatiani (2018) who found that public schools were understaffed compared to private schools. As such, public primary schools appears ill prepared to implement CBC.

4.5 Data Analysis on Teachers' Attitude and Implementation of CBC

The second study objective sought to establish the influence of teacher attitude on implementation of CBC in both public and private primary schools in Mbita Division, Mbita Sub-County, Kenya. The responses of teachers were recorded in Table 4.6.

Table 4.6: Teacher Response on Teacher Attitude and implementation of CBC

Response	**Public Primary schools**		**Private Primary schools**	
	Teachers		**Teachers**	
	n	**%**	**n**	**%**
Positive	45	47.1	14	44.1
Negative	66	52.9	20	55.9
Total	**111**	**100**	**33**	**100**

Concerning the data in Table 4.6, 47.1 percent of teachers in public primary and 44.1 percent in private primary schools said negative attitude among teachers adversely affect CBC implementation. Similarly, 52.9 percent of teachers in public primary and private primary schools said that positive teacher attitude enhances curriculum implementation.

Overall, the findings illustrate that 44 percent of teachers in public and private primary schools showed positive attitude towards CBC while 56 percent showed negative attitude. The findings concur with Sadeq, Akbar and Wazzan, (2021) who noted teacher's attitude in both public and private schools affects how they teach. Besides, the findings concur with

Dellit (1993) who asserted that teachers in general are responsive to Mayer's list of competencies and recognize the value of competency-based education. Teachers are, however, still uncertain of the origin of competencies, are skeptical about assessment and reporting procedures and are concerned about the impact on their workloads. They experience difficulty adapting their teaching style to a child's learning style and are confused by the terminology of competency-based education.

4.6 Data Analysis on Teachers' Training and Implementation of CBC

The third study objective sought to find out how teacher training influences implementation of CBC in both public and private primary schools in Mbita Division, Mbita Sub-County, Kenya. The study sought to understand if teachers have attended CBC in-service courses or training. Teacher's responses were recorded in Table 4.7.

Table 4.7: Teachers views on whether they have attended CBC Training

Response	**Public Primary schools Teachers**		**Private Primary schools Teachers**	
	n	**%**	**n**	**%**
Attended	12	10.9	14	44.1
Not Attended	99	89.1	20	55.9
Total	**111**	**100**	**33**	**100**

Concerning data in Table 4.7, 10.9 percent of teachers in public primary schools and 44.1 of teachers in private primary schools revealed that they have attended CBC in-service training. However, 89.1 of teachers in public primary schools and 55.9 of teachers in private primary schools noted that they have never attended a CBC training course.

The findings shows that teachers in public and private schools have not received adequate CBC training since the majority of them have not attended the in-service training workshops. The findings concur with Chemagosi, (2020) who noted that teachers' preparedness on implementation of competence Based Curriculum was low in both public and private primary schools.

The responses from head teachers and teachers concerning CBC training were recorded in Table 4.7.

The study sough further information on head teachers and teacher's perception concerning the adequacy of CBC training. Their responses were presented in Table 4.8.

Table 4.8: Head teachers and Teachers perceptions on CBC Training

Responses	Public Primary Schools				Private Primary Schools			
	Head Teachers		Teachers		Head Teachers		Teachers	
	n	%	n	%	n	%	n	%
Sufficient	2	20	11	15	2	40	15	45.4
Insufficient	8	60	100	85	3	60	18	54.6
Total	**10**	**100**	**111**	**100**	**5**	**100**	**33**	**100**

Based on data in Table 4.8, 20 percent of head teachers in public primary schools and 40 percent in private primary schools revealed that teachers and head teachers had sufficient CBC training and understood the new teaching methodologies. However, 60 percent of teachers in public and private primary schools noted that teachers and head teachers were insufficiently trained in CBC, thus they did not understand how to deliver the content.

Also, 15 percent of teachers in public primary schools asserted that teachers have sufficient CBC training. 45.4 percent of their counterparts in private primary schools noted that they had sufficient training. Nevertheless, 60 percent of teachers in public primary and 54.6 percent of teachers in private primary schools revealed they have insufficient CBC training, and struggle to implement the curriculum.

Overall, the results indicate that CBC training was insufficient in both public and private primary schools. As such, most of the teachers could not adapt their teaching style to diverse

kinds of learners for successful CBC implementation. The findings agrees with Waweru (2018) who established that teachers need more training because the in-service programs was inefficient for implementation of Competence Based Curriculum.

4.7 Data Analysis on Principals' Leadership Style and Implementation of CBC

The fourth study objective sought to find out how principal leadership styles influence implementation of CBC in both public and private primary schools in Mbita Division, Mbita Sub-County, Kenya. Teacher responses were recorded in Table 4.9.

Table 4.9: Teachers' Response on Principal's Leadership Style

Responses	Public		Private	
	n	Percent	n	Percent
Democratic	51	45	16	49
Autocratic	60	55	17	51
Laissez-faire	0	0.0	0	0.0
Total	111	100.0	33	100.0

Concerning data in Table 4.9, 45 percent of teachers in public primary schools revealed that there principal used democratic leadership while 55 percent noted it was autocratic. Similarly. 49 percent of teachers in private primary schools noted that there head teacher used democratic style while 51 percent revealed use of autocratic leadership. Notably, none of the respondents believed laissez faire leadership style influences curriculum implementation. Overall, head teachers in both public and private primary schools appear to favor autocratic leadership style. The findings agrees with Choi, (2007) who noted that autocratic head teachers focus on ensuring each employee completes assigned duties according to schedule to ensure timely syllabus completion. However, it affects teacher and student engagement, thus limiting curriculum implementation.

The research further sought data from head teachers and teachers about the effect of leadership styles on provision of teaching and learning resources. Their responses were recorded in Table 4.10.

Table 4.10 Head teachers and teacher's views on the influence of leadership style in the provision of learning and teaching materials

Response	Public				Private schools			
	H/teachers		Teachers		H/teachers		Teachers	
	n	%	n	%	n	%	n	%
Great role	10	100	111	100	5	100	33	100
Least role	0	0	0	0	0	0	0	0
No role	0	0	0	0	0	0	0	0
Total	**10**	**100**	**11**	**100**	**5**	**100**	**33**	**100**

Concerning data in Table 4.10, 100 percent of head teachers in public primary schools noted that head teachers' leadership style played a great role in curriculum implementation. Similar sentiments were given by 100 percent of their counterparts in private schools. Also, 100 percent of teachers in public and private primary schools revealed that head teacher's leadership influence teaching and learning. Overall, the findings shows that 100 percent of head teachers and teachers in both public and private primary schools believe head teacher's leadership style influences curriculum implementation.

The findings agrees with Huber, Tulowitzki and Hameyer (2017) who noted that the concept of educational leadership was positively aligned to the knowledge base of instructional leadership. Similarly, the findings concur with Sebastian and Allensworth (2012) who asserted that there was a relation between the principal leadership only in as far as the climate of learning in the school is concerned.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, summary of the findings, conclusions and recommendations are made. The chapter also gives areas for further research.

5.2 Summary of the study

Competency Based Curriculum being a new concept in Kenya has attracted the interest of many scholars with regard to its implementation. Properly implemented CBC produce an all-round learner, with teachers expected to make learning active and participative in order to make the curriculum a success. The study aims at establishing comparatively, factors influencing the implementation of CBC among teachers in both public and private primary schools in Mbita division, Mbita sub-county in Kenya. The study objectives were to determine the influence of school resources on the implementation on CBC among teachers in public and private primary schools in Mbita Division, to establish the influence of teachers' attitude on implementation of CBC among teachers in public and private primary schools in Mbita Division, to determine how teacher training influences the implementation of CBC among teachers in public and private primary schools in Mbita Division and to establish the influence of principals' leadership styles in the implementation of CBC among teachers in public and private primary schools in Mbita Division.

The study was guided by the Dewey's Social constructivism theory and used descriptive survey research design. The sample sizes of the study comprised of 111 teachers from public primary schools and 33 teachers from private primary schools, all of which were administered with questionnaires, while 10 head teachers from public primary schools, 10 head teachers from private primary schools and Curriculum Support Officer were interviewed for qualitative data. Descriptive statistics was used in quantitative competency-based qualitative data was analyzed through thematic content analysis. The study found that private primary schools tend to have adequate school resources compared to public primary schools, hence were able to effectively implement CBC programs in their schools. Teachers from both public and private primary schools had the right attitude for CBC programs and competency-based. However, they were not adequately trained for optimal CBC implementation in their

respective schools. The study also found that school leadership and administration provides good working environment for teachers to implement CBC programs.

5.3 Summary of Major Findings of the study

5.3.1 Major findings on School Resources and the Implementation on CBC

The first study objective sought to examine the influence of school resources on the implementation on CBC among teachers in public and private primary schools in Mbita Division, Mbita Sub-County, Kenya.

Comparatively more teaching materials were offered in private primary schools than in public primary schools in terms of whether the text books in their schools were adequate. As a result, private primary schools implemented CBC more effectively. Comparative findings on whether teachers' guides were adequate in both public and private primary schools for CBC implementation demonstrate that instructors' guide books were adequately given in both types of primary schools for effective CBC implementation. Compared to public primary schools, private primary schools typically have adequate ICT resources and AV technology. Therefore, when it comes to the use of these resources for learning, private primary schools would most likely implement CBC efficiently as opposed to public primary schools.

Comparing private and public elementary schools' outdoor facilities and classroom availability reveals that private primary schools had sufficient outdoor facilities and classrooms whereas public primary schools fell short in their provision of these amenities. Therefore, compared to public elementary schools, private schools were more likely to apply CBC effectively.

5.3.2 Major findings on Teachers' Attitude on Implementation of CBC

The second study goal was to determine how teacher attitudes affected the implementation of CBC in Kenya's Mbita Division's public and private primary schools. The results of this objective demonstrate that instructors from both private and public primary schools usually had a positive attitude about CBC evaluation techniques, even though they did not enjoy creating students' CBC portfolios, which may have hampered CBC's proper implementation. The application of digital literacy in CBC is thus intriguing. Teachers from both kinds of schools found CBC to be enjoyable and had no trouble implementing CBC using digital tools. Teachers from both types of schools concurred that the CBC content was suitable for

students when asked if it was appropriate and that its activities are generally engaging and interesting.

5.3.3 Major findings on Teachers' Training on Implementation of CBC

The third research goal was to determine how teacher preparation affects the adoption of CBC in Kenya's Mbita Division's public and private elementary schools. The results showed that primary school instructors from both public and private institutions have sufficient knowledge of the CBC teaching subjects. The lack of preparation among elementary school instructors from both public and private institutions suggests that CBC may not be successfully implemented in each institution. Additionally, it was shown that the majority of primary school instructors in both public and private schools lacked proper preparation for the CBC-compliant methods and tactics for deepening their grasp of the subjects they were teaching.

The study's conclusions show that teachers in both public and private schools were able to readily modify their lesson plans based on their students' current comprehension of the CBC for effective CBC implementation. Additionally, it was discovered that these teachers were able to successfully implement the CBC by easily adapting their teaching approach to a variety of types of learners. Instructors at public primary schools and private schools responded to the question of whether they can employ a wide range of teaching styles when adopting CBC in a classroom, and the results suggest that the majority of teachers cannot. The study also revealed that the majority of primary school instructors in both private and public schools are adept at choosing instructional strategies.

5.3.4 Major findings on Principals' Leadership Style and Implementation of CBC

The fourth research goal was to determine how principal leadership styles affect CBC implementation in Kenya's Mbita Division's public and private primary schools. The results of this aim show that both public and private primary school principals uphold a school tone and culture that fosters an environment of social responsibility. However, elementary school principals in public institutions favor a democratic management style, whereas those in private institutions favor an autocratic one. According to the study, primary schools in both the public and private sectors are capable of carrying out supervisory duties for the efficient implementation of the CBC. Additionally, the primary school administration in both public and private settings makes sure that the development of educational transformation is

regularly evaluated. According to respondents from both types of primary schools, the study also indicated that school administrators value the effort staff members put forth in the process of bringing about educational transformation. The school management was also observed giving its followers feedback as frequently as possible. Additionally, both public and private primary school administrators support the advantages of implementing educational transformation in their institutions.

5.4 Conclusion of the Study

The study's assessment of the CBC's implementation leads to the following conclusions:

CBC enhances teaching and learning activities, improves syllabus coverage, and helps students transition to the next class. CBC also improves student achievement and success. There is no denying that co-curricular activities are improved by CBC in both public and private primary schools. When comparing private primary schools to public primary schools, it is determined that instructional materials are effectively given in the first study aim. As a result, private primary schools implemented CBC more effectively than public ones.

Both public and private primary schools had sufficient teacher's guide books for effective CBC implementation, answering the question of whether or not both types of primary schools had adequate teacher's guide books. Private elementary schools provided ICT and AV resources, however, more readily and competently than public schools did. Therefore, compared to public primary schools, private primary schools would most likely implement CBC employing ICT apps and audio-visual equipment efficiently.

Regarding the sufficiency of outdoor amenities in schools, private primary schools had sufficient outdoor facilities whereas state primary schools did not provide these facilities to a suitable level. Therefore, private primary schools were more likely than public primary schools to implement CBC effectively using outdoor amenities. Additionally, private elementary schools had more appropriate classrooms than public primary schools, demonstrating that they were better equipped to implement CBC than their public counterparts.

The study came to the conclusion that teachers from both private and public primary schools generally had a positive attitude toward the CBC assessment and that teachers from both

types of schools enjoyed CBC's emphasis on digital literacy, so they would be at ease implementing CBC through digital applications. Whether the CBC's programming is sufficient Additionally, CBC activities are typically entertaining and engaging, and its material is normally adequate for kids' development in schools. Teachers do, however, have a favorable attitude toward CBC, despite the fact that preparing for it takes time.

According to the survey's third study aim, most teachers in public primary schools had an average amount of knowledge on the CBC subjects they taught, and they were also generally well-prepared for those subjects. The fact that elementary school instructors from both public and private institutions lack the necessary training suggests that CBC may not be successfully implemented in each institution. The majority of primary school teachers in public schools are also not sufficiently equipped in terms of various methods and techniques to deepen their comprehension of the subjects they are teaching in accordance with the CBC. Similar to this, most private school teachers lack the necessary tools and techniques to deepen their comprehension of the subjects they teach in accordance with the CBC.

In terms of the teachers' ability to teach the current CBC content, the majority of them are able to do so with ease based on their students' present comprehension of the CBC for a successful implementation of the CBC. For the CBC to be implemented successfully, the majority of the teachers are also able to rapidly change their teaching methods to a variety of learner types.

On the question of whether they can employ a wide range of teaching styles to implement CBC in a classroom, the majority of instructors find it difficult to do so. The study also found that principals of both public and private elementary schools are capable of carrying out supervisory duties for effective CBC implementation because they uphold a school tone and culture that fosters an atmosphere of social responsibility. Since it is crucial for motivating followers, school administrators assess the effort that staff members make into the education transition process. School administrations, whether in a private or public setting, frequently provide their followers feedback. Additionally, primary schools, whether public or private, support the advantages of implementing educational transformation.

5.5 Recommendations of the Study

i. Teachers should improve their ICT skills through in-service training, seminars, and workshops so that they are completely equipped for the implementation of a competency-based curriculum.

ii. The government should make sure that money are distributed to schools on time through the ministry of education, and it should also fully activate the NEMIS initiative to provide efficient networking-based communication channels.

iii. To foster a favorable attitude among them for the successful implementation of the competency-based curriculum, the Kenya Institute for Curriculum Development should heavily include teachers in the curriculum transformation process.

iv. In order to ensure that all schools have adequate infrastructure, the government, through the ministry of education, should, among other things, hire more instructors, provide adequate teaching and learning materials, and assist schools in building more classrooms and laboratories.

v. The government through ministry of education should ensure that the education officers are frequently reviewing and monitoring progress of CBC in all schools.

5.6 Suggestions for further research

Further research may consist of the following based on the findings and suggestions of this study:

i) To determine whether the same results would be reached in other regions of the nation, a study of a similar nature should be carried out there.

ii) The parental role in the adoption of Kenya's Competency-Based Curriculum in elementary schools needs to be the subject of additional research.

iii) The competency-based curriculum in Kenyan primary schools is implemented in response to learner-based considerations.

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APPENDIX I: QUESTIONNAIRE FOR TEACHERS

Dear Respondent;

I am a Masters student at the University of Nairobi. I am undertakingthis research study to investigate "*Factors influencing the Implementation of Competency Based Curriculum among Teachers in Mbita Division, Mbita Sub-county, HomaBay County- Kenya".* All the information provided will be used for academic purpose only. I do hereby request you to participate in this study by providing honest responses to the items on the questionnaire. The information given will be treated with utmost confidentiality and will onlybe used for academic purposes. Your participation is purely voluntary. Kindly sign below if you accept to participate in this study. I thank you for participating in this study and may the good Lord bless you abundantly.

I accept to participate in this study sign ……date……..

SECTION A: BACKGROUND INFORMATION

Read each item and select an answer by placing a tick or explanation in the spaces provided.

1 please indicate your gender

a) Male [ ]

b) Female[ ]

2. Please indicate your age Bracket

a) 20-30 years [ ]

b) 31-40 years [ ]

c) 41-50 years [ ]

d) 51 and above [ ]

3. Please indicate your Highest Level of Education

a) P1 [ ]

b) Diploma certificate [ ]

c) Bachelors Degree [ ]

d) Master degree [ ]

e) PhD [ ]

4. When were you employed? _____

5 indicate your category of school

A) Private [ ]

B)Public [ ]

SECTION B: SCHOOL RESOURCES AND THE IMPLEMENTATION OF COMPETENCY BASED CURRICULUM

Please, indicate the availability of school resources.

5. School Resources and the Implementation of Competency Based Curriculum (indicate the availability of resources in your school)

Availability of item	SA	A	D	SD
Text books are adequate in our school				
Teachers guide books are adequate in our school				
ICT equipment are adequate in our school				
Audio-visual equipment are adequate in our school				
There are adequate outdoor facilities in school				
There are adequate classrooms in school				
Football peach				
Netball peach				
Handball peach				
Hockey peach				
Athletics track				
Rounders peach				
Home science room				
Art and craft room				
Computer room				

SECTION C: TEACHER ATTITUDE AND IMPLEMENTATION OF COMPETENCY BASED CURRICULUM

Please, indicate the extent to which you agree with the following statements. The response format is in a 5-point Likert scale: SA-Strongly Agree, A-Agree, and D-Disagree and SD-Strongly Disagree.

6. Teacher Attitude and Implementation of Competency Based Curriculum

	SA	**A**	**D**	**SD**
Assessment methods are child friendly in CBC				
I like preparing pupils portfolios in CBC				
I am comfortable using digital literacy in CBC				
CBC content is adequate hence I think they are vital in learning process				
I think activities in CBC are engaging and interesting				
CBC preparations is time consuming and involving				

SECTION D: TEACHER TRAINING AND IMPLEMENTATION OF COMPETENCYBASED CURRICULUM

Please, indicate the extent to which you agree with the following statements. The response format is in a 5-point Likert scale: SA-Strongly Agree, A-Agree, and D-Disagree and SD-Strongly Disagree.

Indicate whether you are trained or not

A) Trained [ ]

B) Not trained [ ]

7. Teacher Training and Implementation of Competency Based Curriculum

Aspects of training	**SA**	**A**	**D**	**SD**
I am competent in my teaching subjects using collaborative approach				
I have various ways and strategies of developing my understanding of my teaching subjects in line with the CBC.				
I can prepare my teaching content based on my current understanding of core competencies to be achieved in a particular learning area				
I can use discussion as a teaching approach to teach learners				
I can use a wide range of teaching approaches in a classroom: modeling, experiential learning,problem-based learning				
I know how to use inquiry-guided instruction to carry out different activities in CBC				

SECTION E: PRINCIPAL LEADERSHIP AND IMPLEMENTATION OF COMPETENCY BASED CURRICULUM

Please, indicate the extent to which you agree with the following statements. The response format is in a 5-point Likert scale: SA-Strongly Agree, A-Agree, and D-Disagree and SD-Strongly Disagree.

8. Principal Leadership and Implementation of Competency Based Curriculum

	SA	A	D	SD
The principal maintains a school tone and culture that create the climate of social responsibility that is favorable for learning				
The schools are capable of executing supervisory functions in relation to CBC requirements				
School leadership ensure that there is a regular appraisal of the progress of education change				
School principal appraise effort staff are putting into the education change process since it is important in implementing CBC				
School administration provide feedback to their teachers asoften as possible to enable them see their progress in implementation of CBC				
School administrators believe in the benefits of educational change in this school thus encouraging positive attitude towards implementation of CBC				

APPENDIX II: INTERVIEW GUIDE FOR HEADTEACHERS

1. Which resources are available in your school for the Implementation of Competency BasedCurriculum?

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   ……
   ……

   What is the influence of school resources on the implementation of Competency Based Curriculum among teachers?

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   ……

2. How do you view teachers Attitude on the Implementation of Competency Based Curriculum? Explain?

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   ……
   ……

3. What is the influence of teacher attitude on implementation of Competency Based Curriculum among teachers?

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   ……

4. How do you view the training of teachers in the Implementation of Competency BasedCurriculum?

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   ……

5. What is the influence of teacher training on the implementation of Competency BasedCurriculum among teachers?

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6. In your view, which type and forms of school leadership exists in schools? Explain.

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7. How does principal leadership influence the Implementation of Competency Based Curriculum among Teachers?-Explain.

……

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APPENDIX III: INTERVIEW GUIDE FOR CURRICULUM SUPPORT OFFICER

1. Which resources are available in your school for the Implementation of Competency BasedCurriculum?

   ……

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2. What is the influence of school resources on the implementation of Competency BasedCurriculum among teachers?

   ……

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3. How do you view teachers Attitude on the Implementation of Competency Based Curriculum? Explain?

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4. What is the influence of teacher attitude on implementation of Competency Based Curriculum among teachers?

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   ……

5. How do you view the training of teachers in the Implementation of Competency BasedCurriculum?

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6. What is the influence of teacher training on the implementation of Competency BasedCurriculum among teachers?

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7. pIn your view, which type and forms of school leadership exists in schools? Explain.

……

……

……

8. How does principal leadership influence the Implementation of Competency Based Curriculum among Teachers?-Explain?

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APPENDIX IV: WORK SCHEDULE

ACTIVITY	**May – Aug 2021**	**Aug-Oct, 2021**	**Oct – Dec, 2021**	**Jan-June, 2022**	**July – Oct, 2022**	**Nov-Dec, 2022**
Concept papers writing						
Concept papers presentations						
Proposal paper writing						
Proposal Defence						
Refining the instruments						
Data collection						
Data Analysis						
Research Project Writing,						
Research Project Binding						
Research Project Submission						
Graduation						

APPENDIX V: RESEARCH PERMIT

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