

**SCHOOL BASED FACTORS INFLUENCING IMPLEMENTATION OF
COMPETENCY BASED CURRICULUM IN PUBLIC PRIMARY SCHOOLS, KIBRA
SUB – COUNTY, NAIROBI CITY COUNTY, KENYA**

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**A Research Project in Partial Fulfillment of the Requirement for the Award of the Degree
of Master of Education in Curriculum Studies, University of Nairobi**

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DECLARATION

This research project is my original work and has not been submitted in any other university for the award of a degree.



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DEDICATION

This research work is dedicated to my husband Mr.Bett and our beautiful children Amon, Audia, Abiud & Achim who stood with me throughout my research period. I hope this will be an inspiration to all of you.

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LIST OF ABBREVIATIONS AND ACRONYMS

EFA:	Education for All
FPE:	Free Primary Education
KICD:	Kenya Institute of Curriculum Development
KIE:	Kenya Institute of Educations
MOE:	Ministry of Education
MOEST:	Ministry of Education, Science and Technology
PTE:	Primary Teachers Educations
SPSS:	Statistical Package for the Social Science
TSC:	Teachers Service Commission
UNESCO:	United Nation Education and Scientific Cultural Organization
UNICEF:	United Nations International Children’s Educational Fund
USAID:	United States Agency for International Development

ABSTRACT

Kenya has embarked on curriculum reform to improve the quality of education. This is a crucial step in the direction of Kenya's ambition to develop a knowledge-based society and the growth of regional and global completion in the job market. The purpose of the study was to investigate influence of school-based factors on implementation of competence-based curriculum in primary schools. Four objectives guided the study: To determine the influence of the teacher in-service training on implementation of the competence-based curriculum, availability of teaching and learning materials, time allocation and mode of assessment and teacher-pupil ratio on implementation of competent based curriculum in public primary schools. The researcher employed a descriptive survey research design where the researcher used questionnaires, interview guides and checklist to collect data which was then used to describe why and how school-based factors influenced competent based curriculum implementation. The targeted population included 9 head teachers, 450 teachers and 1200 grade 4 pupils. Out of 450 teachers handling grade four competent based curriculum. Out of 9 head teachers, they all responded representing hundred percent. Out of 1200 grade 4 pupils selected randomly 1150. Data analysis was done using statistical package for social science (SPSS) program and results presented in form of frequencies and percentages. The findings of the study reveal that majority of teachers (81.6%) attended one week training, while (18.4%) attended two weeks training. This shows that teachers had not received sufficient training and teachers executing the curriculum should avail themselves to more than one week of training to effectively facilitate and embrace the new curriculum. In-servicing of the teacher is vital for equipping teachers with skills and knowledge necessary for handling the new curriculum. The finding revealed that time allocated and mode off assessment on time table was not enough for complete syllabus coverage. They also pointed out that majority of grade four learners have the low span of concentration for more than 35 minutes. This was witnessed during double lessons where the learners' concentration was carefully scrutinized for the purpose of the research. Most of the schools in Kibra sub-county either lacked or had inadequate materials for implementation of competency based-curriculum. This is due to the delay of disbursement of materials necessary by the government. However, they pointed out that instructional materials plays a significant role in the teaching and learning process. Thus, insufficient teaching and learning materials impacted negatively on the implementation of the curriculum. From the findings the public primary schools in Kibra were also very overcrowded. The classes were crowded to the extent of forcing some learners to study from outside especially during practical subjects that required demonstration. This was in a way affecting effective implementation of the curriculum. The teacher-pupil ratio 1:80 was very high hence straining the teachers' efforts in managing pupil discipline, teaching and learning as well as their teaching methodology. The study recommends that the government through the Ministry of Education and Kenya Institute of Curriculum Development (KICD) should address the issue of competency-based curriculum implementation. Teachers training through in-service program should be urgently improved by allocating enough time on training session, the Ministry of Education through teacher service commission organizing seminars and workshops to enable teacher in-service training. Also inadequate supply of teaching and learning materials should be addressed by the Government through the Ministry of Education in due time. The shortage of teachers in public schools the Government through the teacher employer Teacher Service Commission (TSC) allocate enough funds to recruite more teachers to maintain the required teacher-pupils ratio by the Ministry of Education in public primary schools to enable efficient and successful implementation of competency-based curriculum

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The Kenya Institute of Curriculum Development (KICD) followed a competency –based approach (CBA) based on their findings of a needed assessment research carried out in 2016. Educators in Kenya acquired a sequence of training on this technique from the UNESCO International Bureau of Education (IBE-UNESCO) among other different experts. KICD conceptualized a competency-based mode of the curriculum because the capacity to apply learning resources and outcomes (knowledge, talents, values and attitudes) properly in a described context (education, work, private or expert improvement) UNESCO 2017. The curriculum reform was guided by the vision to nurture every learner’s expertise and hidden capacity to produce residents who're equipped with all the relevant and satisfactory information in line with the country wide values and social amenities (Kenya charter, 2010) and also to equip them with competencies required in the realization of Vision 2030. Kenya undertook a first-rate reform of the countrywide curriculum.

In Australia the Competency Based Curriculum was delivered as a Government directive in 1990 (Smith, 1996). It resulted from shortcomings found inside the abilities level of the Australia team of workers following the endless modifications inside the economy and the staggering pace of technology improvement. Weakness in skill delivery was greatly attributed to deficiencies recognized inside the existing schooling systems. It was

cited that access stage served by present apprenticeships and traineeships changed into insufficient. There became also little portability of qualification between the states and territories or from foreign places to Australia. Industry representatives often expressed dissatisfaction with the training accessed from Vocational Education and Training (VET) carriers. More commonly it changed into felt that there was an emphasis on constant length guides which vendors choose to make to be had in preference to on the development of skills which college students and trainers needed (Smith, 1996). Economic and Technological changes necessitated a series of tendencies in administrative center reform award restructuring and challenge. Australia's education method has been re-examined for improved ability degrees and international competitiveness.

In other nations the Zambia curriculum turned into reforming in a bid to put together learners for future challenges in the rapid changing global (MoGE, 2013). The pursuits of the 2013 revised Zambian curriculum is to provide self-inspired, existence-long learners, confident and effective individuals, holistic, independent rookies with the values, abilities and know-how to permit them to reach school and in lifestyles(Zulu, 2015). One would be proper to conclude that the ministries of General and Higher training in Zambia had study the Zambia economy pretty correctly due to the fact organizations which include World Bank have determined that despite the fact that youths in Zambia make up thirds of the United States of America's working age population; young people unemployment is a massive assignment in that one area of they're unemployed.

In Tanzania Taasisi ya Elimu (2013) indicated that the ultimate curriculum overview in Tanzania came about in 2005. It turned into guiding by way of a new Catchword specifically competency-based curriculum (CBC) that means that it aimed at strengthening learner's talents acquisition. The ideals are stated to have been largely drawn from Tanzania Development imaginative and prescient 2025 and the Education Development Sector program (Justin, 2013). By 2006 the competency based curriculum became operational in each primary and secondary faculty. Serious economic and human commitments were made to restrain and guide instructors, head instructors and other education specialists to expand the essential competence and self-belief to efficiently take care of the competency primarily based training (Woods 2008). The creation of the competency based curriculum became the second primary pedagogical trade in the U.S.A. After the primary alternate that occurred in 1967 when schooling for self-reliance become introduced.

Kenya like many African countries has a high wide variety of unemployed youths. To diminish this hassle, training and education in Kenya must be aligned to satisfy the desires and aspirations of the Kenyan population and vocational schooling training should emphasize to assist reduce the high young people unemployment problem. Sessional paper No. 1 of 2005 on policy framework on Education, Training and Research (Republic of Kenya, 2016). The competency-based curriculum is schooling that seeks to expand in learners the ability to apply appropriate skills, information to effectively carry

out a feature (Republic of Kenya, 2016). In January 2011, the authorities of Kenya spark off a review of the countrywide curriculum if you want to develop a curriculum a good way to sufficiently address and meet the wishes and aspirations of the Kenyans and equip the youngsters with expertise, appropriate attitudes and capabilities with a view to help them healthy and compete the world over. A research report at the wishes assessment for curriculum reform by means of KICD affirmed the need for a number one faculty curriculum that integrates and equips individuals with competences and skills applicable in actual life conditions regionally and globally.

The Kenya new curriculum reforms are aimed at nurturing each rookies capability and enhancing a better way for identifying, nurturing and developing the freshmen talent through the learning tracks and pathways as a way to be furnished at senior secondary (Republic of Kenya, 2017). Based on needs assessment have a look at executing with the aid of KICD and the vision and venture of the BECF, there are seven skills to be developed and that they encompass self-efficacy, citizenship, creativity and creativeness, critical questioning and problem fixing, communication and collaboration, getting to know to analyze and digital literacy. Basic training is based into three stages: early 12 months training, center faculty schooling and senior school. The new competence-based curriculum was rolled out in January 2017 and is being carried out in lower primary schools and is rolled out in phases from grade one up to grade four. In 2020 the competency-based curriculum has been rolled out to grade 4 and in the year 2021, it will be prolonged to grade 5, six, seven, and eight and form one. In 2021, 2022

and 2023 it'll be extended to form 2, form 3 and form 4 respectively (Daily Nation, Sunday, and January 22, 2017).

Teachers are the implementers of the curriculum for this reason they play a vast role in improvement and transforming a learner. Therefore, the quality of education relies upon largely upon the quality of the trainer (CfBT, 2012). As such, teachers need to be exceedingly professional in the software of teaching strategies essential to make learners learn successfully (Kafyulilo, Rugambuka & Moses, 2012). For the competency-based methods to be successful, instructors should be knowledgeable sufficient to let their rookies get concerned within the gaining knowledge of system on account that instructors are fundamental gamers in curriculum implementation (Botha and Reddy, 2011 & Wangeleja, 2010).

The achievement of learners is immediately proportional to teacher preparation and the excellent of teachers. Teacher first-rate and learner's achievement are related than other sorts of investments like instructor salaries and abridged range of rookies in step with the classroom (Darling-Hammond, 2000). Teachers also need to have knowledge of their unique problem so as for them to yield targeted merchandise (Moodley, 2013). Thus for the technique to achieve success a teacher must efficiently be geared up with pedagogical content knowledge (PCK) which is the information this is developed through instructors to allow the learners analyze (Botha and Reddy, 2011).

The time allocation and evaluation of learner's progress is prime in any academic curriculum. Due to the curriculum change to the Competence-based curriculum, there is need to align evaluation to ongoing emphasis on competencies (O'Conor, 2009). According to the perspectives of Stiggins (2008) shows that assessment have to alternate from being an remoted, on occasion timed, occasion commonly connected at the stop of an educational software to attach to ongoing interrelated events that reveal exchange in learners conduct regularly.

Teaching and gaining knowledge materials plays key position in child's getting to know. They make sure that scholars acquire a balanced and applicable curriculum which they're entitled to (MOEST 2004). According to Miller and Seller (1990) assert that instructional substances are essential ingredients in studying and meant program cannot be without difficulty applied without them. No significant teaching and learning take area without enough resources materials this applies to curriculum implementation as nicely. For the formally designed curriculum to be fully implemented as in step with the plan, the government or ministry of education have to deliver schools with enough aid materials including textbooks, coaching aids and stationery so that you can allow instructors and learners to play their position satisfactorily in the curriculum implementation systems

1.2 Statement of the problem

Though the country has constituted many commissions and several task forces to look into education system, the first overhaul of the curriculum happened in 1984 leading to adoption of 8-4-4 from the 7-4-2-3 system of the education. The system which has become examination oriented that releases graduate who are half-baked and now has paved the way for the 2-6-3-3-3 competency-based curriculum which places children's needs and interests first before those of their schools, parents and teachers. Its main objective is to ensure every Kenyan child is ethical, empowered and engaged. Its aim is to equip teachers with the required skills and providing a conducive environment with enough instructional materials for effective implementation.

The aim was to make education crucial and effective tool for national development and despite all these efforts, the school based factors are still largely influencing the implementation of competency-based curriculum. First the majority of teachers have not received sufficient training, and teachers executing the curriculum should have sufficient knowledge to effectively execute the curriculum. In- servicing of teachers is vital for equipping teachers with skills and knowledge necessary for handling new curriculum. Another challenge is the issue of teaching and learning resources is inadequate supply in public schools, a circumstance that compromises the implementation of the curriculum. However, the time allocation in the timetables is another crucial factor and if not well managed will affect the implementation of the curriculum. The teacher- pupil ratio where learner is the center and beneficiary of the curriculum is directly influencing the implementation if the objective of the intended curriculum is not achieved.

1.3 Purpose of the study

The purpose of this study was to investigate the school-based factors influencing implementation of competency-based curriculum in public primary schools in informal settlement a case study in Kibra in Nairobi City County.

1.4 Objectives of the study

The study was guided by the following objectives:

- (i) To determine the extent to which teacher in-servicing training influences implementation of competency-based curriculum in public primary schools, Kibra Sub-county.
- (ii) To establish the influence of instructional materials in implementation of competency-based curriculum in public primary schools, Kibra Sub-county.
- (iii) To determine extent to which time allocation in the timetable influences implementation of competency-based curriculum in public primary schools, Kibra Sub-county.
- (iv) To establish influence of teacher-pupil ratio in implementation of competency-based curriculum public primary schools, Kibra Sub-county.

1.5 Research questions

The study was guided by the following research questions:

- (i) In which ways the teacher in-servicing training influences the implementation of Competency based curriculum in public primary schools, Kibra Sub County?

(ii) In which ways does availability of teaching and learning materials influence the implementation of competency-based curriculum in public primary schools, Kibra Sub-county?

(iii) How does time allocation in the timetable influence implementation of competency of curriculum in public primary schools, Kibra Sub- County?

(iv) How does teacher-pupil ratio influence implementation of competency-based curriculum in public primary schools, Kibra Sub-county?

1.6 Significance of the study

The study undertaken as its finding might be used by the Ministry of Education to formulate policies in curriculum implementation. The study might provide information to the MOE on school-based factors that influence implementation of competency based curriculum and hence give them the opportunity to encourage both teachers to work together for successful implementation of the curriculum. Curriculum developers might also use the findings of the study when designing teachers guide and other textbooks to enhance effective implementation of competency-based curriculum. Teacher's trainers could use findings of the study to train teachers with relevant and appropriate skills which enhance the achievement of desired goals.

1.7 Limitation of the study

The researcher depended on the cooperation of the respondents for provision of the data for the study and therefore some of the respondents might not have given honest and accurate responds. The researcher overcame this by applying public-relations approaches

to establish a rapport with the target respondents and encouraged the respondents to try as much as possible and respond to all questions.

1.8 Delimitation of the study

The study was carried out in Kibra Sub-county, Nairobi City County which has 9 public primary schools. Only class three pupils were involved in the study because they can read and understand and fill the questionnaire. The teachers were also involved because they are the implementers of the curriculum in the classrooms. Also, the head teachers were involved because they affect curriculum implementation directly through supervision and provision of teaching and learning resources. The respondents like teachers were suitable to the study as they are implementers of the curriculum and hence provided first-hand information.

1.9 Basic assumptions of the study

The study was based on the following assumptions:

- (i) The teachers are well prepared to handle the competence-based curriculum implementation.
- (ii) The classroom teachers have the support and resources to implement the curriculum for they have relevant knowledge and skills to achieve the desired objectives.
- (iii) Time allocated will be enough.

1.10 Definition of significant terms

The following terms are defined within the context of this study.

Competence: Refers to application of knowledge, skills and attitudes in different situations.

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

Curriculum: refers to plan or programmer of all experiences which the learner encounters under the direction of a school.

Classroom practices: refers to methodology employed or applied during teacher practice or training.

Education: refers to organized form of learning that aims at transmitting knowledge, skills and attitude to individuals or learners.

Factors: refers to circumstance, fact or influence that contributes to implementation of curriculum which include teacher training, time allocation, availability of teaching and learning materials, learner's influences.

Influence: refers to effect on a particular situation and the way it develop to have an important effect on someone or something. The capacity or power of persons or things to be a compelling a force on or produce effects on actions, behavior, opinions.

Implementation: refers to making something that has been officially decided to start or happen or to be used example new curriculum.

Implementers: refers to teachers, head teachers people who act on curriculum practically to make it successful and achievable.

School based factors: refers to physical human and financial resources used by schools in promotion of academic performance

Teacher training: refers to professional preparation of teachers usually through formal course work and teaching practice.

1.11 Organization of the study

The study is organized into five chapters. Chapter one is the introduction to the study covering, background to the study, statement of the problem, research objectives, research questions, significant of the study, limitation of the study, delimitation of the study, basic assumption of the study, definition of significant terms of the study. Chapter two is the literature review focusing on factors influencing implementation of the competency-based curriculum in public primary schools. It focuses on variables such as teacher in-service training on the curriculum, teaching and learning materials, time allocation & assessment for the curriculum and teacher-learners ratio. Also covered are the theoretical framework and conceptual framework. Chapter three is the research methodology covering introduction, research design, sample size and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedures, data analysis and ethical consideration. Chapter four covers data presentation, interpretation and discussion. Chapter five entails the summary of the study, conclusions, recommendation and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter affords and mentioned of the reviewed literature to the proposed study on the factors that impact the implementation of Competency based curriculum in public primary schools, the idea of curriculum implementation consistent with United States Agency for International Development (USAID) 2005. Institutions constraints may additionally make the success implementation of the demonstrated learner – targeted method hard even if the teachers renowned the advantage of those energetic gaining knowledge of techniques. These constraints include the trainer in-servicing training, availability of coaching and gaining knowledge of sources or materials, time allocation and evaluation, teacher-pupil ratio. Theoretical framework and conceptual framework primarily based on the proposed examine

2.2 An overview of competency- based curriculum implementation

The Competency-based curriculum lays more emphasis on what learners are predicted to do in place of the in particular specializing in what they are predicted to know. Jallow (2011) factors out that the Competency- based curriculum is one that ambitions at growing learners’ ability to do matters, to research and discover ways to study and to realize. The Competency-based curriculum is considered suitable for addressing the changing societal wishes, technological socio-financial demands behaviors and attitudes vast in carrying out numerous errands (Maodzwa-Taruvinga & Cross, 2012). The

Competency-based curriculum as outlined by using Wangeleja (2010) is one in which know-how is constructed and not transmitted and prior expertise influences at the gaining knowledge of system. It is a shift from the traditional center driven training whose essential attention become improvement of knowledge to competence-based totally schooling that's competence-based training (Young, 2009). It emphasizes on the improvement of abilities as combined competencies of values, attitudes, skills and know-how vital for wearing out unique duties (Mulder, 2014).

The Competency-based curriculum discourages mere acquisition of knowledge and lays extra emphasizes on talent improvement. There is an exchange from content material-based to competency-based totally curriculum (MOE, 2005). Therefore, there's want to change the coaching-studying processes from rote memorization to approaches that aid improvement of talents and capabilities that may be applied in fixing existence problems (Woods, 2008 & World Bank, 2011). For this curriculum to be correctly brought and implemented, expert and know-how facilitators who can follow suitable methodologies of teaching like mentoring, facilitation and education are required (Abuya, 2017).

According to Sudsomboon (2010) the successful consciousness of competency-based curriculum is based heavily at the teachers, who are required to soak up the new position of training and facilitating instead being transmitters of information. Therefore,

in-servicing of teachers for the implementation of the Competency-based curriculum may be very important. Competence based inquiry is a manner of creating a mastering framework designed to meet man or woman newcomers pre-determined the set of abilities. Given the reality that learners have diverse competencies, it's essential for them to comprehend and actualize that competence based getting to know requires that the activities are palms on and no longer mastering simply by using observation (Jengere ET a.L, 2017).

2.3 Teacher in-servicing training and competence-based curriculum implementation

According to Gross (1971) capability of the implementer is full-size for effective curriculum implementation. The teachers executing the curriculum have to have enough expertise to correctly execute the curriculum. In-servicing of instructors is crucial for equipping teachers with capabilities and knowledge important for handling new curriculum. The instructors must therefore be trained for the competency-based curriculum through in-service training to collect skills, information and behaviors for enforcing the curriculum properly.

Darling Hammond, Wei & Andree (2010), found that international locations that guide instructor in-service education in on – going professional improvement and involve instructors in curriculum choice making demonstrate high learners' achievements in schools. A examine with the aid of Mosha (2012) found out that teachers have no longer

obtained adequate training on the new curriculum although the training officials claiming that the teachers have been educated. Lack of teacher instruction will make it hard for the teachers to apply the competency-based curriculum materials like textbooks as they lacked skills and knowledge. Therefore, to ensure a hit implementation of the Competency-based curriculum teachers should be inducted and trained on the brand-new curriculum.

Oluoch (2006) has the same opinion with Shiundu and Omulando (1992) as he recorded that teacher's education remains an important aspect for constructing instructors' qualifications by equipping them with necessary knowledge and skills to implement the curriculum requirements. The success of curricular implementation largely relies upon on instructor volume to which they recognize and guide adjustments. It is critical that the implications of curriculum alternate from trainer training be concept carefully and that instructors be active companions within the session manner on the curriculum change.

According to UNESCO (2004) the teacher in-servicing is normally considered as a major element in implementation of a curriculum. Teacher qualification indicates as vital however complex relationship to student's outcome (MOE, 2006). A teacher imparts knowledge and abilities to inexperienced persons. The Kenya Institute of Education (KIE), points out that instructors should be capable of positioning into consideration the syllabus content material given the issue goals.

A look at performing by means of Ondimu (2018) on teachers' preparedness for the implementation of the competency-based curriculum in Dagoretti North-sub County, Nairobi City County observed that majority of the teachers 97.8 percent had attended in-service training for the competency-based curriculum. This is sizable for teachers because it prepares them for the implementation of a curriculum. This is a sign that majority of the academics have been inducted and as a result organized for the implementation of the competency based curriculum in lower primary schools.

2.4 Teaching and learning materials and curriculum implementation

An observation by Mosha (2012), on studying materials and resources used to deliver the competency-based curriculum revealed that many schools do not have sufficient educational sources and feature now not acquired adequate education making school room implementation of the Competency-based curriculum tough. It further found out those teachers lacking requisite skills and the textbooks and instructors guides have not been furnished. The e-book writers have not been trained and have limited knowledge about the competency-based curriculum. They are not well knowledgeable about the competency-based curriculum subsequently their capacity to write down nice books is constrained. Teachers are hesitant to apply textbooks and different materials associated with the competency-based curriculum for the reason that they require lengthy durations for lesson preparation. (Mosha, 2012)

According to Luambano (2014) argued that constructivist strategies to coaching and studying are just like the concept of the competency-based curriculum CBC which in

reality are the equal but expressed differently. This idea is of the same opinion with of Kimaro (2011:38) who stated CBC practice in place of the content based exercise is a brand-new curriculum practice that supposed to construct know-how, capabilities, attitudes and values that the novices can use to remedy troubles in daily lifestyles. It is all about what the learner can do nearly but now not the quantity of theoretical know-how that the learners memorize.

Constructivism as a getting to know the concept promotes learners character studying (Sadker and Sadker, 2005). This means that it's far important for an instructor to let learners generate which means for their own & people from the topic or issue being discussed. According to Gordon (2008), Constructivism is the philosophy that advocates that the learner must be treated a human being and no longer a device that waits to be fed with information. Therefore, it is clear that learner do not come as blank slates to be written on however have the capability to assemble information.

Miller and Seller (1990) assert that instructional materials are crucial components in mastering and supposed program me can't be easily carried out without them. Instructional substances offer facts and possibilities for pupils to use what they have learnt. Teaching and studying substances plays a key position in infant's learning. They make certain that scholars obtain a balanced and relevant curriculum which they are entitled to (MOEST 2004). A record with the aid of the ministry of training in Government Summative Evaluation of primary and secondary colleges schooling curriculum (May 2010) determined that publishers had been producing textbooks which had authentic and editorial errors. Teaching and getting to know substances like

textbooks and other reference materials are available, issues of the recommended substances some of which had authentic errors, inconsistent information, inaccuracies and bad or difficult language of the learners is demanding.

2.5 Time allocation in the timetable and curriculum implementation

Time may also show a constraint for instructors in imposing a curriculum where instructors already enjoy the burden of a heavy workload (Evans, 2001) writes that the strain to control such a lot of learners and cover so much fabric evidently inclines educators toward the pragmatic in preference to the theoretical and closer to the quick-time period in preference to the long time. It is for this reason that teacher questions about exchange have a tendency to be pretty pragmatic. (Sarason 1996) Argues that teachers and different school personnel have inordinate trouble in questioning apart from in terms of masking x quantity of fabric quantity of time.

Time will also be a trouble for the form of adjustments advocated in implementation of the curriculum inclusive of the usage of energetic discovery techniques of coaching and studying in terms of there being the nexus for extra time in plan. In the words of (Callan 1999) time is a problem in terms of instructor planning time for energetic learning, teachers understand lively gaining knowledge of lessons as requiring time to put together substances to garner ideas to talk about with some colleagues approaches of drawing close the topic

Assessment strategies advised for competence-based curriculum is formative assessment whereby the administration use as a tool that permit the instructor to

draw out learners wondering while learning is in development or the sports wherein instructors and inexperienced persons have interaction for the reason of drawing out conclusion about cognitive and psychological ranges of the child. According to Kelly (2008) it's critical to reflect on consideration of embedded formative assessment which pays keen attention to scope and series of a given curriculum as well as the newbies' entry behavior and experience of obligations.

KICD (2017) gives that studying consequences are found out through administration of assessment rubrics. A rubric refers to assessment tasks derived from a certain scope of content material geared towards gauging newcomers' capability to understand and carry out a challenge. The training predicted the instructor to decide his or her personal rating, for example brilliant, properly, assembly expectation and under expectation based totally on how efficiently a learner can display a competence. In using assessment rubrics, teachers are able to reap evidence of a learner acquiring a specific competence from formal and informal mastering contexts along with remark, thinking, extended work, peer and self-assessment dialogue, demonstrations, projects, portfolio, performance and development of achievement criteria and rubric (Jengere ET. A.L, 2017).

Assessment of learners' development is fundamental in any instructional curriculum. With the paradigm shift to the brand-new curriculum, there is want to align evaluation to ongoing emphasis on capabilities (O Connor, 2009). Stiggins (2008) indicates that evaluation must exchange from being and remoted, from time to time timed, occasion generally attached at the give up of an academic program to attach to ongoing

interrelated activities that display alternate in rookies' behavior development active. Brookhart (2014) asserts that instructors have to be professional after sufficient training in designing evaluation rubrics which are far lots greater than simply grading or scoring. They give mirrored image of individual learners' degree of development, and areas of attention can be diagnosed for a specific learner and no longer together. The talent of designing rubrics is complicated and calls for that instructors are properly trained, guided and given formative comments. The responsibilities or rubrics are crafted with particular questions and prompts that draw out students questioning relevant and relative to what students have just learnt and in which they are headed (Barman, 2011).

2.6 Teacher pupil-ratio and competency-based curriculum implementation

Overcrowded classrooms are an assignment which hinders the implementation of the competency-based curriculum. High enrollment due to free schooling in public has increase variety of inexperienced persons as compared to the limited potential of classrooms. The teacher-pupil ratio in a category is 1.80, 1.90 which capacity for this elegance is for best forty-five beginners. In such situations it's far tough for instructors to use successfully competence-based strategies inside the coaching getting to know system, study room are overcrowded in this kind of manner that an instructor cannot circulate spherically despite the fact that wishes to assist learners with studying difficulties. It is very tough to put into effect rookies-centered processes in a state of affairs like this (Krener, Moulin's Namuyu and Myatt, 1977).

The huge wide variety of students in magnificence as compared to the Ministry of Education requirements of one trainer to 35-40 students and this has resulted due to scarcity of teachers compared to high enrollment of learners in schools when you consider that creation of unfastened schooling. This will affect implementation of curriculum by way of constraining trainer efforts in coping with student field, teaching and gaining knowledge of sources and coaching methodology (Krener, Moulins, Namuyu & Myatt, 1977). This will also be liable for inadequacies in teaching the group of workers surroundings consisting of declining instructor morale (Kigotho, 2004).

The curriculum is the strongest device to transmit and transform the culture, values and ideals of society to the learner. The curriculum is carried out through the textbooks and learning fabric and via the environment of the school referred to as the hidden curriculum (UNESCO, 2004). The big number of students in magnificence and the attendant teacher scarcity may be affecting the fine of training by using constraining instructor efforts in coping with examinations, scholar subject, teaching and studying assets and teaching method (Krener, Moulin's Namuyu and Myatt, 1977). This will also be chargeable for inadequacies in teaching group of workers facilities and common coaching surroundings such as declining trainer morale (Kigotho, 2004). The FPE admission coverage which is not age unique has resulted in lots of over age students who find it hard to comply with school regulations and obey teachers (MOEST & UNESCO, 2005).

According to the Ministry of Education in Kenya (2011), the learners should be located at the center of the teaching and getting to know technique through techniques that actively and meaningfully have interaction beginners in mastering sports. Curriculum implementation needs to be the usage of the most relevant teaching techniques like institution dialogue, role play and demonstration so as to make it thrilling to the learner

2.7 Summary of literature review

The study sought to assess school-based factors influencing the implementation of the competency- based curriculum in public schools in Kibra Sub-County, Nairobi City County. It focused on the teacher in-servicing training, availability of coaching teaching and learning materials and time allocation adequacy and teacher-pupil ratio inside the implementation of the competency- based curriculum. School-based totally factors are very crucial and play a key position in curriculum implementation. Studies carried in previous years suggest that school-based factors have an impact on how the curriculum is carried out in schools. For example, a study done by Gross (1971) mentioned that the capability of the implementer is sizable for powerful curriculum implementation. The instructors executing the curriculum ought to have enough understanding to successfully execute the curriculum. In-servicing of teachers is critical for equipping teachers with skills and understanding importantly for dealing with the new curriculum. The instructors should therefore learn for the competency-based curriculum through in-service training to collect capabilities, information and behaviors for imposing the

curriculum nicely. Another take a look at conducting via Miller and Seller (1990) at the impact of tutorial materials on curriculum implementation discovered that academic substances are crucial elements in studying and resource in learners' comprehension. Instructional materials offer records and possibilities for pupils to apply what they have learnt. Teaching and studying substances performs a key role in learner's getting to know. They ensure that students receive a balanced and relevant curriculum which they're entitled to (MOEST 2004). Time may additionally prove a constraint for instructors in implementing a curriculum in which teachers already revel in the burden of a heavy workload (Evans, 2001). Studies show that overcrowded classrooms are a venture which hinders the implementation of competency-based totally curriculum. Overcrowded school rooms make it tough for teachers to use correctly competence-based totally techniques within the teaching gaining knowledge of manner, school room are overcrowded in one of these manners that a trainer cannot move round despite the fact that wishes to help freshmen with studying problems. It may be very difficult to implement rookies-targeted strategies in a state of affairs like this (Krener, Moulin's Namuyu and Myatt, 1977). Thus, investigation sought to assess school-based factors influencing the implementation of the competency-based curriculum in public primary schools.

2.8 Theoretical framework

This study is primarily based on curriculum implementation principle by using Gross (1971). This theory outlines the execution based of any curriculum on the following elements, readability of the innovation of the implementer, availability of assets, potential of the implementer and help from the control. Gross (1971) states that the implementer who's the teacher should be aware about the content material and what's to be implemented. Curriculum implementation theory has a link on this study in that it is about competency-based curriculum implementation in public primary schools. The theory is undermined by school-based factors influencing the implementation of competency-based curriculum which requires skilled teachers on content, understanding of the curriculum, availability of instructional resources, time allocation in the timetable and teacher-pupil ratio. Therefore, the theory will establish teachers training in terms of knowledge readiness for curriculum implementation. The competency-based curriculum emphasis that the learner is the centric.

2.9 Conceptual Framework

A conceptual framework refers to a diagrammatic representation of the relationships many of the variables below have a look at (Mugenda and Mugenda, 2007). The dependent variable is implementation of the competence-based curriculum in public primary schools. The unbiased variables are in-servicing training of instructors, availability of teaching and mastering resources, adequacy of time and evaluation and

teacher-pupil ratio. The procedure is compliance with competency-based approach to teaching and gaining knowledge.

Figure 2.1: Conceptual framework

The conceptual framework illustrates the interrelationship among the impartial variables and the based variables.

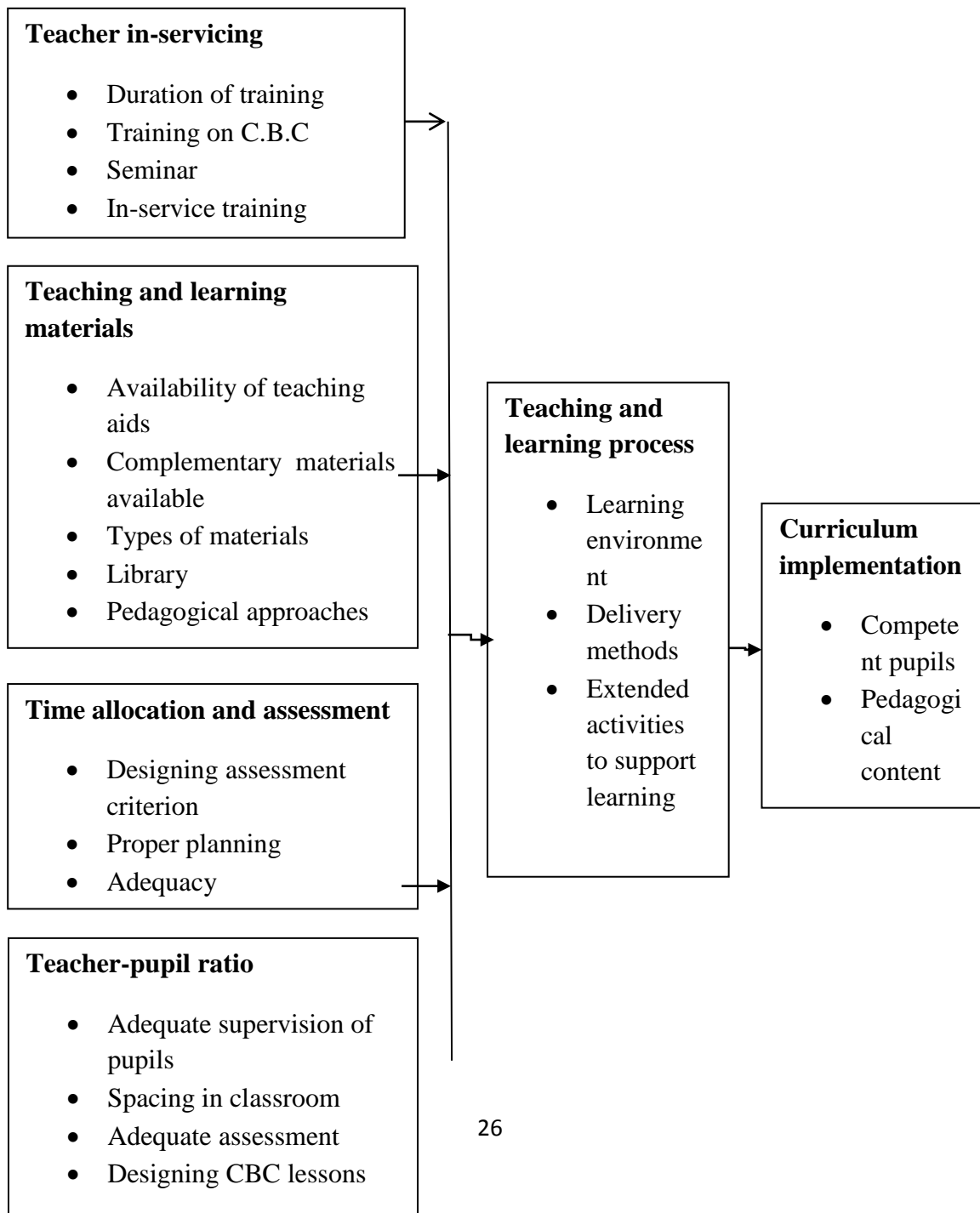


Figure 2.1 Conceptual framework on school-based factors and implementation of the competency-based curriculum

Figure 2.1 suggests that implementation of the competency based curriculum in public primary schools in Kibra sub-county may be affected by the competency of the trainer in-service training in the course of the learning process, the supply of coaching and learning materials whilst delivering the content material, the time allotted in keeping with instructions will have an impact on the learning system and the teacher-pupil ratio would impact the implementation of competency based curriculum in public primary faculties.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers research methodology to be used in carrying out the research. It consists of the research design, target population, sample and sampling procedures, research instruments that will be used, validity and reliability of the instruments, data collection procedures, data analysis techniques and ethical considerations.

3.2 Research design

The research design is the scheme or plan used to generate answers to a research problem (Orodho, 2009). This study adopted a descriptive survey design. Descriptive survey design involves an in-depth empirical collection of facts, and data about the factors influencing implementation of competency-based curriculum in public primary school in Kibra Sub – county, Nairobi City County. Pearson (2010) survey uses questionnaires and interviews to collect information. The researcher opted for this design as a way of collecting firsthand information or data from respondents so as to formulate rational and sound conclusion of recommendations for the study. Descriptive survey research design is a method used to collect information about opinions, habits and attitudes of people on any educational issues by administering the questionnaire to a sample of individuals (Orodho and Kombo, 2002).

3.3 Target populations

The population for this study consisted of the nine public primary schools in Kibra sub-county. Kibra sub-county in Nairobi City County has a population of 9 head teachers, 450 teachers and 4264 grade four pupils. The study targeted 9 head teachers, 108 teachers and 1200 pupils in grade four.

3.4 Sample size and sampling procedure.

Sample sizes are small groups obtained from the assembled population. Sampling involves making of conclusions about an entire population using a subset of the population (Orodho, 2004). The researcher used stratified simple sampling to select the sample population based on gender. Simple random sampling was then applied to select a sample size of 30% which is adequate for the descriptive survey. Therefore, in sampling the public primary head teachers and grade three teachers and pupils the researcher has used 30% of the target population. A total 9 head teacher, 108 teachers and 1200 pupils is selected for the study. Kombo and Tromp (2006) define sampling as the procedure a researcher uses to gather people, places or things to study.

3.5 Instruments for data collection

The research instruments for the study included questionnaires and interview guide. Kombo & Tromp (2006), states that a questionnaire is an instrument that gathers data over a large sample. It saves time, upholds confidentiality and its presentation in paper format seals opportunity for interviewer bias. The interview guide used to obtain data from the head teachers while the questionnaire was used on teachers and pupils. The researcher developed questions for primary school teachers the questions comprised both

structured and unstructured questions. It is divided into sections comprising demography information adequacy of teacher training, instructional resources, time allocation & assessment and teacher-pupil ratio and curriculum implementation. An interview guide is used because an interview allows the researcher to get detailed data. The instrument is deemed reliable because the head teachers have more information on school-based factors hence have assisted in acquiring more data. The responses to the research instruments is hinged to a 4 point Likert scale. The questionnaires incorporated closed ended questions, enabling collection of quantitative data while the interview guide contained open ended questions to attract qualitative data.

3.6 Validity of study

Validity is the precision and meaningfulness of inferences which are based on research results. Mugenda and Mugenda (2003) validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. To establish validity, the instruments were subjected to piloting and analysis. Borg and Gall (1989) notes that two or three cases are sufficient for some pilot studies. Therefore, a pilot study was conducted in three public primary schools in Kibra Sub – county which was not sampled for the study. According to Mugenda and Mugenda (2003) a sample of 10 to 30 percent is acceptable for a pilot study. The schools were selected through simple random sampling, and the respondents from the three schools were not included in the final sample due to their prior knowledge of the information that was required to reduce extraneous influence on the research findings. The sample size of the pilot study was 30 respondents, 3 head teachers and 9 teachers and 18 pupils.

3.7 Reliability of the study

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

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{N \sum X^2 - (\sum X)^2} \sqrt{N \sum Y^2 - (\sum Y)^2}}$$

Where N = Total number of scores

x = Scores in the first test items

Y = Scores in the retest items

To test for the reliability of the whole instruments, the Spearman Brown Prophecy Formula was used as follows.

$$Re = 2r$$

$$1+r$$

Where Re = reliability of the first test

r = Coefficient for half of the instrument (Gay, 1981).

After the computation, the Pearson Coefficient correlation of 0.72 for head teachers' interview 0.79 for teachers' questionnaire and 0.83 for pupils' questionnaire were produced thus accepted as reliable since it was above 0.7.

3.8 Data collection procedures

To conduct the study, I obtained clearance from the National Commission of Science, Technology and Innovation through an introduction letter from the University of Nairobi. Subsequent clearance to carry out the research was obtained from the county commissioner education office in Nairobi County from Kibra Sub county office. I then requested permission from the head teacher of the sampled schools to administer the instruments. The questionnaire was administered randomly to the selected schools. The package to each school contained a cover letter explaining the purpose of the study and the questionnaires.

3.9 Data analysis techniques

Qualitative and quantitative data obtain from the field was summarized, coded, edited and then the information synthesized to reveal the essence of the data. In the study responses from the pupils, grade four teachers and head teachers on the school based factors influencing implementation of competency based curriculum in public primary schools was analyzed thematically and then coded to enable quantitative data analysis. The data is then entered, organized and analyzed using the statistical package for social sciences (SPSS) version 20.0 which is recommended for use due to its accuracy and speed processing. Quantitative data collected from the questionnaire was coded, organized and

analyzed using descriptive statistics to generate percentages mean and frequency tables. Qualitative data collected from the interview guide was organized into themes, categories and patterns pertinent to the study and integrated with quantitative data to facilitate the discussion of the key findings.

3.10 Ethical considerations

The researcher upheld ethical standards by ensuring anonymity, consent of all respondents and kept their confidentiality. According to Borg and Gall (1989) two ethical concerns which are inevitable in educational research are the consent of the participants and confidentiality of the information given by the participants. Their views are respected, and information gathered was used only for the purposes of the study. Clearance from various departments is sought, and application for the permit is also acquired, sources and authors in the study are also cited.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND FINDINGS

4.1. Introduction

The chapter presents the findings and discussions of the study on the influence of school based factors on implementation of Competence Based Curriculum (CBC) in public primary schools. The study results presented are the analysis of the interviews and the questionnaire as per respondents, response rate by head teachers, teachers and grade four pupils respectively. The study further presented and discussed teacher in-service training, availability of teaching and learning materials, time allocation and assessment and teacher pupil ratio as a challenge on the implementation of Competence Based Curriculum. The results are presented in the form of frequency and tables.

4.2. Response Rate

The researcher administered 1200 questionnaires to the grade four pupils, 108 to the teachers and interview guides to 9 head teachers. The response was as indicated in the table 4.1

Table 4.1: Response Return Rate

Category	Sampled	Returned	Percentage (%)
Head teacher	9	9	100.0
Teacher	108	98	90.0
Learners	1200	1150	95.8
TOTAL	1317	1257	95.4

The table 4.1 shows that the head teachers' response rate was 100%. Out of 108 questionnaires administered to the teachers, 98 were filled as expected and returned representing a response rate of 90 percent. Out of 1200 questionnaires administered to grade four learners 1150 were filled as expected and returned representing a response rate of 95.8 percent. This response rate was excellent for statistical inference as it conforms to Mugenda and Mugenda (2003) stipulation that a response rate of 50 percent is adequate for analysis and reporting a rate of 60 percent is good and a response rate of 70 percent and over is excellent.

4.3 Demographic data of the teachers

This chapter presents the background information of the teachers. The background data analyzed consisted of gender, age and experience in teaching of the respondents.

4.3.1 Gender of teachers

The grade four teachers were requested to state their gender

Table 4.2: Gender of teachers

Gender	Frequency (f)	Percentage (%)
Male	14	14.3
Female	84	85.7
Total	98	100.0

This shows that female take the highest percentage of (85.7%) and the male constitute the smaller percentage of (14.3%) of the number of teachers in grade four. The result on the

table 4.2 revealed that a majority of teachers teaching lower primary grades were female (85.7%) and this indicates that gender parity has not been achieved in public primary school in Kibra sub-county. According to Mynard (1976), gender parity in lower classes and preschool is crucial since both genders have paramount roles to play in the early education life of a child. The male teachers are a symbol of authority, strength and security while the female teachers are required to provide love and nurture talent as well as counsel the tender brains. According to the findings learning in Kibra is greatly affected by the improper balance of gender parity, since only few percentage of the learners are benefiting from the perks of having a male teacher. Therefore, most learners' academic, emotional and social development is bound to be withdrawn since the gender parity index in Kibra is not proportional.

4.3.2 The age brackets of the teachers

The instrument administered to the respondents included a stem on their ages so that it can link to their understanding of the shift towards the new system of education. Their ages are indicated as shown

Table 4.3: Age of the teachers

Age	Frequency (f)	Percentage (%)
20-29	15	15.3
30-39	20	20.4
40-49	42	42.8
50 and above	21	21.4
Total	98	100.0

Majority of the respondents in table 4.3 were between 40-49 years which was (42.8%), followed by 50 and above on (21.4%), teachers between 30-39 on (20.4%) and 20-29 on (15.3%) these are the young generation. This means most of the lower primary grade teachers in public schools are age 40 and above they have more experience in teaching and able to handle the young learners. From the study most teachers aged 40 and above teach lower primary learners. This is due to an assumption that lower class learners are less stressful to teach. The assumption is not based on any scientific fact but on a gnome created by teachers over the years and passed down. The findings shows that the teachers aged 30-39 (20.4%), who are energetic and young are usually appointed to teach upper classes whose learners are much more agile and active and might require a lot of attention and dedication to teach.

4.3.3 Teaching experience of teachers

The researcher sought to know the respondents experience in the teaching of lower grade on how to handle cognitive growth of the learners. The response was indicated in table 4.4.

Table 4.4: Teaching experience of teachers

Experience in years	Frequency (f)	Percentages (%)
0-10	20	20.4
10-30	40	40.8
Over 30	38	38.8
Total	98	100.0

Table 4.4 indicates that a lower primary grade teaching (0-10) years occupy the least percent (20.4%). Those teachers with experience of over 30 years are occupying the higher level (38.8%). The highest percentage is the teachers with experience of (10-30) years. From this study, most teachers with less than 10 years experience are not well trained, some are still in colleges so they tend to teach upper classes compared to lower and 10 to 30 years' experience teachers are trained and employed by TSC and are well skilled and knowledgeable to handle lower primary learners. The CBC training only covers teachers with TSC numbers who in this study occupy the largest percentage (40.8%). According to Millinger (2018) he explains that older teachers (who are above 30 years in this study) with higher experience in handling young children have mastered a set of qualities desired to properly nature young children talents over their numerous

decades in the teaching profession. They have patience and a sense of humor and demonstrate understanding that all children are different. They are also flexible and can tolerate young children's ability and speed of acquiring new competencies. According to this study, the teachers (above 30 years) would be in the right position to embrace the new CBC implementation. This is because this curriculum provides child-centered education and together the advanced skills and knowledge these teachers (above 30 years) have acquired over the years is bound to help their learners get involved in the learning process so as to explore their ability and talents in their various fields of studies.

4.3.4 The teacher academic qualification

Teachers were requested to give information about their academic qualification.

Table 4.5: Teacher academic qualification

Academic Qualification	Frequency (f)	Percentages (%)
Certificate	18	18.4
Diploma	47	48.0
Degree	30	30.6
Any other	3	3.0
Total	98	100.0

Data in table 4.5 shows that majority in lower primary teachers are diploma holders (48%) and degree holders (30.6%). The level of education is significant in the process of imparting knowledge on the learners. The findings show that most of the primary school teachers have advanced their qualifications as required by the ministry of education. The

study shows that through their higher learning training, these teachers are more than capable to easily understand and support the changes that come with the new competency-based curriculum which emphasizes on learner-centered education. The diploma holder (48%) teachers are mostly ECD teachers and have acquired skills and knowledge on development of a child's brain, social and emotional development so they can easily handle lower primary learners. This makes it easy for the new curriculum to be implemented as it is child centered and fully implemented according to the education reforms. In the other hand the certificate holder teachers are the PI most of them handle the upper classes compared to the lower classes.

4. 4 Teacher in-service training on implementation of competence-based curriculum

The first objectives of the study was to determine the influence of a teacher in-service training on implementation of competency based curriculum. The researcher was interested in finding out the following in-service training on the competency-based curriculum. The duration of training frequency of training and infusion of core competence.

4.4.1 In-service teacher training on the competency based curriculum

The researcher was interested in information regarding the impact of the training on competency-based curriculum in terms of attendance of head teachers and teachers in such trainings. The responses were presented as shown.

Table 4.6: In-service teacher training on the competency-based curriculum

Attendance	Frequency (f)	Percentage (%)
Trained	80	81.6
Not trained	18	18.9
Total	98	100.0

The results in the table 4.6 above reveals that almost all teachers (81.6%) attended workshop on CBC training and the paradigm shift from teaching to learning. The study shows that many teachers have received training although they have not adequately exhausted the new curriculum methodology due to the short training period. Therefore, it is recommended that the government allocates more facilities to allow for extra time for in-servicing of teachers over the holidays hence allowing for a smooth transition of the new competency-based curriculum. This is supported by the Stronge (2011) who emphasizes that teachers must be trained to internalize their role in providing opportunities for the learners to realize and develop full potential in their day process of instruction. Gatt (2009) agreed with this by indicating that in the context of a knowledge - based economy. The 18.9% who did not train can be attributed to the nature of their work and the fact that such training are done over the holidays. The ministry of education and the government should train all the teachers to enable complete and successful implementation of the new competency-based curriculum as per the 2030 vision to equip learners with all the necessary skills and competencies.

4.4.2 Duration of in-service training on competency based curriculum.

The instrument administered to the teachers request to understand the duration of in-service training that links the information on how effective competency-based curriculum training had been done. The results were present as shown;

Table 4.7: Duration of in-service training on competency-based curriculum.

Duration	Frequency (f)	Percentage (%)
One week	80	81.6
Two weeks	18	18.4
Total	98	100.0

Table 4.7 indicates that the highest number of teachers 81.6 percent attended a one week training on the competency based curriculum. However, for the CBC implementation to be successful, the duration needs to be extended. According to Kelly (2018) we are cautioned that this duration is not adequate and affirms that a competent teacher is critical to student's achievement. It is highly recommended that teachers must adequately train for two years and must receive ongoing in-service trainings even as they work in the classroom. This gives teachers the background information they will need when the new curriculum is implemented. According to the findings only 18.4% of teachers attended training for two weeks compared to other teachers 81.6% who attended the training for one week. This shows that majority of the teachers have not acquired enough training and are still lacking sufficient skills and knowledge to effectively execute the curriculum

implementation. In-servicing of teachers is vital for equipping teachers with skills and knowledge necessary for handling new curriculum. Therefore, the government should allocate enough funds to enable in-servicing of all teachers across the country.

4.4.3 Frequency of the in-service training of teachers on competency-based curriculum

The grade four teachers were requested to indicate how often in-service trainings on competency-based curriculum had been done to ascertain how much these teachers had internalized the implementation of the new competency-based curriculum.

Table 4.8: Frequency of the in-service training of teachers on competency-based curriculum.

Frequency of training	Frequency (f)	Percentage (%)
Termly	80	81.6
Yearly	18	18.4
Total	98	100.0

Table 4.8 shows that majority of the teachers attended a one week training termly on the implementation of competency-based curriculum. The percentage of trained teachers termly (81.6%) shows that many teachers have only attended one week termly which is a short period to acquire sufficient knowledge and skills for the implementation of CBC. However, the teachers needs more training to familiarize themselves fully in accordance

to the new educational reforms implementation. This would in turn increased the yearly trained teachers who are quite low (18.4%). This is in tandem with Oluoch (2006) who concurs with Shiundu and Omulando (1992) that teachers training remain a vital component for building teachers qualifications by equipping them with necessary skills to match the curriculum requirements. The success of curricular implementation largely depends on teacher extent to which they understand and support changes.

4.5 Instructional materials and implementation of competence based curriculum

The second objective of the study was to examine the influence and availability of teaching and learning materials on implementation of competency-based curriculum. The researcher sought to investigate whether course books and teachers guides were available for instruction and if the handbooks used to expound the designs had been received for use.

4.5.1 Teachers' response on availability of teaching and learning materials

The teachers' responses on availability of teaching and learning materials were recorded as indicated on table 4.9 below.

Table 4.9: Availability of teaching and learning materials according to teachers

Course materials	Adequate		Available but Adequate		Available but Not adequate	
	F	%	F	%	F	%
English activities	98	100.0	0	0.0	0	0.0
Mathematic activities	98	100.0	0	0.0	0	0.0
Literacy activities	98	100.0	0	0.0	0	0.0
Kiswahili activities	98	100.0	0	0.0	0	0.0
Environmental activities	89	90.8	6	6.1	3	3.1
Creative activities	89	90.8	6	6.1	3	3.1
Hygiene and Nutritional activities	3	3.1	9	9.2	88	89.7
Music activities	3	3.1	9	9.2	88	89.7
Christian activities	89	90.8	6	6.1	3	3.1
Digital devices	9	9.2	19	19.4	70	71.4
Hand books	6	6.1	15	15.3	77	78.6

Table 4.9 indicates that teachers have adequate teaching and learning materials for English, mathematics, Literacy, Kiswahili, Environmental, creative and Christian religious activities, over 89 percent. On the findings the researcher found that teaching and learning materials for teaching mathematic English literacy and Kiswahili activities were available and adequate depending on the number of the learners in a class. It reveals

that the government had availed the materials for the school through Kenya Institute of Curriculum Development (KICD) for use during instruction in public primary schools. Teachers had the new designs and enough and hand books on which teachers were oriented at all on the use of instructional materials and their level of compliance to the curriculum design. These findings concurred with Keachie (2013) who notes that before engaging in any curriculum implementation selection of relevant and adequate instructional material is a priority and that the materials should meet the needs of the learners and fit the constraints of the teaching and learning environment.

4.5.2 Teachers response on adequacy of instructional materials to implement the competency-based curriculum

The teachers indicated whether they have received adequate instructional materials for the implementation of the competency-based curriculum.

Table 4.10: Teachers response on adequacy of instructional materials for the implementation of the competency-based curriculum

You have adequate instructional materials	Frequency	Percentage (%)	
Disagree	60	61.2	
Neutral	8	8.2	The
Agree	30	30.6	resu
Total	98	100.0	lt

shows that majority of the respondents (61.2%) disagreed that instructional materials are adequate. According to the Ministry of Education, the ratio of course books to the

learners should be 1:1 but the findings shows that in Kibra that is not the case the learners are still sharing textbooks due to high enrolment. The handbooks and teachers guides also are not enough this is a challenge in the implementation of Competence-based curriculum if the resource materials are not sufficient. Only (30.6%) agreed that instructional materials are adequate. This is in concurrence with a study conducted by Mosha (2012), on learning materials used to deliver the competency-based curriculum which found that most of schools do not have enough instructional resources making implementation of the competency-based curriculum difficult. Therefore, disbursement of more funds needs to be done by the government to cushion the inadequacy of teaching and learning materials hence allowing for realization of the Competency based curriculum implementation.

4.5.3: Teachers’ response on exposure to textbooks related to implementation of competency-based curriculum

The answers sought from the respondents were recorded as indicated in table 4.11.

Table 4.11: Teachers’ response on exposure to textbooks related to implementation of competency-based curriculum

Exposure to textbooks	Frequency	Percentage (%)
Disagree	55	56.1
Neutral	5	5.1
Agree	38	38.8
Total	98	100.0

Table 4.11 indicates that majority of the respondents (56.1%) disagreed that they have been exposed to textbooks related to implementation of the competence-based curriculum. This is in line with a study conducted by Mosha (2012) on learning materials used to deliver the competency-based curriculum which revealed that teachers lacked requisite competencies and the textbooks and teachers guides were not available in most schools. The book writers too had not been trained and thus had limited knowledge about the competency-based curriculum. He further pointed that teachers are hesitant to use textbooks and other materials related to the competency-based since they require long periods for lesson preparation.

4.6 Time allocation in the timetable on implementation of competency-based curriculum

The objective was to assess influence of time allocation and mode of assessment on implementation of competency based curriculum, The researcher found out that the time allocated in the time table was enough for teaching and assessment for the competency based curriculum which is child centered and needs competent learners to design criterion (rating) construct assessment rubrics (tasks) and formative assessment and if they kept assessment records for summarize reporting the findings are indicated as shown.

Table 4.12: Teacher time allocation in the timetable on the implementation of competence based curriculum

Indicator (time)	Very well		Well done		Developing	
	done				needs	
	F	%	F	%	F	%
35 minutes						
Ability to design criterion	-	-	1	1.2	54	55.1
Ability to construct rubrics	-		1	1.2	47	47.9
Reporting after formative assessment.			41	41.8	34	34.6
Keeping assessment records for summative reporting			22	22.4	25	25.5

The results in Table 4.12 indicated that teachers were fairly competent in designing assessment criterion rating (55.1) percent. The study finding shows that teachers used the example taught during in-service training of; exceeding expectation, approaching expectation and below expectation. On designing rubrics which measures how a learner is able to perform a specific task, (47.9) percent is below average teachers develop tests at the end of the term or the year whose content was questioned on competency-based curriculum. Teachers need enough time to design rubrics for continues assessment. The researcher sought to find out influence of time allocation and mode of assessment implementation of competence-based curriculum in public primary schools. Teachers indicate that they needed adequate time to implement a curriculum they experience the burden of a heavy workload and support in designing assessment criterion, the teachers

indicated that needs support in constructing assessment of rubrics. The teachers admitted having challenges and needed support in keeping assessment records for summative reporting. This was in concurrence with (Callan 1999) assertion that time is a problem in relation to teacher planning time for active learning. Teachers perceive active learning classes as requiring time to prepare materials to garner ideas to discuss with some colleagues ways of approaching the topic. Kelly (2008) also pointed out that it is important to think about embedded formative assessment which pays keen attention to scope and sequence of a given curriculum as well as the learners' entry behavior and experience of tasks. Assessment strategies suggested for competence-based curriculum is formative assessment, whereby the administration use as a tool that enable the teacher to draw out learners thinking while learning is in progress or the activities in which teachers and learners engage for the purpose of drawing out conclusion about cognitive and psychological levels of the child.

4.6.1 Teacher-pupil ratio on implementation of competence-based curriculum

The fourth objective was sought to find out the influence of teacher-pupil ratio on implementation of competency-based curriculum in public primary schools. Teachers indicated that the overcrowded classroom is a challenge which hinders learning and makes teaching difficult to apply effective competence-based approaches in teaching learning process. The findings are as follows

Table 4.12: Teacher –pupil ratio on implementation of competence-based curriculum

Teacher-pupil ratio	Frequency	Percentage (%)
1:20	0	0.0
1:40	1	1.0
1:60	20	20.4
1:80	55	56.1
1:100	22	22.5
Total	98	100.0

Table 4.12 shows that majority of the respondents indicated a teacher-pupil ration of 1:80 and above. These results shows that the large number of pupils in class compared to the ministry requirements of one teacher to 35-40, it is difficult for teachers to apply effective competence based approaches in the teaching learning process. It is very hard to implement learners– centered approaches in a situation like this. This has resulted due to shortage of teachers compared to high enrollment of learning in school since introduction of free education. This will affect implementation of curriculum by constraining teacher efforts in managing pupil discipline, teaching and learning resources methodology (Krener, Mouins, Namuyu & Myathh, 1977).

4.7 Demographic data of the pupils

This chapter presents the background information of the pupils. The background data analyzed consisted of gender and age respectively. The data was recorded as follows

The grade four pupils were requested to state their gender and age.

Table 4.13: Gender of pupils

Gender	Frequency (f)	Percentage (%)
Male	520	45.2
Female	630	54.8
Total	1150	100.0

This shows that majority of the grade 4 pupils are female (54.8%) and male constitute slightly a smaller percentage of (45.2%) of the number of pupils in grade four.

4.7.2 The age brackets of the pupils

The grade four pupils were asked to indicate age as shown in table 4.14

Table 4.14: Age of the pupils

Age	Frequency (f)	Percentage (%)
5-10	890	77.4
11 and above	260	22.6
Total	1150	100.0

Majority of the respondents in table 4.14 were between 5-10 years which was (77.4%). This means most of the lower primary grade pupils in public schools are between 5 and 10 years. This shows that their age is within the competency-based curriculum age grade.

4.7.3 Pupils response on availability of learning materials

The pupils were asked whether they have enough learning materials like textbooks.

Table 4.15: Pupils response on whether they have enough learning materials.

Learning materials	Frequency (f)	Percentages (%)
Yes	918	79.8
No	232	20.2
Total	1150	100.0

Table 4.15 shows that majority of the learners (79.8%) indicated that they do not have enough learning materials. They revealed that they share textbooks during class assignments because the textbooks are not enough. This shows that most public primary schools do not have enough learning materials. This is in line with a study carried by Mosha (2012), on learning materials used to deliver the competency-based curriculum which found out that many schools do not have enough instructional resources and have not received adequate training making classroom implementation of the competency-based curriculum difficult.

4.7.4 Pupils response on time allocation on the timetable

The pupils were asked whether the time allocated for the lessons is enough. Their responses are shown on the table 4.16.

Table 4.16: Pupils response on time allocation

Learning materials	Frequency (f)	Percentages (%)
Enough	1070	93.0
Short	80	7.0
Total	1150	100.0

Table 4.16 shows that majority of the learners (93.0%) indicated that the time allocated for the lessons in the timetable is enough. They argued that 35 minutes was enough for a lesson. This was contrary to Evans (2001) and Callan (1999) who argued that time may be an issue for the type of changes advocated in implementation of curriculum. They assert that time is a problem in relation to teacher planning time for active learning.

4.7.5 Pupils response on teacher-pupil ratio

The pupils were asked to indicate the number of pupils in their respective classes.

Table 4.17: Pupils response on teacher-pupil ratio

Number of pupils per class	Frequency (f)	Percentages (%)
0-20	0	0.0
21-40	38	3.3
41-60	105	9.1
61-80	691	60.1
81-100	316	27.5
Total	1150	100.0

Table 4.17 shows that majority of the pupils (60.1%) indicated that each class has between 61 to 80 learner. This shows that most of the classes in public primary schools have over 60 pupils per class which is far higher than the recommended number by the ministry of education. This is in concurrence with a study by Krener, Moulins, Namuyu& Myatt (1977) who found that public primary schools have large number of pupils in class compared to the ministry requirements of one teacher to 35-40 pupils. They noted that this affected implementation of curriculum by constraining teacher efforts in managing pupil discipline, teaching and learning resources and teaching methodology.

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

The study sought to ascertain head teachers' opinions on school-based factors that influence implementation of curriculum in public primary schools. The interviews conducted with head teachers yielded divergent responses about the school-based factors and how they influence the implementation of the competency based curriculum.

4.8.1 Head teachers' response on whether they have received any in-service training.

The interview conducted with the head teachers indicated that majority (87.8%) of the head teachers had attended in-service training for the competency-based curriculum. This implies that most of the head teachers were conversant with the new curriculum, the competency-based curriculum. This is critical since the head teachers are the managers of the curriculum implementation at the school level. Their understanding of the curriculum is significant in curriculum implementation. Darling Hammond, Wei & Andree (2010), observes that countries that support teacher in-service training in on-going professional development and involve teachers in curriculum decision making demonstrate high learners' achievements in schools.

4.8.2 Head teachers' response on whether teachers have received in-service training in their schools.

Majority of the head teachers (90%) agreed that they had organized in-service trainings in their schools for the teachers. They noted that this was important for the teachers since they are the implementers of the curriculum. This is in line with Gross (1971) who observes that the capacity of the implementer is significant for effective curriculum

implementation. The teachers executing the curriculum should have sufficient knowledge to effectively execute the curriculum. In-servicing of teachers is vital for equipping teachers with skills and knowledge necessary for handling new curriculum. The teachers should therefore be trained for the competency-based curriculum through in-service training to acquire skills, knowledge and behaviors for implementing the curriculum well.

4.8.3 Head teachers opinion on the availability of instructional materials for implementation of the competency based curriculum

Majority of the head teachers (91.2%) revealed that they didn't have adequate materials for the implementation of the competency-based curriculum. They indicated that the government was taking long to avail the teaching and learning materials. They however pointed out that instructional materials play a significant role in the teaching and learning process. This was in agreement with a study carried out by Mosha (2012), on learning materials used to deliver the competency-based curriculum which revealed that many schools did not have enough instructional resources and had not received adequate training making classroom implementation of the competency-based curriculum difficult. It further revealed that teachers lacking requisite competencies and the textbooks and teachers guides have not been provided.

4.8.4 Head teachers' response on whether the time allocated for individual subjects on the timetable is enough for full syllabus coverage.

The findings revealed that majority of the head teachers (87%) argued that the time allocated for the lessons in the timetable was enough for full syllabus coverage. They also pointed that majority of the grade four learners have a low concentration span hence

cannot fully concentrate for more than 35 minutes. This was witnessed during a double lesson where the concentration is observed to be low. Therefore, 35 minutes was considered appropriate for learner fully participation and syllabus coverage. This was, however, contrary to a study by Evans (2001) and Callan (1999) who argued that time may be an issue for the type of changes advocated in implementation of curriculum. They assert that time is a problem in relation to teacher planning time for active learning.

4.8.5 Head teachers' response on whether the teacher-pupil ratio in their schools meets the ministry of education recommended the ratio.

From the interview, it was observed that most of the head teachers (87.5%) felt that their schools were too overcrowded. They asserted that some classes were so crowded to an extent of forcing some learners to learn from outside the classroom especially during practical subjects that required demonstration. This was in a way affecting effective implementation of the curriculum. The teacher-pupil ratio is very high constraining teacher efforts in managing pupil discipline, teaching and learning resources and teaching methodology (Krener, Moulins, Namuyu & Myatt, 1977). This may also be responsible for inadequacies in teaching workforce environment including declining teacher morale (Kigotho, 2004).

4.9 Observation checklists

The researcher observed the following indicators of the competency-based curriculum implementation and noted as shown in table 4.18.

Table 4.8: Observation checklist

CBC indicator	Implemented	Not implemented
Learners knowledge application in problem solving	✓	
Working in groups	✓	
Use of key inquiry questions	✓	
Assessment rubrics designed	✓	
Textbook-learner ration		✓

The researcher observed that most of the teachers (98.7%) engaged the learners in activities meant to develop their critical thinking. They engaged them in problem solving activities that promote transfer of knowledge in other situations which is vital in the competency-based curriculum implementation. The learners were also paired and grouped during activities. This promotes team work and develops leadership skills. The majority of the teachers (94.8%) also used key inquiry questions during the teaching learning process. This was significant in promoting the imagination, problem solving and critical thinking among the learners. A majority of the teachers also used the competency-based assessment rubrics. This was in line with a study by KICD (2017) which argues that learning outcomes are realized through administration of assessment rubrics.

Therefore, the teacher's comprehension of the assessment process is important in the competency-based curriculum implementation. This is also important in monitoring the learners' progress in class work. However, the textbook-learner ratio was not implemented. In most of the classes, the learners were sharing the teaching and learning materials. The instructional materials were inadequate. This could derail the implementation of the competency-based curriculum. This was also in agreement with a study by Mosha (2012), on learning materials used to deliver the competency-based curriculum which revealed that many schools do not have enough instructional resources and have not received adequate training making classroom implementation of the competency-based curriculum difficult.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

The chapter gives a summary of the study, conclusion, recommendation and suggestions for further research. The summary of the study highlights the findings of the study on the influence of school-based factors on implementation of competence-based curriculum in public primary schools. From the summary of the research findings, conclusions are drawn and from the conclusions the recommendations emerge.

5.2 Summary of the study

The study sought to establish school-based factors to implement the competency-based curriculum in public primary schools. The four objectives were formulated to guide data collection and analysis. These were to determine the school based factors for implementation of the competence based curriculum in public primary schools, to establish in-service training of teachers on implementation of the competence based curriculum in public primary schools; to assess availability of teaching and learning materials on implementation of the competence based curriculum in public primary schools; to establish time allocation and mode of assessment for the implementation of the competence based curriculum in public primary schools and to establish the teacher-pupil ratio on the implementation of the competence based curriculum in public primary schools in Kibra Sub-County, Nairobi City County.

The study used descriptive survey design. The study was conducted among head teachers, teachers and grade four pupils in public primary schools. The public primary schools

were sampled across Kibra Sub-County to ensure that the whole Sub-County was represented. They were the sample using simple random sampling method. The study targeted 9 head teachers 450 teachers 4264 grade four pupils. A sample of 9 head teachers, 108 teachers and 1200 grade four pupils were selected for the study. The data were collected using questionnaires and interview guides and then analyzed quantitatively and qualitatively. The findings then summarized in subsequent sections.

5.2.1 Teacher in-service training on implementation of competence based curriculum

The findings reveal that majority of teachers in public primary schools in Kibra Sub-County have received training on implementation of competence-based curriculum represent 81.4%. The remaining is the small number of 18.6% percent of which they will be trained over the holidays which is done termly.

The head teachers also confirmed that teachers are ready and prepared to implement the competency-based curriculum. Therefore, teachers executing the curriculum should have sufficient knowledge to effectively execute the curriculum. In- servicing of teachers is a vital for equipping teachers with skills and knowledge necessary for handling new competence-based curriculum. The training needs to be done continuous not one week termly to ensure successful implementation of competence-based curriculum teachers to be fully inducted and trained on new curriculum.

The interview conducted with the head teachers indicated that majority (87.8%) of the head teachers had attended in-service training for the competency-based curriculum. This implies that most of the head teachers were conversant with the new curriculum, the

competency based curriculum. This is critical since the head teachers are the managers of the curriculum implementation at the school level. Their understanding of the curriculum is significant in curriculum implementation. Darling Hammond, Wei & Andree (2010), observes that countries that support teacher in-service training in on-going professional development and involve teachers in curriculum decision making demonstrate high learners' achievements in schools.

Majority of the head teachers (90%) agreed that they have organized in-service trainings in their schools for the teachers. They noted that this is important for the teachers since they are the implementers of the curriculum. This is in line with Gross (1971) who observes that the capacity of the implementer is significant for effective curriculum implementation. The teachers executing the curriculum should have sufficient knowledge to effectively execute the curriculum. In-servicing of teachers is vital for equipping teachers with skills and knowledge necessary for handling new curriculum. The teachers should therefore be trained for the competency-based curriculum through in-service training.

5.2.2 Availability of teaching and learning materials on implementation of competence-based curriculum

The researcher sought to investigate influence of availability of teaching and learning material on implementation of the competency-based curriculum in public primary schools 90 (81.4%) of teachers and 98 (100%) of the head teachers concluded that teaching and learning materials for teaching mathematic, language, Kiswahili and literacy activities were adequately delivered. This indicates that teaching and learning material have been availed.

From the findings, the learners (79.8%) indicated that they didn't have enough learning materials. They revealed that they shared textbooks during class assignments because the textbooks are not enough. This shows that most public primary schools do not have enough learning materials. This is in line with a study carried by Mosha (2012), on learning materials used to deliver the competency-based curriculum which found out that many schools do not have enough instructional resources and have not received adequate training making classroom implementation of the competency-based curriculum difficult.

Majority of the head teachers (91.2%) revealed that they didn't have adequate materials for the implementation of the competency-based curriculum. They indicated that the government was taking long to avail the teaching and learning materials. They however pointed out that instructional materials play a significant role in the teaching and learning process. This was in agreement with a study carried out by Mosha (2012), on learning materials used to deliver the competency-based curriculum which revealed that many schools did not have enough instructional resources and had not received adequate

training making classroom implementation of the competency-based curriculum difficult. It further revealed that teachers lacking requisite competencies and the textbooks and teachers guides have not been provided.

5.2.3 Time allocation and assessment on implementation of competence-based curriculum

The findings reveal that time allocation and mode of assessment on implementation of competency-based curriculum in public primary schools teachers indicate that they needed enough time and support in designing assessment criterion represented (55.1) percent. The teachers revealed that having challenges in designing rubrics for assessment (47.9) percent was below the average. This shows that teachers recommend for re-training on aspect of assessment as far as the competency based was concerned.

From the findings, the majority of the learners (93.0%) indicated that the time allocated for the lessons in the timetable was enough. They argued that 35 minutes was enough for a lesson. This was contrary to Evans (2001) and Callan (1999) who argued that time may be an issue for the type of changes advocated in implementation of the curriculum. They assert that time is a problem in relation to teacher planning time for active learning.

The findings revealed that the majority of the head teachers (87%) argued that the time allocated for the lessons in the timetable was enough for full syllabus coverage. They also pointed that majority of the grade for learners have a low concentration span hence cannot fully concentrate for more than 35 minutes. This was witnessed during a double lesson where the concentration is observed to be low. Therefore, 35 minutes was considered appropriate for the learner fully participation and syllabus coverage. This was,

however, contrary to a study by Evans (2001) and Callan (1999) who argued that time may be an issue for the type of changes advocated in implementation of the curriculum. They assert that time is a problem in relation to teacher planning time for active learning.

5.2.4 Influence of teacher- pupil ratio on implementation of competency-based curriculum

The researcher found that the overcrowded classroom is a challenge which hinders learning and makes teaching difficult for teachers to apply effective competence-based approaches in teaching learning process. The larger number of pupils in class rooms compared to the ministry requirements of one teacher to 35-40, these have resulted due to shortage of teachers compared to high enrollment of learners in school since introduction of free education.

The majority of the pupils (60.1%) indicated that each class had between 61 and 80 learners. This shows that most of the classes in public primary schools have over 60 pupils per class which is far higher than the recommended number by the ministry of education. This is in concurrence with a study by Krener, Moulins, Namuyu & Myatt (1977) who found that public primary schools have large number of pupils in class compared to the ministry requirements of one teacher to 35-40 pupils. They noted that this affected implementation of curriculum by constraining teacher efforts in managing pupil discipline, teaching and learning resources and teaching methodology.

From the interview, it was found that most of the head teachers (87.5%) felt that their schools were too overcrowded. They asserted that some classes were so crowded to an extent of forcing some learners to learn from outside the classroom especially during practical subjects that required demonstration. This was in a way affecting effective implementation of the curriculum. The teacher-pupil ratio is very high constraining teacher efforts in managing pupil discipline, teaching and learning resources and teaching methodology (Krener, Moulins, Namuyu & Myatt, 1977). This may also be responsible for inadequacies in teaching workforce environment including declining teacher morale (Kigotho, 2004).

5.3 Conclusion

From the findings, it was concluded that most of the teachers had received in-service training on the competency-based curriculum. Majority of the grade four teachers agreed that they attend in-service training which is organized every holiday. The head teachers also confirmed that the teachers actually attend at least three in-service training every year.

The study also concluded that most public primary schools do not have adequate instructional resources. It was observed that learners in most schools share textbooks when given class work assignments. From the findings, it was also concluded that the time allocated in the timetable was enough for the full coverage of the syllabus. It was also concluded that the teacher-pupil ratio was too high hence hindering effective implementation of the competency based curriculum.

5.4 Recommendations

Based on the finding of the study and the conclusion, the following are the key recommendations:

- (i) The Ministry of Education should organize for more in-service trainings for the teachers on the competency-based curriculum
- (ii) The government should ensure there is adequate provision of instructional materials like textbooks for effective implementation of the competency-based curriculum.
- (iii) The teachers should be accorded more time for them to adequately plan for the lessons for effective curriculum delivery.
- (iv) The government should build more classrooms in all public schools to accommodate the high enrolment rates in public primary schools for successful curriculum implementation.

5.5 Suggestions for Further Studies

The following are the suggested areas for further research:

- (i) A similar study on the influence of school-based factors to implement the competency-based curriculum should be carried out in other regions for comparison of the findings.
- (ii) A study should be carried out to find out the influence of instructional materials on the teaching and learning process.
- (iii) A study on the influence of teacher-pupil ratio on the implementation of the competency-based curriculum should be carried out.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

ANN SITIENEI,
UNIVERSITY OF NAIROBI,
P.O BOX 30169,
NAIROBI.

The Head teacher,

.....school

Dear sir/madam,

RE: PERMISSION TO COLLECT DATA IN YOUR SCHOOL

I am a post graduate student at the University of Nairobi carrying out a study on school based factors that influencing the implementation of curriculum in public primary schools in Kibra Sub-county in Nairobi City County. The study is purely for academic purpose and any assistance given will be highly appreciated. Information given will be used for researcher purpose only and identity of the respondent will remain treated confidentially.

Yours faithfully

Ann Sitienei

APPENDIX II: INTERVIEW GUIDE FOR THE HEAD TEACHERS

The questions attempt to find out the factors that influence the implementation of the curriculum in public primary schools. The information given shall be used purely for research purpose of learning nothing else. Please be honesty in answering each question

School

Male Female

1. Has the government done enough in piloting of the new competency curriculum?
.....
2. Was your school among the piloting schools?
3. (a) In your opinion do you think the new curriculum CBC will bring change compared to the current? (a) No (b) Yes

(c) If yes explain your answer
4. Have you been train in the implementation of competence-based curriculum?
.....
5. Which type of train attended and how many times have you been trained?
.....
6. Have the teachers also received training in your school and how many have not been trained?

Are the teachers ready to implement the competence-based curriculum?

7. Has your school received enough instructional resources or materials to enable successful implementation of the curriculum?
.....

8. (a) The ratio of teacher -pupil in your school does it meets the ministry requirements? (a) No (b) Yes

(b) If no how do you manage the situation kindly explain it

.....

11. The time allocation of the subject in the time table does it allows full coverage of the content as per the CBC?

12. What is the pupil-textbook ratio in the concerned grades?

13. To what extent are teachers able to design assessment rubrics?

14. In what ways do you ensure that time teachers take prepare rubrics do not consume learners times

APPENDIX III: QUESTIONNAIRE FOR THE TEACHERS

The questionnaire attempts to find out the factors that influence the implementation of curriculum in public primary schools. The information given shall be used purely for research purpose of learning nothing else. Please be honesty in answering each question

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

SECTION A: Demographic information

- 4 Kindly indicate your gender? Female { } Male { }
- 5 What is your age bracket?
(a) 20-29 (b) 30-39 (c) 40-49 (d) 50 and above
- 6 Level of Education?
(a) Certificate (b) Diploma (c) Degree (d) Masters
- 7 How many years have you taught?
- 8 Which grade do you teach?

SECTION B: Teachers in-servicing

- 9 Have you received any in-service training in preparation for the implementation of the competency-based curriculum?
- 10 How many in-service training sessions for the competency-based curriculum have you attended?
- 11 Indicate the main areas covered during training for example content management
.....
- 12 Which areas do you wish to be trained in?

13 Teachers are prepared to implement the competency-based curriculum.

(a) Agree (b) Neutral (c) Disagree

Competency	Very well	Good	Developing	Needs support
Communication and Collaboration				
Critical thinking and Problem solving				
Imagination and creativity				
Citizenship				
Learning to learn				
Self-efficacy				
Digital literacy				

Weekly () monthly () Termly () Yearly ()

Kindly tick in the related columns the extent to which you have been able to infuse the following core competencies appropriately during instructions

SECTION C: Availability of teaching and learning materials

14 You have adequate instructional materials to implement the competency-based curriculum?

(a) Disagree (b) Neutral (c) Agree

15 You have been exposed to textbooks related to implementation of CBC?

(a) Disagree (b) Neutral (c) Agree

16 How often do you use these materials to teach?

(a) Always (b) Rarely (c) Never

17 Rate the teacher's readiness to implement the competency-based curriculum.

(a) Adequate (b) Very adequate (c) Fairly adequate

Course Book (CBC)	Available and Adequate	Available but Not adequate	Not available
Mathematics Activities			
Literacy activities			
English Activities			

Kiswahili activities			
Environmental Activities			
Christian IRE Activities			
Creative arts Activities			
Music Activities			
Hand books			
Teachers guides			

APPENDIX IV: QUESTIONNAIRE FOR PUPILS

The questionnaire attempts to find out the factors that influence the implementation of curriculum in primary schools. The information given shall be used purely for research purpose of learning nothing else. Please be honesty in answering each of these questions put a tick in the box to the right response.

INSTRUCTIONS: Please tick () or fill information as appropriate

SECTION A: Demographic information

1. Kindly indicate your gender?
Female [] Male []
2. How old are you? _____ years
3. In which grade are you? _____
4. Who do you live with? _____

SECTION B: Availability of teaching and learning materials

5. Do you have enough learning materials (text books)?
Yes () No ()
6. Are your teachers having good personal relationship with learners?
Yes () No ()
7. Time allocation of lessons is enough or too short?
Enough () Short ()
8. Do your teachers teach well?
Yes () No ()
9. The number of pupils in your class?

APPENDIX V: OBSERVATION CHECKLIST FOR CBC

Name of school

Date

CBC Indicator	Implemented	Not implemented	Remarks
In-servicing, materials., Time and assessment & Teacher-pupil ratio			
i. Learners working through word questions in order to apply learnt knowledge (critical thinking and problem solving)			
ii. Learners working in groups getting solutions to problem as a group (communication and collaboration)			
iii. Key inquiry questions that prompt learners interest in knowing what next (learning to learn)			
iv. The textbook-learner ratio			
v. Teachers guide – learner ratio			

vi. New style and amazing displays of Learners work (creativity and imagination).			
vii. Assessment rubrics designed by teachers			

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