INFLUENCE OF TRAINING OF HEADTEACHERS ON COMPETENCE BASED CURRICULUM IMPLEMENTATION IN PUBLIC PRIMARY SCHOOLS IN KIAMBU COUNTY, KENYA

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DECLARATION

This research is my original work and it has not been presented for award of a degree or any other certification in any university.

Signature …………………………………………. Date …………………………..

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D64/11511/2018

The proposal has been submitted for examination with my approval as the supervisor at the University of Nairobi.

Signature …………… Date …1/12/2020…………………….

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DEDICATION

I dedicate this project to God Almighty and my family. To my parents Purity Gichura and late Julius Muiti, aunt Sally. Thank you for your continued support, advice, and encouragement in the pursuit of education and hard work.

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ABBREVIATIONS AND ACRONYMS

CBC   Competence Based Curriculum

CBE   Competence-Based Education

KICD   Kenya Institute of Curriculum Education

MoE   Ministry of Education

ToT   Trainer of Trainers

TSC   Teacher Service Commission

ABSTRACT

The purpose of this study was to establish the influence of training of public primary school headteachers on the implementation of the competence-based curriculum in Kiambu County, Kenya. The objective of the study was to find out how training influences the implementation of the competence-based curriculum among public school headteachers in Kiambu county. The study was meant to benefit the Teachers service commission, Ministry of education, KICD, and other policymakers, scholars, and stakeholders. The research design used in this study is a descriptive survey. Questionnaires were used to collect the required information and 76 respondents were targeted. Data collected was analyzed using descriptive and inferential statistics. The findings of the study revealed that programmed instruction and role modeling positively influences the implementation of the competence-based curriculum. The study concluded that the training practies; programmed instruction and role modeling; of public primary school headteachers positively influences the implementation of the competence-based curriculum in Kiambu County, Kenya. The study recommended increased training and the introduction of coaching and mentorship programs to offer further guidance to employees.

CHAPTER ONE: INTRODUCTION

1.1   Background of the Study

As suggested by Cummings and Worley (2008), organizational life has had been forced to change by change in the global economic and technological landscape. The writer states that organizational development is aimed at ensuring the changes planned for is effected in such a manner that there is efficiency in the organization and that the organization can organically adapt. It is hence possible for organizations to use planned changes to address upcoming challenges, exploit lessons from its experiences, reframe shared perceptions, and adapt to its externalities. This will result in improved performance and perhaps set the organization as a trendsetter in its field in the future (Cummings and Worley, 2008).

Knoke & Kalleberg (1994) observe that institutions that are inclined to, survive, grow, and prosper in the times of shrinking economies require to make investments in continuous training and development. This will improve the institution's efficiency and have it recoup much of its investments in a short period especially on human capital. The goal of such institutions of learning should be to offer improved quality of education by adapting their curriculum that will improve the competence of employees. In any organizational setup, human resource plays a critical role. They are the ones who facilitate the achievement of organizational goals. People, not brands, equipment, or buildings make an institution (Boadu et al., 2014).

The focus is on the diffusion of innovation theory, human capital theory, and the theory of social cognitive. The first theory looks at the conditions that influence the chances that novel ideas, products, or manner of doing things are adopted by people of a given culture (Rogers, 1995). The second theory explains how people adopt certain behaviors as it provides grounds for strategies of intervention (Bandura, 1997) and the last proposes that through schooling, it is possible to continuously conduct capacity building on employees to enhance the impact on their knowledge, skills health or values (Becker, 1994). The theories are relevant as one shows the process through which an innovation is embraced and seen as an important tool for advancement and the other shows the change process that people have to go through to implement a change.

In Kenya, the government has emphasized the necessity for the provision of quality education for all. It has put in place measures that address quality, equity, and relevant education through constitutional and statutory tools. The country's international and regional obligations in the education sector also bind Kenya to achieve this. To be able to achieve these targets, Kenya found the need to overhaul its education curriculum to a more competency-based one. The aim is to inspire national values, create an environment for innovation, enable lifelong learning, and provide opportunities for learners to be their best in their areas of expertise and talent.

However, to achieve this, the Kenya Institute of Curriculum Development which was tasked with the curriculum reform had to ensure that teachers obtained, improved, and retained the knowledge, skills, and attitude that will facilitate them to impart knowledge, skills attitudes, and values that are in tandem with the realities of competence curriculum. The teachers needed to be trained effectively and efficiently to deliver this new teaching model. The focus of the current study is on the identification of the association between training and this competency curriculum.

1.2   Concept of Training

Fitzgerald (1992) holds that training is the achievement of the ability to understand skills as applicable to a current assignment. Goldstein & Ford, (2002) states that training is a structured way of learning aimed at improving individual, team, and organizational effectiveness and efficiency. Martin et al. (2013) opine that training methods are systematic ways of delivering skills, attitudes, techniques, and abilities to improve the performance of learners. The same authors further observe there are some training methods critical for employees. These are case studies, internship, work-based games, mentoring, lectures, apprenticeship and job shadowing, role modeling, simulation, team training amongst others. All these can be placed into two main categories; off and on the job training.

Raheja (2015) says that on the job training is where the employee learns by observing what other more experienced employees in their organization and then attempt to do as they are doing. Some of the methods he points out in this category are coaching, job rotation, mentorship, apprenticeship, and understudy. In the off-the-job training category, it happens away from the workplace. It is more focused on learning than performing. The most common methods include lectures, simulation exercises,

sensitivity training, vestibule training, and transactional sessions. Chris (1999); Miri (2013) discusses cognitive training methods. These give theoretical training approaches such as lectures, demonstration, practical behavioral training methods, and discussions. They give practical lessons to the learners.

Whenever changes in the work environment occur every organization faces its challenges presenting in different ways. These changes are mainly occurring now due to technological advancement and general work environment mutation. The changes are rapidly occurring and are requiring a quick, competent, efficient, adaptable, and knowledgeable workforce to cope. The culprit if these factors miss is the organization's inability to adapt and eventually fail to survive. To be able to adapt to the changes an organization must build the capacity of its human resource alongside motivating the same to move in the desired direction (Zahara et al., 2014)

In the last thirty years or so, employee growth, development, and training has emerged as a major enterprise. This has been associated with an increase in demand at the workplace for an all-around high performing employee who can gain skills necessary for organizational growth and profitability. The employees needed are those who can adapt to new job assignments quickly and deliver in a rapidly changing work environment (Armstrong, 2001; Craig, 1987). Training has been projected as one way of enhancing learning and adaptability amongst employees. Reynolds (2004) informs that training has a complementary role in fast-tracking earning. It should not be the only means of building employees' capacity but should be combined with others. Training is used when there is a need for an expert-led approach where there is more direct guidance required (Armstrong, 2014).

Armstrong (2014), continues to say that training should have a methodical approach in that it follows a laid down plan, and should be executed in such a manner as to meet a specified objective. The people who offer the training should be skilled in the training and be aware of the desired impact. Mahadevan & Yap (2019), emphasizes that building an effective and effective workforce should be the goal of any organization that wants to achieve high levels of competence amongst its employees. This is the only way an organization will attain and sustain growth in a rapidly changing business environment.

1.3   Concept of Implementation

Khalil (2016) states that implementation is a science that focuses on testing how inventions execute in the real work environment and identifies very quickly opportunities for improvement. Eccles et al (2006); Khalil (2016) goes on to define implementation science as a study of methods of systematically up taking research and scientific findings and other evidence-based practices in a day to day environment. Handley et al (2016) adds that is a structured study of how to design and evaluate the uptake of evidence-based intervention into a set of activities.

Khalil (2016) however provides a perspective that giving an intervention is not sufficient for behavior change or even to assure practice. He proceeds to state that Rodger's theory of diffusion and innovation gives five features of successful innovation. These are; relative advantage to whoever is using it, the ability to connect with current values and practices, perception of the user to its simplicity, and how easily observable results are. Handley et al (2016) gave the following steps to observe when conducting implementation science: planning before implementation and which involves stakeholders. This needs translation evidence. Careful designing of the implementation strategy. This one will require the utilization of behavioral theory that identifies barriers to behavior uptake. There is a need to identify suitable facilitators of behavior uptake to guide the implementation strategy. The implementation strategy must also be evaluated aggressively and the findings inform the process and changes thereof.

Smith et al (2014) gave the following as a process of implementation: Exploration phase is where the need for change is observed and the necessary innovation to meet the gap identified. At this stage, a decision is made on whether to proceed with the innovation or not. Installation stage the system is prepared to uptake the innovation. Initial execution is when the innovative practices are placed in specified sites while full implementation comes after the assurance that the practice has a high chance of giving the desired outcome. Scale-up will happen when the number of sites the innovation is being implemented increases.

1.4 Competency-Based Curriculum Implementation

The competency-based curriculum is focused on what the learner is supposed to do rather than what he is supposed to know (Kabita, 2017). The basic education framework 2019 emphasizes the need for the curriculum to not only develop skills and knowledge but also provide opportunities for enactment in daily life. In Kenya, the new curriculum is being instigated in phases, starting with early education years. Those in pre-primary 1,2 and grades 1,2,3,4 as by January 2020. Structures to enable the competence-based curriculum have been rolled out. They include national curriculum policy and dissemination of curriculum designs for lower primary grades.

A CBC Primary teacher curriculum has been developed. A CBC task force is in place and there are ongoing monitoring and evaluation of CBC application. Also, CBC master trainers have been identified such as the Ministry of Education, Teacher Service Commission, KISE, Kenya National Examination Council, CEMASTEA, and KEMI. CBC champion teachers have been identified who are serving as trainers of teachers. In both private and public schools, teachers have been trained on CBC. This training used a multisectoral approach where educational field officers were trained from both MoE, TSC, and KICD. There are core competencies that every learner is anticipated to attain through CBC. These include communication and collaboration, self-efficacy and problem-solving, critical thinking and citizenry, digital literacy, and learning to learn.

1.5 Public Primary Schools in Kiambu County

Kiambu county has a total of 461 public primary schools and 6109 teachers under the education ministry and TSC working in collaboration. National policies on education are under MoE. They are aimed at quality and affordable education at all identified education levels. Teachers Service Commission aims at professionalizing teaching services for the delivery of quality education. Kiambu county is manned by the county director TSC and MoE with the assistance of the quality assurance officer MoE and deputy county director TSC.

As part of their duties, the team is expected to monitor all schools and teachers to ensure adherence to the basic education act and also that there's compliance with the current guidelines to facilitate teaching, learning, and classroom interactions with the

learners. This is managed with further assistance from Sub-County directors both MoE and TSC and also curriculum support officers stationed in every Sub-County.

The distribution of teachers in each school is based on their enrolment and the curriculum-based establishment (CBE) that guides the ratio of teacher to the learner that the TSC adheres. The locality also plays a role in this as schools in metropolitan areas tend to have larger enrolment because of ease of access and in turn more teachers.

1.6 Research Problem

Organizations are under intense pressure to enhance the training of employees and to improve their performance by building their knowledge and skills base mainly through training programs. A knowledgeable, innovative human resource is critical for organizational survival and the ability of a company to attain a competitive advantage (Mansour, 2013). For any organization aiming at competitiveness in the global economy, an innovative and highly knowledgeable workforce must be nurtured. (Awang et al., 2010). A current time employee needs to continuously update their skills and capabilities as organizations are looking for high performance in a rapidly changing environment. For this to happen, training must happen in a systematic and structured way (Mansour,2013). The training expects that the employee would sustain high performance in a highly dynamic work environment. It should also reduce the resistance of employees to change (Khan et al, 2016; Shafini et al, 2016; Mahadevan & Yap, 2019). According to Aragón et al (2003), training should not just impart new knowledge and skills to the learner but also build the ability of the learner to handle any uncertainties in the work environment.

Majeed and Shakeel (2017) state that training is an opportunity for employees to add to their knowledge base. Training is aimed at enabling the organization to attain its objectives presently and in future by enriching its employees. According to Holton (1996); Mahadevan & Yap (2019), training is not important by itself but it is its application that counts. Therefore, the way the training is designed and executed matters. It needs to be done in such a manner that an employee will be able to apply it in his day to day work environment. If an organization wants to have a capable and adaptable workforce, then training is indispensable. This will assure the organization of high performance and achievement of its goals (Falola et al, 2014).

Training is important in enacting CBC in that educators need to be brought to par with the system and what it entails. Their ability to understand what it stands for and the future benefit will enable them to embrace it fully and be able to work towards a better understanding and therefore they become advocates for the change. Training is therefore important as it helps create a better understanding of a new concept thereby demystifying it for all (Burke 2005).

The curriculum reform initiated by the government of Kenya aims to ensure that all learners are qualified to promote national values, grow innovative, approach learning as a lifelong initiative, and enable learners to realize their potential to the fullest extent possible. The approach is informed by global trends that require education to have the ability to respond to rapidly changing social, technological, and economic realities of the work environment. To have the implementation of the new curriculum effective, KICD was given the responsibility of designing a curriculum that builds the capacity of teachers to impart knowledge, skills, and values envisaged in a competency-based curriculum. Primary schools in Kiambu County have focused on teacher-centered instruction for years. To move away from this and to ensure that the teacher is simply a guide to learning, a mindset change is needed and this will be achieved through the CBC training.

Some of the issues that are arising from the training include boycotting from trade unions who don't feel included as stakeholders in the development of the policy; an attitude of the trainees and ToTs some find it hard to come to term with the new way of doing things and have also pegged CBC as having too much work; the period of training; Some ToT don't comprehend the training; Learning materials not provided to help guide the implementation; inconsistency of the individual trained in that they are changed with each training period and also a transfer of trained personnel before they utilize new skills.

Amadi (2017), studied the effectiveness of training and development programs on employee's performance at Safaricom limited call center. The study concluded that continuous training is a necessity that puts into consideration competition from rival organizations, dynamics in the market space, customer needs amongst others.

In a study of the performance of employees in UN Somalia, Githinji (2014), established that training impacts the employee's performance by positively changing

perceptions to change process, being innovative, and builds work enthusiasm all of which improve performance. Majeed & Shakeel (2017) did a study on the value of training and development in the banking sector in Pakistan. It concluded that training impacts employee performance positively. Martin et al, (2013) evaluated and examined training methods and they identified 13 training methods. The research focused on the choice of training methods amongst trainers. Communication amongst trainers for further advancement. Trainers' ability to research and apply training methods were identified and their ability profiled. Jalloh et al, (2015) researched how training and development of employees impacted tertiary education in Sierra Leon. They found that training is effective both off and, on the job, but cannot be implemented with no consideration of its need. The study also concluded that training methods used must reflect the applications of the training that the learners are expected to in the workplace.

Many studies have been conducted in different field areas on training, however, it is noted that most of these studies on training focused on the impact on employee performance rather than the implementation of a change or innovation; in this case the competency-based curriculum. Training for change implementation is the scope of this study and also the research gap it aims to fill. This study sought to answer whether training will influence the implementation of the competency-based curriculum. Studies conducted on the implementation competence curriculum are skewed to other contexts with little emphasis on the training of teachers for overall preparedness on the implementation of the curriculum. This creates a research gap on; what is the influence of training of headteachers on the implementation of the competence-based curriculum in Kiambu County.

1.7 Research Objective

The study established the influence of training public school headteachers on the implementation of the competency-based curriculum in Kiambu County, Kenya.

1.8 Value of the Study

The findings of the study were essential since it created knowledge and a better understanding of the theories of; human capital, diffusion of innovation, and social learning through further explanation and application via examples. The findings of the

study contributed to furthering the existing literature on the subject area and create a reference point for future scholarly review by stakeholders and scholars. Policymakers in the industry will also be able to come up with training programs that will best fit their current environment. The study will also benefit policy and decision making by encouraging them to come up with policies and strategies to encourage continuous, consistent, and periodic training to improve the knowledge, skills, and attitudes of employees. This will also encourage team spirit. It will also benefit students who would wish to carry out further research on the subject area as a way of encouraging innovative thinking and creativity in how they work; as there's a need for further   research   in   this   area.

CHAPTER TWO: LITERATURE REVIEW

2.1   Introduction

This chapter reviews the literature on the impact that training has on implementing the competency-based curriculum. It also covered and explained the theories that are used to guide the study, training practices, change in organizations, and studies on training and competency-based curriculum implementation.

2.2   Theoretical Foundation

Several theories have been advanced by authors that advocate for training. This study used the theories of; Human capital which will anchor this study, diffusion of innovation, and social learning.

2.2.1   Human Capital Theory

Becker (1994), traces the beginning of what he terms like 'human capital revolution' to about three decades back. He identifies the pioneers as T. Schultz, J. Mincer, M. Friedman, S. Rosen, and several others associated with the University of Chicago. The theory proposes that education and training are the most important investments in human capital. According to Becker (1994), advancement of this theory was born out of the need to assess suggestions to value-add workforce via schooling and training and hence making an impact on a person's knowledge, skills, health, or values. According to McCracken et al. (2017), human capital is a representative of the human entity in an organization. This is expertise, intelligence, skills that offer a distinctive feature to an organization. It is only human elements in an organization that can learn, change, innovate, and give a creative momentum to an organization. This happens when this element is motivated and the effect is long term organization survival.

Becker (1994) states that the individual who invests in the growth of their knowledge and skills are more productive than those who don't and result in higher earnings. McCracken et al. (2017), continues to note the important role the idea of human capital plays in contemporary employee development and learning affirming the idea that the knowledge and skills can be developed through that investment. Becker (1964) however notes that despite the knowledge that investing in education enhances

once's performance the type of training will determine who will source it, whether the employer or employee. A major strength of the theory identified by Netcoh (2016), is that the theory helps experts evaluate the inputs namely education and training vis a vi the outputs specifically social and economic benefits. Further research has also shown that it has also impacted the higher rates of civic participation. Which is extremely important in the implementation of the competence-based curriculum.

The main limitation of this theory on the study is that Becker stresses on formal training and overlooks informal learning that involves learning by doing or experience (Oliveira & Holland, 2007 and Oliveira & Da Costa, 2014; McCracken et al., 2017). Heckman and Rubinstein (2001); West et al. (2016) also note the human capital theory disregards the role of non-cognitive abilities that consist of the behaviors, mindsets, attitudes, learning strategies, and social skills that impact how people learn (McCracken et al, 2017).

2.2.2 Diffusion of Innovation

Kaminski (2011) notes that this theory was founded in the 1903's by Gabriel Tarde from France and who was a sociologist, criminologist, and social psychologist. It was later developed by Ryan B. & Gross N.C. in 1943 and advanced in 1962 by E. M. Rodgers. This theory has been identified as an old social sciences theory that elucidates how periodically ideas will gain momentum and will diffuse through a specific population. Resulting in the adoption of the new idea, behavior, or product by a group. Kaminski (2011) further defines it as a valued change model that guides technological innovation and stresses on communication and peer networking in the absorption process.

Rodgers (1983) defines diffusion as a unique kind of communication where ideas are passed through certain channels to members of a social group who aim to reach mutual understanding. He further defines innovation as a perceived new idea, object, or practice. According to the theory, the absorbing of a new idea, behavior, or product by a social group will not happen at the same time for everyone rather different individuals will embrace it in their ways (Kaminski, 2011). Rodgers noted that at the beginning of the process few who are for the idea will adopt and use it and from there, they can create a buzz for the idea that then draws more people in creating a critical

mass. The identified adapters of innovations have been placed into five categories. They include Innovators, early adopters, early majorities, late majorities, and laggards.

Based on this theory, five stages of adoption of innovation have been identified. Which are; knowledge: here an individual is introduced to a new idea (innovation) and gains an understanding of its functionality; Persuasion: the party forms and attitude be it for or against the innovation; Decision: there's engagement in activities in support of the innovation or against it; Implementation: application of the innovation; and finally confirmation: continuity of use of the innovation is decided (Rodgers, 1983). Robinson (2009) gives five features that determine the success of an innovation. The first is the relative advantage. This is the perception of the ideas as better than the one it is replacing. How the idea is compatible with the existing organizational values and practices and how it connects with the organization's history, values, and needs of the people it affects.

The concept of complexity is a factor that measures the relativity of the understanding of the degree of simplicity or complex nature while trialability focuses on the level of innovation in terms of experimentation. This leads to results that are observable in terms of easement of uncertainty (Robinson, 2009). The theory also has limitations on application to the implantation of competency-based education. High costs of research, development, and training of employees to facilitate the implementation of the CBC. Budgetary constraints in that not all institutions have the facilities or necessary tools to aid in the implementation. Pre-Innovation bias: a pre-made decision that the innovation idea should be diffused and adopted which was decided with the CBC. It's also easier for the well-educated to get adapted hence education reformers who keep tabs on the changing trends in education can note the benefits of CBC and advocate for it (Burke, 2005).

2.2.3 Social Cognitive Theory

This theory was developed by Albert Bandura a Canadian psychologist and was further developed to the social cognitive theory to incorporate the social aspect of it. The base of the theory is that we learn from observing others in social contexts and adapting and emulating observed behaviors especially if they are positive. According

to the psychologist, imitation involves the actual reproduction of the observed motor skills (Bandura, 1977). Martinez (2010); Lions & Berge (2012) highlight that Bandura noted that learning doesn't always happen due to first-hand experiences only but also through joining the power of observation and mocking what was observed. Horsburgh and Ippolito (2018); Gibson (2004) states that it involves matching of cognitive skills and behavioral patterns between the learner and the observed. Hence Bandura states that social learning theory offers the link between environmental, behavioral, and cognitive factors.

Nabvi (2012) observes that the most influential theory on learning and development is perhaps social learning theory. Bandura's position that people learn by observing others has been the most defining. Glanz et al. (2002) adds that some of the influences on people learning are from environment, circumstances, behavioral abilities, reinforcements, made observations, self-control and efficacy, emotional coping mechanisms, and reciprocal determinism. LaMorte (2019) states that this theory is challenged in that it assumes environmental changes will always result in changes in the person's behavior. This, he says, is erroneous. As discussed in the diffusion of innovation theory, the laggards who are traditionalists tend to have a preference for what is known, done before, and has worked for such people who already have pre-formed opinions it is hard to determine their behavior change.

Nabvi (2012) notes that the usefulness of this theory is in how it explains people acquire and maintain certain behavior patterns. It has highlighted the environment in which the change in behavior is expected to occur as important and that it be mimicked. However, it's not always likely that it will have the expected output hence the theory's limitation. It also notes that training is given on how to change behavior, provide the benefits about the change in behavior for instance; CBC encourages ICT integration, with embracing this the trainees will have an easier time compiling notes for lessons over time which they will have summarized for use in soft copy and online that will only require updating. It's also advised to approach behavior change in small steps and also to provide opportunities for self-monitoring.

2.3   Methods of Training

As defined in chapter one, training is a systematic method for learning and development meant to increase person, team, and organizational efficiency (Goldstein

& Ford, 2002). Human resources have been identified as the main assets in organizations. This makes the knowledge, skills, and attitudes they bring to the table important aspects in determining the current and future situation of an organization and hence the way organizations train its staff can influence its efficiency in meeting their overall goals. Alipour et al. (2009) suggest that training methods could be classed into cognitive and behavioral approaches with the first providing the rules of performing a task by showing the ties between concepts and the latter allows for behavior practice in the actual or replicated environment. Miri et al. (2013) state that the need for training arises due to technological advancements, the need for performance improvement, and professional advancement, and also it increases communication between the different levels of organizations.

Martin et al. (2013) identified these training methods for employees; case study, games-based training, internship, job rotation, job shadowing, lecture, mentoring and apprenticeship, programmed instruction, role-modeling, role play, simulation, stimulus-based training, and team-training. It should be noted that the stated methods will fall under the category of off the job and on the job methods of training. Dilworth (2003) notes that classroom-based training or off-the-job training as a training method is declining as technology and other delivery methods become more rampant, such as mentorship, on-the-job instruction training, action learning, problem-based learning, fieldwork visits, and job rotation.

Off the job training is training provided away from the workplace, Raheja (2015) notes that in this type of training study materials is provided and the employees can fully concentrate on the training since there's no pressure to perform and they are also able to give their contributions to the training. Vasanthi and Basariya (2019) states that in this kind of training, the work environment can be duplicated for use in training terming it as vestibule training where the actual machinery and tools are used but not at the work station. Other off the job methods include; simulation exercises, lectures, and sensitivity training. A major advantage of this training method is that experts are used hence knowledge transfers are good. The programs are organized such that they do not affect work schedules since the training is full time it's easy to impart new skills and its noted that videos and recordings can be provided to further enhance learning (Vasanthi & Basariya, 2019). A noted disadvantage is that being

formal training has several costs for the employer and it's not assured that employees will be motivated.

Onyango and Wanyoike (2014) have noted that training is beneficial to employees as it improves their morale and sense of job satisfaction and the quantity and quality of their performance. Change management has also been identified as a benefit. What it does is that it increases the understanding and involvement of employees while providing the knowledge skills and attitudes to adjust (Cole, 2001).

Every organization requires training of employees as an important component of growth and enhanced performance. On top of improving their productivity and ensuring efficient utilization of time, it is also used to implement change and drive an organization's agenda. Karim et al. (2019) note that training is an important aspect of organizational learning since its emphasis on the acquisition of specific and tailor-made skills for the betterment of organization performance. For flexibility and adaptability, training is seen to play a critical role, and organizations need to maintain and increase these levels of competency (Tai, 2006). The cost of training is a challenge especially for organizations that opt for off the job training however as the theory of diffusion of innovation suggest that the absorption of new ideas by individuals will happen at different rates hence, in training, the same applies in that there those that will understand the content faster than others, organizations should be able to identify these individuals and encourage them to mentor others and improve their level of understanding.

2.4   Competency-Based Curriculum Implementation

Burke (2005) traces the roots of what he terms as the competency-based movement to the 1920s where education reforms were said to be linked to business models but more active in the 1960s due to demands for curriculum reforms. Then competency was used as a model for change in vocational education and training and was meant to equip individuals with qualifications relevant to employment that would ensure performance at work. Ainsworth (1977) defines competency-based education (CBE) as "a system of instruction where students are given credit for performing to a prespecified level of competency under prespecified conditions". Savage (1993) as well as Komba and Mwandanji (2015) suggested that a competency-based curriculum places emphasis on life skills and evaluates the ability to master skills that are critical

if a person is to capably function in society. It is also aimed at enabling the learner to do things, learn some more, and be able to cooperate with others at work (Mosha, 2012; Komba & Mwandanji, 2015).

Mitchel et al. (1997) give an eye to stakeholders. They define them as the people who have some claim to the service an organization is offering or who have some influence on the business the organization is in one way or another. DeConinck (2008) says that the curriculum provides the glue binding the different stakeholders. UNESCO (2009); Koskei (2015) notes that curriculum development in the past has involved public discussions and discussions with various stakeholders. He further says that the discussion has to evolve into a topic of debate and involve society as a whole and the various stakeholders. He further notes that the general public's understanding of the nature and purpose of the curriculum innovation determines its successful implementation (UNESCO, 2005).

Darling-Hammond (2000) notes that participation in curriculum sensitization by unions is informed by the fact that the skills acquired by the teachers will enhance their quality. Their involvement through the process of implementation is important as their influence as advocates hold weight in society. An attitude is the tendency of an individual to respond with a given degree of favorableness and un avoidance of an object behavior, person, or event (Krebs & Shmidit, 1993). When discussing the implementation of organizational change, Elias (2009) says that attitude is an employee's evaluative judgment of a change in initiative implemented by an organization and it can be positive or negative.

The trainers and trainees are considered front runners in the change implementation. Their thoughts as stakeholders must be considered and discussed above and also their inclusivity in the discussions via representatives be considered, their ability to feel included as part of the team advocating change, and knowledge of what the change entails will impact on their attitude for or against the change implementation. Noe (1986) noted that participants in the training were highly motivated to apply the skills learned when their level of involvement in their workplace was high. He further adds that the learner's attitudes, interests, values, and expectations influenced the training's efficiency. For one to determine the extent to which training will result in behavior

change, it is vital to consider specific individual characteristics that may affect the effectiveness of the training.

Textbooks, Learning, and teaching materials are used to enhance the quality of learning. According to Smart and Jagannathan (2018); Read (2015) these materials can compensate for disabling factors such as large classes, poorly trained teachers, and short instructional time, etc. These materials apart from improving the quality of learning can also guide instructors in their practices. For the materials to be effective, they should contain clear communication on conceptual goals and guidance on how to achieve them and also help in understanding relevant pedagogical activities and stimulate continuous reflection (UNESCO, 2020). The challenge of accessibility whereby an individual can or not access the materials (UNESCO, 2014) will impact the process of implementation. Read (2015); UNESCO (2020) notes that there's a need for the establishment of a working database for estimation of the supply of these learning and teaching materials for use on the ground. Curry and Docherty (2017) note that an expected challenge in implementing competency-based education is managing the expectations of senior leaders both educational and regulatory. She continues to note that the implementation will require continuous innovations, trials, modification, and fine-tuning. This is also supported by the diffusion of innovation theory that states that there must be room provided for further change and development of an innovation, fine-tuning it to suit a condition.

2.5 Empirical studies and knowledge gaps Training and Competency-Based Curriculum Implementation

Ondimu (2018) conducted a study regarding teachers' preparedness to implement CBC in private and public schools in Dagoretti North Subcounty of Nairobi County. He suggested more in-service training for teachers to gain more content knowledge, ICT skills, and for the teachers to have an improved perception of the new curriculum model. Abdullahi (2019) also did a study of in-school factors that influenced the implementation of CBC in public preschools in Garissa Subcounty of Garissa County, Kenya. The findings showed that many teachers had not been trained on CBC. He suggested that training and other forms of capacity building should be done for teachers especially on ICT that is critical to CBC implementation.

Additionally, a study was conducted by Waweru (2018) on the level of preparedness among teachers in the context of the implementation of CBC in Nyandarua North sub-County. In the findings, he noted that; there was the need for teacher support in infusing creativity and imagination in their instruction, he noted that there were no instructional materials especially for newly introduced subjects that would aid in instructing. Amulyoto (2019) conducted a case study on Strategic Design Approach to Delivering a Competency-based Art Education in Kenya. He noted a rift between what the competency-based curriculum offers and the professional preparation teachers get to enable them to deliver. His study purposed to contribute to a better understanding of how the curriculum can be implemented effectively with limited resources and in limited time.

Studies conducted on the implementation of the CBC have the orientation on the preparedness of teachers on CBC implementation and majorly on the influence of school-based factors and implementation of CBC. Few of these studies are addressing the training of teachers and the overall influence on the implementation of CBC. This creates a research gap on the influence of training of teachers on the implementation of CBC that this study aims at establishing.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents and discusses the research design and methodology that was applied in this research. Research's target population, procedures of sampling, instruments of the study, data collection, and analysis approaches were discussed.

3.2 Research Design

Akhtar (2016) states that research design is the blueprint against which the research is conducted. Deutch & Cook; Akhtar (2016) adding to that definition says that it is the conditions for research arranged in a manner that will allow for collection and analysis of data relevantly, to feed the research with economy and procedure. Research design is used to structure a study in such a way that it addresses the research questions well. A descriptive survey was employed in this research. This is an approach of data collection where sampled respondents are interviewed or given questionnaires (Orodho, 2003; Kombo & Tromp, 2006). The design is appropriate when gathering data on the attitude, behaviors, and opinions of respondents. This method was used by the researcher to determine the influence that the training of teachers on the implementation of CBC in public primary schools in Kiambu County.

3.3 Target population

The target population (Mugenda & Mugenda, 1999) is the sampling of a portion of the larger population that the research aims at exploring for the sake of generalization of findings. In this study, the target population was 461 headteachers who are employed by the Teachers Service Commission working within Kiambu County in Kenya.

3.4 Sampling Design

As stipulated by Kombo and Tromp (2006), a sample refers to the set of samples surveyed for research from a larger population. Sampling, therefore, is the process of choosing some individuals from a larger population in a manner that the selected that those selected will have features similar to those of the larger population (Orodho & Kombo; Kombo & Tromp, 2006). Kombo and Tromp (2006) guide that a sample size

of 10-30% is adequate as a representation of the population under study because it gives all elements in a population equal chances of selection. The sample size was decided by the following formula which was recommended by Nassiuma (2000)

$$n = \frac{NC^2}{C^2+(N-1)e^2} = \frac{461 x 0.5^2}{0.5^2+(461-1)0.05^2} = \frac{461 x 0.25}{0.25+(460)0.0025} = \frac{115.25}{1.4} = 82.32 \quad n = \textbf{83}$$

Where n is the sample size, N the population, C the coefficient of variation (0.5), and e the standard margin of error (0.05) both of which are considered acceptable. The researcher settled on 18% of 461 that is 83 of the population as per the sample formula as above.

3.5 Data Collection

The main data collected was the primary data. Structured questionnaires were given to time selected sample employees. There were three sections in the questionnaires. In the first section, demographic information was gathered. The second section covered training methods while the third section addressed CBC implementation. A drop and pick method of questionnaire administration was used. A questionnaire was considered for this study because questionnaires are effective tools of data collection with relevant questions and statements relevant to this study.

3.6 Data Analysis

Data analysis deals with a systematized means of gathering information for the purposes of contextualizing findings. This is aimed at enhancing the researcher's understanding of that information and hence making it easy to present it to others (Orodho, 2009). After collecting data, this researcher organized the acquired responses in line with the research questions. Descriptive and inferential statistics were used for analysis. Descriptive statistics include percentages, means, and range while inferential statistics will be regression equation models. This helped identify the influence of training on the implementation of the competency-based curriculum. The data was presented in tables and figures. The regression model was as presented below:

$$Y = \beta_0 + \beta X + \varepsilon$$

Where:

Y = CBC implementation

β_0 =Constant

β = regression coefficient

X = Training

ε= Error term

CHAPTER FOUR: RESERCH FINDINGS, DATA ANALYSIS AND DISCUSSIONS

4.1 Introduction

This chapter presents the analysis, interpretation, and discussions of findings on the influence of training of headteachers on the implementation of the competency-based curriculum in public primary schools, Kiambu county, Kenya.

4.2 Response Rate

The respondents were employees of the Teachers Service Commission. Out of the 83 expected responses, 76 questionnaires were duly filed. Translating to a 91% response rate. This is in agreement with Mugenda & Mugenda (2003) where a 70% response rate is regarded as very good. Cohen (2000) agrees with 60% rated as good and 70% very good. The response rate was regarded as suitable to draw inferences and make conclusions in the study.

4.3 Demographic Data

This section looked at the gender, age group, years of service, and education qualifications of the respondents. Its importance is that these factors show the impact the data has on the implementation of the competency-based curriculum.

Table 4.1: Gender

The respondents were asked to indicate their gender. The results are as indicated below. This section sought to show the number of respondents and to show their perceptions of how training will influence the implementation of the competence-based curriculum.

	Frequency	Percentage	Cumulative Percentage
Male	41	53.9	53.9
Female	35	46.1	100
Total	**76**	**100**	

Source: Author, 2020

Based on table 4.1, male headteachers were the majority of respondents at 53.9% with 41 responding out of the total 76 responses. Female headteachers followed close

behind at 4.1% which is 35 of the total responses. These results suggest that there were no gender biases.

Table 4.2: Age Bracket

The respondents were asked to indicate their ages and the results were as shown below. The respondents belonged to different age groups. It's considered important to the study in that their perception of the influence of training on implementing competence-based curriculum would differ based on their age.

	Frequency	Percentage	Cumulative Percentage
34 – 44 years	6	7.9	7.9
45 – 55 years	45	59.2	67.1
55 years and above	25	32.9	100
Total	**76**	**100**	

 Source: Author, 2020

From the above table 4.2, 59.2% who were the majority indicated that they were between 45 – 55 years. This was followed by 32.9% of respondents aged 55 years and above. Lastly, 7.9% were respondents ages 34 - 44 years. The results, therefore, point out that a good number of respondents were aged between 45-55 years.

Table 4.3: Length of service as a Headteacher

Respondents were asked to indicate their years of service as a headteacher to know whether it affects their perception of the training.

	Frequency	Percentage	Cumulative Percentage
1 – 5 years	24	31.6	31.6
6 -10 years	13	17.1	48.7
11 – 15 years	15	19.7	68.4
16 - 20 years	14	18.4	86.8
Above 21 years	10	13.2	100
Total	**76**	**100**	

Source: Author, 2020

The results indicated in table 4.3 pointed that 31.6% of the respondents have been serving as headteachers between 1 - 5 years, 19.7% between 11 - 15 years, 18.4% 16 – 20 years, 17.1% 6 – 10 years, and 13.2% above 21 years.

Table 4.4: Education Qualification

Results obtained on education qualification is shown in the table below. The research sought to find out how the level of education for the respondents.

	Frequency	Percentage	Cumulative Percentage
Diploma	30	39.5	39.5
B. Ed	33	43.4	82.9
Masters	13	17.1	100
PhD	Nil	Nil	
Total	**100**	**100**	

Source: Author, 2020

The results in table 4.4 indicate that 43.4% of the respondents are bachelor of education holders, 39.5% are diploma holders and 17.1% are master's holders. No respondent had pursued a Ph.D.

4.4 Training Methods

The various factors that contribute to training methods were analyzed. The mean and standard deviation was calculated as below. Using a Likert scale 1 - 5, respondents were asked to indicate their level of agreement where; 1 - strongly disagree, 2 – disagree, 3 – moderate, 4 - agree and 5 - strongly agree. To interpret the score a mean of < 1.5 suggested strongly disagree, 1.5 – 2.4 disagree, 2.5 – 3.4 moderate, 3.5 - 4.5 agree and >4.5 strongly agree. A standard deviation of <1.5 shows significant variance hence consensus in the response while 1.5> will indicate significant variance showing none consensus.

Table 4.5: Training Methods

The data on training methods were analyzed and tabulated below.

		Mean	Standard Deviation
	Off the job training	**3.968**	**0.767**
1	Preferred because it is conducted away from the work environment.	3.921	0.648
2	Preferred because there's no pressure to perform normal work duties.	3.763	0.978
3	Allows full concentration in the training.	4.158	0.749
4	Allows for the training of a big number of employees at a go.	4	0.748
5	Allows for contributions to the training	4	0.712
	Overall Mean and Standard Deviation	**19.842**	**3.836**
	Lecturing	**3.779**	**0.732**
1	Lecturing is an effective method of instruction.	2.750	0.926
2	The instructors are knowledgeable.	4.039	0.720
3	The instructors are easily understood.	3.763	0.798
4	The instructor was audible.	4.053	0.630
5	The instructor was presentable.	4.289	0.585
	Overall Mean and Standard Deviation	**18.895**	**3.658**
	Programmed instruction	**3.966**	**0.640**
1	The learning material was available.	3.908	0.657
2	The instructional material was easy to understand.	3.947	0.609
3	The presentation was clear.	4.132	0.596
4	There was clarification of information not understood.	3.921	0.829
5	You were satisfied with the content of the instruction.	3.921	0.510
	Overall Mean and Standard Deviation	**19.829**	**3.201**
	Role Modeling	**4.338**	**0.611**
1	Role modeling as a training method is an effective way to learn new behaviors.	4.487	0.577
2	The trainers proved to be effective role models,	4.105	0.665

3	Through role-modeling, you were able to identify the direction that learning should take and be able to facilitate the same.	4.158	0.634
4	Through role-modeling, you learned to be more self-aware.	4.171	0.551
5	Through role-modeling, you have learned the importance of self-reflection.	4.316	0.522
6	Training is part of an organizations' effectiveness.	4.421	0.698
7	Training should be done frequently to enhance employees' skills.	4.711	0.629
	Overall Mean and Standard Deviation	**30.368**	**4.275**

The findings in table 4.5 on off the job training indicated that the respondents agreed that they preferred off the job training because it is conducted away from work (mean = 3.921, SD = 0.648), it also gives no pressure towards performing normal work duties (mean = 3.763, SD = 0.978) which then allows for full concentration in the training (mean = 4.158). They also agree that it allowed for the training of large numbers of employees at a go (mean = 4, SD = 0.748) and that contributions were allowed (Mean = 4, SD = 0.7118).

The respondents were moderate on lecturing being an effective method of instruction (mean = 2.75, SD = 0.926) but agreed on instructors' knowledgeability (mean = 4.039). The respondents also agreed that the instructors were easily understood, audible and presentable during training at (mean = 3.763), (mean = 4.053), and (mean = 4.289) respectively.

As for programmed instruction the respondents agreed that learning materials were available (mean = 3.908) and that the instructional materials were easy to understand (mean = 3.947). The respondents were also in agreement on the clarity of the presentations (mean = 4.132) they also agreed that the instructors offered clarification on information not understood (mean = 3.921) most respondents also agreed that they were satisfied with the content of instruction (mean = 3.921).

The respondents agreed that role modeling ass a training method is an effective way to learn new behaviors (mean = 4.487), that the trainers were effective role models

(mean = 4.105). The respondents also agreed that through role modeling they have been able to identify the direction that learning should take and be able to facilitate the same (mean = 4.158) and that they also learned to be more self-aware (mean = 4.171) and the importance of self-reflection (mean = 4.316). The respondents also agreed that training is part of an organizations' effectiveness (mean = 4.421) and that training should be done frequently to enhance employees' skills (mean = 4.711).

4.5 Competence-Based Curriculum Implementation

The study conducted was to find out the association between the training of public primary school headteachers and implementation of the competency-based curriculum in Kiambu county, Kenya.

Table 4.6: Competence-Based Curriculum Implementation

		Mean	Standard Deviation
	Competence-Based Curriculum	**4.140**	**0.661**
1	CBC training has encouraged employee engagement.	4.092	0.570
2	CBC training has equipped you with new skills	4.342	0.684
3	CBC training has maintained visibility and encouraged employee belonging.	4.013	0.600
4	CBC training has encouraged behavior change in you as an employee.	4.184	0.647
5	CBC training has enabled you to perform your duties effectively in line with its compliance.	4.066	0.806
	Overall Mean and Standard Deviation	**20.697**	**3.307**
	Stakeholder	**4.166**	**0.749**
1	As a stakeholder and head of the institution, you feel included and informed about the curriculum reform.	4.118	0.748
2	Your understanding of the reform makes you a firm advocate for it.	4.263	0.681
3	You feel that your recommendations for further change in the reform to suit the situations are considered.	3.855	0.844
4	You feel that CBC has brought a much-needed change to	4.289	0.780

	basic education.		
5	You would recommend the use of competency-based education in institutions for higher learning.	4.303	0.693
	Overall Mean and Standard Deviation	**20.829**	**3.745**
	Attitude	**4.250**	**0.587**
1	Your disposition for the new curriculum has been impacted.	3.961	0.502
2	You feel motivated to learn and use the skills gained.	4.289	0.537
3	You have noted a change in learners' interest in learning when CBC lessons are compared to non-CBC lessons.	4.474	0.663
4	You have noted that learners have become more self-efficient.	4.237	0.651
5	You have learned to collaborate with others and encourage others to do the same.	4.289	0.585
	Overall Mean and Standard Deviation	**21.250**	**2.937**
	Learning Materials	**3.921**	**0.7042**
1	You feel that learning materials compensate for factors such as large classes and short instruction time.	3.868	0.806
2	Instructional materials offer further guidance in practice.	4.145	0.534
3	Learning materials are supplied timely.	3.15789	0.967
4	You have noted a change in-class instruction as learners have become more involved.	4.276	0.602
5	You have noted teacher preparedness for lessons with up to date and relevant information.	4.158	0.612
	Overall Mean and Standard Deviation	**19.605**	**3.521**
	Satisfaction	**3.850**	**0.682**
1	You were satisfied with the training content in helping implement CBC.	3.724	0.723
2	You were satisfied with the trainer's knowledge and abilities.	3.921	0.688
3	You are satisfied with your ability to put to practice what you learned in training.	**3.855**	**0.509**

4	You were satisfied with the mode of training.	**3.829**	**0.700**
5	You were satisfied with the duration of training.	3.092	0.996
6	You feel that CBC training emphasizes life skills and measures skills mastery necessary for individuals to function proficiently in society.	4.171	0.575
7	CBC training develops an individual's ability to do things and also work with others.	**4.355**	**0.582**
	Overall Mean and Standard Deviation	26.947	4.773

The findings show that the respondents agree that competence-based curriculum training has encouraged employee engagement (mean = 4.092, SD = 0.570), and has equipped them with new skills (mean = 4.342) they also felt that the CBC training has maintained visibility and encouraged employee belonging (mean = 4.013, SD = 0.600), encouraged individual employee behavior change (mean = 4.184, SD = 0.647) and has also has enabled them as employees, to perform their duties effectively in line with its compliance (mean = 4.066, SD = 0.806).

The findings show that the respondents as stakeholders and head of institutions, felt included and informed about the curriculum reform (mean = 4.118, SD = 0.748) and that their understanding of the reform makes them firm advocates for it (mean = 4.263, SD = 0.681). The respondents also somewhat agreed that their recommendations for further change in the reform to suit the situations are considered (mean = 3.855, SD = 0.844) but agreed that CBC has brought a much-needed change to basic education (mean = 4.289, SD = 0.780) thus, would recommend the use of competency-based education in institutions for higher learning (mean = 4.303, SD = 0.693).

The Respondents agreed that their disposition; attitude towards the new curriculum was impacted (mean = 3.961, SD = 0.502), that they feel motivated to learn and use the skills gained (mean = 4.289, SD = 0.537), and that they noted a change in learners' interest in learning when CBC lessons are compared to non-CBC lessons (mean = 4.474, SD = 0.663). The respondents also agreed that learners have become more self-efficient (mean = 4.237, SD = 0.651). They agreed that they have learned to

collaborate with others and encourage others to do the same (mean = 4.289, SD = 0.585).

The findings indicate that the respondents moderately agreed that learning materials compensate for factors such as large classes and short instruction time (mean = 3.868, SD = 0.806), agreed that Instructional materials offer further guidance in practice (mean = 4.145, SD = 0.534). The respondents were also moderate on that Learning materials are supplied timely (mean = 3.158, SD = 0.967) and they are in agreement that there's noted change in-class instruction as learners have become more involved (mean = 4.276, SD = 0.602) and also ted change in teacher preparedness for lessons with up to date and relevant information (mean = 4.158, SD = 0.612)

Findings on satisfaction indicate that the respondents agreed that they were satisfied with the training content in helping implement CBC (mean = 3.724, SD = 0.723), were satisfied with the trainer's knowledge and abilities (mean = 3.921, SD = 0.688) and were satisfied with their ability to put to practice what you learned in training (mean = 3.855, SD = 0.509). The respondents also agreed on their satisfaction with the mode of training (mean = 3.829, SD = 0.700) but were moderate on their satisfaction with the duration of training (mean = 3.092, SD = 0.996). The respondents agreed that CBC training emphasizes life skills and measures skills mastery necessary for individuals to function proficiently in society (mean = 4.171, SD = 0.575) and that CBC training develops an individual's ability to do things and also work with others (mean= 4.355, SD = 0.582).

4.6 Regression Analysis

The relationship between training and implementation of the competence-based curriculum was evaluated using regression analysis in which the mean for CBC implementation (dependent variable was regressed on the mean of training (independent variable). The findings from the regression analysis were presented in tables 4.7,4.8 and 4.9.

Table 4.7 presents the regression model on training vis a vi CBC implementation.

Table 4.7: Model Fitness

Model	R	R Square	Adjusted R	Std. Error of the

				Squared			Estimate	
1a	0.676[a]		0.458	0.450			0.292	

Adjusted R² value is 0.458, an indication that 45.8% variation in implementing competency-based curriculum in public primary schools in Kiambu County, Kenya can be attributed to training. The remaining 54.2% indicates that other factors than training, CBC implementation in Kiambu county can be attributed to other factors not discussed in this study.

Table 4.8: ANOVA Results

ANOVA was used to determine whether the model was a perfect fit for the data. The model's significance was tested at a 5% level of significance.

Model		Sum of squares	df	Mean Square	F	Sig.
	Regression	5.349	1	5.349	62.543	0.000[b]
1	Residual	6.329	74	0.085		
	Total	11.677	75			

a. Dependent variable: CBC implementation

b. Predictor: (Constant) Training

From the findings, the model is seen to be significant since the p-value obtained (0.000) is less than 0.05 which was the selected level of significance. The F – critical value (1.466) is seen to be less than the f calculated value (62.440) implying that training has a significant impact on the implementation of the competence-based curriculum in Kiambu county, Kenya.

Table 4.9: Regression Coefficients for Training

Model			Unstandardized Coefficients		Standardized Coefficients	t	Sig.
			B	Std. Error	Beta		
	(Constant)		0.335	0.379		0.884	0.38
1	X1	Off-the-job	0.012	0.067	0.016	0.172	0.864

training					
X2 Lecturing	-0.015	0.066	-0.019	-0.226	0.822
X3 Programmed Instruction	0.39	0.076	0.45	5.16	0
X4Role Modeling	0.502	0.095	0.475	5.268	0

a. Dependent variable: CBC implementation

CBC implementation $= 0.335 + 0.012X_1 + -0.015X_2 + 0.39X_3 + 0.502X_4 + \varepsilon$

Where;

X1 = Off the job training

X2 = Lecturing

X3 = Programmed Instruction

X4 = Role Modeling

Results in Table 4.9 show that off-the-job training and Lecturing of public primary school headteachers has no influence on the implementation of CBC in Kiambu county, Kenya ($\beta = 0.012$, p = 0.864 and $\beta = -0.015$, p = 0.822) respectively. Programmed instruction and Role modeling showed to have a positive influence on the implementation of CBC ($\beta = 0.39$, p = 0 and $\beta = 0.502$, p = 0) respectively. The P-Value obtained (0.000) for both programmed instruction and role modeling was less than the selected level of significance (0.05) suggesting that the influence was significant. Hence, continued training of public primary school headteachers using those training practices will result in further implementation of the competency-based curriculum in Kiambu county, Kenya by 0.39 and 0.502 units respectively.

CHAPTER FIVE: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusion, recommendations, limitations, and suggestions for further research all based on the research findings.

5.2 Summary of the Study Findings

The objective of the study was to determine the influence of training of public primary school headteachers on the implementation of the competence-based curriculum in Kiambu county, Kenya.

5.2.1 Training

The study established why off-the-job training is the preferred method. The headteachers preferred it because it is conducted away from the work environment, there's no pressure to perform normal work duties hence, allows full concentration in the training and also more employees are trained at one go. Also due to the relaxed nature of off-the-job training, the headteachers were able to give their contributions to the training to further facilitate learning.

As for lecturing as a training method, the study found that the respondents did not find it as an effective method of instruction they however agreed on the instructor's knowledgeability, ease in understanding, audibility, and presentability all of which impact on learner's concentration and attention in an ongoing session.

On Programmed instruction, the respondents agreed that learning material was available, that the instructional material was easy to understand making I easy to follow the instructor's guidance, that the presentations were clear and clarity was offered for information not understood and this resulted in the respondent's satisfaction with the content of instruction.

On role modeling, as a training method, the respondents agreed that it was an effective way to learn new behaviors. They were also satisfied with the trainers and agreed that they were effective role models. The respondents also agreed that through role-modeling, they were able to identify the direction that learning should take and

hence, be able to facilitate the same. They also learned to be more self-aware and the importance of self-reflection. The respondents also agreed that training is part of an organizations' effectiveness and should be done frequently to enhance employees' skills. The regression analysis result showed that there was a positive and significant relationship between programmed instruction and Role modeling on the implementation of CBC ($\beta = 0.39$, $p = 0$ and $\beta = 0.502$, $p = 0$) respectively.

5.2.2 Competence-Based Curriculum Implementation

The study found out that on Competence-Based Curriculum implementation the respondents agreed that the training has encouraged employee engagement in terms of their involvement; the training also equipped them with new skills that will help them in performing their jobs better than before and more effectively. It has also maintained visibility and encouraged employee belonging whilst encouraging behavior change. All of which has enabled them to be advocates for the change.

On the respondents' role as stakeholders, the study found out that the curriculum reform was an inclusive process with the headteachers involved in the planning and informed. Their inclusivity allowed for a better understanding of the reform makes them firm advocates for it. The study also found out that the respondents felt that their recommendations for further change in the reform to suit different situations could be considered a little more. The study also found out that according to the respondents CBC has brought a much-needed change to basic education and hence, would recommend the use of competency-based education in institutions for higher learning.

The study found out that the training also brought about an attitude change. The respondents agreed that their disposition for the new curriculum has been impacted, that they feel motivated to learn and use the skills gained, and that there's a notable change in learners' interest in learning when CBC lessons are compared to non-CBC lessons. Also, that the learners have become more self-efficient and there's an increase in people's collaborative relationships.

The study also found out that the respondents agreed that learning materials would compensate for factors such as large classes and short instruction time and still offer further guidance in practice and the learning materials were also supplied timely. The respondents also agreed that they have noted a change in-class instruction as learners

have become more involved and an improvement in teacher preparedness for lessons with up to date and relevant information.

In terms of satisfaction, the study found out that the respondents were satisfied with the training content in helping implement CBC, the trainer's knowledge and abilities, and their ability to put to practice what they learned in training. The respondents were also satisfied with the mode of training and the duration of the training. They also agreed that CBC training emphasizes life skills and measures skills mastery necessary for individuals to function proficiently in society and that CBC training develops an individual's ability to do things and also work with others.

5.2.3 Training and Competence-Based Curriculum Implementation

The study found that training and implementation of the competence-based curriculum have a strong, positive relationship. The training of public primary school headteachers had a significant impact on implementing a competence-based curriculum in Kiambu county, Kenya. Also, the study revealed the significant influence of training on change implementation. Hence, a unit increase in training practices will result in further implementation and absorption of the competence-based curriculum in Kiambu county, Kenya.

5.3 Conclusion

The off-the-job training method proved to be the preferred method of training. This is because it's conducted away from the normal work environment. Hence, employees have no pressure to conduct their normal work duties and can give their full concentration to the on-going training. The study concluded that off-the-job training positively influenced the implementation of the competence-based curriculum. The lecture method was employed in training on the competence-based curriculum. However, the respondents did not seem to prefer it as a method of training they, however, showed their satisfaction with the trainers and their ability to present and offer clarifications and also their knowledgeability.

Training practices were found to strongly influence the implementation of the competence-based curriculum in Kiambu county, Kenya. Its significance cannot be downplayed as changes in training practices would lead to changes in the implementation of competence-based curriculum implementation. Training is

therefore important and should be conducted frequently as through training an organizations' effectiveness is increased as its employees become more efficient in their work. The study, therefore, concludes that training has a positive relationship with the implementation of the competence-based curriculum.

5.4   Recommendation

The study recommends that to increase training on competence-based curriculum. The availability of different training methods allows for employees needs to be met, increase their motivation and in turn increase the level of productivity for the organization. Role modeling was identified as an important training method as it allows for imitation of behavior observed. The study recommends that remodeling be encouraged as a training method as it allows the trainees to know the kind of behaviors they are expected to emulate.

The study also recommends that coaching and mentorship forums be encouraged. This will allow for training follow-ups and also employees can have clarification on matters not fully understood from the training. Also considering that the training is done in large groups placing the employees in coaching and mentorship groups encourages and motivates them to improve their services as a result of the continuous care the employer is offering them hence building the confidence and enhancing their potential.

Programmed instruction was found to influence the implementation of the competence-based curriculum. The study recommends that learning materials be readily available to offer further guidance during and after training. The materials should also be continuously updated and where possible visual guides should be made available. These visual guides help create further understanding of concepts and can also be used to reach those not trained yet.

5.5   Limitations of the Study

The focus of the study was on the impact of training public primary school headteachers on implementation of the competence-based training in Kiambu county, Kenya. The findings of the study may not be adequate for generalization because the views of the respondents may not represent the views of all headteachers in the country and would also differ when it comes to private primary school headteachers.

5.6 Suggestions for Further Research

The study was carried out in public primary schools in Kiambu County, Kenya. It is suggested that a similar study be carried out in public schools in other regions of Kenya to get research findings that could allow generalization. A similar study could be carried out in private primary schools to compare the variations in response.

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APPENDICES

Appendix 1: Introduction Letter

UNIVERSITY OF NAIROBI
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
SCHOOL OF BUSINESS

Telephone: 020-8095398	Tel: 020 8095398
Telegrams: "Varsity", Nairobi	Nairobi, Kenya
Telex: 22095 Varsities	**DATE:** 6th October, 2020
Our Ref: D64/11511/2018	

TO WHOM IT MAY CONCERN

The bearer of this letter, **Jean I. Wamuyu Muiti** of Registration Number **D64/11511/2018** is a Master of Science in Human resource management (MSc.HRM) student of the University of Nairobi.

She is required to submit as part of her coursework assessment a research project report. We would like the student to do her project on **influence of training of head teachers on competence based curriculum implementation in public primary schools in Kiambu County, Kenya** we would, therefore, appreciate if you assist him by allowing her to collect data within your organization for the research.

The results of the report will be used solely for academic purposes and a copy of the same will be availed to the interviewed organization on request.

Thank you.

PHILIP NGIGI

FOR: DEAN, SCHOOL OF BUSINESS

Appendix 2: Questionnaire

This questionnaire is designed to gather information on the influence of training on the implementation of the competence-based curriculum in Kiambu county. The study is being carried out for a research project in partial fulfillment of the requirements for the award of MSc in Human Resource Management at the University of Nairobi. The information induced from this questionnaire will be treated with utter confidentiality and solely for the purposes of academic work.

Kindly tick (√) appropriately.

Section A: Demographic Information

1. State your gender?

   Male   [ ]

   Female   [ ]

2. Indicate your age bracket (years)

   34 – 44   [ ]

   45 – 54   [ ]

   55 and above [ ]

3. How many years have you served as a headteacher with the TSC?

   1 – 5 years   [ ]

   6 – 10 years [ ]

   11- 15 years [ ]

   16 – 20 years [ ]

   Above 21 yrs. [ ]

4. What is your highest academic qualification?

   Diploma   [ ]

   B. Ed   [ ]

   Masters   [ ]

   PhD   [ ]

Section B: Training Methods

Indicate your level of agreement with the following statements related to the association between training and implementation of CBC. Use the scale: 1: Strongly Disagree 2: Disagree 3: Moderate 4: Agree 5: Strongly Agree

Statements	1	2	3	4	5
Off the job training					
Preferred because it is conducted away from the work environment.					
Preferred because there's no pressure to perform normal work duties.					
Allows full concentration in the training.					
Allows for the training of a big number of employees at a go.					
Allows for contributions to the training					
Lecturing					
Lecturing is an effective method of instruction.					
The instructors are knowledgeable.					
The instructors are easily understood.					
The instructor was audible.					
The instructor was presentable.					
Programmed instruction					
The learning material was available.					
The instructional material was easy to understand.					
The presentation was clear.					
There was clarification of information not understood.					
You were satisfied with the content of the instruction.					
Role Modeling					
Role modeling as a training method is an effective way to learn new behaviors.					
The trainers proved to be effective role models,					
Through role-modeling, you were able to identify the direction that learning should take and be able to facilitate the same.					
Through role-modeling, you learned to be more self-aware.					
Through role-modeling, you have learned the importance of self-reflection.					

Training is part of an organizations' effectiveness.					
Training should be done frequently to enhance employees' skills.					

Section C: Competency-Based Curriculum Implementation

Indicate your level of agreement with the following statements related to the association between training and implementation of CBC. Use the scale: 1: Strongly Disagree 2: Disagree 3: Moderate 4: Agree 5: Strongly Agree

Statements	1	2	3	4	5
Competence-based curriculum					
CBC training has encouraged employee engagement.					
CBC training has equipped you with new skills as an					
CBC training has maintained visibility and encouraged employee belonging.					
CBC training has encouraged behavior change in you as an employee.					
CBC training has enabled you to perform your duties effectively in line with its compliance.					
Stakeholder					
As a stakeholder and head of the institution, you feel included and informed about the curriculum reform.					
Your understanding of the reform makes you a firm advocate for it.					
You feel that your recommendations for further change in the reform to suit the situations are considered.					
You feel that CBC has brought a much-needed change to basic education.					
You would recommend the use of competency-based education in institutions for higher learning.					
Attitude					
Your disposition for the new curriculum has been					

impacted.					
You feel motivated to learn and use the skills gained.					
You have noted a change in learners' interest in learning when CBC lessons are compared to non-CBC lessons.					
You have noted that learners have become more self-efficient.					
You have learned to collaborate with others and encourage others to do the same.					
Learning Materials					
You feel that learning materials compensate for factors such as large classes and short instruction time.					
Instructional materials offer further guidance in practice.					
Learning materials are supplied timely.					
You have noted a change in-class instruction as learners have become more involved.					
You have noted teacher preparedness for lessons with up to date and relevant information.					
Satisfaction					
You were satisfied with the training content in helping implement CBC.					
You were satisfied with the trainer's knowledge and abilities.					
You are satisfied with your ability to put to practice what you learned in training.					
You were satisfied with the mode of training.					
You were satisfied with the duration of training.					
You feel that CBC training emphasizes life skills and measures skills mastery necessary for individuals to function proficiently in society.					
CBC training develops an individual's ability to do things and also work with others.					

THANK YOU