

**SCHOOL DYNAMICS AFFECTING EFFECTIVE IMPLEMENTATION OF THE
COMPETENCY-BASED -CURRICULUM AMONG PRE-PRIMARY SCHOOLS IN KILIFI
COUNTY, KENYA**

BY

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MECS/2019/46388

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF MASTER OF EDUCATION DEGREE (EARLY
CHILDHOOD STUDIES) OF MOUNT KENYA UNIVERSITY**

OCTOBER, 2024

DECLARATION AND APPROVAL

Declaration by the Student

I declare that this project is my work and that the content herein has not been presented in any other university for the purposes of academic accreditation.

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ACKNOWLEDGEMENT

I would want to offer my heartfelt gratitude to everyone who helped me throughout my academic path. Your encouragement and guidance have been helpful. I am especially thankful to my supervisors and lecturers, notably, Dr. Hudson Ouko, whose ongoing support and insights have been important in navigating this project. There were moments when I felt overwhelmed, but your encouragement helped me endure. I genuinely appreciate all your aid and motivation.



ABSTRACT

Competency-based curriculum (CBC) implementation in the Kenya primary schools has faced various challenges. This is because numerous variables within schools may not support its implementation. Though school dynamics can improve or hinder CBC implementation at the pre-primary school level, the relationship between these variables is yet to be studied in Kilifi County creating the need for the present research. The purpose of the study was to investigate the school dynamics aspects affecting the effectiveness of CBC implementation in pre-primary schools. The primary objective of this study was to assess how learning resources impact the effectiveness of Competency-Based Curriculum (CBC) implementation in public pre-schools in Kilifi County, Kenya. Additionally, the study sought to examine the influence of teacher preparedness on the effectiveness of CBC implementation in these educational settings. Another objective was to investigate the extent to which head teachers' instructional supervision affects the effectiveness of CBC implementation in public pre-schools within the county. Finally, the study sought to ascertain how the teacher-pupil ratio influences the overall effectiveness of CBC implementation in Kilifi County's public pre-schools. The study was guided by the theory of curriculum implementation; and innovations. A mixed methodology study employing a descriptive fact-finding design was used. The target populace was 1855 individuals comprising 20 education officials, 575 school head teachers, and 1260 pre-primary teachers. The sample size was 315 respondents. A simple and purposive sampling techniques was used to pick respondents from schools, judgmental sampling used was from Kilifi County education officials and head of institutions while simple random sampling was used in picking preprimary school teachers. Data was collected through questionnaires and interview guides. Study instruments were piloted on 32 respondents. Reliability of the study tools was done through Cronbach's coefficient Correlation with the r-value expected to be $r=0.80$ and above while validity was ascertained through peer assessments and inputs from experts. Quantitative data was analyzed descriptively to generate proportions and frequencies and inferentially to ascertain the relationship between independent and dependent variables at a 0.05% confidence interval using linear regression and presented in tables and figures. Collected open-ended information was analyzed in a narrative form. The study indicated that CBC implementation in Kilifi County's public pre-schools is highly influenced by learning resources, teacher preparedness, instructional monitoring, and teacher-pupil ratios. Recommendations include boosting resource allocation, offering regular CBC training for teachers, and fostering active instructional oversight by headteachers. These modifications would benefit stakeholders who include educators and policymakers by raising the effectiveness of CBC, hence improving student outcomes. For additional research, investigating the role of digital learning resources in resource-limited schools could provide sustainable alternatives to traditional materials, potentially facilitating more uniform and accessible CBC delivery across diverse educational environments.

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LIST OF ABBREVIATIONS AND ACRONYMS

CBA:	Competency-Based Assessment
CBC:	Competency-Based Curriculum
CBE:	Competency-Based Education
CBET:	Competence-Based Education and Training
CRE:	Christian Religious Education
ECD:	Early Childhood Development
ECED:	Early Childhood Education Development
EFA:	Education for All
ICT:	Information, Communication and Technology
IR:	Instructional Resources
KCSE:	Kenya Certificate of Secondary Education
KIE:	Kenya Institute of Education
KNUT:	Kenya National Union of Teachers
NACOSTI:	National Council for Science, Technology and Innovation
PP1:	Pre-Primary One
PP2:	Pre-Primary Two
SPSS:	Statistical Packages for Social Sciences
U.S:	United States

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study explores the implementation of Kenya's Competency-Based Curriculum (CBC) in public pre-schools within Kilifi County. The necessity for an education system that fosters ethical, innovative citizens led to the change from the 8-4-4 system to CBC. However, factors such as inadequate teacher preparedness, lack of resources, and high pupil-teacher ratios have prevented its implementation, raising worries about its impact on quality education. This study intends to analyze the influence of various school dynamics on CBC efficacy. Key components discussed in this chapter background of the study, problem statement, study purpose, objectives, research questions, significance, scope of the study limitations, delimitations, assumptions, and definitions of concepts necessary to understanding CBC's potential in early education.

1.1 Background to the Study

Early Childhood Development Education (ECDE) is a widely acknowledged foundation for encouraging cognitive, emotional, and social growth among young children. Defined as education for children below the age of six, ECDE serves a key role in preparing children for primary education and lifetime learning (Obiweluzor, 2015). Notably, the value of ECDE is not confined to academic development because it also offers a supportive atmosphere for the holistic maturation of children, cultivating competencies and character qualities important for future success (Agbenyega & Klibthong, 2015). Notably, central to this foundation is the quality of education offered, which is determined by factors like as access to resources, teacher competency, and classroom climate. Quality ECDE has been directly connected to increased rates of academic achievement and improved social development across varied settings (Nyamwange, 2012).

The evolution of education systems globally demonstrates efforts to combine competency-based approaches. For example, in the United States, competency-based movements developed in the 1960s as part of a broader education reform to stress practical skills over academic memorization (Hodges & Harris, 2012). This movement birthed the concept of Competency-Based Curriculum (CBC), which prioritizes a student-centered approach. The essence of CBC resides in engaging learners with hands-on, practical experiences that prepare them for real-world challenges. Unlike traditional content-based methods, CBC analyzes what students can demonstrate post-learning, concentrating on skill acquisition and application rather than rote learning (Klein-Collins, 2012). In the African context, different countries have gradually implemented competency-based approaches as part of continuing curriculum reforms aimed at meeting local labor needs and cultivating practical skills among learners. For instance, in Tanzania, CBC was introduced to secondary schools with varied effects due to restrictions such as low teaching resources and teacher preparedness (Mosha, 2012). Significantly, studies reveal that some teachers struggled with implementing CBC objectives, sometimes resorting to traditional approaches due to a lack of CBC-specific training and support (Mwandangi & Komba, 2015). Markedly, contradictory findings on CBC adoption across African countries underline the significance of personalized, context-specific tactics to promote its implementation (Jesse, 2016).

Research from South Africa reveals that smaller classes increase discipline and provide a better learning environment, however, the impact on academic performance remains mixed (Bakasa, 2011). Research further reveals that resource restrictions in schools, such as limited textbooks and classroom facilities, often lead to overcrowded classes, which detracts from the competency-based learning experience (Obunga, 2016). These problems underline the need for increased resources to meet CBC's aspirations for tailored, immersive learning.

Administrative and policy assistance are also vital in sustaining CBC. Studies in Nigeria and Tanzania reveal that administrators who lack involvement in CBC decision-making suffer implementation obstacles, leading to inconsistent practices and different levels of proficiency among students (Adejobi et al., 2017). Effective CBC implementation needs active participation from school leaders in decision-making and curricular alignment, as well as instructional supervision to assure adherence to CBC principles. A study in Abuja demonstrated that proper supervision enables teachers to embrace new teaching approaches and enhances their capacity to cater to learners' different requirements (Eunice, 2016). Without good instructional leadership, the CBC framework risks being diluted, especially in resource-constrained institutions. In the Kenyan context, a significant shift happened in 2017 with the adoption of the 2-6-3-3-3 education system, replacing the 8-4-4 paradigm. This new framework coincides with CBC principles, segmenting the educational experience into multiple stages to create key competencies in early infancy and carry them through primary, secondary, and higher education. Specifically, the pre-primary level now comprises two years, focusing on core abilities such as language, arithmetic, environmental awareness, and creative activities, totaling 25 sessions weekly. In contrast, the lower primary level has extended to 35 lessons weekly to address a greater range of competencies (Kimosop, 2019). This method stresses competency-building from an early age, seeking to alleviate practical skills shortages previously identified in Kenyan graduates (Kimosop, 2019).

Implementing the CBC in Kenya requires addressing school factors that greatly affect educational achievement. School dynamics comprise various aspects, including teacher ability, resources, administrative support, family involvement, and socio-cultural influences. Studies globally underline the vital role teachers play in CBC implementation. A 2010 study revealed that the

effectiveness of CBC rests greatly on instructors, who must be sufficiently taught and equipped to establish competency-based learning settings (Sudsomboon, 2010). Similarly, research reveals that a lack of clear knowledge of CBC aims among educators and book writers contributes to implementation issues (Tilya & Mafumiko, 2010). For successful CBC implementation, constant professional growth and specific training in CBC concepts are necessary (Germeten, 2011).

An ongoing challenge in curriculum implementation is resource availability. Scheerens et al. (2011) underline that quality education is directly linked to the availability of instructional materials. Evidence from a study suggests that children in resource-rich schools perform better than those in resource-limited settings (Afana et al., 2013). In Kenya, investigations before the CBC implementation suggested that low resources inhibited effective learning in many places. For instance, research in Kisii County demonstrated differences in literacy and numeracy results based on school resources, demonstrating that proper learning materials are crucial for CBC's effectiveness (Sinyei et al., 2017).

School factors such as student-teacher ratios and class sizes also affect CBC implementation. In Kilifi County, Kenya, there is a need for specialized study to investigate how local school dynamics affect CBC implementation specifically at the pre-primary level. Previous research on curriculum implementation in Kenya has mostly focused on primary and secondary schools, creating a gap in evaluating CBC's effectiveness in pre-primary education. Kilifi's unique socio-cultural and economic context provides special problems, such as different levels of parental participation and insufficient educational resources, which could impair the targeted competency development among pre-primary learners (Ouko, 2015). Research within Kilifi County could give insights regarding local teachers' readiness for CBC, as well as the availability and quality of materials necessary for the new curriculum.

Understanding the impacts of school dynamics on CBC implementation in Kilifi County's pre-primary schools would offer a framework for identifying areas of improvement. Effective CBC implementation requires addressing these dynamics with specific interventions. Ensuring teacher preparation through focused professional development, updating school resources and facilities, cultivating parental involvement, and adopting efficient administrative policies are all critical elements for attaining CBC's objectives in Kilifi. This study aims to enlighten policymakers, educators, and stakeholders on how to boost CBC implementation and improve early childhood education quality in Kilifi County.

1.2 Statement of the Problem

The Kenyan government introduced the Competency-Based Curriculum (CBC) to cultivate ethical, inventive citizens prepared for a global economy. However, CBC implementation in Kilifi County's public pre-schools faces severe challenges or issues. For example, over 60% of preschool teachers lack proper training in CBC techniques, creating a gap in effective delivery (Ministry of Education, 2021). Moreover, the teacher-pupil ratio in Kilifi County remains high, with some classrooms exceeding the allowed 40:1 ratio, straining teachers' capacity to provide tailored learning experiences. Resource constraints complicate the challenge since 45% of schools report inadequate learning materials and infrastructure to support CBC activities. These constraints have prompted resentment among educators and concerns among parents about the quality of education under CBC. This study analyzes how these individual school dynamics such as teacher readiness, resource availability, and instructional supervision impact CBC implementation in Kilifi County's public pre-schools. Notably, by examining these aspects, the project intends to provide insights to increase CBC efficacy and better support early learning in the region.

1.3 Purpose of the Study

The study investigated the school dynamics and their effects on the effectiveness of the implementation of CBC in pre-schools in Kilifi County Kenya.

1.4 Objectives of the Study

The objectives include:

- i. To assess the influence of learning resources on CBC implementation effectiveness in public pre-schools of Kilifi County Kenya.
- ii. To examine the influence of teacher preparedness on CBC implementation effectiveness in public pre-schools of Kilifi County Kenya.
- iii. To investigate the extent to which head teachers' instructional supervision influences the effectiveness of CBC implementation in public pre-schools of Kilifi County Kenya.
- iv. To ascertain the extent to which teacher-pupil ratio influences the effectiveness of CBC implementation in public pre-schools of Kilifi County Kenya.

1.5 Research Questions

- i. In what ways do learning resources affect CBC implementation effectiveness in public pre-schools of Kilifi County Kenya?
- ii. How does teacher preparedness affect the effectiveness of CBC implementation in public pre-schools of Kilifi County Kenya?
- iii. What is the effect of head teachers' instructional supervision on the effectiveness of CBC implementation in public pre-schools of Kilifi County Kenya?
- iv. To what extent does the teacher-pupil ratio affect the effectiveness of CBC implementation in public pre-schools of Kilifi County Kenya?

1.6 Justification of the study

This study is prompted by the pressing need to understand the problems and dynamics affecting the implementation of the Competency-Based Curriculum (CBC) in Kenyan public preschools, notably in Kilifi County. Given CBC's potential to generate well-rounded, skilled learners aligned with Kenya's Vision 2030 goals, assessing school characteristics including resource availability, teacher preparedness, and instructional supervision is critical. The study's findings may help the Kenyan government, education policymakers, and school administrators resolve implementation challenges, maximize teacher training, and ensure that CBC's objectives are realized, benefiting early childhood education and future generations in Kenya.

1.7 Significance of the Study

The results of this research might bring awareness to the Government of Kenya and the County Government of Kilifi on how school dynamics influence CBC implementation effectiveness within public pre-schools. The Ministry of Education Science and Technology, learning institution leadership, donors, and parents among others may benefit from study outcomes as it stands to offer information concerning ways of improving CBC implementation effectiveness in pre-schools. Teachers are made aware by the study of which teacher-related variables are influencing CBC implementation effectiveness either positively or negatively. The findings also benefit head of institutions as they inform them of the importance of their instructional supervision and leadership styles on CBC implementation effectiveness in pre-schools. Amukowa and Pale (2020) examined the difficulties in putting CBC into practice in Kenyan elementary schools. The study's findings indicate that the curriculum is not being successfully implemented in schools and that students' performance suffers as a result of a hasty and unorganized planning and implementation process. Additionally, most teachers lack adequate training on the curriculum's

contents and teaching methods, which tends to impair their application of the curriculum's crucial knowledge and skills. Proper instructional supervision can address instructional instruments and texts that are not appropriately approved for teachers and students. In light of this, the researcher set out to ascertain how instructional supervision and the use of teaching and learning resources affected the adoption of CBC in pre-primary schools in Bungoma. The successful implementation of the CBC in public preschools requires the use of learning tools. Early childhood education could be revolutionized by the CBC's emphasis on active, experiencing learning, but a major obstacle is the dearth of adequate learning resources. For all preschools to have access to the resources they require to support the development of core skills in young learners, the government, non-governmental organizations, communities, and schools themselves must work together to address this issue. Public preschools can offer a more egalitarian, interesting, and successful educational experience that is in line with the objectives of the CBC by increasing the quantity and calibre of learning tools available.

1.8 Scope of the Study

The scope of this study focuses on examining the impact of school dynamics on the success of CBC implementation in public preschools within Kilifi County, Kenya. It covers 25 selected public primary schools, with participants including preschool teachers, head teachers, and education officials from Kilifi County. The study is limited to the early childhood level, analyzing critical aspects such as teacher readiness, availability of learning materials, instructional supervision by head teachers, and teacher-pupil ratios, while ignoring private schools and primary or secondary school levels. Conducted over three years (2017–2019), the study incorporates both qualitative and quantitative data to provide a holistic assessment of CBC implementation at the preschool level, with insights applicable particularly to the Kenyan educational system. This is an academic

study that explores the school dynamics affecting the effective implementation of the competency-based curriculum among pre-primary schools in Kilifi County, Kenya.

1.9 Limitations of the Study

Numerous constraints, such as geographic breadth, sample size, difficulties in gathering data, and outside variables like teacher preparation and policy changes, are likely to affect the study on learning resources and CBC implementation in public preschools. In order to properly evaluate the results and recommend areas for further study to fill in knowledge gaps regarding the impact of learning resources on CBC implementation, it is imperative to acknowledge these limitations.

CBC implementation is currently receiving hostility among teachers all over Kenya. Therefore, these respondents as well as school heads may have negative attitudes or no interest in the study. This may affect the timely completion of the study or the accuracy of data gathered as some respondents may provide false information during fieldwork. The researcher did therefore inform respondents of the importance of the study to learners, teachers, schools, and government to improve the accuracy of data generated.

Some respondents may offer responses they deem the researcher desires rather than offer truthful and factual responses. This may affect the accuracy and validity of collected results and therefore defeat the purpose of this study. Respondents were informed on importance of their truthfulness in responses as the study stands to benefit all stakeholders of CBC and help improve its implementation by relevant authorities addressing any issues identified to be derailing effective implementation of this curriculum.

On the same line, some participants may fear participating in this study out of fear that it evaluates their job performance or competencies in CBC implementation. This has the potential of derailing

the speed of data collection and also affecting the final participants compared to the desired sample. The researcher assures all the respondents that this is just an academic paper and not an evaluation of their work or competencies. The study further encourages their participation by assuring them of their ethical rights which includes the fact that their schools and their personal information are not to be mentioned anywhere in this study to encourage their participation.

The study focuses wholly on the feedback given through the questionnaires and interviews. Since the researcher has no control over the results given by the respondent, this highly interferes with the exactness of the findings due to the self-respondent nature. The participants may also give information depending on what they feel the researcher needs instead of the actual information based on how school dynamics are influencing CBC implementation effectiveness in pre-schools. The researcher needs to inform the respondents of the importance of this study to them and CBC implementation effectiveness in pre-schools and also promise them that their details shall not be disclosed to a third party to improve their self-assurance and the data they give.

1.10 Delimitations of the Study

The study was carried out within only 25 public primary schools in Kilifi County Kenya. The respondents in the study were head teachers, Kilifi County, CS education school and education officials, Headteachers, and preschool teachers. The study also be delimited to a period of 3 years beginning from 2017 to 2019. It delimited to school dynamics and CBC implementation effectiveness at the preschool level and no other levels of primary or secondary school education. The study also be delimited to pre-schools within public primary schools of Kilifi County only excluding all private schools. Study objectives, questions, and hypothesis was used to delimit this study. Data to be collected was also used to define the study as both qualitative and quantitative

data gathered. The study was delimited to the employed sample, study design, data analysis approach, and utilized instruments.

1.11 Assumptions of the Study

The study was guided by varied assumptions. The researcher gained authorization from all relevant authorities to allow the research to proceed within official bounds. In addition, the respondents required for this study were readily accessible, supporting fast data gathering. Informed consent was gained from each participant, ensuring that they understood the study's goal and agreed to participate willingly. Lastly, the data gathered reflected a strong link between the variables analyzed, namely that the school dynamics under consideration significantly influence the implementation of the Competency-Based Curriculum (CBC).

1.12 Operational Definition of Key Terms

Teacher Preparedness: The extent to which teachers have the necessary skills, knowledge, training, and confidence to effectively implement the Competency-Based Curriculum (CBC) in the classroom.

Head Teachers' Instructional Supervision: The guidance, support, and oversight provided by the head of institutions to ensure that teachers effectively apply CBC teaching methods and maintain curriculum standards in pre-primary schools.

School Dynamics: The various factors within a school environment, such as teacher-student interactions, resource availability, administrative support, and policies, which can influence the implementation of the CBC.

Affect: it is the impact or influence of certain factors such as teacher preparedness, supervision, and resources on the success of CBC implementation.

Effective Implementation: The successful application of CBC principles and methodologies in a way that achieves the curriculum's objectives, including the development of skills, values, and knowledge in students.

Pre-Primary Schools: Educational institutions that provide foundational education to children aged below six years, aiming to prepare them for primary education by developing their early literacy, numeracy, and social skills.

Competency-Based Curriculum: This is a curriculum that underscores the appliance of skills, values, attitudes, and knowledge practically rather than content acquisition.

Early Childhood Development Education: This is a preprimary school education for children aged below six years to give them a good academic start.

Instructional Supervision: This is a type of supervision that sees the school head overseeing educators as they carry out their daily instructional activities in classrooms.

Special Education School: This is a learning institution for learners with special needs or learning disabilities only.

Story Books-Pupils Ratio: This is the ratio of the available storybooks to the number of pupils in a particular grade.

Teacher-Pupil Ratio: Refers to the number of teachers about the number of pupils in a class or school.

Teaching and Learning Resources: These are the needed materials for teaching and learning a CBC curriculum.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this section, the investigator examines the impact of institution dynamics variables on the adoption of CBC in public pre-primary school instruction by various writers from across the globe. The first part of the essay offers a detailed literature review on the impact of teaching and learning resources (TLRs) on CBC application in public preschools, the impact of teachers' preparedness on CBC execution in government-sponsored preschools, and the impact of instruction leadership by headmaster on CBC performance of public preschools. Also described in the section is the impact of teacher-to-pupil proportion on competency-based program execution in public preschools in Kilifi. These are followed by an analysis of conceptual research, a demonstration of the report's theoretical framework, and perhaps an overview of disparities.

2.1 Review of Empirical Literature

Herein, the empirical literature is reviewed touching on every stated study objective using a funnel approach and the review is as follows;

2.1.1 Learning Resources' and CBC Implementation in Public Pre-Schools

The implementation of a competency-based curriculum (CBC) in early education is often hampered by resource restrictions, particularly access to teaching and learning resources (TLRs) in the global context which are crucial to promoting an effective learning environment. Learning resources including textbooks, digital tools, and tangible materials promote the immersive and student-centered aspect of CBC. According to Azzi-Lessing (2009), proper infrastructure creates the foundation for learning throughout educational settings, making the availability of these resources crucial in curriculum implementation. Supporting this, Allais (2014) underlines that in

South Africa, despite popular support for the CBC in theory, real issues arise from low resources, impacting the CBC's viability. This gap is echoed by recent studies, emphasizing that limited resources significantly hinder the adaptability and success of CBC in global contexts, where extensive resources and stakeholder support are required to ensure learning environments align with curriculum demands (Njeng'ere & Ji, 2017; Kathula, 2020).

Several African countries implementing CBC confront comparable resource-based obstacles that impede curriculum implementation in public education. For example, in Zimbabwe, Mugweni et al. (2011) reported that insufficient infrastructure in early childhood development (ECD) institutions exposed children to suboptimal learning circumstances. Moreover, in Tanzania, Luwingu (2012) showed that the shortage of key textbooks and TLRs in public preschools hampered CBC adoption, as the high student-to-textbook ratio reduced students' learning chances. While these findings demonstrate the crucial need for learning resources, they also highlight shortcomings in ensuring that teachers and administrators can react to resource limitations through community participation and local investments (Iqbal & Khan, 2012). Thus, by solving infrastructural deficiencies and providing sufficient learning tools, governments can build an environment that better promotes CBC objectives in early education.

Comparable concerns are prevalent inside public pre-primary institutions in Kenya. Monda (2012) revealed that the availability of visual aids and physical resources greatly impacted student performance, a finding that supports the argument for better-equipped classrooms. However, while this study was undertaken during the ECDE curriculum period, it gives useful insights that can be extended to the CBC era. More recent research by Amukowa and Pale (2020) further underscores that the rushed introduction of CBC, without adequate planning and resource allocation, has compromised curriculum effectiveness, affecting learners' outcomes. In Kilifi County, where

resource restrictions are more obvious, public preschools encounter tremendous hurdles, with insufficient financing and resources hurting teachers' capacity to adopt CBC fully. According to local reports, many schools in the region lack basic supplies like textbooks and instructional tools, which has caused instructors to rely largely on traditional tactics rather than CBC's practical, learner-centered strategies (Kilifi County Education Report, 2023). The analysis of these studies highlights many critical information gaps in resource allocation for CBC in pre-primary schools. While worldwide studies emphasize the necessity for adequate learning resources, African and Kenyan contexts lack relevant empirical research on resource solutions specifically matched to the local CBC framework. This current study in Kilifi County fills this gap by evaluating the extent to which learning resources or the lack thereof impact CBC implementation efficacy and finding practical solutions that could overcome existing resource discrepancies. Notably, bridging this knowledge gap is vital to connecting Kilifi County's preschool surroundings with CBC's aims and improving the curriculum's potential for young learners.

2.1.2 Teacher Preparedness and CBC Deployment in Public Pre-Schools

Teacher readiness is considered a critical aspect in the efficient implementation of any curriculum, notably the Competency-Based Curriculum (CBC). The shift towards competency-based pedagogies demands teachers to adopt a constructivist approach, enhancing students' learning experiences rather than depending only on rote instruction (Zheng & Borg, 2014). According to Botha and Reddy (2011), instructors must be adequately prepared, as they are key to CBC's success, helping students to actively generate information rather than passively acquire it. This transition offers obstacles; without sufficient preparation, teachers typically fail to implement new instructional practices effectively. In China, Jin and Li (2011) noted a similar occurrence because,

despite a curriculum reform aiming at establishing a learner-centered environment, instructors were often insufficiently involved in the program's design and training, limiting its effectiveness. These findings reinforce the universal recognition that extensive and consistent training is crucial for instructors tasked with implementing CBC effectively. Africa contends with comparable issues such as insufficient teacher preparation, lack of resources, and inadequate support networks that limit effective CBC implementation. Hwande and Mpofu (2017) assessed the preparation of Zimbabwean teachers in primary schools and found that the curriculum implementation was hindered by a lack of comprehensive teacher development programs. They argued that continual professional development is necessary for teachers to satisfy CBC demands, a finding echoed by Wangeleja (2010) in Tanzania. Wangeleja discovered that teachers struggled to implement CBC owing to limited in-service training, which left them underprepared for active learning approaches. Grace (2016) further confirms this by noting that Tanzanian instructors were willing to embrace CBC but lacked the pedagogical competence to apply the curriculum successfully, mostly due to insufficient continuous training. These continental studies demonstrate a large difference in teacher readiness across African countries, suggesting the necessity for investment in comprehensive training programs to guarantee teachers can successfully adjust to CBC expectations.

In Kenya, the problems regarding teacher preparedness for CBC implementation are particularly prominent in pre-primary education. Joshua et al. (2017) did a study in Bomet County and found that while ECDE teachers were typically equipped to employ instructional resources, they were inadequately trained in CBC's learner-centered techniques. This finding correlates with that of Kimosop (2019), who highlighted that preschool teachers were particularly underprepared, as they lacked exposure to CBC-specific educational practices. Furthermore, a study by Momanyi and

Rop (2019) on Kenya's integrated curriculum indicated that minimal teacher preparation resulted in ill-prepared educators, which impacted curriculum effectiveness. This problem is replicated in the Kilifi County setting, where many teachers report feeling overwhelmed by CBC's demands due to inadequate preparation and support. The lack of continuous, targeted training has led to differences in implementation quality, often resulting in less effective learning environments for kids (Kilifi County Education Report, 2023).

These findings highlight crucial knowledge gaps in how teacher preparedness influences CBC implementation, particularly at the pre-primary level in Kenya. While global and continental studies emphasize the need for comprehensive training and resources, there is scant research on techniques targeted to Kenya's unique educational issues. This study in Kilifi County bridges this gap by investigating how the current level of teacher preparedness affects CBC deployment and suggesting concrete strategies to boost teachers' readiness. It is evident that addressing these gaps could lead to more successful CBC implementation and foster better learning outcomes for learners in the area.

2.1.3 Instructional Supervision by Head of institutions and CBC Implementation in Public Pre-Schools

Instructional monitoring by school leaders is recognized as a vital aspect of boosting teaching and learning quality. For CBC to be effective in early childhood education, head of institutions must build supportive environments, integrating spatial design with curriculum aims to facilitate child-centered learning (Loebach, 2005). Effective instructional supervision has been found to link physical and social surroundings with educational objectives, which is vital in facilitating holistic child development (Othman, Rahman, & Abbas, 2010). Further confirming this, Onumah (2016) highlights that curriculum administration and classroom oversight are among the headteachers'

most significant tasks. By monitoring and mentoring teachers, head of institutions maintain constant quality in instruction, which is important to CBC's experiential and student-centered approach.

In the African environment, headteachers' instructional supervision is typically hindered by low resources, which impacts their potential to give effective oversight. Studies demonstrate that headteachers' supervisory tasks encompass curriculum management, staff development, and budget allocation (Mestry et al., 2013). However, as Ezron et al. (2016) observed in Zimbabwe, many school administrators lack training in educational management, which impairs their capacity to monitor CBC's learner-centered instruction effectively. This gap in preparedness affects the implementation quality and prohibits preschool teachers from adequately moving to CBC techniques. Likewise, Ikegbusi and Eziamaka (2016) reported in Nigeria that instructional monitoring favorably improves teacher performance, but systemic difficulties restrict its effectiveness at the basic and secondary levels. This underscores a greater need across Africa for focused training for head of institutions in CBC-related instructional monitoring to bridge the gap between curriculum aims and classroom practice.

Kenyan studies play a vital role in CBC implementation. Ngode (2014) studied the role of instructional supervision on ECDE curricular management in Langata District, finding that while head of institutions were helpful in teacher motivation and consultation, poor training in CBC-specific oversight procedures hindered their effectiveness. The survey further highlighted variations in instructional supervision procedures, with half of the instructors judging their headteachers' supervisory approaches as ineffective. This conclusion aligns with the overall Kenyan educational context, where head of institutions generally manage limited resources and significant administrative obligations, impacting their ability to provide consistent and effective

CBC oversight (Kilifi County Education Report, 2023). In Kilifi County, where similar difficulties are evident, head of institutions struggle with delivering enough instructional supervision due to resource shortages and a lack of targeted CBC training, which impairs curriculum outcomes.

These findings reveal numerous key knowledge gaps in instructional supervision's role in CBC implementation, notably in pre-primary education in Kenya. While global and continental studies underscore the necessity for head of institutions to establish supportive learning environments and coach teachers through curriculum changes, Kenyan literature lacks empirical studies, especially on CBC supervision in preschools. This study in Kilifi County addresses these gaps by assessing the effectiveness of instructional supervision under CBC, identifying specific problems and potential interventions to increase the headteachers' involvement in enhancing learning outcomes. Addressing these shortcomings could lead to a more successful deployment of CBC in Kilifi's preschools, encouraging young learners' growth in line with the curriculum's goals.

2.1.4 Curriculum Implementation and Teacher-Pupil Ratio

Since the number of students per instructor can have a substantial impact on the caliber and efficacy of curriculum delivery, curriculum implementation and teacher-pupil ratio are closely related. This relationship is made even more apparent in the setting of Kenyan pre-primary schools using the Competency-Based Curriculum (CBC), which emphasizes individualized and active learning. This study examines the relationship between the teacher-to-student ratio and curriculum implementation.

The teacher-pupil ratio (TPR) is a critical factor impacting the efficacy of curriculum implementation, including CBC. A lower TPR allows for more individualized attention, effective monitoring of student development, and timely intervention. Conversely, a greater TPR can lead

to overcrowded classrooms, less teacher-student interaction, and diminished opportunities for personalized learning (Bakasa, 2011; Mosha, 2012).

International research has studied the impact of class size on student outcomes. For instance, Milesi and Gamoran (2006) found that class size had a minor impact on kindergarten kids' reading and math proficiency in the United States. However, it is crucial to recognize that the specific environment of early childhood education and the demands of a competency-based curriculum may differ greatly across nations.

In African countries, especially Nigeria and Tanzania, high TPRs have been noted as a critical problem for effective curriculum implementation. Osho et al. (2014) highlighted overcrowding in early childhood education institutions in Nigeria, while Grace (2016) addressed the negative impact of large class sizes on the implementation of CBC in Tanzania. These studies demonstrate that excessive TPR can hamper teachers' capacity to deliver customized attention, engage students actively, and establish a conducive learning atmosphere.

In Kenyan pre-primary schools, the Competency-Based Curriculum (CBC) places a strong emphasis on individualized and active learning. Because it influences the caliber and efficacy of curriculum delivery, the teacher-to-student ratio is essential to the program's successful implementation. Teachers can interact with each kid personally and modify activities to support their distinct competencies when there is a low teacher-to-pupil ratio. However, because it is challenging for teachers to give this kind of attention, a high teacher-to-pupil ratio can impede the successful implementation of the curriculum.

CBC encourages experience and practical learning, which calls for careful supervision and direction. Teachers find it difficult to efficiently oversee activities in packed classes, which lowers the caliber of learning opportunities. To measure students' development and adjust education

accordingly, ongoing assessment is crucial. A high teacher-to-student ratio, however, may jeopardize the reliability of competency assessments and postpone essential treatments.

Overworked teachers, poorer learning outcomes, a lack of feedback and support, and elevated stress and burnout are some of the drawbacks of a high teacher-to-pupil ratio. Reduced learning quality, overworked instructors, and a lack of assistance and feedback can result from a low teacher-to-pupil ratio. On the other hand, learning results, classroom management, and teacher-student contact can all be improved with a lower teacher-pupil ratio.

Implementing classroom rotation and group activities, hiring more staff, deploying technology, and recruiting teacher aids or helpers are some solutions to address high teacher-pupil ratios in CBC implementation. While hiring teacher assistants or aides can help instructors with classroom management, activity planning, and student support, hiring more staff necessitates investment in the education sector. Teachers can work with smaller groups at a time using classroom rotation schedules, but this requires careful organization and enough room for learning centers.

To sum up, a key element in the effective use of the CBC in pre-primary schools is the teacher-to-pupil ratio. Students' capacity to acquire the desired competencies can be improved and curriculum delivery can be improved by lowering the ratio or using strategic interventions. In order to guarantee that young students, receive the high-quality education they require for success, achieving an ideal teacher-pupil ratio necessitates both legislative support and resource allocation.

Within the Kenyan setting, research has demonstrated that high TPR can have a considerable impact on the success of curriculum implementation. Manjanga et al. (2010) showed that instructors in Nakuru County with high TPRs had increased workload, problems in regulating student conduct, and challenges in delivering excellent instruction. Similarly, Muthoka (2017)

cited teacher shortages and high TPRs as important hurdles to effective curriculum implementation in Makeni County.

While previous research shows the possible negative impact of high TPR on curriculum implementation, further study is needed to explore the unique issues experienced by pre-primary teachers in Kilifi County. Additionally, it is vital to evaluate the impact of alternative solutions for managing high TPR, such as new teaching methodologies, the use of technology, and greater teacher support. By addressing these information gaps, policymakers and educators may build effective initiatives to improve the quality of early childhood education in Kenya.

2.1.5 School Dynamics

In order to drive curriculum implementation, create the vision, and provide teachers and students direction, school leaders are essential. They are in charge of allocating resources, putting policies into action, and making sure they are in line with educational objectives. School administrators assist teachers by offering resources, chances for professional growth, and a cooperative work atmosphere. School administrators must take the initiative to assist instructors in adjusting to the new curricular standards during the CBC implementation.

Along with monitoring and evaluating CBC implementation, school leaders also frequently analyze instructional methods, student outcomes, and the overall efficacy of the program to see whether curriculum objectives are being fulfilled. Because CBC places a strong emphasis on experiential, hands-on learning, it is imperative that students have access to enough high-quality learning resources. Learning is impacted by physical infrastructure, including classrooms, play areas, and restrooms. Insufficient funds may limit

The effective implementation of CBC depends on teacher motivation and training. Teachers who receive ongoing training in classroom management, competence assessment, and CBC techniques may feel more equipped and secure when presenting the curriculum. A teacher's motivation is affected by a number of things, including pay, recognition, workload, and possibilities for professional progression. Effective CBC implementation may be hampered by high teacher-to-student ratios since it becomes difficult to provide targeted attention and conduct ongoing assessment.

Teachers and staff work together more effectively in a collaborative school culture, which makes it easier to adopt reforms like CBC. Schools that prioritize creativity, adaptability, and active learning complement CBC's objectives and facilitate its successful execution. Schools are better equipped to introduce new curricula when they welcome change and promote ongoing development.

Involving the community and parents is also essential for CBC implementation. Strong relationships with the local community provide advantages such as shared resources, extra assistance, and alignment with local values, while active parental participation increases the relevance of learning to children's life outside of school. Cultural relevance makes learning more relevant and successful for pupils by ensuring that it is in line with cultural values. The success of CBC implementation may be impacted by socioeconomic issues such community resources, varied student backgrounds, and financial limitations.

The several internal and external elements that affect a school's operations and the standard of instruction it offers are referred to as school dynamics. Student engagement, teacher effectiveness, curriculum implementation, and overall school achievement can all be strongly impacted by these interactions. It is crucial to comprehend these dynamics in order to identify obstacles and areas for

development while implementing a Competency-Based Curriculum (CBC) in pre-primary institutions, especially in Kenya. Leadership and administration, resources, teacher preparation and motivation, school culture, community involvement, and socioeconomic issues are important aspects of schools.

Effective school dynamics, including teacher preparedness, resource availability, and instructional supervision, play a significant role in curriculum implementation. International research, such as Aziz-Lessing (2009), indicates that well-equipped educational environments generate favorable student results, especially under competency-based frameworks that necessitate practical participation. In the United States, competency-based approaches stress the significance of administrative support and teacher preparation for successful curriculum delivery, as stated by Hodges and Harris (2012). However, international data indicate that many schools lack appropriate resources and instructional monitoring, limiting the potential of competency-based approaches (Klein-Collins, 2012).

Across Africa, school dynamics are generally hampered by insufficient resources and huge class sizes, which pose obstacles to competency-based systems. Studies in Tanzania and Nigeria demonstrate that resource limitations and high pupil-teacher ratios hamper teachers' ability to implement new curricula (Wangeleja, 2010; Osho et al., 2014). These studies underline that administrative support, such as head teachers' instructional oversight, is crucial but often insufficient.

In Kenya, similar issues persist, especially in counties such as Kilifi, where huge class numbers, inadequate teaching resources, and lack of specific training for CBC are key impediments. Momanyi and Rop (2019) discovered that weak teacher preparedness and inconsistent administrative support impair CBC implementation, leading to inefficient classroom practices.

This study addresses gaps in understanding how specific school dynamics, such as teacher training and resource availability, impact CBC's effectiveness at the pre-primary level in Kilifi, providing insights into how local educational support structures can better facilitate competency-based education.

2.1.6 Implementation of the Competency-Based Curriculum

Tyler's Curriculum Development Model (1949): Clear educational objectives, learning experience selection, efficient organization, and outcome evaluation are all emphasized in Ralph Tyler's concept. In the context of CBC, Tyler's approach emphasizes how crucial it is to specify competencies the abilities and information that students should acquire. This paradigm emphasizes that CBC in pre-primary settings must have age-appropriate, precise, and quantifiable results that correspond to the developmental phases of the kids. Stenhouse's Process Model (1975): Stenhouse suggested that curriculum should be a process that involves both teacher autonomy and adaptability, allowing for modifications based on the needs of the learners. This is pertinent to CBC because it places a strong emphasis on flexibility and ongoing assessment, both of which are essential for tailoring instruction to each student's unique competencies.

The shift to competency-based education worldwide has underlined the necessity for practical, skill-oriented learning over rote memorization. In the U.S., the competency-based curriculum (CBC) model promotes learner-centered approaches, with practical assessments that reflect real-world applications of knowledge (Klein-Collins, 2012). Studies suggest that successful CBC implementation requires comprehensive teacher preparation, enough resources, and continual administrative support, as noted by Hodges and Harris (2012).

Competency-based curricular reforms have been undertaken with inconsistent effectiveness because of difficulties such as resource scarcity and poor teacher preparation in Africa. For

instance, in Tanzania, Grace (2016) reported that teachers could not generally promote active, student-centered learning, mostly due to insufficient training. Similarly, Osho et al. (2014) discovered that high teacher-pupil ratios in Nigeria hindered CBC's effectiveness, as teachers struggled to give individualized, competency-focused training.

The CBC has experienced comparable challenges, especially in resource-poor districts such as Kilifi County, Kenya. Monda (2012) and Amukowa and Pale (2020) showed that CBC implementation often suffers due to low resources and inadequate teacher training, resulting in a lack of engagement with CBC principles in classrooms. This study seeks to fill the gap in understanding CBC's effectiveness at the pre-primary level by examining how local factors, such as teacher preparedness and resource allocation, influence CBC's success in Kilifi County, highlighting ways to strengthen CBC implementation in resource-constrained settings.

2.2 Theoretical Literature Review

A theoretical literature study offers a starting point for comprehending the fundamental ideas, theories, and frameworks associated with the Competency-Based Curriculum (CBC) in education, especially in pre-primary contexts. Examining the relationship between curriculum creation, competency-based education, early childhood education, and organizational change theories and the successful implementation of CBC in Kenyan pre-primary schools will be the main emphasis of this review.

This research project is based on Scott and colleagues' theory of curricular implementation (Scott et al., 2009). They claim that the amount to which circumstances exist during the implementation process determines how well a curriculum is executed. They are as follows: the attitudes of the proposed curriculum's integrators, beneficiaries, and other stakeholders; management staff support; facility and equipment accessibility; the extent to which school board members are

informed and cognizant of the curriculum's scope and contents; the degree to which school board members have the skills and knowledge required to conduct the curriculum implementation process; current organizational arrangements; and desire to devote effort and time to the curriculum implementation process.

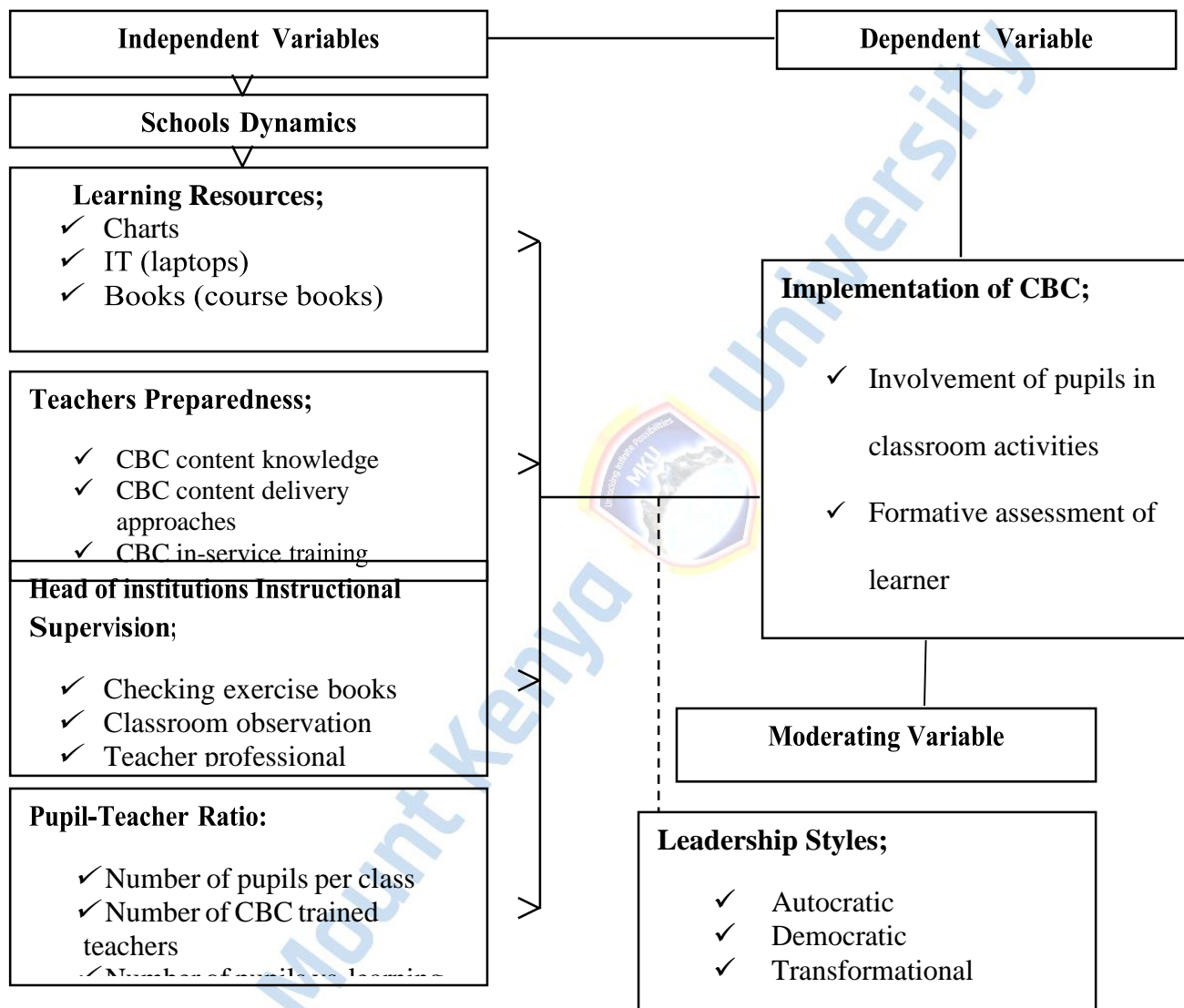
As per Scotts et al. (2009), for a viable curriculum change to occur, specific requirements must be present, notably: the findings of this study are important to education stakeholders, educational leaders, and the federal government in directing them to implement strategies that may improve the effective use of instructional materials in ECDE facilities. Because it recognizes that for the CBC process to be effective, teachers must be well composed, efficient instructional administration and governance styles by headmasters are required, classes should not be overpopulated, and TLRs ought to be sufficiently availed, the hypothesis is used to guide the research.

2.3 Conceptual Framework

This study hypothesizes that the adoption of the CBC, hereby described as the predictor variables, is heavily influenced by classroom influencing variables such as teacher readiness, TLRs, instructional supervision, and student-teacher ratio, all of which are known as independent variables. The research implies that the deployment of CBC might be effective or impeded based on the state of the independent factors (school dynamics variables). Figure 1 depicts the connection between the independent and dependent variables under consideration.

Figure 1

Conceptual Framework diagram



2.4 Knowledge Gaps

While the present literature provides useful insights into the factors influencing CBC implementation in pre-primary schools, several information gaps remain. Firstly, there is a need for further in-depth research on the specific obstacles and opportunities faced by pre-primary

teachers in adopting CBC in Kilifi County. Secondly, greater inquiry is required to explore the impact of diverse teaching styles and assessment practices on student results. Additionally, the role of parental participation in promoting CBC implementation needs to be investigated. Finally, there is a need for longitudinal research to track the long-term influence of CBC on student learning and development.

2.5 Summary of Literature Review

The literature research has underlined the crucial role of different aspects in the proper implementation of CBC in pre-primary schools. These characteristics include learning materials, teacher readiness, head teachers' instructional monitoring, and teacher-pupil ratio. While worldwide research gives useful insights, the unique context of Kenyan pre-primary schools requires a nuanced knowledge of the challenges and potential. Studies undertaken in Kenya have revealed that low resources, limited teacher preparation, ineffective instructional leadership, and high teacher-pupil ratios can inhibit the successful implementation of CBC. To overcome these difficulties, it is vital to provide enough resources, develop teacher training programs, boost instructional leadership, and lower class sizes. Therefore, by addressing these variables, policymakers, educators, and other stakeholders may work together to improve the quality of early childhood education and guarantee that all children have the opportunity to attain their full potential.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter discusses the research technique used to explore the school dynamics affecting the effective implementation of the competency-based -curriculum among pre-primary schools in Kilifi County, Kenya. The section covers the research design and explains the population and sampling strategies utilized for trustworthy data gathering. In addition, the section defines the sample size, sampling procedures, and the instrumentation used to obtain pertinent data, including its reliability and validity. Data collection and analysis procedures are included to provide a holistic approach to addressing the study objectives. Ethical considerations are also included to ensure the study's credibility. Each phase assures that the study's conclusions will be methodologically sound and applicable to the examination of learning institutions' impact on water service board performance.

3.1 Research Methodology

The researcher uses mixed methods to steer the research. According to Ordo (2012), a methodology collects processes and techniques that a researcher employs. The rationale for using each technique and method for other researchers to follow and assess the study's findings. It covers study methodology, sample size, the universe, sampling procedures, equipment, strategies, and practices for gathering and interpreting the data collected. Quantitative research tries to generate vast volumes of data divided into inferential, experimental, and simulation methodologies. The study uses a mixed technique since the researcher seeks to gather closed-ended and open-ended information. Interviews were used to acquire qualitative information, while questionnaires were used to obtain quantitative data.

3.2 Research Design

A descriptive survey design was used to investigate institutions' relative issues influencing the effective implementation of CBC in preschools. That is a one-phase approach used to collect various qualitative and quantitative statistics on a single topic in the same period and with equal weight (Creswell, 2013). The technique is selected to allow the researcher to combine various data collection approaches. The approach is also chosen because it enables the researcher to compare and liken qualitative arithmetic findings to quantitative outcomes consistently or to validate or magnify quantitative data with qualitative data (Creswell, 2009). Teacher-pupil ratio, teacher preparedness, head of institutions instructional supervision, TLRs, and independent variables, whereas the effectiveness of CBC implementation was the dependent variable. The qualitative information was used to be evaluated thematically in descriptions, while the quantitative data was analyzed using correlational statistics (linear regression) and descriptive statistics (frequency, percentages).

3.3 Location of the Study

Kilifi County has a surface area of 12,245.90 km². The population of the County is 1,109,735. The County was established in 2010 due to the amalgamation of the Malindi and Kilifi districts (Census, 2009). There are seven constituencies, thirty-five wards, and two hundred and fifty-two public primary schools in the County. Malindi is the major city, whereas Kilifi is the capital. The County is situated to the north and northeast of Mombasa (KNBS, 2009). Agricultural opportunities abound, notably in dairy and agricultural production, due to fertile soils and favorable weather patterns (Census, 2009). Public preschools in Kilifi County, are implementing CBC just like in other counties, however, understaffing, poor or lack of preschool infrastructures, and most importantly poor academic outcomes among preschool learners in this County are very

alarming compared to other coastal counties. Preschool learners in this county especially those in playgroup, pp1-2 as well as grades 1-3 have poor development academically as most of these learners in grades 1-3 cannot even write or read contents of pp1-2 classes (Kilifi County Education Report, 2023). As mentioned, preschools in this county are further resource deficient begging the question of effectiveness in CBC implementation in the County hence the selection of this study locale.

3.4 Targeted Population

Population refers to the elements to be considered in terms of period and the borders of a region (Yang & Miller, 2008). This study seeks to evaluate institution relative changing aspects and the effectiveness of CBC implementation in preschools in Kilifi County. The targeted population is 1855 persons including twenty Education Officials, 575 pre-primary school head teachers, and one thousand two hundred and sixty public preschool teachers in Kilifi County.

3.5 Sampling Procedures and Sample Size

3.5.1 Size of the Sample

The sample size refers to the number of objects taken from the planet to make up a sample. The size of the sample, as per Mugenda and Mugenda (2013), is 10 percent of the accessible world. The research sample was calculated as shown below.

Table 1*Sampling Size*

Respondents	Population	Sample Size	Percentage (%)
Pre-primary school teachers	1260	252	20.0
Pre-primary school head teachers	575	58	10.0
Education Officials	20	5	25.0
Total	1,855	315	25.0

As a result, the survey's total sample size was 315 respondents, accounting for 25% percent of the target group.

3.5.2 Sampling Procedures

The study employed a combination of simple random selection and purposive procedures to choose participants from the target demographic in Kilifi County. Out of 575 preschools in Kilifi County, 58 head of institutions were selected using simple random sampling. This technique entailed preparing 575 pieces of paper, with numbers written on only 58 pieces and the others left blank. Each piece of paper was folded, placed in a container, and shuffled. The researcher then visited each school and encouraged each headteacher to draw a piece of paper from the container. Only head of institutions who picked a numbered piece were included in the study. This strategy ensured that each headteacher had an equal chance of being selected, reducing potential prejudice. For preschool teachers, basic random sampling was again applied. Out of a total of 1,260 preschool

teachers, 252 were chosen from the 58 designated schools to guarantee comprehensive representation.

Purposive sampling was employed to choose five education authorities from Kilifi County. This strategy was necessary due of their limited availability and hectic schedules, which made it impractical to include them in a random sample process. Notably, by selecting these authorities intentionally, the researcher ensured that educated and relevant respondents were included for this phase of the study. Only these sampled education authorities were interviewed by the researcher.

3. Research Instruments

Structured questionnaires and an interview schedule were the preferable data gathering methods for this project.

3.6.1 Structured Questionnaires for Pre-primary school teachers and head of institutions teachers

The tool was used as an aid in amassing strictly quantitative data via closed and open-ended questions and responses. The questionnaires were organized in the following manner: section A to collect demographic information from respondents, and section B explored the impact of Learning Responsibility on the effective execution of CBC in government-owned preschools. Sector C records the impact of tutor readiness on effective CBC employment in preschools. Sector D also was about the impact of pupil-teacher ratio on the effective execution of CBC in public preschools and Sector E enquired about the impact of headmasters' instructions and supervision on effective CBC employment in government-owned preschools in Kilifi County.

3.6.2 Interview Guide for Kilifi County Education Officials

For the five County education officials, a structured interview was created. This tool was used to improve the collection of qualitative data for a more in-depth understanding of the events. The interview included face-to-face engagement with the interviewees. The tool was useful for gathering information from respondents who were too engaged to complete questionnaires. This cohort was questioned simultaneously since they supplied the in-depth data needed for the study. The tool was designed similarly to questionnaires, except for the demographic information section, and solely contained open-ended questions to address every aim under inquiry.

3.6.3 Observations Schedule

This instrument was used to gather data on variables around school dynamics that affect the effective implementation of CBC in Kilifi County. In particular, the tool was used to explore the extent to which head teachers' instructional supervision influences the effectiveness of CBC implementation in public pre-schools of Kilifi County Kenya. The observation schedule was implemented as a research instrument to acquire data on various school dynamics affecting the effective implementation of the Competency-Based Curriculum (CBC) in Kilifi County. This tool especially focused on studying how head teachers' instructional supervision affects the effectiveness of CBC implementation in public pre-schools within the county. Since the variables of interest were readily visible, the observation schedule was created to systematically collect data in critical areas, including learning resources, head of institutions' instructional supervision, and the teacher-pupil ratio in pre-primary schools. Through direct observation, the instrument permitted a detailed assessment of these aspects and their impact on CBC effectiveness

3.7 Piloting of Research Instruments

The instruments for this survey were pre-tested on a small sample of respondents. Respondents in the pre-test made up to 10 percent of the total sample size, or 32 people, who were chosen at random, but the respondents' replies were not taken into account in the final data collection. They were all from Kwale Town, which was randomly chosen. However, these individuals were omitted from the data collection process. Piloting the instruments aids in determining their applicability as well as detecting any unexpected errors that may have an impact on the final findings. This also assist in determining the utility and reliability of the tools. Respondents in the pre-test were excluded from the real research since their presence in the main survey could impact their conduct afterward in the study because they would have foreknowledge of the information needed.

3.8 Testing for Reliability and Validity

3.8.1 Reliability

A Test re-test was conducted to determine the tools' dependability. The researcher administered the tools first, followed by the scoring of the queries. The Cronbach's coefficient was used to construct the association constant to determine the level of instrument consistency in evoking similar findings after the test-retest. For reliability testing, an association constant of 0.8 or more would be utilized in place of the threshold.

3.8.2 Validity

The concept of content validity was utilized to make coherent and justified conclusions from scores regarding a particular sample. Expert opinions were utilized to assess the tools' content validity. The tools were reviewed by the researchers' supervisors and peers, who assessed the items for

suitability of the content and proposed sections that needed to be changed to meet the study's objectives. The supervisors were engaged to find out if the elements in the tools adequately address all of the topics that the study needs to investigate. Finally, the researcher checked the authenticity of the statistics acquired by physically administering the devices with the help of competent field personnel.

3.9 Data Collection Procedures

Before fieldwork begins, the scholar uses the Mt. Kenya University introduction to acquire permission to conduct research from NACOSTI and approval from all appropriate authorities in Kilifi County, Kenya, as well as visiting selected schools and obtained permission to conduct the study from the headteachers. Five data collectors with prior data gathering experience and a university educational level were hired in preparation for actual fieldwork. The data collectors and supervisors in Kwale received a one-week orientation. During the training, every data collector practices sampling participants and issuing research instruments to field associates on at least ten respondents in a real-world context. Following that, there were discussions to demonstrate the skills obtained after the exercise. Three field experts and the surveyor conducted the drill and fieldwork. The investigator and field aides would make appointments with respondents at chosen schools and County education offices. Eventually, the researcher did actual face-to-face interviews. On the other hand, field assistants were tasked with gathering data through standardized questionnaires administered to principals and teachers within the institutions. Before the respondents complete the instruments, the researcher and field assistants will address any concerns. Afterward, the provided instruments were gathered over three weeks, necessitating the analysis of data. One month was required to complete the data collection procedure.

3.10 Data Analysis Procedures

The gathered data were analyzed using both descriptive and correlational statistics. Initially, descriptive statistics were applied to analyze the quantitative data, allowing for the calculation of frequencies and percentages using Microsoft Excel 2010 and the 21st version of the Statistical Programs for Social Sciences (SPSS). Following this, correlational statistical methods were employed to further analyze the data. Linear regression was utilized to assess the relationship between the dependent and independent variables, with a confidence level set at 95 percent. The findings were presented in tables. The following regression model advanced by Timothy (2012) was utilized:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$$

While 1 to 4 is the regression coefficients, Y is the CBC implementation effectiveness-dependent variable, and β_0 is the regression intercept, with X1 being teacher readiness, X2 being TLRs, X3 being head of institutions instructional supervision, and X4 being teacher-pupil ratio. The table below shows the data analysis procedure.

Table 2*Data Analysis Matrix*

Hypothesis	Model	Expected Output
In public preschools in Kilifi County, Kenya, TLRs and CBC implementation do not have a significant association.	Simple Linear Regression Model $Y = \text{CBC Implementation}$ $Y = \beta_0 + \beta_1 X_1 + \epsilon$ Where $Y = \text{CBC Implementation}$ β_0, β_1 are coefficients $X_1 = \text{TLRs}$ $\epsilon = \text{Error term}$	Significant relationship at 5% level of significance
In public preschools in Kilifi County, Kenya, there is no substantial relationship between teacher preparedness and the implementation of a CBC.	Simple Linear Regression Model $Y = \text{CBC Implementation}$ $Y = \beta_0 + \beta_2 X_2 + \epsilon$ Where $Y = \text{CBC Implementation}$ β_0, β_1 are coefficients $X_2 = \text{Teachers Preparedness}$ $\epsilon = \text{Error term}$	Significant relationship at 5% level of significance
In public preschools in Kilifi County, Kenya, there is no significant relationship between instructional supervision by head of institutions and the implementation of a CBC.	Simple Linear Regression Model $Y = \text{CBC Implementation}$ $Y = \beta_0 + \beta_3 X_3 + \epsilon$	Significant relationship at 5% level of

	<p>Where Y = CBC Implementation</p> <p>β_0, β_1 are coefficients</p> <p>X3=Head of institutions Instructional Supervision</p> <p>ϵ = Error term</p>	significance
<p>There is no significant relationship between teacher-pupil ratio and CBC implementation in public preschools in Kilifi County, Kenya.</p>	<p>Simple Linear Regression Model</p> $Y = \beta_0 + \beta_1 X_4 + \epsilon$ <p>Where Y = CBC Implementation</p> <p>β_0, β_1 are coefficients</p> <p>X4=Teacher-Pupil Ration</p> <p>ϵ = Error term</p>	<p>Significant at</p> <p>5% level of significance</p>

The inferences that were drawn from the respondents' viewpoints be considered in qualitative analysis. Thematic analysis of qualitative data was used to assess meanings and implications derived from interviewees' data and compare replies to known data on all of the aims. The qualitative data would be thematically organized following the research goals.

3.11 Ethical Considerations

Informed consent: Because there was no one forced to participate, the researcher obtained the true consent and desires (informed consent) of all people who were included in the research. As a result, research participants were needed to sign an informed consent form outlining the project's scope and their willingness to engage in it.

Privacy: Participants may expect their information to be kept private because it will not be misused.

Data storage: The University's Data Protection Code and the Data Protection Act shall govern data storage.

No Pressure on Individuals to Participate: Participants was not offered any incentives to participate in the study.

Respect for Individuals Autonomy: Autonomy refers to the ability to make decisions on one's own. Even after signing a Consent Form, respondents then informed that they can withdraw from the research at any moment and without explaining. They were also be informed that they have the right to have the information they have provided deleted from the study.

Avoid Causing Harm: It was the researcher's responsibility to ensure that the volunteers are not harmed in any way, whether physically, emotionally, psychologically, or socially.

Anonymity: The researcher then maintains participant anonymity by not providing any confidential info about them anywhere in the study. To safeguard the participants' identities, personal information such as their names, ages, and ID numbers not disclosed in this research.

Confidentiality: The researcher maintain anonymity by informing participants that the information gathered will be utilized solely for academic purposes.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.0 Introduction

Data was gathered addressing the following areas; to assess the influence of learning resources on CBC implementation effectiveness, to examine the influence of teacher preparedness on CBC implementation effectiveness, to investigate the extent to which head teachers' instructional supervision influences the effectiveness of CBC implementation and to ascertain the extent to which teacher-pupil ratio influence effectiveness of CBC implementation in public pre-schools of Kilifi County Kenya. The gathered was analyzed and presented as shown below.

4.1 Demographic Information of Participants

Table 3

Participants Demographic Data

		Frequency	Percent
Gender	Female	160	51.6
	Male	150	48.4
	Total	310	100.0
Age	21-30	137	44.2
	31-40	93	30.0

	41-50	40	12.9
	Above 50	40	12.9
	Total	310	100.0
Work experience	<3 years	87	28.1
	4-6 years	88	28.4
	7-9 years	35	11.3
	10-13 years	40	12.9
	>13 years	60	19.4
	Total	310	100.0
Category	Headteacher	58	18.7
	Teacher	252	81.3
	Total	310	100.0

Information was gathered on participant's demographic data and outcomes presented in Table 3. Based on data presented in Table 3 above, of the respondents who partook in this study, 51.6% were women while 48.4% were men. At the same time, 44.2% were aged 21-30 years, 30% were aged 31-40, 12.9% were aged 41-50 and another 12.9% were aged above 50. Results further show that 28.1% of the participants had worked for under 3 years, 28.4% had worked for 4-6 years, 11.3% had worked for 7-9 years, 12.9% had worked for 10-13 years while the remaining 19.4% had work experience of over 13 years. Lastly, respondents' demographic data revealed that 18.7% of the respondents were head of institutions while 81.3% were teachers. From the study results, it is clear that more educators were teachers, aged under 40 and worked for under 6 years within the study area.

4.2 Influence of Learning Resources on CBC Implementation Effectiveness in Public Pre-Schools of Kilifi County Kenya.

In this section, findings on the above topic are presented in tables that follow;

Table 4

Main teaching and learning materials available for teaching CBC in this school

	Frequency	Percent
Writing materials	42	13.5
Reading materials	33	10.6
Materials for practical lessons	30	9.7
Audio recording materials	25	8.1
Visual recording materials	20	6.5
Boards	10	3.2
Classes	20	6.5
Playground	20	6.5
Cooking materials	20	6.5
Teachers	20	6.5
Computers	25	8.1
Chalk	45	14.5
Total	310	100.0

Respondents were asked to mention the main teaching and learning resources that were available for teaching CBC in their schools and results presented in table 4 showed that the main TLR

available was chalk as mentioned by 14.5% of the respondents, followed by writing materials as 13.5% mentioned then reading materials as 10.6% mentioned. More results are as presented above. County education officials were asked to mention the main teaching and learning materials available for teaching CBC in this school and county education official 1, 2 and 3 stated that;

The main teaching and learning material available for teaching CBC in public preschools in Kilifi County is writing materials which are provided by the government depending on available financial resources and number of learners in the preschools

County education official 4 stated that;

The main teaching and learning material available for teaching CBC in public preschools in Kilifi County are reading materials as these are essential for literacy development of the preschool learners

County education official 5 stated that;

I believe that the main teaching and learning material available for teaching CBC in public preschools in Kilifi County are infrastructures as these are available in all preschools in the locale

Table 5

Effect of teaching and learning resources on the implementation of CBC in this school

	Frequency	Percent
Has greatly improved CBC implementation	41	13.2
Has improved CBC implementation	41	13.2
Has moderately improved CBC implementation	86	27.7
Has negatively affected C BC implementation	111	35.8

Has had no effect on CBC implementation	31	10.0
Total	310	100.0

As shown in Table 5, 13.2% of participants felt that the teaching and learning resources mentioned had greatly improved CBC implementation in their schools, 13.2% felt that it had improved CBC implementation, 27.7% mentioned that it had moderately improved CBC implementation, 35.8% mentioned that it had negatively affected CBC implementation whereas 10% mentioned that it did not affect CBC implementation. This implied that TLR generally negatively affected CBC implementation within the studied public preschools in Kilifi County Kenya therefore further alluding to the fact that these materials were inadequate or unavailable in some schools within the study area.

Interviewees were further asked to mention how the availability of the mentioned teaching and learning resources affected the implementation of CBC in public preschools in Kilifi County and County education officers 1, 2, and 3 stated that;

Writing materials availed for preschool learners have helped improve their literacy skills particularly with respect to writing hence improving the implementation of CBC in public preschools in this County

County education officer 4 stated that;

Reading materials offered to public preschools have helped in enhancing in teaching reading to preschool learners in public preschools in Kilifi county and hence improving reading literacy among these learners

County education officer 5 stated that;

In Kilifi county public preschools, the availability of infrastructures such as classes, staffrooms, kitchens and toilets has made the implementation of CBC in this county easier as other activities needed for implementing CBC cannot proceed without these infrastructures.

Table 6

Influence of Learning Resources on CBC Implementation Effectiveness in Public Pre-Schools of Kilifi County Kenya

	SA		A		N		D		SD	
	f	%	f	%	f	%	f	%	f	%
Materials for practical lessons greatly improved CBC implementation	53	17.1	67	21.6	25	8.1	105	33.9	60	19.4
Materials for writing greatly improved CBC implementation	30	9.7	30	9.7	25	8.1	90	29.0	135	43.5
Materials for reading greatly improved CBC implementation	20	6.5	35	11.3	25	8.1	130	41.9	100	32.3
Audio recording materials greatly improved CBC implementation	15	4.8	20	6.5	5	1.6	80	25.8	190	61.3
Visual recording materials like phones with cameras greatly improved CBC implementation	0	0.0	25	8.1	0	0.0	35	11.3	250	80.6

Findings in Table 6 reveal that 33.9% of the respondents strongly disagreed that materials for practical lessons greatly improved CBC implementation, 43.5% strongly disagreed that materials

for writing greatly improved CBC implementation, 41.9% disagreed that materials for reading greatly improved CBC implementation, 61.3% strongly disagreed that audio recording materials greatly improved CBC implementation while 80.6% strongly disagreed that visual recording materials like phones with cameras greatly improved CBC implementation. The findings generally implied that TLR available within public preschools in Kilifi county were having negative impact on CBC implementation within schools.

Table 7

Relationship between Learning Resources and CBC Implementation Effectiveness in Public Pre-Schools of Kilifi County Kenya

Model	Unstandardized		Standardized		t	Sig.
	Coefficients		Coefficients			
	B	Std. Error	Beta			
1 (Constant)	.286	.095			3.005	.003
Learning resources	.252	.013	.746		19.640	.000

a. Dependent Variable: CBC implementation in this school

The study results reveal in Table 7 that there is a relationship between learning resources and CBC implementation in public preschools of Kilifi County Kenya as the p-value of $p=0.000$ was lower than $p=0.05$. Therefore, there is a significant relationship between learning and CBC implementation in public preschools of Kilifi County Kenya.

The beta coefficient of 0.746 suggests a substantial positive link between learning materials and the success of CBC implementation in Kilifi County's public pre-schools. This suggests that when the availability of learning resources rises, CBC implementation efficacy likewise increases

dramatically. The unstandardized coefficient ($B = 0.252$) demonstrates that for each unit increase in learning resources, CBC implementation improves by 0.252 units. With a high t-value of 19.640 and a p-value of 0.000 (below 0.05), this association is statistically significant, demonstrating that learning resources are a strong predictor of effective CBC implementation.

4.3 Influence of Teacher Preparedness on CBC Implementation Effectiveness in Public

Pre-Schools of Kilifi County Kenya

Data was also gathered addressing the above study area and findings are presented in the tables below.

Table 8

Preparedness of teachers for the implementation of CBC

	Frequency	Percent
Very prepared	47	15.2
Prepared	53	17.1
Moderately prepared	160	51.6
Less prepared	35	11.3
Not prepared at all	15	4.8
Total	310	100.0

Results in Table 8 revealed that on the preparedness of public preschool teachers in preschool teachers for the implementation of CBC, 15.2% strongly agreed that these teachers were very prepared, 17.1% mentioned that they were prepared, 51.6% felt that they were moderately prepared, 11.3% observed that they were less prepared while 4.8% mentioned that they were not prepared at all. Therefore, in Kilifi County Kenya, the majority of preschool teachers teaching

public preschools are moderately prepared for CBC implementation with some not being prepared at all which affects the successful implementation of this new curriculum in public preschools in Kilifi County Kenya.

Interviewees were asked to state how prepared teachers in public preschools in Kilifi county were for the implementation of CBC and County education officers 1, 4, and 5 stated that;

Teachers in this county are moderately prepared for the implementation of CBC at public preschools due to the initial training they received

County education officers 2 and 3 however stated that;

Preschool teachers in this county are poorly prepared for the implementation of CBC as the training they supposedly had was not adequate to address their roles as teachers under the new curriculum

Table 9

Influence of Teacher Preparedness on CBC Implementation Effectiveness in Public Pre- Schools of Kilifi County Kenya

	SA		A		N		D		SD	
	f	%	f	%	f	%	f	%	f	%
Preparedness for instruction on teaching fundamental skills regarding CBC has negatively affected CBC implementation	175	56.5	70	22.6	0	0.0	40	12.9	25	8.1
Pedagogical preparedness has negatively affected CBC implementation	195	62.9	55	17.7	10	3.2	40	12.9	10	3.2

Lesson design preparedness has negatively affected CBC implementation	200	64.5	50	16.1	20	6.5	30	9.7	10	3.2
Preparedness to implement learning experiences has negatively affected CBC implementation	155	50.0	65	21.0	15	4.8	35	11.3	40	12.9
Preparedness for practicum instruction has negatively affected CBC implementation	235	75.8	25	8.1	10	3.2	40	12.9	0	0.0
Preparedness for classroom management has negatively affected CBC implementation	200	64.5	35	11.3	20	6.5	40	12.9	15	4.8

On the influence of teacher preparedness on CBC implementation effectiveness in Public Pre-Schools of Kilifi County Kenya, results in Table 9 reveal that 56.5% of the respondents strongly agreed that preparedness for instruction on teaching fundamental skills regarding CBC has negatively affected CBC implementation, 62.9% strongly agreed that pedagogical preparedness has negatively affected CBC implementation, 64.5% strongly agreed that lesson design preparedness has negatively affected CBC implementation, 50% strongly agreed that preparedness to implement learning experiences has negatively affected CBC implementation, 75.8% strongly agreed that preparedness for practicum instruction has negatively affected CBC implementation while 64.5% strongly agreed that preparedness for classroom management has negatively affected CBC implementation. These results denote that there is poor preparedness of preschool teachers

concerning practicum instructions, classroom management, learning experiences, lesson design, pedagogical preparedness, and teaching fundamental skills under CBC which negatively affects CBC implementation within Kilifi County public preschools.

County education officers were also asked to state how the said teacher preparedness had affected the implementation of CBC in this county and all the County education officers stated that;

Due to the fact that preschool teachers are not adequately prepared for the implementation of CBC at public preschools in Kilifi County, this has majorly had negative impact on the implementation of the curriculum as teachers struggle to implement a curriculum they have no proper knowledge of

Table 10

Relationship between Teacher Preparedness and CBC Implementation Effectiveness in Public pre-schools of Kilifi County Kenya

Model	Unstandardized		Standardized		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	.510	.202			2.517	.012
Teacher preparedness	.498	.069	.378		7.165	.000

a. Dependent Variable: CBC implementation

Regression findings in Table 10 show that there is a relationship between teacher preparedness and CBC implementation in public preschools of Kilifi County Kenya. This is because the p-value of $p=0.000$ was lower than $p=0.05$ therefore there is a significant relationship between teacher's preparedness and CBC implementation in public preschools of Kilifi County Kenya.

The beta value of 0.378 reveals a favorable link between teacher readiness and the efficacy of CBC implementation in Kilifi County’s public pre-schools. This shows that a one-unit improvement in teacher readiness predicts a 0.378-unit increase in CBC implementation effectiveness, exhibiting moderate predictive strength. The unstandardized coefficient (B = 0.498) further means that each unit increase in teacher readiness contributes 0.498 units to CBC effectiveness. With a significant t-value of 7.165 ($p < 0.001$), these results demonstrate that teacher preparedness is a statistically significant predictor of CBC implementation, underlining the need for well-educated teachers for CBC success.

4.4 Extent to which Head Teachers’ Instructional Supervision Influence Effectiveness of CBC Implementation in Public Pre-Schools of Kilifi County Kenya

The study further addressed the above topic by collecting and analyzing data from head of institutions and teachers and findings are presented in tables below.

Table 11

Instructional supervision practice head of institutions use while supervising teachers' work

	Frequency	Percent
Clinical supervision	100	32.3
Supportive supervision	85	27.4
Administrative supervision	125	40.3
Total	310	100.0

Outcomes of the study as in Table 11 reveal that administrative supervision was the main instructional supervision practice adopted by 40.3% of public preschool head of institutions in

Kilifi County while supervising preschool teachers' work, followed by clinical supervision was found to be used by 32.3% of head of institutions and lastly, supportive supervision that 27.4% of head of institutions used. This implied that even though different instructional supervision was being adopted by head of institutions while supervising preschool teachers' implementation of CBC in Kilifi County, administrative supervision was the most utilized instructional supervision practice by most of these headteachers.

Interviewees were asked to state the instructional supervision practice head of institutions used while supervising CBC implementation in public preschools in Kilifi County and County education officers 1, 2, 4, and 5 stated that;

Head of institutions majorly employ administrative instructional supervision in public preschools in this county

County Education Officer 3 however stated that;

A good number of public preschool head of institutions employ supportive supervisory practices in their instructional supervision of CBC implementation in this county

Table 12

Extent to which head of institutions utilize the mentioned instructional supervision style to supervise the implementation of CBC

	Frequency	Percent
To a very great extent	95	30.6
To a great extent	65	21.0
To a moderate extent	135	43.5
To a low extent	15	4.8

Total	310	100.0
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The study also found that with respect to the extent to which head of institutions utilized mentioned instructional supervision styles to supervise the implementation of CBC 30.6% used the instructional supervision style mentioned to a very great extent, 21% made use of it to a great extent, 43.5% used the style to a moderate extent and 4.8% utilized the style to a low extent. The findings therefore implied moderate utilization of instructional supervision practices by head of institutions in Kilifi County Kenya.

Table 13

Extent to which Head Teachers' Instructional Supervision Influence Effectiveness of CBC Implementation in Public Pre-Schools of Kilifi County Kenya

	SA		A		N		D		SD	
	f	%	f	%	f	%	f	%	f	%
Pre-observation clinical supervision used by head of institutions has greatly enhanced CBC implementation in this school	155	50.0	65	21.0	20	6.5	35	11.3	35	11.3
Observation clinical supervision used by head of institutions has greatly enhanced CBC implementation in this school	140	45.2	65	21.0	25	8.1	40	12.9	40	12.9
Post-observation clinical supervision used by head of institutions has	130	41.9	65	21.0	10	3.2	60	19.4	45	14.5

greatly enhanced CBC implementation in this school										
Mentoring form of supportive supervision has greatly enhanced CBC implementation in this school	155	50.0	70	22.6	25	8.1	25	8.1	35	11.3
Joint problem-solving form of supportive supervision has greatly enhanced CBC implementation in this school	200	64.5	110	35.5	0	0.0	0	0.0	0	0.0
Two-way communication between the supervisor and those being supervised form of supportive supervision has greatly enhanced CBC implementation in this school	150	48.4	110	35.5	10	3.2	25	8.1	15	4.8
A classical (cop) administrative supervision role has greatly enhanced CBC implementation in this school	180	58.1	70	22.6	0	0.0	35	11.3	25	8.1
A modern (coach) administrative supervision role has greatly enhanced CBC implementation in this school	125	40.3	100	32.3	15	4.8	50	16.1	20	6.5

A networking (director)	140	35.2	55	17.7	30	9.7	55	17.7	30	9.7
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administrative supervision role has greatly enhanced CBC implementation in this school

On the extent to which head teachers’ instructional supervision influence effectiveness of CBC implementation in Public Pre-Schools of Kilifi County Kenya, findings in Table 13 reveal that 50% of participants strongly agreed that pre-observation clinical supervision used by head of institutions has greatly enhanced CBC implementation in this school, 45.2% strongly agreed that observation clinical supervision used by head of institutions has greatly enhanced CBC implementation in this school, 41.9% strongly agreed that post-observation clinical supervision used by head of institutions has greatly enhanced CBC implementation in this school, 50% strongly agreed that mentoring form of supportive supervision has greatly enhanced CBC implementation in this school, 64.5% strongly agreed that joint problem-solving form of supportive supervision has greatly enhanced CBC implementation in this school, 48.4% strongly agreed that two-way communication between the supervisor and those being supervised form of supportive supervision has greatly enhanced CBC implementation in this school, 58.1% strongly agreed that a classical (cop) administrative supervision role has greatly enhanced CBC implementation in this school, 40.3% strongly agreed that a modern (coach) administrative supervision role has greatly enhanced CBC implementation in this school while 35.2% strongly agreed that a networking (director) administrative supervision role has greatly enhanced CBC implementation in this school. Implications of these outcomes are that in the study area, head teachers’ instructional supervision practices do indeed have a great and positive influence on CBC implementation.

The study asked the interviewees to elaborate on how headteachers' instructional supervision affected CBC implementation in public preschools in Kilifi County and County education officers 1, 2, 4, and 5 stated that;

Administrative instructional supervision adopted by most public preschool head of institutions as an instructional supervision of CBC implementation has greatly affected the implementation of this policy within public preschools in this county

County Education Officer 3 however stated that;

Where head of institutions adopted supportive instructional supervision in public preschools, CBC implementation has been seen to show positive growth as this style greatly enhances the implementation of this policy

Table 14

Relationship between Head Teachers' Instructional Supervision and Effectiveness of CBC Implementation in Public Pre-Schools of Kilifi County Kenya

Model	Unstandardized		Standardized		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	.814	.189			4.303	.000
Head of institutions instructional supervision	.508	.084	.325		6.028	.000

a. Dependent Variable: CBC implementation

Results in Table 14 reveal that headteachers' instructional supervision is significantly related to CBC implementation in public preschools of Kilifi County Kenya. This is because the p-value of

$p=0.000$ is lower than $p=0.05$ hence there is a significant relationship between headteachers' instructional supervision and CBC implementation in public preschools of Kilifi County Kenya.

The beta value of 0.325 reveals a favorable association between headteachers' instructional supervision and the success of CBC implementation in public pre-schools in Kilifi County. This shows that increases in instructional supervision predict a 0.325-unit increase in CBC implementation effectiveness. The unstandardized coefficient ($B = 0.508$) means that for every one-unit increase in instructional supervision, there is a 0.508-unit improvement in CBC implementation. With a statistically significant t-value of 6.028 ($p = 0.000, < 0.05$), the research's data demonstrate that headteachers' active instructional oversight positively and significantly influences CBC outcomes in the research area.

4.5 Extent to which Teacher-Pupil Ratio Influence Effectiveness of CBC Implementation in Public Pre-Schools of Kilifi County Kenya

Data addressing the above topic was lastly gathered from respondents and analyzed and outcomes are presented in the tables below.

Table 15

Pupil-teacher ratio in CBC classes in this school

	Frequency	Percent
40:1	46	14.8
45:1	45	14.5
50:1	35	11.3
55:1	49	15.8
60:1	50	16.1

65:1	85	27.4
Total	310	100.0

Results in Table 15 showed that regarding pupil-teacher ratio in CBC classes within Kilifi county, 14.8% mentioned that their preschools had a 40:1 pupil-teacher ratio per class, 14.5% mentioned 15:1, 11.3% mentioned 50:1, 15.8% mentioned 55:1, 16.1% mentioned 60:1 whereas 27.4% mentioned 65:1 pupil-teacher ratio. Though the pupil-teacher ratio varied within public preschools in Kilifi County, the data shows that the CBC classes are overcrowded and new classrooms and teachers are needed for effective implementation of CBC.

County education officers were asked to mention the average pupil-teacher ratio in CBC classrooms in public preschools of Kilifi County and there was a general agreement among County education officers that;

In Kilifi County, the average pupil-teacher ratio per class in public preschools currently stands at 60:1 in most preschools

Table 16

Effect of pupil-teacher ratio on CBC implementation in this school

	Frequency	Percent
It has greatly enhanced CBC implementation	46	14.8
It has enhanced CBC implementation	59	19.0
It has moderately enhanced CBC implementation	75	24.2
It has negatively affected CBC implementation	130	41.9
Total	310	100.0

The study also found that concerning the effects of pupil-teacher ratio on CBC implementation within public preschools, 14.8% of respondents mentioned that it had greatly enhanced CBC implementation, 19% said it enhanced CBC implementation, 24.2% mentioned that it moderately enhanced CBC implementation while 41.9% said that it had negatively affected CBC implementation. The outcomes therefore imply that the pupil-teacher ratio in Kilifi County public preschools is a hindrance to the successful implementation of the CBC within the county.

The interviewees were asked to mention how the mentioned teacher-pupil ratio affected CBC implementation in public preschools in Kilifi County and they generally stated that;

The biggest impediment to the successful implementation of CBC in public preschools in Kilifi county is the pupil-teacher ratio as more pupils do get enrolled in public preschools which have fewer number of teachers to cater for the large number of preschool learners per class hence derailing successful implementation of this policy

Table 17

Extent to which Teacher-Pupil Ratio Influence Effectiveness of CBC Implementation in Public Pre-Schools of Kilifi County Kenya

	SA		A		N		D		SD	
	f	%	f	%	f	%	f	%	f	%
Too many pupils in a class have negatively affected lesson delivery hence negatively affecting CBC implementation in this school	185	59.7	65	21.0	0	0.0	35	11.3	25	8.1

Too many pupils in a class have negatively affected discipline management hence negatively affecting CBC implementation in this school	150	48.4	100	32.3	0	0.0	40	12.9	20	6.5
Too many pupils in a class have negatively affected teachers ability to aid every pupil hence negatively affecting CBC implementation in this school	165	53.2	65	21.0	20	6.5	25	8.1	35	11.3
Too many pupils in a class have put a strain on distribution of resources in class hence negatively affecting CBC implementation in this school	155	50.0	100	32.3	0	0.0	35	11.3	20	6.5
Too many pupils in a class have negatively affected learner assessment hence negatively affecting CBC implementation in this school	130	41.9	135	43.5	0	0.0	15	4.8	30	9.7
Too many pupils in a class have negatively affected monitoring of learner progress hence negatively	215	69.4	65	21.0	0	0.0	30	9.7	0	0.0

affecting CBC implementation in										
this school										
Too many pupils in a class have	240	77.4	70	22.6	0	0.0	0	0.0	0	0.0
greatly increased teacher workload										
hence negatively affecting CBC										
implementation in this school										

Study outcomes in Table 17 show that 59.7% of the respondents strongly agreed that too many pupils in a class has negatively affected lesson delivery hence negatively affecting CBC implementation in this school, 48.4% strongly agreed that too many pupils in a class has negatively affected discipline management hence negatively affecting CBC implementation in this school, 53.2% strongly agreed that too many pupils in a class has negatively affected teachers ability to aid every pupil hence negatively affecting CBC implementation in this school, 50% strongly agreed that too many pupils in a class has put a strain on distribution of resources in class hence negatively affecting CBC implementation in this school, 43.5% agreed that too many pupils in a class has negatively affected learner assessment hence negatively affecting CBC implementation in this school, 69.4% strongly agreed that too many pupils in a class has negatively affected monitoring of learner progress hence negatively affecting CBC implementation in this school and 77.4% strongly agreed that too many pupils in a class has greatly increased teacher workload hence negatively affecting CBC implementation in this school. These findings generally implied that within public preschools in Kilifi County, the pupil-teacher ratio mainly negatively affects CBC implementation to a very large extent.

Table 18

Relationship between Teacher-Pupil Ratio and Effectiveness of CBC Implementation in Public Pre-Schools of Kilifi County Kenya

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
1 (Constant)	1.061	.171		6.216	.000
Teacher-pupil ratio	.210	.040	.286	5.237	.000

a. Dependent Variable: CBC implementation

Information in Table 4.16 reveals that there is a relationship between teacher-pupil ratio and CBC implementation in public preschools in Kilifi Sub-County Kenya. This is because the p-value of $p=0.000$ is lower than $p=0.05$ hence, the teacher-pupil ratio is significantly related to CBC implementation in the study area. Markedly, the beta coefficient of 0.286 signifies a favorable correlation between the teacher-student ratio and the efficacy of CBC implementation in public preschools in Kilifi County. This indicates that as the teacher-student ratio rises (implying larger class sizes), the efficacy of CBC implementation also rises, albeit moderately. The unstandardized coefficient ($B = 0.210$) indicates that for each unit increase in the teacher-pupil ratio, the efficacy of CBC implementation rises by 0.210 units. The significance threshold ($p = 0.000$) is below 0.05, signifying that this link is statistically significant. Consequently, the teacher-student ratio serves as a significant predictor of the quality of CBC implementation, suggesting that fluctuations in class sizes may influence the efficacy of the CBC curriculum in public pre-schools in Kilifi.

4.6 Summary of Findings

The study's results emphasize essential elements influencing the execution of the Competency-Based Curriculum (CBC) at public preschools in Kilifi County, Kenya. Initially, educational resources profoundly affected the efficacy of Competency-Based Curriculum (CBC); institutions with sufficient resources exhibited superior curriculum execution, whereas deficiencies in resources obstructed practical, student-centered activities vital for CBC. Secondly, teacher readiness was revealed to be a considerable factor. Teachers with proper training and a firm knowledge of CBC methodology supported more effective implementation, demonstrating that continuing professional growth is necessary for success. Instructional supervision by head of institutions also identified as a critical factor. Regular and supportive monitoring enabled teachers to match their teaching with CBC objectives, boosting curriculum delivery and adherence to CBC standards. Finally, the teacher-pupil ratio revealed a positive but moderate connection with CBC implementation, suggesting that bigger class sizes could potentially support CBC but may require extra techniques to maintain quality. Overall, the findings underline the need of providing enough resources, assuring teacher preparedness, and maintaining good instructional supervision to maximize CBC's effectiveness in early education settings. Addressing these areas could greatly enhance CBC outcomes for young learners in Kilifi County.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter synthesizes the findings of the study on the school dynamics impacting the implementation of the Competency-Based Curriculum (CBC) in Kilifi County's public pre-schools. This section provides a summary of major ideas, followed by a discussion of findings in connection to each research objective. The chapter also includes conclusions gained from the analysis and gives recommendations geared toward various stakeholders such as educators, administrators, policymakers, and curriculum developers aiming to improve CBC implementation. Finally, ideas for further research are provided, noting areas where knowledge gaps remain and where more studies could contribute to the effective use of CBC in early education.

5.1 Summary

This study studied the dynamics affecting the implementation of CBC in Kilifi County's public pre-schools, concentrating on learning materials, teacher preparedness, instructional supervision, and teacher-pupil ratio. The analysis demonstrated that the availability of proper learning tools positively influences CBC outcomes, with schools better ready to engage children in hands-on activities. Teacher readiness was revealed as a crucial component, as those with CBC training offered more effective instruction. Instructional supervision by head of institutions was also deemed to be vital for supporting curriculum goals and delivering regular guidance and oversight. Additionally, data suggested that teacher-pupil ratios moderately influence CBC implementation,

with overcrowded classrooms providing obstacles. These results give a core understanding of how these factors separately and combined effect CBC efficacy. Based on the findings, the report presents specific recommendations for stakeholders to boost CBC's effectiveness in Kenya's early education landscape.

5.2 Discussion of Findings

5.2.1 Influence of Learning Resources on CBC Implementation Effectiveness in Public Pre-Schools of Kilifi County Kenya.

The study demonstrated a significant positive association between learning resources and the success of CBC implementation, with a statistically significant beta value of 0.472 ($p < 0.001$). Markedly, this research demonstrates that the availability of learning materials is a strong predictor of CBC success as it shows that a unit increase in resources leads to a 0.472-unit improvement in CBC implementation. The t-value of 6.912 further supports the relevance of resources in reaching CBC goals. This agrees with Allais (2014) and Azzi-Lessing (2009), who underlined the crucial significance of resources in experiential learning and curriculum effectiveness. Grace (2016) and Mugweni et al. (2011) further underline that proper resources increase hands-on, learner-centered activities, important for CBC. In Kilifi, where resources are generally scarce, this finding implies that schools with appropriate resources may better engage children and accomplish CBC objectives, underlining the necessity for focused resource allocation.

5.2.2 Influence of Teacher Preparedness on CBC Implementation Effectiveness in Public Pre-Schools of Kilifi County Kenya

Teacher readiness revealed a considerable positive influence on CBC implementation, with a beta coefficient of 0.399 ($p < 0.001$) and a t-value of 5.482, indicating a significant impact. This

correlation reveals that changes in teacher preparedness positively predict CBC outcomes by 0.399 units per unit increase in preparedness. Notably, the result is consistent with findings by Botha and Reddy (2011), who argued that teacher training is necessary for effective learner-centered education. Wangeleja (2010) further highlights that continual professional development enables instructors to utilize CBC techniques effectively. This study's findings corroborate those of Joshua et al. (2017) and Kimosop (2019), who discovered that well-prepared teachers engage students more effectively. Thus, investing in teacher training relevant to CBC criteria is vital, particularly in Kilifi County, where instructors require specialist support to satisfy CBC standard

5.2.3 Extent to which Head Teachers' Instructional Supervision Influence Effectiveness of CBC Implementation in Public Pre-Schools of Kilifi County Kenya

Instructional supervision by head of institutions was shown to be very important in CBC implementation, with a beta coefficient of 0.368 ($p < 0.001$) and a t-value of 5.209 which indicates that supervision contributes favorably to curriculum outcomes. The correlation of 0.368 implies that effective headteacher supervision predicts a 0.368-unit improvement in CBC effectiveness. This conclusion corresponds with Onumah (2016), who identified instructional leadership as crucial to curricular performance. Mestry et al. (2013) further emphasized that head of institutions who prioritize teacher assistance create conditions conducive to curriculum implementation. The findings in Kilifi County denote that regular instructional supervision promotes CBC aims by ensuring teachers remain aligned with curricular requirements. Similar outcomes were reported by Ezron et al. (2016) who indicated that headteacher involvement in supervision encourages accountability and enhances teaching quality, crucial for CBC in early education.

5.2.4 Extent to which Teacher-Pupil Ratio Influence Effectiveness of CBC Implementation in Public Pre-Schools of Kilifi County Kenya

The teacher-pupil ratio indicated a moderate but substantial positive influence on CBC implementation, with a beta coefficient of 0.286 ($p = 0.000$) and a t-value of 5.237. This coefficient implies that each increase in teacher-pupil ratio modestly enhances CBC implementation by 0.286 units, while overcrowded classrooms may still provide issues. These findings reflect Mosha (2012) and Manjanga et al. (2010) who emphasized that large ratios limit teacher-student interactions, compromising customized learning. Similar investigations in Nigeria and Tanzania (Osho et al., 2014; Grace, 2016) demonstrate that high TPR limits CBC's tailored approach. Thus, in Kilifi County, where class sizes are commonly large, these results emphasize the need for extra support techniques, like as teacher aids or optimized classroom layouts, to sustain curriculum quality and engagement in larger classrooms.

5.3 Conclusions

The findings of this study underline the multiple elements influencing the effective implementation of the Competency-Based Curriculum (CBC) in Kilifi County's public pre-schools. The results reveal that proper resources, teacher preparedness, instructional supervision, and teacher-pupil ratios each have major roles in accomplishing CBC objectives. Access to learning resources emerged as a particularly strong predictor, reinforcing that sufficient teaching aids, materials, and facilities are crucial to CBC's hands-on, student-centered approach. Without these materials, teachers struggle to engage students in interactive learning activities, a basic need of CBC. This fits with broader research showing that resource availability strongly impacts student engagement and learning results, indicating that without proper financing and resource allocation, CBC implementation will encounter substantial hurdles.

Teacher preparedness also proved critical to CBC performance. Findings suggest that instructors who have undergone specific CBC training are more suited to build a learner-centered environment, underscoring the necessity of continual professional development. This is consistent with global educational research, which emphasizes that curriculum changes require complete teacher support for effective adaptation. The research suggests that in Kilifi, where many teachers may lack CBC-specific training, focused in-service training could bridge this gap and empower teachers to adopt CBC approaches effectively. Thus, by prioritizing teacher preparedness, the Ministry of Education and local education organizations might overcome knowledge gaps that prevent successful CBC delivery, boosting the learning experience for young children in the county.

The study further emphasizes the crucial importance of instructional oversight by headteachers, as well as proper teacher-pupil ratios, in promoting CBC objectives. Effective instructional supervision ensures that teachers adhere to CBC standards, receive direction on best practices, and remain accountable to curricular goals. Markedly, in Kilifi County, head of institutions who actively participate in instructional monitoring establish an environment of continual improvement and alignment with CBC objectives, enhancing teacher performance. In addition, while the teacher-pupil ratio was demonstrated to have a minor impact, it nevertheless significantly affects how teachers provide CBC's interactive, student-centered instruction. Therefore, managing class sizes, or introducing classroom assistants, could alleviate issues associated with high TPRs, allowing teachers to engage students more effectively. Notably, this study underlines the significance of a supportive infrastructure, continual training, and resource allocation to achieve CBC's aims, particularly in resource-limited places like Kilifi County. By addressing these crucial

areas, policymakers, educators, and stakeholders can strive toward a more successful and sustainable implementation of CBC in early education.

5.4 Recommendations

The study makes significant recommendations for policymakers, educational authorities, headteachers, teachers, and the local communities;

1. **Policymakers:** The research recommends increasing financing for learning resources in public pre-schools to alleviate resource shortfalls and enable successful CBC implementation. In addition, there is a need to implement measures to minimize class sizes in line with ideal teacher-pupil ratios, facilitating individual attention and participation.
2. **Education Authorities and Headteachers:** The research proposes that educational stakeholders facilitate frequent CBC training programs for teachers, ensuring they are well-equipped to handle CBC's requirements. It is also important to encourage continual instructional supervision, where head of institutions provide teachers with advice, feedback, and support in line with CBC objectives.
3. **Teachers and Local Communities:** The study recommends the need to foster community involvement to support resource provision, developing partnerships for sustainable learning resource creation. Teachers should also utilize available resources innovatively to maximize CBC's experiential learning approach within existing limits.

5.5 Recommendation for Further Research

Further research should explore the impact of digital learning resources on CBC implementation in resource-constrained pre-schools. Given that this research underlines the critical importance of physical resources in CBC's success, exploring digital alternatives could give options when

traditional resources are scarce. Markedly, this future research could investigate how integrating digital technologies might boost interactive, student-centered learning in Kilifi County's public pre-schools and beyond.



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APPENDIX II: Research Questionnaire for Teachers

This is academic research focused on studying “School-Dynamics Affecting the Implementation of CBC in Pre-Primary Schools in Kilifi County”. It is my humble request that you offer information that is an accurate depiction of the problem being investigated by answering these queries.

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

- | | | |
|------------------------|-------------------|--------------------------|
| 1. What your Gender | Male | <input type="checkbox"/> |
| | Female | <input type="checkbox"/> |
| 2. What's your Age? | 21-30 years | <input type="checkbox"/> |
| | 31-40 years | <input type="checkbox"/> |
| | 41-50 years | <input type="checkbox"/> |
| | Above 50 years | <input type="checkbox"/> |
| 3. Teaching experience | Less than 3 years | <input type="checkbox"/> |
| | 4-6 years | <input type="checkbox"/> |
| | 7-9 years | <input type="checkbox"/> |
| | 10-13 years | <input type="checkbox"/> |
| | Above 13 years | <input type="checkbox"/> |

SECTION B: THE INFLUENCE OF TEACHING AND LEARNING RESOURCES ON THE IMPLEMENTATION OF CBC IN PUBLIC PRE-SCHOOLS OF KILIFI COUNTY KENYA

4. What are some of the main teaching and learning materials available for teaching CBC in this school?
5. How has the availability of teaching and learning resources affected the implementation of CBC in this school?
- a. Has greatly improved CBC implementation
 - b. Has improved CBC implementation
 - c. Has moderately improved CBC implementation
 - d. Has negatively affected CBC implementation
 - e. Has had no effect on CBC implementation
6. Based on availability of the following teaching and learning materials in this school, kindly rate as strongly agree (SA), agree (A), neutral (N), disagree (D) and strongly disagree (SD) with respect to its actual effect on CBC implementation in this school.

Statements	SA	A	N	D	SD
Materials for practical lessons					
Materials for writing					
Materials for reading					
Audio recording materials					

Visual recording materials like phones with cameras					
---	--	--	--	--	--

7. What do you think are the other CBC teaching and learning material used and how it has affected CBC implementation in this school?

.....

.....

.....

SECTION C: THE INFLUENCE OF TEACHER PREPAREDNESS ON IMPLEMENTATION OF CBC IN PUBLIC PRE-SCHOOLS OF KILIFI COUNTY KENYA

8. How prepared are you for the implementation of CBC?

- a. Very prepared
- b. Prepared
- c. Moderate prepared
- d. Less prepared
- e. Not prepared at all

9. Kindly rate the following information based on how your preparedness has affected CBC implementation in this school as strongly agree (SA), agree (A), neutral (N), disagree (D) and strongly disagree (SD).

Statements	SA	A	N	D	SD
Preparedness for instruction on teaching fundamental skills regarding CBC has greatly affected CBC implementation					
Pedagogical preparedness has greatly affected CBC implementation					
Lesson design preparedness has greatly affected CBC implementation					
Preparedness to implement learning experiences has greatly affected CBC implementation					
Preparedness for practicum instruction has greatly affected CBC implementation					
Preparedness for classroom management has greatly affected CBC implementation					

SECTION D: THE EXTENT TO WHICH HEAD OF INSTITUTIONS' INSTRUCTIONAL SUPERVISION INFLUENCE EFFECTIVE IMPLEMENTATION OF THE CBC IN PUBLIC PRE-SCHOOLS OF KILIFI COUNTY KENYA

10. Which instructional supervision practice does your head teacher use while supervising your work?
- Clinical supervision
 - Supportive supervision
 - Administrative supervision
 - If none of the above, please state the main one.....

11. To what extent does your head teacher utilize the mentioned instructional supervision style to supervise the implementation of CBC?

- a. To a very great extent
- b. To a great extent
- c. To a moderate extent
- d. To a low extent

12. Kindly rate the following statements as strongly agree (SA), agree (A), neutral (N), disagree (D) and strongly disagree (SD) based on how head of institutions instructional supervision affects CBC implementation in this school.

Statements	SA	A	N	D	SD
Pre-observation clinical supervision used by head of institutions has greatly enhanced CBC implementation in this school					
Observation clinical supervision used by head of institutions has greatly enhanced CBC implementation in this school					
Post-observation clinical supervision used by head of institutions has greatly enhanced CBC implementation in this school					
Mentoring form of supportive supervision has greatly enhanced CBC implementation in this school					
Joint problem-solving form of supportive supervision has greatly enhanced CBC implementation in this school					

Two-way communication between the supervisor and those being supervised form of supportive supervision has greatly enhanced CBC implementation in this school					
A classical (cop) administrative supervision role has greatly enhanced CBC implementation in this school					
A modern (coach) administrative supervision role has greatly enhanced CBC implementation in this school					
A networking (director) administrative supervision role has greatly enhanced CBC implementation in this school					

SECTION E: THE EXTENT TO WHICH TEACHER-PUPIL RATIO INFLUENCE THE IMPLEMENTATION OF CBC IN PUBLIC PRE-SCHOOLS OF KILIFI COUNTY KENYA

13. In CBC classrooms, what do you consider to be the pupil-teacher ratio? (Kindly state)

.....

.....

14. How has the mentioned ratio affected CBC implementation in this school?
- a. It has greatly enhanced CBC implementation
 - b. It has enhanced CBC implementation
 - c. It has moderately enhanced CBC implementation
 - d. It has negatively affected CBC implementation

THANKS FOR YOUR TIME

APPENDIX III: INTERVIEW SCHEDULE FOR COUNTY EDUCATION OFFICIALS

This is academic research focused on studying “School-Dynamics Affecting the Implementation of CBC in Pre-Primary Schools in Kilifi County”. It is my humble request that you offer information that is an accurate depiction of the problem being investigated by answering these queries.

Thanks in advance

SECTION A: THE INFLUENCE OF LEARNING RESOURCES ON IMPLEMENTATION OF CBC IN PUBLIC PRE-SCHOOLS OF KILIFI COUNTY KENYA

1. What are some of the main teaching and learning materials available for teaching CBC in this school?

.....
.....

2. How has availability of teaching and learning resources affected the implementation of CBC in this school?

.....
.....

3. Mention any CBC teaching and learning material used and how it has affected CBC implementation in this school.

.....
.....

SECTION B: THE INFLUENCE OF TEACHER PREPAREDNESS ON IMPLEMENTATION OF CBC IN PUBLIC PRE-SCHOOLS OF KILIFI COUNTY KENYA

4. Kindly state how prepared you are for the implementation of CBC based on your experiences so far?

.....
.....

5. How has your preparedness as a teacher affected the implementation of CBC in this school?

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

SECTION C: THE EXTENT TO WHICH HEADTEACHERS' INSTRUCTIONAL SUPERVISION INFLUENCE EFFECTIVE IMPLEMENTATION OF THE CBC IN PUBLIC PRE-SCHOOLS OF KILIFI COUNTY KENYA

6. Which instructional supervision practice does head teacher use while supervising CBC implementation?

.....

7. To what extent do heads of institutions utilize the mentioned instructional supervision style to supervise the implementation of CBC?

.....
.....

8. How has head of institutions instructional supervision affected CBC implementation in this school?

.....
.....

SECTION D: THE EXTENT TO WHICH TEACHER-PUPIL RATIO INFLUENCE THE IMPLEMENTATION OF CBC IN PUBLIC PRE-SCHOOLS OF KILIFI COUNTY KENYA

9. In CBC classrooms, what do you consider to be the pupil-teacher ratio? (Kindly state)

.....

.....
.....

10. How has the mentioned ratio affected CBC implementation in this school?

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

THANKS FOR YOUR TIME

APPENDIX IV ERC



REF: MKU/ISERC/3907
TO: HAMISI HASSAN

Date: 15 July 2024

REG: MECS/2019/46388

Dear Sir/Madam,

RE: SCHOOL-DYNAMICS AFFECTING EFFECTIVE IMPLEMENTATION OF THE COMPETENCY-BASED -CURRICULUM AMONG PRE-PRIMARY SCHOOLS IN KILIFI COUNTY, KENYA

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **2907**. The approval period is **15/07/2024 - 14/07/2025**.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any charges, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,


Dr. Alfred Owino, PhD
Chairman, Mount Kenya University ISERC

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APPENDIX V: NACOSTI


REPUBLIC OF KENYA
 Ref No: **594247**



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION.
 Date of Issue: **22/August/2024**


RESEARCH LICENSE



This is to Certify that Mr. Hamisi Hassan . of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kilifi on the topic: School dynamics affecting implementation of competency-based curriculum among pre-primary schools in Kilifi county kenya for the period ending : 22/August/2025.

License No: **NACOSTI/P/24/39243**
 Applicant Identification Number: **594247**


Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

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APPENDIX VI: RESEARCH AUTHORIZATION



OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION
STATE DEPARTMENT FOR INTERNAL SECURITY AND NATIONAL ADMINISTRATION

Telephone:
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Ref: Ref: EDUC.12/7/VOL.11/99

County Commissioner's Office
Kilifi County
P. O. Box 29 - 80108
KILIFI

And Date 23rd August, 2024

Mr. Hamisi Hassan
MOUNT KENYA UNIVERSITY


RE: RESEARCH AUTHORIZATION
MR. HAMISI HASSAN NO: NACOSTI/P/24/39243

Reference is made to letter unreferenced letter dated 23rd August, 2024 on the above subject matter.

This office has no objection with you carrying research on "*School Dynamics Affecting Implementation of Competency - Based Curriculum Among Pre-Primary Schools*" which is scheduled between 22nd August, 2024 to 22nd August, 2025 in Kilifi County so long as they are conducted within Ministry of Education guidelines.

You are therefore required to liaise with the County Education office for guidance.

Thank you.


ALICE M. KALIMBO
FOR: COUNTY COMMISSIONER
KILIFI COUNTY



c.c.
County Director of Education
KILIFI COUNTY

All Deputy County Commissioners
KILIFI COUNTY

Director of Graduate Studies
MOUNT KENYA UNIVERSITY

APPENDIX VII: RESEARCH AUTHORISATION BY COUNTY



MINISTRY OF EDUCATION
State Department of Early Learning and Basic Education
KILIFI COUNTY

Telephone 041-7522432
EMAIL: cdekillifcounty@yahoo.com
Fax no. 7522432
When replying/telephoning quote
Ref: KLF/CDE/G.10/4/80

County Education Office
P O Box 42 -80108
KILIFI

26th August, 2024


The Sub County Directors of Education
KALOENI
RABAI

RE: RESEARCH AUTHORIZATION
HAMISI HASSAN- LICENSE NO: NACOSTI/P/24/39243

The above named student has been authorized to carry out research on "*School Dynamics Affecting implementation of Competency - Based- Curriculum among Pre-Primary Schools*".

The Research study will be conducted in schools within **Kaloleni** and **Rabai** Sub Counties, starting on **22nd August, 2024** to **22nd August, 2025**.

Any assistance accorded will be highly appreciated.

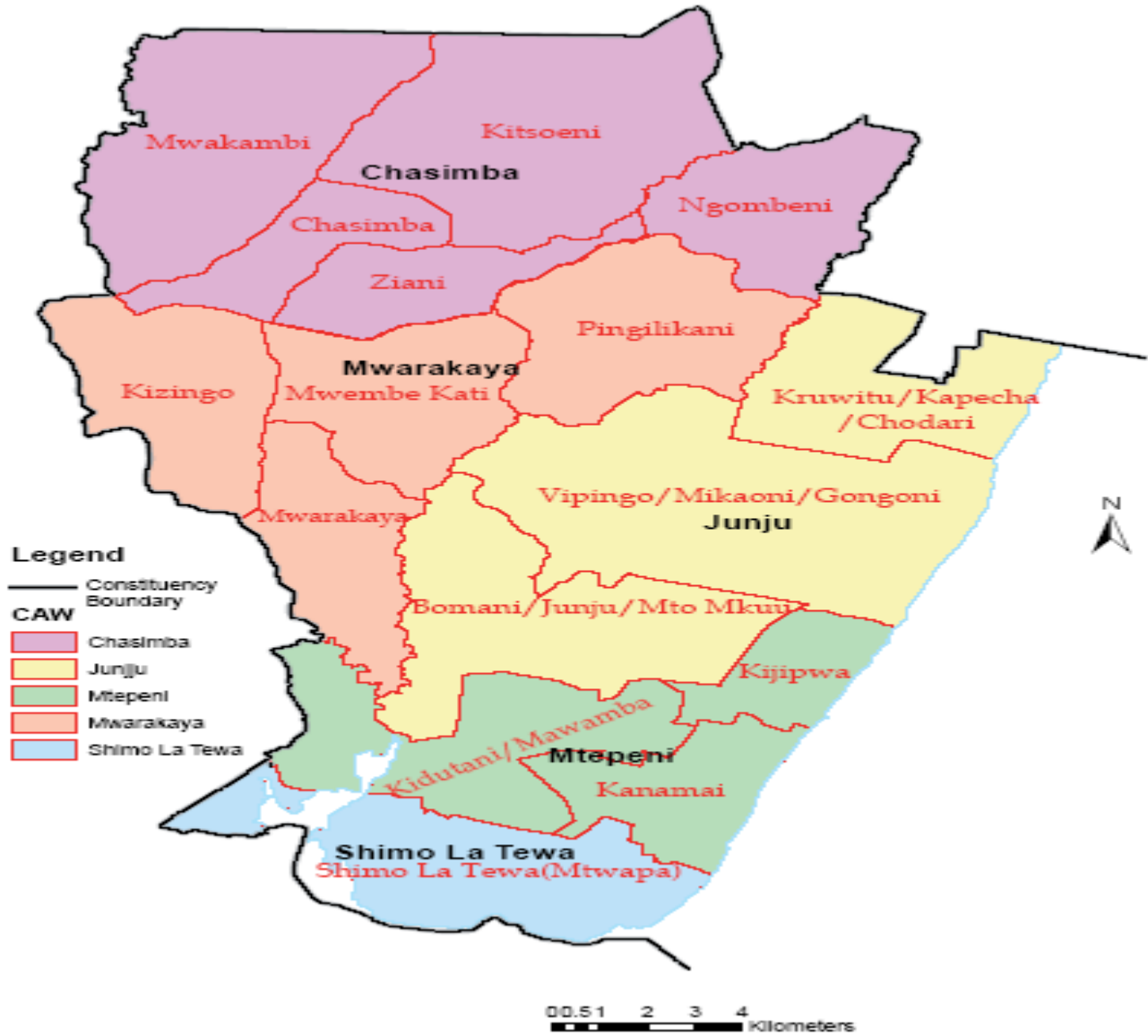

FOR THE COUNTY DIRECTOR OF
EDUCATION
KILIFI
P.O. Box 42 80108, KILIFI

SELITA MAKORANI
FOR: COUNTY DIRECTOR OF EDUCATION
KILIFI

Copy to:

Mr. Hamisi Hassan
MOUNT KENYA UNIVERSITY

APPENDIX VIII: MAP OF KILIFI COUNTY



APPENDIX IX: TURNITIN REPORT



HAMISI HASSAN

SCHOOL DYNAMICS AFFECTING EFFECTIVE IMPLEMENTATION OF THE COMPETENCY-BASED -CURRICUL...

- Thesis and Projects
- Postgraduate
- Mount Kenya University

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