

**SCHOOLS' MANAGEMENT PREPAREDNESS ON THE IMPLEMENTATION  
OF THE COMPETENCY BASED CURRICULUM IN PUBLIC PRIMARY  
SCHOOLS IN KIRINYAGA WEST SUBCOUNTY, KENYA**

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DEGREE IN EDUCATIONAL ADMINISTRATION, LEADERSHIP AND  
MANAGEMENT OF  
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## DECLARATION AND APPROVAL

### Declaration by student

This thesis is my original work and has not been presented for a degree in any other University or for any other award.

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## DEDICATION

I wholeheartedly dedicate this work to my dear wife Prominah Muoki and son Jayden Momanyi and daughter Annalisa Mueni for their unrelenting support as I undertook this research.



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I am equally grateful to the headteachers and the education officers at the county education office level who gave me the opportunity to visit the schools to conduct observation in the classrooms and interview teachers accordingly. I also wish thank all the research participants who took their time to attend to my numerous inquiries during the data collection process.

## ABSTRACT

The competency-based curriculum is presently being implemented in public primary schools in the country. Yet, empirical evidence indicates that schools' management faces a lot of challenges, hence making it very difficult for the implementation of CBC. The researcher sought to explore schools' management preparedness with regard to execution of CBC. Objectives were: to establish the schools' management financial preparedness, preparedness for requisition of specialized teachers, schools' management learning resources preparedness and support services preparedness on implementation of CBC in Kirinyaga west subcounty. The study was anchored on Curriculum Implementation Theory, Theory of Organizational Readiness for Change, and Kurt Lewin Change Management Model. The study adopted mixed method approach and descriptive survey design thus allowing concurrent triangulation of data where both quantitative and qualitative methodologies were used. Target population comprised 68 headteachers, 1,020 teachers, 15, 500 CBC pupils and 4 subcounty education officials totaling to 16,592 respondents. Yamane Formula was used to sample 399 respondents that were identified using purposive and stratified random sampling techniques. This allowed the researcher to select 20 headteachers, 334 pupils, 44 teachers, and 1 subcounty education official. A semi-structured questionnaire was used to collect quantitative data from teachers whereas an interview guide was used to collect qualitative data from headteachers and subcounty education official. A document analysis checklist was also used for primary data collection. Piloting was done using 39 respondents from all the 3 categories, which is 10% of the sample. Reliability, validity, dependability and credibility of the research instruments were duly tested through the supervisors 'and peer-reviews' input. Quantitative data was organized and processed descriptively and inferentially using SPSS (version 23) and presented using frequency tables. Linear regression was carried out under inferential statistics. Qualitative data was analyzed using thematic content analysis technique and presented using narratives. The study established that schools' financial preparedness, schools' preparedness in requisition of specialized teachers, schools' learning resources preparedness, and schools' support services preparedness have significant influence on the implementation of the CBC in public primary schools. The study recommended that there is need for the government to provide enough financial resources for implementation of the CBC. Headteachers in public primary schools must continuously put pressure on the government to provide specialized teachers for implementation of the CBC. School managers should be trained on how to mobilize learning resources even where the government is unable to provide them on time. There is also need for adequate time for preparation of teachers' training as well as the need for school administrations to have in place adequate assurance and standards assessment from KICD for effective implementation of CBC.

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## LIST OF ABBREVIATIONS AND ACRONYMS

<b>CBA</b>	Competency-Based Approach
<b>CBC</b>	Competency Based Curriculum
<b>IBE-UNESCO</b>	UNESCO International Bureau of Education
<b>KICD</b>	Kenyan Institute of Curriculum Development
<b>KNUT</b>	Kenya National Union of Teachers
<b>SDGs</b>	Sustainable Development Goals
<b>STEM</b>	Science, Technology, Engineering and Mathematics
<b>TSC</b>	Teachers' Service Commission
<b>NACOSTI</b>	National Commission for Science, Technology and Innovation



# CHAPTER ONE

## INTRODUCTION

### 1.0 Introduction

This chapter presents the background of the study by highlighting the statement problem, purpose of the research, research objectives, and the research questions. It also focuses on the significance of the study, scope and limitation of the study.

### 1.1 Background to the Study

In all countries in the world, education curriculum is a means through which governments impart the right education and skills to learners in line with current socio-economic needs. An effective curriculum effectively empowers the learners at personal, national and international levels (UNESCO, 2015a). Hence, the need for countries globally to align their education curriculum with their visions for development has necessitated regular syllabus reviews so as to meet these needs. The process of curriculum reform and implementation however is a complex undertaking where all stakeholders must actively and effectively be involved in their respective roles in order to simplify procedures (Wanyama, 2013). Financial preparedness, teachers' training, learning resources such as instructional materials and physical facilities as well as support services are critical areas for public primary schools to focus on. However, these areas continue to lag behind in many countries globally (Akomolafe and Adesua, 2016).

Historically, Competency based curriculum (CBC) can be traced to a number of countries, where its adoption is ever on the upward trajectory for the past several years. For instance, in the United States of America, CBC or competency based education (CBE) as it may be referred to from country to country, has been integrated in the country's education system for almost half a century now (Pluff, & Weiss, 2022)..

Since the 1960s, the CBC learning system has been in place, specifically to address the emerging needs of the broader national development agenda where technology widely counts. In the developed countries in general, CBC has been characterized by institutions of learning at all levels trying to adjust their teaching curriculums and operational structures in order to achieve the objectives of this model. It is also evident that effective implementation of CBC programs takes advantage of online and hybrid learning approaches and technological advancement. Yet, in developing countries, such as Kenya, the new education program may be faced with varied challenges, especially in light of limited technology and unreliable sufficient supply of tutors with the right skillsets.

Over time, there has been a major shift in the educational sector at both the national and international levels where the focus in change, transformation and transition has greatly dominated. This change is being driven by, among other things, powerful market forces related to technology, global competition, and workplace dynamics (UNESCO, 2013). According to Tan and Reyes (2016), curriculum reform involves risks and therefore requires ingenuity and high capacity for those at the implementation level. In Poland, the global crisis of the 1980s deeply affected the country's political and ideological disruptions and led to some kind of erosion of the universal values (Sullivan and Burce, 2014). The shift in political ideologies meant that a section of the population strongly supported democracy and a market economy (Sellar and Lingard, 2013). The Poland scenario was echoed in several other European countries that have since undertaken learning curriculum changes to match current realities (Tan & Reyes, 2016). However, this reorientation of the education system in the Western countries to reflect labour-liberal democracy was met with numerous challenges (Amina (2015).

In the United States of America curriculum reforms took place as late as 2009 when the country was motivated by the need to align the learners' education needs with current socio-economic needs. Despite the country's endowment in resources, the reforms process has not been smooth sailing. The country's efforts to overhaul its education system have been thwarted by negative morale by teachers and the failure by key stakeholders to have a convergent point in terms of what the country actually needs. Other challenges have revolved around ineffective collaborative learning, insufficient efforts to promote teacher professional learning, inadequate provision of resources for teachers for improving learners' performance in class and underinvestment in capacity building of teachers (Yichun, Rodney and Lance, 2012).

In the recent past, Canada has also instituted major education reforms, with the main focus shifting the learners' needs. For instance, according to Statistics Canada (2008) and National Center for Education Statistics (2007), Canada increased its national students' spending from \$8,118 to \$10,770 in 2005 ostensibly to ensure that the new educational model addressed the needs of students in a better way. Despite the budgetary increase, other areas remained unaddressed fully. This included the challenge of fully involving all key stakeholders in the process of reform hence widening its scope. In a study by Kotter (2002) done in Belgium, there were highlights of the challenges encountered in curriculum reforms, especially with regard to in-training of teachers. Mobilization of personnel training was very critical for the success of the reforms, but this was hampered by poor coordination at the schools' level.

According to Tan and Reyes (2016), China has always strived to embrace a more modernized system that takes care of modern social needs to meet its current market demands. The success of China's education curriculum reforms was clearly in 2009

epitomized by Shanghai's global topping in a world education programme that tested learners on arithmetic and reading as well as scientific studies (Sellar & Lingard, 2013). However, there are still challenges, including the need for key players such as the headteachers to be more directly involved for the best outcome.

Like in the Western and Eastern countries, curriculum change in developing countries has in the recent past dominated the education scene, hence calling for all key stakeholders to be more vigilant in order to make the process a success. According to Hodge (2010), the success of curriculum reform in sub-Saharan African context needs to seriously consider a number of aspects, including the headteachers' competencies as well as financial resources at the schools' level. For instance, in Botswana the government has in the recent past initiated major curriculum reforms where it is offering free basic education to all school going children. According to Matambo (2013), this necessitated significant increase in budgetary allocation for the Ministry of Education. However, poor implementation of the new model has resulted into declining of general academic performance since 2010 (Luke and Mavis, 2014). Similarly, in Tanzania the government has initiated major curriculum reforms geared towards guaranteeing quality education (United Republic of Tanzania, 2001). One of such initiatives is Education Sector Development Programmes meant to help the country achieve its Vision 2025 development blueprint. Despite these efforts, academic performance for learners has generally been declining, especially due to poor implementation strategies.

In line with the Sustainable Development Goals (SDGs), Kenya is striving to align its education system to international standards where competency and relevant skills of the learner greatly dictate the kind of education to be offered by the state. This has

necessitated the introduction of a competency-based curriculum by the government as a tool for empowering citizens in preparation for actualizing the Vision 2030 development blueprint (UNESCO, 2015a). As a second major curriculum reform since the introduction of the 8-4-4 system in 1985, the competency-based curriculum in Kenya is viewed by pundits as a more progressive learning model (UNESCO, 2015a). Yet, implementation of CBC in the country continues to face several hurdles at schools' level (KICD, 2017). A study by IBE-UNESCO (2017) revealed that out of the 68 public primary learning institutions in Kirinyaga west subcounty, more than 30% of the schools have been performing dismally for the previous not less than 5 years. As presented in table 1, 69% of the schools have been showing good results whereas 31% of them posted poor learning outcomes. From this presentation, it can generally be surmised that performance in a good percentage of lower learning institutions require improvement hence necessitating conducting of this study in order to understand where the challenges lie.

**Table 1: Distribution of Primary Schools' Performance in Kirinyaga West Subcounty**

<b>Performance</b>	<b>Number of Schools (N)</b>	<b>Percentage (%)</b>
Good	47	69
Poor	21	31
<b>Total</b>	<b>68</b>	<b>100</b>

**Source: Ministry of Education (2020)**

Although the government in collaboration with its development partners is trying very hard to reverse this trend, several lower learning institutions in Kenya facing serious financial and human resources challenges thereby impeding CBC model implementation in the country.

Curriculum implementation requires a strong management that will ensure effective monitoring of performance and coordination of all learning activities. According to Jonyo and Odera (2019), a school manager plays a critical role in giving direction on a number of key administrative functions in line with the vision, mission, philosophy and objectives of the school. Furthermore, the school manager has the responsibility to progressively evaluate the teaching staff in anticipation for better curriculum implementation outcomes. Cob bold et al (2015) further observe that the school manager has the responsibility to ensure that there is smooth transition of learners from one grade level to the next. However, there are challenges that may require collaboration among all key stakeholders in the learning process in order for the school manager to work effectively. For instance, collaboration and cooperation of parents, teachers, and key Ministry of Education officials are required for the school headteachers to proactively perform their tasks.

Ramalepe and Zengele (2014) argue that school administrators have the onus to ensure that learning structures are properly instituted for a smooth learning environment. Some of the direct responsibilities of the headteacher include ensuring that there is the right team of teaching staff with the right training and teaching skills. Furthermore, a headteacher directly oversees implementation of various learning programs in a well-equipped learning system. The rules and policies set by the government for implementation of the new curriculum can only be effectively adhered to if the school administrator is pragmatic and visionary in his or her administrative role. Studies have also shown that for positive outcomes of the implementation of a curriculum, the headteacher must create an interactive environment where the teaching staff can easily provide feedback on the learning progress and report about the necessary requirements for effective teaching and learning process.

Coordination of administrative and teaching staff meetings as well as supervision and evaluation of teaching methodologies also form part of the direct responsibilities of a headteacher. Additionally, the school manager is expected to prepare and share learning outcome reports with higher education authorities and school trustees for subsequent actions intended to improve the overall implementation process of the curriculum (Cobbold et al, 2015). Despite the critical role of the school manager in the implementation of a new curriculum and general running of the school, there are a number of challenges that may make this very difficult to achieve (Jonyo and Odera, 2019). For instance, insufficient finances, lack of specialized teachers, inadequate learning and support services could be some of the hurdles for effective performance by the school leadership.

### **1.2 Statement of the Problem**

School management preparedness plays a critical role in implementation of the CBC in all schools in Kenya. Good school managers or headteachers ensure effective implementation outcomes in terms of grade-to-grade transition, academic performance, and competencies among the learners. With all lower learning institutions in Kenya currently undertaking the CBC learning model, it is expected that all schools are fully prepared for the implementation of this new learning model. However, most public primary school management in Kirinyaga West subcounty may be ill-prepared in terms of financial, teachers' requisition, schools' learning materials, and schools' support services preparedness.

A report by Tan and Reyes (2016) shows that more than 35% of the schools in Kirinyaga West subcounty have been demonstrating a below-par performance for the past five years. A government performance report indicates that by 8<sup>th</sup> December 2020, 20 out of 40 public primary schools in Kirinyaga West subcounty had not filed a

NEMIS report with the Kenya National Examination Council (KNEC) (Ministry of Education, 2020). Such scenarios cast doubts on most of these schools' management preparedness in the implementation of the CBC learning model. While it may not be obvious what leads to the dismal performance of schools in the subcounty, the administrative role of the school headteacher cannot be ignored. Underperformance of primary schools in the subcounty of Kirinyaga West may just serve as an example of the situation in most schools in the country. This research will explore how the schools' management preparedness influences their capacity to implement CBC learning model.

### **1.3 Purpose of the Study**

This study examined schools' management preparedness on the implementation of the CBC in public primary schools in Kirinyaga West subcounty, Kenya.

### **1.4 Objectives of the Study**

The study was guided by the following objectives:

- (i) To establish the influence of schools' management financial preparedness on the implementation of CBC in public primary schools in Kirinyaga West Subcounty.
- (ii) To determine the effect of schools' management preparedness in requisition of specialized teachers on the implementation of the CBC in public primary schools in Kirinyaga West Subcounty.
- (iii) To examine the impact of schools' management learning resources preparedness on the implementation of the CBC in public primary schools in Kirinyaga West Subcounty.

(iv) To assess the influence of schools' management support services preparedness on the implementation of the CBC in public primary schools in Kirinyaga West Subcounty.

### **1.5 Research Questions**

The study was guided by the following research questions:

- (i) What is the influence of schools' management financial preparedness on the implementation of the CBC in public primary schools in Kirinyaga West Subcounty?
- (ii) How is the effect of schools' management preparedness in requisition of specialized teachers on the implementation of the competency-based curriculum in public primary schools in Kirinyaga West Subcounty?
- (iii) To what extent does schools' management learning resources preparedness impact the implementation of the CBC in public primary schools in Kirinyaga West Subcounty?
- (iv) What is the influence of schools' management support services preparedness on the implementation of the CBC in public primary schools in Kirinyaga West Subcounty?

### **1.6 Rationale of the Study**

The research was critical for investigating schools' management preparedness on CBC execution and implementation in the country with the aim of providing recommendations for addressing this challenge. Additionally, the research outcome will inform on educational leadership and administration of lower primary schools with respect to CBC management. The study is also critical for policy formulation to

improve execution of the whole question of the CBC program in Kenya. The study is also important for adding knowledge to the existing body of literature on implementation of CBC hence addressing any knowledge gap on this respect. The research is also important in focusing on improvement of public primary learning institutions in the country through triangulation of primary and secondary data from all relevant entities, including education officials, teachers, headteachers, and learners. The research was conducted in Kirinyaga West subcounty due to the poor performance often witnessed in the subcounty.

### **1.7 Significance of the Study**

Research outcomes will significantly profit all stakeholders in Kenyan primary schools who have the important task of overseeing CBC operation in the country. This research is equally critical in informing the government and all its relevant agencies on how to assist public primary school headteachers in implementing the new curriculum. Similarly, the government may learn a lot from this study in terms of how to formulate more effective policies surrounding the competency-based curriculum and its implementation not only at primary schools' level, but at all learning levels. In addition, the research findings will provide reference to future studies on public primary schools' management preparedness on CBC implementation in the country. At regional level, the findings of this study will benefit all the countries in this region which hope to institute education reforms. The study may then provide a basis for important reforms in the education sector not only in the East African region but globally.

### **1.8 Scope of the Study**

This research was conducted in Kirinyaga west subcounty in Kirinyaga with a focus on public lower learning establishments within this area. It was confined to examining dynamics that are likely to influence schools' management preparedness on CBC

implementation. Independent variables addressed included: the influence of the school headteachers' financial preparedness, preparedness for requisition of specialized or well-trained teachers, learning resources preparedness, and the support services preparedness on CBC implementation in Kirinyaga West subcounty in Kirinyaga County.

There were also intervening variables which included lack of buy-in stakeholders, corruption, and political interference which in one way or the other influenced how the predictor variables related with the study outcome. The study participants' inclusion criteria were the headteachers in selected primary learning institutions in the study area. The research applied a concurrent research method using both the questionnaire and interview schedule for collection of primary data. It was anticipated that the outcome of the study would sufficiently inform all the stakeholders in the CBC implementation. The study was conducted and completed within a period of eight months, up to January 2021, which was an ample time for the researcher to collect and analyze data and eventually compile a report.

### **1.9 Limitations of the Study**

- i. Due to misconstruing of the true intention of the study, some of the headteachers tended to give wrong or biased information either by exaggerating or underreporting on some aspects of their schools' situations with the aim of serving their own interests. In order to counter this challenge, proper introduction on the aim of the study was done to the respondents so as to win their confidence. They were assured of the confidentiality with which their information would be treated.

- ii. There was fear that inadequate objective information was likely to somehow compromise the outcome of the study hence making it impossible to generalize the findings to schools in other geographical areas. To mitigate this constraint, protection of confidentiality of the research participants was imperative where data would be published anonymously, hence protecting them from any possible individual or career harm.

### **1.10 Delimitation of the Study**

The study did not factor in other school managements such as the board of managements of or teacher-parent associations, but only included headteachers. At the same time, headteachers who had not served in their positions for at least one year were excluded from participating in the research. Other aspects in the management of the school were not included in the study, except issues related to CBC implementation.

### **1.11 Assumptions of the Study**

Assumptions of the research included:

- i. Preparedness of different public primary schools for CBC application was based on different dynamics.
- ii. All the respondents would be available and prepared to be involved in the research.
- iii. All participants would honestly share relevant information with the researcher.
- iv. The research problem would be sufficiently addressed at the end of the study.

### 1.12 Operational Definition of Key Terms

**CBC implementation:** it means end result expected to be noted after all processes have been instituted to realize objectives of CBC. This will be considered in view of the smooth transition to CBC, positive change managers, Accountable and responsible CBC change implementation, and quality education.

**CBC:** this refers to the new learning curriculum (competence based curriculum) currently being implemented in Kenya, which is intended to emphasize on the competency needs of learners in line with the country's evolving development needs. The CBC programme is intended to replace the 8-4-4 system of education which has been in place since 1984.

**Schools' management preparedness:** this is the schools' management readiness and ability to ensure that the CBC is effectively implemented with little or no difficulties. In this context, this will be viewed in terms of financial preparedness, requisition of specialized teachers, learning resources preparedness, and support services preparedness

**Specialized teachers requisition:** ensuring employment of teachers who are trained and equipped with relevant skills for delivering on the new curriculum. These were viewed in terms of STEM teachers'/student ratio, technical teacher/student ratio, staff gap, and teaching staff skills.

**Schools' management financial preparedness:** this is the ability of the school headteachers to mobilize and properly manage financial resources for successful running of the school. This will be viewed in terms of financial allocation, financial planning, cash flow management, budget preparation and management.

**Schools' management learning resources preparedness:** these involve the headteachers' readiness in terms of all materials needed for the learner to effectively embrace the new learning model. These will be measured in terms of provision of instructional materials, provision of ICT resources, provision of STEM labs, and utilization of offsite technical resources.

**Schools' management support services preparedness:** these encompass all the support needed for the implementation of the new curriculum. Some of these services may include monitoring and evaluation strategies, and motivational support for the teachers and learners among others. These will be measured in terms of the type of quality assurance and standards assessment, liaison with KICD for curriculum development and evaluation, national assessment and examination, and coordination of teacher training and development.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

The chapter focuses on works touching on curriculum change and development, and the review is done in line with the study objectives. Relevant theories have also been critically analyzed to anchor the study and give it direction. Also, a conceptual framework is presented here, showing a pictorial linkage between the predictor variables and the study outcome.

#### **2.1 Empirical Literature Review**

Literature analysis is carried out thematically, including concept of Schools' preparedness, competence-based curriculum implementation, schools' financial preparedness, schools' preparedness for requisition of specialized teachers, Schools' learning resources preparedness, and schools' support services preparedness.

##### **2.1.1 Concept of Schools' Management Preparedness**

The new CBC emphasizes skills development of the learners as opposed to obtaining content knowledge. This means that the new model calls for significant preparedness of all the education stakeholders. Studies have shown that headteachers have a very critical duty for guaranteeing that rollout of the new learning program in primary learning institutions is implemented successfully. This implies that the headteachers must ensure that their schools are well prepared in all aspects to be able to effectively deliver on their mandate. Since the teaching and learning must change their orientations to usher in the new curriculum dispensation, it is not possible to achieve this feat without the active role of the head of learning institutions where they need to provide the right infrastructure and manpower.

The new curriculum envisions a scenario where learners must change direction to focus more on skills development in their learning endeavors. As the manager of the school, the headteacher is mandated with making of important decisions on the ever day management of the learning process and ensuring that the school is in a position to accommodate the needs of those learners. In instructional part with respect to delivery of the competence-based programs, facilitating in development and evaluation of specified competencies is necessary. According to UNESCO (2017), the headteacher should therefore be well prepared to make sure that his or her learning institution meets the learning thresholds in terms of skills-set required from the classroom teachers, the requisite infrastructure, the learning materials, and any other requirements to help in actualization of the new curriculum model.

The competence-based curriculum model requires that there is strict guidance and understanding of each learning areas where specific competencies which are learner-centered should be emphasized. This becomes tenable if the person at the leadership of the school is well-endowed to understand what is required at what particular stage of the learning. According to Kimosop (2019), there are various aspects that require the ingenuity of the headteacher for the new curriculum model to succeed in its implementation. These include financial preparedness where the headteachers are able to buy the necessary materials whenever they are required, the availing of relevant learning materials such as textbooks and teachers' guides among others, and the requisition of well-trained specialized teachers to be able to deliver on the new schemes. It is also expected that the headteacher must have the right attitude so as to easily make an impact on those that he or she leads.

In the new curriculum of education, classroom teaching lays emphasis on role playing by the learners, problem solving, case studies and undertaking of projects as well as making study visits among other learner-centered activities (Nikolov & Kangalov, 2014). This means that for the teacher to effectively deliver on these new approaches there must be proper training and induction. This may not be achieved without the blessings and abilities of the headteacher. While it is true that the new learning model requires the learners to take their personal initiatives to learn through direct probes and experiences, instructors must be in a good position to provide direction. For instance, teachers are supposed to come up with clear and effective learning activities meant for instilling definite skills and competencies in the learners.

According to Pluff, and Weiss, (2022), the school management should be at the forefront to institute mechanisms through which formative assessments of the pupils are carried out. A well prepared and informed headteacher should ensure that there is frequent assessment of learners using reliably approved and effective assessment methodologies. The studies further indicate that for effective skills development for the learners to be achieved, the headteacher should enable the teachers to learn to effectively handle the pupils by imparting the right knowledge to them. Besides, the instructors must be prepared to give constant and appropriate updates on the learners' speed and scope of learning with a view to modifying instructions and learning based on the feedback information.

### **2.1.2 Competence Based Curriculum Implementation**

The CBC learning model may not be a unique undertaking in Africa. Globally, nations have attempted to come up with what they consider to be more effective education systems that are best aligned to their future development aspirations. CBC has been viewed as basically geared towards achieving specific outlined targets by the learners

which are based on competencies of teachers. Yet, often instructors may be limited in capacity to be able to deliver on their mandate. Kimosop (2019) has defined competency as the ability for individuals to make use of their acquired skills, knowledge and individual capabilities in much better enhanced ways in order to improve their wellbeing. Competency-based curriculum therefore has the sole mandate of equipping learners so that at the end they can emerge as better individuals (IBE-UNESCO, 2017).

According to Secretaria de Education Publica (2011), like many European and Caribbean countries which have endeavoured to reform their education systems, in 2009 Mexico began its education curriculum reform with the aim of imparting practical skills and the right values and attitudes to its citizens. Competency-Based curriculum was therefore intended to stimulate learners so that they could excel in their education performance. However, there are challenges the stakeholders should carefully look into so as to allow for a seamless transition from the old education system to the new dispensation. To begin with, capacity-building of all key stakeholders such as headteachers needed to be done by way of enhancing their general management skills.

Furthermore, teachers look forward to being imparted with relevant knowledge for them to impart those skills to the learners (Nikolov & Kangalov, 2014). But limited resources, wrong attitudes and lack of sufficient training of teachers made the transition very difficult (Secretaria de Education Publica, 2011). In the African setting, over time most countries have tried to revise their curriculum in order to meet their growing societal demands, including their unique market needs as they strove to integrate into the global arena. According to Taasisi Elimu (2013), by the 1990s there was need for

most African countries to move from content-based curriculum to a competency-based model.

According to Luangala (2016), in 2005 Tanzania instituted curriculum reforms so as to address global market labour demands. Competency-based curriculum was viewed as a possible solution to the hitherto learners' lacking quality education that would address the current development challenges. Komba and Kira (2013) advanced this argument by contending that the old education curriculum in Tanzania did not effectively address local, national and international market needs of the country hence prompting the reform. On the other hand, the competency-based curriculum was viewed as capable for making it easier for learners to acquire and later use the knowledge, attitudes and skills to solve practical issues in their everyday lives. However, more than five years after the introduction of the new curriculum in Tanzania, studies have found that the teaching methodologies of the new curriculum were not very much in line with what had been anticipated at the launch of the competency-based curriculum (Pluff, and Weiss, 2022). This meant that curriculum developers, book writers and publishers and teachers were working at cross-purposes. What this ultimately implied was that there had not been enough preparedness among all the stakeholders, including the headteachers and classroom teachers.

In East Africa, Rwanda has also shifted to competency-based curriculum in the recent past (Republic of Rwanda, 2015). Informed by dearth of relevant skills in the Rwandan education system with emphasis in science and information and communication technology, the country decided to adopt competency-based curriculum in 2015. The Rwandan government was further driven by its big desire to transform its citizenry into a more globally competitive lot by 2030 as it plans to achieve a major socio-economic

transformation. The Rwandan experience has not been without hitches. Lack of enough resources and inadequately skilled manpower is one of the challenges that have continued to befall the system hence delaying full implementation of the new education curriculum model in good time. However, the government and other non-state education stakeholders are doing all they can to ensure that there is no turning back in the introduction of CBC in their respective country.

The Vision 2030 development blueprint in Kenya has made the government to generally attempt to align skills of its citizens with the current developmental needs (Government of Kenya, 2012). In view of this, education and training are a critical pillar of the Kenya Vision 2030 where a self-reliant and creative population is encouraged. It is on this basis that the government embarked on a review of the education curriculum in 2011 in order to give its citizens the right competencies for them to be competitive nationally as well as internationally. The CBC is intended to institute a platform through which to inculcate talents in learners. However, with the rolling out of the CBC in 2019, numerous challenges are still evident (Mulenga and Luangala (2016). Some of these include lack of enough financial resources, specialized teachers, relevant learning materials, and strained support services among others.

Competence based education programs are founded on the focus on what the learner knows and can do – otherwise known as the outcome – rather than on how the learner learns and how long it took him/her to learn it, otherwise called the input (Komba and Kira, 2013). This brings in the idea of innovation as a critical component in the new education model. It therefore means that competence-based curriculum programs should allow the students to learn at their own pace rather than being dictated by semester or credit hours. This in principle means that more motivated and efficient

learners can complete their modules in less time (Pluff, and Weiss, 2022). According to UNESCO (2017), there are general attributes of competence-based learning programs. These include understanding how learners interact with their tutors, matching principles of learning and teaching, facilitating rather than controlling learning by the teachers, and emphasis on critical thinking and competence by the teachers. It also involves support of the learners in the gaining of knowledge, skills, and professional behaviours effectively and professionally. Taasisi Elimu (2013) further posits that there should be promotion of learners' accountability in learning where the tutors are able to provide specific and timely feedback on the progress of the student, where self-assessment is also seriously considered. Competence based programs envision that there will be increasing complexity of performance as the learners' progress into advanced levels.

### **2.1.3 Schools' Management Financial Preparedness on CBC Implementation**

Finances are required in all departments in the school, including hiring of the right number of teachers, recruiting specialized teachers, and putting in place systems and facilities as well as purchasing the requisite learning materials. The management of schools is often a complex undertaking given the dynamics involved especially if there are new programs being introduced. According to Bouchamma, Basque, and Marcotte, (2014), effective management of schools requires competent headteachers and managers who understand what it means to provide quality education to the learners. Against the backdrop of implementing competency-based curriculum, the role of primary headteachers is very important in the realization of seamless transition from the old to the new learning model. Kiptum (2016) argues that the headteachers' ability to understand the needs of the learners and be able to assemble, provide and organize the right teaching staff is critical in the general running of the school and meeting the needs of the learners. This calls for high caliber of leadership abilities of the headteacher.

Effective supervision of activities of learning process in the school means that the headteacher must be proactive in providing the right human resource services. Asebiomo (2015) further posits that since it is the responsibility of the headteacher to oversee the general performance of the school, human resource needs must be emphasized. Sullivan and Burce (2014) further argue that in order that the instructors can successfully face emerging challenges presented by CBC and execute their responsibilities more effectively, they must be well equipped with relevant knowledge and skills. As the executive officer of the school, the headteacher is tasked with the responsibility of creating the right environment good performance in the process of transition.

In a study by Nikolov and Kangalov (2014) to establish resources needed for delivery of CBC in Tanzania, it emerged that several schools did not have enough facilities and well-trained teachers to deliver the new curriculum. Aside from lack of competently trained teachers, most of these schools did not have enough text books for learners and teaching guides for teachers. Similarly, the book writers were not well informed about the new curriculum hence they had limited knowledge regarding the kind of input required in the textbooks. Some of the teachers were even not sure of how to prepare lessons based on the provisions of the new learning model. This study however did not focus on the direct role of the school heads in ensuring that there were enough facilities and well-trained teachers to make it easier for the CBC introduction.

In a research carried out by Makunja (2016) done in Tanzania to establish the challenges teachers faced in the implementation of CBC, it was discovered that the instructors were not well-equipped with relevant knowledge and skills required to execute their roles. However, this study only focused on teachers as one entity in that

chain of implementation of the new learning model and did not articulate the role of headteachers in terms of providing well-prepared teaching staff to contribute to effective CBC management. As other previous studies have shown, often the capacity of teachers may be a reflection of the capabilities of their headteacher as the main link between education players at the school level and external stakeholders.

In a study done by Botha and Reddy (2011) to establish how teachers' understanding of the subject matter influences CBC introduction in South Africa, the research discovered that knowledge and skills that teachers are instrumental for teachers' classroom performance when it comes to disseminating the content in the CBC learning model. Otherwise, it would be extremely difficult to pass the message to the pupils thereby leading to failure in achieving objectives of the CBC. These findings may be further interpreted alongside the concerns currently being raised by the Kenyan teachers' umbrella body KNUT regarding implementation of CBC in the country. The major concern by KNUT has been based on the push to equip and prepare teachers well to handle implementation of CBC in terms of giving deliverables. Despite this valid argument by both the study and KNUT, the question of headteachers' preparedness is not singled out as an independent concern. Rather, the focus is generally on the government's failure to ensure that the classroom teacher is well-prepared to deliver on the provisions of the new curriculum.

A study carried out on the implementation of CBC in Tanzania found out that more than 86% of the teachers interviewed did not understand the subject content and a number of them did not fully know about the whole concept of the new programme (Komba & Mwandanji, 2015). The study further revealed an existing missing link between how the teachers were oriented and prepared for the new curriculum and what

the real situation presented in terms of instructional processes and implementation of the CBC. Despite these revelations, the direct role of the headteacher as a contributory factor to incompetency of the teaching staffs did not feature. In a somewhat similar study done by Paulo (2014) on the preparedness of nursery school educators in Tanzania implementing CBC, the findings indicated that those teachers were not following teaching and assessment methodologies as outlined in the CBC. This was the case in spite of the orientation given to the instructors on how to handle the new learning curriculum. This meant that they were using the old teacher-centered instructional approach in classroom delivery, which was against the dictates of the new order.

#### **2.1.4 Schools' Management Preparedness for Requisition of Specialized Teachers for Implementation of CBC**

Competence based curriculum is based on the principle of learner-centeredness where instructors should always strive to understand the weaknesses and strengths of the pupils so that they can be helped to bridge whatever existing gaps in the learning processes. According to Komba and Mwandangi (2015), for this to happen the teachers must be well trained to have the relevant skills that match the requirements of the new model. However, capacity building of the teachers will greatly depend on the ability of the headteacher to organize for requisition and relevant trainings of their classroom staffs. Better yet, it will depend on the headteacher's proactive nature in determining the kinds of skills lacking in their teaching staffs so that they can facilitate acquisition of those skills through further inductions or outsourcing for teachers who already have the skills.

The introduction of CBC calls for competently trained teachers, and this implies that there must be modifications in teacher education programs so that teachers can be

equipped with the right competencies to be able to effectively deal with their new teaching challenges (Woods, 2008). Equipping of teachers with the right skills for handling the competency-based curriculum can be done through thorough introspection of the teaching staff, which the headteachers need to be actively involved in liaising with the Teachers Service Commission (TSC) for provision. Given that most of the teachers currently teaching the new curriculum have not had pre-service training on the new model, this would call for active reevaluation of the current situation so that the teachers can be given the right training, values and attitudes to be able to deliver on their mandate in the classroom. Yet, this may not be possible with the headteachers' proactive nature to actively push for their requisition (Pluff, and Weiss, 2022).

According to Asebiomo (2015) who carried out a research to understand challenges encountered in CBC management in Nigeria, the study revealed that there were several shortcomings associated with the teaching staffs that hindered effective implementation of the program. The study used a sample of 260 teachers selected on the basis of the 6 Nigerian states. The teachers' preparedness on handling of the learners in the new learning model formed the basis of the interviewing process. Besides, the headteachers' responsibility in the new curriculum arrangement was interrogated with respect to ensuring that all mechanisms were in place to achieve the implementation. The findings indicated that less than 50% of the respondents had adequate understanding of the enactment of the new education model. Some of the specific drawbacks included lack of relevant training and sensitization for the teachers and parents on the requirements of the new model. Much of the blame for this lapse was attributed to the incompetency or unpreparedness of the heads of schools to inform the government accordingly.

In another study by Ntumi (2016) conducted in Ghana to understand the encounters of nursery school teachers in CBC introduction, several challenges emerged. In the research, pre-school teachers were drawn from various schools from different parts of Ghana, and the findings indicated that their respective learning institutions lacked enough instructional materials for proper execution of the new learning model. Besides, the teachers did not fully comprehend the new curriculum. Despite the research directly focusing on teachers and their place in executing the new learning model, by implication failure of preparedness of the school heads was unearthed. It is the role of the headteacher to safeguard the interests of all classroom tutors to effectively handle new challenges occasioned by the new curriculum. The inadequacies of the ordinary teachers therefore are a reflection of the failures of the head of the school to work in collaboration with the government for the right set of skills for the classroom teacher.

#### **2.1.5 Schools' Management Learning Resources Preparedness on CBC Implementation**

Learning resources are a critical element in the classroom interaction between teachers and the learners. These entail instructional materials, ICT resources, and utilization of other external technical resources required for the learner to be able to effectively embrace the new learning model. For instance, according to Mulenga (2015), no learning can possibly take place without instructional materials. With transition from the old to the new curriculum, that means that new strategies must be put in place that will be necessary for the learners to benefit. However, this may depend on the preparedness of the headteacher to make the materials available when they are needed and in the right proportion. Ayeni (2012) argues that right instructional materials attract and sustain the attention of the learners as they strive to discover themselves and enhance their capabilities

Despite the importance of learning resources in making implementation of the new curriculum a reality, some schools are lacking the requisite tools and services due to numerous challenges (Mulenga, 2015). For instance, lack of enough pupils' text books and teachers' guides is still common in a number of public primary school (Olaleye, 2013). Although it is generally the responsibility of the government to ensure that schools are supplied with the right learning materials, as the accounting authority in school, the headteacher bears the greatest responsibility. Based on the government's directives as articulated by the Ministry, teachers are required to use the right resources and teaching approaches for the learners to be able to effectively acquaint themselves with the new learning models. Mulenga (2015) further argues that the right learning resources should enable instructors to integrate well with learners where the former applies the right techniques. But for this to happen, the teacher must be effectively facilitated with the right tools – and this is where the ability or preparedness of the headteacher becomes paramount.

According to Ntumi (2016), instructional materials may include two-dimensional entities such as books, pictures, drawings, graphics and posters. These could also be real objects such as models and televisions and video decks for audio-visual demonstrations. Fernandez (2017) therefore emphasizes that these materials should be availed for proper learning of the pupils. Given that most schools may be equipped with materials for the old learning model, it becomes imperative for the headteachers to replace the old ones with the new ones. This should be supplied in good time and the teachers appropriately trained on how to apply them. It is against this background that Nikolov & Kangalov (2014) had argued that classroom learning using the right materials had yielded the best performance.

In a study by Chacko (2014) to understand the challenges faced in CBC introduction in Botswana, the findings revealed that effective enactment of the new education learning model required that all aspects of learning be addressed, including the material and human resource issues. Furthermore, the study established that providing the right instructional resources and support gave learners and instructors an opportunity to create a positive learning environment. This study exposed the challenges that are likely to hinder effective implementation of the study, especially based on the school's inability to address emerging gaps. It was not just enough to have the intention to rollout a new program without careful thoughts on how the materials are going to be availed for full implementation.

Nikolov & Kangalov (2014) further noted that institutionalization of competency-based education curriculum needed clear awareness creation. It also needed clear monitoring and evaluation frameworks for assessment of the progress of implementation. Having these mechanisms in place required the competence of headteachers. Yet, sometimes it was not easy for developing strategies and tools for effective implementation due to several challenges revolving around the person of the head of the school. According to KICD (2017), although the government is supposed to take up the overall responsibility of equipping teachers effectively for delivering on and supervising the new education curriculum, the headteachers must be in a position to identify the gaps in their respective schools and advice the government accordingly. This is for instance the case where in-service training may be required to guarantee given skills-set in a given school. It is through effective capacity building of teachers that all elements of curriculum design and implementation such as performance indicators and measurement criteria in all the relevant domains should be addressed. Yet, this may not be tenable without the proactive nature of the heads of schools.

### **2.1.6 Schools' Management Support Services Preparedness on CBC Implementation**

The headteacher's ability in understanding the needs of his or her school is very critical in the general performance of the school. Support services encompass all the backing needed for the implementation of the new curriculum. Some of these services may include monitoring and evaluation strategies, and motivational support for the teachers and learners among others. According to KICD, quality assurance and standards assessment, liaison with KICD for curriculum development and evaluation, national assessment and examination, and coordination of teacher training and development fall with the mandate of the headteacher (KICD, 2017).

According to Ayeni (2012), instructional supervision of headteachers serves and integral mechanism through which effective directing; controlling, coordination and reporting must be achieved for the good performance of the school. In a study done by Gregory (2011) to understand the role of headteachers' preparedness in schools' performance, it emerged that self-evaluation helped the teachers and learners to improve their performance in their respective roles, thereby eventually leading to achieving of the school's general learning objectives. The study further revealed that instructional supervision was not meant to judge the competencies of instructors or control them. Rather, this was intended to enhance cooperation among all education stakeholders at the school level. Above all, instructional capabilities of classroom teachers needed to be improved hence translating into better learners' performance. These revelations however did not factor in the role of other stakeholders beyond the school environment such as KICD and the Ministry of Education officials. This proposed study will also focus on how cooperation between the headteacher and

important stakeholders outside the school environment influence transition from the old to the new curriculum.

In a study done by Macharia, Thunguri and Kiongo (2014) to assess the role of the government in the success of instructional provision by the school heads in Kenya, the findings indicated that the government was not directly very active in supervision of schools since the earlier mode of supervision, referred to as inspection, was phased out (Ministry of Education, 2011). This move had left the role of direct supervision to the school principals. The study concluded that through proper instructional supervision by the principals, development goals of the schools were well articulated and the learning environment was made much safer. Furthermore, improving of the teachers' professional skills was possible and this included their classroom performance. In a sense, this implied that instructional supervision provided the school heads with the opportunity to understand shortcomings in the classrooms through careful observations and effective evaluation. This study by Macharia et al (2014) did not however focus on the instructional provision by the school heads in relation to the competency-based curriculum which may present different dynamics. Furthermore, the study targeted school principals but not primary school headteachers – as part of this study's target population.

A study by Wawira (2011) which featured supervision of instructional supervision by principals in Kenyan schools discovered that supervision was affected by several factors which included technical, human and conceptual issues. The study further observed that adoption of the best practices by teachers majorly depended on the principal's approach to supervision. This study was later echoed by another one done by Kirui (2012) which found out that the principals' influence was critical in shaping

direction and outcome of implementation of curriculum reforms. Yet, both of these studies talked about principals of secondary schools but not primary school headteachers. Furthermore, the two studies did not consider other factors such as the headteachers' financial and perception preparedness as possible influencers of curriculum implementation. This proposed study will feature a broader study area by including a number of independent variables.

In a study by Makokha (2015) to understand some of the determinants of instructional supervision of school principals, it emerged that the principals' organizational competencies majorly contributed to the support services they were likely to offer to their respective schools. The study further showed that an effective principal should be well-trained not only in administration principles, but also must be well-versed with the principles guiding quality control processes in schools. Through efficient monitoring and evaluation mechanisms, it was plausible for the rest of the education stakeholders at the school level to take heed of the principal's advice. Yet, this study did not address the impact of the schools' financial and learning materials' preparedness on the curriculum implementation. This proposed study will feature a much more scope of research in terms of the independent or predictor variables to be involved.

Bendikson, Robinson and Hattie (2012) did a study to assess how headteachers' support services influenced educational performance in Uganda. The study revealed that such support as supervision of instructions was an important technique in achieving better teaching and learning outcomes. This process was critical in giving direction to the teaching staffs and stimulating interest in instructors and learners while improving the general performance in learning institutions. The outcomes of this study were echoed by another study done by Oyewole and Alonge (2013) in Nigeria which

revealed that the school heads' management competencies were very instrumental in determining the learning institutions' outcomes. Revelations of these studies were however countered in a research by Kieleko (2015) which indicated that principals' support services did not yield similar positive results in the entire learning institutions. Hence, based on the aforementioned arguments the research will investigate the schools' readiness in CBC implementation in public primary schools located in Kirinyaga west subcounty.

## **2.2 Theoretical Literature Review**

The research was founded on Kurt Lewin Change Model, organizational readiness theory for change, and Curriculum Implementation model. Each of the three theories was critical for explaining how a new change in a school environment can be adopted, especially with regard to curriculum reforms. A theory is defined as tested proposition that gives direction to seeking of new knowledge through empirical inquiries (Robson, 1996).

### **2.2.1 Organizational Readiness for Change Theory**

This model was first mooted by Coch and French (1948) and reinforced by Schein and Bennis (1965). The model further laid emphasis on the need to prepare employees for imminent change so as to forestall any kind of resistance. The theory talks about change valence and change efficacy where collective behaviour change is important whenever change is anticipated and the outcome is expected to benefit the majority of the people. Regarding change valence, the idea is that organizational members should be able to value specific impending change if that change is to be supported. According to Schein and Bennis (1965), if individuals or groups are involved and prepared for change right from the beginning, they will be ready and willing to support all processes geared towards realizing that change. Change efficacy has to do with the institutional

staff's capacity in implementing impending changes meant to improve operations of the said institution. The capacity may be based on skills and level of adaptability to the new or emerging demands. On the face of communicating any changes, key stakeholders in the change process must be ready to embrace new knowledge for the sake of fitting in their new positions.

Three key questions are always raised such as the group's level of awareness of what it would require to institute or realize the new changes in terms of material resources and relevant skills. Another pertinent question should concern whether the change can be implemented effectively given the current circumstances. Regarding the CBC implementation case in the Kenyan scenario, all teachers, the Kenya National Union of Teachers (KNUT), parents, and learners among other central players in this process should fully be prepared so that they can embrace and support the change. In the recent past, there have been concerns from the teaching fraternity that they may be ill-prepared for the CBC implementation in terms of resources and skills set. Hence, this theory becomes very relevant for laying the ground for rules of engagement amongst all key players in the CBC implementation. The theory also addresses the question of resources for creating enabling environment for the introduction of the new learning model, with the teachers' union officials complaining that the government is yet to adequately prepare the ground for implementation of the new learning model.

Preparedness for implementation of the new curriculum has largely been attributed to the Ministry of Education. However, this theory postulates that this would also apply at the level of headteachers. Given that the headteachers are the accounting officers at the schools' level, they have the duty to ensure that there is proper preparing the classroom tutors as well as the learners for a seamless adoption of the new learning model.

However, the level of preparedness of the schools' heads will also depend on the kind of support they get from the government.

Organizational readiness for change in curriculum reforms setting is an important aspect in this process. According to Weiner (2009) organizational readiness for change would help in setting in place policies, programs and practices that are in synch with objectives of the new order. A solid and valid monitoring and evaluation program is fundamental when laying the foundation for the new curriculum. This means that all mechanisms should be ready for giving direction on how implementation needs to be carried out. According to Yichun et al (2012), efforts for instituting new initiatives sometimes backfire due to the failure or inability by the managers to put in place adequate transitional structures and systems. Wanyama (2013) argue that the ability of an organization to anticipate new changes should be reflected in the level of preparedness of an organization's employees mentally and behaviorally to manage the structural changes.

The theory further posits that the high the organizational readiness the more likely that members of the organization will initiate change with greater efforts and demonstrate a higher level of persistence. Furthermore, higher organizational readiness engineers more cooperation among key stakeholders in the implementation of the new program hence leading to better outcomes of the proposed change. On the contrary, when organizational readiness is low, the participants in the execution of the change are likely to consider the proposed change as unattractive hence avoid or even try to resist it. According to Weiner (2009), there are two aspects to organizational preparedness for embracing any anticipated reforms. These include the staff's common determination for

welcoming new ideas and the undivided resolve and ability for actualization of the transformation (Weiner et al, 2008).

When the implementation stakeholders know what to do and how to do it, the effectiveness of change is high. Similar outcome was likely to be achieved when the implementers perceive that they have enough resources to enable them succeed in their mission. It is therefore critical to consider the level of readiness by all key stakeholders before starting to implement any proposed change because this will give higher chances of succeeding in the implementation (Alexander and Hearld, 2012). Based on the subject of the study and on the basis of this theory, it would then call for all stakeholders to be ready for the new learning model if it has to materialize. At the school level, this would mean that the headteachers prepare all the teaching and non-teaching staffs so that they can understand why the new changes are important. Consequently, there will be higher chances of successful implementation of the curriculum if teachers are convinced and inspired by the headteacher to see the need for their active involvement in the success.

### **2.2.2 Kurt Lewin Change Management Model**

The theory was developed in the 1940s by Kurt Lewin as one of the foundation models for appreciating organizational change in public and private institutions. Lewin describes this model as unfreeze-change-freeze theory, which depicts it as a three-stage process. Through his pioneering work that made great use of scientific methods to analyze human behavior, Lewin has been fondly referred to as the father of modern social psychology. Kurt Lewin tried to establish a link between theoretical and practical situations where he particularly focused on the current and desired change/results. Lewin further posits that depending on the forces driving and those resisting change, there was likely to be evolution of the current situation if no action is taken.

According to Kurt Lewin Change Model, there are three fundamental steps to understanding a change process. These include unfreezing, changing and refreezing (Lewin, 1951). Giving what Lewin describes as a simple understanding of the change process, the model suggests that it is important first to create the need for change by influencing the culture of doing things. The second step would be to create a platform where this change can be effected and embraced as a norm. Hassard (2010) further posits that change must go through the initial phase of unfreezing before it is fully introduced. Since many people tend to resist change following fear of the unknown, the unfreezing stage helps to create awareness to all key stakeholders of a process by preparing them on how the new change is likely to affect everybody involved. At this level there must be careful reexamination of the organizational culture, decision-making process, and policy guidelines to clearly demonstrate that the new change is going to be beneficial to all the stakeholders.

Regarding the competency-based curriculum, a lot of resistance has been witnessed in the recent past from different quarters. This included disruption of learning processes of teachers by a section of the teaching fraternity. Similar resistance was likely to extend to schools. However, as the people charged with the responsibility of successfully implementing government programs at the school level, the headteachers must be prepared to push the government agenda. This therefore means that they should be able to allay any fears from teachers and parents so that they can make it possible to implement the new curriculum. This theory articulates these principles.

According to Grant (2007), at the unfreezing stage, communication is very important. Clear communication will help all the employees – and in this case teachers, parents and students – to understand the need for the new model. This clearly points to the

aspect of the headteacher's perception where, for him or her to be able to convince the rest of the stakeholders on the usefulness of the new curriculum, he/she must first be convinced that the new learning model is going to be beneficial to the learners and country at large. The theory also addresses the principle of inclusion of all people involved in implementation and clear expression of the relevance of the competency-based curriculum must form the basis for convincing every relevant player to embrace the new learning model.

At the second phase of change implementation, Lewin (1951) posits that the organization must transition into a new state of being. At this level, change is viewed as real and most employees strive to adapt to the new change by learning new ways of doing things. Furthermore, employees are forced to develop a thinking paradigm shift so that they can withstand the new challenges posed by the embraced model. The theory further argues that it becomes easier for the employees to effectively implement change if they are adequately prepared for this transition. It is imperative for the top management however to provide the necessary support for the change to be seamless. In order to improve skills and capacity of employees, the Kurt Lewin theory postulates that adequate facilities and resources as well as appropriate training should be provided by the management (Lewin, 1951). This will enable the implementers of the new model to fully familiarize themselves with the change process. Furthermore, according to Kotter (2002), the management has the responsibility to keep on reminding the employees of the benefit of the new changes once fully implemented.

This study examined the influence of learning resources and support services in competency-based curriculum (CBC) implementation. The theory was therefore relevant in explaining the relationship between availability of these variables as viewed

from the perspective of the school headteacher's preparedness and successful introduction of the new school curriculum. Regarding learning resources for example, it would be important to consider the type of instructional materials provided, how these materials are utilized, and the consistency of supply of the same. Similarly, concerning support services, it is critical to put into consideration the type of support provided, frequency of support, timeliness of support, and the feedback process.

The third and last step of Kurt Lewin model is the freezing stage. This phase is important in ensuring that the implementers of the new change do not backtrack before that change is fully implemented. Pimentel (2014) posits that for this to happen, the top management should ensure that the systems are strengthened and the new culture is integrated into the organizational goals and objectives. A rewarding system should be created where hardworking employees are rewarded as a way of motivating the rest to put in extra efforts for full realization of the new change. As one of its specific objectives, this study focuses on the influence of headteachers' financial readiness to introduce CBC in schools situated in Kirinyaga County. This means that the headteachers' prudent financial resource preparedness and management will be very critical in successful implementation of the new learning model. Financial preparedness may be viewed in terms of the school's cash flow, good use of revenues from other investments by the school, and the headteachers' ability for budget preparation and budget administration where priorities are set right.

### **2.2.3 Curriculum Implementation Theory**

The model was founded by Neal Gross in 1971, and focuses on challenges likely to be encountered by stakeholders when introducing a new learning model. The theory postulates that introduction of a new curriculum is a complex process which may encounter obstacles, particularly at initiation stage. According to Gross (1971), the

challenges can be addressed by ensuring that all key stakeholders clearly understand the proposed curriculum. The theory further proposes that implementers of a new curriculum must be equipped with requisite skills for them in order that they can contribute fully to embracing of the current learning model by schools. In this sense, it would imply that the school headteachers and classroom teachers must understand the curriculum well in order to enhance its full implementation.

Besides the skills and knowledge for implementation of the new curriculum, the key stakeholders must be provided with necessary resources, including physical infrastructure, human resources, and learning materials. Furthermore, the learning institutions must be modified in order to accommodate new changes. The theory further postulates that it is important for the implementers to be motivated so that they can stay focused with the implementation of the proposed curriculum. Gross (1971) further argues that teachers' capability, availability of resources, support facilities management, and the school heads' focus are some of the critical elements required for effective implementation of a new curriculum. Equally important is the capacity of classroom teachers who play a central role in imparting the new knowledge in the learners. This proposed study views the headteachers as a central pillar in determining how a school is being managed. This means that, within the purview of this theory, headteachers must proactively involve all the key players such as teachers, education officials and the parents in order to steer the implementation of the new curriculum. This also includes requisitioning of skilled teachers and providing them with the necessary material support to be able to deliver on their mandate.

According to curriculum implementation theory, helping to change the attitude of the teaching staff is mainly the responsibility of the headteachers. This means that an

effective head of a school must be in a position to determine the needs of his or her institution so that the government can be informed accordingly on the areas to be strengthened. According to Gross (1971), financial resources remain central in creating favorable structures and systems for the new learning model. This therefore calls for a proactive and able leadership of the school. Without adequate finances, schools can lack even the very basic requirements, such as physical learning classrooms, books, and other relevant learning materials. Since CBC is an intense learning program, curriculum implementation theory clearly provides the basis for interrogation of execution of the curriculum. Generally, Curriculum Implementation Theory will be very instrumental in providing a foundation for this study.

### **2.3 Theoretical Framework**

The study used organizational readiness for change theory, Kurt Lewin change management model, and curriculum implementation theory to give it direction based on the study objectives. Each of the three models offered a unique perspective that helped to clearly define the objectives as the researcher strove to answer the research questions. For instance, organizational readiness for change theory and Kurt Lewin change management model helped to explain how a new change in a school environment can be adopted, especially with regard to curriculum reforms. Furthermore, curriculum implementation theory was imperative for explaining how the new (CBC) curriculum can be implemented, as key stakeholders navigate through any existing challenges.

### **2.4 Conceptual Framework**

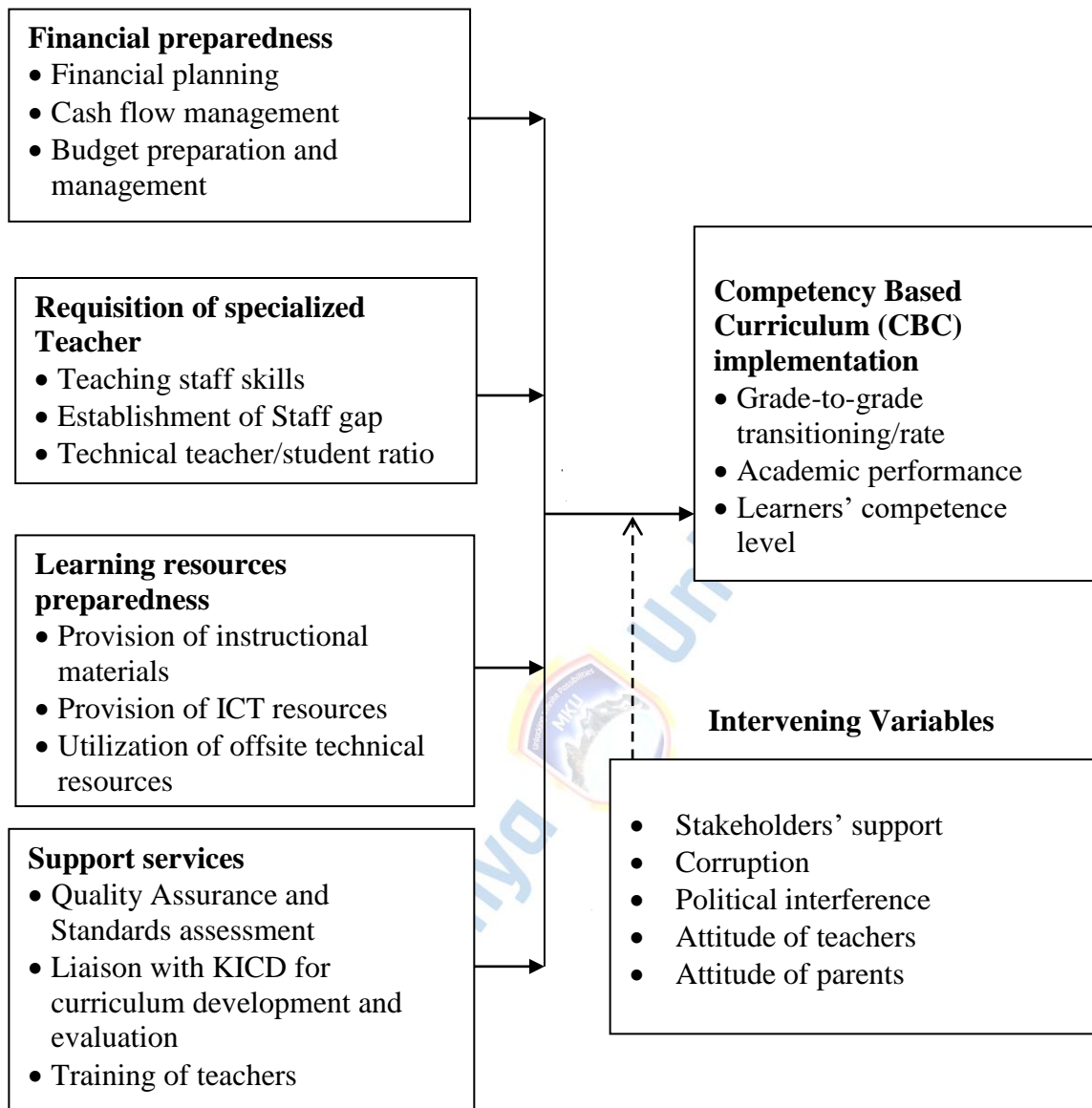
This study assessed four predictor variables that are likely to affect implementation of CBC with respect to the schools' preparedness in a number of managerial aspects. These included financial preparedness, requisition of specialized teachers, learning

resources preparedness, and support services preparedness. Both the dependent and independent variables were measured based on various sub variables. With regard to financial preparedness, this was measured based on financial allocation, financial planning, cash flow management, and budget preparation and management. Requisition of specialized teacher was analyzed based on staff planning, establishment of staff gap, technical teacher/student ratio, and humanities teachers'/student ratio. Learning resources preparedness was measured based on provision of instructional materials, provision of ICT resources, provision of STEM labs, and utilization of offsite technical resources. Support services were considered based on quality assurance and standards assessment, liaison with KICD for curriculum development and evaluation, and coordination of teacher training & development.

Regarding competency-based curriculum implementation as a dependent variable, these were measured on the strength of positive change managers, accountable and responsible CBC change implementation, academic performance, and competence acquisition. Furthermore, there are intervening variables which were considered as stakeholders' support, corruption, political interference, attitude of teachers, and attitude of parents. Figure 1 is an illustration of how independent variables theoretically relate with the dependent variable.

## Independent Variables

## Dependent Variable



**Figure 1: Conceptual Framework**

Source: Researcher, (2020)

## 2.5 Research Gaps

Various literatures have attempted to address implementation of CBC learning model by featuring its successes and/or failures. Several factors have emerged as contributing to its implementation, but there are still areas to be researched on. Based on schools'

financial preparedness on CBC implementation, Ntumi (2016) posits that the new curriculum requires a clear shift from the focus on the instructor to the learner where the emphasis is the kind of competencies required to achieve this goal. Financial capability of schools is very critical in ensuring that all relevant areas are effectively addressed for effective implementation of the new curriculum.

Furthermore, schools' management preparedness in requisition of specialized teachers is important in actualizing implementation of CBC program. Cave and Mulloy (2010) conducted a study to understand the challenges of implementing CBC in Nandi County. The findings showed that nursery school tutors were inadequately equipped in terms of the right skills, including how to do lesson plans. They also lacked good interpersonal skills which were required for responsive care and nurturing of the young learners. However, this study did not focus on the role of the schools in this unpreparedness of the classroom teacher. This current research evaluated the influence of schools' readiness in handling the CBC.

Regarding Schools' Learning Resources Preparedness on CBC Implementation, Chebet (2016) carried out a study to understand the role of pre-school teachers in the new curriculum implementation in Bomet Central subcounty in Bomet County. The study established that besides lack of crucial skills by the teachers for guidance and disciplining of the young learners, the school did not have enough relevant learning resources. The teachers also lacked clear understanding of the importance of cultural diversity among the pupils and how this was important in their learning process. This made it untenable for tutors for adopting suitable teaching as well as learning techniques where pupils were encouraged on self-reliance.

The research by Chebet (2016) however only dwelt on classroom tutors without considering or by isolating schools as enablers of appropriate learning environment. This current research attempted to address the whole question of CBC implementation from a broader perspective by featuring the role of schools' preparedness in terms of their financial management, provision of learning materials, requisition of specialized teachers, availing of support services, and their general perception in successful implementation of the new education curriculum.

## **2.6 Summary of Literature Review**

Literature review was centred on scholarly works and theoretical analysis. Regarding empirical review, there was a demonstration of understanding of concept of schools' management preparedness and competence-based curriculum implementation. Furthermore, a number of sub-topics were reviewed in this section. These included Schools' Financial Preparedness on CBC Implementation, Schools' Preparedness for Requisition of Specialized Teachers on CBC Implementation, Schools' Learning Resources Preparedness on CBC Implementation, and Schools' Support Services Preparedness on CBC introduction. Regarding theories, an analysis was done the theory of organizational readiness for change, Kurt Lewin Change Management Model and Curriculum Implementation Theory. Additionally, the chapter presents conceptual framework and the research gaps.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter outlines the methodology that the study followed to collect and analyze data. The chapter contains description of the design, location of study, population, sample size, sampling techniques and procedure. The chapter also outlines data collection instruments, methods of testing the validity and reliability of instruments, and the research procedure that was applied for data management and analysis techniques that were used for processing and presentation of data.

#### **3.1 Research Methodology**

This research used mixed methodology. Triangulation of data made it possible for each methodology to complement each other and neutralize any possible weakness in either of them (Field, 2010). Quantitative data involved capturing of information from a given number of the participants – headteachers – based on their definite responses to broad and general questions regarding the subject of study. These responses were elicited from the respondents using a semi-structured questionnaire. Quantitative data collection approach involved asking specific questions where information was collected from a large number of respondents. These responses were later analyzed statistically and presented in an objective manner. The questionnaire contained close-ended and open-ended questions.

Qualitative research approach aimed to derive responses from the research participants in form of descriptions or narrations. Headteachers were interviewed using a questionnaire.

### **3.2 Research Design**

Descriptive design was used to achieve the research objectives by allowing concurrent triangulation of data. According to Garg and Kothari (2014), this design allows the researcher to simultaneously use quantitative and qualitative research approaches. Generally, the design is convenient for concurrent, but isolated, collection as well as processing of statistical and narrative data for detailed understanding of the subject of study. Merging of the two datasets helped in clearly interpreting the results. Concurrent triangulation model was supported by descriptive survey research design that helped in describing prevailing state of affairs at any given time (Garg and Kothari, 2014). Descriptive design suitably helped in describing how the independent or predictor variables relate with the outcome of the study. The design presented quantitative data in terms of numbers and percentages as opposed to qualitative data that featured in narratives.

### **3.3 Locale of the Study**

The research site was Kirinyaga West subcounty in Kirinyaga County. Kirinyaga west subcounty is inhabited by 98,000 people, according to the 2019 National Census (KBB, 2019). The area has 68 primary schools, with 36,000 pupils and 1020 teachers. Out of this number, about 15,500 pupils are in grade 1-4 and are undergoing CBC education model. Kirinyaga West subcounty was chosen given the indication by existing studies that about 30% of public primary schools in the area lack specialized teachers needed for effective implementation of CBC learning model. Furthermore, most of the schools have insufficient financial and human resources capacities as well as inadequate learning and support services resources which may hamper the schools' operations. Hence, the research explored the schools' management preparedness CBC introduction and management in schools in the subcounty.

### 3.4 Target Population

Available government statistics indicate that Kirinyaga west subcounty has 68 public primary schools (GOK, 2014). Specifically, the research featured headteachers in these schools. In addition, 15,500 pupils in CBC program, 1,020 teachers in these schools, and 4 subcounty education officers were targeted for the study. This gave a total of 16,592 individuals from which the final sample was picked. Summary of target population is featured in table 2.

**Table 2: Target Population**

Category	Target Population (N)	Proportion (%)
Headteachers	68	0.4
Pupils in CBC	15,500	93.4
Teachers	1,020	6.1
Subcounty education officials	4	0.0
<b>Total</b>	<b>16,592</b>	<b>100.0</b>

**Source: Kirinyaga West Subcounty Education Office (2020)**

### 3.5 Sampling Procedure and Sample Size

In order to obtain the sample size, the Yamane Formula,  $N_0 = \frac{N}{1 + N(e^2)}$  was adopted,

Where,  $N_0$  = desired sample size at 95% confidence interval

$N$  = Target Population

$e$  = Confidence level of 5% (decimal equivalent is 0.05)

Thus, desired sample was:

$$N_0 = \frac{16,592}{1 + 16,592(0.05)^2}$$
$$N_0 = 399 \text{ respondents}$$

The study used stratified sampling method where the respondents were grouped into four distinct strata before a sample was selected based on these divisions, in Kirinyaga West subcounty. From each category, a representative sample of pupils, teachers, headteachers and subcounty education officials were sampled randomly and purposively. From a sampling frame of 16,592 consisting of 68 headteachers, 1,020 teachers, 15,500 pupils, and 4 subcounty education officials, the purposive and random sampling procedure lead to the sample of 20 headteachers, 44 teachers, 1 subcounty official, and 334 pupils, totaling to 399 respondents, as illustrated in table 3.

**Table 3: Sample Size Grid**

<b>Strata</b>	<b>Target Population (N)</b>	<b>Sample Size (n)</b>	<b>Sampling Technique</b>
Headteachers	68	20	Purposive
Pupils	15,500	334	Random
Teachers	1,020	44	Purposive
Subcounty education officials	4	1	purposive
<b>Total</b>	<b>16,592</b>	<b>399</b>	

**Source: (Researcher, 2020)**

### **3.6 Data Collection Instruments**

Various data collection tools to collect data were applied, based on the categories of the respondents. Teachers were interviewed using a questionnaire and an interview schedule was used to interview headteachers and subcounty education officials whereas a document analysis checklist was used to observe the achievement of CBC by the respective schools in terms of preparedness. All the tools were conveniently structured to capture relevant data for the research to answer the research questions in an

appropriate manner. Each of these tools is further discussed in the subsequent subsections.

### **3.6.1 Questionnaire for Teachers**

A questionnaire is a structured research tool comprising sequenced questions for seeking responses from research participants in a systematic manner (Bougie and Sekaran, 2010). The questionnaire for this study was employed in collecting data from the teachers. The questionnaire was structured into sections, with part one containing demographic data of the respondents whereas part two constituted a 5-point Likert scale closed-ended questions as well as open-ended questions for detailed data. The questions in part two were developed to reflect specific subthemes of the study.

According to Field (2010), a questionnaire is suitable for collecting a lot of data with relative ease hence saving time during fieldwork. It also makes it easier for organization and coding of collected data in preparation for data entry. Additionally, since a questionnaire can have both close-ended and open-ended questions, it is suitable for collection of quantitative (ordinal, ratio, nominal, and interval) and qualitative data.

### **3.6.2 Interview Schedule for Headteachers and Subcounty Education Officials**

This is a short guide which was categorized into two main parts – introductory part and the main section addressing the study purposes. The tool comprised of open-ended questions that were used to collect relevant detailed data from the subcounty education officials and headteachers. The interviews were recorded and reinforced with notes writing, and were later transcribed for purposes of analysis. This qualitative information was triangulated with the quantitative data elicited from the teachers through a questionnaire hence enriching the overall study intent. Eventually, the collected data was comprehensive enough to sufficiently address the research questions (Bougie and Sekaran, 2010).

### **3.6.3 Document Analysis Checklist**

This document was used for extraction of secondary data with regard to learning and support services materials. The tool provided blank boxes against relevant information in line with the study objectives that were ticked as the researcher did the observation (Creswell, 2014). Various test items were observed used in line with the specific study objectives, including financial preparedness, requisition of specialized teachers, learning resources preparedness, and support services preparedness. Several items under each objective were observed against three responses: 3=existence, 2=not sure and 1=non-existence. This tool was important for understanding the extent to which schools were prepared at institutional level in terms of various relevant aspects of aiding implementation of CBC.

### **3.7 Piloting of Research Instruments**

Pilot testing of the study instrument was carried out in each category of the respondents to guarantee relevance and correctness of the designed tools. The pilot sample of 39 respondents was proportionately selected based on the respondents' categories where 1 subcounty official, 8 headteachers, and 30 teachers from the 8 public primary schools in Kirinyaga west subcounty were involved in pilot testing of the research instrument. This ensured that the language used in the instrument and the formatting was clearly understood by the respondents to avoid any ambiguity (Bougie and Sekaran, 2010). In order to guard against bias, the respondents involved in the piloting of instruments were excluded from the real study.

#### **3.7.1 Validity of the Instruments**

The tools' content soundness was improved through expert judgment (Salkind, 2009). The researcher ensured that items covered all the areas of each variable as outlined in all the objectives of the study. The researcher also conducted item analysis with the

help of peer reviewers and supervisors in the university department to check if all items and the instruments were valid to collect intended data. The instruments' validity ensured that collected data was sound enough to be used for appropriately answering the research questions. Further, an instrument with high levels of validity guaranteed the researcher an opportunity to properly address the research questions (Creswell, 2014).

### **3.7.2 Reliability of the Instruments**

Research tools were subjected to close scrutiny by the university supervisor and other faculty members of the university where they provided their input on how to improve it. Consistency of a research tool was important for allowing similar interpretation of the questions being fielded to the respondents. This process also provided a clear roadmap on improving the instrument so that the right information could be captured. Consistency of the instrument was further tested using half-split method where a group of respondents were assigned test items before the results were divided into two halves. Consistency coefficient of the two halves were computed using Pearson's Product Moment Correlation Formula where the value  $r > 0.75$  was indicative of a high degree of consistency. A contrary result would mean that the process was repeated until the researcher was satisfied that the instrument had a higher reliability test (Creswell, 2014).

### **3.7.3 Establishment of Credibility**

Credibility is used to ensure that the research findings are robust, rich, comprehensive, and well-developed. The interview schedule was shared with the subcounty education officials so that they could give their input that helped to come up with a more comprehensive tool. This further ensured that the interview schedule was able to capture in-depth information which was easily interpreted during analysis. According

to Creswell (2014), credibility of a research instrument is all about its trustworthiness. Credibility essentially requires the researcher to clearly link the findings of the study with the real situation on the ground so that the findings can finally help in explaining what is happening in the actual sense. Since any research is intended for solving a real-life situation, credibility of data is therefore very imperative in a research process.

#### **3.7.4 Establishment of Dependability**

In order to ensure that the interview schedule is dependable, input of my academic supervisors and other lecturers in the university faculty/department was sought. Scrutiny by the experts ensured that the instrument is effective enough to capture all the relevant in-depth data for answering the research question. According to Bougie and Sekaran (2010), like reliability in quantitative studies, dependability refers to the stability of data in qualitative research over time.

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

An authorization letter was first issued by the Mount Kenya University School of Postgraduate research to let the researcher proceed to the next level of the study. Before beginning fieldwork, research permit and authorization were acquired from the National Commission for Science, Technology and Innovation (NACOSTI). In addition, relevant approvals were sought from relevant Government offices such as the county education office and county commissioner office.

After obtaining all the relevant letters of authorization, the researcher enlisted one field assistant and trained him on the research tools and familiarized him with the processes of conducting fieldwork. Enough copies of the research instruments were then produced before other field logistics were made. For fieldwork proper, preparations were made such that the respondents were identified beforehand and interviews booked where possible. This saved time and forestalled cases of missing out on the respondents

due to their busy schedules. Teachers were provided with blank questionnaires so that they could self-administer them. As much as possible, the research team made follow-ups so that the respondents were assisted to complete the questionnaires as fast as possible. Observation checklists were ticked as various aspects of CBC achievements were observed.

**Table 4: Data Collection Matrix**

<b>Research Question</b>	<b>Questionnaire Questions</b>	<b>Interview schedule</b>
What is the influence of schools' management financial preparedness on CBC implementation in public primary schools in Kirinyaga West subcounty?	Section A Questionnaire for headteachers	Question 1
How is the influence of schools' management preparedness in requisition of specialized teachers on the implementation of CBC in public primary schools in Kirinyaga West subcounty?	Section B Questionnaire for headteachers	Questions 2
To what extent is the influence of schools' management learning resources preparedness on CBC implementation in public primary schools in Kirinyaga West subcounty?	Section C Questionnaire for headteachers	Question 3
What is the influence of schools' management support services preparedness on CB implementation in public primary schools in Kirinyaga West subcounty?	Section D Questionnaire for headteachers	Question 4

### **3.9 Data Analysis Procedure**

Quantitative data was first coded before descriptive (frequencies and percentages) and inferential statistics (linear regression analysis) were used for data analysis using Statistical Packages for Social Science (SPSS) Version 23. Whereas descriptive data illustrated the trend of the variables in the study, inferential statistics were important for determining inter-variable relationship between the predictor elements and the outcome of the study. To present processed quantitative information for easier interpretation, tables and figures were used. Qualitative data was searched for common themes before

being analyzed using thematic content analysis technique based on the study objectives.

Analyzed qualitative data was presented in narrative and verbatim forms. Table 5 illustrates data analysis procedures.

**Table 5: Data Analysis Procedures**

<b>Research Questions</b>	<b>Independent Variable</b>	<b>Dependent Variable</b>	<b>Quantitative Data Analysis</b>	<b>Qualitative Analysis</b>
What is the influence of schools' management financial preparedness on CBC implementation in public primary schools in Kirinyaga West subcounty?	<ul style="list-style-type: none"> <li>• Financial preparedness</li> </ul>	<ul style="list-style-type: none"> <li>• Competency Based Curriculum (CBC) implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptive statistics (frequencies &amp; percentages)</li> <li>• Linear regression</li> </ul>	<ul style="list-style-type: none"> <li>• Thematic analysis</li> </ul>
How is the schools' management preparedness on requisition of specialized teachers for CBC implementation in public primary schools in Kirinyaga West subcounty?	<ul style="list-style-type: none"> <li>• Requisition of specialized teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Competency Based Curriculum (CBC) implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptive statistics (frequencies &amp; percentages)</li> <li>• Linear regression</li> </ul>	<ul style="list-style-type: none"> <li>• Thematic analysis</li> </ul>
To what extent is the influence of schools' management learning resources preparedness on CBC implementation in public primary schools in Kirinyaga West subcounty?	<ul style="list-style-type: none"> <li>• Learning resources preparedness</li> </ul>	<ul style="list-style-type: none"> <li>• Competency Based Curriculum (CBC) implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptive statistics (frequencies &amp; percentages)</li> <li>• Linear regression</li> </ul>	<ul style="list-style-type: none"> <li>• Thematic analysis</li> </ul>
What is the influence of schools' management support services preparedness on CBC implementation in public primary schools in Kirinyaga West subcounty?	<ul style="list-style-type: none"> <li>• Support services</li> </ul>	<ul style="list-style-type: none"> <li>• Competency Based Curriculum (CBC) implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptive statistics (frequencies &amp; percentages)</li> <li>• Linear regression</li> </ul>	<ul style="list-style-type: none"> <li>• Thematic analysis</li> </ul>

**Source: Researcher (2020)**

### 3.9.1 Linear Regression Model

The following regression model was estimated.

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

Where:

Y = Competency-based Implementation

X<sub>1</sub> = Financial management preparedness

X<sub>2</sub> = Teachers' requisition management preparedness

X<sub>3</sub> = Learning resources management preparedness

X<sub>4</sub> = Support services management preparedness

$\beta_i; i=1,2,3,4$  = The coefficients for the various independent variables

$\varepsilon$  = Error term

### 3.10 Ethical Considerations

Ethical standards were observed to avoid causing any possible harm to the research participants by virtue of their involvement in the study. Hence, the researcher took necessary measures to avoid any unwarranted harm to the participants at both personal and professional levels. Several steps were taken by the researcher and some of the ethical issues the researcher observed included:

#### 3.10.1 Intellectual Ownership and Plagiarism

The researcher acknowledged the use of thoughts, ideas and works of others even when these works were paraphrased.

#### 3.10.2 Participant's Right to Informed Consent

Informed consent protects and respects the subjects' right to freedom and self-determination. The researcher hence sought consent from the respondents by writing

and informing them the nature and purpose of the research, who was doing the research, how the information given would be used, how confidentiality and anonymity of the information was guaranteed as well as what the participant was being asked to do and why. The researcher consulted with the managers and leaders in the institutions he visited before he met with the individual participants to avoid scenarios where criticisms were likely to be leveled against the persons by the institutions. The researcher also gave a brief introduction before any interview could begin. In addition, the researcher explained to the respondents using simplified words the procedures to be followed during data collection so that they could participate willingly. Each participant was then given a consent letter to read and then sign if he/she agreed to participate in the research study.

### **3.10.3 Participant's Right to Privacy**

The researcher addressed the privacy issue by clearly indicating in all the questionnaires and interview guides and document checklists that the respondents were not required to write their names anywhere in them. To protect the respondent's privacy, the researcher ensured to inform the respondents that any information from them was not going to be divulged to a third party but that it was going to be used only for the benefit of the research. The respondents were also asked to complete a consent form before they could participate in the study.

### **3.10.4 Participant's Right to Confidentiality**

The researcher is bestowed with the responsibility of protecting the boundaries surrounding the shared secret and was not going to make public the connection between him and the participants. Therefore, concerning confidentiality in this study, the researcher assured the respondents that the information collected was not going to be disclosed or discussed with anybody else but rather it was going to be used purely for

the stated purpose of research and no information would be shared to a third party that could lead to the identification or tracing of individuals (Louis, Lawrence & Keith, 2011). This was related not only to the published work but also to the collected data that might be accessed by others.

### **3.10.5 Freedom from Coercion**

The researcher did not use any form of coercion or trickery to obtain data from the respondents. This included desisting from giving any promises or allowing the respondents to think that the researcher had come to help or be unduly persistent (Nicholas, 2005).

### **3.10.6 Anonymity**

The researcher ensured and assured the respondents that their identity was going to be kept private and never to be revealed whatsoever so as to ensure that the participants or group of participants were not implicated in any way in the findings of the research. The researcher also promised confidentiality to the interviewees since subjects who agreed to a face-to-face interview can in no way expect anonymity.

### **3.10.7 Rights to Voluntary Participation**

The researcher communicated to all the participants about this vital and basic principle before the interviewing process could begin. Furthermore, the researcher ensured that the subjects had a clear understanding on why they were asked to participate in the study. The researcher remained with one copy of the signed consent form while the other was taken by the participants for filing and for later reference.

### **3.10.8 Access to the Sites**

The researcher sought consent from the government through NACOSTI, County Commissioner, County Director of Education, District Education offices and the headteachers responsible for the public primary schools that participated in the study.

This move created confidence on the participants so that they were free to give relevant information without fear of being indicted in any way.

### **3.10.8 Storage of Collected Data**

Data collected are often sensitive because they contain confidential details about people or institutions. Paper-based data was locked away and computer databases protected by a password. The analyzed data was then stored in storage devices such as flash disks and external disk drives for easy access and reference and only accessible by the researcher. According to Oliver (2003) as cited in Louis, Lawrence and Keith (2011), it is the duty of the researcher to store and protect the data.



## CHAPTER FOUR

### RESEARCH FINDINGS AND DISCUSSIONS

#### 4.0 Introduction

This chapter presents the findings of the study and discussions. Besides the background information of the respondents, the findings are presented based on the objectives of the study. The background information of the respondents was critical for helping in interpreting the findings of the study as their respective demographic characteristics influenced their perspectives.

#### 4.1 Response Rate

The sample of the study was 399, but 326 respondents managed to participate in the study. This made a response rate of 81.7%, as illustrated in table 5. Besides 18 document analysis records were used to obtain relevant data from the headteachers in line with the objectives of the study.

**Table 6: Response Rate**

<b>Respondents</b>	<b>Sample Size (n)</b>	<b>Those who participated</b>	<b>Achieved Return Rate (%)</b>
Headteachers	20	18	90.0
Pupils	334	271	81.1
Teachers	44	36	81.8
Subcounty education officials	1	1	100.0
<b>Total</b>	<b>399</b>	<b>326</b>	<b>81.7</b>

The findings on table 6 indicate that in all categories of the respondents, the response rate was at least 81.1%, with the overall response rate recorded as 81.7%. According to Creswell (2014), a response rate of 70% and above is excellent for analysis and subsequent answering of the research questions and generalization of the findings to other populations. Despite the pupils' participation at the initial stages of the study, their statistics were not included in the final analysis due to their peripheral role in the entire research.

## 4.2 Respondents' Demographic Information

The respondents' demographic and background information included gender, age, level of education, and their length of service in their respective positions.

### 4.2.1 Gender of the Respondents

Data about gender of the respondents was collected and distribution of summary the findings is illustrated in table 7.

**Table 7: Distribution of Respondents by Gender**

<b>Gender</b>	<b>Teachers <i>f (%)</i></b>	<b>Headteachers <i>f (%)</i></b>	<b>Subcounty education officials <i>f (%)</i></b>
Male	15 (41.7)	14 (77.8)	1 (100.0)
Female	21 (58.3)	4 (22.2)	0 (0.0)
<b>Total</b>	<b>36 (100.0)</b>	<b>18 (100.0)</b>	<b>1 (100.0)</b>

Table 7 shows that 21 (58.3%) of the respondents were female while 15 (41.7%) were male. For the headteachers, 14 (77.8%) were male while 4 (22.2%) were female. The findings further indicate that the only subcounty education official interviewed was male. These findings indicate that both genders were well represented and so the views provided were balanced. This further implies that the information given at all levels of the respondents was credible for adequately answering the research questions.

### 4.2.2 Age of the Respondents

The respondents were asked about their age and the findings are presented in table 8.

**Table 8: Distribution of Respondents by Age**

<b>Age</b>	<b>Teachers <i>f (%)</i></b>	<b>Headteachers <i>f (%)</i></b>	<b>Subcounty education officials <i>f (%)</i></b>
20-30	0 (0.0)	0 (0.0)	0 (0.0)
31-40	10 (27.8)	2 (11.1)	0 (0.0)
41-50	14 (38.9)	7 (38.9)	1 (100.0)
51 & above	12 (33.3)	9 (50.0)	0 (0.0)
<b>Total</b>	<b>36 (100.0)</b>	<b>18 (100.0)</b>	<b>1 (100.0)</b>

The findings on table 8 indicate that 14 (38.9%) of the teachers were aged 41-50 years, 12 (33.3%) 51 years and above, and 10 (27.8%) were 31-40 years old. None of them was 20-30 years. Half (50.0%) of the number of headteachers were aged 51 years and above, 7 (38.8%) 41-50 years, and 2 (11.1%) were aged 31-40 years while there was none who was aged 20-30 years. The subcounty education official interviewed fell in the 41-50 years age category. From these statistics, 100% of the respondents in all the three categories were aged above the age of 30 years. These implied that they had served in the profession for long enough to understand fully the old (8-4-4) education worked compared to the CBC model. Their long experience in the teaching and education sector in general meant that they provided very credible information for sufficiently addressing the research problem.

#### 4.2.3 Education Level of the Respondents

The respondents were asked about their level of education given that this variable was likely to influence their perception on the whole concept of CBC in as far as giving credible information was concerned. The findings are captured in table 9.

**Table 9: Distribution of Respondents by Level of Education**

Level of education	Teachers	Headteachers	Subcounty education officials
	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)
P1 Certificate	9 (25.0)	1 (5.6)	0 (0.0)
Diploma	18 (50.0)	8 (44.4)	0 (0.0)
Graduate	9 (25.0)	7 (38.9)	0 (0.0)
Postgraduate	0 (0.0)	2 (11.1)	1 (100.0)
<b>Total</b>	<b>36 (100.0)</b>	<b>18 (100.0)</b>	<b>1 (100.0)</b>

The statistics on table 9 shows that half (50%) of the teachers had diplomas whereas 9 (25.0%) each had P1 certificate and bachelor's degrees respectively. None of the

teachers had postgraduate qualifications. The findings further indicate that 8 (44.4%) of the headteachers had diplomas, 7 (38.9%) had bachelor's degrees, 2 (11.1%) were postgraduates, and 1 (5.6%) had P1 certificate. The subcounty education official interviewed had postgraduate degree. Based on the information above, all the respondents had qualifications that made them competent enough to understand schools' management preparedness on the implementation of the CBC model in public primary schools in Kirinyaga West subcounty.

#### 4.2.4 Respondents' Period of Service in their Positions

The respondents were asked about the length of period they had served in their respective positions to understand their experience levels. This was critical in helping to determine how long they had interacted with the previous and current education models hence the level of credibility of the data they shared. Table 10 presents a summary of this information.

**Table 10: Distribution of Respondents by Period of Service in Respective Positions**

Length of service in position	Teachers	Headteachers	Subcounty education officials
	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)
1-5 years	7 (19.4)	6 (33.3)	0 (0.0)
6-10 years	8 (22.2)	5 (27.8)	1 (100.0)
11-15 years	5 (13.9)	2 (11.1)	0 (0.0)
16 & above	16 (44.4)	5 (27.8)	0 (0.0)
<b>Total</b>	<b>36 (100.0)</b>	<b>18 (100.0)</b>	<b>1 (100.0)</b>

Based on the findings in table 10, 16 (44.4%) of the teachers had worked in their respective positions for 16 years and above, 8 (22.2%) for 6-10 years, 7 (19.4%) for 1-5 years, and 5 (13.9%). Overall, 80.6% of teachers had worked in their respective positions for over 6 years. Regarding the headteachers, 6 (33.3%) had served in their

positions for 1-5 years, 5 (27.8%) for 6-10 and 16 & above years each, and 2 (11.1%) for 11-15 years. The subcounty education official interviewed for the study had served in his position for 6-10 years. From these statistics, at least 66.7% of the respondents in each category had enough experience in their respective roles, and therefore provided credible information for the study.

### **4.3 Influence of Schools' Management Financial Preparedness on Implementation of CBC**

Management support was viewed in terms financial preparedness, preparedness in requisition of specialized teachers, learning resources preparedness, and support services preparedness. Analysis of these four variables helps to clearly bring out their influence on implementation of CBC in public primary schools in Kirinyaga West Subcounty. The data was analysed and processed at three levels, including descriptive, inferential, and thematic and thereafter mixed and interpreted to answer the research question.

#### **4.3.1 Descriptive Statistical Analysis on Influence of Schools' Management Financial Preparedness on Implementation of CBC**

Analysis of descriptive statistics on the influence of schools' financial preparedness on the implementation of CBC in public primary schools in Kirinyaga West subcounty was carried out based on a number of test items. This variable was measured based on the sub-variables where data was collected from teachers, headteachers and subcounty education officials. The findings are summarized in table 11.

**Table 11: Influence of Schools' Management Financial Preparedness on the Implementation of CBC**

<b>Test items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Total</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
Majority of public primary schools lack sufficient financial allocation for implementation of CBC	5.6	0.0	8.3	33.3	52.8	100.0
Majority of public primary schools lack good financial planning for implementation of CBC	5.6	19.4	11.1	33.3	30.6	100.0
A number of public primary schools' face cash flow management challenge for implementation of CBC	2.8	8.3	11.1	38.9	38.9	100.0
Majority of public primary schools lack proper budget preparation and management systems for implementation of CBC	5.6	8.3	19.4	36.1	30.6	100.0

The findings in table 11 show that 19 (52.8%) of the respondents strongly agreed that many public primary schools lack sufficient financial allocation for implementation of CBC whereas 12 (33.3%) agreed. At the same time, 3 (8.3%) of the respondents were unsure (neutral) while 2 (5.6%) of them strongly disagreed with this account. The study also revealed that 12 (33.3%) of the respondents agreed that a number of public primary schools lack good financial planning for implementation of CBC, 11 (30.6%) strongly agreed, and 4 (11.1%) had neutral views regarding this proposition. At the same time 7 (19.4%) of the respondents disagreed with this view while 2 (5.6%) strongly disagreed.

The study also indicated that 14 (38.9%) of the respondents each, strongly agreed and agreed that a number of public primary schools' face cash flow management challenge for implementation of CBC. On the other hand, 4 (11.1%) of the respondents had neutral views, 3 (8.3%) disagreed while 1 (2.8%) strongly disagreed. It also emerged

that 13 (36.1%) of the respondents agreed and 11 (30.6%) strongly agreed that many public primary schools lack proper budget preparation and management systems for implementation of CBC. The view was countered by 3 (8.3%) and 2 (5.6) of the respondents who disagreed and strongly disagreed respectively while 7 (19.4%) of them were unsure.

#### 4.3.2 Inferential Statistical Analysis on Influence of Schools' Management Financial Preparedness on Implementation of CBC

In order understand the level of influence of schools' financial preparedness on implementation of CBC, linear regression was carried out. Statistics for the regression coefficients for schools' financial preparedness is presented in table 12.

**Table 12: Regression Coefficients for Schools' Management Financial Preparedness**

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	2.612	.601		5.021	.000
	X <sub>1</sub> Financial preparedness	.15	.039	.301	3.810	.001

Based on the bivariate regression analysis in table 12, all factors held into account and assumed to be zero, the constant was 2.612; which meant that at ceteris paribus, the level of CBC implementation in public primary schools in Kirinyaga West Subcounty would be 2.612. But a unit increase in financial preparedness, all other factors held constant, would lead to 0.15 improvements in implementation of the CBC in public primary schools. Furthermore, at 5% level of significance where  $P=001 < 0.05$ , it implies

that financial preparedness positively influenced implementation of the CBC in public primary schools.

#### **4.3.3 Thematic Analysis of Qualitative Findings on Influence of Schools' Management Financial Preparedness on the Implementation of CBC**

The respondents were also asked to give general comments regarding public primary schools' financial preparedness for implementation of CBC where there was a feeling that the government should set aside funds for implementation of CBC. The respondents further opined that there was a general lack of adequate preparedness by the government for the implementation of CBC. Relevant training was also required to ensure that all relevant departments clearly understood their role. Headteachers and subcounty education officials were interviewed on Influence of Schools' financial preparedness on the implementation of CBC where they gave varied responses to reinforce the teachers' views. The EO1 had the following to say:

*“Most public schools are not properly equipped by the government to facilitate implementation of CBC. Hence, there is need for proper facilitation of schools so that the CBC implementation is successful. There is also the aspect of financial challenges to implement the new curriculum which if not carefully considered will lead to its collapse. The government should also be able to adequately train teachers so that they can effectively perform their duties”.*

Furthermore, there was the need for provision of enough textbooks which required sufficient money to cater for. Involving of other key stakeholders in the education industry such as parents, teachers and well-wishers was also critical in mobilizing resources and goodwill so that the implementation of CBC could be a success. That also meant that learners must be given enough learning materials to support the overall success of implementation of the CBC program. The findings by this study corroborated outcomes of a previous study by Nikolov and Kangalov (2014) which revealed that in for effective implementation of CBC in Tanzania, there was need for

the government to financially equip schools so that they could have enough facilities and well-trained teachers to deliver the new curriculum.

There was also unanimous agreement by the headteachers that the government was not doing enough to financially support the CBC implementation. It further emerged that, in the headteachers' assessment, over 80% of public primary schools in Kenya were not effectively financially prepared to successfully implement the CBC program. HDT1 had the following to say about schools' financial preparedness:

*“CBC is largely activity-based and involves a lot of project resources, hence the need for adequate financial resources. But unfortunately, inadequate finances have proven to be a major impediment to the implementation of the program. That therefore means that the government must do it can to ensure that enough money is allocated for this program. Without this, it would be extremely hard to achieve its objectives. Furthermore, if there is not going to be adequate finances, then we cannot expect the CBC program to have any impact as initially intended”.*

The sentiments above are a reflection of an earlier study by Nikolov and Kangalov (2014) who noted that aside from lack of competently trained teachers, most of the public primary schools did not have enough text books for learners and teaching guides for teachers; a problem that was directly attributed to lack of finances. Similarly, some of the teachers were even not sure of how to prepare lessons based on the provisions of the new learning model since they lacked relevant materials for teaching. Based on observation of checklists regarding financial preparedness by public primary schools, it emerged that a at least 80.1% of the schools did not have budget allocation for various CBC activities, lacked financial recordkeeping for CBC activities, and did not have cash flow management records. This situation made it impossible for schools to implement CBC curriculum.

#### **4.3.4 Findings for Secondary Data on Influence of Schools' Management Financial Preparedness on Implementation of CBC**

Secondary data was also used in the study, where documents analysis checklist was employed to capture data on the financial preparedness of schools on the implementation of CBC. The sub-variables observed included budget allocation for various CBC activities, financial recordkeeping for CBC activities, cash flow management records, and funds mobilization initiatives. All these indicators were important for helping to corroborate the primary data collected directly from the respondents at various categories. Based on the observation of these indicators, it was evident quite a number of schools did not have records for these initiatives, hence an indication that so many public schools were not fully prepared for the CBC implementation.

#### **4.3.5 Mixing and Interpreting Data on the Influence of Schools' Management Financial Preparedness on the Implementation of CBC**

Considering descriptive findings where financial preparedness considerably affected implementation of CBC and inferential analysis which indicated a strong relationship between the independent and the dependent variables, it was evident that to a larger extent, these findings were a reflection of some of the previous studies on the influence of financial preparedness on implementation of various programs in schools. A study by Bouchamma et al (2014) noted that adequate finances are critical in all departments in the school, including hiring of the right number of teachers, recruiting specialized teachers, and putting in place systems and facilities as well as purchasing the requisite learning materials. On the same note, Kiptum (2016) argued that effective management of schools' financial resources requires competent headteachers and managers who understand the need for providing quality education to the learners through prudent management of resources and systems.

Asebiomo (2015) also noted that in implementing competency-based curriculum, the role of primary headteachers is very important in the realization of seamless transition from the old to the new learning model. The headteachers' ability to understand the needs of the learners and be able to assemble, provide and organize the right teaching staff is critical in the general running of the school and meeting the needs of the learners.

Asebiomo (2015) further posited that since it is the responsibility of the headteachers to oversee the general performance of the school, human resource needs must be emphasized through effective mobilization of financial resources for hiring of more teachers even if it means through the schools' board of managements. Sullivan and Burce (2014) further revealed that in order that the instructors can successfully face emerging challenges presented by CBC and execute their responsibilities more effectively, they must be well equipped with relevant knowledge and skills. As the executive officer of the school, the headteachers are tasked with the responsibility of creating the right environment for learning. In a study by Nikolov and Kangalov (2014) to establish resources needed for delivery of CBC in Tanzania, it emerged that several schools did not have enough facilities and well-trained teachers to deliver the new curriculum. Aside from lack of competently trained teachers, most of these schools did not have enough text books for learners and teaching guides for teachers.

#### **4.4 Influence of Schools' Management Preparedness on Requisition of Specialized Teachers for the Implementation of CBC**

The second objective of the study was to determine the influence of schools' preparedness in requisition of specialized teachers on the implementation of the CBC in public primary schools in Kirinyaga West Subcounty. Like the first objective, data was

processed at the levels of descriptive, inferential, thematic, and mixing and interpretation of the findings.

#### 4.4.1 Descriptive Statistical Analysis on Influence of Schools' Management Preparedness in Requisition of Teachers on the Implementation of CBC

The variable was tested based on a number of items where descriptive data was collected from teachers, headteachers and subcounty education officials. The findings are summarized in table 13.

**Table 13: Influence of Schools' Management Preparedness on Requisition of Specialized Teachers for Implementation of CBC**

Test Items	1	2	3	4	5	Total
	%	%	%	%	%	%
Majority of public primary schools have reasonable specialized teachers-pupils ratio for implementation of CBC	47.2	27.8	11.1	8.3	5.6	100.0
Majority of public primary schools have reasonable STEM teachers-pupils ratio for implementation of CBC	41.7	30.6	16.7	8.3	2.8	100.0
Majority of public primary schools have reasonable technical teachers-pupils ratio for implementation of CBC	47.2	27.8	8.3	8.3	8.3	100.0
Majority of public primary schools have reasonable staff gap for implementation of CBC	19.4	8.3	8.3	41.7	22.2	100.0

Based on the statistics in table 13, 17 (47.2%) strongly disagreed that a number of public primary schools have reasonable specialized teachers-pupils ratio for implementation of CBC. At the same time, 10 (27.8%) disagreed, 4 (11.1%) were unsure, 3 (8.3%) agreed while 2 (5.6%) strongly agreed. Also, 15 (41.7%) of the respondents strongly disagreed that many public primary schools have reasonable

STEM teachers-pupils ratio for implementation of CBC while 11 (30.6%) disagreed with this view. On the other hand, 6 (16.7%) of the respondents were unsure of the situation while only 3 (8.3%) agreed and 1 (2.8%) strongly agreed.

Regarding whether a number of public primary schools have reasonable technical teachers-pupils ratio for implementation of CBC, 17 (47.2%) strongly disagreed, 10 (27.8%) disagreed, 3 (8.3%) each agreed and strongly agreed while at the same time another 3 (8.3%) had neutral views. It therefore emerged that 15 (41.7%) of the respondents agreed with the opinion that many public primary schools have reasonable staff gap for implementation of CBC while 8 (22.2%) strongly agreed. On the other hand, 7 (19.4%) strongly disagreed, 3 (8.3%) disagreed while 3 (8.3%) also indicated that they were unsure.

#### **4.4.2 Inferential Findings on Influence of Schools' Management Preparedness in Requisition of Specialized Teachers for Implementation of CBC**

So as to establish the level of influence of schools' management preparedness in requisition of specialized teachers on implementation of CBC, linear regression was carried out and the findings of the regression coefficients for this are presented in table 14.

**Table 14: Regression Coefficients for Schools' Management Preparedness in Requisition of Specialized Teachers for Implementation of CBC**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.074	.421		1.602	.003
	X <sub>2</sub> Specialized teachers' requisition	.421	.118	.5127	5.213	.000

The bivariate regression analysis in table 14 indicates that the constant for the level of CBC implementation in public primary schools in Kirinyaga West Subcounty would be was 3.074. However, a unit increase in schools' management preparedness in requisition of specialized teachers would result into a 0.421 improvement in CBC implementation in public primary schools. Also, at 5% level of significance, it means that at  $P=000<0.05$ , schools' management preparedness in requisition of specialized teachers strongly influenced implementation of CBC in public primary schools in Kirinyaga west subcounty.

#### **4.4.3 Thematic Analysis of Qualitative Findings on Influence of Schools' Management Preparedness in Requisition of Specialized Teachers for Implementation of CBC**

The respondents were also asked to generally state their general comments regarding public primary schools' management preparedness in requisition of specialized teachers for implementation of CBC. The overriding opinion was that school headteachers should try their best to requisition specialized trained teachers to help learners in technical subjects. Furthermore, there was need for schools to continue training their teachers in order for them to be fully prepared to implement the CBC program. HDT 2 from a local public primary school had the following to say:

*“Teachers should specifically be trained in technical areas and this should be on a continuous basis as opposed to a one-off exercise. This is because there is no adequate specialized teachers-pupils ratio for successful implementation of the CBC in public primary schools. This means that a number of the schools actually need more teachers who are properly trained in specialized subjects so that they can offer the best services”.*

In light of the above sentiments, it was evident that implementation of CBC was going to face numerous hurdles unless all mechanisms were put in place to guarantee quality

teaching and guidance for the learners under the new curriculum. In this sense, consistent in-service training for the teachers was necessary for effective implementation of the CBC. According to the subcounty education official interviewed, more seminars and workshops for teachers should be regularly organized and other mechanisms put in place to ensure that all the stakeholders are actively involved in implementation of the new curriculum. The EO1 had the following to say:

*“More interventions should be put in place to ensure that enough teachers are prepared to actively play a central role in implementation of the CBC. Furthermore, more teachers are required so that all public schools can be sufficiently equipped to implement CBC. It is obvious that teacher-pupil ratio is generally not favorable for many of the schools, hence the need for the government to employ more”.*

The sentiments by the subcounty officer were a reflection of the commonly prevailing situation in most public primary schools. It also emerged that almost all public schools do not completely have specialized trained teachers for successful implementation of the CBC. On observing the school’s status on teaching staff skills, staffing gap, and technical teachers’/student ratio, it emerged that many schools were not in the best position. Regarding the level of preparedness of respective schools regarding the issue of specialized teachers, the study revealed that some schools purchased CBC materials from within their localities and followed the schools’ budgets to minimize on wastage. A number of schools were also keen on ensuring that all financial transaction records were effectively maintained to track spending so that they could address the challenge of inadequate finances for the CBC implementation. Most of the planning was also done based on the available financial resources, which was preceded by proper budget making.

#### **4.4.4 Findings for Secondary Data on Schools' Management Preparedness in Requisition of Specialized Teachers for Implementation of CBC**

The secondary data on preparedness in requisition of specialized teachers on the implementation of CBC was derived from the documents analysis checklist in order to determine the extent to which schools were prepared in terms of their day-to-day management of the affairs of effective implementation of the new learning program. The sub-variables observed included documentation of teaching staff skills, establishment of staff gap, and technical teacher/student ratio. Based on these observations, it emerged that just a few schools had records of teaching staff skills while there was virtually no documentation on staff gap, or technical teacher/student ratio. This generally implied that most of the schools were not fully prepared with regard to requisition of specialized teachers for implementation of the CBC.

#### **4.4.5 Mixing and Interpreting Data on Influence of Schools' Management Preparedness in Requisition of Specialized Teachers for Implementation of CBC**

Descriptive data showed that 75.0% of the respondents disagreed with the view that many public primary schools have reasonable technical teachers-pupils ratio for implementation of CBC. Furthermore, inferential statistics showed that schools' management preparedness in requisition of specialized teachers had a strong influence on the implementation of CBC in Kirinyaga west public primary schools. Based on the analysis of the findings at the descriptive, inferential and thematic levels, these findings about the importance of specialized teachers in the implementation of CBC in public schools largely concurred with previous studies on this subject.

An earlier study by Komba and Mwandanji (2015) revealed that competence-based curriculum is based on the principle of learner-centeredness where instructors should always strive to understand the weaknesses and strengths of the pupils so that any

existing learning gap can be addressed. This implied that teachers must be well trained in their specialized areas so that they can have better understanding of the needs of the learners at any given time. However, capacity building of the teachers on their specialized areas will greatly depend on the ability of the headteachers to organize for requisition and relevant trainings of their classroom staffs. Furthermore, the headteachers' proactive nature would greatly help in identifying any existing gaps so that they can be addressed on time. This would include facilitating requisition of teachers with specialized skills through further inductions or outsourcing appropriately.

Woods (2008) had previously also established that the introduction of CBC calls for competently trained teachers, and this implies that there must be modifications in teacher education programs so that teachers can be equipped with the right competencies to effectively deal with their new teaching challenges. In the Kenyan case, equipping of teachers with the right skills for handling the competency-based curriculum can be done through thorough introspection of the teaching staff, which the headteachers need to be actively involved in liaising with the Teachers Service Commission (TSC) for provision. Pluff, and Weiss (2022) also noted that since a number of the teachers currently teaching the new curriculum have not had pre-service training on the new model, this would call for active reevaluation of the current situation so that the teachers can be given the right training, values and attitudes to be able to deliver on their mandate in the classroom. Yet, this may not be possible with the headteachers' proactive nature to actively push for their requisition.

#### 4.5 Influence of Schools' Management Learning Resources Preparedness on the Implementation of CBC

The third objective was to examine the influence of schools' learning resources preparedness on the implementation of the CBC in public primary schools in Kirinyaga West Subcounty. Like the first two objectives, data was analyzed at descriptive, inferential, and thematic levels before being mixed and interpreted together.

##### 4.5.1 Descriptive Statistical Analysis on Influence of Schools' Management Learning Resources Preparedness on the Implementation of CBC

This variable was measured based on a number of test items. The data was collected from teachers, headteachers, and subcounty education officials and the findings are presented in table 15.

**Table 15: Influence of Schools' Management Learning Resources Preparedness on Implementation of CBC**

Test Items	1	2	3	4	5	Total
	%	%	%	%	%	%
Majority of public primary schools are fully prepared for the provision of instructional materials for implementation of CBC	33.3	13.9	16.7	22.2	13.9	100.0
Majority of public primary schools are fully prepared for the provision of ICT resources for implementation of CBC	33.3	33.3	5.6	16.7	11.1	100.0
Majority of public primary schools are fully prepared for the provision of STEM labs for implementation of CBC	50.0	22.2	11.1	5.6	11.1	100.0
Majority of public primary schools are fully prepared for prudent utilization of offsite technical resources for implementation of CBC	36.1	30.6	13.9	11.1	8.3	100.0

Based on the findings in table 15 above, 12 (33.3%) of the respondents strongly disagreed that many public primary schools are fully prepared for the provision of instructional materials for implementation of CBC, whereas 5 (13.9%) disagreed. At the same time, 8 (22.2%) of the respondents agreed, 5 (13.9%) strongly agreed while 6 (16.7%) were unsure. A similar trend was also observed regarding the proposition that many public primary schools are fully prepared for the provision of ICT resources for implementation of CBC where 12 (33.3%) of the respondents, each strongly disagreed and agreed. On the other hand, 6 (16.7%) of them agreed, 4 (11.1%) strongly agreed while only 2 (5.6%) had neutral views.

It also emerged that half (50.0%) of the respondents strongly disagreed that a number of public primary schools are fully prepared for the provision of STEM labs for implementation of CBC while 8 (22.2%) of them disagreed. Only 4 (11.1%) strongly agreed with this account, with a similar number expressing uncertainty while 2 (5.6%) agreed. Regarding whether majority of public primary schools are fully prepared for prudent utilization of offsite technical resources for implementation of CBC, 13 (36.1%) of the respondents strongly disagreed, 11 (30.6%) disagreed, 5 (31.9%) were unsure, 4 (11.1%) agreed while only 3 (6.3%) strongly agreed.

#### **4.5.2 Inferential Findings on Influence of Schools' Management Learning Resources Preparedness on the Implementation of CBC**

Inferential analysis was also carried out to establish the level of influence of schools' learning resources preparedness on implementation of the CBC. Statistics for the regression coefficients for the schools' learning resources preparedness are summarized in table 16.

**Table 16: Regression Coefficients for Schools' Management Learning Resources Preparedness**

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	2.172	.431		4.501	.000
	X <sub>3</sub> learning resources	.627	.101	.513	2.747	.003

The bivariate regression analysis in table 16 shows that the constant for the level of CBC implementation was 2.172 while the coefficient for schools' learning resources preparedness was 0.627. This implied that a unit increase in learning resources preparedness when all other factors were considered to be constant, would improve performance of CBC implementation by a factor of 0.627. At the same time, at 5% level of significance, it implies that at  $P=0.003 < 0.05$ , schools' learning resources preparedness had a strong influence on the CBC implementation public primary schools in Kirinyaga West subcounty. Furthermore, with a constant of 2.172, it meant that other than learning resources preparedness, there were other factors in public primary schools that influenced implementation of the CBC.

#### **4.5.3 Thematic Analysis of Qualitative Findings on Influence of School's Management Learning Resources Preparedness on the Implementation of CBC**

In order to gain more insights into the influence of schools' learning resources preparedness on the implementation of CBC, respondents were asked to give further general comments regarding schools' learning resources preparedness for implementation of the program. Based on the data collected from headteachers and the subcounty education official, technical learning materials were not adequate in most

public primary schools, including ICT gadgets which are very critical in the new curriculum. HDT 17 had this to say:

*“Although generally there are instructional materials in a number of our schools, there is a serious problem with ICT-related materials. We appeal to the government to supply these materials if we are to proceed well with the new learning model. Schools should be better prepared in terms of learning resources, but this cannot be achieved without the government’s intervention. We need computer labs that can help us successfully implement the CBC”.*

Considering the above views, it was evident that implementation of CBC faced major challenges in terms inadequate learning resources. This implied that the government needed to put in more efforts to rally all stakeholders, including the private sector and parents, to give their support so that the best can be achieved for the learners through effective learning environment. It also emerged that since most of these resources were expensive, most schools were not going to afford them unless the government gave out more money. School managers also needed to be trained on how to mobilize the resources even where the government seemed unable to bridge the gap. A number of the primary schools’ teachers also needed to be trained on ICT in order for them to effectively deliver on CBC. Overall, the study established that the government has not fully provided instructional materials for CBC.

Regarding what the government was exactly doing to provide instructional materials, it emerged that the government was generally providing textbooks while parents were tasked with provision of local materials for implementation of CBC. However, even the instructional materials provided by the government were not adequate for the learners. The crisis in schools was generally as a result of delays in delivery of the relevant materials including books. On the inadequacy of resources in public primary schools for implementation of CBC, EO1 had the following sentiments:

*“The government is trying hard to provide all the requisite learning materials for the CBC implementation. However, there are challenges when it comes to the level the government’s help due to budgetary constraints. Most parents also are not able to chip in because lack of financial resources and the fact that a number of them have not completely embraced the CBC model”.*

In as far as provision of ICT resources was concerned; there was a feeling that the government ought to have provided tablets for learners and improve internet connectivity so that learning could be smoother. Additionally, schools should be provided with digital literacy project devices, such as projectors, laptops, and tablets in order to equip them better. Where there were ICT resources, learners needed to be taught how to use them and this must begin by training teachers first.

#### **4.5.4 Findings for Secondary Data on Influence of Schools’ Management Learning Resources Preparedness on the Implementation of CBC**

The secondary data on schools’ learning resources preparedness on the implementation of CBC was derived from the documents analysis checklist in order to determine the extent to which the schools were prepared at institutional management level. The sub-variables observed included books bought for CBC, computers bought for CBC, classrooms learning materials, and visual learning materials. Of all these indicators, it is only books that some schools appeared to have, albeit in low capacity. The rest of them were completely missing from almost all the schools involved in the study. Although the general argument was that learners were expected to have their personal books bought for them by their parents and/or guardians, a bigger percentage of the learners did not have the books. Hence, this situation clearly showed that many schools were not adequately prepared in terms of learning and teaching materials for the implementation of CBC.

#### **4.5.5 Mixing and Interpreting Data on Influence of School's Management Learning Resources Preparedness on the Implementation of CBC**

Descriptive analysis indicated that it also emerged that half (72.2%) of the respondents did not agree with the view that many public primary schools are fully prepared for the provision of STEM labs for implementation of CBC. Similarly, inferential statistics indicate that schools' learning resources preparedness has a strong influence on the implementation of CBC. The findings on the influence of schools' learning resources preparedness on implementation of CBC in Kenya is a reflection of what a number of previous studies have revealed regarding this subject. Learning resources remain to be a critical element in whole process of implementation of a new school curriculum.

A previous study by Mulenga (2015) noted that besides having enough teachers in school, it was equally important to have the right instructional materials, ICT resources, and other external technical resources required for the learner to effectively embrace the new learning model. The transition from old to the new curriculum requires new strategies in place for the learners to benefit. However, provision of learning resources for the new curriculum cannot be separated from having competently trained teachers to provide the right service.

On the same note, Ayeni (2012) revealed that the right instructional materials attract and sustain the attention of the learners as they strive to discover themselves and enhance their capabilities. Similarly, Ntumi (2016) established that instructional materials may include books, pictures, drawings, graphics and posters. There was also the aspect of real objects such as models and televisions and video decks for audio-visual demonstrations, especially given the expectations of CBC learning model. In agreement with the findings of this study also was Fernandez (2017) who emphasized that learning materials should be availed to all schools for proper learning of the pupils.

Furthermore, the materials should be supplied in good time and the teachers appropriately trained on how to apply them so that there is no knowledge gap created.

#### **4.6 Influence of Schools' Support Services Preparedness on the Implementation of CBC**

The fourth objective of the study was to assess the influence of schools' support services preparedness on the implementation of the CBC in public primary schools in Kirinyaga West Subcounty. Like the three first objectives, data was analyzed and processed at the levels of descriptive, inferential, and thematic analysis and thereafter mixed and interpreted to ascertain the extent to which the findings address the research questions.

##### **4.6.1 Descriptive Statistical Analysis on Influence of Schools' Management Support Services Preparedness on the Implementation of CBC**

The influence of schools' support services preparedness on the implementation of the CBC was further tested using various test items where the findings are summarized in table 17. The analysis was carried out on data collected from teachers, headteachers, and subcounty education officials.

**Table 17: Influence of Schools' Management Support Services Preparedness on Implementation of CBC**

<b>Test Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Total</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
Majority of public primary schools have properly instituted Quality Assurance and Standards assessment for implementation of CBC	19.4	27.8	11.1	36.1	5.6	100.0
Majority of public primary schools have instituted proper mechanisms for liaison with KICD for curriculum development and evaluation for implementation of CBC	16.7	27.8	8.3	41.7	5.6	100.0
Majority of public primary schools have instituted proper mechanisms for national assessment and examination for implementation of CBC	16.7	33.3	5.6	36.1	8.3	100.0
Majority of public primary schools have instituted proper mechanisms for coordination of teacher training and development for implementation of CBC	19.4	16.7	5.6	50.0	8.3	100.0

Statistics in table 17 indicate that 13 (36.1%) of the respondents agreed that many public primary schools have properly instituted Quality Assurance and Standards assessment for implementation of CBC while only 2 (5.6%) strongly agreed. On the other hand, 10 (27.8%) disagreed and 7 (19.4%) strongly disagreed with this view whereas 4 (11.1%) of them expressed neutral views. At the same time, 15 (41.7%) of the respondents agreed while 2 (5.6%) strongly agreed that majority of public primary schools have instituted proper mechanisms for liaison with KICD for curriculum development and evaluation for implementation of CBC. Conversely, 10 (27.8%) of the respondents disagreed, 6 (16.7%) strongly disagreed while 3 (8.3%) were not sure about this proposition.

It also emerged that 13 (36.1%) and 3 (8.3%) of the respondents agreed and strongly agreed respectively that many public primary schools have instituted proper mechanisms for national assessment and examination for implementation of CBC. Equally, 12 (33.3%) and 6 (16.7%) of them respectively disagreed and strongly disagreed while 2 (5.6%) were unsure. A similar trend was observed regarding whether a number of public primary schools have instituted proper mechanisms for coordination of teacher training and development for implementation of CBC where half (50.0%) and 3 (8.3%) of the respondents agreed and strongly agreed in that order. However, 7 (19.4%) and 6 (16.7%) of them strongly disagreed and disagreed respectively whereas 2 (5.6%) expressed neutral views.

Tied to all the above independent variables, is the general question of schools' preparedness to implement CBC in public secondary schools in Kenya. A number of sub-variables were used to measure the outcome of the study, and the findings are presented in table 18.

**Table 18: Influence of Schools' Management Preparedness on Implementation of**

Test Items	1	2	3	4	5	Total
	%	%	%	%	%	%
Provision of quality education in terms of academic achievement and competencies has been influenced by CBC implementation	13.9	16.7	27.8	38.9	2.8	100.0
Academic achievement in CATs and grade assessment has been influenced by CBC	16.7	13.9	22.2	44.4	2.8	100.0
Majority of public primary schools have witnessed smooth transition to CBC	22.2	36.1	16.7	16.7	8.3	100.0
Majority of public primary schools have experienced positive change managers in spearheading CBC	16.7	13.9	22.2	44.4	2.8	100.0
Majority of public primary schools have witnessed accountable and responsible CBC change implementation	5.6	25.0	25.0	38.9	5.6	100.0
Majority of public primary schools are realizing academic performance through CBC implementation	11.1	25.0	25.0	36.1	2.8	100.0
Majority of public primary schools have acquired competence due to CBC implementation	13.9	16.7	19.4	44.4	5.6	100.0
In majority of public primary schools there is high competence acquisition for the learners undertaking the CBC model	16.7	19.4	16.7	38.9	8.3	100.0

The findings in table 18 indicate that 14 (38.9%) and 1 (2.8%) of the respondents respectively agreed and strongly agreed that provision of quality education in terms of academic achievement and competencies has been influenced by CBC implementation. On the other hand, 10 (27.8%) of the respondents neither agreed nor disagreed (neutral) while 6 (16.7%) disagreed and 5 (13.9%) strongly disagreed. At the same time, 16 (44.4%) and 1 (2.28%) respectively agreed and strongly agreed that academic achievement in CATs and grade assessment has been influenced by CBC. Conversely, 8 (22.2%) of them were unsure while 6 (16.7%) strongly disagreed and 5 (13.9%)

disagreed. Regarding whether some public primary schools have witnessed smooth transition to CBC, 13 (36.1%) and 8 (22.2%) respectively disagreed and strongly disagreed. Also, 6 (16.7%) of the respondents agreed and 3 (8.3%) strongly agreed while 6 (16.7%) were unsure.

About whether public primary schools have experienced positive change managers in spearheading CBC, 16 (44.4%) and 1 (2.8%) of the respondents respectively agreed and strongly agreed that this was actually the case. On the other hand, 8 (22.2%) of them had neutral views while 6 (16.7%) strongly disagreed and 5 (13.9%) disagreed. There were also mixed reactions on whether public primary schools have witnessed accountable and responsible CBC change implementation where 14 (38.9%) and 2 (5.6%) of the respondents respectively agreed and strongly agreed. However, 9 (25.0%) each disagreed and had neutral views while 2 (5.6%) strongly disagreed. Almost a similar trend was noted regarding the proposition that a number of public primary schools are realizing academic performance through CBC implementation where 13 (36.1%) of the respondents agreed, 1 (2.8%) strongly agreed, 9 (25.0%) each disagreed and were unsure while 4 (11.1%) strongly disagreed.

It emerged that 16 (44.4%) of the respondents agreed that majority of public primary schools have acquired competence due to CBC implementation whereas only 2 (5.6%) of them strongly agreed. However, 7 (19.4%) had neutral views, 6 (16.7%) disagreed while 5 (13.9%) strongly disagreed. Also, 14 (38.9%) of the respondents agreed that in a number of public primary schools there is high competence acquisition for the learners undertaking the CBC model, compared to 3 (8.3%) of them who strongly agreed with this account. Yet, 7 (19.4%) of the respondents disagreed, 6 (16.7%) strongly disagreed while a similar number 6 (16.7%) had neutral views.

#### 4.6.2 Inferential Findings on Influence of Schools' Management Support Services Preparedness on the Implementation of CBC

Inferential analysis was done to understand the extent to which schools' support services preparedness influenced implementation of the CBC in public primary schools in Kirinyaga West subcounty. Statistics for the regression coefficients for the schools' support services preparedness are summarized in table 19.

**Table 19: Regression Coefficients for Schools' Management Support Services Preparedness**

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	3.163	.357		5.112	.000
	X <sub>4</sub> Support services	.564	.102	.414	2.103	.001

The bivariate regression analysis in table 19 indicates that the constant for the level of CBC implementation was 3.163 while the coefficient for schools' support services preparedness was 0.564. This implied that a unit increase in schools' support services preparedness, all other factors held into constant, would lead to performance of CBC implementation by a factor of 0.564. At the same time, at 5% level of significance, it implies that at  $P=0.001 < 0.05$ , schools' support services preparedness had a strong influence on the CBC implementation in public primary schools in Kirinyaga West subcounty. Furthermore, the constant of 3.163 meant that other than support services preparedness, there were other factors that influenced implementation of the CBC in public primary schools.

#### **4.6.3 Thematic Analysis of Qualitative Findings on Influence of School's Management Support Services Preparedness on the Implementation of CBC**

While giving general insights on the influence of support services preparedness on implementation of CBC, the respondents indicated that a number of schools were not properly prepared in terms of support services. Furthermore, many of the teachers did not understand the requirements for CBC, especially in areas of assessment. According to HDT 11,

*“Most schools are not well prepared in terms of support services since a number of the teachers just have shallow information regarding the CBC. Furthermore, the Ministry of Education has largely been vague about how the model is run and this leaves a lot of confusion. But in order for effective support services, there must be adequate finances to enable teachers to be trained first”.*

In light of the above sentiments, it was evident that teachers required better training in order to effectively implement the CBC. There was also need for adequate time for preparation of teachers' training. The study also established that the government must provide a clear framework for sufficiently supporting teachers in the implementation of CBC. According to the subcounty education official, the government is committed to the ongoing teachers training on the successful implementation of CBC. However, insufficient resources remained the biggest challenge to effectively address the knowledge gap among teachers. The EO1 had the following regarding schools' support services preparedness for implementation of the CBC:

*“The Kenya Institute of Curriculum Development (KICD) is doing all within its powers to ensure that all teachers tasked with implementation of the CBC are adequately supported so that they can carry out their responsibilities as expected of them. On this basis, school administrations should have in place adequate assurance and standards assessment for implementation of CBC. I am aware that more teachers attend CBC courses but time has not been allocated well for that process to be as impactful as possible to many of the teachers. Hence, a lot of government support is required to make this happen”.*

While giving the general challenges that the implementation of CBC policy in primary schools, the respondents indicated there was a generally low teacher-pupil ratio and lack finances to take care of the numerous aspects of the new curriculum. At the moment there was also the case of lack of enough space for pupils' smooth learning and this also posed another challenge of social distancing during this time of Covid-19. Almost all schools also lacked enough resources and experienced severe shortage of trained teachers for delivery of the CBC. HDT 7 had the following to say regarding the general challenges affecting implementation of the CBC:

*“Many schools are experiencing scarcity of resources and teachers as well as lack of knowledge on what exactly the CBC demands of them. The program is too costly for most parents to afford. Concerning delivery in class, the system is very involving as the teachers get involved in a lot of paperwork. Schools therefore require more funds, teachers, and other support services. The material and human resources will make it easier for schools to implement the program. So, we urge the government to be proactive in helping schools to meet the demands of the CBC”.*

The lack of relevant training for teachers and inadequate funding for schools were cross-cutting issues that affect the CBC implementation. Therefore, it was important for all the stakeholders to address these gaps. The Teachers Service Commission (TSC) and KICD had the enormous task at hand of ensuring that teachers and other relevant teaching materials are availed in schools for the smooth running of the CBC program. Other strategies for enhancing of implementation of the program also involved proper training of teachers. Teachers should also be incorporated in the implementation process.

#### **4.6.4 Findings for Secondary Data on Influence of Schools' Management Support Services Preparedness on the Implementation of CBC**

The secondary data on schools' support services preparedness on the implementation of CBC was derived from the documents analysis checklist in order to understand the

extent to which the schools were prepared at institutional management level on this item. The sub-variables observed included quality assurance and standards assessment, liaison with KICD for curriculum development and evaluation, training of teachers, national assessment and examination, and coordination of teacher training and development. Although a number of schools had their teachers trained on the implementation of CBC, there were no clear records indicating what exactly the teachers had been trained on regarding implementation of the new curriculum. Furthermore, there were no clear-cut issues on which the schools were liaising with KICD relating to the CBC implementation. Based on this analysis, it was evident that a number of schools were poorly prepared in terms of support services relevant for implementation of the CBC.

#### **4.6.5 Mixing and Interpreting Data on Influence of School's Support Services Preparedness on the Implementation of CBC**

Based on the descriptive and inferential statistics of the influence of schools' support services preparedness, it was evident that not many public primary schools have instituted proper mechanisms for national assessment and examination for implementation of CBC, with 50% of the respondents holding this view. Furthermore, 58.3% of the respondents indicated that many schools did not have proper mechanisms for coordination of teacher training and development for implementation of CBC.

The findings by this study corroborated the outcomes of a number of previous studies on this subject. Macharia et al (2014), in their study to assess the role of the government in the success of instructional provision by the school heads in Kenya, established that the government was not directly very active in supervision of schools since the earlier mode of supervision, referred to as inspection, was phased out. This move had left the role of direct supervision to the school principals and this denied the

government an opportunity to clearly provide support services to learners. Although a number of public primary schools had in place structures for implementation of the CBC, there were a number of shortcomings when it came to getting support services.

In a sense, this implied that instructional supervision provided the school heads with the opportunity to understand challenges in the classrooms through careful observations and effective evaluation. Yet, study by Macharia et al (2014) did not focus directly on the challenges of CBC implementation. A study by Wawira (2011) which featured supervision of instructional supervision by principals in Kenyan schools discovered that supervision and other support services were affected by several factors which included technical, human and conceptual issues. The study further observed that adoption of the best practices by teachers majorly depended on the principal's approach to supervision and the government's role in ensuring that there were adequate support services to schools.

A study by Makokha (2015) to understand the determinants of instructional supervision of school principals revealed that the principals' organizational competencies majorly contributed to the support services they were likely to offer to their respective schools. The study further showed that an effective principal should be well-trained in administration principles and on the principles guiding quality control processes in schools. Through efficient monitoring and evaluation mechanisms, it was possible for other stakeholders in the learning of pupils to share into the headteacher's vision about a school. The findings clearly portrayed the headteacher as the reference point when it comes to implementation of CBC in public primary schools. This implied that all decisions revolve around the headteacher in terms of financial resources, specialized teachers, and all sorts of requisite support.

#### **4.7 Discussion of the Research Findings**

The overall objective of this research was to examine schools' preparedness on the implementation of the CBC in public primary schools in Kirinyaga West subcounty, Kenya. This section discusses the findings of the study and how they helped to answer the research questions. The four variables emphasized the element of school management as a determinant of the success of implementation of CBC in public primary schools. Effective implementation of each of these aspects was important in demonstrating how effectively and efficiently implementation of CBC would be. Subsequent subsections provide detailed analysis and explanation on how schools' management financial preparedness, preparedness in requisition of specialized teachers, learning resources preparedness, and support services preparedness influence implementation of the CBC in public primary schools in Kirinyaga West Subcounty.

##### **4.7.1 Schools' Management Financial Preparedness and Implementation of CBC**

The findings of this study indicated that implementation of CBC in Kenya, and elsewhere in Africa, continue to face numerous challenges, with financial challenges being one of the most common ones. The findings of this study corroborate the outcomes of a number of previous studies on this subject. Kimosop (2019) noted that despite the CBC's objective of equipping learners with specialized and practical knowledge, there were numerous challenges affecting this new curriculum.

These sentiments were also echoed by (IBE-UNESCO, 2017). Nikolov and Kangelov (2014) also noted that limited resources, wrong attitudes and lack of sufficient training of teachers made it difficult to implement the CBC learning model. Furthermore, Mulenga and Luangala (2016) revealed that some of the common hurdles include lack of enough financial resources, specialized teachers, relevant learning materials, and

strained support services among others. These challenges were equally reflected in this study.

#### **4.7.2 Schools' Management Requisition of Specialized Teachers Preparedness on and Implementation of CBC**

The question of requisition of specialized teachers by public schools implementing CBC remains critical since classroom teachers are very instrumental in guiding the learners in the new direction as far as the new curriculum is concerned. UNESCO (2017) observed that there are general attributes of competence-based learning programs, where the presence of teachers with right skills will always make the whole difference. For instance, there must be a clear understanding of the teachers of how learners interact with their tutors, matching principles of learning and teaching, facilitating rather than controlling learning by the teachers, and putting emphasis on critical thinking and competence by the teachers.

The emphasis in this study of teachers with the right skills set was also evident in previous similar studies where teachers have the singular role of supporting the learners in the gaining of knowledge, skills, and professional behaviours effectively and professionally. Considering the findings of a number of previous studies on implementation of competence-based learning models, this study emphasized the fact that the challenges remain more or less the same; which included schools' lack of enough financial resources, inadequate specialized teachers, scarce learning resources, and insufficient preparedness in terms of support services.

#### **4.7.3 Schools' Management Learning Resources Preparedness and Implementation of CBC**

Learning materials help the learners to focus on the right content as they remain always guided on what they are required to read. This study noted that public primary schools

without relevant learning materials will have difficulties guiding pupils on the direct direction relating to their learning. A previous study by Mulenga (2015) noted that besides having enough teachers in school, it was equally important to have the right instructional materials, ICT resources, and other external technical resources required for the learner to effectively embrace the new learning model. The transition from old to the new curriculum requires new strategies in place for the learners to benefit. However, provision of learning resources for the new curriculum cannot be separated from having competently trained teachers to provide the right service.

Furthermore, Ayeni (2012) revealed that the right instructional materials attract and sustain the attention of the learners as they strive to discover themselves and enhance their capabilities. Similarly, Ntumi (2016) established that instructional materials may include books, pictures, drawings, graphics and posters. There was also the aspect of real objects such as models and televisions and video decks for audio-visual demonstrations, especially given the expectations of CBC learning model. In agreement with the findings of this study also was Fernandez (2017) who emphasized that learning materials should be availed to all schools for proper learning of the pupils. Furthermore, the materials should be supplied in good time and the teachers appropriately trained on how to apply them so that there is no knowledge gap created.

#### **4.7.4 Schools' Management Support Services Preparedness and Implementation of CBC**

Given that the CBC program is material-oriented in nature, parents should be assisted by the governments and other corporate education stakeholders to meet some of the costs, such as books and other learning materials. Teachers must also be actively involved in identifying the gaps in the system and help in identifying and suggesting practical solutions. Parents and guardians must also be properly sensitized on the new

curriculum so that they can fully understand their roles in making the program a success. The Ministry of education must also put in place structures for supervision of ICT resources to ensure that all emerging challenges are promptly addressed.

The dynamics of implementation of the CBC as revealed in previous studies seem to cut across regions and institutions. In a previous study by Mulenga and Luangala (2016), the challenges of CBC implementation included lack of enough financial resources, specialized teachers, relevant learning materials, and strained support services among others. Similar sentiments were clearly echoed in this study. Furthermore, Komba and Kira (2013) noted that any learning model driven by technology must require huge financial resources and trained personnel that form a strong foundation for the implementation process. Similarly, innovation is a critical component of the implementation phase where both the instructor and the learner must operate on common grounds.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter presents summary of the main findings, conclusions and recommendations. The chapter also provides suggestions for further studies.

#### 5.1 Summary of Research Findings

The study focused on the influence of schools' financial preparedness, schools' preparedness in requisition of specialized teachers, schools' learning resources preparedness, and schools' support services preparedness on the implementation of the CBC in public primary schools in Kirinyaga West Subcounty.

##### 5.1.1 Schools' Management Financial Preparedness and Implementation of CBC

The study established that schools' financial preparedness significantly influences implementation of the CBC. Several schools experience lack of adequate preparedness for the implementation of CBC which made it difficult to achieve the objectives of the program. Both headteachers and subcounty education officials had the impression that despite the government's efforts to put in place structures for implementation of the CBC, one of its serious hindrances is inadequate financing. Enough finances formed the basis for all other requisites for the program, including properly trained teachers, teaching materials, learning infrastructure and support services among other essential provisions. Requisition of enough textbooks also involved finances; hence it is difficult for the schools to execute the CBC model without government's financial support.

The study also established that many schools that are running on low budgets are also experiencing related challenges, such as lack of enough learning materials and support services. This made it difficult for the schools' managers and the teaching staff to maintain a favorable learning environment and the general CBC implementation

process. Further, almost all the headteachers felt that the government is not doing enough to financially support the CBC implementation. That left most schools to be grappling with the challenge of requisition of enough text books for learners and teaching guides for teachers; a problem that was directly attributed to lack of finances.

Based on the bivariate regression analysis, all factors held into account and assumed to be zero, the constant was 2.612; which meant that at ceteris paribus, the level of CBC implementation in public primary schools in Kirinyaga West Subcounty would be 2.612. But a unit increase in financial preparedness, all other factors held constant, would lead to 0.15 improvements in implementation of the CBC in public primary schools. Furthermore, at 5% level of significance where  $P=0.001 < 0.05$ , it implies that financial preparedness positively influenced implementation of the CBC in public primary schools.

### **5.1.2 Schools' Management Preparedness in Requisition of Specialized Teachers on Implementation of CBC**

The study established that a number of public primary schools did not have specialized teachers at all. For those that had specialized teachers, they were not enough. Further, a number of schools had poor teacher-pupil ratios, which made implementation of CBC very difficult. On this basis, implementation of the CBC is likely to face serious hurdles unless the issue of specialized teachers is handled carefully. It also emerged that almost all public schools do not completely have specialized trained teachers for successful implementation of the CBC. On observing the school's status on teaching staff skills, staffing gap, and technical teachers/student ratio, the study established that a number of the schools were not in the best position.

Regarding the level of preparedness of various schools on the issue of specialized teachers, the study revealed that in order to minimize on wastage, some schools

purchased CBC materials from within their localities using their constrained budgets. A number of schools were also keen on ensuring that all financial transaction records were effectively maintained to track spending so that they could address the challenge of inadequate finances for the CBC implementation.

The bivariate regression analysis indicated that the constant for the level of CBC implementation in public primary schools in Kirinyaga West Subcounty was 3.074. However, a unit increase in schools' management preparedness in requisition of specialized teachers would result into a 0.421 improvement in CBC implementation in public primary schools. Also, at 5% level of significance, it means that at  $P=000<0.05$ , schools' management preparedness in requisition of specialized teachers strongly influenced implementation of CBC in public primary schools in Kirinyaga west subcounty.

### **5.1.3 Schools' Management Learning Resources Preparedness and Implementation of CBC**

Based on the data collected from headteachers and the subcounty education official, technical learning materials were not adequate in most public primary schools, including ICT gadgets which are very critical in the new curriculum. Also, several schools did not have computer labs which are very important when it comes to handling technical subjects and ICT related information and knowledge transmission. This implied that the government needed to rally all stakeholders, including the private sector and parents, to give their support so that the best can be achieved for the learners through effective learning environment. It also emerged that since most of the learning resources were expensive, most schools are not able to afford them without the input by the government. Overall, the study established that the government has not fully provided instructional materials for CBC.

Although the government is generally providing textbooks whereas parents were tasked with provision of local materials for implementation of CBC, there was disconnect since most parents are not able to effectively play their role due to financial limitations. Even though, the instructional materials provided by the government were not adequate for the learners. In as far as provision of ICT resources was concerned, the government ought to have provided tablets for learners and improve internet connectivity so that learning could be smoother.

The bivariate regression analysis showed that the constant for the level of CBC implementation was 2.172 while the coefficient for schools' learning resources preparedness was 0.627. This implied that a unit increase in learning resources preparedness when all other factors were considered to be constant, would improve performance of CBC implementation by a factor of 0.627. At the same time, at 5% level of significance, it implied that at  $P=0.003 < 0.05$ , schools' learning resources preparedness had a strong influence on the CBC implementation public primary schools in Kirinyaga West subcounty. Furthermore, with a constant of 2.172, it meant that other than learning resources preparedness, there were other factors in public primary schools that influenced implementation of the CBC.

#### **5.1.4 Schools' Management Support Services Preparedness and Implementation of CBC**

The study noted that a number of schools were not properly prepared in terms of support services. This also meant that a number of teachers did not understand the requirements for CBC, especially in areas of assessment. The study also established that the government does not have a clear framework for sufficiently supporting teachers in the implementation of CBC. Despite the fact that the government insisted on being course with regard to providing support services to schools, insufficient resources

remained the biggest challenge to effectively address the knowledge gap among teachers.

It further emerged that the Kenya Institute of Curriculum Development (KICD) was not doing enough in terms of giving guidance to schools on how best to implement the CBC. Lack of adequate support from relevant government institutions in the implementation of the CBC meant that various key players at school level were likely not to carry out their responsibilities as expected of them. Hence, a lot of government support is required to make implementation of the CBC a reality. The bivariate regression analysis indicated that the constant for the level of CBC implementation was 3.163 while the coefficient for schools' support services preparedness was 0.564. This implied that a unit increase in schools' support services preparedness, all other factors held into constant, would lead to performance of CBC implementation by a factor of 0.564. At the same time, at 5% level of significance, it implies that at  $P=0.01 < 0.05$ , schools' support services preparedness had a strong influence on the CBC implementation in public primary schools in Kirinyaga West subcounty. Furthermore, the constant of 3.163 meant that other than support services preparedness, there were other factors that influenced implementation of the CBC in public primary schools.

## **5.2 Conclusions of the Study**

The findings were processed based on descriptive, inferential, thematic, and secondary analysis. Drawing from the research findings, it was evident that implementation of the CBC in public primary schools in Kenya is facing numerous challenges. The following conclusions were arrived at.

### **5.2.1 Schools' Management Financial Preparedness on Implementation of CBC**

Almost all public primary schools in the country are not fully financially prepared to handle implementation of CBC. Majority of the schools did not have budget allocation for various CBC activities, lacked financial recordkeeping for CBC activities, cash flow management records, and funds mobilization initiatives.

### **5.2.2 Schools' Management Preparedness in Requisition of Specialized Teachers on Implementation of CBC**

Many schools are facing the challenge of lack of specialized teachers for successful implementation of the CBC. The schools also lacked teaching staff skills and had poor technical teacher/student ratio.

### **5.2.3 Schools' Management Learning Resources Preparedness on Implementation of CBC**

Despite both the schools and parents working together in most schools to ensure that learners have adequate learning materials, not many schools are fully prepared in terms of learning resources, such as CBC books, computers, classroom learning materials, or visual learning materials for implementation of CBC.

### **5.2.4 Schools' Management Support Services Preparedness and Implementation of CBC**

Lack of support services for implementation of CBC by majority of the schools implied that they could not effectively implement the CBC programme. Also, lack of clear quality assurance and standards assessment and exhibited poor liaison with KICD for curriculum development and evaluation as well as inadequate well trained teachers were common occurrences in several schools, and this signaled poor management support services preparedness.

### **5.3 Recommendations for the Study**

#### **5.3.1 Recommendations for Practice**

1. There is need for the schools to be fully prepared with enough financial resources for implementation of the CBC. It is also important for the schools to involve other key stakeholders in the education industry such as parents, teachers and well-wishers in mobilizing resources and goodwill for successful implementation of CBC.
2. The headteachers in public primary schools must ensure that their schools always make adequate requisition of specialized teachers for implementation of the CBC program.
3. School headteachers should ensure that their schools have enough learning resources for effective implementation of the CBC.
4. School headteachers should always aspire to have adequate support services for ensuring that the CBC implementation is effectively executed.

#### **5.3.2 Recommendations for policy**

1. There is need for enactment of policy by the government to ensure that public primary schools have adequate finances, specialized teachers, learning resources, and support services for effective implementation of CBC.
2. Furthermore, there should be regular review of existing policy to always make it relevant for effectively addressing any emerging challenges relating to implementation of the CBC.
5. There should be a policy to help headteachers to address the question of learning resources for effective implementation of the CBC.

6. There should be policy strengthening to allow headteachers to have adequate support services for ensuring that the CBC implementation is effectively executed.

### **5.3.3 Recommendations for Further Research**

1. There is need for enactment of policy by the government to ensure that public primary schools have adequate finances, specialized teachers, learning resources, and support services for effective implementation of CBC.



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**APPENDICES**

**Appendix I: Letter of Introduction**

**MOUNT KENYA UNIVERSITY  
SCHOOL OF EDUCATION**

Dear Sir/Madam

**RE: SCHOOLS MANAGEMENT REPAIREDNESS ON THE IMPLEMENTATION OF THE COMPETENCY-BASED CURRICULUM IN PUBLIC PRIMARY SCHOOLS IN KIRINYAGA WEST SUBCOUNTY, KENYA**

I am a postgraduate student in Mount Kenya University presently carrying out a study on the above topic to enable me complete my MA program. You have been identified as one of the participants in the study and would like you to assist me with relevant information to help me complete the questionnaire attached here. The information you share will only be used for the research purposes and therefore will be treated with utmost confidentiality. Your individual details, such as name, may not be necessary when filling the questionnaire. Kindly give honest responses. Thank you in advance for your cooperation.

Sincerely,

**Signature..... Date.....**

**Erick Momanyi**

**Appendix II: Informed Consent Form**

**Name of Researcher: Erick Momanyi**

**Title of Study: SCHOOL MANAGEMENT PREPAREDNESS ON THE IMPLEMENTATION OF THE COMPETENCY-BASED CURRICULUM IN PUBLIC PRIMARY SCHOOLS IN KIRINYAGA WEST SUBCOUNTY, KENYA**

**Please read and complete this form carefully. If you are willing to participate in this study, tick the appropriate responses and sign and date the declaration at the end. If you do not understand anything and would like more information, please ask.**

- I have had the research satisfactorily explained to me in verbal and/or written form by the researcher. [ ] YES/  
[ ] NO
- I understand that the research will involve: (influence of schools' preparedness on the competency-based curriculum (CBC) implementation in Kirinyaga west subcounty, Kirinyaga county) [ ] YES/  
[ ] NO
- I understand that I may withdraw from this study at any time without having to give an explanation. This will not affect my future care or treatment. [ ] YES/  
[ ] NO
- I understand that all information about me will be treated in strict confidence and that I will not be named in any written work arising from this study. [ ] YES/  
[ ] NO
- I understand that any responses and confidential information I give will be used solely for research purposes and will be destroyed on completion of your research. [ ] YES/  
[ ] NO

I freely give my consent to participate in this research study and have been given a copy of this form for my own information.

Signature: ..... Date: .....

### **Appendix III: Questionnaire for Public Primary Schools' Teachers**

My name is Erick Momanyi, a postgraduate student in Mount Kenya University currently undertaking a field study to enable me complete my MA program. My topic of research is **school management preparedness on the implementation of CBC in primary schools in Kirinyaga West subcounty, Kenya**. You have been identified as one of the participants in the study and would like you to assist me in completing this questionnaire. Please give truthful responses. The information you share will only be used for the research purpose and therefore will be treated with a lot of confidentiality. **Do not write your name on the questionnaire.**

#### **SECTION A: BACKGROUND INFORMATION**

1. Gender of the respondent

Male ( )

Female ( )

2. Age category of the respondent (in years)

20-30 ( )

31-40 ( )

41-50 ( )

51 & above ( )

3. Level of education of the respondent

P1 Certificate ( )

Diploma ( )

Graduate ( )

Postgraduate ( )

4. Length of service in position (in years)

1-5 years ( )

6-10 years ( )

11-15 years ( )

16 & above ( )

**SECTION B: Schools' Management financial preparedness for CBC implementation**

5. In a 5-point Likert scale where 1=strongly disagree; 2=disagree; 3=neither agree nor disagree; 4=agree; and 5=strongly agree; please give us your opinion on the following propositions regarding public primary schools' financial preparedness for implementation of competency-based curriculum.

Statement	1	2	3	4	5
i) Majority of public primary schools lack sufficient financial allocation for implementation of CBC.					
ii) Majority public primary schools lack good financial planning for implementation of CBC.					
iii) A number of public primary schools' face cash flow management challenge for implementation of CBC.					
iv) Majority of public primary schools lack proper budget preparation and management systems for implementation of CBC.					
v) Give a general comment regarding public primary schools' financial preparedness for implementation of CBC. ..... .....					

**SECTION C: Schools’ management preparedness for requisition of specialized teachers on Implementation of CBC**

6. In a 5-point Likert scale where 1=strongly disagree; 2=disagree; 3=neither agree nor disagree; 4=agree; and 5=strongly agree; please give us your opinion on the following propositions regarding schools’ preparedness in requisition of specialized teachers for competency-based curriculum.

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
i) Majority of public primary schools have reasonable specialized teachers-pupils ratio for implementation of CBC.					
ii) Majority of public primary schools have reasonable STEM teachers-pupils ratio for implementation of CBC.					
iii) Majority of public primary schools have reasonable technical teachers-pupils ratio for implementation of CBC.					
iv) Majority of public primary schools have reasonable staff gap for implementation of CBC.					
v) Give a general comment regarding public primary schools’ preparedness in requisition of specialized teachers for implementation of CBC.  .....					

**SECTION D: Schools’ management learning resources preparedness in implementation of CBC**

7. In a 5-point Likert scale where 1=strongly disagree; 2=disagree; 3=neither agree nor disagree; 4=agree; and 5=strongly agree; please give us your opinion on the following propositions regarding public primary schools’ preparedness on provision of learning resources for CBC.

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
i) Majority of public primary schools are fully prepared for the provision of instructional materials for implementation of CBC.					
ii) Majority of public primary schools are fully prepared for the provision of ICT resources for implementation of CBC.					
iii) Majority of public primary schools are fully prepared for the provision of STEM labs for implementation of CBC.					
iv) Majority of public primary schools are fully prepared for prudent utilization of offsite technical resources for implementation of CBC.					
v) Give a general comment regarding schools’ learning resources preparedness for implementation of CBC. .....					

**SECTION E: Schools’ management support services preparedness in implementation of CBC**

8. In a 5-point Likert scale where 1=strongly disagree; 2=disagree; 3=neither agree nor disagree; 4=agree; and 5=strongly agree; please give us your opinion on the following propositions regarding schools’ preparedness on provision of support services for CBC implementation.

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
i) Majority of public primary schools have properly instituted Quality Assurance and Standards assessment for					

implementation of CBC.					
ii) Majority of public primary schools have instituted proper mechanisms for liaison with KICD for curriculum development and evaluation for implementation of CBC.					
iii) Majority of public primary schools have instituted proper mechanisms for national assessment and examination for implementation of CBC.					
iv) Majority of public primary schools have instituted proper mechanisms for coordination of teacher training and development for implementation of CBC.					
vi) Give a general comment regarding schools' support services preparedness for implementation of CBC.  .....					

### SECTION F: CBC Implementation

9. In a 5-point Likert scale where 1=strongly disagree; 2=disagree; 3=neither agree nor disagree; 4=agree; and 5=strongly agree; please give us your opinion on the following propositions regarding competency-based curriculum (CBC) implementation.

Statement	1	2	3	4	5
i) Provision of quality education in terms of academic achievement and competencies has been influenced by CBC implementation.					
ii) Academic achievement in CATs and grade assessment has been influenced by CBC.					
iii) Majority of public primary schools have witnessed smooth transition to CBC.					
iv) Majority of public primary schools have experienced positive					

change managers in spearheading CBC.					
v) Majority of public primary schools have witnessed accountable and responsible CBC change implementation.					
vi) Majority of public primary schools are realizing academic performance through CBC implementation					
vii) Majority of public primary schools have acquired competence due to CBC implementation					
viii) In majority of public primary schools there is high competence acquisition for the learners undertaking the CBC model.					
ix) What is your opinion regarding grade-to-grade transitioning in your school; are there any specific challenges? ..... x) Please give your observation regarding academic performance in your school in the CBC classes. ..... xi) Please give your observation regarding learners' competence level in your school in the CBC classes. ..... xii) What are the general challenges of implementation of CBC in public primary schools? ..... xiii) Suggest strategies to enhance implementation of CBC in public primary schools. .....					

..... **END**.....

**I appreciate your time. Thank you**

**Appendix IV: Interview Schedule for Headteachers and Subcounty Education Officials**

Dear Respondent,

My name is Erick Momanyi, a postgraduate student in Mount Kenya University currently undertaking a field study to enable me complete my MA program. My topic of research is **Schools’ management preparedness on the implementation of CBC in public primary schools in Kirinyaga West subcounty, Kenya**. You have been identified as one of the participants in the study and would like you to assist me in giving me information related to this topic of study.

**SECTION A: General Information**

Name of School.....

Subcounty.....

**SECTION B: Schools’ management financial preparedness in implementation of CBC**

1. What is the influence of the schools’ financial preparedness on the CBC implementation in public primary schools in Kirinyaga West subcounty, Kirinyaga County?

.....  
.....

Specifically:

(a) What is the schools’ preparedness on financial allocation processes?

.....

(b) financial planning

.....

(c) cash flow management

.....

(d) budget preparation and management

.....

**SECTION C: Schools’ management preparedness for requisition of specialized teachers on implementation of CBC**

2. How does the schools’ management preparedness for provision of specialized teachers influence CBC implementation in public primary schools in Kirinyaga West subcounty, Kirinyaga County?

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

Specifically:

(a) What is the schools’ management preparedness on teaching staff skills?

.....

(b) Establishment of Staff gap

.....

(c) technical teachers/pupils’ ratio

.....

**SECTION D: Schools’ management learning resources preparedness in implementation of CBC**

3. What is the influence of the schools’ learning resources preparedness on the CBC implementation in public primary schools in Kirinyaga West subcounty, Kenya?

.....  
.....

Specifically:

(a) What is the schools’ management preparedness on provision of instructional materials?

.....

.

(b) provision of ICT resources

.....

(c) provision of STEM labs

.....

(d) utilization of offsite technical resources

.....

**SECTION E: Schools' management support services preparedness in implementation of CBC**

4. How does the schools' support services preparedness influence the CBC implementation in public primary schools in Kirinyaga West subcounty, Kenya?

.....  
.....

Specifically:

(a) What is the schools' management preparedness on quality Assurance and Standards assessment?

.....

(b) liaison with KICD for curriculum development and evaluation

.....

(c) Training of teachers

.....

..... **END**.....


**I appreciate your time. Thank you**

### Appendix V: Documents Analysis Checklist

You are aware the government has introduced a new learning model popularly known as Competence Based Curriculum (CBC). How prepared do you think your school is to ensure that the new system is fully implemented. I will either ask questions or observe as I fill this documents analysis checklist.

OBJECTIVE	ITEM	STATUS (3=Existence, 2=Not sure, 1=Non-existence)
Financial preparedness	• Budget allocation for various CBC activities	
	• Financial recordkeeping for CBC activities	
	• Cash flow management records	
	• Funds mobilization initiatives	
Requisition of specialized Teacher	• Teaching Staff skills	
	• Establishment of Staff gap	
	• Technical teacher/student ratio	
Learning resources preparedness	• Books bought for CBC	
	• Computers bought for CBC	
	• Classroom learning materials	
	• Visual learning materials	
Support services	• Quality Assurance and Standards assessment	
	• Liaison with KICD for curriculum development and evaluation	
	• Training of teachers	
	• National assessment and examination	
	• Coordination of teacher training & development	

## Appendix VI: Certificate of Ethical Clearance from Mount Kenya University

  
**Mount Kenya University**

REF: MKU/ERC/1661  
TO: ERICK MOMANYI  
REG: MED/2018/33360  
Date: 30 October 2020

Dear Sir/Madam,

**RE: SCHOOLS' PREPAREDNESS ON THE IMPLEMENTATION OF THE COMPETENCY BASED CURRICULUM IN PUBLIC PRIMARY SCHOOLS IN KIRINYAGA WEST SUB-COUNTY, KENYA**

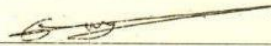
This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **734**. The approval period is **30/10/2020 – 29/10/2021**.

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 changes, 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://oris.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,

  
The Chairman  
Mount Kenya University  
P.O. Box 342-01000, Thika

**Prof. Francis W. Muregi**  
Chairman, Mount Kenya University IERC

---

Main Campus, General Kago Road, P.O. Box 342-01000 Thika. Tel: +254 67 2820 000,  
Cell: +254 720 790 796, 0709 153 000

**Appendix VII: Introduction Letter from School of Postgraduate Studies from Mount Kenya University**



**DIRECTORATE OF GRADUATE STUDIES**

MED/2018/33360

3<sup>rd</sup> December, 2020

*The Director, Research Coordination Division  
National Commission for Science, Technology & Innovation  
Utalii House, 8<sup>th</sup> & 9<sup>th</sup> Floor  
P.O Box 30623- 00100  
NAIROBI*

Dear Sir/Madam,

**RE: ERICK MOMANYI – REGISTRATION NO. MED/2018/33360**

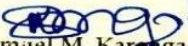
The purpose of this letter is to introduce the above named student who is pursuing **Master of Education** in the Department of Educational Management & Curriculum Studies in the School of **Education**.

The title of his research is *“Schools’ Preparedness on the Implementation of the Competency Based Curriculum in Public Primary Schools in Kirinyaga West Sub-County, Kenya.”*

He has been cleared by the University’s Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data for his research between **December 2020 and February 2021**.

Any assistance accorded to him will be highly appreciated.

Thank you.

  
Dr. Samuel M. Karega, Ph.D.  
Director, Graduate Studies  
Enc.

Mount Kenya University  
P.O. Box 342 - 01000, THIKA  
Office of the Director  
Graduate Studies


Main Campus, General Kago Road, P.O. Box 342-01000 Thika. Tel: +254 67 2820 000,  
Cell: +254 720 790 796, 0709 153 000

Email: info@mku.ac.ke, Web: www.mku.ac.ke

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**Appendix VIII: Authorization Letter from National Commission for Science, Technology and Innovation (NACOSTI)**

  
**REPUBLIC OF KENYA**

  
**NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION**

Ref No: **503517** Date of Issue: **10/December/2020**


**RESEARCH LICENSE**




**This is to Certify that Mr. Erick Mayienda Momanyi of Mount Kenya University, has been licensed to conduct research in Kirinyaga on the topic: SCHOOLS' PREPAREDNESS ON THE IMPLEMENTATION OF THE COMPETENCY BASED CURRICULUM IN PUBLIC PRIMARY SCHOOLS IN KIRINYAGA WEST SUB SUB-COUNTY, KENYA for the period ending : 10/December/2021.**

License No: **NACOSTI/P/20/8174**

**503517**  
Applicant Identification Number

  
Director General  
**NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION**

Verification QR Code



**NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.**

**Appendix IX: Research Authorization Letter from County Commissioner,  
Kirinyaga County**



**OFFICE OF THE PRESIDENT**  
MINISTRY OF INTERIOR AND COORDINATION  
OF NATIONAL GOVERNMENT

Telegrams "COMMISSIONER" Kerugoya  
Telephone. 21053 Kerugoya

[countycommissionerkirinyaga@gmail.com](mailto:countycommissionerkirinyaga@gmail.com)

COUNTY COMMISSIONER  
KIRINYAGA COUNTY  
P.O. BOX 1  
KERUGOYA

ADM 1/23 VOL.II/198


10<sup>TH</sup> DECEMBER, 2020

**ERICK MOMANYI**

**RE: RESEARCH AUTHORIZATION.**

Following your request to conduct research in "Schools' preparedness on the implementation of the competency Based Curriculum in public primary schools in Kirinyaga West Sub County " in Kirinyaga County, I am pleased to inform you that you have been authorized to undertake research in **Kirinyaga County** for a period ending: **February/2021**.

By a copy of this letter, the Deputy County Commissioners, Kirinyaga County and County Director of Education, Kirinyaga County are requested to accord you necessary assistance.

  
ISAAC MUJESIA  
FOR: COUNTY COMMISSIONER  
**KIRINYAGA COUNTY.**

COUNTY COMMISSIONER  
KIRINYAGA COUNTY

**cc.**

All Deputy County Commissioners.  
**Kirinyaga County.**

County Director of Education  
**Kirinyaga County.**

**Appendix X: Research Authorization Letter from County Director of Education,  
Kirinyaga County**



REPUBLIC OF KENYA  
MINISTRY OF EDUCATION  
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telephone: 060-21835/0202641217  
Email [kirinyagacde1@gmail.com](mailto:kirinyagacde1@gmail.com)  
When replying please quote  
Ref. No. and date

COUNTY DIRECTOR OF EDUCATION  
KIRINYAGA COUNTY  
P. O. BOX 96  
KERUGOYA

REF.NO.MOE/CDE/KRG/GEN/09/85/VOL II/54

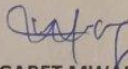
10<sup>th</sup> December, 2020

ERICK MOMANYI  
MOUNT KENYA UNIVERSITY

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on, "*Schools' preparedness on the Implementation of the Competency Based Curriculum in Public Primary Schools in Kirinyaga West in Kirinyaga County , Kenya*".

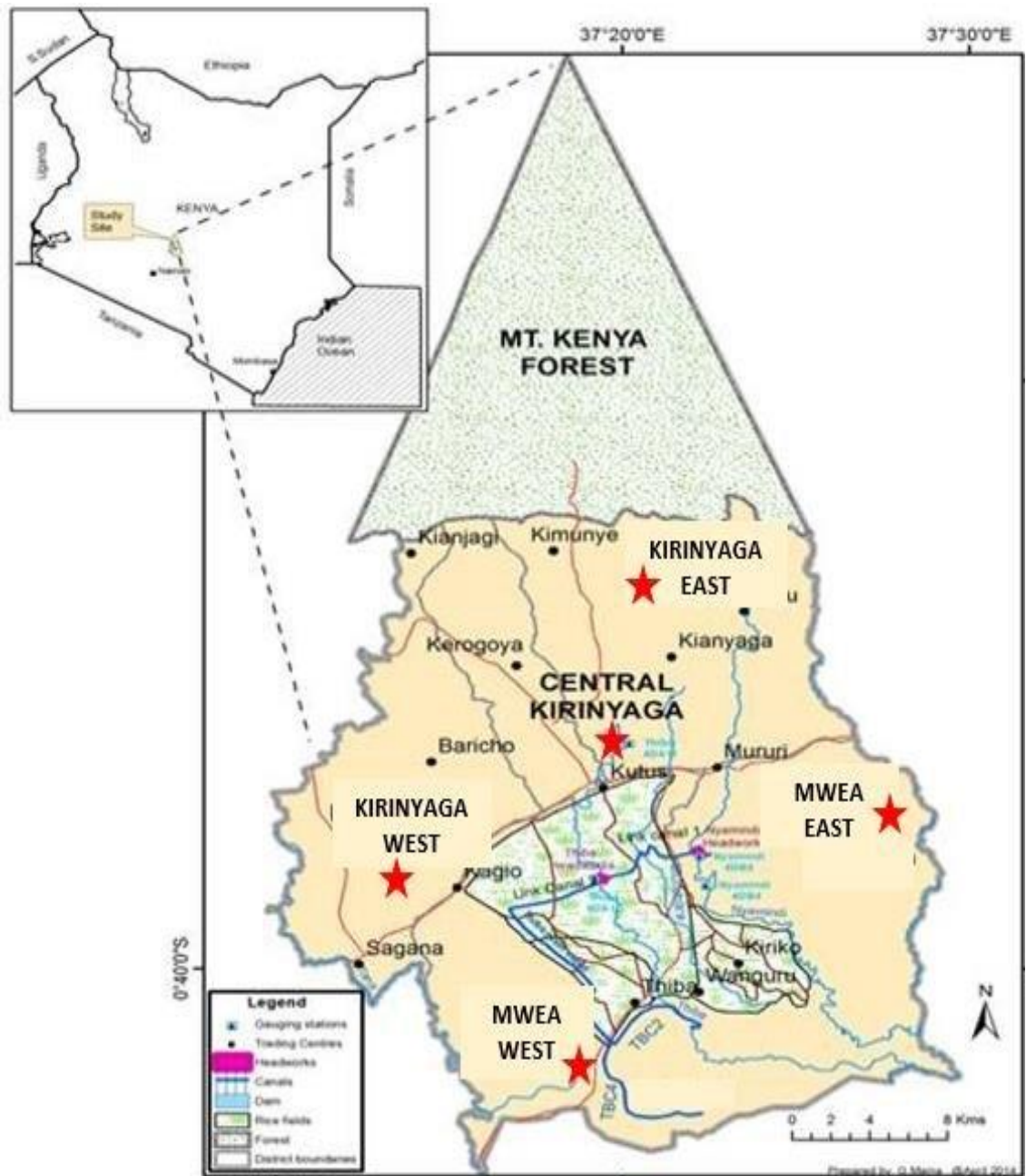
I am pleased to inform you that you have been authorized to undertake research in Kirinyaga County for a period ending 28<sup>th</sup> February 2021.

  
MARGARET MWANGI  
COUNTY DIRECTOR OF EDUCATION  
KIRINYAGA

FOR: COUNTY DIRECTOR OF EDUCATION  
KIRINYAGA  
CC: SUB COUNTY DIRECTOR OF EDUCATION  
KIRINYAGA WEST



**Appendix XI: Map of Kirinyaga West Subcounty**



Source: Google Map

**Appendix XII: Similarity Index**

Schools' management  
preparedness on the  
implementation of the  
competency based curriculum  
in public primary schools in  
kirinyaga west sub-county,  
Kenya  
*by Erick Momanyi*

---

**Submission date:** 18-Jan-2023 10:35AM (UTC+0300)

**Submission ID:** 1492207800

**File name:** E\_Momanyi\_Revised\_Thesis\_26\_1\_2023.doc (1.77M)

**Word count:** 31838

**Character count:** 183781





## Schools' management preparedness on the implementation of the competency based curriculum in public primary schools in kirinyaga west sub-county, Kenya

### ORIGINALITY REPORT

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