

# **INFLUENCE OF TEACHER'S CHARACTERISTICS ON IMPLEMENTATION OF COMPETENCY-BASED CURRICULUM IN PRE-PRIMARY SCHOOLS IN JUJA, KIAMBU COUNTY, KENYA**

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## **ABSTRACT**

Many education stakeholders are concerned because the implementation of competency-based curriculum has been delayed and fraught with difficulties. In Juja, Kiambu County, Kenya, the study aims to analyze the impact of teachers' characteristics on the implementation of competency-based curriculum. The objectives included; to examine the influence of teacher training, teachers' experience, teachers' attitude on implementation of competency-based curriculum in pre-primary schools on implementation of competency-based curriculum. The Curriculum Implementation Theory guided the research. The study took a mixed methodologies approach with a concurrent triangulation research design. A total of 304 respondents were surveyed, with 76 headteachers and 228 pre-primary teachers making up the target population. Yamane's Formula picked a sample of 172 from this group. Based on the number of zones in Juja Kiambu county, stratified sampling was utilized to establish four separate strata. Three headteachers and 40 pre-primary teachers were chosen via purposive sampling from each zone, with a focus on pre-primary schools that had experienced significant difficulties implementing competency-based curriculum. The researcher was able to obtain a sample of eight headteachers and 160 pre-primary teachers using this sampling strategy. Data was collected from pre-primary teachers using questionnaires, while headteachers were interviewed using an interview guide. To establish validity and reliability, piloting

was undertaken among 17 respondents from a sample of pre-primary schools in Juja Kiambu county. The validity of the study was assessed by experts in early childhood studies and university supervisors. The test-re-test approach was used to determine reliability. Using the Cronbach Alpha Method, a reliability index of  $r=0.75$  was obtained, indicating strong internal reliability. Data in quantitative nature was analysed with the use of Chi-square and presentation was in tables and figures. Themes were used in analyzing qualitative data and displayed in narration. The study concludes that a substantial number of teachers in pre-primary schools had not been trained on how to execute the curriculum. All pre-primary school teachers had a negative attitude toward the curriculum and were unwilling to execute it due to a lack of ability to do so due to a lack of proper in-service training on how to do so. The study recommends that the government of Kiambu County should establish a regular in-service training program to prepare pre-primary school teachers to apply the curriculum. Teachers should strive to ensure the use of learner centered approaches in spite of the obstacles like heavy workload, lack of adequate time in the implementation of CBC and limited resources.

**Key Words:** Teacher training, Teachers' experience, Teachers' attitude and implementation of competency-based curriculum.

## **INTRODUCTION**

The availability of qualified teachers is a critical issue in implementing competency-based curriculum in pre-primary schools. Teachers play a critical role in implementing competency-based courses, according to Cohen and Hill (2015). Teachers, according to Cohen and Hill (2015), play a critical take part in putting the principles of the competency-based curriculum into practice that will be applied in pre-primary schools. Curriculum modification, on its own, is insufficient for providing high-quality education; instead, good implementers of those developed curriculums are required.

The concept of competency-based education was first introduced in the 1960s in the United States of America (USA) (Sullivan & Bruce, 2014). Curriculum reform began in teacher education, according to Sanchez and Romero (2015), when the US Department of Education aligned the learning processes in training institutions with CBC teaching-learning approaches. The curriculum placed an emphasis on discernible competencies that students should learn and apply in real-world situations. According to Fein (2015), a competency-based approach was implemented in other professional education programs in the United States in the 1970s.

Furthermore, according to Obwoye (2016), competency-based training in Australia has increased the production of technical, adaptable, and innovative workers, which has contributed to the improvement of Australia's productivity and international competitiveness. In Morocco, Cisneros, Cisneros-Chernour, and Moreno (2014) found that contention among school and home, an absence of coherence and similarity among essential and pre-grade schools, contrasts in job assumptions from instructors by schools and the Moroccan Department of Education, and an absence of assets all hampered the execution of ability based educational program. As a result, it was discovered that the problem of teachers that they face is not a simple one, but rather a complex one that is interdependent on one another (Cisneros-Chernour, Cisneros & Moreno, 2014).

Capa (2015) states that external factors cause problems when it comes to planning and schooling, what sorts of technology resources to include in daily plans, and not clearly describing the types of activities that are required for parent involvement. The situation is similar in Kenya, where the implementation of competency-based curriculum is beset by difficulties. These include a shortage of qualified teachers, a scarcity of resources and infrastructure. The introduction of competency-based curriculum in Juja Kiambu county has not gone smoothly (Mananua, 2015). There aren't many teachers, and there aren't many resources. When it comes to implementing pre-primary school curriculum, teachers' traits have been a source of worry. Teachers' compensation, housing, and adequacy have all received a lot of attention. However, little research was in determining how teacher characteristics on competency-based curriculum implementation. These research and information gaps prompted the researcher's interest, which the study aims to fill.

## **Statement of the Problem**

The competency-based curriculum (CBC) was implemented in Kenya in January 2018. There have been concerns raised about the curriculum's implementation (Ondimu, 2018). In the implementation of any curriculum, teachers play a critical role (Wambiri & Ndani, 2016). Teachers' knowledge, attitudes, competencies, and skills are important in the implementation of any curriculum since they are the last group of professionals who work on the final piece before it reaches the consumers, who are the learners, and their input cannot be taken for granted. However, insufficient learning and teaching materials, as well as low-quality textbooks, pose a challenge in implementing the competency-based curriculum. Furthermore, the lack of enough teachers, combined with the large amount of work that teachers are expected to do, makes the implementation process extremely difficult. Primary school teachers are unprepared to implement competency-based curricula in early childhood and lower primary education. It was clear that the teachers faced difficulties as a result of limited in-service training, insufficient parental support, insufficient information and communications technology skills, and a heavy workload. Therefore, this study sought to investigate the influence of teacher's characteristics on implementation of competency-based curriculum in pre-primary schools in Juja, Kiambu County, Kenya.

## **Objectives of the Study**

- i. To find the influence of teachers' level of training on the implementation of competency-based curriculum in pre-primary schools in Juja, Kiambu County, Kenya.
- ii. To assess the influence of teachers' experience on the implementation of competency-based curriculum in pre-primary schools in Juja, Kiambu County, Kenya.
- iii. To examine the influence teachers' attitudes on the implementation of competency-based curriculum in pre-primary schools in Juja, Kiambu County, Kenya

## **Research Hypotheses**

**H<sub>01</sub>:** Teachers' level of training does not relate with the competency-based curriculum implementation in pre-primary schools.

**H<sub>02</sub>:** Teachers' experience does not relate competency-based curriculum implementation in pre-primary schools.

**H<sub>03</sub>:** Teachers' attitudes does not relate with the CBC and competency-based curriculum implementation in pre-primary schools

## **Significance of the Study**

As a result of this study, teachers would have a better understanding of their rights in the implementation of competency-based curriculum. The study results could aid education stakeholders in gaining a better awareness of the difficulties instructors have while putting the curriculum into practice. Pre-primary school students could benefit from this research since they would receive a quality education based on a well-designed curriculum.

Parents, communities, teachers, and the government could realize the importance of their involvement in the implementation of competency-based education. Academicians interested in undertaking studies in a related field could use the findings as a starting point for additional research.

## **Theoretical and Conceptual Frameworks**

### **The Curriculum Implementation Theory**

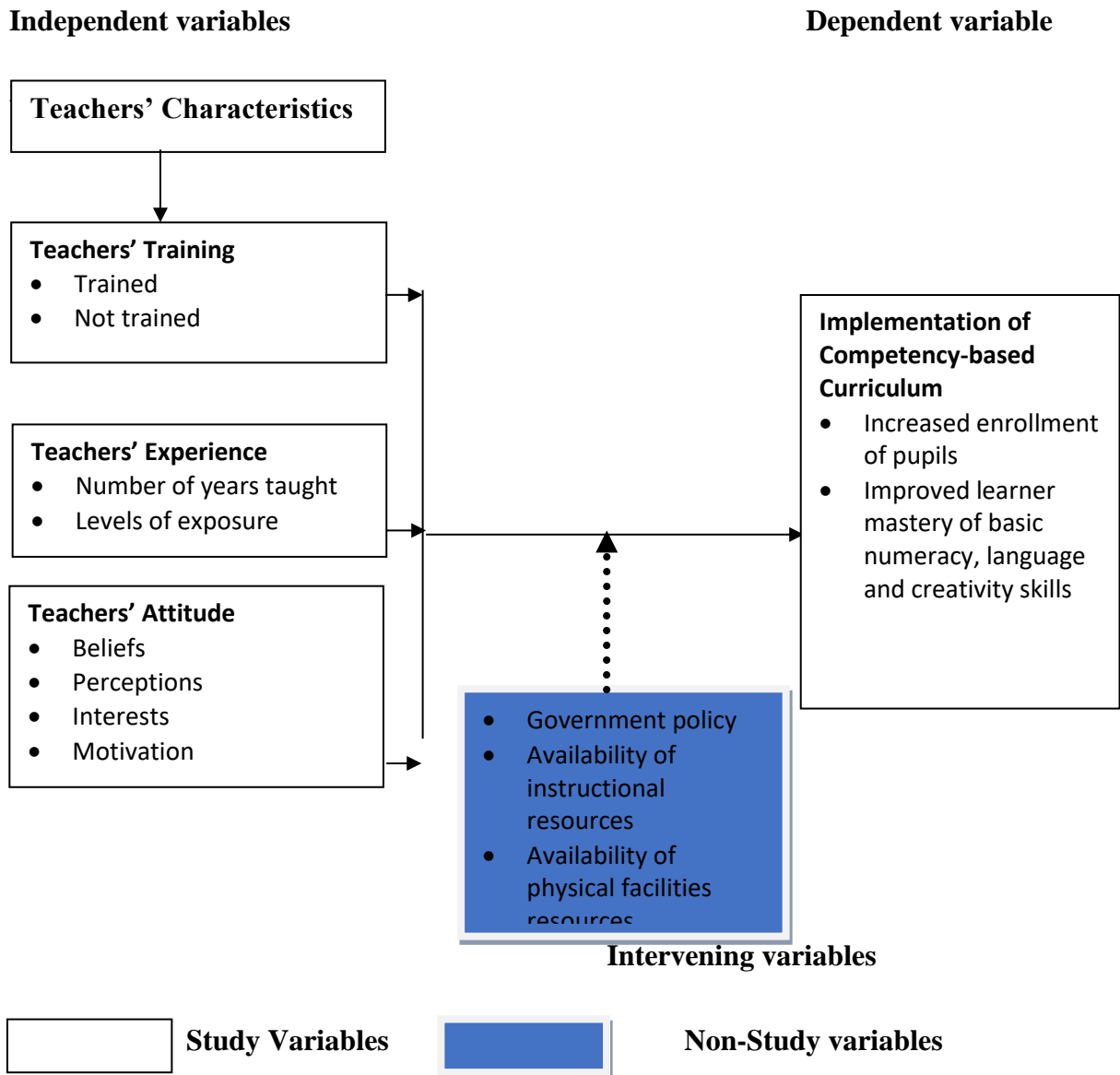
Franklin Bobbit (1956) and Ralph Tyler's curriculum implementation theory will also be used to guide this research (1949). According to this theory, human life, no matter how diverse, is made up of defined activities. Education that prepares students for life is one that specifically and effectively prepares them for these activities. They can be found in any social class, no matter how numerous and diversified they are. This simply involves diving into the universe of undertakings and deciding the points of interest of one's issues. These will reflect what men and women require in terms of abilities, attitudes, habits, appreciations, and knowledge. The curriculum's goals will be as follows. They will be numerous, specific, and distinct.

The curriculum, then, would be the set of experiences that students and youngsters must go through in order to reach those objectives. Franklin's (1956) work and hypothesis elicited a range of reactions. One revealing critique leveled against such approaches, and which can still be leveled at them, is that there is no social vision or program to drive the curriculum development process. It is now a technological exercise.

However, in the late 1920s and 1930s, it wasn't arguments like this that limited the impact of curricular theory. The expanding impact of progressive, child-centered approaches, on the other hand, moved the ground to more romantic views of education. Franklin's (1956) extensive list of goals, as well as his stress on order and organization, clashed with such structures. Ralph's work, in particular, has left an indelible mark on both theory and practice of curriculum. Franklin (1956) shared Franklin's accentuation on reason and relative effortlessness. His proposition was established on four essential issues about the components that impact educational plan execution.

### **The Conceptual Framework**

The conceptual framework for this study will be based on instructors' training, experience, attitude, and competency as independent variables, with competency-based curriculum implementation as the dependent variable. As illustrated in Figure 1.1, Government policy, as well as the availability of instructional resources and physical infrastructure, will be intervening variables in this study.



*Figure 1.1: The Conceptual Framework of the Present Study*

## LITERATURE REVIEW

### Teachers' Training

Molapo (2018) conducted research to determine how grade 3 teachers in Limpopo primary schools in South Africa implemented the new curriculum and found that teacher training in the curriculum can influence the implementation process. According to the study, the majority of grade three teachers lacked the necessary skills and understanding to carry out the curriculum, which slowed the process. This implies that inadequate teacher training impedes the effective

implementation of a curriculum. Because the study was conducted in South Africa, the findings may not be applicable to Kenyan schools.

Wamuyu (2020) investigated the impact of Headteacher Training on Competence Based Curriculum Implementation in Public Primary Schools in Kiambu County, Kenya. In this study, a descriptive survey was used as the research design. Questionnaires were used to collect the necessary data, and 76 respondents were chosen. The information gathered was analyzed using descriptive and inferential statistics. According to the study's findings, programmed instruction and role modeling have a positive influence on the implementation of the competence-based curriculum. The study concluded that public primary school headteachers' training practices, such as programmed instruction and role modeling, have a positive influence on the implementation of the competence-based curriculum in Kiambu County, Kenya. However, the study context was Kiambu County, Kenya.

### **Teachers' Experience**

The Jadoon, Chishti, Afzaal, and Afzal (2020) study looked into the difficulties that newly hired teachers faced when implementing a revised English curriculum in Pakistan. Using a mixed-method research design based on purposeful sampling, data was initially collected through semi-structured interviews of a focused group of research participants and then validated through a survey questionnaire filled out by the entire research population. The study's findings revealed that inappropriate classrooms with insufficient resources posed significant challenges for teachers in effectively communicating the revised curriculum. Furthermore, a lack of student involvement in lessons and teachers' lack of curriculum awareness hampered curriculum implementation as desired. However, the study was carried out in Pakistan.

Koskei and Chepchumba (2020) study investigated teachers' competency as a cornerstone on the implementation of competency-based curriculum in Kenya. A Case of Lower Primary Schools in Nakuru County. The research used descriptive survey design. The researcher employed stratified and purposive random sampling technique. A sample of 200 teachers and 100 head teachers took part in the study. The researcher used questionnaire and interview guide in collecting data. The data collected was analyzed using descriptive and null hypotheses tested at  $\alpha = 0.05$ . The finding of this study showed that, teachers' competency highly influenced the implementation of the competence-based curriculum.

### **Teachers' Attitude**

The Mokoro (2020) study looked at teachers' perceptions of their preparedness to implement a competency-based curriculum in secondary schools in Tanzania's Arumeru District. Students and teachers were chosen using a stratified-random sampling technique, while heads of schools and academic masters/mistresses were chosen using a purposive sampling technique. As a result, the sample included 111 teachers, 177 learners, 9 school principals, and 9 academic masters/ mistresses, for a total of 306 respondents. Datas were collected using questionnaires,

and interview guide, an observation checklist, and a focus group discussion (FGD) guide were analyzed using descriptive statistics and thematic analysis. It was discovered that only 34% of teachers had been trained, while 66% had not been trained for CBC implementation.

Ogar and Opoh (2015) investigated teachers' perceptions of curriculum implementation issues in tertiary institutions in Nigeria's Cross River State. The study's sample consisted of 480 randomly selected teachers from tertiary institutions. The main instrument of the study was a validated questionnaire with three sections created by the researchers. The generated data was statistically analyzed using frequencies, means, and ranking. The findings revealed the most commonly occurring problems, causes, and potential solutions of curriculum implementation. Ondimu (2018) investigated teachers' readiness for competency-based curriculum implementation in private pre-schools in Dagoretti North Sub-County, Nairobi City County. The study used a descriptive survey design with 38 private pre-schools, 38 head teachers, and 320 kindergarten teachers as the target population. The sample was chosen using simple random sampling and included 108 respondents, 96 pre-school teachers, and 12 head teachers. Questionnaires and an interview schedule were used to collect data. The research findings were examined quantitatively as well as qualitatively. The findings also revealed that most of teachers were enthusiastic about the competency-based curriculum.

## **RESEARCH METHODOLOGY**

### **Research Design and Target Population**

Adoption of concurrent triangulation design was done. This involves a single procedural method whereby a researcher puts into consideration both quantitative and qualitative methods concurrently in equal measure. Population constituted of 76 head teachers and 228 pre-primary teachers forming 304 respondents in total.

### **Sampling techniques and Sample Size**

The size of the sample was determined using Taro Yamane's Formula (1969) as below:

$$N_0 = \frac{N}{1 + N(e^2)}$$

Where,  $N_0$  = Size of the sample within the confidence level of 95%

$N$  = Population

$e$  = The degree of significance level at 5%

As a result, the requested sample was:

$$N_0 = \frac{304}{1 + 304(0.05)^2}$$
$$N_0 = 172 \text{ respondents}$$

Stratified sampling determined four unique strata on the basis of zones. 4 headteachers and 40 pre-primary teachers were chosen via purposive sampling from each zone, with a focus on



pre-primary schools that had experienced significant difficulties implementing competency-based curriculum.

The researcher was able to acquire a sample of 12 head teachers and 160 pre-primary teachers using this sampling approach.

### **Research Instruments**

A standardized questionnaire was used in collecting data from the teachers. Questionnaires were appropriate since they allowed the researcher to collect sensitive data on the extent to which competency-based curriculum has been applied and the factors that have influenced it. Simultaneously, it allowed the researcher to collect sensitive and intimate questions that are considerably more likely to be answered accurately. Also, the researcher collected qualitative data from headteachers using structured interviews with open-ended test items grounded on a number of items describing each variable. The importance of the interviews for the study was that the researcher was allowed to conduct probe questions effectively.

### **Pilot Study**

To determine validity and reliability of research instruments, a pilot study was conducted. The pilot sample of 17 respondents obtained from Pre-primary schools in Juja, Kiambu county was employed. This is because, Kothari (2005), observe that a 10% of the population can be suitable for pilot study. The pilot study's results were also used to validate and ensure the dependability of the research equipment by pre-testing them. It also anticipated respondents' concerns or obstacles, such as data collection time management and interpretation while completing out questionnaires. The interview schedules were also checked in ensuring clarity of questions and provoke relevant series of answers that enabled in the identification of parts the required improvements. All the respondents taking part in the pilot study were excluded in the final study process.

### **Data collection Procedures, Analysis and Presentation**

A letter approving the project from the University was sought that was used in applying for NACOSTI permit. The Kiambu County Commissioner and County Director of Education was paid a visit, and the researcher explained the study's goal and presented the relevant letter to be allowed to visit the respondents within the County. Thereafter, questionnaires were self-administered to the teachers using research assistants who requested the respondents to act on the questionnaires within 5 days and interviews conducted to the head teachers by the researcher.

The identification of similar themes was the first step in the data analysis process, which was coded and labeled. The frequency of the respondents' opinions was then gathered to aid in the generation of data on the respondents. Thematically aligned with the study objectives, qualitative data was evaluated and presented in narrative style. Descriptive statistics such as frequencies, percentages, mean, and standard deviation were used to examine quantitative data.

Using Statistical Packages for Social Science, inferential statistics were used to test the null hypotheses.

## **RESULTS AND DISCUSSIONS**

### **Response Rate**

The questionnaires were self-administered to sample size of 138 respondents and their response rate is presented Table 4.1.

*Table 4.1: Response Rate*

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Response	138	97.2
Non response	4	2.8
<b>Total</b>	<b>142</b>	<b>100</b>

The results in Table 4.1 shows that out of 142 respondents that were served with the questionnaires, 138 filled in and returned forming a response rate of 97.2% and those respondents who did not respond accounted for 2.8%. This was a sufficient response rate.

### **Teachers' level of training**

Teachers' level of training was measured in terms of the cumulative period of training attended. This was then categorized into three categories according to the length of training they had received in the competence-based curriculum. There were three categories namely; Not trained, short (less than one week) Moderate (one to three weeks) and long (more than three weeks).

*Table 4.2 Proportion of teachers by level of training in CBC*

<b>Level of training in CBC</b>	<b>Frequency</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Not trained	45	32.6	32.6
Short (Less than one week)	53	38.4	71.0
Moderate (One to three weeks)	27	19.6	90.6
Long (More than three weeks)	13	9.4	100.0
Total	138	100.0	

Majority (38.4%) of the teachers had received cumulative training of less than one week. 19.6% had been trained for one to three weeks. 32.6 % of the teachers had not had any training on CBC. Only 9.4 % had been trained for more than three weeks.

**Level of teaching experience Teaching experience**

Teaching experience was measured in terms of the number of years a teacher had been teaching in pre-primary school. It was then categorized into three levels namely; short (less than five years), moderate (5 to 15 years) and relatively long above 15 years). Table 4.3 shows the proportion of teachers by the level of teaching experience.

*Table 4.3 Proportion of teachers by teaching experience*

<b>Level of training</b>	<b>Frequency</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Short	48	48.0	48.0
Moderate	27	27.0	75.0
Relatively long	25	25.0	100.0
Total	138	100.0	

Majority (48%) of the teachers had short teaching experience. This means that most of the teachers had a teaching experience of less than five years. 27 % of the teachers had a moderate teaching experience while 25% had a relatively long experience of more than 15 years.

### **Teachers’ attitudes towards CBC**

Teachers’ attitudes were categorized as positive, neutral and negative. Table 4.4 shows the proportion of teachers by their attitude.

Majority (41%) of the teachers had a negative attitude towards CBC. 36 % had a positive attitude while 23% were indifferent.

*Table 4.4 Proportion of Teachers’ by attitude*

<b>Teacher’s attitude</b>	<b>Frequency</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Positive	36	36.0	36.0
Neutral	23	23.0	59.0
Negative	41	41.0	100.0
Total	138	100.0	

### **Hypotheses testing**

#### **Influence of teachers’ level of training in CBC and implementation of the competence-based curriculum**

To establish this relationship, the following hypothesis was formulated.

**H<sub>01</sub>:** There is no significant relationship between teachers’ level of training in competence based curriculum and implementation of CBC at .05 level of significance.

This hypothesis was tested using Chi-square test

The results of the chi-square test are presented in Table 4.5

*Table 4.5 Chi-Square Test results for relationship between teachers’ level of training and implementation of competency-based curriculum*

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.540 <sup>a</sup>	4	.041*
Likelihood Ratio	7.574	4	.109
Linear-by-Linear Association	3.726	1	.054
N of Valid Cases	99		

\* Significant at .05 level of significance

The Chi-Square value obtained for analysis of H<sub>01</sub> was .041. This was less than .05. It was therefore significant at .05 level of significance. This means that there was a significant relationship between teachers’ level of training and the implementation of the CBC. It was concluded that there is a significant relationship between teachers’ level of training in competence-based curriculum and implementation of CBC at .05 level of significance. This is an indicator that teachers’ level of training has a positive and significant relationship with the implementation of competency-based curriculum. The null hypothesis was therefore accepted based on this finding. This shows that the implementation of competency-based curriculum is influenced by teachers’ level of training. This finding corresponds with Wamuyu (2020) study that investigated the impact of Head-teacher training on Competence Based Curriculum Implementation in Public Primary Schools. According to this study programmed instruction and role modeling have a positive influence on the implementation of the competence-based curriculum.

**Influence of teaching experience on the implementation of competency-based curriculum.**

To establish the influence of teaching experience on the implementation of competency-based curriculum, the following hypothesis was formulated.

**H<sub>02</sub>:** There is no significant relationship between teaching experience and implementation of competency-based curriculum at .05 level of significance

**Table 4.6 Chi-Square test results for relationship between teaching experience and Implementation of CBC**

Chi-Square test was used to test this hypothesis. The results of this analysis are presented in Table 4.6. The calculated Chi-Square value for this analysis was .045. This is less than .05. It is therefore significant at .05 level of significance. The hypothesis was accepted. It was concluded that the relationship between teaching experience and implementation of CBC is significant at .05 level of significance.

The null hypothesis was therefore accepted based on this finding. As a result, it can be concluded that the implementation of competency-based curriculum is influenced by the level of teaching experience. These findings agree with the findings of Aneke and Nnabuike's (2019) study that looked at the impact of teachers' qualifications on the implementation of government curriculum in Enugu State secondary schools and according to the findings, the higher the teacher's qualification, the better the implementation of government curriculum in Enugu State. Therefore, it can be concluded that. Only teachers with high educational qualification should be employed for effective qualification of curriculum.

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.671 <sup>a</sup>	4	.045
Likelihood Ratio	3.712	4	.446
Linear-by-Linear Association	1.279	1	.258
N of Valid Cases	99		

**Influence of teachers’ attitudes on the implementation of competency-based curriculum**

To test examine the relationship between teachers’ attitudes and implementation of CBC, the following hypothesis was formulated;

**H<sub>03</sub>:** There is no significant relationship between teachers’ attitude and implementation of the competence- based curriculum at .05 level of significance.

Chi-square test was used to test this hypothesis. Table 4.7 shows the results of this analysis.

*Table 4.7 Chi-square test results for the relationship between Teachers' attitudes and implementation of the CBC*

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.433 <sup>a</sup>	8	.038*
Likelihood Ratio	9.284	8	.319
Linear-by-Linear Association	2.439	1	.118
N of Valid Cases	99		

The

\* Significant at .05 level of significance

calculated Chi-Square value for this analysis was .038. It is therefore significant at .05 level of significance. The hypothesis was accepted. It was concluded that the relationship between teachers' attitudes towards the CBC and its implementation of CBC is significant at .05 level of significance. The null hypothesis was, therefore, accepted. It was concluded that the implementation of competency-based curriculum is influenced by the teachers' attitudes towards CBC. However, the findings agree with Ogar and Orpah (2015) study that investigated teachers' perception of curriculum implementation issues in tertiary institutions in Nigeria's cross river state. The findings revealed that most commonly occurring problems, causes and potential solutions of curriculum implementation.

## **CONCLUSIONS AND RECOMMENDATIONS**

### **Conclusions**

The study findings revealed that pre-primary school teachers have not been trained on teaching methods to be used in their pre-primary school's competency-based curriculum implementation. In addition, the study established that teachers' level of training had a positive and significant relationship with the implementation of competency-based curriculum in pre-primary schools in Kiambu County, Kenya. Also, the results show that because pre-primary school teachers have been teaching for a long time, they have been able to adopt competency-

based Curriculum in their preschool and that their background has been extremely beneficial in implementing competency-based education in their pre-primary school. Further, the study established that teachers' experience had a positive and significant relationship with the implementation of competency-based curriculum in pre-primary schools in Kiambu County, Kenya. Furthermore, the findings revealed that teachers are rarely inspired to participate in the implementation of competency-based curricula in their pre-primary school and that participation in the implementation of competency-based curricula does not appeal to them. Furthermore, teachers' attitudes are unrelated to the implementation of competency-based curriculum in Kiambu County, Kenya's pre-primary schools.

### **Recommendations**

- i. The MOE establish a regular in-service training program to prepare pre-primary school teachers to apply the curriculum. Teachers will be prepared for the paradigm change from teaching to learning if they receive ongoing and regular training.
- ii. Teachers should strive to ensure the use of learner centered approaches in spite of the obstacles like heavy workload, lack of adequate time in the implementation of CBC and limited resources. As a result, the government should ensure that teachers have a pleasant working environment and engage with curriculum developers to restructure the curriculum.

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