

**STAKEHOLDERS' LEVEL OF INVOLVEMENT AS A PREDICTOR OF
EFFECTIVE IMPLEMENTATION OF COMPETENCY BASED CURRICULUM IN
PRE-PRIMARY EDUCATION IN KISUMU, KENYA**

BY

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OF SCIENCE AND TECHNOLOGY**

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Declaration

This thesis is my original work and has not been presented for award of any Degree at any University.

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Dedication

This research is dedicated to my father, who taught me that the best kind of knowledge to have is, that which is learned for its own sake. It is also dedicated to my mother, who taught me that even the largest task can be accomplished if it is done one step at a time.

Acknowledgment

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Another expression of profound gratitude is due to my invaluable family. To my parents, for instilling in me the curiosity and dedication that have carried me this far. To my beloved spouse, Solomon Mutiso, whose unwavering faith and support has been a constant source of strength. To my children, Michael Mutiso, Judy Mwikali, Wayne Mwendwa, and Veryl Wayua, who brought joy and motivation to this journey with their understanding and encouragement. Your unwavering support and continuous inspiration have been instrumental throughout my academic journey and particularly during the intricate process of researching and writing this proposal. This accomplishment stands as a testament to your love and would not have been possible without you all.

Abstract

This study aimed to determine the level of stakeholders' involvement in the implementation of the Competency-Based Curriculum (CBC) in Early Childhood Education in Kisumu Central Zone, Kenya. Specifically, the study sought to explore how teachers are involved in the implementation of the Competency-Based Curriculum (CBC) in early childhood education, investigate the experiences and perspectives of parental engagement in the implementation of the CBC in early childhood education, and examine the government's initiatives, strategies, and role in the implementation of the CBC in early childhood education in CBC in Kisumu Central Zone, Kenya. The study was guided by stakeholder theory propounded by Freeman in the year 1984 and Project Stakeholder Management theory proposed by Mustafa and Tam in 2022. A descriptive design with a mixed-method approach was adopted in the study. The study focused on a target population of 377 participants, which included 174 teachers from public schools, 108 educators from private schools, 94 parent representatives, and one Curriculum Support Officer (CSO). Proportional stratified sampling was used to select a sample of 190 respondents. Data collection methods included questionnaires, Focus Group Discussions, and an interview schedule for the CSO. The findings were analyzed using descriptive and inferential statistics for quantitative data and thematic analysis for qualitative data. The findings revealed that teachers were actively involved in CBC implementation and recognized its effectiveness. However, they faced challenges such as lack of parental support, large class sizes, insufficient time for practical lessons, and understaffing. Parents, on the other hand while seen as key stakeholders, were not fully aware of their roles in CBC implementation. It also emerged that the government's support was insufficient in terms of adequate funding and staffing in public schools. The findings of this study could assist the government in improving CBC and contribute to a better understanding and literature regarding stakeholder involvement in CBC. The study recommends improved staffing of teachers, proper sensitization of parents on their roles, adequate funding for public schools, emphasis on digital literacy, and enhancement of parental involvement through effective communication and feedback. For future clarity, the study suggests focusing on the integration of digital literacy in CBC, the effect of communication and feedback on CBC implementation, and the formulation of stakeholder interventions to enhance CBC. The fact that so many countries have adopted the CBC system is a pointer that it is good, and the implementers need to work on robust intervention strategies to make it successful.

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List of Acronyms and Abbreviations

CBC	Competency-based Curriculum
CBE	Competence Based Education
CBA	Competence Based Approach
CBL	Competence Based Learning
CEBT	Competence-based Education and Training
CSO	Curriculum Support Officer
ECE	Early Child Education
KICD	Kenya Institute of Curriculum Development
OBA	Objective Based Approach
OECD	Organization for Economic Corporation and Development
PTA	Parent Teacher Associations
UNESCO	United Nations Educational, Scientific and Cultural Organization
BOM	Board of Management
MOE	Ministry of Education
FGD	Focus Group Discussion
NACOSTI	National Commission for Science, Technology and Innovation
E.Y.E	Early Years Education

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Background of the study

Globally, education forms a pillar of human development in all economies. Countries are embracing measures towards high quality education systems (David and Anna, 2015; Isa and Jailani, 2014). Despite quality, accessibility is another major concern of many education systems (Bruns and Luque, 2015; Filmer and Fox, 2014; UNESCO, 2014). Many governments are exploring a wide range of interventions into problems associated with education systems; one such intervention is Curriculum reforms. Most countries are taking up Competence Based Curriculum (CBC) (Komba & Mwandaji, 2016). Stakeholders' involvement in implementation of government affairs is currently recognized all over the world, education is not an exception (Geurtz and Van, 2010).

CBC is not a new concept in the education system in the world. The concept has a long-standing history in the pedagogical realm. The use of the concept gained importance first in the developed world. CBC originated from teacher education curriculum reform in the United States (US) in the early 1960s. The concept was applied to other professional education programmes in the US in the 1970s (Schilling & Koetting, 2010) and other European countries in 1980s in the context of falling industrial competitiveness attributable to an insufficiently trained or skilled workforce (Brownie, Thomas & Bahnisch, 2011). A report by Organization for Economic Cooperation and Development (OECD) (2016) indicates adoption of CBC in US, Canada, Finland and Scotland.

Various authors have come up with different ways of identifying stakeholders in various fields. According to Adebayo, (2013) in education, stakeholders refer to individuals that are greatly concerned about, and have vested interests in, the education sector. Education stakeholders could include head-teachers, teachers, parents, community members, parent

teacher associations (PTAs), and non-governmental organizations, school management committees, elected officials, students, and Boards of Management (BOM). In the current study, stakeholders include teachers, parents, and the government. This study, therefore, contends that involvement of teachers, parents and the government, role in CBC. The strength of this theory is the interactivity among stakeholders in achieving organizational goals. For example, teachers, parents, and the government work hand in hand within the CBC implementation. While the teachers are the implementers, parents offer needs, and the government provides resources and oversees the use of these resources in the implementation of CBC. Despite the fact that every stakeholder has a different role to play in education, they are hereby unified by CBC.

While analyzing parental involvement among immigrant parents in North America, Europe, Asia, and Australia, Antony-Newman, (2019) established that Parental involvement in their children's education through a collaborative partnership with schools impacts on school related outcomes for children. An exploration of parental involvement in the educational trajectories of children in Europe revealed that parents were aware that the future of the child not only depends on teacher's work, but also to a great and growing degree on parents as co-educators (Ule, Zivoder & du Bois-Reymond, 2015).

In Norway, owing to the acknowledgement of the importance of home-school cooperation, parental involvement is institutionalized through formulations in central policy documents (Bæck, 2015). Handler, (2010) also found that there is need for teacher involvement in the development of curriculum. Following this, the present study argues for the unavoidable role of teachers which should be emphasized in curriculum development and implementation.

According to (Adebayo, 2013) in education, "stakeholders" refers to individuals that are greatly concerned about, and have vested interests in, the education sector. Education

stakeholders could include teachers, parents, community members, parent–teacher associations (PTAs), and non-governmental organizations, school management committees, elected officials, students and Board of Management (BOM). Governments play an important role in education and particularly curriculum implementation. The sixth edition of the National Policy on Education guaranteed stakeholder participation with a view to eliminating overlaps, and to sustain and achieve synergy among diverse stakeholder groups (Federal Republic of Nigeria National Policy on Education, 2013). This policy forms the basis of the present study, which seeks to gather data on the perceptions of stakeholders about what constitutes quality in education. The main objective of that study was to examine what quality education means from the viewpoints of key education stakeholders, namely, policy makers, policy implementers, school administrators and parents.

In Uganda as echoed by Mahuro and Hungi (2016) who examined parental involvement in two districts of rural Uganda using Epstein’s parental involvement framework and found that parental involvement significantly increased numeracy and literacy scores of their children. In Rwanda CBC was implemented in 2016, the government of Rwanda launched a Project for Supporting Institutionalizing and Improving Quality of SBI Activity (SIIQS Project) launched in Jan 2017 to strengthen support implementation of CBC curriculum in classrooms (Yamashita, Mutsinzi, Abe, Ono, Sugiyama & Matsuzuki, 2017).

In Tanzania, CBC initiative was launched in 2005 through the Tanzania Institute of Education (TIE) the key aim of equipping school graduates with sufficient knowledge and life skills for them to survive academically and socially in the modern world (Milligan et al., 2017; Kitta & Tilya, 2010). Teachers are a key pillar in curriculum reforms; therefore, they need to be trained for them to be knowledgeable whenever there is curriculum change (Anangisy, n.d.). Knowledge and understanding of teachers constitute an important aspect in the implementation of competence-based curriculum during the teaching and learning

process. Indeed, the effectiveness and efficiency of CBC depends on the teacher's ability to carry out teaching and learning activities responsibly and effectively. Mosha (2012) points out that qualified teachers with ample and appropriate knowledge and skills are one of the pre-conditions for a successful implementation of CBC.

In Tanzania, the government has launched brief trainings that have been instrumental in the smooth adoption of Competence-Based Curriculum (CBC). Competence-based Education and Training (CBET) is an approach that prioritizes the holistic development of learners, equipping them with the requisite knowledge, skills, understanding, and attitudes to excel in their chosen professions or occupations. This system places great emphasis on training educators, recognizing their pivotal role in the successful rollout of innovative programs. As highlighted by Bumen and Cakar (2014), the quality of trainer education is fundamental to the success of such educational reforms.

Sudsomboon (2010) also points out that the successful realization of CBC in Tanzania, heavily relies on the teachers, who are expected to give up their role as 'knowledge transmitters' and adopt the new role of 'coach' and instructional designer. Teachers are agents for change because of the role they play in implementing any curriculum reform. Parents and other primary caregivers are the child's first teacher, and this responsibility continues when the child starts school and endures even in adulthood, this is echoed by (Wong, Ho, Wong, Tung, Chow, Rao & Ip, 2018).

Locally, the Kenyan Institute of Curriculum Development (KICD) resolved to adopt CBC in their curriculum reforms based on the findings of a need assessment study carried out in 2016. In December 2017, the Kenyan Ministry of Education rolled out a new education system, the Competency-Based Curriculum (CBC) to replace the (8-4-4) system spreading learning into four phases of two, six, three and three (2-6-3-3) years. CBC is presently being used for teaching and evaluating learners in Kenya. The first level of education under CBC is

at the pre-primary stage where learners are engaged in their early years of education. Pre-primary education is divided into two levels:

- Level I (Pre-primary 1- PP1) for children aged four years.
- Level II (Pre-primary 2- PP2) for children aged five years. Also, the lower primary curriculum learners receive their early years of education, that is Grades 1, 2 and 3. Then proceed to Middle school education, senior school, tertiary, and university education. International best practices in education systems and curriculum reforms have a desire to make learning more meaningful (UNESCO 2017). In Kenya PRIDE and TUSOME programs are examples of intervention programmes that have been put in place to enhance success of CBC (Momanyi & Rop, 2019). The curriculum has clearly identified core competencies to be acquired by learners as they engage in activities in different learning areas. These core competencies include communication and collaboration, critical thinking and problem solving, imagination and creativity, citizenship, digital literacy and learning to learn and self-efficacy (Warrio, 2019).

A number of authors point out importance of stakeholders' involvement in a curriculum, for instance Rabeau, (2015) suggests that for effective implementation of curriculum, internal school stakeholders should be actively involved. Jagersma (2011) believed that the curriculum should be constructed with the learner as its central focus, although their inputs are often rejected from both the curriculum design and implementation process. Tikoko Kiprop and Bomett (2011), parents - teachers associations (school management committee) are increasingly becoming important elements in the organization of the administrative structure of the schools.

Kenya has implemented CBC as a new way of thinking in the system of education, designed by the Kenya Institute of Curriculum Development (KICD) and launched by the Ministry of Education in 2017. It is the product of the Task Force on re-alignment of the

Education Sector (2012) which was mandated to review and align the education, training and research sector in accordance with the Constitution of Kenya 2010. However, it is important to highlight that there is limited empirical evidence to show that this trickles down to the lower levels.

The fifth guiding principle of CBC is parental empowerment and engagement which highlights the importance of parent-teacher collaboration and exhorts the need to enhance parental empowerment and engagement in nurturing the learner's potential (Republic of Kenya, 2017). Njeru, (2015) explored the role of parental involvement in the education of their children and established that parents play a crucial role engagement in the learner's educational outcomes.

A study by (Koskei, 2015) established that there is no statistically significant relationship between stakeholders' level of involvement in curriculum development and implementation of Alternative B Mathematics curriculum in secondary schools in Kericho County. In a study by Kithuka (2016), it was noted that majority of the respondents were of the view that resources actually moderate the relationship between school stakeholders and implementation of public schools' strategic plans in Machakos Sub County. Despite assurance by the government on implementation of CBC, in accordance with the Constitution and consistent stakeholders' engagement through public participation, statistical evidence exposes a gap.

According to a 2017 report by the Ministry of Education, there was a significant shortfall in teacher training for the Competency Based Curriculum (CBC). Out of the 228,000 teachers anticipated to be trained at the inception of the CBC, only 91,320 received the necessary training. Stakeholders in education, primarily teachers, have expressed concern regarding gaps in the CBC's implementation. For instance, in the Dagoretti North sub-county, a substantial 73.1% of teachers lacked digital literacy, with a mere 9.7% exhibiting a

satisfactory level of ICT competence. A significant 61.3% reported never having used a computer in the classroom, while 65.6% felt only moderately prepared to implement the CBC. In the Bomet East Sub-County, 75% of Civil Society Organizations (CSOs) expressed the opinion that in-service training for teachers greatly impacted lesson delivery. All interviewed CSOs (100%) had confidence in the textbooks produced by the Kenya Institute of Curriculum Development (KICD). While 60% of educational stakeholders attested that they understood what the CBC encompasses, a notable 80% of teachers reported having attended at least two CBC workshops. However, despite these efforts, 69% found difficulties in preparing schemes of work that align with the CBC. A substantial 90% of teachers felt inadequate in preparing lesson plans, citing challenges in determining student and teacher activities that would facilitate competency acquisition. Instructional materials were deemed by 20% of respondents as unclear in terms of the skills they intended to develop. Additionally, integrating the core competencies into the teaching process was reported as another prevalent challenge.

In Nyandarua North sub county, majority (97.5%) of teachers are trained on CBC, in spite of that there is a major challenge in infusion of core competencies; 72.8% of teachers point out that communication and collaboration need development and 69.2% opine that critical thinking and problem-solving needs development. Availability of instructional materials particularly for activity-oriented subjects is low as reported by 98.8%, 95.1% point out that Preparation of lesson plan for all lessons is a challenge (Waweru,2018). The situation is the same in Nakuru Town East sub-County, it is evident that 90% of schools have one or nontrained teachers, in addition to that majority of this teacher point out that; training time was minimal, content covered in short time, lack of training materials.

Recent research in the Kisumu Central Zone has revealed some interesting statistics about the use of e-learning resources in the Competency Based Curriculum (CBC). While

75% of teachers reported that their schools employ e-learning resources within the CBC framework, the actual usage of these resources is lower, with only 66.67% of teachers utilizing them in practice. Moreover, nearly half, specifically 48.39%, indicated they encountered challenges in leveraging e-learning within the CBC. Despite these insights, it is evident that information about the CBC's implementation in the Kisumu Central Zone remains sparse. Given this limited knowledge, the impetus for the current study was to investigate the role of stakeholder involvement in the implementation of CBC in this particular region. The study's goal was to further understand how teachers, educational administrators, parents, and community organizations are contributing to the deployment of the CBC, and how their involvement could potentially address the challenges identified.

In line with Freeman's stakeholder theory (1984), this study underscores the importance of stakeholder involvement in the successful implementation of CBC. Stakeholders, in this context, extend beyond the government to include other key players such as teachers, students, parents, and the broader community. By giving a voice to these stakeholders in the implementation of the CBC, it's anticipated that they will significantly influence the achievement of the curriculum's goals. Stakeholder theory stresses that the organizations' stakeholders must have a voice in the implementation of organization goals (Phillips, Freeman & Wicks, 2005). The theory further states that when stakeholders are involved, they influence implementation of organization goals.

1.2 Statement of the Problem

Education stands as a cornerstone of human development across all economies, with nations worldwide striving for high-quality education systems. Many countries are progressively embracing the Competency-Based Curriculum (CBC), a modern approach geared towards developing specific skills and competencies in learners. In Kenya, the Kenya Institute of Curriculum Development (KICD) opted for the adoption of CBC in 2016,

subsequent to needs assessment study revealing its potential benefits. Despite its rising prominence and the concerted efforts directed towards CBC, there remains a dearth of empirical evidence regarding stakeholder's involvement in its implementation, particularly in regions like Kisumu Central Zone. Teachers, critical stakeholders in the CBC, despite the government's commitment to extensive training, frequently face challenges, including technological difficulties and time management issues. Parents, another crucial stakeholder group, significantly influence their children's education, yet many remain unclear about their precise role within the CBC framework. Additionally, the government's support and guidelines regarding the CBC have not been sufficiently disseminated. For instance, in the Kisumu Central Zone, a single Curriculum Support Officer (CSO) is responsible for all schools, a ratio that may hamper effective curriculum support. It is also noteworthy that many schools often face delays in receiving pertinent instructional materials. Considering these circumstances, this study aimed to delve into the role of stakeholders' involvement in the successful implementation of CBC, with a particular focus on Early Childhood Education within the Kisumu Central Zone. The intention is to provide deeper insights and pave the way for more efficient and inclusive curriculum implementation.

1.3 Purpose of the Study

The purpose of the study was to explore the role of stakeholders' involvement in (CBC) in the implementation of CBC in early childhood education in Kisumu Central Zone, Kenya

1.4 Objectives of the study

The study sought to address the following objectives:

- i. To explore how pre - primary teachers are involved in the implementation of the Competency-Based Curriculum (CBC) in early childhood education in Kisumu Central Zone, Kenya.

- ii. To investigate the perspectives of parental engagement in the implementation of the CBC in early childhood education in Kisumu Central Zone, Kenya.
- iii. To examine the government's initiatives, strategies, and role in the implementation of the CBC in early childhood education in Kisumu Central Zone, Kenya.

1.5 Research Questions

This study sought to answer the following research questions:

- i. How are the pre-primary teachers involved in the implementation of the Competency-Based Curriculum (CBC) in early childhood education in Kisumu Central Zone, Kenya?
- ii. What are the perspectives of parents regarding their engagement in the implementation of the CBC in early childhood education in Kisumu Central Zone, Kenya?
- iii. How is the government supporting and facilitating the implementation of the CBC in early childhood education in Kisumu Central Zone, Kenya, through its initiatives and strategies?

1.6 Significance of the study

Findings of the study may assist the government to improve CBC implementation. The study would also be useful to schools as it would unveil the role of the parents, government, the school managers and teachers in CBC. This would help to address the impediments affecting CBC. Finally, the study findings may give useful ideas to other interested researchers who conduct comprehensive but related studies. This would help to build more understanding and provide concrete literature related to the stakeholder involvement in curriculum implementation.

1.7 Scope of the study

The scope of this study focused on examining the involvement of three key stakeholder groups in the implementation of the Competency-Based Curriculum (CBC) in Early Childhood Education in Kisumu Central Zone, Kenya. These stakeholder groups were purposefully selected based on their direct and significant roles in the successful implementation of the CBC.

The inclusion criteria for stakeholders in this study were:

- i. Teachers: As frontline implementers of the CBC in classrooms, teachers play a crucial role in translating the curriculum into practice. Their involvement, perspectives, and experiences were deemed essential for a comprehensive understanding of the implementation process.
- ii. Parents: Parental involvement and support are vital for the effective implementation of any educational curriculum. Parents' roles, perceptions, and level of engagement with the CBC were identified as critical factors to examine.
- iii. Government: Represented by the Curriculum Support Officer (CSO), the government serves as the primary policymaker, resource provider, and overseer of curriculum implementation. The government's strategies, initiatives, and support mechanisms were considered indispensable for the successful rollout of the CBC.

While it is acknowledged that other stakeholders, such as school administrators, community members, non-governmental organizations, and elected officials, may also play a role in curriculum implementation, the scope of this study was deliberately focused on the three aforementioned stakeholder groups. This decision was made to maintain a manageable scope and to concentrate on the stakeholders with the most direct and immediate influence on the implementation of the CBC in Early Childhood Education within the study area.

1.8 Limitation of the study

One of the key limitations encountered during this study was the timing of data collection, which coincided with the period when many teachers were occupied with marking end-of-year examinations. However, this data collection phase also took place in the post-COVID era, where both teachers and parents had acquired smartphones as a mitigation measure to facilitate virtual learning during the pandemic.

To address these circumstances, the researcher leveraged the availability of smartphones and administered the questionnaires through Google Forms. This approach allowed participants to respond during their free time, without interfering with their examination-related responsibilities or regular schedules. Moreover, the online format ensured easy accessibility and convenience for the respondents.

Additionally, to encourage honest and forthcoming responses, the researcher assured all participants that the information they provided would be treated with strict confidentiality. Respondents were informed that their responses would remain anonymous, and no identifying information would be disclosed. This assurance was crucial in allaying any potential concerns or fears of victimization, enabling participants to share their perspectives and experiences freely without apprehension.

1.9 Assumption of the study

The study was conducted under the following presuppositions:

- i. It was assumed that all participants approached for the study, whether respondents or informants, would agree to participate willingly and provide the necessary information.
- ii. The study was predicated on the belief that all teachers involved had received training on the Competency-Based Curriculum (CBC).

- iii. It was presumed that all parent representatives had proficiency in both the official and national languages, ensuring they could effectively communicate and understand the study's requirements.
- iv. Finally, the study operated under the assumption that Curriculum Support Officer (CSO) would possess comprehensive information regarding the Government's involvement in the CBC implementation process.

1.10 Theoretical Framework

The theoretical underpinning for this study is Freeman's Stakeholder Theory (1984), which laid the groundwork for understanding the importance of actively involving stakeholders in achieving organizational goals. Freeman defined stakeholders as any group or individual who can either affect or be affected by the achievement of an organization's objectives. The theory emphasizes that stakeholders must have a voice in implementing organizational goals (Phillips, Freeman & Wicks, 2005) and proposes that when stakeholders are actively involved, they can effectively influence the realization of these goals.

While Freeman's Stakeholder Theory provided a foundational framework, more recent developments have expanded its scope and applicability. One such advancement is the Project Stakeholder Management theory proposed by Mustafa and Tam (2022). Building upon Freeman's work, this theory specifically addresses stakeholder management in the context of projects, which is highly relevant to the implementation of the Competency-Based Curriculum (CBC) in the education sector.

In the context of education, Adebayo (2013) describes stakeholders as individuals or entities with significant concern and vested interests in the education sector. These education stakeholders may include school administrators, teachers, parents, community members, parent-teacher associations (PTAs), non-governmental organizations, school management committees, elected officials, students, and Boards of Management (BOM). In the present

study, the key stakeholders include teachers, parents, and the government. The study, therefore, postulates that the active involvement of these stakeholders - teachers, parents, and the government - significantly influences the implementation of the Competency-Based Curriculum (CBC).

Mustafa and Tam (2022) emphasize the dynamic nature of stakeholder relationships and the need for continuous stakeholder identification, analysis, and engagement throughout the project lifecycle. They highlight the importance of proactive stakeholder management strategies to ensure effective project execution and successful outcomes. Applying this updated theory to the CBC implementation, it becomes crucial to recognize that stakeholder involvement is not a one-time event but an ongoing process that requires continuous monitoring and adaptation.

Furthermore, Mustafa and Tam (2022) stress the significance of stakeholder analysis, which involves assessing stakeholders' power, legitimacy, and urgency. By thoroughly analyzing stakeholders' positions and influences, educational institutions and policymakers can develop targeted strategies to effectively collaborate with and leverage the support of key stakeholders, such as teachers, parents, and government entities, throughout the CBC implementation process.

A key strength of this updated stakeholder theory lies in its ability to provide a comprehensive and adaptable framework for understanding and managing stakeholder dynamics throughout the CBC implementation process. It emphasizes proactive stakeholder engagement, continuous monitoring, and tailored strategies based on stakeholder analysis. This approach allows for timely identification and resolution of potential issues, fostering effective collaboration and increasing the likelihood of successful curriculum implementation.

Integrating these recent advancements in stakeholder theory with Freeman's original framework provides a more comprehensive and adaptable lens for understanding and managing stakeholder involvement in the CBC implementation. It emphasizes the need for continuous stakeholder engagement, dynamic stakeholder analysis, and proactive stakeholder management strategies to ensure successful curriculum implementation and educational outcomes.

1.11 Conceptual Framework

This section provides an overview of the relationship between the variables in the study. A conceptual framework is essentially the result of unifying related concepts, assumptions, expectations, beliefs, and theories that underpin and inform research (Miles and Huberman; Robson, 2011). It visualizes what the researcher anticipates uncovering through the research process (Swaen 2015). The conceptual framework serves as a tool enabling the investigator to predict potential outcomes when two or more concepts interact. In the context of this study, our focus is on the role of stakeholders' involvement in the successful implementation of the Competency-Based Curriculum (CBC) within Early Childhood Education in the Kisumu Central Zone. Below is the interplay:

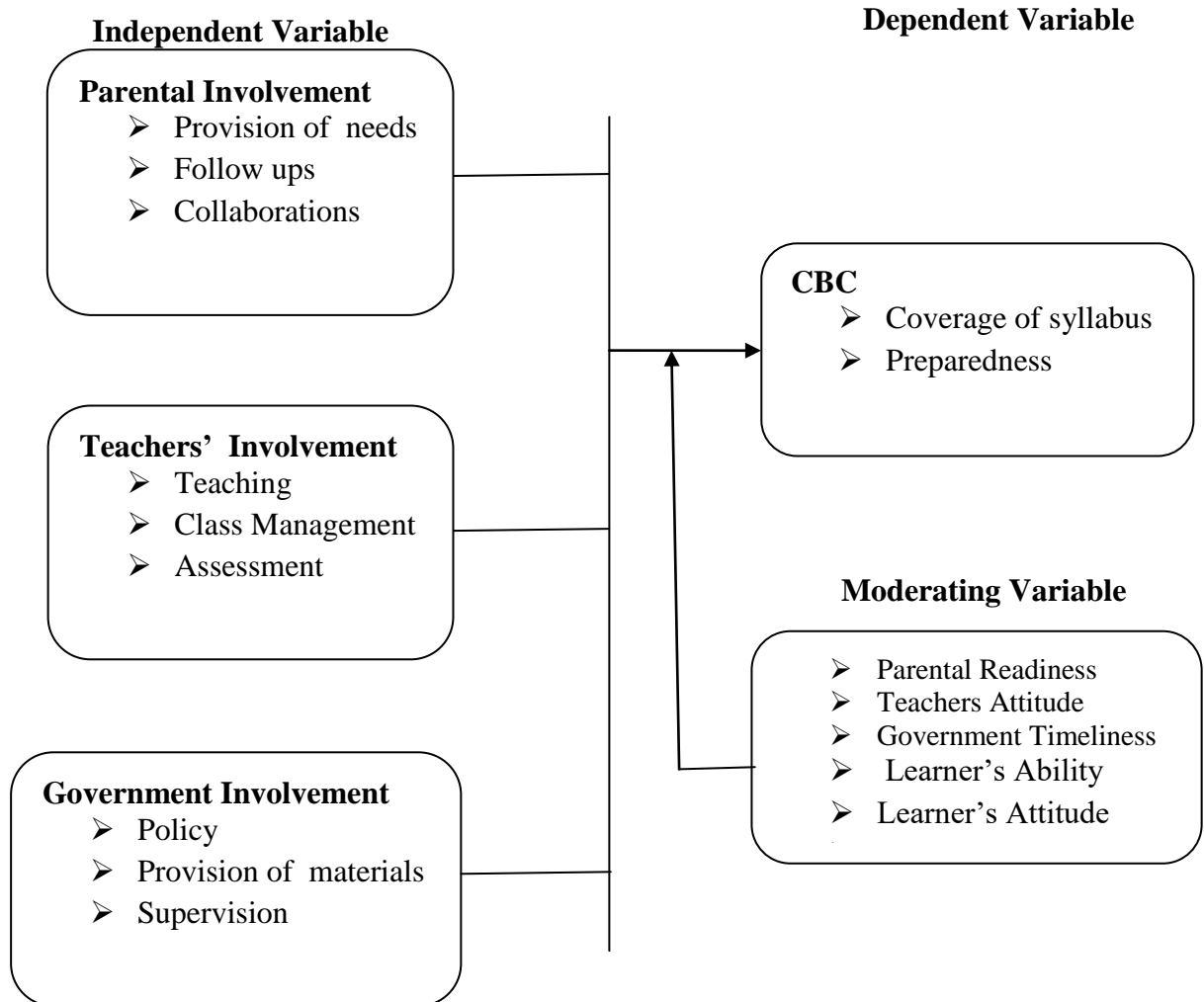


Figure 2.1: Conceptual Framework

1.12 Operational definition of Terms

Stakeholders: individual or institution that has interest in resource mobilization in early Childhood Education. In this study they include teachers, parents and Government.

Competence: the ability of learners to undertake tasks successfully or efficiently.

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

Competence Based Curriculum: A curriculum that emphasizes the complex outcomes of a learning process (i.e. knowledge, skills and attitudes to be applied by learners) rather than mainly focusing on what learners are expected to learn about in terms of traditionally defined subject content

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a comprehensive review of empirical literature examining stakeholder involvement in the implementation of the Competency-Based Curriculum (CBC) in Early Childhood Education. It explores the roles and engagement of three key stakeholder groups: teachers, parents, and the government. The review begins with a global perspective, examining best practices, challenges, and strategies for stakeholder engagement in curriculum implementation. It then narrows its focus to the regional context within Africa and neighboring regions. Subsequently, the chapter delves into the local Kenyan landscape, investigating the experiences, perspectives, and contextual factors shaping stakeholder participation in CBC implementation. Finally, existing research gaps are identified and discussed.

2.1 Teachers' involvement in CBC

Teachers play a vital role in general class management and provision of learning in school environment and particularly in CBC. Despite this, teacher's involvement had to be explored to establish if there could be any gaps for successful implementation of CBC. Colgrove, Sharma, Kluding, Potter, Imming, VadeHoef, Stanhope, Hoffman, & White (2012) examined the moderating effects of classroom environment and teacher-specific factors on the relation between teaching approaches and children's science learning in America. The results exposed a significant association between teaching approaches and children's outcome of content-specific scientific problem-solving skills. However, there was a significant negative association between teachers' years of experience and their perception about teaching science. Colgrove et al., (2012) further observed that CBC concept moved to

European countries due to the economic recession caused by the widespread unemployment among people in the United Kingdom.

Gooding, Hurst, Johnson, & Tarrier, (2012) explored teacher perceptions through a triangulation of data from surveys, interviews and document analysis to identify how literacy curriculum implementation is affected in kindergarten through second grade classrooms in USA. Results indicated that implementation is hindered when professional development is vague and does not provide opportunity for participants to learn, practice, and collaborate together. Wongnaa & Boachie (2018) pointed that in the USA the CBC was introduced due to concern about low student achievement and poor quality of teacher training; this promoted a need to structure the outcome of learning in a manner that will encourage teachers to express their teaching objectives in terms of observable student behaviors. However, to date, the CBC is not thoroughly utilized in USA Early Childhood Education.

In Sweden, Sundberg, Areljung, Due, Ekström, Ottander and Tellgren (2016) explored how cultural factors interact with preschool teachers' shaping of activities with science content, and also how Activity Theory (AT) as a theoretical framework can be useful for examining interrelations within preschool systems.

The roles of teachers remain instrumental in the success or failure of a curriculum (Loflin, 2016). In many cases, researchers have supported the need to thoroughly understand teachers' roles and concerns during the implementation of a new curriculum (Hall & Hord, 2015). Of the many roles defined in literature, teacher fidelity stands out as being important but also for being inconsistent among teachers (Loflin, 2016). Jess, Carse, & Keay (2016) found the need to prepare and train teachers to meet the objectives of a curriculum; specifically, the authors' focus was on the curriculum-development process and the role of the educator. Jess et al. (2016) argued that teachers in Canada need the capacity to design developmentally appropriate learning tasks that are aligned to curricular expectations.

The focus of training and professional development requires an emphasis on teaching how best to interpret the curriculum so that learners' needs will be aligned with appropriate instructional practices (Jess et al., 2016). One way to support this situation, as Jess et al. (2016) recommend, includes allowing teachers primary involvement in curriculum development and the process of alignment as it pertains to knowing learners needs, and then instructing accordingly. The authors found that understanding how teachers perceive their roles in curriculum development and implementation provides insight into teachers' concerns about implementing a new curriculum (Jess et al., 2016). Curriculum Fidelity When considering the roles that teachers take on in the execution of an innovation, it is necessary to fully understand teachers' concerns within specific areas of change (Lochner, Conrad, & Graham, 2015).

One of the leading roles of the teacher includes delivering a curriculum with fidelity, which means implementing the curriculum faithfully and keeping in step with its purpose and design. Accuracy and the trust association for curricular implementation can highlight teacher attitudes toward a curriculum. McShane and Eden (2015) offer insight into this problem with their study examining alignment between teacher implementation and the intended design of the curriculum. Thus, the study focused on whether teachers implemented the written curriculum with fidelity. The analysis also emphasized the vital role teachers play in successful implementation (Budak, 2015).

Some curricula remove the opportunities for decision-making in teacher instruction, which ignores or minimizes teachers' skills, strengths, and experience (Budak, 2015). Considering the vital role teachers play, determining what exactly has caused a lack of loyalty could help in determining if the curriculum itself is the problem (Hondrich, Hertel, Adl-Aminik, & Klieme, 2016). Hondrich et al. (2016) maintain that teachers may be more effective if they are given the freedom to adapt and modify a curriculum when warranted, yet

the instructional support of a given curriculum offers often supports student engagement within the specific curricular tasks that the curriculum outlines.

Teacher beliefs about educational practices influence the actions that occur in the classroom, which can offer possible reasons for a lack of devotion (Budak, 2015). When a curriculum is implemented with fidelity, researchers can achieve accurate insights into whether the curriculum has met its intended objectives, which can then provide a better measure of learners' performance (Budak, 2015) as teacher's devotion influences learners learning and the successful implementation of a curriculum. Piasta, Justice, McGinty, Mashburn, and Slocum (2015) have identified four dimensions for assessing: (a) adherence, (b) exposure, (c) quality of program delivery, and (d) participant responsiveness.

Loyalty is multidimensional because a curriculum generally consists of many components necessary for full implementation; teachers often choose specific aspects of a curriculum to implement while disregarding others based on personal variables such as beliefs, concerns, or contradictions in philosophy (Budak, 2015; Hondrich et al., 2016; Piasta et al., 2015). Piasta et al. determined that most teachers who choose to implement with high fidelity experience gains learners' literacy skills. This data supports the need to prepare and train teachers accordingly in order to understand the impact that allegiance has on students (Piasta et al., 2015).

When studies consider order, questions often arise about the reasons that teachers choose not to implement a curriculum as prescribed. In Brighton, Moon, and Huang's study (2015), teachers reported that administrators primarily emphasized fidelity to the program, even though the program did not meet the needs of advanced readers. Teachers who strayed from the curriculum claimed to have done so to meet the academic needs of their students. In this instance, fidelity to the reading curriculum created a lack of challenge and rigor for the

more advanced students; this situation then created a learning plateau for those learners (Brighton et al., 2015).

In Cameroon, research findings are in agreement with the work of Anane (2013), which suggests that teachers can develop skills on newly introduced teaching methodologies through mechanisms such as seminars, workshops, on-the-job training, and research. However, it has been noted that secondary school teachers, while identifying various ways to acquire knowledge and skills of the Competence-Based Approach (CBA), have overlooked the significance of Albert Bandura's social learning theory, which underscores the importance of observation and modeling in learning processes.

Mahamat (2011) conducted a study on the implementation of the Competence-Based Approach (CBA) in Early Childhood Education in Kousseri, in the Far North Region of Cameroon. The study found that the CBA was not being effectively implemented. The reasons attributed to this included its novelty in the education system and teachers' indifference towards the new concepts and competences it introduced. Moreover, students commented that many competences in their learning appeared irrelevant to their socio-economic integration. The study also highlighted several challenges to the effective implementation of the CBA. These included teachers' continued reliance on traditional explanatory methods, a poor mastery of the new methodology, the challenge of large class sizes impeding individualized instruction and assessment strategies, and a lack of adequate didactic materials.

Teachers are indispensable players in the implementation of new curricula, their perspectives often shaping decisions about what to incorporate or exclude from the curriculum, as highlighted by Causarano (2015). A study by Lambert, Velez, and Elliot (2014) delved into the practical experiences and perceived obstacles teachers encounter when ushering in a new curriculum. The study unraveled various themes, such as the varying

adaptability of teachers to student-centered curricula, with some proving more adept than others. It noted the teachers' concern about their inability to cover the entire curriculum content within the confines of a single academic year. Furthermore, the study underscored the need for ample resources and tools for successful curriculum implementation, reflecting the teachers' demand for well-equipped support structures. They viewed collaboration and professional development opportunities as pivotal, yet frequently found them to be insufficient or inadequate. Lastly, the process of implementing the new curriculum often pushed teachers to reassess and refocus their teaching strategies and approaches, thus acting as a stimulant for pedagogical refinement (Lambert et al., 2014). These findings echo the intricate nature of curriculum changes and the myriad of factors that can sway a teacher's ability to effectively deploy a new curriculum.

In Tanzania CBC initiative was launched in 2005 through the Tanzania Institute of Education (TIE) the key aim of equipping school graduates with sufficient knowledge and life skills for them to survive academically and socially in the modern world (Kitta & Tilya, 2010). The trend is the same in Uganda (Senyondo,2016).

Kangori (2014) sought to investigate teacher related factors in the implementation of science activities in pre-schools in Nairobi County; this study illustrates that teachers' academic qualification, teaching strategies and teachers' attitude towards science activities impacted positively on the achievement of preschoolers in science activity. The advocated pedagogy for the implementation of the CBC is considered to be time consuming. Thus, teachers complain that there is too much to teach within a short time (Tilya & Mafumiko, 2010). CBC expects teachers to assess students frequently using authentic assessment methods (Paulo and Tilya, 2015; Makunja, 2015).

Moodley (2013) noted that in educational change, a teacher's role is central and change theories which ignore the personal domain are bound to miss its objectives. He further

points out that teachers also need to have expertise in their particular subjects in order for them to yield targeted products. For the competency-based approaches to be successful, teachers should be knowledgeable enough to let their learners get involved in the learning process since teachers are major players in curriculum implementation (Botha & Reddy, 2011; Wangeleja, 2010).

A pilot study done by KICD and reports by Teachers Service Commission indicate that teachers are ill-equipped for the competency-based curriculum. KICD report (2018) indicates that only 3% of teachers feel adequately prepared for the new curriculum while 20% assert they were prepared. Whereas the reviewed literature concentrated on science activities in preschool, the current study intended to explore activities in Early Childhood Education.

2.4 Research Gaps

Table 2.1

Summary of Research Gaps

Researcher and Date	Study Focus	Methodology	Findings	Knowledge Gap	How Gap was Addressed by the Current Study
Loflin (2016)	Teacher buy-in and fidelity in curriculum implementation	Qualitative study with interviews and surveys	Emphasized the importance of teacher buy-in and fidelity	Limited focus on digital literacy and technology integration	Addressed challenges of digital literacy integration in CBC
Budak (2015)	Teacher buy-in in curriculum reforms	Mixed-methods: surveys and case studies	Teacher buy-in crucial for successful implementation	Insufficient attention to resource constraints	Highlighted resource constraints like inadequate devices and teaching aids
Ondimu (2018)	Digital competencies among teachers	Quantitative study with surveys	Limited digital competencies among teachers	Lack of strategies for improving digital competencies	Suggested enhanced training and support for teachers in digital literacy
Hondrich et	Resource	Mixed-	Inadequate	Need for more	Identified and

al. (2016)	availability in curriculum implementation	methods: surveys and interviews	resources hinder curriculum delivery	detailed analysis of specific resource constraints	detailed specific resource constraints in CBC implementation
Tilya and Mafumiko (2010)	Challenges in curriculum implementation in Kenya	Qualitative study with case studies	Large class sizes and understaffing are major issues	General focus on challenges without specific solutions	Provided specific examples and solutions for large class sizes and understaffing
Koskei (2014)	Curriculum implementation challenges in Kenya	Qualitative study	Understaffing and large class sizes persist	Lack of focus on teacher preparedness and support	Examined teacher preparedness and suggested continuous support
Jess et al. (2016)	Importance of professional development in curriculum reform	Qualitative study with interviews	Comprehensive training crucial for successful implementation	Limited focus on mixed findings regarding teacher preparedness	Mixed findings on preparedness, emphasizing ongoing support
Hall & Hord (2015)	Teacher training and curriculum implementation	Mixed-methods	Professional development essential for curriculum success	Insufficient focus on continuous professional development	Stressed the need for ongoing professional development
Lambert et al. (2014)	Teacher adaptation to new curricula	Qualitative study with interviews	Teachers need ongoing support and pedagogical refinement	Need for detailed strategies for pedagogical refinement	Highlighted specific strategies for ongoing teacher support and adaptation
Causarano (2015)	Pedagogical refinement and teacher support	Qualitative study with focus groups	Ongoing support vital for teachers	Insufficient focus on varied teacher readiness	Detailed mixed findings on teacher readiness and strategies for support
Freeman (1984)	Stakeholder Theory	Theoretical framework	Importance of stakeholder engagement	Application to specific educational contexts	Applied Stakeholder Theory to the context of CBC implementation
Mustafa & Tam (2022)	Project Stakeholder Management	Theoretical framework	Continuous stakeholder engagement	Application to specific educational	Applied Project Stakeholder

	Theory		and analysis are crucial	contexts	Management Theory to CBC implementation
Mulenga & Kabombwe (2019)	Competency-based curriculum reforms in Africa	Comparative study	Policy interventions and capacity-building are essential	Limited focus on specific stakeholder roles	Detailed the role of various stakeholders in CBC implementation
Tabé (2019)	Curriculum reforms in Cameroon	Case study	Government initiatives crucial for reform success	Lack of detailed analysis of specific initiatives	Provided detailed examples of government initiatives in CBC
Makunja (2015)	Competency-based curriculum in Tanzania	Qualitative study with interviews	Government policy and teacher training are critical	Limited focus on implementation challenges	Examined specific challenges and solutions in CBC implementation
Momanyi & Rop (2019)	Importance of soft skills in CBC	Mixed-methods study	Soft skills are vital for CBC effectiveness	Insufficient emphasis on practical integration of soft skills	Detailed the integration of soft skills within CBC and their importance
Muraya (2019)	Challenges in CBC implementation in Kenya	Qualitative study	Infrastructural challenges are significant barriers	Limited focus on technology integration challenges	Addressed barriers to technology integration and suggested solutions
Hornby & Lafaale (2011)	Parental involvement in education	Qualitative study with interviews and focus groups	Various factors hinder parental involvement	Limited focus on overcoming specific barriers	Identified specific barriers to parental involvement and suggested strategies
Goodall & Montgomery (2014)	Psychological factors influencing parental involvement	Qualitative study with surveys	Motivation and self-efficacy are key barriers	Need for strategies to enhance parental motivation and self-efficacy	Suggested targeted strategies to improve parental engagement

2.2 Parental involvement in CBC

The school-family collaboration is embedded in research and is the basis of several educational policies of parents to work with schools in a manner that aids the child's holistic development (Antony-Newman, 2019) Parents and other primary caregivers are the child's first teacher and this responsibility continues when the child starts school and endures even in adulthood. Parental involvement in their children's education through a collaborative partnership with schools, research indicates positive impacts on school related outcomes for

children (Kalayci & Oz, 2018). Besides this overarching aim of home school partnership, other proven benefits of this collaboration include improvement of school programs and school climate, provision of family services and support, increased parents' skills and leadership, connection of families with others in the school and in the community as well as helping teachers with their work (Kabir & Akter, 2014).

An exploration of parental involvement in the educational trajectories of children in Europe revealed that parents were aware that the future of the child not only depends on teacher's work but also to a great and growing degree on parents as co-educators (Marschall, Lowenhielm, Sayers, & Andrews, 2017). In Norway, owing to the acknowledgement of the importance of home-school cooperation, parental involvement is institutionalized through formulations in central policy documents (Bæck, 2015). Three forms of parental involvement were gift/sacrifice, future academic socialization, and school involvement which were established significantly correlated positively with academic outcomes for Latino students in America (Ceballo, Maurizi, Suarez, & Aretakis, 2014).

In the USA, benefits of parental involvement in the education of their children notwithstanding, parents face challenges in their efforts to engage actively with schools. Impersonal school environments including unfriendly and hostile interactions with teachers is a challenge as parent's attempt to establish relationships with schools and comprehend their roles in the partnership (Fishman & Nickerson, 2015; Murray, Finigan-Carr, Jones, Copeland Linder, Haynie, & Cheng, 2014; Okeke, 2014). Another barrier to parental involvement is the Socio-Economic Status (SES) of the parent. Parents with low levels of academic socialization are hard to reach and there is a perception that does not value education (Carolan & Wasserman, 2015).

As reported by Goodall & Montgomery, (2014) in United Kingdom parental psychological repertoire which include motivation, self-efficacy and parental role

construction, own experiences of education were other barriers identified. This interfered with parents' beliefs about what they should do in regard to their involvement in school, what drives them to get involved in school activities as well as their ability to get effectively involved. From the foregoing, it is apparent that parental involvement in the education of their children is evidently an area of interest. Indeed, parents are entitled to have knowledge of and access to the educational development of their children.

In South Africa, parental involvement is legitimized in the South African Schools Act and a study on the effects of black parents' involvement on the success of their children indicated that those parents who played little or no role in their children's homework and study programmes contributed to the poor performance of their children's educational pursuit. Makgopa and Mokhele (2013) proposed an apt strategy that resonates with the collective orientation of African traditions where retired teachers could be requested to „adopt“ children whose parents are illiterate by helping them with homework. For the retired teachers, this would be an opportunity to give back to society thus accruing the psychological benefits of such an endeavor. The findings of the research from which this paper is anchored on, offers preliminary evidence for the need to mitigate challenges facing parental collaboration in the implementation of the competency-based curriculum. The study recommends that future research can focus on other variables in family –school engagement such as parents and teachers' role construction in view of parental involvement, perceptions and attitudes among others.

Parental involvement plays a pivotal role in a child's educational outcomes in a child's learning outcomes. Nevertheless, parents encounter challenges in this partnership. Lack of time owing to competing obligations and lack of training on their roles were the major impediments highlighted. Strategies for involvement are likely to be effective if they are contextualized and parents are actively involved in their development. It is also necessary

that parents comprehend aspects of their involvement to better able be fully engaged. Opportunities ought to be availed for orientation and training to empower parents for effective parental involvement (Jaiswal, 2017).

A study conducted by Mahuro and Hungi (2016), which scrutinized parental involvement in two rural districts of Uganda, utilized Epstein's parental involvement framework as their methodological cornerstone. The researchers discovered a notable positive correlation between parental involvement and children's academic outcomes. Specifically, they found that increased parental engagement in curriculum reforms significantly bolstered the numeracy and literacy scores of the children involved, underscoring the potential influence of parental participation on student success.

In Tanzania CBC initiative was launched in 2005 through the Tanzania Institute of Education (TIE) the key aim of equipping school graduates with sufficient knowledge and life skills for them to survive academically and socially in the modern world (Milligan et al., 2017; Kitta & Tilya, 2010). In Rwanda CBC was implemented in 2016, the government of Rwanda launched a Project for Supporting Institutionalizing and Improving Quality of SBI Activity (SIIQS Project) launched in Jan 2017 to strengthen support implementation of CBC curriculum in classrooms (Yamashita et al , 2017).

In Kenya, the government, via the Kenya Institute of Curriculum Development, adopted the Competency Based Curriculum (CBC) in 2016. Among the guiding principles of this curriculum, parental empowerment and engagement are emphasized, underscoring the significance of parent-teacher collaboration. The curriculum encourages a proactive approach to enhancing parental involvement in cultivating the potential of learners (Republic of Kenya, 2017). Prior studies conducted in Kenya echo the importance of such parental involvement in children's educational outcomes (Koskei, 2014).

However, these studies were conducted within the context of the former curriculum, the 8-4-4 system of education. Since the introduction of the CBC, there has been a conspicuous scarcity of empirical research regarding parental involvement. Recent media reports suggest that parents are grappling with their enhanced role as co-educators as prescribed by the CBC. This isn't an unprecedented issue, as the active participation of parents in their children's education isn't necessarily a straightforward task. In fact, research has identified challenges associated with the six types of parental involvement and suggests that each challenge should be contextually mitigated to ensure effective parental participation in school activities (Giti, K'Akumu & Ondieki, 2019).

Nduku (2014), carried out research on Parental Involvement on Pupils' Performance in Mathematics in Public Early Childhood Education in Kenya. Studies have shown that parental involvement directly affects their children's mathematics achievement. Learners whose parents are involved in their education are more likely to perform better in mathematics and achieve more than other Learners.

While the reviewed literature had a lot of information on parental involvement on Curriculum implementation in Developed Countries with different education systems, the current study seeks to explore the parental involvement in CBC in Kenya which is less developed and has a different education system which may present different findings.

2.3 Government's involvement in CBC

In the USA, the competency-based education movement began in the 1960s with efforts from the government to reform teacher education and training (Hodges & Harris, 2012). The Oklahoma public schools' resource center, commissioned by the government, researched competency-based education models in other countries to apply best practices at home. It focused on countries that perform above USA in Pisa examinations. Pisa is a program for international student assessment run by the organization for economic

cooperation and development in member and non-member nations intended to evaluate educational systems by measuring 15-year-old school pupils' scholastic performance in science, mathematics and reading, Organization for Economic Corporation and Development (OECD 2016). This report highlights results from Canada, Finland and Scotland.

The government of British Columbia, Canada, under its K-12 innovation strategy, embraced a Competency-Based Curriculum (CBC). The key focus was flexibility and innovation, enabling teachers to personalize learning. The strategy intended to provide teachers with more autonomy, allowing students to choose how to demonstrate competency in deeper learning outcomes (OECD, 2016).

In Finland, the National Curriculum Framework was set by the government, giving schools the guidance and freedom to set their own teaching methods, standards, and detailed outcomes. Similarly, Scotland's curriculum for excellence was also sanctioned by the government, providing schools with the flexibility to provide progression pathways suitable for local needs. It focuses on formative assessment in the classroom through clear pedagogical strategy that relates learning goals that students can clearly articulate.

The sixth edition of the National Policy on Education guaranteed stakeholder participation with a view to eliminating overlaps, and to sustain and achieve synergy among diverse stakeholder groups (Federal Republic of Nigeria National Policy on Education, 2013). This policy forms the basis of the present study, which seeks to gather data on the perceptions of stakeholders about what constitutes quality in education. The main objective of the study, therefore, was to examine what quality education means from the viewpoints of key education stakeholders, namely, policy makers, policy implementers, school administrators and parents.

South Africa pioneered the competency-based curriculum in Africa in 1998 due to an acute shortage of professionals. This move was facilitated by the South African government

and aimed at equipping the populace with employable skills to deal with 21st-century challenges. (Mulenga and Kabombwe, 2019).

Competence Based Approach (CBA) is currently an emerging concept introduced by the government of Cameroon to its educational system. The shift in teaching in Cameroon educational paradigm has propelled the gradual move from Objective Based Approach (OBA) also called the communicative approach (CA) to the CBA over the years. Currently, the CBA is used in public secondary schools in the country. According to Tabe (2019), this current trend from the OBA to the CBA should normally go alongside an alteration of the syllabus approach, course objectives, material designing and more especially instructional material development.

The most important thing in the CBA is for the learner to be engaged actively in all aspects of knowledge acquisition, skills development and professional behaviors that need to be demonstrated and practiced in a specific discipline. According to Bashar (2013), CBA may also be viewed as Competency Based Education (CBE), Competency Based Education and Training (CBET), Competency-Based learning (CBL), Competency-Based Instruction (CBI) and Competency-Based Programs (CBP). It can also be used interchangeably with the Performance Based Approach (PBA) Competency Based Approach is learner-centered; hence small class sizes are preferred to enable effectiveness. According to Makunja (2015), a class size is between 40-50 learners. Currently in most of the institutions in Tanzania, the average class size is a hundred learners and above which restrains teachers from attending to individual needs. Samia & Nadia (2012) studied problems facing teachers in the implementation of the CBA in teaching Writing. They agree that there are difficulties in teaching. Teachers confessed that these problems touched them, and they feel unable to overcome them because they lack sufficient information.

The Tanzania government has introduced short trainings that greatly influenced easy implementation of CBC. The Competence-based education and training (CBET) is a functional approach to education as it emphasizes that learners need to gain necessary knowledge, skills, understanding and attitudes or values to work successful in their own profession or occupation. It is regarded as a holistic approach to education since training favors all the trainers in the education system. It is affirmed that trainers’ “training plays a significant role in the successful implementation of innovative programmes” (Bumen, Cakarand Göğebakan-Yildiz, 2014).

Makunja (2015) investigated the challenges facing teachers in implementing competence-based curriculum in secondary schools in Tanzania and found out that teachers faced a variety of challenges that impeded the effective implementation of competence-based curriculum in teaching and learning especially lack of effective training on the use of the CBA. Hatmanto, (2011) adds that the Implementation of CBA is ineffective because of lack of readiness among the learners and teachers. The ideal condition of CBC demands that both facilitators and learners should be ready to undergo the teaching and learning process in class, but in reality, the opposite condition happens. According to him, there are some learners and teachers who are not ready to learn and teach respectively and this makes it difficult for the CBA to be fully implemented.

In Zambia, the Ministry of Education revised the education system from knowledge-based to skill-based in 2013. This shift was aimed at preparing learners for future challenges, making them self-motivated, lifelong learners. The aim was to produce self-motivated, lifelong learners, confident and productive individuals, holistic, independent learners with the values, skills and knowledge to enable them to succeed in school and in life (Zulu, 2015).

The government of Rwanda, despite facing challenges like insufficient teaching and learning materials, large classes, and lack of parental support, has seen an increase in pass rates and attendance in schools where CBC is implemented (Urunana, 2018).

In Kenya, the Ministry of Education, representing the government, has played a pivotal role in launching and implementing the Competency-Based Curriculum (CBC), a transformative approach in the Kenyan education system. This initiative was born out of the Task Force on Re-Alignment of the Education Sector (2012), which was commissioned to review and align the education, training, and research sector with the Constitution of Kenya 2010. The CBC was officially launched by the Ministry of Education in 2017 and designed by the Kenya Institute of Curriculum Development (KICD). To facilitate the successful implementation of CBC, the Ministry has made considerable strides to equip teachers with the necessary skills and knowledge. As reported by Muraya (2019), a cadre of 181 master trainers has since provided training to 1,165 regular and special needs education curriculum support officers, and 1,320 CBC champions have been trained to serve as trainers of trainers. This training often takes place during school holidays, ensuring that teachers are adequately prepared for the CBC approach when the school term begins. Additionally, the Ministry is encouraging schools to prioritize the provision of adequate teaching and learning materials. To this end, it has proposed allocating sufficient funds to headteachers and school management boards. The intent is to ensure that each school has the necessary resources to deliver the CBC effectively. Furthermore, school heads and management boards are advised to involve students in the planning of learning sessions and in organizing revision schedules. This collaborative approach seeks to engender a sense of ownership among students and foster their engagement with the learning process. Despite these government efforts, it's crucial to note that challenges remain, particularly at the lower levels of the education system. While various policies and programs have been put in place to support curriculum reforms,

there's still a dearth of information on the success or failure of these policies when it comes to CBC implementation.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter delves into the research methodology used in the study, which includes details about the research design, the location of the study, the target population, as well as the sample size and the process used to select this sample. This chapter also evaluates the validity and reliability of the tools used for data collection. Lastly, the chapter explains the methods used for collecting data and the subsequent analysis of that data.

3.2 Research Design

According to Yin (2011), research design serves as a roadmap or blueprint of procedures that informs the researcher's choices regarding data collection and analysis approaches. As Kothari and Garg (2014) affirm, the selection of a research design hinges upon the study's topic and setting, the motivation behind the study, and the nature of the required data. Creswell (2014) defines research design as the comprehensive strategy that bridges the gap between conceptual research problems and viable empirical research, offering specific guidance for procedural aspects of the research.

In the context of the present study, a descriptive research design with a mixed-methods approach was employed. A descriptive research design aims to provide a comprehensive and accurate description of a phenomenon or situation, without manipulating variables or establishing causality (Babbie, 2010). By incorporating a mixed-methods approach, this research design integrated both quantitative and qualitative data collection and analysis techniques within a single study.

The decision to adopt a descriptive research design within a mixed-methods approach was driven by the need for an in-depth exploration and description of stakeholder involvement in the implementation of the Competency-Based Curriculum (CBC) in early childhood education. This approach facilitated the collection of diverse data, including quantitative data from surveys and qualitative data from focus group discussions and interviews, allowing for a more nuanced and comprehensive understanding of the phenomenon under investigation.

One of the key advantages of this research design is its systematic and structured approach to data collection, analysis, and integration. The descriptive nature of the design aimed to provide a detailed and accurate representation of the stakeholder involvement processes, experiences, and perspectives, while the mixed-methods approach enabled triangulation of data from multiple sources, methods, and viewpoints. This disciplined and integrative approach promoted reliability, credibility, and a holistic understanding of the research problem (Creswell & Plano Clark, 2018).

3.3 Study Location

This research was conducted in Kisumu Central Zone, situated within Kisumu County in Kenya. Kisumu, the third-largest city in Kenya, lies roughly 0°04'55" south of the Equator and 34°47'43" east of Greenwich. Nestled on the shores of Lake Victoria, the world's second-largest freshwater lake, the city stands at an elevation of 1160 meters above sea level. The city sprawls over an area of around 417 square kilometers, of which 297km consists of landmass and the remaining 120km is covered by water bodies. The population of Kisumu, according to the Kenya National Bureau of Statistics (KNBS 2019), stands at 721,082 individuals, with the majority (714,668 individuals) residing in urban areas. The population density is estimated at 4.3 individuals per household. The city's economy is primarily driven by agriculture and fishing, serving as the retail epicenter for the entire

Lake Victoria basin. Kisumu holds the distinction of being the capital of the Nyanza Region in western Kenya and was recognized as a Millennium City by Columbia University's Earth Institute in 2006. It is positioned approximately 400 kilometers northwest of Nairobi, Kenya's capital city. Despite its significance, Kisumu grapples with high unemployment levels. The city's workforce, both skilled and unskilled, experiences an estimated unemployment rate of 30%. Moreover, about 52% of the working population is engaged in informal activities (NODALIS, 2019), reflecting the socio-economic challenges faced by the region.

Kisumu's socioeconomic profile, geographical location, and cultural diversity make it a compelling location for studying the implementation of the CBC in early childhood education. It offers a context that is both richly diverse and fraught with challenges - a combination that can yield important insights and lessons for education reform.

3.4 Target Population

Saunders, Lewis, and Thornhill (2012) define the target population as a group or category of individuals, objects, or animals that share one or more common characteristics, chosen as the subjects for a study. Similarly, Cox (2013) denotes the target population as the complete set of entities or units from which study data are gathered and used to draw inferences. The identification of the target population is as crucial as establishing the objectives of the study, as it sets the foundation for the results and generalizations derived from the research. For this study, the target population was comprised of 377 individuals. This group included 174 teachers from public schools, 108 teachers from private schools, 94 parent representatives along with one Curriculum Support Officer (CSO). These stakeholders were carefully chosen as they play significant roles in the implementation of the Competence Based Curriculum and can provide valuable insights into its execution. The distribution of this population for the study is illustrated in Table 3.1.

Table 3.2

Population distribution

Population	Frequency
Teachers in Public Schools	174
Teachers in Private Schools	108
Total Number of Teachers	282
Parent representatives	94
CSO	1
Grand Total	377

Source:

Research Data (2023)

3.5 Sample Size Determination and Sampling Technique

3.5.1 Sample Size

A sample size refers to the subset of a population selected for observation in a research study. As Cooper and Schindler (2014) explain, an ideal sample size should be sufficient to accurately represent the broader population, while also being economical in terms of participant availability, time, and financial cost. A well-selected sample can provide valuable insights and allow researchers to make generalizations about the overall population, improving the applicability and significance of their research findings. In determining the appropriate sample size for this study, the researcher utilized the approach proposed by Krejcie and Morgan (1970). This method provides a robust framework for deciding upon a suitable sample size in research studies. It considers various factors such as the population size, the margin of error, the confidence level, and the population variance to determine the optimal sample size that balances the need for representation and practical considerations.

$$\text{Sample size } (s) = \frac{x^2 NP(1-P)}{d^2(N-1) + x^2 P(1-P)}$$

Where,

S = the required sample size.

x^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (**0.05 = 3.8416**), where $3.841 = (1.96 * 1.96)$

N= the population size.

P= the population proportion (assumed to be 0.50 since this would provide the maximum sample size.

d= the degree of accuracy expressed as proportion (0.05).

Using the formula, we proceed as follows;

$$S = \frac{x^2 NP(1-P)}{d^2(N-1) + x^2 P(1-P)}, \text{ replacing in the formular}$$

$$S = \frac{3.8416(377)(0.5)(0.5)}{0.05^2(377-1) + 3.8416(0.5)(0.5)}$$

$$S = \frac{362.0708}{0.0025(377) + 3.8416(0.25)}$$

$$S = \frac{362.0708}{0.9425 + 0.9604}$$

$$S = \frac{362.0708}{1.9029}$$

$$s = 190.273$$

$$s \approx 190$$

Therefore, the researcher sampled 190 respondents.

3.5.2 Sampling technique

A sampling technique refers to the method employed by a researcher to assemble a collection of individuals, places, or objects for study. Essentially, it is a method of selecting a

subset of individuals or objects from a population in such a way that the selected group encapsulates characteristics representative of the entire group (Cooper & Schindler, 2014).

For this study, the researcher employed a proportional stratified sampling technique. In this approach, the entire population was segregated into distinct subgroups or strata, "Proportional Allocation Formula" was applied to calculate the sample size for each stratum, following which random selections were made from each stratum. To illustrate, the first stratum was comprised of 174 public school teachers, out of which 88 were selected via simple random sampling. The second stratum consisted of 108 private school teachers, from which 54 were selected using the same method. The third stratum comprised of 94 parent representatives, with 47 being selected. Lastly, the Curriculum Support Officer (CSO), a stratum of only one individual, was automatically included in the study due to its singular nature.

This method took into account the relative size of each stratum compared to the total population, ensuring that the sample was proportionately representative of all the subgroups within the larger population. The key to stratified random sampling is that it allows for a more accurate representation from each stratum within the total population. It ensures that even smaller strata (like the single CSO) are adequately represented in the study, increasing the reliability, and decreasing the potential bias of the results. Table 3.2 outlines the proportional allocation method used in determining the sample size for different groups involved in the study.

Table 3.2:
Sampling Distribution

Sr.no.	Groups	Population	Proportional allocation (N_i)	Sample Size
			$n_i = (N_i \times n)/N$	
1	Teachers in Public Schools	174	$(174 \times 190)/377$	88
2	Teachers in Private Schools	108	$(88 \times 190)/377$	54

3	Parent representatives	94	$(94*190)/377$	47
4	CSO	1	$(1*190)/377$	1
	Total	377	$(377*190)/377$	190

Source:

Research Data (2023)

The "Population" column (Ni) refers to the total number of individuals in each group. The "Proportional Allocation Formula" column represents the mathematical formula applied to calculate the sample size for each group, and the "Sample Size" column shows the number of individuals selected from each group for the study. This proportional allocation ensures an equitable representation of each group in the study, aligning with the principles of the Krejcie & Morgan formula.

3.6 Data Collection Instruments

3.6.1 Questionnaires

A questionnaire is a widely utilized tool in research for gathering data, it enables the collection of valuable information about a specific population (Gatara, 2010). Questionnaires consist of carefully crafted questions, tailored to generate responses directly related to the study's objectives.

In this study, focusing on the implementation of the Competence Based Curriculum (CBC), questionnaires were administered to a total of 142 teachers, which included both public and private schools. Specifically, 88 teachers from public schools and 54 teachers from private schools were part of this process, determined by the proportional stratified sampling technique. The questionnaires were also disseminated among the 47 parent representatives, expanding the scope of perspectives captured in the study. The questionnaires aimed to gather comprehensive insights about the teachers' and parents' involvement and their views on the CBC. To facilitate ease of completion and submission, the questionnaires were delivered in both paper format and as a Google Form, recognizing

that many parents and teachers had access to smartphones. This consideration was particularly pertinent in the wake of the COVID-19 pandemic, as the majority of parents and teachers had acquired smartphones due to the shift to online learning as part of pandemic response measures. This dual-mode delivery ensured a wider reach and greater accessibility for all participants in the study.

3.6.2 Focus Group Discussion

Focus Group Discussions (FGDs) serve as a potent tool in qualitative research, adept at extracting in-depth insights, opinions, and attitudes on specific subjects from targeted groups (Van et al., 2017). These discussions, facilitated by a skilled moderator, allow for uninhibited interactions among participants. This fosters a platform where intricate issues are unraveled, producing profound, nuanced data. In this particular study, the lens was focused on the parent representatives' views and experiences regarding the Competence Based Curriculum (CBC). An impressive total of 47 parent voices resonated through these FGDs.

Kisumu Central Subcounty, segmented into six administrative wards, became the study's backdrop. To gather insights, Focus Group Discussions (FGDs) were held in each of these wards. The first three zones had eight participants each, the fourth had seven, and the fifth and sixth zones again welcomed eight participants each. Altogether, 47 parent representatives from the entire subcounty were engaged, ensuring a comprehensive understanding of perspectives on the CBC's implementation. The interactions during these discussions provided valuable input, helping to enrich the understanding of stakeholder involvement in the implementation of the CBC.

3.6.3 Interview schedule

According to Rosenthal, M. (2016) an interview is a qualitative research technique utilized for gathering data through direct, verbal interaction between the interviewer and the interviewee. It can be structured, semi-structured, or unstructured, and involves the

interviewer posing questions to collect information pertinent to the research objectives. Interviews are particularly advantageous when the goal is to capture in-depth insights and personal perspectives on complex subjects directly from the involved individuals. For this study, an interview schedule was employed to gather data from the Curriculum Support Officer (CSO). This interview schedule, which had a carefully prepared checklist of questions, was developed in consultation with the study's supervisors and experts in the Competence Based Curriculum (CBC). A meeting was arranged with the CSO, during which the structured interview was conducted. As the representative of government interests and initiatives at the county level in matters related to education, the CSO's position was paramount to this study.

Providing the governmental viewpoint on the implementation of the CBC, the CSO contributed critical information that enriched the understanding of the government's role, strategies, and contributions towards the implementation of CBC. This depth of understanding added a crucial dimension to the study's findings, enhancing both the breadth and balance of the research.

3.7 Validity and Reliability of the Instruments

3.7.1 Validity

Validity, as explained by Harper and Thompson (2011), refers to the degree to which a research instrument can accurately measure the phenomenon it is intended to measure. It determines whether the results derived from data analysis truly represent the variables under study. To ensure the validity of the data collection tools used in this research, these tools were subjected to expert review. Specialists at Joust were asked to critically evaluate and suggest necessary modifications, thereby helping to ensure that the tools accurately captured the desired information. Each question in the questionnaire was meticulously assessed against the research objectives, thereby ensuring alignment. The questionnaires, designed to be

straightforward and comprehensible, were distributed by experienced professionals to avoid misinterpretation. The items within the study instruments were organized from simpler to more complex concepts to facilitate comprehension and engagement from respondents. Any items that did not align with the objectives of the study were scrutinized and removed or revised. The researcher then ensured that the items in the instrument were interrelated and covered all the vital areas of the study. Following these meticulous checks and revisions, the final version of the questionnaire was prepared. This refined version was more focused, accurate, and consistent with the study objectives, thereby enhancing the overall validity of the data collection process.

3.7.2 Reliability

Reliability, as defined by Karemu (2014), pertains to the extent to which a research instrument yields consistent results or data across repeated trials. It reflects the study's repeatability (Bryman, 2012), and it examines whether a research instrument produces stable scores when given to the same group of respondents under similar conditions (Thompson, 2013). To evaluate the reliability of the research instruments used in this study, a pilot study was implemented in three neighboring schools within Kisumu Central Zone. This pilot study consisted of distributing questionnaires to five teachers, conducting an interview with the Curriculum Support Officer (CSO), and organizing focus group discussions with five groups of parent representatives. The sample size for this pilot study was 10%, following the recommendation of Eldridge, Costello, Kahan, and Kerry (2015).

In order to test the reliability of the items in each instrument, a test-retest method was employed. This involved administering the same instruments to the same group in two separate instances spaced two weeks apart. Based on the feedback and results obtained from the first administration, adjustments were made to the instruments before the retest.

Reliability in a study is inversely proportional to the degree of random error. Random error refers to the deviation from the true measurement, attributed to factors not effectively addressed in the research. Such deviations could be due to inaccuracies during scoring or to unidentified factors.

For this study, the Rosenberg scale (1965) was utilized to determine the test-retest reliability, yielding a result of $r = 0.731$. Given that coefficients ranging from 0.72 to 0.87 are considered fairly high and any value above 0.7 is deemed reliable, the research instruments utilized in this study demonstrated sufficient reliability.

3.7.3 Trustworthiness and Authenticity of Qualitative Data

The trustworthiness of a research study is crucial in assessing its value. Lincoln and Guba (1985) describe it as a set of techniques used in qualitative research to meet specific criteria. Credibility ensures that the study accurately measures or tests what it was intended to examine. Transferability refers to the extent to which the findings of one study can be applied to other contexts. The primary concern is often to demonstrate that the research findings accurately represent what was intended and that these findings could be applicable in similar situations involving different populations.

Dependability implies that if the same research were conducted again using the same methods and participants, the results would be consistent. Conformability relates to the qualitative researcher's concern with objectivity, ensuring that the study's findings reflect the experiences and ideas of the participants rather than the researcher's personal biases or preferences. Triangulation plays a key role in enhancing conformability by minimizing the potential influence of the researcher's biases, as highlighted by Lincoln and Guba (1995).

3.8 Data Collection Procedure

Prior to initiating the study, requisite permissions were secured from several authorities. A research permit was obtained from the Ethical Review Committee (ERC) of the

Jaramogi Oginga Odinga University of Science and Technology. Additional authorizations to conduct the study were sought and received from the National Commission for Science, Technology and Innovation (NACOSTI), the Ministry of Education Office, and the office of the Governor of Kisumu County. Assurances were given to the stakeholders involved in the study that all information they provided would be treated with utmost confidentiality and solely used for research purposes. To facilitate this, the questionnaires were distributed to stakeholders two days in advance of the designated day. This allowed them sufficient time to review and respond to the questions, further reinforcing the ethical standards and respect for the participants' time and contribution maintained throughout the study.

3.9 Data Analysis

3.9.1 Quantitative data Analysis

The collected data from the questionnaire was meticulously edited to ensure both consistency and completeness. Any anomalies or missing values were addressed prior to the coding stage. The data was then translated into numerical values to facilitate straightforward analysis and interpretation (Kumar, 2011). The SPSS Version 25 software was used for data entry and analysis. Descriptive statistics were employed to examine the quantitative data, which were subsequently presented in tabular form for clarity and easy interpretation. This methodology enabled the researcher to extract pertinent information and establish a solid basis for comparison across the study variables (Loeb et al., 2017).

3.9.2 Qualitative Data Analysis and Presentation

The study utilized Thematic Analysis to analyze qualitative data obtained from interviews. This process involved coding responses, categorizing them into key themes, and presenting the findings in a narrative format. Thematic Analysis was chosen for its flexibility and accessibility in identifying and analyzing patterns within the data (Braun & Clarke, 2006; Raburu, 2011). The analysis aimed to accurately represent participants' perspectives by

maintaining a rigorous and careful approach, including re-reading, coding, and cross-checking with experts.

To ensure validity and prevent bias, the interpretations were continually challenged, and an expert was consulted to verify the consistency of the codes and themes. The process involved categorizing data to link participants' responses to the main research questions, enabling a deeper understanding of their shared experiences. Themes were identified by examining how linked experiences fit within the entire data set, ensuring coherence and accurate representation of participants' views. Despite the potential influence of the researcher's identity on the analysis, efforts were made to maintain an open mind and ensure that the identified themes reliably reflected the respondents' perspectives (Denscombe, 2003; Flick, 2009). Thematic Analysis was conducted following the six steps outlined in Table 3.3.

Table 3.3

Steps of Thematic Data Analysis

Phase	Description of the Process
1. Familiarizing yourself with data	Reading data, reading and re-reading the data noting down initial ideas.
2. Generating initial codes	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code
3. Searching for themes	Grouping codes into potential themes, gathering all data relevant to each potential theme.
4. Reviewing the themes	Checking if themes work in relation to coded extracts and the entire data set. Generating a thematic map of the analysis.
5. Defining and naming the themes	Ongoing analysis to refine the specifics of each theme, and overall story the analysis tells, generating clear definitions and names for each theme.
6. Producing the report	The final opportunity for analysis. Selection of vivid, extract examples, final analysis of selected extracts, relating back the analysis to the research question and literature, producing a scholarly report of the analysis.

Source: Adapted from Braun and Clarke (2006)

Table 16 outlines the six phases of thematic analysis for generating themes, as described by Braun and Clarke (2006). The study utilized a deductive approach to analyze the qualitative data, following a systematic procedure where the analysis was guided by specific objectives

(Liu, 2016). The qualitative data was used to explore the perceptions of trainers and the sub-county coordinator of pre-primary education, who were responsible for evaluating and supervising training centers, regarding academic performance.

3.10 Ethical considerations

Creswell (2014) emphasizes that a researcher should obtain an informed consent from the respondents to ensure that all the information is given voluntarily. The researcher looked into issues of ethics in this study and addressed them before hand to protect the rights of the respondents and the researcher. The researcher sought for research permit from Jaramogi Oginga Odinga University of Science and Technology Ethical Review Committee (ERC). Permission to carry out the study was obtained from the NACOSTI, Ministry of Education Office and the office of the Governor Kisumu County before collecting data. The stakeholders were assured that the information they give will be treated as confidential and for research purposes. The questionnaires were distributed to the stakeholder two days before the actual day to read and answer the questions.

The selected respondents were assured of confidentiality of the information provided. Consent of the respondents was sought by asking them to sign consent letters if they would participate in the study. Confidentiality of the data collected was enhanced by instructing the respondents not to include their names in the questionnaires.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents analysis of the collected data, interpretation, and the presentation of the research findings so as to make meaningful deductions. Presentation of results was consistent with the objectives of the study and the conceptual framework. The analysis comprised of descriptive and inferential statistics. The findings were presented using tables, graphs, and charts.

4.2 Respondents Rate

The initial step in the data analysis process involved determining the response rate. The questionnaires were disseminated among 189 participants, comprising 142 teachers from private and public schools, and 47 parent representatives with the stipulation of one submission per respondent. The returned questionnaires accounted for 96 teachers and 38 parent representatives. This equated to a response rate of 70.9%, which suggests a high level of success in engaging participants for the study. Such a return rate is considered more than adequate to facilitate generalizations based on the study's findings. Saunders, Lewis, and Thornhill (2012) posit that a return rate exceeding 50% is deemed acceptable in research studies. This standpoint is echoed by Mugenda and Mugenda (2003), who suggest that a response rate of 60% or higher is considered satisfactory for data analysis. Therefore, the response rate achieved in this study comfortably surpassed these thresholds, indicating its robustness and validity. The findings are according to Table 4.1 below.

Table 4.3

Response Rate

	Frequency	Percent
Returned	134	70.9%
Not Returned	55	29.1%
Total	189	100.0

Source:

Research Data (2023)

4.3 Demographic Characteristics

The study initiated a process to collect basic information from respondents, the purpose of which was to assess their suitability for inclusion in the study. The subsequent subsections offer vital details regarding the demographic characteristics of the respondents, specifically focusing on age and gender.

4.3.1 Gender

In this study, gender identity was deemed a crucial demographic aspect. Respondents had the autonomy to self-declare their gender as male or female. The distribution of respondents according to gender is represented in Table 4.3 below.

Table 4.2

Gender Distribution

	Frequency	Percent
Male	40	29.6
Female	94	70.4
Total	134	100.0

Source:

Research Data (2023)

The gender distribution among the respondents, as illustrated in Table 4.3, reveals a significant majority of female participants. Of the total 134 respondents, 94 individuals, or 70.4%, were female, while the remaining 40 respondents, making up 29.6%, were male. This discrepancy in participation mirrors the existing gender dynamics in early childhood development education () in Kisumu Central Zone, where females represent the majority of the teaching workforce. Moreover, this gender trend extends beyond the classroom to parental representatives who participated in the survey. The majority of these participants were also female. This finding highlights the substantial involvement of females in educational matters within the Kisumu Central Zone, reflecting their active engagement in both teaching roles and participation in community and parental forums related to education.

4.3.2 Age

This section delves into the age distribution of the respondents. At the time of survey participation, respondents' ages were grouped into distinct categories: 19 to 30, 31 to 40, and above 40 years. The specific age group breakdown can be observed in Table 4.3 below.

Table 4.3

Age Distribution

	Frequency	Percent
19 to 30	8	6.2
31 to 40	79	59.3
More than 40	47	34.5
Total	134	100.0

Source:

Research Data (2023)

Table 4.3 presents the age distribution of the respondents, revealing a significant majority in the age group of 31 to 40 years. Out of the total 134 respondents, 6.2% (8 respondents) were in the age group of 19 to 30 years, 59.5% (79 respondents) were aged between 31 and 40 years, and the remaining 34.5% (47 respondents) were above 40 years of age. These findings demonstrate that a predominant share of the respondents, approximately 59.3%, falls within the age bracket of 31 to 40 years. This insight provides an understanding of the demographic profile of the survey participants, indicating that the views and perceptions captured in this study are primarily from individuals within this age range.

4.4 Descriptive statistics

This section provides a detailed analysis of the collected data, emphasizing summary statistics that bring out notable patterns and trends. The main findings are showcased using tables, specifically through the use of frequency distribution tables to exhibit the data.

4.4.1 Assessment of teachers' involvement in the implementation of CBC in early childhood education in Kisumu Central Zone, Kenya

The initial objective of this research was to assess teachers' involvement in the implementation of the Competence-Based Curriculum (CBC). As the primary deliverers of education, teachers, tutors, and school administrators hold pivotal roles in operationalizing CBC. Their faith in the curriculum's effectiveness is imperative for its successful application.

The study encompassed teachers from both public and private schools within Kisumu Central Zone. Their inclusion in this research was indispensable, given their frontline position in enacting the Competence-Based Curriculum. As active agents in the educational field, their involvement spans various dimensions, such as engaging in continuous professional development, contributing to the design of the curriculum, and providing essential feedback on its effectiveness, provision of needs, follow ups, and collaborations. Upon engaging the teachers, the findings are presented in the subsections below.

4.4.1.1 School Type

This section presents findings on school type. Table 4.2 shows the findings.

Table 4.4

School Type

	Frequency	Percent
Public	65	67.7
Private	31	32.3
Total	96	100.0

Source:

Researcher Data (2023)

Table 4.4 delineates the distribution of respondents based on their affiliation with public or private schools. Out of 96 respondents, 65, accounting for 67.7%, were from public schools, while 31, representing 32.3%, were from private schools.

This indicates that a significant majority (67.7%) of the participants in this study were from public schools. This distribution mirrors the educational infrastructure in Kisumu Central Zone and throughout Kenya, where public schools constitute the majority of Early Childhood Development Education (\$%) institutions.

4.4.1.2 Grade taught.

This section presents findings on distribution of respondents by grade. Table 4.5 shows the findings.

Table 4.5

Grade

	Frequency	Percent
Grade 1	16	16.7
Grade 2	20	20.8
Grade 3	16	16.7

Grade 4	15	15.6
Grade 5	14	14.6
Grade 6	15	15.6
Total	96	100.0

Source:

Research Data (2023)

Table 4.5 presents a detailed breakdown of the respondents based on the grade levels they teach. The data reveals that out of the total 96 respondents, 16 teachers (representing 16.7%) instruct grade 1 students, 20 teachers (making up 20.8%) educate grade 2 students, and 16 teachers (accounting for 16.7%) teach grade 3. Furthermore, 15 teachers each, representing 15.6%, teach grades 4 and 6, while 14 teachers, equivalent to 14.6%, instruct grade 5 students.

4.4.1.3 Duration of Service

This section presents findings on duration of service of respondents. Table 4.6 shows the findings.

Table 4.6:

Duration of service

	Frequency	Percent
1 to 10	14	14.6
11 to 20	20	20.8
Over 20	62	64.6
Total	96	100.0

Source:

Research Data (2023)

The data outlined in Table 4.6 categorizes the respondents based on their professional teaching experience. Among the pool of 96 respondents, we observe a spectrum of experience ranging from 1 to over 20 years. A segment of this pool, approximately 14.6% (14

teachers), had experience ranging from 1 to 10 years. A slightly larger group, consisting of 20 (20.8%) teachers constituted between 11 to 20 years of teaching experience.

However, the group with the most representation, comprising 62 (64.6%), had over 20 years of teaching experience. Thus, a significant majority of the participants were seasoned educators, with over two decades in the teaching profession.

4.4.1.4 Training

The data displayed in Table 4.7 pertains to the respondents' training related to the Competence-Based Curriculum (CBC). Remarkably, the table reveals that all 96 respondents, representing 100% of the sample, have received training on CBC.

Therefore, the implication from these findings is that the entirety of the sample group, a full 100%, has undergone training specific to CBC. This uniform level of training among the respondents assures a foundation of common understanding about CBC, which provides a valuable basis for the perspectives and insights they bring to the study.

Table 4.7

Training

	Frequency	Percent
Trained	96	100
Not Trained	0	0
Total	96	100.0

Source:

Research Data (2023)

4.4.1.5 Duration of Training

This section dives into an analysis of the respondents' frequency of training in relation to the Competence-Based Curriculum (CBC). The delineation of this information is demonstrated in Table 4.8. In the pool of 96 respondents, there exists a division based on the number of

training sessions attended. A considerable majority, 66 individuals or approximately 68.75% of respondents, have reported receiving CBC training only once. In contrast, the remaining respondents, constituting around 31.25% or 30 individuals, have participated in more than one CBC training session.

Table 4.8

Duration of training

	Frequency	Percent
One Time	66	68.75
More than one Times	30	31.25
Total	96	100.0

Source:

Research Data (2023)

4.4.1.6 Frequency of Training

This section presents findings on frequency of training of respondents. Table 4.9 shows the findings.

Table 4.9

Frequency of Training

	Frequency	Percent
Termly	83	86.5
Yearly	13	13.5
Total	96	100

Source:

Research Data (2023)

The information displayed in Table 4.9 focuses on the periodicity of training in the Competence-Based Curriculum (CBC) among the respondents. Of a total of 96 participants, a notable majority, specifically 83 or approximately 86.5%, revealed to have undergone CBC

training every term. In contrast, the remaining 13 respondents, comprising around 13.5% of the total, revealed themselves to have been engaged in CBC training on a yearly basis.

The findings underline that most of the respondents, 86.5% to be exact, undertook CBC training each term. This frequency suggests a high level of continuous professional development and an ongoing commitment to mastering and staying updated on the CBC methodologies.

4.4.1.7 Infusion of Core Competencies during instruction

This section explores findings related to the implementation of core competencies in instruction. The study aimed to determine the extent to which respondents have been successful in appropriately integrating core competencies during instruction. Respondents were asked to self-evaluate their success on a scale of 1 to 4, where 1 represents 'needs support,' 2 stands for 'developing,' 3 signifies 'good,' and 4 implies 'very good.'

Table 4.10

Infusion of Core Competencies during instruction

	<i>Needs support</i>	<i>Developing</i>	<i>Good</i>	<i>Very Good</i>	<i>Total</i>
Communication and support	0(0%)	12(12.5%)	43(44.8%)	41(42.7%)	96(100%)
Critical thinking and problem solving	0(0%)	25(26.0%)	44(45.9%)	27(28.1%)	96(100%)
Citizenship	0(0%)	6(6.25%)	46(47.9%)	44(45.9%)	96(100%)
Creativity and imagination	0(0%)	24(25%)	33(34.4%)	39(40.6%)	96(100%)
Learning to learn	0(0%)	9(9.4%)	47(49%)	40(41.6%)	96(100%)
Self-efficiency.	0(0%)	13(13.5%)	41(42.7%)	42(43.8%)	96(100%)
Digital literacy	22(22.8%)	28(29.2%)	30(31.3%)	16(16.7%)	96(100%)

Source:

Research Data (2023)

The study began by engaging the respondents' proficiency in effectively integrating communication and collaboration into their pedagogical strategies was assessed. As detailed in Table 4.10, of the 96 respondents, we observed the following: 12 educators, constituting 12.5% of the sample, perceived their level of integration of appropriate communication and collaboration into their teaching as 'developing.' However, 43 educators, representing approximately 44.8% of the total respondents, self-assessed their skills in this domain as 'good.' Finally, a significant proportion, comprised of 41 educators or roughly 42.7% of the sample, assessed their proficiency as 'very good.' From this analysis, it can be inferred that an overwhelming majority of the respondents, estimated at 87.5%, considered their proficiency in incorporating communication and collaboration into their instruction as either 'good' or 'very good.' This indicates a high degree of competence in incorporating these crucial components of CBC among a substantial portion of the respondents.

Regarding infusion of critical thinking and problem-solving skills during instruction, a majority 44(45.9%) , rated their ability to integrate these skills as 'good', 27(28.1%), evaluated their proficiency as 'very good' and the remaining 25(26%) assessed their capability to incorporate critical thinking and problem-solving skills as 'developing.' From these findings, it can be inferred that the majority of the respondents, approximately 74%, rated their ability to infuse critical thinking and problem-solving skills appropriately during instruction as either 'good' or 'very good.' This observation points towards a strong competency in embedding these vital elements of CBC among most participants.

Consequently, the study ventured into exploring the level of proficiency among teachers in integrating citizenship education within their instruction. A subset of respondents, amounting to 6 or 6.2% of the total, acknowledged that their skill set in infusing citizenship principles was still under development. Meanwhile, a significantly larger cohort of teachers, which constituted 47.9% or 46 respondents, reported a 'good' level of proficiency in this

instructional aspect. Further bolstering this positive trend, an additional group of 44 educators, making up 45.9% of the total, evaluated their success in integrating citizenship education as 'very good.' Drawing insights from these observations, it became apparent that the overwhelming majority of the teaching cadre – a remarkable 94.9% – rated their competency in interweaving citizenship concepts within their instruction as 'good' or 'very good.' This pattern underscores the presence of a strong skill base in promoting citizenship, an integral component of the Competence-Based Curriculum, among a majority of participants in this study.

In the scope of effectively incorporating creativity and imagination into the instruction process, the study discovered an interesting distribution among the 96 respondents: A total of 24 educators, or 25% of the participants, assessed their proficiency in integrating creativity and imagination as 'developing.' On the other hand, a higher number of teachers, 33 or approximately 34.4% of the total, evaluated their skills in this aspect as 'good.' Complementing this, 39 teachers, comprising 40.6% of the respondents, rated their expertise as 'very good.' Upon examination of these findings, it becomes clear that the majority of respondents, estimated at 75%, deemed their capability to infuse creativity and imagination into instruction as either 'good' or 'very good.' This pattern emphasizes a high degree of proficiency in integrating creativity and imagination, vital elements of the Competence-Based Curriculum, among most of the educators involved in this study.

With respect to the appropriate infusion of the 'Learning to Learn' concept during instruction, the findings present an intriguing pattern among the 96 respondents: A small group of 9 respondents, representing 9.4% of the total, viewed their ability to infuse this key learning principle as 'developing.' Conversely, a substantial proportion of respondents, 57 in total or approximately 59.4%, perceived their competence in this aspect as 'good.' Furthermore, a similarly large group of 50 educators, equating to 52.1% of the sample, rated

their expertise in infusing 'Learning to Learn' during instruction as 'very good.' A review of these findings indicates that the significant majority of respondents, a notable 92.2%, consider their ability to incorporate the 'Learning to Learn' concept into their instruction as either 'good' or 'very good.' This pattern underscores the considerable proficiency among respondents in infusing this essential competency, a cornerstone of the Competence-Based Curriculum, into their teaching practices.

When it comes to the integration of the 'Self-Efficiency' concept during instruction, the study unfolded a fascinating distribution among the 96 respondents: A fraction of respondents, numbering 13 or 13.5% of the total, evaluated their ability to incorporate this key educational construct as 'developing.' On the other end of the spectrum, a substantial cluster of 41 respondents, or 42.7% of the total, gauged their prowess in this area as 'good.' In a parallel vein, 42 teachers, making up 43.8% of the respondents, expressed their skill in infusing 'Self-Efficiency' during instruction as 'very good.' Interpreting these findings reveals that a vast majority of the participants, amounting to 86.5%, viewed their capacity to integrate the 'Self-Efficiency' concept into their instruction as either 'good' or 'very good.' This pattern shines a light on the considerable depth of proficiency in introducing this pivotal competency, a critical part of the Competence-Based Curriculum, among the educators involved in this study.

When asked about the incorporation of suitable digital literacy within instruction, out of 96 respondents, 22 (22.8%) indicated that they required additional support. Meanwhile, 28 (29.2%) stated that this aspect was in the development phase, 30 (31.3%) opined that it was good, and 16 (16.7%) rated it as very good. These findings suggest that the majority of the respondents (48%) believe the integration of appropriate digital literacy during instruction to be either good or very good.

4.4.1.8 Availability of instructional materials

This section of the study discloses findings on competencies, specifically focusing on the availability of instructional materials. Respondents were asked to rate the accessibility of these resources on a scale of 1 to 3. In this scaling system, '1' signifies that materials are 'not available,' '2' indicates they are 'inadequate,' and '3' denotes their availability as 'adequate.' The aim of this inquiry was to determine educators' perceptions of the sufficiency of instructional materials in the context of implementing the Competence-Based Curriculum. The findings were according to Table 4.11 below.

Table 4.11

Availability of Instructional Materials

	<i>Not Available</i>	<i>Inadequate</i>	<i>Adequate</i>	<i>Total</i>
Digital devices	3(3.1%)	76(79.2%)	17(17.7%)	96(100%)
Teaching Aids	5(5.2%)	56(58.3%)	35(36.5%)	96(100%)

Source:

Research Data (2023)

When it came to probing the availability of digital devices within the educational setting, the survey responses painted a clear picture. Among the 96 respondents, a small fraction, or 3 respondents (representing 3.1% of the total), reported a complete lack of these devices. An overwhelming majority, comprising 76 teachers or 79.2% of the respondents, assessed the availability of digital devices as 'inadequate.' A smaller group of 17 teachers, or 17.7% of the total, found the availability of digital devices to be 'adequate.' The data strongly points to a major concern – a significant majority of 79.2% of respondents indicated that the availability of digital devices, a crucial element in the delivery of the Competence-Based Curriculum, was inadequate. This finding underscores a significant challenge in the infrastructure of educational delivery.

As the survey shifted its focus towards the availability of teaching aids, an integral part of effective instruction, the responses of the 96 educators offered revealing insights. A small proportion, consisting of 5 teachers (representing 5.2% of the total), indicated the complete absence of teaching aids in their instructional settings. The predominant group of respondents, numbering 56 teachers and accounting for 58.3% of the total, reported the provision of teaching aids as inadequate. On the other hand, 35 teachers, which is 36.5% of the sample, found the availability of teaching aids to be adequate. These responses overwhelmingly point to a notable shortfall, with the majority of respondents (58.3%) highlighting that the availability of teaching aids, essential for delivering the Competence-Based Curriculum, is inadequate. This finding underscores a substantial gap in instructional resources within the surveyed educational context.

4.4.1.9 Number of teachers in a school

This section presents findings on the number of teachers in a school.

Table 4.12

Number of teachers

	Frequency	Percent
Understaffed	68	70.8
Overstaffed	4	4.2
Enough	24	25
Total	96	100.0

Source:

Researcher, 2022

Table 4.9 revealed an illuminating perspective on staffing levels across the surveyed schools. Among the total respondents of 96 teachers, a considerable majority of 68(70.8%) of educators reported experiencing understaffing in their respective schools. On the other end of the spectrum, only a small fraction of 4(4.2%) of the respondents noted an overstaffing

situation. A sizeable group of 24(25%) of deemed the staffing levels in their schools to be adequate. The findings clearly indicate a significant challenge, as the vast majority, 70.8%, concurred that their schools are understaffed. This prevalent issue of understaffing stands as a considerable hurdle in the optimal implementation of the Competence-Based Curriculum, underlining the crucial role that sufficient staffing plays in ensuring successful educational.

4.4.1.10 Response of learners to CBC lessons

This section presents the findings on the response of learners to CBC lessons.

Table 4.13

Response in class

	Frequency	Percent
Positive	30	31.2
Negative	40	41.7
Average	18	18.8
Very positive	8	8.3
Total	96	100.0

Source:

Research Data (2023)

Table 4.20 sheds light on the respondents' perceptions of learners' attitudes towards the Competence-Based Curriculum. Of the 96 respondents, 30(31.2%) teachers observed a positive attitude among learners. Conversely, the most substantial group, comprising 40 respondents or 41.7%, reported a negative attitude among learners. An average response was noted by 18 teachers, representing 18.8% of the total, while 8 educators, amounting to 8.3%, reported very positive attitudes among learners. These findings clearly suggest that, according to 41.7% of respondents, there seems to be a prevailing negative response from learners towards the Competence-Based Curriculum. This highlights a significant challenge

in implementing the new curriculum effectively and underscores the need for strategies that enhance learner receptivity and engagement.

4.4.1.11 Number of learners in a class

This section presents the findings on the number of learners in a class.

Table 4.14

Learners in a class

	Frequency	Percent
Few	4	4.2
Average	12	12.5
High	18	18.7
Very high	62	64.6
Total	96	100.0

Source:

Research Data (2023)

The findings presented in Table 4.20 provide insight into the respondents' perceptions of class size. Out of the 96 respondents, only a small fraction, 4 teachers representing 4.2% of the sample, described their class sizes as 'few.' A slightly larger group of 12 teachers, accounting for 12.5%, considered the number of learners in their classes as 'average.' Furthermore, 18 teachers, equivalent to 18.7%, perceived their class sizes as 'high.' The largest segment, comprised of 62 respondents or 64.6% of the total, reported their class sizes as 'very high.' These results suggest that a substantial majority (64.6%) of respondents identify overcrowding as an issue, describing their class sizes as 'very high.' This finding points to a significant challenge in the educational context, as large class sizes may hinder the

effective implementation of the Competence-Based Curriculum. It underscores the need for appropriate measures to manage class sizes to optimize teaching and learning experiences.

4.4.1.12 Availability of learning materials (Handbooks and textbooks)

This section presents findings on the availability of handbooks, 4.19 shows the findings.

Table 4.15

Handbooks and Textbooks Availability

	Not Available	Inadequate	Adequate	Total
Handbooks	2(2.1%)	60(62.5%)	34(35.4%)	96(100%)
Textbooks	8(8.3%)	37(38.5%)	51(53.2%)	96(100%)

Source:

Research Data (2023)

Table 4.19 presents findings as reported by respondents regarding availability of textbooks and handbooks. The study findings concerning the availability of handbooks, indicated some level of inadequacy. The majority of respondents, totaling 60 or 62.5% of the sample, reported that the availability of handbooks was inadequate. On the other hand, 34 respondents, equivalent to 35.4% of the total, found the provision of handbooks to be adequate. Only a small fraction of the sample, 2 respondents or 2.1%, reported that handbooks were entirely unavailable. The data underscores the fact that there is a pronounced need for more adequate provision of handbooks, as perceived by the majority of the study's participants.

In terms of textbook availability, the study results present a somewhat mixed picture. Out of 96 respondents, a small number of 8 respondents (8.3%) reported the complete

unavailability of textbooks. A larger group, comprising 37 respondents or 38.5% of the total, opined that the supply of textbooks was inadequate. However, the largest group within this sample, encompassing 51 respondents or 53.2% of the total, indicated that the provision of textbooks was adequate. Thus, the data suggests that, according to the majority (53.2%) of respondents, the availability of textbooks is generally satisfactory.

4.4.1.13 Lesson planning

This section presents findings concerning lesson planning within the Competence-Based Curriculum (CBC) framework. The objective was to understand how respondents perceive the level of achievement in various aspects of lesson planning under CBC. A four-point scale was utilized for responses, where '1' signifies 'needs support,' '2' stands for 'developing,' '3' indicates 'good,' and '4' represents 'very good.' This approach aimed to capture a nuanced view of respondent perspectives on the progress and efficacy of lesson planning within the CBC context. The findings are presented in Table 4.16 below.

Table 4.16

Level of Achievement in Various Aspects of Lesson Planning under CBC

	Need Support	Developing	Good	Very Good	Total
Ability to write lesson plans with all CBC Aspects	5(5.2%)	11(11.4%)	54(56.3%)	26(27.1%)	96(100%)
Ability to present CBC lessons systematically in class	2(2.1%)	22(22.9%)	42(43.8%)	30(31.2%)	96(100%)
Making lesson plans for all lessons	7(7.3%)	31(32.3%)	29(30.2%)	29(30.2%)	96(100%)
Time management	14(14.5%)	43(44.8%)	30(31.3%)	9(9.4%)	96(100%)

Source:

Research Data (2023)

The study first explored the respondents' proficiency in writing lesson plans that incorporate all CBC aspects. As demonstrated in Table 4.21, out of the 96 respondents, 5 (or 5.2%) felt that this ability needed support, 11 (or 11.4%) deemed it as developing, while a majority of 54 respondents (or 56.3%) assessed it as good, and 26 (or 27.1%) rated it as very good. Consequently, the results suggest that the majority, equating to approximately 83.4%, rated their capacity to write comprehensive CBC-aligned lesson plans as either good or very good.

When questioned about the ability to present CBC lessons systematically in the classroom, the study findings, as outlined in Table 4.22, showed a broad distribution of responses. A marginal 2 (2.1%) of the 96 respondents felt this ability needed support. A sizeable number, 22 (22.9%), assessed it as developing. The majority of respondents, comprising 42 (43.8%), classified their ability to systematically present CBC lessons as good. Lastly, 30 respondents (31.2%) rated their skills as very good in this aspect. Consequently, the data implies that an appreciable majority, approximately 75%, of the respondents assessed their capacity to present CBC lessons systematically in the classroom as either good or very good.

In evaluating their proficiency in crafting lesson plans for all lessons, the respondents provided varied feedback, as illustrated in Table 4.23. A small subset of 7 respondents, equivalent to 7.3% of the sample, indicated that this ability required support. A notable 31 respondents (32.3%) viewed their skill in lesson planning as developing. Nearly equal groups of respondents, each constituting 29 individuals or 30.2% of the total sample, judged their proficiency as either good or very good. These findings suggest a consensus among respondents that the ability to create comprehensive lesson plans for all lessons is predominantly at a developing stage.

As it pertains to the ability to ensure lesson planning doesn't impinge upon teaching time, respondents offered a variety of perspectives. As shown in Table 4.24, 14 respondents,

constituting 14.5% of the sample, expressed a need for support in this area. The largest group, comprising 43 respondents (44.8%), characterized their ability in this regard as 'developing.' A total of 30 respondents (31.3%) rated their skills as 'good,' while a smaller group of 9 respondents (9.4%) considered their proficiency to be 'very good.' These findings indicate that a substantial proportion (44.8%) of respondents perceive their ability to balance lesson planning and teaching time as currently in the development stage.

4.4.1.14 Teachers' Perceptions and Practices Under the Competence-Based Curriculum (CBC)

This section presents the teachers responses regarding their practices and experiences with the Competence-Based Curriculum (CBC).

Table 4.17
Teachers' Perceptions and Practices Under CBC

	Not at all confident	Slightly confident	Moderately Confident	Quite Confident	Very Confident	Mean
How confident are you in your teaching methods under the CBC?	0(0%)	18(18.8%)	47(49%)	31(32.3%)	0(0%)	3.135
	Rarely	Occasionally	Sometimes	Often	Frequently	
How often do you use different assessment methods to gauge students' competence?	0(0%)	24(25%)	47(49%)	25(26%)	0(0%)	3.01
How frequently do you communicate with parents about their child's progress under the CBC?	14(14.6%)	48(50%)	34(35.4%)	0(0%)	0(0%)	2.208
	Not at all	A little	Somewhat	Quite a bit	A great deal	
To what extent do you modify your class management techniques to cater to the CBC?	0(0%)	30(31.3%)	35(36.5%)	31(32.3%)	0(0%)	3.01
	Not at all well	Slightly well	Moderately well	Quite well	Very well	

How well do you incorporate the CBC principles into your teaching practice?	0(0%)	27(38.5%)	37(38.5%)	32(33.3%)	0(0%)	3.05
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Source:

Research Data (2023)

The responses obtained from 96 teachers in relation to their practices and experiences with the Competence-Based Curriculum (CBC) as presented in Table 4.17 provide a comprehensive overview of its implementation.

In terms of confidence in their CBC teaching methods, 18.8% of teachers reported feeling slightly confident, 49.0% felt moderately confident, and 32.3% felt quite confident. The average rating for confidence was 3.1354, indicating a generally high confidence level in teaching methods under the CBC.

When asked how often they use different assessment methods to gauge students' competence, 25.0% of teachers responded that they do so occasionally, 49.0% reported doing so sometimes, and 26.0% do so often. The mean score was 3.0104, implying that teachers frequently utilize various assessment methods to evaluate student competence under CBC.

In terms of communicating with parents about their child's progress under the CBC, 14.6% of teachers reported communicating rarely, 50.0% reported communicating occasionally, and 35.4% reported communicating sometimes. The mean score was 2.2083, signifying that the communication frequency with parents about their child's progress under CBC is somewhat sporadic, with room for improvement.

On the extent of modifying class management techniques to cater to CBC, 31.3% of teachers made slight modifications, 36.5% made somewhat modifications, and 32.3% made quite a bit of modifications. The mean rating was 3.0104, showing a balanced distribution across the different levels of class management modifications made to accommodate the CBC.

Finally, when asked how well they incorporate the CBC principles into their teaching practice, 28.1% of teachers reported doing so slightly well, 38.5% reported doing so moderately well, and 33.3% reported doing so quite well. The mean rating was 3.0521, indicating that teachers generally feel that they are incorporating CBC principles into their teaching practice effectively.

The findings illustrate that all respondents had attained CBC training. Waweru, (2018) established that 97.5% of teachers in Nyandarua North sub-County had been trained on CBC. The results also indicated that most teachers had been trained only one time. The trend is similar in Nakuru County where 90% of teachers concurred that training time was minimal, content covered in short time, and lack of training materials (Koskei & Chepchumba, 2020).

It is also worth noting that infusion of digital literacy was rated good by a few respondents indicating that there was a challenge in infusion of digital literacy during instruction. This is consistent with (Ondimu, 2018) who established that in Dagoretti north sub county, 73.1% of teachers did not have digital literacy, only 9.7% had a good level of ICT competence, 61.3% never used computer in classroom.

The study also sought to establish the extent to which respondents rated the availability of instructional materials. The availability of instructional materials, particularly for activity-oriented subjects, was low as reported by 98.8%. This is in-line with Kithuka (2016) who found that instructional materials were cited by 20% of the respondents as not clear on the skills.

It was also in the interest of this study to establish the extent to which teachers rate aspects of lesson planning that have been achieved in CBC. The study found that 86.2% of the respondents could write lesson plans with all CBC aspects and 85.9% of the respondents presented CBC lessons systematically in class, this is not in-line with Momanyi & Rop,

(2019) who found out that 69% reported challenges in preparing schemes of work that conforms to the CBC.

The findings depict also that, teachers were very much committed in making implementation of CBC, majority of teachers were able to write lesson plans with all the CBC aspects and were able to present the lessons systematically in class. However, 69% which is also a greater percentage reported challenge in preparing schemes of work that conforms to CBC requirements. Furthermore, various challenges such as insufficient staff, insufficient time for practical activities, laxity in parental involvement in provision of learning materials, and lack of proper funding by the government among others tend to slow down their progress in successful implementation of CBC. Some teachers indicated that CBC has made learning very interesting and learners concentration span is well sustained except for the challenges indicated such as understaffing, overpopulation, and inadequacy of resources. It was established that most of the public schools had large numbers of learners with only one teacher per class.

4.4.1.15 Teachers' Attitude

The exploration of teachers' attitudes as a moderating factor in their involvement with the Competency-Based Curriculum (CBC) in Kenya focused on five core dimensions. These included the teachers' confidence in their ability to execute the CBC effectively, their readiness to implement the CBC at its initiation, their openness to modify their teaching methods to align with the CBC, their perceived efficacy of the CBC in enhancing student learning compared to the previous curriculum, and their level of satisfaction derived from teaching under the CBC. The data was collected via a survey completed by 96 teachers, and quantitative methods were utilized to analyze the gathered responses. The results of this study are displayed in Table 4.18 below.

Table 4.18*Teachers Attitude*

	Not at all confident	Slightly confident	Moderately Confident	Quite Confident	Very Confident	Mean
How confident are you in your ability to effectively implement the CBC in your classroom?	0(0%)	15(16.1%)	53(54.9%)	28(29%)	0(0%)	3.129
	Not at all prepared	Slightly prepared	Moderately prepared	Very Prepared	Completely prepared.	
How prepared did you feel to implement the CBC at the start?	37(38.7%)	47(48.4%)	9(9.7%)	3(3.2%)	0(0%)	1.774
	Not at all willing	Slightly willing	Moderately willing	Very willing	Completely willing	
How willing are you to adapt your teaching methods to better suit the CBC?	0(0%)	9(9.7%)	47(48.4%)	37(38.7%)	3(3.2%)	3.355
	Less effective	Somewhat less effective	Neutral	Somewhat more effective	More effective	
How effective do you think the CBC is for student learning compared to the previous curriculum?	0(0%)	21(22.6%)	47(48.4%)	28(29%)	0(0%)	3.065
	Much less	Somewhat less	Neutral	Somewhat more	Much more	
How much do you enjoy teaching under the CBC compared to the previous curriculum?	6(6.5%)	59(61.3%)	31(32.3%)	0(0%)	0(0%)	2.258

Source:

Research Data (2023)

The statistics presented in table 4.18 above reflects the outcomes of the of teachers' attitudes as a moderating factor in their involvement with the Competency-Based Curriculum (CBC) in Kenya.

Clearly, regarding confidence in effectively implementing the CBC, the majority of teachers (54.9%) expressed moderate confidence in their ability to effectively implement the CBC, with 29% feeling quite confident. No teacher reported a lack of confidence. The average confidence rating was 3.129 on a scale where higher scores indicate greater confidence.

In terms of preparedness to implement the CBC at the start, When the CBC was introduced, most teachers (48.4%) felt slightly prepared, while 38.7% felt not at all prepared. Only 3.2% felt very prepared, and no one reported feeling completely prepared. The mean preparedness score was 1.774, indicating a general lack of readiness among teachers at the outset of the CBC.

On willingness to adapt teaching methods to suit the CBC, a significant number of teachers (48.4%) were moderately willing to adapt their teaching methods to suit the CBC, with 38.7% being very willing. The mean willingness score was 3.355, suggesting a high overall willingness among teachers to modify their methods to align with the CBC.

About perceived effectiveness of the CBC for student learning compared to the previous curriculum, nearly half of the teachers (48.4%) had neutral views about the effectiveness of the CBC compared to the previous curriculum, with 22.6% considering it somewhat less effective and 29% finding it somewhat more effective. No teacher considered the CBC to be less or more effective overall. The mean effectiveness score was 3.065, indicating a generally neutral perspective on the effectiveness of the CBC.

Finally, on enjoyment of teaching under the CBC compared to the previous curriculum, a significant majority of teachers (61.3%) reported enjoying teaching under the CBC somewhat less than the previous curriculum, while 32.3% were neutral. The mean enjoyment score was 2.258, indicating a slight decrease in teaching enjoyment since the introduction of the CBC.

Overall, these results suggest that while teachers are moderately confident and willing to adapt to the CBC, they were largely unprepared at its start. Opinions on the curriculum's effectiveness are generally neutral, and enjoyment of teaching under the CBC is somewhat lower than under the previous curriculum. These findings highlight the importance of providing comprehensive preparation and ongoing support to teachers during significant curriculum changes like the CBC.

4.4.2 Findings on the level of parental involvement in the implementation of CBC in early childhood education in Kisumu Central Zone, Kenya

The second objective of this study focused on evaluating the degree of parental involvement in the implementation of the Competence-Based Curriculum (CBC). To meet this goal, the research explored various facets of parental engagement, namely, parents' fulfilment of their children's educational needs, the frequency and nature of their follow-ups on academic progress, and their collaborative efforts with teachers. A total of 38 parent representatives participated in the study, sharing their personal experiences and insights about their level of involvement in their children's education under the CBC. The findings are presented in Table 4.19 below.

Table 4.19

Parental Involvement in CBC

	Rarely	Occasionally	Sometimes	Often	Very frequently	Mean
How often do you provide for your child's educational needs (books, stationery, internet access, etc.)?	0(0%)	3(8.8%)	11(29.4%)	17(44.1%)	7(17.6%)	3.706
How often do you use How frequently do you follow up on your child's academic progress with their teacher?	1(2.1%)	13(35.3%)	16(41.2%)	8(20.6%)	0(0%)	2.794
How often do you help your child with their homework or assignments?	13(35.3%)	17(44.1%)	8(20.6%)	0(0%)	0(0%)	2.853

	Not at all	A little	Somewhat	Quite a bit	A great deal	
To what extent do you collaborate with your child's teachers to support their learning?	12(32.4%)	10(26.5%)	16(41.2%)	0(0%)	0(0%)	3.059
	Not at all involved	Slightly involved	Moderately involved	Substantially involved	Very involved indeed	
How involved are you in your child's school events or activities?	0(0%)	23(61.8%)	9(23.5%)	6(14.7%)	0(0%)	2.523
	Not at all	Slightly well	Moderately well	Quite well	Very well	
How well do you understand the CBC and its objectives?	17(44.1%)	17(44.1%)	4(11.8%)	0(0%)	0(0%)	1.677

Source:

Research Data (2023)

Regarding the provision of their children's educational needs (books, stationery, internet access, etc.), 8.8% of parents occasionally meet these needs, 29.4% sometimes, 44.1% often, and 17.6% did so very frequently. The mean score was 3.7059 on a scale of 1 to 4, indicating a generally high level of provision for educational needs.

In terms of following up on their child's academic progress with teachers, 2.9% of parents rarely do this, 35.3% do so occasionally, 41.2% sometimes, and 20.6% often. The mean score was 2.7941, showing a moderate level of engagement in tracking academic progress.

With regard to assisting their children with homework or assignments, 35.3% of parents reported seldom doing so, 44.1% indicated occasional assistance, and 20.6% stated they sometimes help. The mean score was 2.2529, indicating relatively infrequent parental involvement in assisting with homework or assignments.

In terms of collaboration with teachers to facilitate learning, responses were dispersed across the spectrum. A significant 32.4% of parents reported no collaboration at all, whereas 26.5% reported only a minor level of collaboration. On the brighter side, 41.2% of parents

reported a moderate level of collaboration with teachers. The mean score was 2.0588, which indicates a below-average, yet existent level of collaboration with teachers.

With regard to involvement in school events or activities, 61.8% of parents are slightly involved, 23.5% moderately involved, and 14.7% substantially involved. The mean score was 2.5294, pointing to a low to moderate level of participation in school events or activities.

Finally, concerning understanding of the CBC and its objectives, the study revealed that 44.1% of parents do not understand it at all, 44.1% understand it slightly well, and 11.8% understand it moderately well. The mean score was 1.6765, revealing a low level of understanding of the CBC and its objectives.

To triangulate the above findings, the researcher conducted focus group discussions with parents' representatives. The outcomes were recorded, coded and transcribed by the researcher using Nvivo software. The study identified four major themes, which were organized, interpreted and presented in the following section.

4.4.2.1 Awareness of CBC

The FGD with parent's representatives revealed that awareness of CBC is still a problem among parents. Parents agreed that they were aware of the existence of CBC, which replaced the 8-4-4. However, they seemed not to be aware of CBC objectives. When asked about awareness of CBC Parent 004 reported that:

"I have heard about CBC, and I know it is replacing 8-4-4, however am not aware of what are the requirements."

Parents also revealed that neither the government nor the school have clarified to them parental role in CBC. They had not been invited for any forum/meeting to discuss CBC. When asked about involvement by the government or schools on CBC, parent 20 recounted that:

"I have neither received any invitation from the school to discuss CBC, nor information from the government about CBC. Am left in the dark about my role in CBC."

It was also evident from the FGD that information shared about CBC was not clear. Despite the fact that teachers tried to share information about CBC the parents were of the view that this information only pertains to what teachers require for class/demonstration purposes. It was reported by parent 037 that:

“...teachers have not explained to me the details of CBC. I just learn about CBC when my child comes home with a list of requirements for the following days lessons, and they are things that are not readily available.”

It is also worth mentioning that the FGD revealed that parents were not aware of how feedback on learners’ performance was done in CBC. Parents wanted to know their children’s positions in class as was previously done in 8-4-4 and not CBC. Parent 003 explained that:

“... am not aware of my daughter’s performance in class. I do not know learners’ position in class. CBC neither does nor ranks my daughter in terms of performance. All I see in her report book is 1, 2 and so forth. ()”

4.4.2.2 Parental Engagement in CBC

The focus group discussion revealed that parents agreed on their involvement in their children's education. Parents expressed their belief that class teachers play a pivotal role in facilitating this engagement. Despite their active involvement, parents reported a lack of clarity about their specific objectives and the extent of their engagement in the Competency-Based Curriculum (CBC), with their participation seemingly limited to providing educational materials and resources. Parent 044 reported that:

“The class teacher of my child has played a vital role in making me understand my role in the CBC. However, this has only happened on the occasions that I have taken the initiative to go to school to find out how my child is doing.”

According to parent 017, those parents who are busy and are not able to go to school to Communication plays a pivotal role in parental engagement. Parents were of the view that proper communication would help them to be fully involved in learners’ education. It was

emphasized that proper communications would help parents in understating their level of engagement in children's education. Parent 017 reported that:

"...if I get timely and proper communication on the requirements of CBC then we will be able to take part in CBC, if I am engaged and made aware of what CBC is, then I will assist teachers and school management in guiding my child on how to achieve CBC."

The FGD revealed that all stakeholders should play their role in CBC. However, teachers and the school heads should spearhead parental engagement. Parent 028 highlighted that:

"...the school should guide and encourage us to take part in our children's education."

4.4.2.3 Collaboration among stakeholders

Collaboration was pointed out as one of the important aspects of parental involvement in CBC. It was pointed out that Schools should build skills and knowledge. Parents should be made aware of their role in academic progress Parent 030 reported that:

"I depend on school for information about CBC, teachers are the ones to help us understand CBC, if I understand what is required of us then we can help the children achieve their goals in school."

It was also evident from the FGD that parents should be made aware of their role in learning at home. To be fully involved in CBC, parents should be made aware of family activities provided by the school that are a good fit for families. Parent 022 reported that:

"...the school and teachers should inform me on how we can assist with CBC at home, Teachers should make me aware of CBC activities that relate to the family so that we can monitor and help my children with the same."

It is also worth to point that parents were of the opinion that timely feedback plays an important role in enhancing collaboration between parents and teachers. Parents concurred that Feedback should be from both directions. Parent 021 highlighted that:

"Timely feedback can assist us in understanding my role in achieving CBC. School management should value input to children education as it will help in children education."

4.3.2.4 Outcome of CBC

Parents voiced their optimism about the Comprehensive-Based Curriculum (CBC), expressing their belief that if it is properly implemented, it has the potential to foster the success of all learners. This sentiment is rooted in their acknowledgment of the diverse learning capabilities of students, and their conviction that CBC is designed to address each student's unique needs. Despite this positivity, the parents highlighted a notable concern - the lack of timely communication regarding the requirements for practical lessons. They expressed their need for more advanced notice to effectively prepare and support their children's learning experience. Parent 013 reported that:

“It seems to be a good system that gives all students a chance to excel in different areas both academic and co-curriculum. It can assist children with learning and behavior difficulty to achieve but the problem is that we are not even told of the requirements for practical in advance. One evening I come from work late and the child tells me they are required with a flute in class the following day in the morning, another time I am told they are required with clay, these are things that cannot be found instantly.”

Parents agreed that CBC is a challenging curriculum which helps students to explore their ability. They also pointed out that collaboration is the way to go for the success of CBC, but they needed proper information of all the requirements for a term so that their children do not feel that they are let down by parents, Parent 038 noted that:

“This method of learning is challenging to children and for that it helps them explore their ability in academic and other areas. For the successful implementation of this form of education, all stakeholders should play their part, communication is a key factor to success.”

From the focus group discussions (FGDs), it was discernible that a significant number of parents demonstrated hesitance towards active involvement in their children's assignments or tasks. This reluctance could be attributed to insufficient initial sensitization about the Comprehensive-Based Curriculum (CBC). The lack of understanding and preparedness may have hindered parents' willingness to fully participate in their children's educational tasks under the new curriculum framework. Some of the parents expressed their views as follows:

“Parents should only be involved in the provision of school levies and learning resources but not on assignments to be done at home. This should be left for teachers. My job is so demanding that when I come home, I feel too tired to start helping with homework. Parent 033”

Parent 017 shared,

“The CBC curriculum often asks us to provide certain resources at short notice, resources that aren't readily available. There have been numerous instances when my child has asked me to bring items such as a flute, plasticine, a broom, or crayons after I return from work.”

Another parent reiterated:

“I trained as a nurse, not a teacher. Teachers spend most of their time with my child and so they can easily identify what my child is talented in than I can do.”

Parent 14 reiterated that:

“ I am literate and not able to help my children with homework.”

Despite the Competency-Based Curriculum's (CBC) expectation for broad parental involvement, findings from this region do not fully reflect this expectation. Parental involvement is paramount to the success of education and encompasses a myriad of activities - from providing learning resources and emotional support to simply demonstrating to children that their education matters, all with the intention of enhancing their quality of life. Primary aspects of parental involvement identified in this study include attending school events that require parental presence, ensuring learners complete homework assignments, and supplying learning resources as needed.

However, findings from the Focus Group Discussions (FGDs) with parents revealed a significant knowledge gap regarding their precise role in implementing CBC. While there were instances of positive parental involvement, a majority of parents remained uncertain about their specific responsibilities in the context of CBC.

Parents indicated that teachers expect them to partner in providing practical learning materials. This expectation, however, posed challenges, as some required materials were not readily available locally and the school did not provide advance notice about the materials required for such lessons.

4.4.2.5 Parental Readiness

In assessing parental preparedness and willingness as moderators of parental involvement in the Competency-Based Curriculum (CBC) in Kenya, a survey was conducted with 38 participants. The survey focused on four key areas: preparedness to engage in their child's learning, willingness to adopt new learning strategies, preparedness to handle challenges that may arise, and the frequency at which they feel overwhelmed or unsure about how to support their child's learning. The findings are presented in 4.20 below.

Table 4.20

Parental Readiness

	Not at all prepare	Slightly prepared	Moderately prepared	Very prepared	Completely	Mean
How well prepared do you feel to engage in your child's learning under the CBC?	9(23.5%)	22(55.9%)	7(20.6%)	0(0%)	0(0%)	3.618
	Not at all willing	Slightly willing	Moderately willing	Very willing	Completely willing	
How willing are you to adopt new strategies or methods to help your child learn under the CBC?	10(26.5%)	13(35.3%)	15(38.2%)	0(0%)	0(0%)	1.971
	Not at all prepared	Slightly prepared	Moderately prepared	Very prepared	Completely	
How well-prepared do you feel to deal with the challenges that might arise from your child's learning under the CBC?	7(17.6%)	22(58.8%)	9(23.5%)	0(0%)	0(0%)	2.118
	Rarely	Occasionally	Sometimes	Often	Very frequently	
How often do you feel overwhelmed or unsure about how to support your child's learning under the CBC?	0(0%)	0(0%)	12(29.4%)	22(58.8%)	4(11.4%)	3.824

Source:

Research Data (2023)

The statistics presented in table 4.20 above reflects the outcomes of the of parental readiness as a moderating factor in their involvement with the Competency-Based Curriculum (CBC) in Kenya.

Evidently, regarding preparedness to engage in child's learning under CBC, about 23.5% of parents reported being not at all prepared, while 55.9% reported being slightly prepared, and 20.6% considered themselves moderately prepared. The mean response suggests parents were slightly prepared to engage in their child's learning under CBC (Mean = 3.618). This indicates that a significant proportion of parents may need further support to feel fully prepared to engage in their child's learning under CBC.

In terms of willingness to adopt new learning strategies, parents demonstrated varied levels of willingness to adopt new learning strategies to help their children learn under CBC, with an average leaning towards being slightly willing (Mean = 1.971). Specifically, 26.5% of parents were not at all willing, 35.3% were slightly willing, and 38.2% were moderately willing. These findings highlight a potential barrier to the successful implementation of CBC, given the importance of parental support in adopting new learning strategies.

On preparedness to handle potential challenges, a total of 17.6% of parents felt not at all prepared, 58.8% felt slightly prepared, and 23.5% were moderately prepared (Mean = 2.118). This indicates that parents may need additional resources or training to feel more prepared to handle potential challenges.

Finally, regarding frequency of feeling overwhelmed or uncertain, most parents reported feeling overwhelmed or unsure about supporting their child's learning under CBC frequently, with an average response of feeling overwhelmed often (Mean = 3.824). Specifically, 29.4% of parents reported feeling overwhelmed sometimes, 58.8% often, and 11.4% very frequently. This underscores a need for strategies to address these feelings and support parents in their involvement with CBC.

4.4.3 Findings on the level of Government involvement in the implementation of CBC in early childhood education in Kisumu Central Zone, Kenya

The study highlighted the crucial role of a Curriculum Support Officer (CSO) as the government's representative in implementing the competency-based curriculum. Given that each county has a single CSO, conducting an interview with the CSO was deemed the most effective way to gather information about their specific role.

Through the interview, it was determined that the CSO regarded several concepts as integral to the competency-based curriculum. These concepts include improved decision-making, learner-focused systems, balanced education systems, and a focus on developing key competencies. Other noteworthy concepts emphasized by the CSO were digital-based learning, community service learning, and parental empowerment and engagement.

The CSO underscored the importance of developing skills such as creativity, critical thinking, imagination, and assertiveness among learners, all of which contribute to better decision-making. The interview with the CSO provides a valuable perspective on the key elements of the competency-based curriculum, enriching our understanding of its aims and methods.

The Curriculum Support Officer (CSO) underscored several crucial standards integral to the Competency-Based Curriculum (CBC). These involve setting high expectations, which are designed to inspire, motivate, and challenge learners. A commitment to promoting good progress and outcomes ensures learners can reach their full potential and obtain positive learning outcomes. The standards also mandate educators to demonstrate a robust understanding of the subject matter and curriculum, which is essential for efficient teaching and learning. Moreover, standardization is achieved through effective lesson planning and clear articulation of learning objectives and expectations. The CBC takes a personalized approach to learning, tailoring instruction to align with the unique strengths and abilities of

each student. This strategy ensures that every learner benefits from an individualized learning experience. Regular observation of lessons coupled with the incorporation of Teachers Performance Appraisal and Development (TPAD) is another significant aspect of these standards. Such practices aim to assess and enhance teachers' performance in the classroom. The CSO emphasized that both teachers and administrators demonstrated a comprehensive understanding of these CBC standards, highlighting the widespread comprehension of the curriculum's expectations and guidelines among education professionals.

The Curriculum Support Officer (CSO) highlighted the multitude of soft skills that are incorporated and nurtured within the Competency-Based Curriculum (CBC). These include critical thinking, collaboration and communication, citizenship, imagination, problem-solving, and creativity. These skills are not merely inherent but are actively developed through a strategic training approach for teachers, further enhancing the quality of instruction and learning outcomes. Regarding satisfaction with the CBC, the CSO emphasized its tailored approach to learning that takes into account the individual needs and pace of learners. Unlike traditional curricula that follow a linear progression, the CBC recognizes that learners may have different learning gaps and requires varying amounts of instructional support and time to fully grasp certain concepts and skills. By providing personalized learning pathways, the CBC effectively caters to these unique learning requirements, thereby ensuring every learner can thrive and progress at their own pace.

In the interview, the Curriculum Support Officer (CSO) underscored the government's commitment to ensuring the integration of the four Cs – Critical Thinking, Collaboration, Communication, and Creativity – within the Competency-Based Curriculum (CBC). The government encourages diverse teaching methods such as group discussions, challenging tasks, home-based activities, and dramatization, all geared towards fostering these crucial skills.

However, the CSO also acknowledged that there are barriers to technology integration in the curriculum. Factors such as poverty, lack of electricity, over-enrollment in schools, and parental attitudes contribute to the challenge. Some parents associate the CBC with additional expenses and time-consuming activities, fueling a negative attitude towards the curriculum. Despite these hurdles, the CSO firmly believes that CBC should not be discarded. Instead, the government should develop strategies to ensure the curriculum's successful implementation and continuity.

The CSO emphasized the unique benefits offered by CBC, such as the opportunities for personalized learning through student-led lessons. These methods, which encourage students to formulate questions, can deepen their understanding of the subject matter. Moreover, the CBC framework incorporates authentic tasks and formative assessments to measure and enhance students' grasp of the curriculum. These elements equip students with the necessary skills for college and career readiness.

The CSO also pointed out that CBC facilitates the transfer of knowledge from teacher to students, supporting their understanding of the key skills and concepts. Additionally, the curriculum encourages dialogue on teaching and learning among stakeholders, particularly teachers who can provide ongoing feedback on the implementation and effectiveness of CBC. Despite the challenges with technology integration, the CSO reiterated the government's commitment to the implementation and continuity of CBC.

The study aimed to understand the government's role in implementing the Competency-Based Curriculum (CBC). The results revealed that the CBC encapsulates several critical areas. It prioritizes better decision-making, learner-focused systems, balanced educational approaches, and a keen focus on competencies. Additionally, the CBC embraces digital technology, promotes community service learning, empowers parents, and actively engages them in their children's education. The findings highlight the significant role of soft

skills such as creativity, critical thinking, imagination, and assertiveness, all considered vital contributions to enhanced decision-making. These elements align closely with the research of Momanyi & Rop (2019), underscoring their importance in the implementation and effectiveness of CBC. The government's active involvement in the CBC is evident through the provision of guidelines, support, and resources necessary for successful implementation. By promoting these core aspects of the CBC, the government encourages a holistic, learner-centric approach to education. The emphasis on various soft skills further supports students in developing competencies necessary for the 21st-century workplace.

According to the Curriculum Support Officer (CSO), the government plays a pivotal role in the implementation of the Competency-Based Curriculum (CBC). The government has set high expectations that are intended to inspire, motivate, and challenge learners, in an effort to promote good progress and successful learning outcomes. To facilitate effective teaching, the government has invested in enhancing teachers' knowledge of the curriculum and various subjects, encouraging detailed lesson planning and articulation, which are key to the successful implementation of CBC. The CSO further reported that the government has made notable efforts in embedding critical soft skills into the curriculum, such as critical thinking, collaboration, communication, citizenship, imagination, and problem-solving. These skills are integral to the CBC, as they are infused into classroom activities and assessments, promoting holistic development in learners. However, despite these positive steps, the CSO acknowledged that the government faces a range of challenges in implementing the CBC. These challenges include limited resources and infrastructural constraints, particularly in underprivileged areas, as well as the inconsistent integration of technology into education. Additionally, there has been some resistance from stakeholders, largely due to a lack of understanding or acceptance of the shift from traditional educational systems to the CBC model. To address these issues, the CSO suggested increased

government investment in educational infrastructure, more support for teachers, and a broader awareness campaign to improve stakeholder understanding and acceptance of the CBC. Despite the challenges, the government has demonstrated considerable dedication to the implementation of CBC, but there is still a lot to be done to ensure the curriculum is successfully and fully implemented.

The Curriculum Support Officer (CSO) asserted that there were significant barriers that impeded complete technology integration in the delivery of the Competency-Based Curriculum (CBC). These barriers stemmed from socioeconomic challenges such as poverty and a lack of reliable electricity supply, infrastructural issues such as over-enrollment in schools, as well as attitudinal obstacles where parents perceived the CBC as leading to additional expenses and being time-consuming. Despite these challenges, the CSO firmly believed that the CBC should not be scrapped. Instead, the government should have actively worked on formulating and implementing policies that ensured the continuity and sustainability of the CBC. This corroborated with findings by the Kenya Institute of Curriculum Development (KICD, 2018), which recognized the infrastructural challenges facing the rollout of the CBC. Thus, the government's involvement, as per the CSO's insights, should have been in actively addressing these barriers and fostering an enabling environment for the successful implementation of the CBC. This might have necessitated policy interventions, investment in educational infrastructure, initiatives to address socioeconomic disparities, and measures to positively shape perceptions about the CBC.

The Curriculum Support Officer (CSO) agreed that the Competency-Based Curriculum (CBC) creates ample opportunities for student-led lessons, offering numerous avenues for personalized learning. The CSO stressed that the CBC effectively incorporates accountable talk and encourages student-led questions, thereby deepening students' understanding. The CSO also noted that the CBC has been designed to provide authentic

tasks for students, utilizing assessments to gauge students' comprehension effectively. Further, the CSO indicated that the CBC uses formative assessments to measure the curriculum that has been written, taught, and understood. Additionally, the CSO noted that CBC facilitates an analytical approach towards readiness indicators for both college and career paths.

This view is in line with the government's role as stipulated in various education policy documents. The government, through the Ministry of Education, is responsible for curriculum development, implementation, and assessment. Therefore, the government has played a crucial role in designing and rolling out the CBC, including the creation of student-led learning opportunities and the implementation of assessment strategies. This aligns with the findings of Muraya (2019), who asserts that the CBC should support progression and focus on student-led learning. In essence, the government's role has been to provide a conducive policy environment, resources, and guidance to enable the realization of the goals of CBC, including the fostering of student-led lessons and personalized learning experiences.

4.5 Discussion of The Results

The findings of this study on the implementation of the Competency-Based Curriculum (CBC) in early childhood education in Kisumu Central Zone, Kenya, align closely with existing literature and theoretical frameworks. Firstly, the pivotal role of teachers in the successful implementation of CBC, as highlighted in the study, resonates with previous research by Loflin (2016) and Budak (2015), who emphasize the importance of teacher buy-in and fidelity in curriculum implementation. However, the challenges identified, such as incorporating digital literacy, reflect concerns raised by Ondimu (2018) about limited digital competencies among teachers. This suggests a need for enhanced training and support for teachers to fully leverage digital tools within the CBC framework.

The resource constraints, including inadequate digital devices and teaching aids, mirror the challenges highlighted by Hondrich et al. (2016) and Budak (2015). Large class sizes and understaffing, as reported in the study, are consistent with the findings of Tilya and Mafumiko (2010) and Koskei (2014) in the Kenyan context. These constraints underscore the necessity for adequate resources and infrastructural support to ensure effective curriculum delivery.

The mixed findings on teachers' preparedness and willingness to adapt to CBC align with previous studies by Lambert et al. (2014) and Causarano (2015), which underscore the need for ongoing support and opportunities for pedagogical refinement. Comprehensive training and professional development are crucial for teachers to successfully implement new curricula, as highlighted by Jess et al. (2016) and Hall & Hord (2015).

The study's findings on the government's efforts to promote stakeholder buy-in and address concerns through awareness campaigns resonate with the theoretical underpinnings of Stakeholder Theory (Freeman, 1984) and Project Stakeholder Management theory (Mustafa & Tam, 2022). These theories emphasize the importance of continuous stakeholder engagement, analysis, and targeted strategies based on stakeholders' power, legitimacy, and urgency for successful project implementation.

The government's role in creating a conducive policy environment and regulatory framework for CBC implementation aligns with the practices observed in other nations like the USA, Canada, Finland, and Scotland, where strategic curriculum reforms have been driven by governmental initiatives (OECD, 2016; Hodges & Harris, 2012). The emphasis on developing soft skills such as critical thinking, collaboration, communication, citizenship, imagination, and problem-solving within CBC is consistent with the literature. These skills are essential for holistic education and align with the findings of Momanyi & Rop (2019), who highlight their importance in the implementation and effectiveness of CBC. The

government's commitment to embedding these skills into the curriculum reflects a recognition of their significance for 21st-century education.

The barriers to technology integration, such as poverty, lack of electricity, over-enrollment, and parental attitudes, corroborate the challenges identified by the Kenya Institute of Curriculum Development (KICD, 2018). These challenges highlight the need for policy interventions, investment in educational infrastructure, and initiatives to address socioeconomic disparities. The CSO's suggestion for increased government investment and broader awareness campaigns aligns with the recommendations of Muraya (2019) and other scholars who emphasize the need for a supportive environment for successful curriculum reforms.

The study's findings on the benefits of personalized learning and student-led lessons in CBC align with the theoretical perspectives on learner-centered education. The government's role in facilitating student-led learning opportunities and implementing assessment strategies supports the development of personalized learning experiences, which are crucial for meeting diverse learner needs (Mulenga & Kabombwe, 2019; Tabe, 2019; Makunja, 2015).

The study identifies several barriers to effective parental involvement, such as socioeconomic challenges, lack of understanding of the CBC, and negative attitudes towards the curriculum. These obstacles are consistent with findings in the literature by Hornby and Lafaele (2011), who discuss various factors that hinder parental involvement, including time constraints, lack of educational resources, and cultural differences. Overcoming these barriers requires targeted strategies, such as awareness campaigns and parent education programs, to foster a supportive home environment conducive to learning.

Regarding parental readiness and willingness, the findings reveal that many parents feel underprepared, slightly willing to adopt new strategies, and overwhelmed by the

demands of the CBC. This resonates with the literature review, which identified barriers such as psychological factors, motivation, and self-efficacy (Goodall & Montgomery, 2014) that can influence parental involvement. Addressing these barriers through targeted strategies and stakeholder analysis, as suggested by Mustafa and Tam (2022), could enhance parental readiness and willingness to engage in the CBC implementation process.

Concerning awareness and understanding of CBC, the findings reveal a lack of awareness and understanding among parents regarding the CBC objectives and their specific roles. This aligns with the emphasis in Stakeholder Theory and Project Stakeholder Management theory on the need for continuous stakeholder identification, analysis, and engagement (Mustafa & Tam, 2022). The lack of clear communication and sensitization efforts from the government and schools has hindered parents' understanding of their roles as stakeholders in the CBC implementation process.

Regarding parental engagement and collaboration, the findings indicate varying levels of parental engagement in providing educational resources, following up on academic progress, assisting with homework, and collaborating with teachers. While some parents demonstrated active involvement, others reported challenges in understanding their roles and the extent of engagement required. This aligns with Freeman's Stakeholder Theory (1984), which emphasizes the importance of stakeholder involvement in achieving organizational goals. The findings also resonate with Mustafa and Tam's (2022) emphasis on stakeholder analysis and developing targeted strategies based on stakeholders' power, legitimacy, and urgency.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This section presents summary, conclusion and recommendations for the study.

5.2 Summary

This chapter presents a succinct summary of the primary findings and goals of the research conducted in Kisumu Central Zone. The main aim of this study was to discern the level of stakeholder involvement in the implementation of the Competency-Based Curriculum (CBC) in Early Childhood Education. In particular, the research aimed to evaluate the extent of teachers' engagement in CBC, ascertain the degree of parental participation in CBC, and establish the extent of government involvement in CBC. The study was based on the stakeholder theory, initially propounded by Freeman in 1984. It utilized a mixed-method research design to attain a comprehensive understanding of the subject. The target population for the research encompassed 377 individuals. This included 174 public school teachers, 108 private school teachers, 94 parent representatives, and one Curriculum Support Officer (CSO). The sample size of 190 participants was determined using stratified sampling techniques. This approach ensured that various strata, such as different types of schools, parents, and community members, were adequately represented in the study.

5.2.1 Teachers' involvement in CBC

Teachers' involvement in the implementation of CBC was realized as very positive, most of the teachers attested that at the initial stages they had negative attitude towards CBC, but latter realized the fact that CBC sustained learner's attention span, curiosity and interest in learning and was the best way to go. However, they experienced numerous challenges such as reluctance in parent's willingness to support the curriculum, inadequate learning resources, large number of learners per class, inadequate time allocated for practical lessons and

insufficient staff to handle all the lessons. Even though all the teachers had undergone some training in CBC, the greatest challenge experienced by many teachers was the pedagogical skills required for CBC. A paltry number of teachers are conversant with the CBC pedagogical knowledge while the majority of teachers are still struggling to adopt the concept and are not able to handle what is required for the curriculum to be successful.

5.2.2 Parental engagement in CBC

Regarding parental involvement, parents expressed their active participation in their children's education. However, the objectives and extent of this involvement remained unclear. They believed that effective communication would enhance their full involvement in their children's education. Furthermore, they posited that parental involvement helped forge a strong bond between parents and the school. It is crucial to note that, according to parents, the onus of spearheading parental involvement lies with the teachers and the school. The information shared by schools about the curriculum was not clear. Despite teachers' attempts to convey information about the CBC, parents perceived this information as pertaining solely to class or demonstration requirements. Parents also expressed concerns about the feedback on their children's performance. The schools should aim to build skills and knowledge to foster collaboration. Parents need to be made aware of their roles in academic progress and home learning. Awareness should also be raised about family activities provided by the school that are well-suited for families. The parents strongly advocated for bidirectional and timely feedback, as they believe it enhances collaboration between parents and teachers. The parents were of the view that, if properly rolled out, the CBC could lead to the success of all students. Owing to the diversity in learning capabilities, parents opined that the CBC could meet all students' needs. Parents agreed that the CBC is a challenging curriculum which enables students to explore their abilities. They were of the view that collaboration is key to the success of the CBC.

5.2.3 Governmental involvement in CBC

The CSO ensures the implementation of the 4 Cs (Critical Thinking, Collaboration, Communication, and Creativity in CBC, instruction, and assessment; by encouraging teachers to group discussion, choosing leaders in a group, enhancing challenging tasks, promoting activity-oriented assignments, promoting activities to be done at home, dramatization of activities, and endorsing observation during activities. Through the initiative of the government, almost all the teachers have undergone some CBC training. However, the training attained was not enough for the pedagogical skills to manage the capacity of the curriculum's demands. Besides, since the inception of free primary education the schools solely rely on funding from the government which is not regularly disbursed. It is also the government's responsibility to employ teachers who are not adequately distributed to the schools.

5.3 Conclusion

The findings from this study provide a rich understanding of the factors influencing the implementation of the Competency-Based Curriculum (CBC) in Kisumu Central Zone. It appears that while teachers are positively involved in the process and recognize the benefits of CBC in sustaining learners' attention and interest, they also face numerous challenges. These include a reluctance among parents to support the curriculum, a lack of resources, large class sizes, insufficient time for practical lessons, and a shortage of staff. Further, despite some training, many teachers are struggling with the specific pedagogical skills required for CBC.

Parental involvement in the CBC, though present, is faced with its own complexities. Parents expressed their willingness to be actively involved in their children's education, but they also highlighted unclear communication and lack of understanding about their roles as key obstacles. Parents believe in the potential of the CBC to cater to diverse learning needs

and develop critical skills in their children. However, they see the need for better communication, bidirectional feedback, and increased collaboration with the school to make this a reality.

As for the government's role, the study suggests that, while initiatives have been taken to provide teacher training in CBC, there remains a shortfall in the pedagogical capacity needed to meet the curriculum's demands. Schools are highly dependent on government funding, which is not consistently provided, and there's an inadequacy in the distribution of teachers across schools.

In conclusion, the implementation of CBC in Kisumu Central Zone is shaped by the complex interplay of teacher involvement and attitudes, parental participation and understanding, and government support. To improve the success of CBC, it's clear that a holistic approach is needed. This would involve not only increasing resources and teacher training but also enhancing communication and collaboration with parents and ensuring consistent government support.

5.4 Recommendations

The study on the implementation of the Competency-Based Curriculum (CBC) in early childhood education in Kisumu Central Zone, Kenya, leads to several key recommendations. To begin with, there is a pressing need for enhanced teacher training and support. This includes comprehensive programs aimed at improving digital literacy among teachers, enabling them to integrate digital tools effectively into their teaching practices. Furthermore, continuous professional development opportunities should be established to help teachers adapt to new pedagogical approaches and refine their instructional strategies.

Addressing resource constraints is another crucial recommendation. Schools should receive increased investment to ensure they are equipped with adequate digital devices and teaching aids, which are essential for effective curriculum delivery. Additionally, there

should be a focus on infrastructural development, particularly in underprivileged areas, to tackle challenges like lack of electricity and insufficient classroom space.

To combat issues related to large class sizes and understaffing, policies should be implemented to recruit and retain more teachers. This would reduce the student-to-teacher ratio, ensuring that each student receives adequate attention and support. Additionally, teachers should be provided with training and resources to manage large class sizes effectively, ensuring all students can participate and benefit from the CBC.

Parental involvement and engagement are also critical for the success of CBC. Targeted awareness campaigns should be conducted to educate parents about the objectives and benefits of the CBC, emphasizing their crucial role in supporting their children's education. Moreover, parental education programs should be developed to enhance parents' understanding of the CBC and provide them with strategies to support their children's learning at home.

The government's role is pivotal in fostering an environment conducive to CBC implementation. This includes formulating and implementing policies that address socioeconomic barriers, such as poverty and lack of infrastructure. There should be a concerted effort to foster collaboration between the government, schools, parents, and other stakeholders. Regular stakeholder meetings and feedback mechanisms can ensure continuous engagement and improvement.

Incorporating soft skills into the curriculum design is another vital recommendation. The curriculum should explicitly focus on developing skills like critical thinking, collaboration, communication, and creativity. Guidelines and resources should be provided to teachers to help them integrate these skills into their lessons. Additionally, assessment strategies should be developed and implemented to measure students' progress in acquiring

these skills alongside their academic achievements. Formative assessments can be used to provide ongoing feedback and support to students.

For effective technology integration, substantial investment in the necessary infrastructure, including reliable electricity and internet access, is essential. Teachers should receive training on effectively using technology in the classroom, including digital learning platforms and educational software.

Regular monitoring and evaluation of CBC implementation are crucial. Establishing a robust framework for these assessments will help identify areas for improvement and inform policy and practice. Creating feedback mechanisms for teachers, students, and parents can ensure that the implementation process is continuously refined based on real-time input from all stakeholders.

Finally, supporting socioeconomically disadvantaged students is imperative. Financial assistance programs should be developed to provide necessary resources to students from low-income families, ensuring equitable access to education. Additionally, partnerships with community organizations and businesses can provide additional support and opportunities for learning.

5.5 Suggestion for Further Research

Future studies can focus on the involvement of digital literacy on CBC, the effect of communication and feedback on CBC and stakeholders' interventions to enhance CBC.

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APPENDIX II: National Commission for Science, Technology and Innovation Clearance

 <p>REPUBLIC OF KENYA</p>	 <p>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION</p>
Ref No: 103839	Date of Issue: 18/October/2022
RESEARCH LICENSE	
	
<p>This is to Certify that Miss.. JANET MBITHE MUENDO of Jaramogi Oginga Odinga University of Science and Technology, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kisumu on the topic: ROLE OF STAKEHOLDERS INVOLVEMENT IN THE IMPLEMENTATION OF COMPETENCE BASED CURRICULUM (CBC) IN EARLY CHILDHOOD EDUCATION, KISUMU CENTRAL ZONE, KISUMU COUNTY -KENYA. for the period ending : 18/October/2023.</p>	
License No: NACOSTIP/22/20977	
103839 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Verification QR Code	
	
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	
See overleaf for conditions	

APPENDIX I: Research Authorization County Government of Kisumu

REPUBLIC OF KENYA



THE COUNTY GOVERNMENT OF KISUMU

Office of the Director – Governance and Administration

REF: CGK/DGA/03/VOL.3(128)

DATE: 02/11/2022

**THE SUB COUNTY ADMINISTRATOR
KISUMU CENTRAL**

RE: RESEARCH AUTHORIZATION: JANET MBITHE MUENDO

Reference is made to a letter from the National Commission for Science, Technology and Innovation no.NACOSTI/P/22/20977 dated 18th October, 2022 on the above underlined subject matter.

The above named is from Jaramogi Oginga Odinga University of Science and Technology. She has been authorized to carry out a research on "Role of Stakeholders Involvement in the Implementation of Competence Based Curriculum (CBC) in Early Childhood Education, **Kisumu** Central Zone, Kisumu County – Kenya". The research period ends on 18th October, 2023.

Kindly accord her necessary assistance.

A handwritten signature in blue ink, appearing to read 'Leonard Kwama', written over a circular stamp.

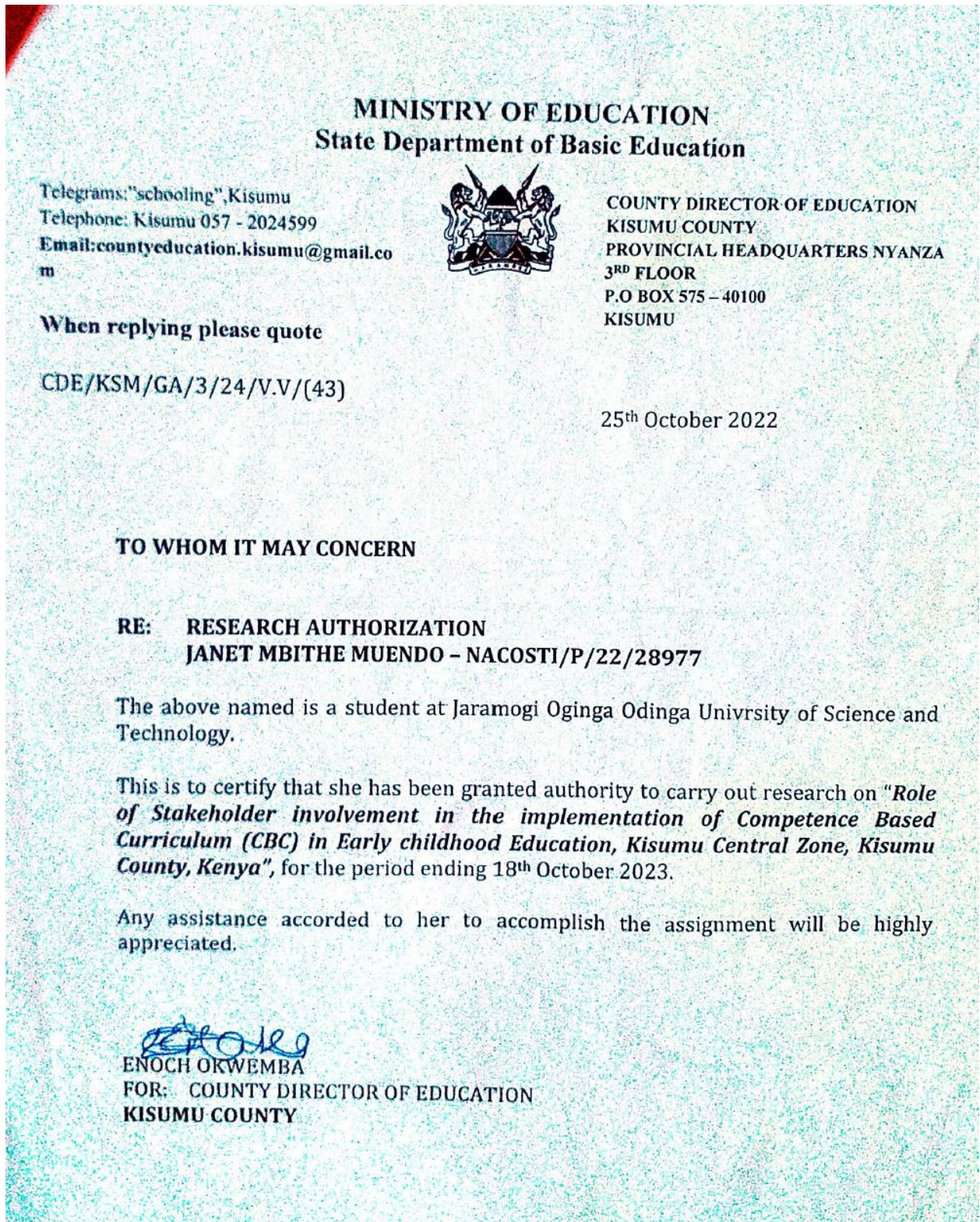
LEONARD KWAMA

DIRECTOR – GOVERNANCE AND ADMINISTRATION

C.C. Janet Mbithe Muendo

JOUST

APPENDIX IV: Ministry of Education State Department of Basic Education Clearance



APPENDIX V: Ministry of Interior and Coordination of National Government
Clearance



OFFICE OF THE PRESIDENT

MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Telephone: Kisumu 2022219/Fax: 2022219
Email: ckisumucounty@gmail.com

COUNTY COMMISSIONER
KISUMU COUNTY
P.O. BOX 1912-40100
KISUMU.

Ref: CC/KC/R.ES./1/3/VOL.IV/03

Date: 25th October, 2022

DEPUTY COUNTY COMMISSIONER
KISUMU CENTRAL

RE: RESEARCH AUTHORIZATION: JANET MBITHE MUENDO

Reference is made to a letter from the National Commission for Science, Technology and Innovation no. NACOSTI/P/22/20977 dated 18th October, 2022 on the above underlined subject matter.

The above named is from Jaramogi Oginga Odinga University of Science and Technology. She has been authorized to carry out a research on "***Role of Stakeholders Involvement in the Implementation of Competence Based Curriculum (CBC) in Early Childhood Education, Kisumu Central Zone, Kisumu County – Kenya.***" The research period ends on 18th October, 2023.

Kindly accord her necessary assistance.

JOSEPHINE OUKO
COUNTY COMMISSIONER
KISUMU COUNTY.

Copy: Janet Mbithe Muendo
JOOUST

APPENDIX VI: Letter of Transmittal

MuendoMbithe

Jaramogi Oginga Odinga University of Science and Technology.School of Education, Early
Childhood Development Education.

P.O Box. 278-40100-Kisumu

Email address: janetmbitha@gmail.com,

Tel no: 0722296236

July 2022.

Dear Sir/Madam

**RE: STAKEHOLDERS INVOLVEMENT IN THE SUCCESS OF COMPETENCE
BASED CURRICULUM (CBC) IN EARLY CHILDHOOD EDUCATION, KISUMU
CENTRAL ZONE.**

I am a Masters of Education (ECE) student at the Jaramogi Oginga Odinga University of Science and Technology carrying out a research on the above topic. It's my humble request that you assist me by filling in the questionnaire and responding to the interview questions as correctly and honestly as possible. Be assured that your identity will be treated with **UTMOST CONFIDENTIALITY** and for this reason **DO NOT WRITE YOUR NAME OR INSTITUTION** on any tool. I take this opportunity to thank you in advance for your willingness to participate in this important exercise.

Yours Faithfully,

Muendo Mbithe
E451/4102/2019

APPENDIX VII: Questionnaire for Teachers

This is to request you to participate in this study by filling in the questionnaire. Confidentiality will be assured for your identity. Please respond to all the items by putting a tick appropriately

Part A: General Information

1. What is your gender? Male () female ()
2. Which age bracket are you? 19-30yrs () 31-40yrs () 41-60yrs ()

Part B: Influence of teachers' involvement in CBC implementation

3. How many years have you taught in primary school(s).....
0-10yrs () 10-20yrs () over 10yrs ()

4. What grade are you currently teaching?

Grade1 () Grade2 () Grade3 () Grade4 ()

Section two: Influence of teachers on implementation of Competence Based Curriculum

5. For how many years have you taught in lower primary grades?

0-5yrs () 10-20yrs () 21 and above ()

- 6 Have you attended any in-service training on the Competence Based Curriculum?

Yes () No ()

7. If yes, how long did the training take?

One week () two weeks () three weeks ()

8. How often was the training?

Monthly () Termly () Yearly ()

9. Indicate the number of teachers in a school

Understaffed () Overstaffed () Enough ()

10. Response of learners to CBC lessons

Very Positive () positive () average () negative ()

11. What is the number of learners in a class?

Few () average () high () very high ()

12. What is the rate of parents' involvement in terms of?

i) Attending school functions?

Poor () fair () good () very good ()

ii) Signing a checklist for their children’s assignments?

Below expectation () Approaching expectation () Meeting expectation () Exceeding expectation () ?

iii) Paying legal Levis e.g. educational tours, fun days and motivational days?

Poor () fair () good () very good ()

13. What is the level of governmental involvement in the following areas?

i) Teaching and Learning resources

Adequate () inadequate () not available () adequate plus extra ()

ii) Human resources

Trained () untrained () trained but not enough () none ()

14. Please indicate by the use of a tick in the related columns the extent to which you have been able to infuse the following core competencies appropriately during instruction.

Section three: Availability of instructional materials and implementation of CBC

Competence	Very well	Good	Developing	Needs support
Communication and collaboration				
Critical thinking and problem solving				
Citizenship				
Creativity and imagination				
Learning to learn				
Self efficiency				
Digital literacy				

15. How many learners do you have in your grade?.....

16. Please, indicate by the use of a tick in the related column the extent to which instructional materials are available in your class.

Learning Resources	Adequate	inadequate	Not available
Textbooks			
Digital devices			
Handbooks			
Teaching Aids			

17 Teacher lesson planning and implementation of competence-based curriculum

Please indicate by use of a tick in the related column the extent to which each of the following aspects in relation to lesson planning in the line with CBC have been achieved in your lessons.

Statement	Very well	Good	Developing	Needs support
Ability to write lesson plans with all CBC aspects				
Ability to present CBC lessons systematically in class				
Making lesson plans for all lessons				
Making sure lesson planning doesn't eat into teaching time				

18. Check the option that best describes your perception and practices

	Not at all confident	Slightly confident	Moderately Confident	Quite Confident	Very Confident
How confident are you in your teaching methods under the CBC?					
	Rarely	Occasionally	Sometimes	Often	Frequently
How often do you use different assessment methods to gauge students' competence?					
How frequently do you communicate with parents about their					

child's progress under the CBC?					
	Not at all	A little	Somewhat	Quite a bit	A great deal
To what extent do you modify your class management techniques to cater to the CBC?					
	Not at all well	Slightly well	Moderately well	Quite well	Very well
How well do you incorporate the CBC principles into your teaching practice?					

19. Teacher's Attitude: Check the option that best describes your attitude

	Not at all confident	Slightly confident	Moderately Confident	Quite Confident	Very Confident
How confident are you in your ability to effectively implement the CBC in your classroom?					
	Not at all prepared	Slightly prepared	Moderately prepared	Very Prepared	Completely prepared.
How prepared did you feel to implement the CBC at the start?					
	Not at all willing	Slightly willing	Moderately willing	Very willing	Completely willing
How willing are you to adapt your teaching methods to better suit the CBC?					
	Less effective	Somewhat less effective	Neutral	Somewhat more effective	More effective
How effective do you think the CBC is for student learning compared to the previous curriculum?					
	Much less	Somewhat less	Neutral	Somewhat more	Much more
How much do you enjoy teaching under the CBC					

compared to the previous curriculum?					
--------------------------------------	--	--	--	--	--

Part C: Parental Involvement

a). Check the option that best describes your participation as a parent in CBC.

	Rarely	Occasionally	Sometimes	Often	Very frequently
How often do you provide for your child's educational needs (books, stationery, internet access, etc.)?					
How often do you use How frequently do you follow up on your child's academic progress with their teacher?					
How often do you help your child with their homework or assignments?					
	Not at all	A little	Somewhat	Quite a bit	A great deal
To what extent do you collaborate with your child's teachers to support their learning?					
	Not at all involved	Slightly involved	Moderately involved	Substantially involved	Very involved indeed
How involved are you in your child's school events or activities?					
	Not at all	Slightly well	Moderately well	Quite well	Very well
How well do you understand the CBC and its objectives?					

b). Check the option that best describes your readiness in the New Curriculum, CBC

	Not at all prepare	Slightly prepared	Moderately prepared	Very prepared	Completely
How well prepared do you feel to engage in your child's learning under the CBC?					
	Not at all willing	Slightly willing	Moderately willing	Very willing	Completely willing

How willing are you to adopt new strategies or methods to help your child learn under the CBC?					
	Not at all prepared	Slightly prepared	Moderately prepared	Very prepared	Completely
How well-prepared do you feel to deal with the challenges that might arise from your child's learning under the CBC?					
	Rarely	Occasionally	Sometimes	Often	Very frequently
How often do you feel overwhelmed or unsure about how to support your child's learning under the CBC?					

c). Focus Group Discussion for Parents' Representatives

1. How much do you know about CBC?
2. Are you aware of parental roles in CBC?
3. Describe the level of parental involvement in CBC giving some examples of ways parents are involved.
4. What causes parents to stay involved in their child's education?
5. What causes parents not to be involved in their child's education?
6. How do parents and children benefit from their parents being involved in their child's school experiences?
7. How do teachers benefit from parental involvement?
8. What could the school do to help you get more parents involved in their child's education?
9. Does the school/Government shares information with families about CBC/child's progress
11. How has your child's school (teachers) provided information to help you know how to support your child's learning at home and school?
12. How have you used this information?" Encourage participants to give examples from their experiences of helping their children.
13. How would you rate this school on building families' knowledge and skill in supporting their child's learning at home and their child's academic progress at school?"

14. Has your child's school (teachers) shown you how you can help your child learn at home?" Prompts: "How have they done this?" "How have you used this information?"
15. What family activities does your school provide that are a good fit for your family's needs and interests?" Encourage participants to share specific examples.
16. "What evidence have you seen of CBC preparing children or teenagers for a successful future?"
17. How can CBC improve how we meet the needs of students facing learning or behavior difficulties?"
18. "What evidence have you seen that CBC is providing your child with a challenging curriculum?"
19. What are your suggestions on how the curriculum or programs in the school could be improved to better prepare students for their future?
20. How effective is the school's communication? Do you feel you get all of the information you need when you need it?"
21. "How well does your school (teacher, principal) listen to you? How does your school (teacher or principal) invite you to share your ideas?"
22. "What could be done at your school to improve communication from school to home, or home to school, about student progress and other topics?"

Part D: Checklist for Curriculum Support Officer (CSO)

1. What are the key concepts addressed by CBC?
2. What are the key skills addressed by CBC?
3. What are the priority standards for CBC? How do you ensure that these standards are emphasized throughout the year?
4. Do teachers and administrators understand the CBC standards?
5. What are the soft skills that students need in order to be successful in CBC? How are these skills disseminated?
6. Rate the level of satisfaction of CBC?
7. How do you ensure implementation of the 4 Cs (Critical Thinking, Collaboration, Communication, and Creativity) in CBC, instruction, and assessment(s)?
8. Rate the level of technology integration in CBC implementation?

9. What is the level of compliance in CBC?
10. Are there opportunities for student-led lessons in CBC?
11. Are there multiple options for personalized learning throughout the CBC?
12. Does the CBC incorporate Accountable Talk or student-led questions which deepen student understanding?
13. How do you measure student understanding of CBC?
14. Has CBC designed authentic tasks for students?
15. What is the role of formative assessment in measuring the written, taught, and understood curricula?
16. Does CBC facilitate transfer?
17. Are there any plans to ensure continuity in CBC?
18. Does CBC support student understanding of the key skills, concepts, and soft skills that our staff has identified as important?
19. Do you discuss teaching and learning with the stakeholder in CBC?
20. Does CBC facilitate analysis for college and career readiness indicators?
21. Do stakeholders have the opportunity to provide ongoing feedback regarding CBC?
22. Do the implementers have enough teaching devices that can make CBC successful?