

CHALLENGES FACING IMPLEMENTATION OF THE COMPETENCY BASED CURRICULUM IN KENYA: AN URBAN VIEW

Authors

- 1) Harriet Isaboke
PhD Research Scholar
Kenyatta University
P.O. BOX 43844-00100
Nairobi-Kenya
Contact: +254 0797-857-231
Email: harrietisaboke@gmail.com

- 2) Dr. Gladwell Wambiri
Senior Lecturer, Department of Early Childhood & Special needs Education
Kenyatta University
P.O. BOX 43844-00100
Nairobi-Kenya
Contact: +254 0735-282-800
Email: wambiri.gladwell@ku.ac.ke

- 3) Dr. Maureen Mweru
Senior Lecturer, Department of Early Childhood & Special Needs Education
Kenyatta University
P.O. BOX 43844-00100
Nairobi-Kenya
Contact: +254 0708-156-148
Email: macharia.mweru@ku.ac.ke

Abstract

This paper explores challenges teachers face in implementation of the Competency Based Curriculum (CBC) in public pre-primary schools in Nairobi City County. Kenya rolled out the CBC in pre-primary and primary schools in 2018 with the aim of equipping learners with competencies and skills to meet human resource aspirations of Kenya's Vision 2030 blueprint for development. However, studies have reported minimal use of CBC teaching-learning approaches in public pre-primary schools. Therefore, this study purposed to establish the challenges hindering effective implementation of the Curriculum in the schools. The study was based on the Concern-Based Adoption Model by Hall, Hord and Rutherford (2006) and targeted all the 225 public pre-primary schools in the Nairobi City County, with a population of 675 comprising of 450 pre-primary school teachers, 225 Early Childhood Development (ECD) Center Managers. A Questionnaire and an interview schedule were used to collect data from a sample size of 135, which consisted of 45 center managers and 90 pre-primary school teachers. The data was analyzed thematically, the findings showed that implementation of CBC is greatly challenged by lack of adequate learning facilities, lack of adequate training of teachers on how to implement the Curriculum, large class

sizes, lack of adequate teachers, lack of adequate teaching-learning materials, ignorance and lack of cooperation from parents. The study concluded that pre-primary school teachers in public pre-primary schools faced a lot of challenges which hindered effective implementation of the curriculum. Therefore, the study recommended that the Nairobi City County Government should construct more classrooms, employ more teachers and provide adequate teaching-learning materials to cater for the high enrollment in public pre-primary schools. In addition the County government in collaboration with the schools should sensitize parents to help them understand what CBC is all about and their role in the implementation process

Key Words: *Competency Based Curriculum, Challenges, Curriculum Implementation, pre-primary grades*

1. Introduction

Education is a vehicle for economic and social change. It is therefore, imperative that curriculum is constantly reviewed to keep abreast with the globalization of labour market and demand for acquisition of the twenty first century skills. Many countries have shifted from content based curricula to competency based teaching learning approaches. According to Fein (2015) competency based teaching-learning approaches were implemented first in teacher education in the United States of America in the 1970s. Since then, competency based learning approaches have been developed and implemented in a range of professional areas and learning institutions in various countries (Sanchez & Romero, 2015).

According to UNESCO (2015) Competence Based Curriculum (CBC) is a vehicle through which a country can empower its citizens with skills, knowledge and values that will help them fit in the global village which is characterized by advancing technology. Further, IBE-UNESCO (2017) highlighted that CBC enables learners to perform practically and measurably, using the skills acquired through learner-centered pedagogy. As a result, many countries have carried out reforms in curricula in connection with the concepts of key competences and learning outcomes. CBC was introduced to Kenya's Education system in 2016, when it was piloted and rolled out in 2018 in all the pre-primary and primary grades under 2-6-3-3-3 education system that is replacing the 8-4-4 system. The Curriculum is seen as a panacea to the problem of high numbers of unemployed youth in the Country. However, studies have reported poor implementation of the curriculum in schools and minimal use of CBC teaching-learning approaches in pre-primary schools (Ondimu, 2018). Based on these reports, the study purposed to establish challenges which could be hampering effective implementation of CBC in pre-primary schools.

Objective: To identify challenges teachers face in implementation of the CBC in Nairobi City County public pre-primary schools

Research Question: What challenges are teachers facing in implementation of CBC?

2. Literature Review

2.1 Challenges Facing Teachers in Implementing CBC in Schools

Competency based teaching-learning approaches have gained popularity among stakeholders in the education sector globally. However, studies have demonstrated that many countries which have

implemented the competency based approaches to teaching and learning have experienced a number of challenges which have hampered smooth and effective implementation of the curriculum. For instance, in Ghana, a study was carried out by Acquah, Frimpong and Kwame (2017) who sought to establish the challenges facing the implementation of Competency Based Training Programs (CBT) in training institutions. The study reported that implementation of the Competency based approaches had contributed immensely to the training of highly skilled graduates needed in the industry. Further, the study highlighted that in spite of the realized positive outcomes, the curriculum had not been effectively implemented in some of the training institutions due to inadequate funding of the institutions, lack of infrastructure development and lack of policy guidelines in the institutions. The findings from this study imply that implementation of CBC can be challenged by a number of factors in the schools; however, the findings may not apply in the Kenyan context. Therefore, there was need for a study to be conducted in Kenya to unravel the challenges affecting implementation of CBC in schools.

In Rwanda, Mugabo, Ozawa and Nkundabakura (2021) conducted a case study which explored the relationships between a school's profile and their capacity to implement CBC. Findings from the study indicated that variations in the implementation of CBC between teachers were caused by the differences in their professional development, inadequate training on CBC, inadequate teaching-learning resources and lack of infrastructural capacity of the schools. Based on the findings, the study recommended provision of adequate instructional resources and establishment of strong and regular in-service training programs to help teachers know how to put the new ideas into practice. The report from the reviewed study shows that lack of adequate instructional resources and failure to adequately train teachers can cause challenges in implementing curricula.

In addition, a report by Ndayambaje (2018) highlighted the challenges facing implementation of the Competency Based Curriculum in Rwandan schools. The report indicated that despite the fact that all teachers in primary schools were trained on how to implement the curriculum, some were resisting change. As a result, they continued using the old teaching materials and methods. Further, Ndayambaje (2018) pointed out that lack of sufficient teaching-learning resources was reported as another issue hindering effective implementation of CBC in Rwanda. This implies that provision of adequate instructional materials and constant training of teachers to change their perception about the CBC is important for successful implementation.

In Tanzania, a study by Makunja (2016) investigated challenges facing teachers in implementing the Competency Based Curriculum in Tanzania. The study established that teachers faced a lot of challenges which impeded effective implementation of the curriculum in teaching and learning. The study highlighted lack of in-service training of teachers on CBC, lack of sufficient instructional materials, overcrowded classrooms and low ability of children as the major challenges hindering effective implementation of the curriculum in Tanzania. In the light of the findings, the study recommended that teachers should be allowed to participate in developing the curriculum. The study also recommended that the Ministry of Education should devise ways of providing instructional materials which are consistent with the CBC. This implies that training of teachers on how to implement the curriculum, provision of instructional materials and enough classrooms are crucial for effective implementation of CBC.

In addition, Hipolite (2019) explored the challenges of implementing CBC in public secondary schools in Morogoro Municipality, Tanzania. The study employed a case study design and

qualitative research approach whereby data was collected from 36 participants using observations, interviews and focus group discussions. The study reported that teachers were faced with many challenges which hindered effective implementation of the Curriculum. These included; large number of pupils in classes, lack of adequate materials for teaching-learning and teachers' lack of proper understanding of CBC. The study recommended that the Ministry of Education in Tanzania should provide schools with adequate teaching-learning materials and adequate in-service training to all teachers.

Another study conducted in Tanzania by Muneja (2015) highlighted the challenges faced by secondary school teachers in implementing the CBC. The study reported that teachers experienced many challenges which negatively impacted implementation of the curriculum. The highlighted challenges faced by the teachers in Tanzania include; teachers' lack of adequate knowledge on teaching and assessment methods, lack of adequate textbooks and poor quality of instructional materials. In addition the study reported lack of adequate ICT tools for instruction and teachers' lack of motivation to implement the curriculum. The study suggested that the Ministry of Education and Culture should devise in-service training sessions for teachers to change their attitude towards implementation of the curriculum and provide adequate materials and infrastructure in all schools. This study was conducted in Tanzania, therefore the findings may not apply in Kenyan schools. Hence, there was need for a study to establish challenges facing teachers in implementing CBC in Kenyan schools.

Further, Komba and Mwandanji (2015) investigated issues surrounding the implementation of CBC in Tanzanian secondary schools. The results indicated that the majority (86%) of the teachers lacked adequate knowledge on the curriculum. Further, the study reported that majority (78%) of the reviewed lesson plans did not reflect the qualities of a competence based lesson plan. In addition, it was reported that the involvement of learners in classroom activities by the teachers was overall low and less than 50% of the observed teachers conducted formative assessment. Based on the findings, the researcher concluded that CBC was not implemented effectively in the sampled schools and recommended that regular training for in-service teachers should be conducted in order to enable them acquire up-to-date teaching skills as required by the changes introduced in the curriculum.

In Kenya, Momanyi and Rop (2019) conducted a survey in Bomet East Sub-County which sought to establish challenges faced by teachers when implementing CBC. The results showed that teachers' lack of adequate knowledge and skills on how to implement the curriculum was the major factor hindering effective implementation of the CBC. The study recommended that the Ministry of Education and KICD should provide more in-service training sessions for teachers. This will help bridge the capacity gaps in pedagogy, assessment and preparation of teaching materials. This means if teachers lack adequate knowledge and skill on CBC, they will experience challenges when implementing the curriculum.

A study conducted by Sifuna and Obonyo (2019) examined the challenges hindering effective implementation of CBC in Kenya. It was established that the Curriculum was not systematically planned and implemented. There was minimal training of teachers on the curriculum content and teaching methods. In addition, it was highlighted that there was inadequacy of instructional materials and lack of participation by parents and other relevant stakeholders in the curriculum reform process. The study recommended the Ministry of Education to create an adequate framework for training teachers, sensitize parents and provide adequate instructional materials and

classrooms in all schools. This implies that for effective implementation of a curriculum, adequate training of teachers, sensitizing parents and providing adequate teaching and learning resources are key factors to be considered. The highlighted factors were established in lower primary grades, which may not be the case in pre-primary section therefore, was crucial to establish if teachers in public pre-primary schools are experiencing the same challenges.

Teachers are likely to face challenges when implementing a new curriculum. As highlighted by Wambua and Waweru (2019) who conducted a study to establish the challenges facing the implementation of CBC in all public primary schools in Machakos County. The study established that teachers were not fully prepared for the implementation of CBC and there were inadequate staff, inadequate infrastructure and lack of adequate teaching and learning resources. The study recommended that the Ministry of education should invest more on teacher training and involve teachers in curriculum reform process to change their attitudes towards the curriculum for effective implementation. The study highlights a number of challenges hindering effective implementation of CBC but it only focused on lower primary schools, it is therefore important to establish the challenges facing pre-primary school teachers in implementing the Curriculum.

There are many challenges facing teachers in the implementation of the CBC. This was pointed out by KNUT (2019) which established that there was minimal implementation of CBC in schools due to the following challenges; overcrowded classrooms due to extremely high learners' enrolment and lack permanent classrooms which have led institutions to combine some learners of different grades. The report showed that most public schools did not have PP1 and PP2 classrooms forcing learning to be undertaken under a shade or tree. In addition, KNUT reported that majority of CBC learning areas did not have approved books, materials and delayed Government distribution of textbooks to school. It was also reported that the assessment rubrics had unclear guidelines hence teachers found it extremely difficult to assess learners' competencies and learning progress. Finally, the report showed that CBC training sessions were inadequate, ineffective and the duration was short and lack of shareholders involvement in CBC roll-out.

Another study by Mwarari, Githui and Mwenje (2020) explored the perceived challenges of involving parents in implementation of CBC in early year's education. Findings showed that parents acknowledged the importance of participation in school activities and learning. However, they reported some of the factors which influenced their collaboration with schools which included: lack of time, lack of training for parents to understand what CBC is all about, lack of adequate knowledge on how to assist children and lack of resources. This means that engaging parents in learning activities as required by CBC may not be successful if the parents are not sensitized on its importance and how they need to play their roles. The reviewed study focused on parental involvement in implementation of CBC, however, there might be many other challenges which may hinder effective implementation of the curriculum which should be established and addressed.

A study conducted by Sitenei (2020) investigated how school-based factors influenced implementation of CBC in primary schools in Kibera Sub- County, Kenya. The findings showed that majority of teachers (81.6%) attended one week training, while (18.4%) attended two weeks training. This indicated that majority of the teachers had not received adequate training on the new curriculum. Further, it was reported that the time allocated was not adequate for the CBC lessons given the large class sizes. It was also reported that most of the schools in Kibera Sub-County lacked or had inadequate materials for implementing the curriculum. Further, the findings

confirmed that the public primary schools in Kibra were very overcrowded. The classes were crowded to the extent of forcing some learners to study from outside especially during practical subjects that required demonstration. This was in a way affecting effective implementation of the curriculum. The teacher-pupil ratio 1:80 was very high hence straining the teachers' efforts in managing pupil discipline, teaching and learning as well as their teaching methodology. The study highlighted a number of challenges affecting the implementation of CBC but the study only focused in lower primary grades. Therefore, it was important to establish the challengers faced by pre-primary teachers in implementing the curriculum.

A study which was carried out by Amunga, Were and Ashioya (2020) sought to establish the CBC activities that required parental involvement and the challenges they experienced in the implementation of the CBC. Results indicated that parents were not collaborating with schools in implementing the curriculum. It was reported that majority of the parents were reluctant in providing learning materials for practical lessons. The teachers reported other challenges which they faced when implementing the curriculum which included; lack of materials, lack of parental support, lack of adequate time to prepare for lessons, and large class sizes. Based on the results, the study recommended sensitization of parents, more funding by the government to build more classrooms and employment of more teachers. It is clear that teachers are facing a lot of challenges in implementing the curriculum, however, the challenges which were pointed out in the reviewed study emanated from lower primary school teachers. So the big question is what challenges do teachers in public pre-primary schools face when implementing CBC.

A study conducted by Marion (2020) purposed to examine the challenges experienced by teachers in implementation of CBC in lower primary schools in Laikipia East Sub- County in Kenya. Findings indicated that there were many challenges which were experienced by teachers as they were implementing the new curriculum. The teachers reported large class size as a serious challenge that impeded the implementation of CBC in public primary schools. In addition, teachers reported unavailability of teaching materials for practical learning areas such as Music and digital literacy was seriously impeded by the lack of adequate instructional materials. Further, the study established that infusing of digital literacy, problem solving and critical thinking competencies was challenging majority of the teachers, who indicated that they were still developing their ability. Lack of materials for digital learning was reported by majority of the teachers. Finally, majority of the lesson plans were in line with what the CBC requires and therefore presented no challenge. However, the teachers reported that the CBC training was short and not adequate to acquire the prerequisite skills required in the implementation of CBC. The study recommended that the government should build more classrooms, provide adequate teaching-learning materials and conduct regular training of teachers. The result from the reviewed study exposes several challenges experienced in lower primary grades when implementing the curriculum. This means that CBC has not been effectively implemented in lower primary grades due to the many challenges faced by teachers. However, the findings in lower primary grades may not be generalized to pre-primary grades; therefore, it is of importance to investigate challenges faced by teachers in pre-primary schools.

3. Methodology

The study was conducted in Nairobi City County. The County was purposively selected based on the reports which indicated that there is minimal use of competency based approaches in most pre-primary schools in the County studies (Ondimu, 2018; KNUT, 2019). The study employed a

descriptive research design. Simple random sampling was employed to sample 20% of the total number of public pre-primary schools in the County. One ECD center manager, one Pre-primary 1 and one Pre-primary 2 teachers from each of the sampled schools participated in the study. Therefore, the study had a sample size of 135 which comprised of 90 pre-primary school teachers and 45 center managers. A questionnaire and interview schedules were used to collect data from the respondents. The data was analyzed thematically and the voices of the interviewees were captured in the analysis.

4. Findings and Discussions

4.1 Challenges Teachers Face in Implementation of the CBC

To establish challenges faced by teachers in implementing the curriculum, the teachers were asked to indicate in the questionnaire the challenges they experienced in implementing the curriculum. Further, during the interviews, the center managers were also asked to explain the challenges faced by the pre-primary school teachers in implementing CBC. Following are the challenges which were highlighted by the respondents:

i) Lack of adequate school infrastructure

The teachers indicated that they experienced difficulties in implementing CBC due to lack of adequate learning facilities such as classrooms, chairs and tables. The teachers reported that most of the public pre-primary schools had high enrollment yet, there were inadequate classrooms to accommodate the high numbers. They further explained that the situation was getting worse each day to an extent that two learners share one chair while others lacked tables to write on. Similarly, the center managers also indicated that lack of adequate infrastructure in public pre-primary schools was a big challenge to implementation of the curriculum as reported:

Implementation of CBC in pre- primary school is challenged by lack of learning facilities, for instance, the available classrooms are not adequate. There are approximately 68 learners in each of the classrooms, PPI and PP2. This is a very high number accommodated in one classroom. Center Manager 9

We lack enough classrooms and furniture, so we are forced to combine PP1 and PP2 learners. This makes the class congested; no fresh air and teachers are not able to attend to each individual learner as required by the curriculum. Teacher 9

Based on the responses, it can be concluded that most schools have inadequate facilities to cater for the teachers' and learners' needs. The situation has been aggravated by the upsurge in enrollment due to implementation of the free primary education strategy. Similar findings were reported by KNUT(2019) who highlighted that implementation of the curriculum was a challenge due to overcrowded classrooms due to extremely high learners' enrolment and lack permanent classrooms which has led institutions to combine some learners of different grades. The findings also concur with the findings of a study carried out by Njoroge (2013) that assessed factors affecting curriculum implementation in public primary schools in Suswa Division, Narok County, Kenya and revealed that inadequate physical facilities affect curriculum implementation. It was also established that material and facilities were inadequate for effective curriculum implementation. The findings also agree with the findings by Makunja (2016), who investigated challenges facing teachers in implementing the CBC in Tanzania. The study highlighted lack of infrastructure and overcrowded

classrooms as part of the challenges which hindered effective implementation of CBC in Tanzanian schools.

Based on these findings, it is evident that lack of appropriate and adequate infrastructure can hinder implementation of CBC. Therefore, priority needs to be given to construction of more classrooms to accommodate the high numbers of learners in public pre-primary schools.

ii) Inadequate training of teachers on CBC

The pre-primary school teachers indicated that they embraced CBC however, they were not able to effectively implement it due to lack of adequate knowledge and skills on how to implement the curriculum. This was also echoed during the interviews with the center managers as reported;

Pre-primary school teachers lack adequate understanding about CBC, this is because they were not included in the trainings which were being conducted by the KIE, TSC and KNEC which the pre-primary teachers are not part. This is because ECD is under the County Government of Nairobi. The few pre-primary school teachers who have been trained on the curriculum are those who were teaching in lower primary in other schools before being employed by the County to teach in preschool. Center manager 10

Majority of the ECDE teachers have not been trained on CBC. The trainings are conducted by T.S.C and they base it mostly on primary schools because the ECDE section is under the County Government. Center Manager 11

The preschool teachers have not undergone as much training as teachers in primary grades. We have not been trained but we were asked by the Ministry officials to say that we have been trained whenever we are asked. Teacher 10

This shows that pre-primary school teachers have not received adequate training on how to implement the curriculum. The findings agree with the findings by KNUT (2019) who reported that teachers had difficulties in implementing the curriculum because they lacked adequate training. The report further highlighted that CBC training sessions were inadequate, ineffective and the duration was short. This finding is also in line with what was reported by Momanyi and Rop (2019) who conducted a survey in Bomet East Sub-County which sought to establish challenges faced by teachers when implementing CBC. The results showed that teachers' lack of adequate knowledge and skills on how to implement the curriculum was the major factor hindering effective implementation of the CBC. On the same breath, a study by Paulo (2014) on pre-service teacher preparedness in integrating competency based curriculum in secondary schools in Tanzania, reported that the pre-service teachers were not trained on new assessment methods and how to prepare lesson plans as stipulated in the Competency Based Curriculum. As such, they were still using traditional methods of teaching and assessment.

Similarly, Muneja (2015) highlighted the challenges facing implementation of CBC in Tanzania. The study reported that teachers' lack of adequate knowledge on teaching and assessment methods negatively affected implementation of the Curriculum. Therefore, it can be concluded that lack of adequate training of teachers can hinder effective implementation of CBC in pre-primary schools.

Thus there is need for the government to provide more opportunities for teacher training on implementation of CBC.

iii) Lack of adequate teaching-learning materials

Further, the pre-primary school teachers pointed out that they lacked adequate CBC instructional materials. The teachers reported that they did not have adequate textbooks and activity work books for learners. In addition, the teachers explained that sometimes they were forced to request parents to buy workbooks for their children, but some parents did not have the financial ability to do so. In such situations, the learners without workbooks were forced to use the common exercise books to do the same work others do using workbooks. This was reported to be hectic for the teachers who were then forced to copy what was in the workbooks in the learners' exercise books. The same challenge was echoed by the center managers as reported:

Implementation of CBC in pre-primary school is challenged by lack of pupil work books and lack of funds for pre-primary school learning. For proper implementation of the curriculum, there should be provision of more work books for the pupils and more in-service training on CBC to pre-primary school teachers. Center Manager 11

Curriculum implementation is an issue in preschool due to lack of enough teaching-learning materials. Most of the teachers are using materials which were provided by the Tayari Training Programme yet CBC is upgraded. Center Manager 12

As teachers we lack adequate learning materials and resources. Pupils lack activity books. Also we have problems with the parents who do not understand the CBC; therefore, they do not provide the books for their children. Teacher 12

This shows that public pre-primary schools had shortage of teaching-learning materials which hindered effective implementation of the curriculum. These findings concur with the report by KNUT (2019) which highlighted that majority of CBC learning areas did not have approved books, materials and the Government had delayed the distribution of textbooks to schools. The findings also agree with Mugabo, Ozawa and Nkundabakura (2021) who conducted a case study which explored the relationships between a school profiles and capacity to implement CBC in Rwanda. Findings from the study indicated that implementation of the curriculum was challenged by inadequate teaching-learning resources and lack of infrastructural capacity of the schools. On the same breath, Ndayambaje (2018) highlighted the challenges facing implementation of CBC in Rwandan schools. The study reported lack of sufficient teaching-learning resources as one of the issues hindering effective implementation of CBC in primary schools in Rwanda. This implies that lack of adequate instructional materials can hinder implementation of CBC in public pre-primary schools in Nairobi City County. Therefore, there is need for provision of adequate resources and CBC instructional materials in the schools.

iv) Large class size and inadequate number of teachers

In addition, the pre-primary school teachers reported that they experienced difficulties handling many learners in classrooms. The teachers explained that the curriculum requires learning to be hands-on, that means that each learner should be involved in the learning activities. Teachers expressed that this was not practical in public pre-primary schools where enrollment is so high with one teacher in each grade. Same sentiments were shared by the center managers as reported:

Implementation of the CBC in Kenyan schools calls for provision of infrastructure development program fund to cater for more class room to accommodate the growing number of pupils and rationalization of the number of teachers to learners and employment of more teachers. Center Manager 13

Large class size is a challenge, for example in this school we have four pp1 and pp2 streams with over 300 pupils, yet there is only one teacher employed by the county, because of the teacher shortage as the center manager with the help of the head teacher, we employed 3 teachers whom we pay through the money we ask parents to contribute. Center manager 14

We are very few teachers and pupils are many, so the teachers cannot attend to each individual in class as the CBC requires. Teacher 14

This shows that the number of pupils per class is not manageable in respect to the number of teachers and facilities provided for the implementation of CBC in public pre-primary schools. This means that the teachers are not able to implement the Curriculum as expected. This finding is in agreement with the findings of a study carried out by Wadesango, Hove and Kurebwa (2016) on the effects of a large class size on effective curriculum implementation and found that the current teacher to pupil ratio of 1:40 was too large. Hence, both the head teachers and teachers felt that it should be reduced to as low as 1:30. The respondents felt that a large class is not conducive to cater to individual differences. The findings also agree with the findings by Hipolite (2019) which explored the challenges of implementing CBC in public secondary schools in Morogoro Municipality Tanzania. The study reported that teachers were faced with many challenges including handling large number of pupils in classes, which hindered effective implementation of the Curriculum.

Based on the results, it is evident that teachers are grappling with a number of challenges including many learners against one teacher in a class. Given that the Curriculum emphasizes on engaging learners in activities to help them acquire skills and competencies, it is difficult for one teacher to engage many learners in a class. This will hinder effective implementation of the curriculum in public pre-primary schools. Therefore there is need for more classrooms and employment of more teachers in the schools.

v) Lack of Cooperation from Parents

Finally, the teachers reported that they had difficulties dealing with parents who were not cooperative. The teachers explained that the parents lacked adequate understanding about the curriculum hence; they were not supportive in implementing it. Similarly, the Center Managers observed the same as reported;

Implementation of CBC in pre- primary school is challenged by lack of cooperation and ignorance from parents. Center Manager 15

There is lack of parental engagement. The parents have the notion that education in public pre-primary schools should be free, therefore anything that demand for cash makes them react. Teacher 15

Teachers are hindered by lack of cooperation from parents and ignorance from parents hence they don't cooperate with teachers. Center Manager 16

This is an indicator that parents lack proper understanding of the curriculum hence; they are not fully participating in the process of implementing it. This finding agrees with the findings of Kariuki (2014) study that evaluated the influence of parental involvement in the implementation of curriculum in public primary schools in Ndeiya zone, Kiambu County, Kenya and found that lack of involvement of parents in school activities hinders efforts to actualize the curriculum. The same was echoed by Olibie (2014) who investigated the influence of parental involvement in curriculum implementation as perceived by Nigeria Secondary School Principals. The study established that there was little extent of parental involvement in curriculum implementation in schools. Similarly, Sifuna and Obonyo (2019) examined the challenges hindering effective implementation of CBC in Kenya. The study highlighted that there was inadequacy of instructional materials and lack of participation by parents in the curriculum implementation process.

Further, the findings concur with the findings by Mwarari, Githui and Mwenje (2020), who explored the perceived challenges of involving parents in implementation of CBC in early years education. The study reported that lack of training for parents to understand what CBC is all about, challenged the implementation process. This means that engaging parents in learning as required by CBC may not be successful if the parents are not sensitized on its importance and how they need to play their roles. Therefore, there is need for the County government in collaboration with the schools to create an adequate framework for sensitizing parents on the CBC.

5. Conclusion

The study concluded that implementation of CBC is greatly challenged by lack of adequate learning facilities, lack of adequate training of teachers on CBC, large class sizes, lack of adequate teachers, lack of adequate teaching-learning materials, ignorance and lack of cooperation from parents who argued that basic education is free in public pre-primary school so anything that demanded for money made them react against the Curriculum.

6. Recommendation

The study recommended that the Nairobi City County Government should construct more classrooms, employ more teachers and provide adequate teaching-learning materials to cater for the high enrollment in public pre-primary schools. In addition the County government in collaboration with the schools should sensitize parents to help them understand what CBC is all about and their role in the implementation process.

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