



## **KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

### **MONITORING REPORT ON THE STATUS OF IMPLEMENTATION OF THE RATIONALISED CURRICULUM IN EARLY YEARS EDUCATION IN KENYA**

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**JUNE, 2024**

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**ISBN:**

Produced in June 2024

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## **FOREWORD**

The Kenya Institute of Curriculum Development has built in a system of monitoring the implementation of the Competency Based Curriculum (CBC) as the rollout of the curriculum progresses through the successive grades. In this report, the purpose of monitoring was to engage various stakeholders involved in the implementation of curriculum in Early Years Education (EYE), that is PP1, PP2 and Grades 1-3. Feedback obtained will be used to inform and ensure the successful implementation of the rationalised CBC at that level.

Following the recommendations of the Presidential Working Party on Education Reforms (PWPER), the Ministry of Education (MoE) and the Kenya Institute of Curriculum Development (KICD) were put to task to effect the changes recommended. This was in order to streamline the curriculum and make it more manageable to the targeted levels. Schools were required to put to effect the changes recommended by the PWPER. Consequently, the Institute carried out this study to monitor the extent of implementation of the rationalised curriculum in Early Years Education. The aim of the study was to provide insights into the changes in curriculum delivery, teacher practices, and learner outcomes to identify strengths and weaknesses. The findings of the study shall provide valuable insights for continuous improvement which will in turn enhance the quality of Early Years' Education implementation in Kenya.

On behalf of KICD, I wish to appreciate the contributions of all the participants who made the monitoring study a success. In particular, I express my sincere gratitude to the Cabinet Secretary, the Principal Secretary MoE as well as the Kenya Primary Education Equity in Learning (KPEEL) programme coordinators whose technical and financial support contributed to the completion of the study. My appreciation also goes to the county education officers who facilitated the KICD team to access schools, teachers, parents and learners during the data generation exercise.

I recognise the officers from KICD in a special way for their engagement in different phases of the development of this report. For those involved during the conceptualization of the study, development of research instruments and the data generation process, their efforts are appreciated. Further, I am grateful to those who shared their views during data gathering. To you all, your invaluable contributions will go a long way in informing the successes in the implementation process of the Early Years Education.

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## EXECUTIVE SUMMARY

The Kenya Institute of Curriculum Development (KICD) is responsible for developing, reviewing, and approving curricula and curriculum support materials for all levels of education below the university, as mandated by the KICD Act No. 4 of 2013. The Institute monitored the implementation of the rationalised learning areas in Early Years Education, encompassing Pre-Primary (PP1, PP2) and lower primary levels (Grade 1, 2, 3). The specific objectives of the study were to:

1. To evaluate the extent to which the rationalised curriculum is being implemented in Pre-Primary (PP1, PP2) and lower primary levels (Grade 1, 2, 3).
2. To assess teacher capacity for effective delivery of the curriculum based on the rationalised learning areas.
3. To examine how the whole school approach is being applied in integrating VbE, CSL and PEE
4. To identify challenges encountered in the implementation of the rationalised curriculum.

The purpose of the study was to monitor implementation of the curriculum in Early Years Education following the rationalisation of learning areas. This was expected to establish the extent to which the proposed changes have been effected in schools and to shed light on areas that need strengthening and adjustment in order to ensure that the rationalised curriculum meets its intended outcomes. Relevant literature was reviewed to define the key concepts, relevant theories and previous research studies related to the objectives of the study.

### Research Methodology

The study used a mixed methods design that combined both quantitative and qualitative approaches. The study targeted headteachers, teachers and learners in public and private regular schools for both regular learners and for those with special needs. Simple random sampling and purposive sampling were used to obtain the respondents of the study. A total of 2765 respondents participated in this study. These included 455 Headteachers, 1275 lower primary teachers, 805 pre-primary teachers, 65 Field officers and 175 parents. Additionally, 155 lessons were observed. The data generation was done using questionnaires, interview guides and observation schedules. Quantitative data were analysed descriptively through frequencies, percentages and presented through tables and figures. Qualitative data were analysed thematically and presented through narration supported by quotations.

### Key Findings

The following are the key findings of the study:

#### **1. Extent to which the rationalised curriculum is being implemented in Pre-Primary and lower primary levels**

The implementation of the rationalised curriculum remains incomplete, with several critical gaps. Despite 85.2% of headteachers and 85% of pre-primary and lower primary teachers viewing the changes favourably, the lack of updated course books and time tables, along with outdated schemes of work, pose significant challenges. Teachers struggle with lesson time

allocation, often exceeding recommended limits. Only 69.2% of classrooms have sufficient learning resources, highlighting the need for more comprehensive teaching materials. There is also a lack of structured directives and training for teachers, who seek practical, hands-on training and continuous support. Although 76.3% of classrooms promote collaborative sitting and 79.6% of schools provide a conducive learning environment, these gaps in resources and training hinder the realisation of the full potential of the curriculum. Improved teacher training, better resource allocation, and enhanced stakeholder collaboration are essential for successful implementation.

## **2. Teacher capacity for effective delivery in the rationalised learning areas**

The findings highlight the capacity of teachers in delivery of the curriculum in the rationalised learning areas. While most teachers have the ability to implement the curriculum following the changes in the EYE, some felt that they were not very effective in the delivery of the curriculum. This is due to lack of proper knowledge about the changes in the curriculum, lack of curriculum designs on the rationalised learning areas and lack of reference materials especially of the merged learning activities. The aspect of generating information from the existing course books poses a challenge to teachers thus affecting curriculum delivery. Availability of professional documents was evident from most teachers, though some did not have updated schemes of work and lesson plans for the lessons they were facilitating. During the lessons observed, mainstreaming values into the learning process as well as involvement of learners in CSL activities were not strongly evident. Similarly, parental involvement in children's learning was also not strongly evident during the learning process.

## **3. Application of the whole school approach in integrating VbE, CSL and PEE**

The findings showed that involving the entire school community (staff, parents, and community members) through the Whole School Approach (WSA) is key to successful implementation of values-based education, community service learning and parental empowerment and engagement. For value based education, non-teaching staff, parents and community members played a role through positive examples, guidance, religious activities and reinforcement. Community Service Learning was achieved through charity work, community cleaning, environment activities and economic participation. Parental engagement was fostered through communication forums and training, which enabled them to support their children with learning materials, basic needs and at-home learning as parents or guardians. They are also well informed on how to collaborate with the school community. However, it was evident that the WSA still faces some setbacks that are detrimental to its success. As such, it was evident that there is need to sensitise parents and the larger community to understand their roles in supporting learning and promoting positive morals among learners.

## **4. Challenges encountered in the implementation of the rationalised curriculum and suggestions for improvement**

The study revealed several critical challenges impacting the effective implementation of the Competency Based Curriculum (CBC) in Early Years Education level. Inadequate teacher preparedness was a significant issue, with many teachers lacking the capacity to implement the changes in the curriculum. This was exacerbated by lack of updated course books in the

rationalised learning areas. There was also lack of awareness among parents about the curriculum changes. Parental support was generally inadequate, particularly among socioeconomically disadvantaged families, and many parents struggled to provide necessary materials due to financial constraints. Language barriers further complicated the teaching process, especially in rural areas where students predominantly spoke their mother tongue. Lack of digital devices and internet connectivity hindered the integration of ICT in education, limiting acquisition of digital literacy skills among learners.

## **Conclusions**

The study indicates a generally positive reception to the changes implemented in the pre-primary and lower primary curriculum. Headteachers, pre-primary, and lower primary teachers generally perceive the rationalised curriculum as appropriate, particularly in terms of the reduction of learning areas and the number of lessons per week. Pre-primary teachers show effectiveness in interpreting curriculum designs and utilising existing learning resources, although some improvement is needed in ensuring timely lesson delivery. Curriculum support officers note significant progress in aligning teaching practices with the curriculum, despite some schools lacking sufficient resources. Observation of timetables and schemes of work revealed a high level of adherence to the planned learning activities, with minor discrepancies in environmental activities. Overall, the study found that there is a positive outlook on the implementation of the rationalised curriculum, with opportunities for further improvement in certain areas such as resource availability and consistent terminology usage.

In conclusion, while many teachers exhibit effectiveness in implementing changes to the Early Years Education (EYE) curriculum, significant barriers remain that hinder widespread success. The findings underscore the urgent need for comprehensive professional development programs tailored to equip implementers with the necessary knowledge and skills to navigate the revised curriculum effectively. Addressing the gaps in the interpretation of curriculum designs and ensuring quick and adequate provision of course materials for the rationalised learning areas are critical steps towards improving lesson delivery and improving overall learning outcomes. Moreover, aligning names of learning areas across schemes of work, lesson plans, and timetables with the updated curriculum guidelines is imperative to ensure coherence and clarity in teaching practices.

Integration of Values-Based Education (VbE), Community Service Learning (CSL), and Parental Engagement and Empowerment (PEE) through a whole school approach shows promise in fostering well-rounded learners with a sense of civic responsibility. However, ongoing challenges such as insufficient parental involvement and limited community engagement highlight the need for concerted efforts to raise awareness and strengthen partnerships between schools, families, and communities. By addressing these challenges and leveraging the strengths of the whole school approach, educational stakeholders can collectively work towards nurturing a supportive environment that enhances student learning and encourages positive moral development among young learners in the pre-primary and lower primary school levels.

The adoption and full implementation of the rationalised curriculum has been jeopardised by inadequate mastery of the integrated learning areas among the teachers. Further, the absence of hard copies of the curriculum design and appropriate course books implied that teachers were

unable to interpret the rationalised curriculum as expected. It is evident that low levels of awareness about the changes among parents, and constraints related to time and money limit their maximum participation.

## **Recommendations**

1. KICD in collaboration with the MoE to expedite the provision of schools with updated course books for the rationalised curriculum areas in order to support the implementation of curriculum in those areas.
2. KICD in collaboration with the MoE to fast track the delivery of curriculum designs in the rationalised areas to enable teachers to prepare effectively for lesson delivery.
3. The PWPER recommendation on review of existing policies and guidelines on pre-school primary teacher deployment and institutional administration to be implemented by MoE, TSC and CoG.
4. TSC in collaboration with the other relevant agencies to upscale regular continuous professional development programmes to continuously equip teachers with the necessary skills and knowledge for effective implementation of the rationalised curriculum.
5. CoG in collaboration with TSC and other relevant authorities to offer professional development to pre-primary school teachers. One of the key areas that teachers should be trained on should be instructional planning.
6. MoE in collaboration with relevant institutions to guide schools to develop a framework for integration of VbE, CSL and PEE through the whole school approach.
7. KICD to develop an online teacher orientation course to support teachers in the implementation of the rationalised curriculum.
8. Schools to encourage collaboration among teachers through communities of practice to share best practices and innovative teaching methods for the rationalised curriculum.
9. Schools, through support from KICD, MoE and relevant agencies should actively engage parents and the local community in supporting the implementation of the rationalised curriculum.

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## **ABBREVIATIONS AND ACRONYMS**

<b>AU</b>	African Union
<b>AUC</b>	African Union Commission
<b>BECF</b>	Basic Education Curriculum Framework
<b>BOM</b>	Board of Management
<b>CBA</b>	Competency Based Assessment
<b>CBC</b>	Competency Based Curriculum
<b>CBE</b>	Competency Based Education
<b>CDE</b>	County Director of Education
<b>CoG</b>	Council of Governors
<b>CPD</b>	Continuous Professional Development
<b>CSL</b>	Community Service Learning
<b>CSO</b>	Curriculum Support Officer
<b>DFA</b>	Digital Formative Assessment
<b>DLP</b>	Digital Literacy Program
<b>EAC</b>	East African Community
<b>EYE</b>	Early Years Education
<b>ECDE</b>	Early Childhood Development & Education
<b>FEO</b>	Field Education Officers
<b>GoK</b>	Government of Kenya
<b>IBE</b>	International Bureau of Education
<b>ICT</b>	Information Communication Technology
<b>KICD</b>	Kenya Institute of Curriculum Development
<b>M&amp;E</b>	Monitoring and Evaluation
<b>NGO</b>	Non-governmental organisation
<b>OECD</b>	Organisation for Economic Co-operation and Development
<b>PBL</b>	Project Based Learning
<b>PEE</b>	Parental Empowerment and Engagement
<b>PTA</b>	Parent Teachers Association

<b>PWPER</b>	Presidential Working Party on Education Reform
<b>PP1</b>	Pre-Primary 1
<b>PP2</b>	Pre-Primary 2
<b>SDGs</b>	Sustainable Development Goals
<b>SEL</b>	Social-Emotional Learning
<b>SNE</b>	Special Needs Education
<b>SPSS</b>	Statistical Package for Social Sciences
<b>QASO</b>	Quality Assurance and Standards Officer
<b>UN</b>	United Nations
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNICEF</b>	United Nations Children's Fund
<b>VbE</b>	Value-Based Education
<b>WSA</b>	Whole School Approach
<b>ZPD</b>	Zone of Proximal Development

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction**

This chapter presents the context of the study that highlights the structure of the Early Years Education (EYE) within the Competency Based Curriculum (CBC). It presents the rationalised learning areas for Pre-Primary (PP1, PP2), Lower primary (Grade 1, 2, 3) and the Foundation levels following the recommendations of the Presidential Working Party on Educational Reform (PWPER). It further discusses the purpose, the objectives, the scope and the rationale of the study. Finally, it ends with the chapter summary.

#### **1.2 Context of the Study**

The Kenya Institute of Curriculum Development (KICD) is established as a state corporation under the Ministry of Education through the Kenya Institute of Curriculum Development Act No. 4 of 2013 (revised in 2019). The Institute is mandated to develop, review and approve educational programs and curricula that meet international standards for all levels of education below the university. In accordance with this mandate, KICD developed the Basic Education Curriculum Framework (KICD, 2017) to guide the development of curriculum designs and implementation of the Competency Based Curriculum (CBC). The BECF was informed by research, stakeholder engagement and international benchmarking. The purpose of the framework was to provide a comprehensive conceptualization of reforms in Basic Education, Pre Primary, primary, secondary and inclusive education.

KICD has been conducting monitoring and evaluation (M&E) of the CBC implementation since the piloting phase in 2017 with a specific focus on the pioneer class that is currently at Grade 8. This monitoring initiative aligns with the recommendations of the Task Force Report on Enhancing Access, Relevance, Transition, Equity and Quality for Effective Curriculum Reforms Implementation (GoK, 2020), which emphasises the importance of an M&E strategy and framework to support the effective implementation of curriculum reforms.

In line with global best practices, KICD carried out a summative evaluation of CBC at the end of the primary education cycle in 2022 to get feedback on the extent of implementation in order to

inform future adjustments and improvement. Summative evaluation entails judging the worth of a program at the end of the program's activities. The focus is on the outcome. It involves evaluation of an individual after completion of a substantial portion of the course for grading and certification purposes. One of the guiding objectives of the summative evaluation of CBC was to establish the extent to which the learning outcomes had been achieved.

It is against this backdrop that KICD conducted monitoring of the implementation of the rationalised learning areas in Early Years Education, with a specific focus on Pre Primary, Lower primary and the Foundation levels. This monitoring initiative aligns with the recommendations of the Presidential Working Party on Education Reform (PWPER) on Transforming Education, Training and Research for Sustainable Development in Kenya.

Globally, several countries have adopted Competency-Based Education (CBE) to enhance the acquisition of competencies among learners. Developed countries have been implementing competency-based approaches to education for over two decades, focusing on promoting critical thinking skills among students. Evidence from the United States of America (USA) and South Korea indicated that the implementation of CBC resulted in improved problem-solving skills, lifelong learning skills, self-efficacy and autonomy in learners (Muchira et al., 2023).

In Africa, many UNESCO member countries including Ghana, Ethiopia and those in the East African Community (EAC), have adopted the Competency-Based Approach to education. Tanzania, for example, introduced competency-based education in 1967, with subsequent reviews in 2005 to align with economic, political, and cultural changes (Nkya, 2021). Through recent reforms, many African countries have changed their educational direction to develop their competency-based curricula (Kusaka, 2020).

Within the East African Community region, Kenya has been a leader in curriculum reforms, aiming to foster cooperation and integration among member states. Harmonisation of curricula across EAC member states is essential for mutual recognition of certificates and facilitating movement of labour and goods. The 'Framework on Harmonization of Curricula, Structure, and Examinations in the EAC (EAC, 2012) mandates partner states to reform their curricula, education structures, and examination systems to align with the objectives of regional integration. The competency-based curriculum under the 2-6-3-3 system of education in Kenya

was unveiled in 2017 to replace the 8-4-4 system of education which has served Kenya for the last 32 years (Opondo et al., 2023).

The Competency Based Approach to education places a strong emphasis on the acquisition of skills among learners, whereby globally competent learners use critical thinking skills to assess and carefully prioritise challenges, find viable solutions, evaluate options and develop strategies based on evidence. They are also prepared to assess the possible effects and implications of strategies that are being considered (Mugiraneza & Andala, 2019). The curriculum aims to teach not only knowledge and skills but also behaviours, with competencies serving as the bridge between them (MEB, 2018). Competencies go beyond mere acquisition of knowledge and skills, one is required to apply said knowledge and skills in real life and help to solve society's problems (Kusaka, 2020).

In the implementation of the curriculum, teachers play a central role. The ability to nurture and mould a student depends entirely on the teacher's knowledge of instruction and expertise in manipulating learning activities to engage students' learning (Teygong et al., 2018). Therefore, training teachers on CBC and equipping them with the necessary resources to deliver the instructions in the right way will promote the proper implementation of CBC (Nyaboke et al., 2021).

Competency-Based Assessment (CBA) is recommended to facilitate Competency-Based Education. The success of a competency-based curriculum is dependent on how teachers go about assessing learners and how they use the assessment results to improve learning. The authentic assessments methods which take the form of portfolios, projects or presentations are more useful for CBC than other forms of assessment because they provide opportunities for learners to demonstrate the competencies they have mastered in real life (Mulenga & Kabombwe, 2019).

The Competency-Based Curriculum also emphasises Values-based Education (VbE), Community Service Learning (CSL), and Parental Empowerment and Engagement (PEE) (KICD, 2019). Parental involvement plays a pivotal role in a child's learning outcomes. 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 (Mwarari et al., 2020). Within the academic context, parents' involvement may cultivate children's motivation and engagement. Outside the

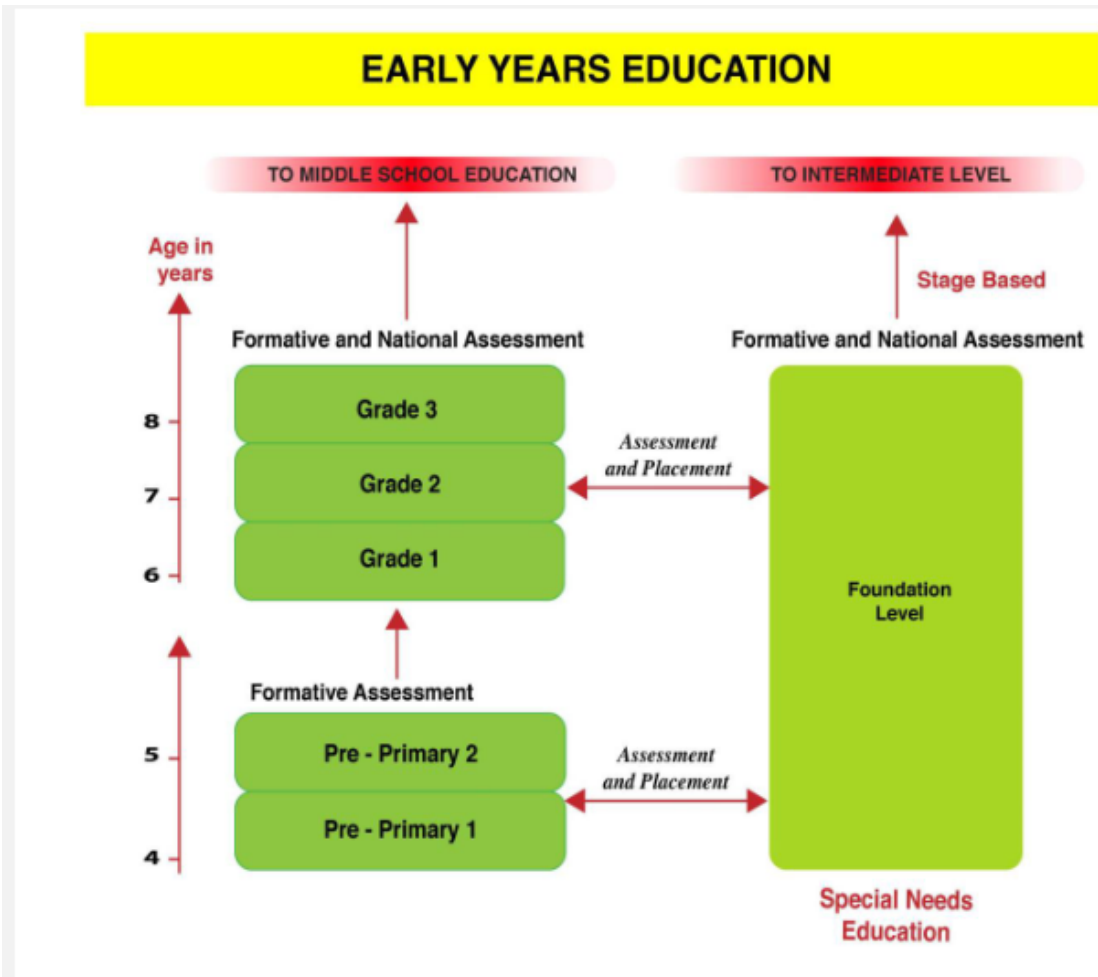
academic context, parents' involvement may facilitate their social and emotional adjustment and protect them from engaging in delinquent behaviour (Barger et al., 2019).

Community Service Learning is an instructional strategy where students are expected to actively address genuine societal challenges. In this manner, learning is made relevant and at the same time enhances students' moral, social, civic, self-efficacy, political, economic, analytical and career development skills. CSL combines classroom learning and community service, allowing students to work with community members to solve local problems and to learn from their experiences (Ngwacho, 2024). VbE is purposed to impart values amongst learners resulting in the holistic growth of the learners while being prepared to handle futuristic foreseen life challenges geared towards survival. (Ngwacho, 2024). In CBC, values have been unpacked with clear indicators to make it easy for teachers to mainstream during the learning process and guidelines on CSL and PEE have been developed to support effective implementation of CBC.

### **1.2.1 Early Years Education**

Early Years Education (EYE) comprises the Pre-Primary and the Lower primary levels. All learners are expected to begin their education at Pre-Primary level which is a two-year programme. They are to join Lower primary in Grade 1 at about 6 years of age, spend 3 years in this part of Early Years Education before exiting to Middle school (Upper primary) at the end of Grade 3. The structure of Early Years Education in Kenya within the CBC is presented in Figure 1.





**Figure 1:** *Early Years Education Structural Model*

**Source:** *The Basic Education Curriculum Framework (KICD, 2017).*

### 1.2.2 Learning Areas in Early Years Education

These are the subjects that were being taught at Pre-Primary, Lower primary and the Foundation levels before rationalisation. The learning areas for Pre Primary and Lower primary levels have been presented in Table 1.

**Table 1: Learning Areas for Pre Primary and Lower primary**

Level	Grade	Learning Areas
Pre Primary	PP1, PP2	1. Language Activities 2. Mathematical Activities 3. Environmental Activities 4. Psychomotor and Creative Activities 5. Religious Education Activities 6. Pre-Braille Activities
Lower Primary	Grade 1-3	1. Literacy Activities/Braille Literacy Activities 2. Kiswahili Language Activities/Kenyan Sign Language for learners who are deaf. 3. English Language Activities 4. Mathematical Activities 5. Environmental Activities 6. Hygiene and Nutrition Activities 7. Religious Education Activities 8. Movement and Creative Activities

**Source:** *The Basic Education Curriculum Framework (KICD, 2017).*

### **1.2.3 Special Needs Education Curriculum**

The Basic Education Curriculum Model provides a different pathway for learners who may not follow the regular curriculum. This is referred to as the stage-based rather than the age-based. This curriculum is organised into 4 levels namely Foundation, Intermediate, Pre-vocational and Vocational levels. Transition from one level to another depends on demonstration of outcomes at a given level. The Foundation level is the entry point for learners with special needs who follow the specialised curriculum. After functional assessment and placement, education intervention begins at this level. The learning areas for Foundation level are presented in Table 2.

**Table 2: Learning Areas for the Foundation Level**

Level	Learning Areas
Foundation	<ol style="list-style-type: none"><li>1. Communication, Social and Pre-Literacy Skills</li><li>2. Activities of Daily Living Skills and Religious Education</li><li>3. Sensory Motor and Creative Activities</li><li>4. Orientation and Mobility.</li><li>5. Pre-Numeracy Activities</li></ol>

**Source:** *The Basic Education Curriculum Framework (KICD, 2017).*

### **1.2.4 Rationalisation of Learning Areas**

Rationalisation of curriculum is the reduction of learning areas and content, through the integration of existing learning areas. It is a systematic process that involves critically evaluating the content, structure, delivery methods and assessment practices of the curriculum to enhance its effectiveness and coherence.

Implementation of CBC in Kenya has faced various challenges among them, curriculum overloads and overlaps. The general public and stakeholders raised concerns on the high number of learning areas in Primary and Junior Secondary Schools, overloads and overlaps of the curriculum and also the high cost of actualizing CBC that is passed to parents (GoK, 2023).

Following these concerns, a Presidential Working Party on Education Reform (PWPER) was appointed on 29th September 2022 through Gazette Notice No. 11920. In their Report titled, Transforming Education, Training and Research for Sustainable Development in Kenya, they made various recommendations after extensive public participation, careful deliberations and national validation by key stakeholders touching on the whole spectrum of our education, training and research space.

Based on the findings of the PWPER, KICD was mandated to reduce the number of learning areas from 9 to 7 at Lower Primary, 12 to 8 at Upper Primary and 14 to 9 at Junior School in order to address overload and overlaps. The learning areas at Pre Primary to be 5 and at Senior School to be 7. According to the PWPER report KICD was to rationalise the number of learning areas and curriculum designs in terms of scope, integration of subjects within a learning area, gaps, content overloads and overlaps in Basic Education. In addition, KICD was to review CSL

to reduce overload, overlaps, cost, promote community linkages and adapt all SNE learning resources including those for stage-based curriculum at levels of Basic Education.

The PWPER further recommended integration of key tenets (VbE, CSL, PEE) to support successful implementation of CBC at all levels of Education and Training. The MoE is supposed to provide structures and guidelines to implement a Whole School Approach (WSA) to the implementation of VbE, structured religious/moral instruction and Counselling programs, sensitise parents, caregivers, guardians and the community on their role in the learning process (GoK, 2023).

Following the recommendations of the PWPER, KICD in consultation with MOE rationalised learning areas in both Pre Primary and Lower primary is as presented in Table 3 and Table 4 respectively:

**Table 3: Rationalised Learning Areas for Pre Primary**

<b>Activity Learning Area</b>	<b>Number of Lessons</b>
Language Activities	5
Mathematical Activities	5
Creative Activities	6
Environmental Activities	5
Religious Education Activities	3
<i>Pastoral Instruction Programme</i>	1
<b>Total</b>	<b>25</b>

**Source:** Ministry of Education Circular, Ref: MoE.HQS.3/1/1 Date: 20/Dec., 2023

The learning areas for Lower primary were reduced from the previous nine (9) to seven (7). Hygiene and Nutrition Activities learning areas were integrated within Environmental Activities with four (4) lessons. Creative Activities now comprise aspects of Arts and Craft, Music and Physical Education with a total of seven (7) learning areas. The number of lessons in Lower primary were reduced from thirty-five (35) to thirty-one (31) per week including a pastoral programme of instruction (PPI). This is presented in Table 4.

**Table 4: Comparison of Previous and Rationalised Learning Areas for Lower primary**

Previous lesson allocation		Rationalised lesson allocation	
Learning Area	Lessons	Learning Area	Lessons
Indigenous Language Activities	2	Indigenous Language Activities/Kenyan sign Language Activities	2
Kiswahili Language Activities	4	Kiswahili Language Activities/Kenyan sign Language Activities	4
English Language Activities	5	English Language Activities	5
Mathematical Activities	5	Mathematical Activities	5
Religious Education Activities	3	Religious Education Activities	3
Environmental Activities	5	Environmental Activities ( <i>To include Hygiene and Nutrition Activities</i> )	4
Hygiene and Nutrition Activities	2		
Movement and Creative Activities	8	Creative Activities	7
<i>Pastoral Instruction Programme</i>	1	<i>Pastoral Instruction Programme</i>	1
<b>Total</b>	<b>35</b>	<b>Total</b>	<b>31</b>

**Source:** Ministry of Education Circular, Ref: MoE.HQS.3/1/1 Date: 20/Dec., 2023

### 1.3 Purpose of the Study

The primary goal of the study was to monitor implementation of the rationalised curriculum in Early Years Education. The focus was specifically on Pre Primary (PP1, PP2), Lower primary (Grade 1, 2, 3) and the Foundation levels.

One of the functions of KICD is to initiate and conduct research to inform curriculum policies, review and development. In line with this function, the Institute has consistently monitored the implementation of CBC since its inception. In this regard, monitoring implementation of the rationalised learning areas in Early Years Education was conducted to ascertain whether the rationalised curriculum was being implemented as envisaged and that the envisioned learning outcomes were being achieved at this level.

Monitoring implementation of the rationalised learning areas in EYE was therefore conducted to assess effectiveness of implementation in terms of reduction of the learning areas, number of lessons per week and whether the Whole School Approach was being implemented. From the findings, it is expected that information generated on the progress of the curriculum delivery and achievement of the intended outcomes, will form a basis for future interventions.

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

The objectives that were formulated to guide the study sought to:

1. Evaluate the extent to which the rationalised curriculum is being implemented in Pre-Primary (PP1, PP2) and lower primary levels
2. Assess teacher capacity for effective delivery of the curriculum based on the rationalised learning areas.
3. Examine how the whole school approach is being applied in integrating VbE, CSL and PEE.
4. Identify challenges encountered in the implementation of the rationalised curriculum and propose recommendations for improvement.

#### **1.5 Scope of the Study**

The study covered public and private primary schools in Kenya in which the rationalised CBC curriculum is being implemented. Regular and special needs education schools within urban, peri-urban and rural areas were considered. The study focused specifically on the implementation of the rationalised learning areas in Pre Primary (PP1, PP2), Lower primary (Grade 1, 2, 3) and the Foundation levels. Data was collected from teachers, school administrators and parents to provide a comprehensive understanding of the implementation of the rationalised curriculum. The scope encompassed various dimensions related to curriculum implementation, teacher effectiveness, learning outcomes, stakeholders' engagement and values-based education.

The study evaluated the extent to which the rationalised learning areas are being implemented in Early Years Education. It assessed the effectiveness of teachers in interpreting and delivering the

curriculum based on the rationalised learning areas. This included assessing their understanding of the curriculum, instructional practices and ability to engage students effectively.

The study examined the relevance and appropriateness of the rationalised curriculum in facilitating holistic development and skills acquisition among early year's learners. It explored the level of engagement and support from various stakeholders including parents, school management and education authorities, in the implementation of the rationalised curriculum.

The study investigated the strategies used by schools to nurture values and promote parental engagement in the learning process. This included examining initiatives related to Values-based Education (VbE), Community Service Learning (CSL) and Parental Empowerment and Engagement (PEE). The study considered the inclusion of special learners in both regular and special education settings to ensure a comprehensive assessment of the curriculum implementation.

## **1.6 Rationale of the study**

Early Years Education plays a pivotal role in laying the foundation for lifelong learning and development. With the recent rationalisation of learning areas in Pre Primary, Lower primary and Foundation levels, it is essential to monitor the implementation of these changes to ensure their effectiveness in facilitating holistic development among young learners.

The rationalisation of learning areas aims to streamline the curriculum, making it more manageable and appropriate for the targeted age group. It is crucial to assess the impact of these changes on curriculum delivery, teacher practices and learner outcomes to identify strengths, weaknesses and areas for improvement.

As early childhood education is a critical phase in a child's development, monitoring the implementation of the rationalised curriculum will provide valuable insights into its effectiveness in promoting learning, nurturing values and engaging parents in the education process. Additionally, it will inform future curriculum revisions and professional development initiatives to enhance the quality of Early Years Education in Kenya.

## **1.7 Chapter Summary**

This chapter has highlighted the structure of Early Years of Education and the rationalised learning areas for this level; Pre-primary, Lower primary and the Foundation levels. The recommendations of the PWPER with direct implications on the mandate of KICD have also been clearly spelt out. The significance of continuous monitoring of the implementation of the CBC has been reiterated to provide critical information for improvement in curriculum delivery and achievement of learning outcomes. The information provided in this chapter has been expounded further in the literature review.



## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter presents the definition of key concepts, review of theoretical and empirical literature. The literature has been reviewed as per the objectives of the study. It also presents the conceptual framework and key issues from the related literature and the chapter summary.

#### **2.2 Definition of Key Concepts**

##### **2.2.1 Competency Based Curriculum**

Competency Based Curriculum (CBC) is a curriculum that emphasises on what learners are expected to do rather than mainly focusing on what they are expected to know. It underscores acquisition of knowledge, skills and attitudes in the learning process. It is learner-centred and adaptive to the changing needs of learners, teachers, and the society. In CBC, learning activities and environments are chosen so that learners can acquire and apply the knowledge, skills and attitudes in everyday life.

##### **2.2.2 Curriculum Rationalisation**

Curriculum rationalisation refers to the systematic process of reviewing, streamlining, and optimising the educational curriculum to ensure it is efficient, relevant and aligned with the educational goals and needs of students and the society. This process involves critically evaluating the content, structure, delivery methods and assessment practices of the curriculum to enhance its effectiveness and coherence. The shift towards a rationalised curriculum aims to streamline educational content, focusing on essential knowledge and skills to improve learning outcomes. Report of the presidential working party on education reform recommended KICD to rationalise the number of learning areas and curriculum designs in terms of scope, integration of

subjects within a learning area, gaps, content overload, and overlaps in Basic Education (GoK, 2023).

### **2.2.3 Curriculum Design**

Curriculum design refers to the way one conceptualises a curriculum and arranges its major components to provide direction and guidance for teaching and learning purposes (Dulo, 2021). Curriculum design is the process of constructing and interconnecting in some meaningful way the component parts of a curriculum so as to address such fundamental questions as what needs to be learned, the resources required and how learning will be assessed (UNESCO-IBE, 2013). Ornstein and Hunkins (2009) also define curriculum design as the planned interaction of learners with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives. It is used to describe purposeful, deliberate, and systematic organisation of curriculum within a class or course. It focuses on the creation of the overall course blueprint and mapping contents to learning objectives. It emphasises the intentional design and implementation of educational experiences to facilitate learning outcomes.

### **2.2.4 Curriculum Implementation**

Curriculum implementation involves the practical application of the written curriculum in schools, encompassing how teaching, learning and assessment are conducted (UNESCO, 2016). This process requires translating curriculum documents into effective classroom activities, aligning instructional strategies with curriculum goals, and utilising specified resources (Bekoe, 2023). Teachers are expected to implement curriculum, by using the specified guidelines and resources, to ensure fidelity and thus effectiveness. Successful curriculum implementation depends on collaboration among teachers, administrators, policymakers, and parents (Hargreaves & Shirley, 2018). Consistent implementation supports students' knowledge growth and academic readiness for subsequent grades or levels (Nevenglosk & Aguilar, 2019).

### **2.2.5 Curriculum Interpretation**

Curriculum interpretation involves understanding and applying the specified experiences in the curriculum, including learning outcomes, content, instructional strategies, and assessment methods. Teachers use their expertise to interpret these documents, depending on the

understanding of their learners' age and developmental stage, forming an informal hermeneutic circle of interpretation (Rose, 2023). A government agency develops the curriculum outlining the required subject matter, teachers then discern how to introduce this content to learners, identifying specific learning outcomes or competencies, key concepts, strands, and skills for each subject. They explore recommended instructional strategies such as lectures, discussions, group work, hands-on activities, projects, technology use, and review assessment methods to gauge student achievement of learning outcomes. Through lesson planning, teachers translate the curriculum into actionable plans, incorporating instructional and assessment strategies. They adapt the curriculum to meet diverse learner needs, provide additional support, offer enrichment for advanced learners, and integrate interdisciplinary and real-world applications. Teachers also reflect on and adjust their teaching methods based on effectiveness and assessment data to better meet learner needs and achieve intended outcomes.

### **2.2.6 Instructional Approaches**

Instruction refers to the teaching methods and learning activities that a teacher uses to deliver the curriculum in the classroom. The terms ‘teaching’ and ‘instruction’ are often used interchangeably. It is the practice of facilitating learning, the creation and implementation of purposefully developed plans for guiding the process by which learners gain knowledge and understanding, and develop skills, attitudes, appreciations and values (UNESCO, 2013; Kridel, 2010). Teachers are expected to use innovative strategies and modern learning technologies that help integrate cognitive and social skills with content knowledge as well as increase student participation in the learning environment in order to promote 21<sup>st</sup> century skills. Therefore, instruction is frequently associated with the term ‘curriculum implementation’ and generally refers to the teaching methods and learning activities that a teacher uses to deliver the curriculum in the classroom. Teachers bear direct responsibilities for instructing and guiding learners, as well as executing the curriculum prescribed by the government or educational institutions (Hadisaputra et al., 2024).

### **2.2.7 Learning Area**

A learning area refers to a distinct domain or field within an educational curriculum that focuses on specific content, skills, and competencies, designed to facilitate students’ learning and

development in a particular subject or discipline. In competence-based education, a learning area typically represents a specific subject or discipline within the curriculum framework. It encompasses a coherent set of knowledge, skills, and attitudes that learners are expected to acquire and demonstrate. Each learning area is designed to contribute to the overall development of competencies that are essential for learners' academic, personal, and professional growth (KICD, 2017). According to UNESCO-IBE (2013) learning area is the grouping of traditionally discrete but related subjects intended to integrate students' learning. For example, the learning area 'social sciences or studies' can include elements of geography, history, citizenship, economy/commerce, philosophy, and sociology. Many education systems organise the curriculum of general education around broad learning areas or fields of learning. UNESCO (2015) points out that the learning area defines content to be taught by whom, when, and where.

### **2.2.8 Stakeholder in Curriculum Implementation**

This refers to an individual, group, or organisation engaged in education-related activities. Stakeholders in education include anyone with an interest in an educational system's success. Chepkemai and Juma (2019) indicate that stakeholders play a very important role during development and implementation of curriculum. Therefore, key stakeholders in curriculum development and implementation are those whose interests are directly affected by curriculum development, or who have the power or influence to advance or stop this activity in education. They include individuals (e.g. teachers, parents, school principals, learners and politicians), experts in subjects or pedagogy (scientific community) or collective entities (Ministry of Education, local authorities, school boards, teachers' unions) participating in or affected by curriculum change. Their engagement refers to the process that involves them at different stages, from designing the curriculum to rolling it out (Gouëdard & Pont, 2020).

### **2.2.9 Parental Empowerment and Engagement**

Parental Empowerment and Engagement (PEE) is the active participation of parents in their children's learning and holistic development in collaboration with teachers and other stakeholders (KICD, 2019). A parent is a person who brings up and cares for a child into adulthood. This includes biological parents, guardians or care-givers who oversee the growth and development of a child. Therefore, the parent is required to reinforce learning experiences that

are learnt in school and at home. These connections can be maintained through various activities and provision of opportunities to parents to render services. Some strategies have been proposed that parents will engage in towards the education of their children in the guidelines on PEE. Parental engagement is therefore the provision of activities and opportunities that foster positive parent-learner connections, thereby enhancing learner's competencies. PEE is one of the guiding principles of the BECF. The principle underscores the critical role that parents play towards the success of their children's education.

#### **2.2.10 Values-based Education**

Values-based Education (VbE) enhances values for holistic education which promotes nationalism and global citizenship. Values-based Education (VbE) was developed and founded by Hawkes in 2006 and has become a successfully-established educational model to deliver quality effective education. A value is a principle that guides our thinking and behaviour, underpinning all behaviours, attitudes, personalities, mindsets, and choices, and is universal. Values are standards that guide individuals on how to behave or respond in different circumstances. They are moral principles, beliefs, or accepted standards nurtured in learners. They influence how one feels, acts and makes choices in life. Values and attitudes are components for cognitive knowledge and are useful in attaining and maintaining peace across cultures (Amarnath, 2022). Halstead and Taylor (2000), define values as “the principles and fundamental convictions, which act as general guides to behaviour, the standards by which particular actions are judged to be good or desirable”. Values therefore have to do with how one makes judgments about what is good, right and proper.

The Constitution of Kenya (GoK, 2010), provided policy guidelines for VbE. Through the Education Act (2013), the education system has been reformed to reflect the values and principles enshrined in the Constitution. Within the ongoing education reforms in Kenya, values are rooted in the school culture, with teachers, headteachers and other staff, pupil peer groups and school boards and management committees all acting as agents of value transmission referred to as VbE. The overall goal of VbE is to nurture values in learners to become empowered, engaged and ethical citizens for positive and holistic transformation of the society.

The values promoted under CBC are: love, responsibility, respect, unity, peace, patriotism, social justice, and integrity. Values have been integrated in the school curriculum to enhance character building and have been incorporated consciously in lesson delivery in class instruction. UNESCO-IBE (2013) explains VbE as any explicit and/or implicit school-based activity which promotes learners' understanding and knowledge of values, and which develops the skills and dispositions of learners so that they can enact particular values as individuals and as members of the wider community. There is a need to produce citizens who are able to respond to emerging issues through negotiation and mediation (Otieno-Omutoko Lillian, 2018).

## **2.1 Review of Related Theories**

This section presents a review of literature focusing on theories underpinning the study, primarily aligned with constructivist principles.

### **2.1.1 Cognitive Theory**

This theory is attributed to Jean Piaget (1952), a Swiss psychologist, who proposed that children actively construct their understanding of the world through a series of stages, each characterised by distinct cognitive abilities and ways of thinking. According to Piaget, children progress through four major stages of cognitive development: The Sensorimotor Stage spans from birth to around 2 years. During this period, infants learn about the world through their senses and actions. They develop object permanence, the understanding that objects continue to exist even when they are out of sight. In the Preoperational Stage (2 to 7 years), children begin to use symbols such as words and images to represent objects and ideas. They engage in pretend play and demonstrate egocentrism, where they struggle to see things from perspectives other than their own. The Concrete Operational Stage (7 to 11 years) marks a shift towards more logical thinking about concrete events. Children grasp concepts like conservation, understanding that quantities remain the same even when their shape or arrangement changes. Finally, in the Formal Operational Stage (12 years and beyond), adolescents develop abstract thinking and hypothetical reasoning abilities. They can think about multiple possibilities, use deductive reasoning, and consider abstract concepts beyond concrete experiences.

This theory influences curriculum change by advocating for curricula that align with children's evolving cognitive abilities and stages of development, such as the CBC. Curriculum implementation, guided by Piaget's insights, emphasises hands-on learning and active exploration to facilitate assimilation and accommodation processes in learners. PEE is encouraged through understanding children's developmental stages, fostering supportive home environments that complement educational efforts. VbE integrates with Piaget's theory by promoting moral and ethical development alongside cognitive growth, preparing children to become responsible citizens. Community service learning extends Piaget's emphasis on active learning by connecting educational experiences with real-world contexts, fostering practical application of knowledge and skills. Thus, Piaget's Cognitive Theory continues to shape educational practices by emphasising developmental appropriateness, active learning, and holistic child development.

### **2.1.2 Behaviourism Theory**

This theory is attributed to Frederic Skinner (1904 - 1990), an American psychologist. Skinner's most significant contribution to behaviourism is the concept of operant conditioning, which posits that behaviour is shaped and maintained by its consequences. Frederic Skinner's behaviourism theory, known for its concept of operant conditioning, significantly influences educational practices and policies, including curriculum change, implementation, parental engagement, VbE, and community service learning. Operant conditioning asserts that behaviours are shaped and maintained by their consequences, utilising reinforcement and punishment to modify behaviour. In educational settings, Skinner's principles are applied through techniques like positive reinforcement and behaviour modification programs to enhance student learning and manage classroom behaviour effectively. This approach underscores the role of teachers in creating supportive learning environments by controlling stimuli and reinforcing desired behaviours while discouraging undesirable ones, thereby influencing curriculum implementation.

Skinner's behaviourism, focusing on observable stimulus-response behaviours, informs assessment practices by evaluating changes in learner behaviour following educational experiences. Parental empowerment and engagement are promoted through behaviourism by encouraging consistent reinforcement of positive behaviours at home and aligning parental support with school-based interventions. VbE integrates Skinner's principles by emphasising the

reinforcement of ethical behaviours and social norms alongside academic learning. Community service learning extends Skinner's framework by linking classroom learning with practical experiences, reinforcing desired behaviours through real-world applications. Overall, Skinner's behaviourism theory continues to shape educational strategies by emphasising the environmental influences on behaviour, effective instructional practices, and the promotion of positive learning outcomes through consistent reinforcement and supportive environments.

### **2.1.3 Social Constructivism Theory**

This theory was developed by John Dewey (1859 - 1952), an American philosopher, psychologist, and educational reformer. Dewey's social constructivism theory asserts that education should foster learners' abilities to effectively engage with the modern world by incorporating their preconceptions and perspectives. Curriculum, according to Dewey, should be experiential, hands-on, and reflective of learners' interests and daily experiences. This theory aligns with the focus of CBC, emphasising practical application and experiential learning over rote memorization. Dewey's emphasis on continuous, participatory, and experiential learning resonates with CBC's approach, making this theory relevant for understanding teachers' instructional practices and the implementation of the early years education curriculum. Dewey as quoted in Hein (1991) emphasises learning from experience, including linking the school to the community. Accordingly, the fundamental aim of education should be to produce learners who are productive in society, irrespective of their diversity.

### **2.1.4 Social-Cultural Development Theory**

This theory is attributed to Lev Vygotsky (1896 - 1934), a Russian psychologist and a teacher, who developed a theory on how our social interactions influence our cognitive development. Vygotsky's social-cultural theory underscores the social nature of learning, highlighting interactions with teachers, peers, and instructional materials as influential factors in cognitive and affective development. Learning, according to Vygotsky, occurs through social interactions and negotiations of meaning within a social context. The Zone of Proximal Development (ZPD) and scaffolding concepts emphasise the role of guidance from knowledgeable individuals in facilitating learners' independent learning. This theory informs pedagogical approaches such as journaling, experiential activities, and collaborative learning, which are integral to CBC.



Understanding Vygotsky's theory is essential for assessing teachers' effectiveness in instructional practices and their ability to create rich learning environments that inspire all learners.

### **2.1.5 Multiple Intelligence Theory**

The theory of multiple intelligence, developed by psychologist Howard Gardner in the late 1970s and early 1980s, highlights that individuals possess eight or more relatively autonomous intelligences. Individuals draw on these intelligences, individually and corporately, to create products and solve problems that are relevant to the societies in which they live (Gardner, 2006). The eight identified intelligences include linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, bodily-kinesthetic intelligence, naturalistic intelligence, interpersonal intelligence, and intrapersonal intelligence (Gardner, 1999).

This theory advocates for personalised approaches to learning, where learners are encouraged to leverage their unique strengths and preferences in problem-solving and understanding concepts. By recognizing and accommodating different learning styles, educators can create inclusive and effective learning environments that cater to the diverse needs of learners.

In the context of CBC, Gardner's theory aligns with the curriculum's mission to identify, develop, and nurture learners' talents and competencies. By acknowledging the multiplicity of intelligences, CBC encourages educators to present concepts in diverse ways and assess learning through varied means. This approach enhances the meaningfulness of learning experiences and promotes individualised growth and development. Gardner's theory also underscores the importance of self-directed learning and learner-centred pedagogical approaches, which are integral to the CBC framework.

Gardner's Multiple Intelligence theory informs the study's exploration of teachers' effectiveness in instructional practices and classroom-based assessment. By considering learners' individual differences and cognitive strengths, the study aims to assess the extent to which teachers accommodate diverse learning styles and engage students effectively in the learning process. Additionally, Gardner's theory underscores the importance of criterion-referenced assessment aligned with learners' competencies, which is a key aspect of CBC implementation. Overall,

Gardner's framework provides valuable insights into the design and delivery of instruction tailored to meet the needs of all learners in early years education.

### **2.1.6 Overlapping Spheres of Influence theory**

Joyce Epstein's Overlapping Spheres of Influence theory highlights the interconnected roles of parental engagement in children's education through six typologies: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community (Epstein, 2006). These typologies emphasise the importance of schools connecting with parents and community resources to support learner's success. Parenting involves schools supporting home environments through services like home visits and informational resources. Communicating stresses effective two-way communication using methods such as letters and conferences. Volunteering encourages active involvement in school activities. Learning at home promotes educational activities outside of school. Decision-making positions parents and community members in educational decisions, while collaborating with the community partners and organisations for children's development. These spheres interact synergistically to enhance educational outcomes and development by bridging school, family, community, and peer influences.

These theories provide valuable insights into teachers' instructional practices, curriculum interpretation, and the creation of conducive learning environments in early years education. By examining teachers' views through the lens of these theories, the study aims to assess the effectiveness of curriculum implementation, instructional strategies, and stakeholder engagement in the context of the CBC and rationalisation of learning areas.

## **2.2 Review of Related Legal and Policy framework**

The curriculum reforms in Kenya are guided by various laws and policies. The review of these laws and policies provide essential context for understanding the educational landscape and priorities in Kenya.

United Nations' 17 Sustainable Development Goals (SDGs) under Agenda 2030 for Sustainable Development aim to improve the quality of life of the people in all their dimensions. Of these, the SDG No. 4 demands that member states provide an inclusive and equitable quality education

and promote lifelong learning opportunities for all by 2030. Education is identified as the enabler of SDGs and is described as “the golden thread of the Sustainable Development Goals” (UN, 2015).

Considered with similar weight is the trend toward 21<sup>st</sup> Century skill-based curricula. In the 21<sup>st</sup> Century, education systems are facing challenges of the global market and the knowledge economy, but at the same time, they need to support the building of social cohesion and the fostering of local cultures to sustain a sense of identity and belonging. These sets of skills are grouped as follows: learning skills (critical thinking, creative thinking, communication and collaboration), literacy skills (information literacy, media literacy, technology literacy), and life skills (flexibility, initiative, social skills, productivity, leadership). International treaties and funding on education are being made around these ideas.

The African Union (AU) Agenda 2063 constitutes a comprehensive framework for socio-economic transformation of the African continent in 50 years. Its 10-year implementation framework is harmonised to SDGs to create coherence and maximise impact. Agenda 2063 demands African states to invest in education and training that is essential in building an educated and skilled workforce. It calls for action on catalysing the education and skills revolution to build knowledge, human capital, capabilities and skills to drive innovations in the continent (African Union Commission, 2015).

East African Community Vision 2050 is the blueprint towards realisation of East African integration. Sound education systems and quality curriculum is identified and a key enabler for the achievement of EAC Vision 2050. A critical aspect of quality education is tailoring the educational system to respond to the emerging transformational needs in the region and aligning skills accordingly. The ongoing efforts to harmonise education standards and share professional practices across the East African Community member states creates synergies and opportunities for collaboration and partnerships (EAC, 2016).

The Kenya Vision 2030 is the national development blueprint that guides the country’s economic, social and political developments for the long term -up to the year 2030. The vision is implemented in a series of medium-term plans which public sector entities like KICD are expected to align. The Vision is based on three pillars: the economic, the social and the political.

One of the key components of the social pillar is education and training. Under education and training, Kenya will provide globally competitive quality education, training and research to her citizens for development and enhanced individual well-being. The overall goal is to reduce illiteracy by increasing access to education, improving the transition rate from primary to secondary schools, and raising the quality and relevance of education (GoK, 2007).

The Constitution of Kenya 2010 and Basic Education Act no. 14 of 2013 underscore the right to quality education for all children, emphasising the importance of relevance and usefulness in educational outcomes. Specifically, the Constitution of Kenya, in Article 53 (1) (b) states that every child has a right to free and compulsory basic education and in Article 55, (a) the State shall take measures, including affirmative action programmes, to ensure that the youth access relevant education and training. Minorities and marginalised groups under Article 56 (b) have a right to be provided with special opportunities in education (GoK, 2010). The Children Act, No. 29 of 2022 also acknowledges and protects every child's right to education. Other education related laws guarantee the implementation of the right to education (GoK, 2022).

The Taskforce on re-alignment of the education and training sector to the Constitution of Kenya, 2012, popularly known as Odhiambo Report proposed reforming curriculum specifying the expected competencies at every level of learning. The Odhiambo Report emphasises the importance of values in education for national cohesion and unity, highlighting the need for schools to nurture values among learners.

The Sessional Paper No. 1 of 2019 titled, "A Policy Framework" for Reforming Education and Training, gave legal impetus to the fundamental transformation in the education sector to 17 years of education consisting of pre-primary (2 years), primary (6 years), secondary (6 years), and university (3 years). Most importantly, the BECF and the National Curriculum Policy (2018) provide direction on the curriculum reform process.

The Presidential Working Party on Education Reform (PWPER, 2023) report titled, "Transforming Education, Training and Research for Sustainable Development in Kenya " recommended that KICD to reduce the number of learning areas from 9 to 7 at Lower Primary; 12 to 8 at Upper Primary; 14 to 9 at Junior School in order to address overloads and overlaps. The learning areas at Pre-Primary to be 5 and at Senior School to be 7. The PWPER Report also

recommended that Kenya should prioritise investing in foundational learning to avert future crisis in education. The report noted that basic literacy, numeracy and transferable skills such as social, emotional skills ensure essential blocks for acquiring higher order skills.

## **2.3 Review of Related Empirical Studies**

This section reviews literature that speaks to each of the objectives of this study. This has been done with an aim of teasing the gaps in the various studies and hence demonstrating how such gaps provide ground for this study.

### **2.3.1 Extent to Which the Rationalised Curriculum is Being Implemented in Early Years Education**

The Presidential Working Party on Education Reforms (PWPER) recommended the rationalisation of learning areas in EYE as follows: Pre Primary (PP1 and PP2) the learning areas not to exceed five (5); Lower Primary (Grade 1,2 and 3) the learning areas not to exceed seven (7). The rationalisation intended to adjust the number of learning areas in curriculum designs in terms of scope, integration of subjects within a learning area, gaps, content overload and overlaps (GoK, 2023).

OECD (2020) carried out an analysis on curriculum reform specifically on a literature review to support effective curriculum implementation among OECD countries. The study focused on how to initiate such curriculum change in the most suitable and effective way. They noted that it remains somewhat challenging and there is a missing step between the intention, and the realisation of this curriculum renewal. The study explained that in the education reform process many countries tend to maintain the status quo and resist change. This is driven by the cost and uncertainty in terms of outcomes in complex education systems, and stakeholders may exhibit risk adverse behaviours and favour traditional well-known practices as noted by OECD (2018). This is why attitudes towards change have direct consequences on the outcomes of a reform implementation process hence a positive perspective regarding a reform and the willingness to support it is a necessary condition for successful change. Some of the factors affecting implementation include: high cost, uncertainty of the outcomes, risk aversion of stakeholders, high investments in training and capacity building for the teacher workforce and in schools to

take up the new curriculum, the development of new approaches to teaching and learning and new material resources.

Harris and Jones (2018) carried a study on sustaining curriculum improvement in OECD countries and found out that a rationalised curriculum aligns more closely with core educational goals, focusing on essential knowledge and skills necessary for students' success in life and future academic pursuits. The study opines that prioritising key learning areas ensures that the curriculum is more relevant to students' needs and the demands of the modern world, helping them acquire competencies applicable in various contexts. A streamlined curriculum allows for deeper exploration of each subject, fostering a more thorough understanding and critical thinking rather than a superficial overview of many topics. The study also noted that professional development for teachers can be more focused and in-depth with fewer subjects to cover, ensuring they are well-prepared to teach the streamlined curriculum effectively. The study also noted that a curriculum that is relevant and appropriately challenging is likely to keep learners more engaged and motivated.

Johnson et al. (2019) examined the implementation of a rationalised curriculum framework in pre-primary and lower primary schools. Findings indicated variations in the extent to which schools integrated rationalised learning areas into their instructional practices, with some schools demonstrating stronger alignment with curriculum guidelines than others. Factors influencing implementation fidelity included teacher training, resource availability, and administrative support. The study noted that implementation of rationalised learning areas in early years education is more effective across different grade levels.

A study by Smith and Brown (2020) investigated the adoption of rationalised learning areas in early childhood education settings. Results revealed challenges in ensuring consistent implementation across diverse educational contexts, including urban and rural schools. Issues such as curriculum flexibility, teacher autonomy, and assessment practices were identified as critical considerations for enhancing the effectiveness of rationalised curriculum implementation.

Kimario and Otieno (2022) sought the effects of CBC on students' education achievement in Tanzania. The study findings show that the use of different teaching and learning methodologies such as learner centred approach, discussions, exhibitions and practical activities were

encouraged. They found that CBC implementation is essential for the student's future career development through self-employment, creativity, innovation, talent exploration and expansion of multiple competencies necessary for sustainable development, additionally CBC should be effectively implemented in all secondary schools for students to develop necessary skills needed for personal transformation.

### **2.3.2 Teacher Capacity for Effective Delivery of the Curriculum**

Teachers play an important role during curriculum implementation by interpreting the curriculum and developing appropriate and rich learning experiences within the context of learners with diverse learning needs and styles. The success of curriculum reforms in Kenya largely depends on the extent to which teachers are able to develop competency in developing and using appropriate and diverse pedagogical approaches. In Kenya, the Teachers Service Commission, in collaboration with Kenya Institute of Curriculum Development, Kenya National Examinations Council and the Ministry of Education, mounted teacher capacity building through face-to-face in-service training for primary school teachers across the country. Deprez et al. (2021) define teacher capacity building as the process of developing and strengthening skills and instinctual abilities which play an important role in shaping the dynamics of educational institutions.

In education, teacher capacity building emerges as a crucial facet, aiming to enhance educators' skills and knowledge for increased efficiency in the classroom (Ejekwu, 2022). A teacher acquires, enhances, and maintains the essential resources necessary for competent work in the classroom instruction. Teacher effectiveness is measured by the degree to which a teacher can influence student learning through various actions in the classroom, encompassing instructional strategies, classroom management, and resource utilisation (Vidyalakshmi & Praveena, 2022). CBC represents a shift from traditional content - focused education to a more skills - oriented approach which requires more teacher capacity development to enhance classroom delivery. CBC emphasises the development of specific competencies in a teacher which include critical thinking, creativity, communication, and collaboration, over mere memorization of the content. Empirical research from Kenya and other countries has provided valuable insights into the effectiveness of teachers in interpreting and delivering CBC, highlighting both successes and challenges.

Deng et al. (2024) found out in China that teachers generally agreed with the reform but mainly taught knowledge rather than competencies and did not know how to teach and evaluate key competencies. They lack a comprehensive understanding of CBE. Additionally, the teachers had inadequate empowerment, autonomy, time to implement Competency Based Education (CBE) and a heavy teaching burden. The teachers have not changed their original teaching and evaluation methods. There was high-risk testing and an exam-oriented culture that largely hindered CBE implementation in China. The parents' attention to learners' scores discouraged teachers from implementing CBE reform. Parental factors discourage teachers from implementing reform.

Finland is renowned for its innovative education system and provides another example of effective CBC implementation. Finnish teachers are highly trained and given considerable freedom to adapt the curriculum to their learners' needs, which has led to high achievement levels of learning outcomes and satisfaction. This model underscores the importance of teacher empowerment and professional development in the successful delivery of CBC. The Finnish teacher professional development is done at universities with pre and in service as lifelong professional development programmes to support the implementation of education reforms. The training ensures teachers can support learners in the classroom in learning competencies (knowledge, skills and attitudes) needed today, tomorrow and in the future. The teachers are equipped with twenty first century competencies (Niemi et al., 2018).

Oladotun (2019) points out that effective teachers often demonstrate effectiveness and efficiency in lesson preparation and classroom management to be able to guide learners to achieve the preset goals and objectives. Kristen (2024) asserts that a key element of successful implementation of policy reform is ensuring that local stakeholders have sufficient capacity to meet this challenge. They need adequate knowledge of educational policy goals and consequences, the ownership and willingness to make the change, and the tools to implement the reform as planned. Without these, the best policy reforms risk being derailed at the level where it counts most; the classroom.

Zulkarnaen and Zulfakar (2021) assert that effective teaching requires continuous professional learning and support. Not all teachers currently teaching in early childhood classrooms have had



opportunities to develop and implement these skills and practices. Given that teachers take multiple routes to becoming an early childhood teacher and being an effective teacher is an ongoing process, professional development for teachers with all levels of expertise is critical to developing a high-quality workforce.

Studies examining teachers' effectiveness in interpreting and delivering rationalised curriculum have highlighted the importance of pedagogical knowledge and instructional practices. For instance, a study by Lee et al. (2018) explored teachers' pedagogical approaches in rationalised curriculum implementation. Findings suggested that teachers who received specialised training in rationalised learning areas demonstrated greater confidence and competence in curriculum interpretation and delivery. However, challenges such as time constraints and limited resources hindered some teachers' ability to fully implement the curriculum.

Effective implementation of a new curriculum requires continuous training of teachers as reported by Kanyonga et al. (2019) who examined how technical trainers implement the core aspects of CBC in Arusha, Tanzania. The study established that the majority of the trainers had received in-service training but had little understanding about the curriculum. It was also reported that the trainers had little knowledge and skills in infusing the core aspects of the curriculum. The teachers lacked enough knowledge on how to integrate the aspects of the new curriculum in instruction. The study recommended continuous training of technical trainers on how to implement the CBC. This shows that teachers need to undergo continuous in-service training for them to be able to effectively implement the CBC.

Luambano (2018) as quoted in Kimario & Otieno (2022), states that knowledge and understanding of teachers constitute an important aspect in the implementation of competency-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. In Africa, training programs, workshops, and capacity-building initiatives are conducted to equip teachers with the necessary knowledge and pedagogical strategies to implement the competency based approach effectively.

Research in Kenya reveals mixed results regarding teachers' preparedness to implement the CBC. According to a study by Mwaka, Musamas, and Odundo (2019), many teachers initially

struggled with the transition due to inadequate training and insufficient resources. However, those who received comprehensive professional development showed significant improvements in their ability to interpret and deliver the new curriculum. The study emphasised the need for continued support and training to ensure teachers can effectively facilitate competency-based learning. This is well emphasised by Muchira et al. (2023) who noted that implementation of CBC requires effective teaching approaches that are learner-centred and utilises pedagogical techniques that encourage collaboration among learners, inquiry by learners, reflective and analytical thinking, creativity, and problem solving.

Momanyi and Rop (2019) noted that trainers of teachers in CBC were not curriculum development experts but teachers and curriculum support officers who themselves were hurriedly prepared for the roll out. They lacked the authority and confidence to prepare teachers on CBC. The teachers had challenges in preparing schemes of work and lesson plans that conformed to the CBC. Additionally, the teachers had challenges in deciding on learner's activities and teacher's activities that would enable learners to acquire competencies as well as designing and preparing a CBC assessment test. Teachers also opted to teach content as opposed to helping learners to acquire the intended competencies during the learning process through the use of relevant learning experiences. This is an indication that teachers are still employing teacher centred approaches as opposed to the learner centred approaches that allow learners to utilise their interest and talents to acquire skills and competencies through personalised learning.

Andiema (2020) found out that SNE teachers had moderate capacities in terms of understanding the CBC curriculum and preparedness in implementing the CBC content in public primary schools in Kenya. Lack of adequate capacities by SNE teachers to provide required support to disabled learners has led to low enrolment of special needs learners in schools. The study recommended that SNE teachers need to be provided with specialised training on CBC implementation in an inclusive setting. Further, the study recommended that schools for learners with special needs should be provided with facilities and resources to support inclusive education. More special needs teachers should be trained to promote enrolment in the public schools. Effective teacher capacity building during pre-service and in-service training will improve the teachers' competencies while delivering the competency based curriculum even in classes which are inclusive in nature.

Nguyen and Smith (2021) investigated the impact of teacher professional development on rationalised curriculum implementation. Results indicated that ongoing support and training opportunities were essential for enhancing teachers' understanding and application of rationalised learning areas. Collaborative learning communities and mentorship programs were identified as effective strategies for promoting teacher effectiveness in delivering the curriculum.

Silas (2020) conducted a study on teacher related factors influencing implementation of Competency Based Curriculum at lower primary in Kenya. The study established that several teachers in Kenya lack an understanding of the new curriculum which complicated successful implementation of Competency Based Curriculum. Many teachers felt that they had not been adequately trained and prepared to implement the new curriculum.

In conclusion, teachers in Kenya have undergone training and capacity building programs to equip them with the necessary knowledge, skills, and pedagogical strategies for implementing the CBC. Professional development initiatives are aimed at enhancing teachers' understanding of the curriculum, promote effective teaching practices, and support the integration of new instructional approaches in education reforms.

### **2.3.3 Whole school approach to integration of VbE, CSL and PEE in learning**

The whole school approach to integrating Values-based Education (VbE), Community Service Learning (CSL), and Parental Empowerment and Engagement (PEE) aims to create a cohesive and supportive educational environment for learning.

#### **2.3.3.1 Whole school approach to value-based education**

A whole school approach to value-based education involves integrating values into every aspect of school life, ensuring that students develop a strong moral compass alongside academic knowledge. The adoption of a whole school approach where the teaching and learning of positive values is seamless and reflected in the ethos of the school. This approach requires collaboration among teachers, parents, non-teaching staff, and the community to create an environment where values are consistently modelled, taught, and practised. Successful primary school intervention and development of values and beliefs related to sustainable development will considerably lessen the barrier for further development of sustainable behaviours in middle, secondary, and

post-secondary education. This has been elaborated in Kenya by BECF which has adopted eight core values namely: love, responsibility, respect, unity, peace, patriotism, social justice, and integrity. The overarching goal of teaching values through VbE, is to nurture values in learners to become empowered, engaged and ethical citizens for positive and holistic transformation of society. VbE thus develops learners with a secure sense of self-understanding and identity. Key components of a WSA to VbE, school culture and environment, curriculum integration, staff training and development, parental and community engagement, continuous assessment and improvement (KICD, 2017).

Khathi, et al. (2022) found out that in South Africa there is a misunderstanding of the concept of values education by some teachers as they did not know how to teach values education which affects its effective integration. The study established that role modelling of learners by teachers and parents are inevitable to save the society from moral decadence. The study identified major challenges for the integration of value education in schools which include: overpopulation, single parenthood and social media. The teachers must be involved in the curriculum development and regular training of values education (Govender & Ajani, 2021) to enable them to develop insight and understanding of what is contained in the curriculum and how it must be taught and why. Therefore, it was difficult for teachers who did not understand the concept of values education to integrate it effectively into their teaching, especially for subjects that did not specify it.

Huang, et al. (2024) developed a Pedagogical Framework for Education for Sustainable Development to implement VbE. The study proposed that all staff in a VbE school need to be actively committed as well as willing and eager to learn and practice values-based living and teaching, as the success of VbE is directly connected to the integrity within the leadership of the school. The study explains that primary education provides an invaluable setting to start effective education, where learning is focused on developing values, beliefs, and attitudes that will greatly influence and benefit the student life-long. This is because primary education is often considered the most influential of all education levels, where teachings may not be explicitly recognized yet practised and formed implicitly. Successful primary school intervention and development of values and beliefs related to sustainable development will considerably lessen the barrier for further development of sustainable behaviours in middle, secondary, and post-secondary education.

Pambudi et al. (2019) found out that in Indonesian national education value education is part of education and that the goal of integrating values into the school curriculum is to guide their learners such that they become citizens who have a sense of responsibility, to educate genuine citizens willing to contribute energy and critical thinking to the country and society. In this country the values are cultivated by integrating values with the contents of the written curriculum, the unwritten curriculum (hidden curriculum), as well as the co-curricular activities and extracurricular activities. In this case the value to be developed must be realised in the content of each subject through the process of learning in the classroom, the task outside the classroom, and also manifest in the school rules. The teachers are required to study the strategy used to teach the good values to students through either formal or non-formal education.

Toker Gökçe (2021) found out that in Turkey there is an ongoing professional development for teachers that is crucial for effectively delivering values-based education. This regular training is meant to help teachers integrate values into their teaching practices. The study revealed that values were the core of education with both the philosophical grounds and the practical activities at schools. For instance, students come across pictures or mottos, suggesting explicit and implicit messages on the school walls. Besides, they mostly imitate their teachers because they consider them role models, particularly during the elementary education grade. Thus, teachers influence students' values development, as well as their cognitive and psychological development. In light of these, they are considered as one of the most critical determinants establishing the future of society. They revealed values were also categorised as follows: moral values, professional values, and cultural values. They felt that examining the ideas of preservice teachers has importance because they carry the existing values and in return affect the value formation of the society in the future. They recommended that the schools are the most efficient institutions to teach human values to the next generations in the community.

Saka (2021) elaborated that values taught in Nigeria are contained in the National Values curriculum of Basic Education. The prominent among them are: honesty, truthfulness, hard work, obedience, respect among others. The study stated that the quality of instruction at all levels has to be oriented towards inculcating the following values: respect for the worth and dignity of the individual; faith in man's ability to make rational decisions; moral and spiritual principle in interpersonal and human relations; shared responsibility for the common good of

society; promotion of the physical, emotional and psychological development of all children; and acquisition of competencies necessary for self-reliance. The study revealed that This indicates that teachers in all school levels do contribute to constraints affecting teaching and learning of values. Some teachers by their behaviours and practices negate what they are teaching about values. The teacher and administrators in the school need to serve as role models and show the youth the true values. Teachers should adopt different teaching strategies like storytelling method, peer reflection, transfer of cognitive knowledge at different levels. The teaching of values should not be classroom based alone. The study recommended teaching of values in schools should also focus on what society considers to be valued or conscious of, this may be socially, politically, economically, religiously and culturally, so that things can work as it is expected. For peace to reign and smooth running of affairs, there should be a set of goals to conform with.

Panev and Barakoska (2019) indicated that the problem of teaching values in the educational process of Macedonia is very complex and layered, requiring multiple levels of coordination of all the factors in the educational system itself. They found that the value system of young people often does not coincide with the design and planning of the value system in the school, imposing the necessary need for a systematically synthesised and analysed educational process that would be constantly evaluated and socially updated by all key players, with a focus on teachers and pedagogues. This requires more conditions and interconnection of several factors among which: adequate training of future teachers for the actualization of the discipline of teaching values methodology in their education which would include all teachers regardless of their subject area, such as additional teacher training as a result of insufficiently acquired pedagogical competencies in the initial faculty education and teaching practice; enhancement of teachers' competencies in the value-based educational function of the teaching, application of modern methodology and techniques of work by help of expert assistance and professional development training; planning, concretization, realisation and evaluation of educational goals at all levels of planning; overcoming some forms of traditional teaching and linking the needs of young people with the current life needs of scientific and technological revolution; socially actualizing the need for family cooperation with the school and other local and state authorities and institutions; planning and encouraging the proper use of youth leisure time; selecting the profile of teachers and raise the respect to their social status.

Wamahiu (2019) as cited in Mueni (2022), stated in a value-based education baseline report that complementarity in targeting is essential for the creation of a nurturing environment which is conducive for the teaching and learning of positive values. This is where desired values are not only nurtured in the school or community settings, but the values are continually reinforced through the use of empowering, not oppressive pedagogies, whether formal, non-formal or informal.

The incorporation of value-based education in competency-based curriculum in the Kenyan context indicates that issues that could be mitigated by means of value-based education are drug abuse, early pregnancies, the presence of street children, and youth joblessness (Ngwacho, 2024). Learners who are disabled, orphaned, or sick as well as those from poverty-stricken households could also benefit from value-based education. Value-based education would lead to self-discovery and enhance the learners' self-esteem. Ethics-based instructions may also be essential in enhancing academic achievement, settling disputes, and lessening community and institution-based learner protests, among others.

### ***2.3.3.2 Whole school approach to community service learning***

Community Service Learning (CSL) is one of the support programmes in the implementation of CBC. Learner competencies are enhanced in people and survival skills. Through CSL, learners are also exposed to opportunities that deepen their knowledge and understanding, skills and competencies as they develop values and attitudes. This is done while participating in age-appropriate projects and action research in the community to solve complex real-life issues. Raykov and Taylor (2018) established that CSL developed positive skills and values which went beyond the immediate course content to connect learning to the real world. The CSL experiences therefore, offer engaging opportunities that strengthen school-community relationships. CSL integrates community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Involving learners in CSL has numerous benefits and can be structured effectively to maximise these benefits. CSL fosters a sense of civic duty and responsibility among students, motivating them to actively participate in and contribute to their communities as engaged citizens. In Kenya, the integration of CSL into the curriculum has been influenced by national education policies emphasising holistic development. According

to the Basic Education Act of 2013, schools are encouraged to incorporate activities that promote community engagement and social responsibility.

Bradley et al. (2021) found out that CSL experiences, coupled with reflective practices, lead to improved critical thinking, academic performance, and personal development. This was echoed by Womack and Johnson (2021) that CSL enhances school-community relationships, with reflection helping students connect their academic learning to community needs effectively. Therefore there is a need to embed CSL within the educational framework to enhance holistic development, foster a sense of responsibility, and build stronger school-community connections. The whole school approach of integrating CSL into curricula has significant benefits for students' academic performance, social skills, and civic engagement.

Service learning in the US is twofold direct service learning and indirect service learning based. Direct service learning is where students meet the needs of community or service organisations through service learning while indirect service learning are short-term activities that students engage in by assisting the community or participating in social organisations without having direct contact with the people they serve (Liping & Gexian, 2022). In China, service learning is a volunteer activity where students participate to benefit the society or to exercise themselves and increase social experience. This volunteer can be university requirements or students want to expand their social network; a small number of students volunteer for fun, novelty or curiosity about volunteer work. The main purpose is to enhance the ideological and moral quality of college students, cultivating students' teamwork consciousness and cooperation ability, and also has a positive effect on students' professional learning.

Service learning in Korea allows students to participate in systematic and planned volunteer activities, thereby equipping them with democratic citizenship capabilities such as sharing and consideration (Park, 2020). This aims to solve problems in the community and lead a life of living together. The students voluntarily perform various volunteer activities outside of the regular classes of the school.

Alfzal and Hussain (2020) carried out a study on the impact of community service learning on the social skills of students in Pakistan. The study revealed that students perceive community service as an important activity; it helped them to improve their social skills, made them socially



responsible, enabled them to understand diversity, and understood societal issues. Some students felt community service helped clearing concepts that they had learnt in their classes. They also enjoyed their studies and developed a strong bond with other volunteers.

Research by Ndalichako (2018) indicates that schools implementing CSL projects, such as environmental clean-ups and health awareness campaigns, have seen improved student engagement and academic performance. These projects help students apply classroom knowledge to real-world situations, thereby enhancing learning outcomes and fostering critical thinking skills.

In the United States, extensive research on CSL has shown that it enhances students' academic, social, and civic competencies. The National Commission on Service-Learning reported that students involved in service-learning programs exhibited improved academic achievement, higher attendance rates, and stronger relationships with teachers and peers. These programs are integrated across various subjects, allowing students to address community issues while learning curricular content.

Research by Billig et al. (2008) found out that community service learning helps students develop critical thinking and problem-solving skills. When schools adopt a whole school approach, where service-learning is embedded across the curriculum and supported by all stakeholders, students show significant gains in both academic and social domains. For example, students participating in service projects related to environmental science demonstrate a deeper understanding of ecological principles and a heightened sense of environmental stewardship.

### ***2.3.3.3 Whole school approach to parental empowerment and engagement***

A whole school approach to parental empowerment and engagement involves systematically integrating parents into the fabric of school life, recognising their critical role in their children's education. This strategy encompasses creating a welcoming school culture, facilitating effective communication, offering support and resources, and fostering collaborative partnerships between parents, teachers and the community. This is elaborated by the parental empowerment and engagement guidelines published by KICD (GoK, 2019).

Akpuokwe et. al., (2024) examined parental involvement laws in child education from a perspective of USA and African review. The study recognizes the crucial role that parents play in shaping a child's academic success and well-being and aims to compare and contrast the diverse approaches adopted by the USA and various African nations. They investigated the effectiveness of these laws in promoting student achievement, addressing educational disparities, and ensuring equitable access to quality education across diverse socioeconomic backgrounds. The study noted that cultural and socioeconomic factors significantly influence parental involvement in child education. Therefore, there is a need to understand the interplay between cultural norms, socioeconomic disparities, and region-specific nuances is crucial for developing effective strategies to enhance parental participation in education, ultimately benefiting children's academic success and overall development. This was echoed by Womack and Johnson (2021) that the likelihood of parents' homework involvement may vary based on cultural norms and socioeconomic factors, highlighting the need to consider region-specific nuances in promoting parental engagement. They identified socio economic challenges such as poverty and lack of resources can hinder parents' ability to engage in their children's education, while cultural differences may lead to varying perspectives on the role of parents in education. These barriers can impact the extent and quality of parental involvement in their children's education. The recommended strategies such as policy adjustments and community engagement initiatives can be implemented. These policy adjustments can include measures to provide support and resources to parents from diverse socioeconomic backgrounds, ensuring equitable opportunities for parental involvement. Additionally, community engagement initiatives, including programs tailored to immigrant and local communities, can help bridge cultural differences and enhance parental involvement in education.

Smith et al. (2011) conducted a detailed case study focused on the implementation of parent engagement policies within rural school settings across the United States. Their research explored how these policies were operationalised and their impact on fostering collaborative relationships between schools and parents in rural communities. The study highlighted the specific challenges faced by rural schools, such as geographical isolation and resource limitations, which can hinder effective parent engagement efforts. The study analysed a range of strategies employed by schools to address these challenges, including community outreach initiatives, integration of technology for communication purposes, and personalised approaches

tailored to meet diverse parental needs. Their findings underscored the importance of creating supportive and inclusive school environments that actively involve parents in educational decision-making processes. Ultimately, these efforts aim to enhance student outcomes and strengthen community cohesion in rural areas.

Research on parental engagement in early years education has emphasised the importance of partnership between schools, parents, and communities. A study by Smith and Nguyen (2019) conducted in Australia explored the impact of parental involvement on students' academic achievement in early years education within the framework of a rationalised curriculum. Their study highlighted positive correlations between parental engagement activities such as home-based learning and school volunteering, and students' learning outcomes. The research also identified that parents' awareness and understanding of rationalised curriculum goals significantly enhanced their support for school-based initiatives aimed at improving student achievement.

Anierobi et al. (2023) in a study on parental involvement and academic resilience as predictors of students' academic engagement in secondary schools in Anambra State, Nigeria, showed that parental involvement significantly predicted the academic engagement of secondary school students in Anambra State. This implies that the academic engagement of their children will be promoted if parents are involved in their education by providing all the necessary materials and support they need

Martinez (2021) explored parents' perceptions of their role in supporting early years education under the rationalised curriculum. Findings highlighted parents' desire for greater involvement in curriculum decision-making processes and their willingness to contribute to school-based activities. Recommendations included fostering collaborative partnerships between schools and parents, providing parent education workshops, and leveraging community resources to enhance parental engagement.

Comparably, studies by Amunga et al. (2020) and Mwarari et al. (2020) have also indicated how parental involvement in children's take-home assignments has been affected by several challenges. These challenges include lack of parental sensitization on their role in the new curriculum; inadequate knowledge and skills on how to assist their children; inadequate required

instructional resources such as; cameras and printers to use so as to meet the teachers' expectations; lack of adequate time owing to competing duties and poor parent attitude towards their involvement in children's education as they do not think it is their responsibility.

According to Mwarari et al., (2020), parents are expected to play a very vital role in the success of their children's education. For instance, they are required to: create an environment that is conducive for learning, motivate learners to fulfil their potential through completion of assigned tasks; recognize and encourage special talents; discuss the value of good education and possible career options; monitor and guide children in doing their homework; participate in the collection and sending of evidence of children completing tasks assigned by teachers; provide required aids and materials for practical activities; model the value of learning, self-discipline and hard work; and attend school meetings when called upon.

Piliyesi et. al., (2020) carried an analysis of the impact of desirable involvement by parents in the curriculum adoption, implementation and evaluation process. The study examined the practical approaches to parental engagement and resource provision in curriculum implementation in Kenya. The study noted that parents were involved in supervision of children's homework, attending school functions, involvement in school with the children's achievement as well as assigning children home chores to improve behaviour and achievement in schooling processes. The parents also participated in the curriculum implementation by providing learning resources, enabling a learning environment at home, and assisting in making appropriate choices based on their perceptions. They noted positive benefits of parent's involvement for children's progress, such as enhancing academic achievement, behaviour, attitude, attendance, and life goals. However, the study noted that there are barriers to parental implementation in CBC implementation which include family factors such as parents' beliefs about getting involved in their children's education; parents' attendance in school's events, parents' life context, and parents' backgrounds, such as social class, ethnicity, and gender. Other factors related to the children's age, barriers in learning and disabilities, rewards, aptitudes and attitudes. The parents were found to have poor relationships with teachers, managing purposes and schedules, interacting with others and unable to use effective language. Finally, factors of the social environment related to historical and demographic, political and economic issues where some parents feel inferior than others. The management should design and implement strategies that

will result in improved parental involvement, and at the same time, balance parental involvement vis-à-vis educators' professional autonomy.

Dingil and Yungungu (2023) analysed parental involvement among grade four learners in Kenya. The study found that parents were involved in an array of activities while assisting their children undertake take-home assignments. However, their involvement was limited by a range of factors including inadequate resources, inadequate time, limited knowledge on CBC, poor and late communication as well as negative attitude by parents. The challenges were further aggravated by failure of the curriculum to cater for diversity in parenting styles and family setups. The study thus recommends for a further reconceptualization of parental involvement in learner's take-home assignments by curriculum developers. This can be done by putting into consideration the diverse parenting styles and family setups that exist currently in Kenya.

#### **2.3.4 Challenges Encountered in the Implementation of the Rationalised Curriculum**

Implementing curriculum reforms in lower primary education faces numerous challenges and barriers across various countries and regions, including Kenya, Africa, Europe, Asia, Latin America, and the Caribbean. Empirical research has identified several common issues that hinder the successful implementation of these reforms. This discussion synthesises findings from existing literature and proposes recommendations to address these challenges.

A policy analysis conducted by Wang and Chen (2018) in China examined structural barriers to rationalised curriculum implementation in early years education. The analysis identified bureaucratic hurdles, policy inconsistencies, and funding constraints as major impediments to curriculum reform efforts. Policy recommendations included streamlining administrative processes, aligning funding mechanisms with curriculum priorities, and fostering inter-agency collaboration to overcome implementation barriers.

Muchira et al. (2023) examined the nature, enactment, and assessment of Competency-Based Curriculum (CBC) models in the United States of America and South Korea to highlight lessons and strategies that Kenya can utilise to improve CBC implementation. Among the major challenges in the three countries include: lack of teacher training opportunities, low funding for implementation, inconsistent pedagogical approaches and assessment techniques. Thus, it is strategic for the Kenyan government to invest in teacher training at early stages of CBC

implementation. The South Korean suggestions for improving their implementation of CBC included teacher preparation for delivering quality skills and knowledge.

Hargreaves and Shirley (2016) assert that resistance to change, often stemming from fear of the unknown or reluctance to depart from familiar practices, can hinder the implementation of new initiatives in education. They argue that overcoming resistance requires effective leadership, clear communication, and opportunities for stakeholders to engage in meaningful dialogue and professional development. Darling-Hammond (2017) emphasises that proactive and collaborative approaches are essential in addressing challenges related to educational reform. Support systems and a commitment to continuous improvement are identified as crucial elements in overcoming resistance to change and other obstacles in implementing new educational initiatives.

Mekonnen (2019) conducted research in Ethiopia, emphasising that a lack of alignment between assessment practices and curriculum goals also affects the accurate measurement of learning outcomes. The study underscored the importance of revising assessment frameworks to better reflect curriculum objectives and enhance the effectiveness of educational reforms.

Kitasse and Ssembatya (2024) analysed the implementation of Competency Based Curriculum in the Luganda language classroom in selected secondary schools in Uganda. The study found out that there is need to strengthen teacher professional development programs in order to prepare teachers during implementation of the CBC. The challenges identified in the study included; inadequate new material, inadequate training avenues, time constraints, inadequacy of infrastructure, lack of knowledge by teachers due to inadequate training, poor support from educational stakeholders, and inadequate use of instructional strategies which influence competency based curriculum implementation. The study reported that the curriculum had not been effectively implemented due to inadequate funding of the institutions, lack of infrastructure development and lack of policy guidelines in the institutions.

Nyoni (2023) analysed the challenges facing teachers in the implementation of CBC in Tanzania. The study revealed that teachers had limited knowledge of Competence-Based methods and approaches but were unable to disseminate the knowledge to learners. Teachers need to conceptualise the paradigm shift from teaching to learning and conducting formative assessment

to establish learners' progress. Additionally, teachers were unable to complete class tasks as they found time to be limited for specific topics. Therefore, the teachers need knowledge and skills that will enable them to have the ability to use appropriate pedagogical approaches, developing lesson plans, assessment tools and choosing appropriate instructional materials that can accommodate learners at different levels. Shortage of teaching and learning resources was found to be a major challenge, especially ICT tools.

Isaboke (2021) found out that majority of the pre-primary school teachers in public pre-primary schools had not received any training on implementation of the curriculum. The few who had been trained still lacked adequate knowledge and skills in handling various areas meant to be integrated in the curriculum. The study concluded that teachers were not fully prepared to implement the curriculum, which called for more training opportunities. The study further recommended more in-service training sessions to be conducted by the county governments in collaboration with MoE. The main objective of the training should be to prepare teachers for a paradigm shift from teaching to learning and equip them with knowledge and skills which they require to implement the curriculum effectively.

Amunga et al. (2020) carried out a study on teacher - parent nexus in Kenya and found out that CBC structure in Kenya is one of the challenges hindering effective CBC assessment. Teachers reported that the CBC assessment process is complicated. The curriculum is designed in such a way that most of the activities take place at the same time, so in case of student or teacher absenteeism it becomes difficult for teachers to effectively carry out an assessment.

A study by Mugo and Kinyua (2018) conducted in Kenya identified funding constraints as a prominent barrier to implementing curriculum reforms. These constraints hindered efforts to improve educational standards and curriculum delivery in the country.

Momanyi and Rop (2019) analysed teacher preparedness for the implementation of CBC in Kenya. The study found out that teachers are still employing teacher centred approaches as opposed to the discovery methods that allow learners to utilise their interest and talents to acquire skills and competencies through personalised learning.

Ondimu (2018) conducted a study to investigate teachers' preparedness for implementation of the competency-based curriculum in private pre-schools in Nairobi City County. From the findings, it was concluded that teachers are prepared to implement the competency-based curriculum. Nonetheless, factors like limited in-service training, inadequate learning materials, and many records to keep, a lot of workload, lack of ICT skills among the teachers and lack of parental support were hindering effective implementation of the CBC.

Waweru and Kimani (2020) identified several challenges faced by Kenyan teachers in implementing the CBC. These included large class sizes, limited instructional materials, and lack of clarity in the curriculum guidelines. Teachers reported that these factors hindered their ability to deliver the curriculum effectively. Additionally, the shift required a change in teaching methods, moving from teacher - centred to learner - centred approaches, which many teachers found challenging due to their previous training and experience. Despite these challenges, there are notable positive outcomes in implementation of CBC in Kenya. A study by Mutisya and Wachira (2019) indicated that teachers who embraced the CBC saw improvements in student engagement and motivation. Students became more active participants in their learning processes, developing essential skills like problem-solving and critical thinking. The study highlighted the importance of teacher adaptability and willingness to embrace new pedagogical strategies.

Kilile et al. (2019) investigated the challenges facing early childhood development education centres in the implementation of the competency based curriculum in Kitui county. The findings highlighted several challenges which included; inadequate teaching and learning resources, poor parental involvement and lack of enough support staff members. The researcher recommended that the government should provide teaching and learning materials for the competency based curriculum to be effectively implemented in ECDE centres.

In summary, curriculum reforms in lower primary education encounter multifaceted challenges and barriers across different regions globally. Empirical research underscores the importance of addressing resource constraints, enhancing teacher preparedness, fostering stakeholder collaboration, revising assessment practices, and adapting reforms to local contexts. By implementing these recommendations, policymakers and educational leaders can mitigate



challenges and improve the effectiveness of curriculum reforms, ultimately enhancing educational quality and outcomes for learners worldwide.

## **2.4 Chapter Summary**

This chapter reviewed theories and policy documents relevant to monitoring early years education under the rationalised curriculum, covering legal and policy frameworks, as well as theoretical and empirical literature. The literature review addressed the study objectives, focusing on the implementation and impact of the rationalised curriculum, teacher effectiveness, challenges faced, and the roles of various stakeholders. Key findings highlighted the necessity of effective curriculum interpretation by teachers, parental engagement, and stakeholder support. The review identified gaps that informed the research design and methodology, and presented a conceptual framework that laid the foundation for data collection, analysis, and the presentation of findings and recommendations.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the methodology for the study. It outlines the research design, target population, sample, and sampling procedures. The chapter discusses the procedures used for data generation and analysis. Additionally, it outlines measures that were undertaken to ensure validity, reliability, and trustworthiness of the study. Ethical considerations in the data generation process are also addressed.

#### **3.2 Research Design**

The research design refers to the overall strategy and analytical approach chosen in order to integrate, in a coherent and logical way, the different components of the study. It ensures that the research problem is thoroughly investigated (De Vaus, 2001). A mixed methods approach was adopted for this study. This approach combined quantitative and qualitative methods to improve and substantiate research findings (Creswell & Clark, 2011). Given the need for countrywide coverage of the study, a cross-sectional survey design was deemed appropriate. A survey design was to allow data collection from many participants targeted for the study over a wide area within a relatively short time (Cohen et al., 2013). The design will allow for the description of a situation at a particular point in time, thereby serving the purpose of consolidating pertinent views, opinions, attitudes, and behaviour from different instruments.

#### **3.3 Sampling**

Sampling is the process of selecting a subset of individuals from a larger population to participate in a study. It is necessitated by the impracticality of involving an entire population directly due to time, cost, or logistical constraints Mills (2024). This study targeted learners, teachers, and headteachers in both public and private schools from all counties in Kenya. It also targeted learners and groups of participants from both regular and special primary schools, thereby catering to both age-based and stage-based populations of respondents. The study also

targeted field education officers as well as parents as key stakeholders in the implementation of the curriculum.

In order to ensure that the study sample is representative of the population, a multi-stage sampling technique was used. At the national level, all counties were included in the sample to ensure national representation. Within the counties, stratified sampling was employed, where the different sub-counties were used as the strata from which public and private schools were selected using simple random sampling. The study prioritised varied characteristics in the sample to take into consideration such aspects as rural, urban, peri-urban, and unique socio-economic and cultural diversities. For special needs schools, purposive sampling was used, where deliberate effort was made to include the schools. It also ensured that different categories of special needs were included in the sample SNE schools. The distribution of respondents for the study is presented in Table 5.

**Table 5: Distribution of Respondents**

<b>Respondent</b>	<b>Sample</b>
Headteachers	470
Lower primary teachers	1410
Pre primary teachers	940
Field officers	92
Observation guides	160
Parents	200
<b>Total</b>	<b>3272</b>

### **3.4 Data generation**

The instruments for data collection in this study included, written questionnaires, interview guides, and observation schedules (See Appendix 2). Questionnaires are chosen as an objective means of facilitating the easy and quick derivation of information within a short time frame. Their use also ensures confidentiality among respondents. Effort was made to develop items that were clear and unambiguous. The questionnaires comprised of two sections: one for capturing demographic details of the respondents and the other for addressing issues related to curriculum implementation. They consisted of both closed and open-ended items to allow respondents the

opportunity to provide their opinions. Questionnaires were administered to headteachers, teachers, and field education officers.

An interview schedule was prepared to guide one-on-one sessions with parents. It contained semi-structured questions to allow for further probing where necessary. This enabled parents to provide pertinent opinions regarding their children's learning experiences at the Early Years Education level and their efforts in supporting them.

An observation schedule was employed to observe and record the processes of CBC implementation. The first section of the observation focused on elements of the master time table that would demonstrate compliance with changes from the rationalisation. The next section focused on teachers' preparation documents, that is, schemes of work, lesson plans and records of learners' progress. The last section dealt with lesson delivery, resources and learning environment.

The study was conducted nationwide, with the offices of the County Director of Education (CDE) serving as entry points to schools. Research teams initiated contact with local education officers, informing them about the study and sharing pre-sampled schools for direction. At the school level, entry was through the head teacher's offices, where the study's intentions were explained to participants, and permission sought to access teachers, learners and parents.

The study targeted ten schools per county. Five teachers per school were sampled for inclusion in the study. The teachers were drawn from PP1, PP2, Grade 1, Grade 2 and Grade 3 levels. One Headteacher from each school, one CSO and one QASO per county were targeted for participation in the study. The study also obtained data from two parents per county.

### **3.5 Data Analysis**

Both quantitative and qualitative data analysis techniques were employed in this study. Quantitative data from questionnaires was first entered into Excel spreadsheets and then exported to Statistical Package for Social Sciences (SPSS) for cleaning and analysis. Preliminary analysis involved running frequencies to identify any anomalies, which were then corrected by reference to the original data. Further analysis included descriptive statistics such as summary tables,

percentages, and means, with data outputs presented in frequency tables, percentages, and means. Graphs were generated as needed to enhance data visualisation.

Qualitative data included narrative responses from open-ended questionnaire items, transcripts from recorded oral interviews, and field reports from data collection teams. Thematic analysis, following the approach outlined by Jwan and Ong'ondo (2011), involved identifying, analysing, and reporting patterns or themes within the qualitative data. The coded data allowed for capturing respondents' ideas, views, and intuitions in relation to each research question.

### **3.6 Trustworthiness of the study**

#### **3.6.1 Trustworthiness of Quantitative Data**

Validity in research refers to how well a research instrument measures what it is intended to measure. In qualitative research, validity describes how accurately the account represents participants' realities of the social phenomena under inquiry. This is demonstrated by the strategies used by the researcher to establish the credibility of their study (Creswell and Miller, 2010)

Content validity was considered paramount in this study, ensuring that items in the instruments reflect the content universe to which the instruments were to be generalised. Validation of the instruments was achieved through input from research and curriculum experts in primary education.

Reliability concerns the extent to which a measurement provides stable and consistent results (Creswell and Miller 2000). Quantitative questionnaire items were analysed for reliability, yielding Cronbach Alpha coefficients for different questionnaires. The findings of reliability analysis are presented in Table 6.

**Table 6: Reliability results for the study**

<b>Category</b>	<b>Cronbach Alpha coefficient (<math>\alpha</math>)</b>
Headteachers	0.801
Lower primary teachers	0.798
Pre primary teachers	0.830

Field officers	0.822
Parents	-

The Cronbach Alpha coefficient of reliability for the different tools used in the gathering of data was very good reliability since it was above 0.7 as recommended by Zinbarg (2005). This indicates that items in the tools had a relatively high level of internal consistency.

### **3.6.2 Trustworthiness of Qualitative Data**

Trustworthiness was ensured through aspects of credibility, transferability, and dependability. Triangulation was employed to enhance credibility, utilising a range of data generation techniques and obtaining data from different participants to authenticate the evidence. Transferability was addressed by ensuring representation of diverse perspectives within the study's target respondents. Dependability was maintained through an explicit presentation of the research processes, allowing for replication by other researchers without ambiguity.

Credibility was achieved through triangulation of data collection methods and sources, providing a comprehensive understanding of the research subject. Comparison of quantitative and qualitative findings further enhanced credibility.

The study sought representation from diverse counties and socio-economic backgrounds, aiming to ensure findings applicable to similar educational contexts nationwide. Clear and detailed presentation of research processes ensured dependability, allowing for replication of the study by other researchers.

### **3.7 Ethical Considerations**

Respondents were clearly informed about the research purpose hence securing voluntary participation. Relevant authorities were consulted to give consent for participation of learners. All participants were assured of confidentiality in the use of information they provided.

### **3.8 Chapter Summary**

This chapter has outlined the research methodology that was employed in the study. It covered all the necessary components to maintain fidelity to the scientific research process. Through the

application of these research procedures, accurate and authentic data was generated and meticulously analysed. The subsequent chapter will delve into the findings that emerged from the research, shedding light on key insights and observations.

## CHAPTER FOUR

### PRESENTATION OF FINDINGS

#### 4.1 Introduction

In this chapter, the findings of the study are presented. The chapter delves into the responses gathered from the study respondents, that is, headteachers, pre-primary teachers, lower primary teachers and field officers. These respondents play a crucial role in both the execution and oversight of curriculum changes, providing valuable perspectives on the successes, challenges, and impact of the rationalised curriculum. The chapter also looks into data generated through observation guides and field notes.

#### 4.2 Demographic Analysis

##### 4.2.1 Response Rate

In order to work out the response rate, the achieved numbers of respondents was calculated as a percentage of the targeted number for the different categories of respondents. The findings are presented in Table 7.

**Table 7: Response rate**

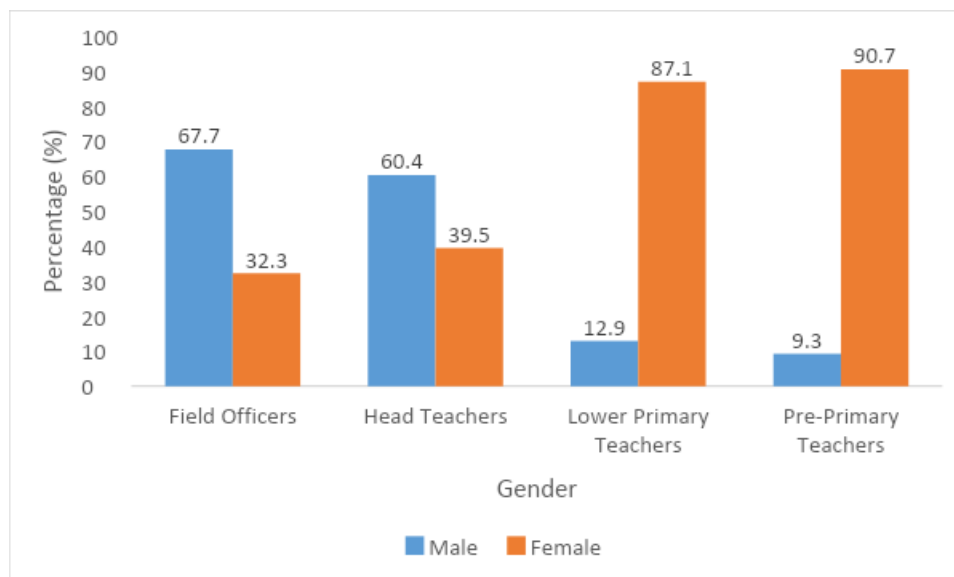
<b>Respondent</b>	<b>Targeted</b>	<b>Achieved</b>	<b>Response Rate (%)</b>
Headteachers	470	455	96.8
Lower Primary	1410	1275	90.4
Pre Primary	940	805	85.6
Field Officers	92	65	70.7
Observation Guides	160	155	96.9
Parents	200	175	87.5
<b>Overall</b>	<b>3272</b>	<b>2920</b>	<b>89.2</b>

Table 7 shows that the study gathered data from 2765 individual respondents and 155 lesson observations. The achieved total of 2920 represents a combined response rate of 89.2% of the



targeted responses. The high response rate was attributed to the ethical consideration that the team ensured during the data generation exercise.

#### 4.2.2 Gender Distribution



**Figure 2:** *Distribution of respondents based on gender*

The gender distribution across various roles in the education sector showed distinct patterns. Among Field Officers, males constituted a significant majority at 67.7%, while females comprised 32.3%. For Headteachers, males also dominated at 60.4%, with females making up 39.5%. However, in teaching roles, the trend reversed significantly. Lower Primary Teachers were predominantly female, accounting for 87.1%, with males only representing 12.9%. This trend was even more pronounced among Pre-Primary Teachers, where 90.7% were female, and only 9.3% were male. These statistics highlighted a higher male representation in supervisory and leadership roles, whereas females were overwhelmingly represented in teaching positions, particularly at the lower primary and pre-primary levels.

#### 4.2.3 Type and Category of Schools Visited

The study reached a total of 453 schools. Out of these, 367 (81%) were public schools while 86 (19%) were private schools. Out of the total number of schools visited, 305 (67.3%) were regular schools while 149 (32.9%) were private schools. The schools were also sampled from rural, urban and peri-urban settings. This sampling ensured adequate representation of

respondents from diverse backgrounds including public or private schools as well as regular schools and the special needs education sector.

### **4.3 Findings of the Study**

#### **4.3.1 Extent of Implementation of the Rationalised Curriculum**

The first objective of this study was to establish the extent to which the rationalised curriculum has been implemented. The findings are presented according to different aspects of implementation mainly; communication about changes in the curriculum, appropriateness of the rationalised curriculum, measures in place for implementation of the changes and status of implementation of the rationalisation changes.

##### ***4.3.1.1 Communication about changes in the curriculum***

The study sought to establish the communication that schools received to effect the curriculum changes in pre primary and lower primary. Information was drawn from headteachers who offer oversight in curriculum implementation in their institutions. Findings from headteachers cited a range of sources of information. Circulars from the Ministry of Education were widely mentioned as a means of communicating changes on the rationalised curriculum.

**Headteacher:** The school received the circular from the Ministry of Education on the changes on the learning areas to meet the standard as per the Presidential workforce (**HT-QN-REC-PR-KER**).

**Headteacher:** Communication has been done through circulars, training through workshops (**HT-QN-KTS- PB- KIA**).

**Headteacher:** The CDEs and SCDEs deliver the circulars to inform all the schools that there are changes in curriculum design (**HT-QN-AMD-PB-WAJ**).

**Headteacher:** The Ministry/TSC circulars with information meant for the consumption of the schools and the concerned stakeholders (**HT-QN-NYA- PB- KIS**).

Apart from the circulars received from the Ministry of Education, the respondents also indicated that they had been part of the platforms where Ministry of Education reforms were explained by the education officers and facilitators. These included workshops and seminars where the information on changes in the curriculum was disseminated to headteachers and other stakeholders.

**Headteacher:** We were briefed on reduction and integration of subjects in a seminar (**HT-QN-MJN- PB- KIL**).

**Headteacher:** The pre-primary teachers have attended a workshop recently on methodology and updates (**HT-QN-STM- PB- EMB**).

**Headteacher:** Training of teachers and sensitisation from quality assurance and standards officers, training of ECDE teachers by county government and also use of the internet (**HT-QN-TSA- PB- MAC**).

**Headteacher:** From sub county director through the CSO (**HT-QN-LTF-PR-THA**).

**Headteacher:** Pre Primary teachers were given some induction training by the ECDE department from the county government (**HT-QN-KRR- PB- KIR**).

**Headteacher:** Report from presidential working party recommending the practical approach of learning areas which include R.E, Environmental, Mathematics, Language and (Psychomotor, Music & Movement) to be taught as one subject (**HT-QN-KDB- PB- ISI**).

Other findings showed that communication came through online platforms such as Whatsapp, KICD website and pronouncement through the mass media.

**Headteacher:** Through media/online services (**HT-QN-KIS-PB-MAK**).

**Headteacher:** Through the SCDE - to check on the KICD website (**HT-QN-DBC- PR- MUR**).

**Headteacher:** Mass media, announcement by Educational officers, WhatsApp (**HT-QN-BCS- PB- LAI**).

**Headteacher:** Curriculum designs from KICD. Circulars from the Ministry. KICD website (**HT-QN-KRD- PB- NYE**).

The study also noted that the schools that had received information on curriculum changes made an effort to communicate the same to parents. Schools organised meetings to share with parents on assisting their children and provision of learning materials.

**Teacher:** I have summoned the parents and addressed them on how to assist learners in assignments and provide them with what is needed in the learning process (**TL-QN-KAH-PB-NYA**).

Though there were schools that had received communication about changes in the curriculum and shared them with parents, other findings from some Headteachers indicated that no communication had reached their schools.

**Headteacher:** We have not yet received any communication about the rationalised learning areas but only the implementation of CBC curriculum (**HT-QN-CHE- PB-UAG**).

**Headteacher:** No communication made (**HT-QN-SWS- PR- NYAN**).

**Headteacher:** No communication received yet (**HT-QN-JOY- PB- SP- KSM**).

The findings point to a situation where the dissemination of information about the changes in the curriculum was not uniformly received by schools which are expected to implement the changes. This implies varied levels of awareness among implementers.

Information pertaining to awareness of the most recent changes in the curriculum was sought from teachers at Pre Primary level. According to the findings, 91.1% of the teachers stated that they were aware of the changes. Only 8.9% said that they were not aware of the changes.

The teachers were further asked to state the changes that had been made. The responses from the Pre Primary school teachers mainly highlighted the integration of activity areas.

**Teacher:** Integration of learning areas like Creative and Psychomotor activities, some of the strands and substrands have been merged whereas some changes in Environmental Activities and Psychomotor and Creative Activities have been made (TP-QN-BEN-PB-NAI).

**Teacher:** Outdoor music creative and environmental have been combined into one lesson. The children are more involved in the activities (TP-QN-TWI-PR-KIL).

**Teacher:** Psychomotor and Music activities were merged with Creative Activities (TP-QN-COL-PB-SP-TRN).

Despite the changes mentioned, findings from some of the teachers in Pre Primary did not depict the changes following rationalisation. They made mention of changes that had been instituted earlier after the change in the entire structure of education in Kenya.

**Teacher:** Education System changing from 8.4.4 to Competence-based Curriculum (TP-QN-KAH-PB-ELM).

**Teacher:** CBC differentiated learning framework for effective teaching that involves providing learners with different abilities for equal opportunities (TP-QN-RWA-PB-MER).

Similarly, findings from lower primary teachers indicated that 98.7% were aware of the changes while 1.3% of them were not aware. The responses from lower primary school teachers mainly outlined integration of learning areas and reduction of the lessons.

**Teacher:** Rationalisation of learning areas, some learning areas have been combined in Hygiene and environment, and the curriculum is competency-based (TL-QN-ROY-PB-NAI).

**Teacher:** Reduction of lessons there is the increase in English lessons from four to five and there is also a decrease in Kiswahili from 5 to 4, some teaching activities like Hygiene and Nutrition were combined as environmental. English and Kiswahili used to be daily but now they are four lessons per week (TL-QN-JOH-PB-WAJ).

**Teacher:** Subjects like movement creative Art have been merged and reduced from 8 lessons to 7 lessons and Creative Art. Environmental Activities has been with hygiene and nutrition and the number of lessons reduced to 4 from 5 (TL-QN-KIZ-PB-SP-KER).

**Teacher:** Integration of hygiene and nutrition environment into one learning area (TL-QN-LIT-PR-THA).

The levels of knowledge about the changes was not uniform among the teachers in lower primary schools. While some were clearly informed, there were others who were only cognisant of the introduction of CBC.

**Teacher:** Introduction of the new CBC that consists of two years in pre-primary and six years in Primary Education. (TL-QN-MCH-PB-KER).

As active players in the implementation process, parents' views on how conversant they are with the changes in the curriculum were sought. From the study, parents said they were aware of the changes in the rationalised curriculum. Responses from parents showed that they knew the reduction of learning areas and merging of others as the main changes that had been made during the rationalisation of the curriculum. The findings also detailed that the parents were well informed that the changes were as a result of the Presidential directive to get views from members of the public about education.

**Parent:** Previously we used to have many subjects, but when the President enacted this policy and brought the committee who were walking across the country, actually the subjects were reduced to let the children manage them (PA-INT-TOW-PB-WEP).

**Parent:** I know the lessons have been reduced and some subjects have been combined like Hygiene and Environmental have been combined into one subject and Music and Arts have been combined into Creative Activities (PA-INT-EBW-PB-VIH).

The parents intimated that the changes that had been effected had also embodied an element of regulating the homework given to learners making learning less cumbersome. They added that the learning areas would be less bulky.

**Parent:** The changes currently in the curriculum is that we have merged subjects, they were very many, they have reduced. Also there is a regulation on homework which was so cumbersome earlier but now it's regulated (PA-INT-UTA-PB-NAK).

**Parent:** Reduction of learning areas, some learning areas have been merged leading to reduced bulkiness in learning areas (PA-INT-PAR-PB-MAR).

**Parent:** ...from my experience with my child right away from Grade 1 I realised they had more learning areas, about 9 learning areas but whenever I check his work of most recent, I realised that those learning areas have been reduced to 7 with some of them being merged from one learning area. I am equally aware that when I interacted with the teachers

handling my son, I equally realised that the number of lessons per week have been reduced. I think the information I have is that the number of lessons have been reduced **(PA-INT-PRI-PB-KAK)**.

Other parents stated that they were not aware of the rationalisation of the curriculum. It was evident that they did not clearly understand the recent changes that had been made to rationalise the curriculum. The findings were indicative of a situation where parents only referred to the curriculum reforms that had been implemented to change from the knowledge-based curriculum to an outcome based curriculum.

**Parent:** The government has changed the curriculum from 8.4.4 to C.B.C, where the C.B.C curriculum is more child-oriented and the learners are more actively involved. I have also noticed that some subjects have been merged **(PA-INT-GIL-PB-NAK)**.

**Parent:** The changes are that when the pupils are in 7 and 8 they will be in primary schools not in secondary **(PA-INT-KIT-PB-TRN)**.

**Parent:** The new curriculum is just good and the new way of teaching is good as compared to the last one **(PA-INT-SAK-PB-WEP)**.

**Parent:** Reduction of years of primary from 8 years to 6 years **(PA-INT-BUN-PB-SP-BUN)**.

**Parent:** There is involvement of parents in learning where parents assist the learners in doing home works like home science **(PA-INT-KIM-PB-SP-BUN)**.

In this respect, the findings from parents exemplified characteristics of CBC that had been implemented earlier like reduction of primary school years from 8 years to 6 years, active involvement of learners as well as the Grade 7 and 8 learners being domiciled in primary schools.

#### ***4.3.1.2 Appropriateness of the rationalisation changes***

The study sought to get more information about the respondents' view on the appropriateness of the changes in the Early Years Education curriculum. Field officers' perceptions on implementation of rationalised curriculum were found important for the study as they are the link between policy makers and implementers. They also provide the initial guidance that implementers require to effect changes that have been proposed.

The field officers cited reduced workload as a change that had led to acceptance of the curriculum. This finding shows a significant decrease in pressure among the learners. The field officers indicated that learners have embraced the changes as the number of lessons are fewer

than previously was. They observed that the number of extended activities and assessments had also gone down, which benefits the learner.

**Education officer:** Well accepted because of the reduced workload and overlapping of some learning areas strands (EO- QN-CSO-SP-MER)

**Education officer:** Pressure has reduced for the learners (EO- QN-QAS-SIA)

**Education officer:** The learners are relieved in terms of too many books which was bulky to them (EO- QN-QAS-WAJ).

**Education officer:** Highly appropriate since the workload is reduced as some learning areas are reduced and others integrated (EO- QN-QAS-BOM).

**Education officer:** Learners are positive and love this system (CBC) especially the learners with intellectual disabilities. They love the stage-based curriculum which is delivered through pre vocational training and have even been subjected to KIEA after which they are excited to the special school to continue with vocational skills (EO- QN-CSO- SP-KAK).

Education officers further indicated that learners are now more enthusiastic with learning since the learning areas are fewer.

**Education officer:** Learners are excited about the reduction in the number of lessons (EO- QN-QAS- GAR).

**Education officer:** The rationalisation has brought much relief to the learners and enhanced their enthusiasm in the learning process (EO- QN-QAS-MIG).

**Education officer:** Learners were excited especially where learning areas have been merged (EO- QN-QAS-NYAN).

**Education officer:** They have adopted the changes introduced due to the reduced workload (EO- QN-CSO-SP-MAC).

**Education Officer:** The learners have responded positively as the learning areas were reduced to manageable size (EO- QN-QAS-UAG).

**Education Officer:** Learners are highly expressing satisfaction and interest during the learning process as it is learner centred (EO- QN-CSO-SP-NAK).

The study also noted improvements in collaboration, critical thinking, and problem-solving skills among the learners which can be attributed to the interdisciplinary nature of the new learning areas.

There were some field officers who had dissenting views on the rationalised curriculum. They argued that there is pressure attributed to combined learning areas in the rationalised curriculum with overwhelming content. Other field officers indicated that the learner may not be in any way

different by going through the rationalised curriculum. They stated that the rationalised curriculum had brought confusion both to the learner and teacher.

**Education Officer:** The learners don't have ideas but are subject to the pressure of more combined subjects.; there is overwhelming content in some learning areas (**EO- QN-CSO-ELM**).

**Education Officer:** The learners have not been any different as the learning areas were merged and the content to be taught is just the same (**EO- QN-CSO-TAR**).

**Education Officer:** Not so much change because of limited resources both in terms of material and human resources (**EO- QN-CSO-MAR**).

**Education Officer:** There is a lot of confusion amongst learners and the teachers also need to be retooled to understand the changes. (**EO- QN- CSO-HOM**).

Headteachers and teachers were also asked to indicate the extent to which they agreed with statements regarding the recent changes in the curriculum. The statements make reference to the reduction of learning areas, the number of lessons per week, and specific modifications to certain subjects. Table 8 presents findings on the perceptions of headteachers with regard to the appropriateness of various changes in the rationalised curriculum.

**Table 8: Headteachers' Feedback on Appropriateness of the Curriculum Changes**

<b>Aspect of rationalisation change</b>	<b>Appropriateness score</b>
Reduction of learning areas	85.2
Reduction of number of lessons per week	85.0
Integration of Hygiene and Nutrition Activities in Environmental Activities	80.0
The change of name from Movement and Creative activities to Creative Activities	82.6
Reduction in the number of lessons in Creative Activities	76.2
Reduction in the number of lessons in Environmental Activities	77.6
<b>Overall</b>	<b>81.1</b>

Findings from Table 8 revealed a positive perception regarding the appropriateness of the changes in the pre-primary and lower primary curriculum. For headteachers' feedback, the average score was 81.1%. This large proportion indicates that most headteachers have a positive opinion of the curricular changes. This shows that headteachers are generally satisfied with the changes in the rationalised curriculum and think they are suitable and helpful for their schools.



The highest score on appropriateness of the changes was 85.2% affirming headteachers' agreement with the reduction of learning areas. Similarly, 85% of headteachers found the reduction in the number of lessons per week appropriate. The majority of headteachers also agreed that the integration of hygiene and nutrition activities into environmental activities was appropriate, with 80% expressing agreement. This indicated that they saw value in incorporating these essential life skills into the curriculum alongside environmental education, possibly recognizing the holistic benefits for learners.

Furthermore, a substantial proportion of headteachers strongly agreed that the change of name from "Movement and Creative Activities" to "Creative Activities" was appropriate, with 82.6% expressing strong agreement. This suggested that they perceived the new nomenclature as more inclusive and reflective of the similarity in the range of activities encompassed in the activity area.

In addition, the majority of headteachers agreed that the reduction in the number of lessons in creative activities was appropriate. Although this was lower, registering 76.2% who were in agreement. This still indicated a favourable perception of the change, possibly suggesting that they believed the streamlined approach allowed for more effective utilisation of class time. Similarly, a significant percentage of headteachers, 77.6%, agreed that the reduction in the number of lessons in environmental activities was appropriate. This suggested that they saw value in reducing the number of environmental activities.

The recent changes in the curriculum were viewed positively by the majority of stakeholders, who acknowledged the efforts to streamline and rationalise the learning areas to make the curriculum more relevant, responsive and effective. Headteachers and teachers appreciated the reduced workload and learner centred nature of the rationalised curriculum.

**Headteacher:** Our commitment to ongoing evaluation and refinement ensures that the curriculum remains relevant, responsive, and effective in preparing learners for success in an ever-changing world (HT-QN-SPR-PR-MAK).

**Teacher:** The curriculum changes are appropriate for lower primary as they have helped to reduce the workload of both learners and teachers, making the curriculum more manageable and learner-centred (TL-QN-PET-PB-NYA).

This suggests that they had a favourable impression of the rationalised curriculum and may have thought it was easier to handle and more targeted for both teachers and learners. It also implies that they viewed the decrease in lessons positively, possibly believing that it allowed for more in-depth exploration of topics and reduced workload for both teachers and learners.

**i) Pre-primary teachers' feedback on appropriateness of the changes in the curriculum**

Teachers at the primary school provide the initial contact for learners in formal schooling. Their views on the appropriateness of changes that had been made on the curriculum were sought. Table 9 outlines the perceptions of lower primary teachers regarding various aspects related to the rationalised learning areas for PP1 and PP2. Each aspect is assessed on a scale from 1 to 5, where 1 indicates "strongly disagree" and 5 indicates "strongly agree."

**Table 9: Pre Primary Teachers' Feedback on Appropriateness of the Curriculum Changes**

<b>Aspect of rationalisation change</b>	<b>Appropriateness Score</b>
The content in the activity areas is appropriate for the learners' level	79.4
Time allocated is sufficient for coverage of the content	67.8
The new name 'Creative Activities' reflect the content of the learning area more appropriately	77.2
The number of lessons per activity area is adequate	75.8
<b>Overall</b>	<b>75.1</b>

The overall rate across all changes is 75.1%. This high level of approval indicates that the majority of Pre Primary teachers are in favour of the recent curriculum modifications. These changes are perceived as beneficial for enhancing the teaching environment and improving the educational experience for learners.

A majority, accounting for 79.4%, were in agreement that the content in the activity areas was appropriate for the learners at that level. Another 77.2% of teachers affirmed that the new name ‘creative activities’ reflects the content of the learning area more appropriately. This change of name could provide more clarity for teachers during implementation.

In terms of the number of lessons per activity area, 75.8% of teachers found the distribution adequate. This probably gives an opportunity for effective content coverage ensuring mastery. Generally, 67.8% of the teachers were satisfied that the time had been well allocated to cover the content for that level.

## ***ii) Lower Primary Teachers' Feedback on Appropriateness of the Changes in the Curriculum***

Lower primary teachers have a preparatory role in the learning of children after they transition from Pre Primary. Their views on the appropriateness of the changes were also sought. Table 10 outlines the perceptions of lower primary teachers regarding various aspects related to the rationalised learning areas for Grade 1,2 and 3. Each aspect is assessed on a scale from 1 to 5, where 1 indicates "strongly disagree" and 5 indicates "strongly agree".

**Table 10: Lower Primary Teachers' Feedback on Aspects Related to Curriculum Changes**

<b>Aspect of rationalisation</b>	<b>Appropriateness score</b>
Reduction of learning areas	85.0
Reduction of number of lessons per week	85.0
Integration of Hygiene and Nutrition Activities in Environmental Activities	76.2
The change of name from Movement and Creative activities to Creative Activities	78.6
Reduction in the number of lessons in creative activities	74.8
Reduction in the number of lessons in Environmental Activities	75.4
<b>Overall</b>	<b>79.2</b>

The findings from the Table 10 give an overall rate across all changes as 79.2%. This high level of approval indicates that the majority of lower primary teachers are in favour of the recent

curriculum modifications. These changes are perceived as beneficial for enhancing the teaching environment and improving the educational experience for learners.

The reduction in learning areas and reduction in the number of lessons per week recorded the highest number of teachers, 85%, of teachers in support of the changes. This change likely simplifies the curriculum, making it more manageable for both teachers and learners. Additionally, 76.2% of teachers favoured the integration of hygiene and nutrition activities into environmental activities. This integration might help provide a more holistic learning approach, interconnectedness in knowledge and skills. The change in nomenclature from "Movement and Creative Activities" to "Creative Activities" was welcomed by 78.6% of the teachers. This renaming may reflect a clearer focus on content. The reduction of the number of lessons dedicated to creative activities was applauded by 74.8% of teachers. This reduction is bound to provide some relief, with regard to workload and adequacy of time allotted to learning areas.

#### ***4.3.1.3 Measures in Place to Support the implementation of curriculum Changes***

Field officers play an important part in instituting educational policies at the school level. The study sought their views on what they had done to support implementation following the rationalisation of the curriculum. Table 11 presents the findings on measures undertaken the implementation of rationalised learning areas in Early Years Education. The education officers' perspectives are assessed on a scale from 1 (strongly disagree) to 5 (strongly agree).

**Table 11: Field Officers' Perspectives on Measures to Support the Implementation of Curriculum Changes**

<b>Support measure</b>	<b>Percent (%)</b>
The schools I support effectively adhere to the rationalised learning areas	69.8
Teacher training programs adequately prepare educators for implementation of the rationalised curriculum	74.5
Schools have sufficient resources and materials for implementing the rationalised curriculum	54.2
Education authorities provide adequate support for implementing the rationalised curriculum	72.6
Schools are making significant progress in aligning their teaching practices with the rationalised curriculum	77.5

The overall mean score on field officers' perspectives was 69.7%. This score suggests there are significant concerns about overall support, indicating the need for enhanced mechanisms for supporting implementation.

Similarly, education officers indicated that the schools they support effectively adhere to the rationalised learning areas, with a score of 69.8%. This suggests a significant majority perceive the implementation of the rationalised curriculum to be reasonably effective in the schools they oversee. Moreover, about 75% of education officers agreed that teacher training programs adequately prepare educators for the implementation of the rationalised curriculum. This indicates that a considerable majority perceive the training programs to be effective in preparing teachers for the changes in the curriculum. However, lack of resources and materials in many schools hampered implementation of the rationalised curriculum as only 54% agreed that schools had sufficient resources and materials. Despite this, 73% of education officers indicated that education authorities provided adequate support for implementing the rationalised curriculum. This suggests that the support from education authorities to be satisfactory in facilitating the implementation process. Furthermore, approximately 78% of curriculum support officers agreed that schools are making significant progress in aligning their teaching practices with the rationalised curriculum. The findings provide insights into various aspects related to the implementation of the rationalised curriculum, offering valuable feedback on the effectiveness and adequacy of the current implementation strategies.

The field education officers were also asked to comment on the strategies used by schools to align the teaching practices with the rationalised curriculum. They gave their comments in relation to the strategies as follows:

***(i) Use of rationalised curriculum designs***

One of the strategies mentioned by field officers with regard to implementation of the rationalised EYE curriculum was the use of rationalised curriculum designs during instructional planning. Schools had new time tables reflecting the changes in the learning areas. The findings from education officers further showed teachers in special schools used the internet as a resource for information on conditions like autism.

**Education officer:** Making of schemes of work and lesson plans in alignment to the rationalised curriculum (**EO-QN-CSO- THA**).

**Education officer:** Some schools have really tried to *Google* from the internet on the activities they can involve their learners with autism. Also involves learners in projects (**EO-QN-CSO-SP- LAI**).

**Education officer:** Use of the rationalised curriculum designs, testing curriculum based **assessment**, competence based classroom experience (**EO-QN-CSO-SP- MAC**).

**Education officer:** Teachers use curriculum designs, professional documents; use learner centred pedagogies (**EO-QN-CSO- BAR**).

### **(ii) Team teaching**

The results from field education officers showed that teachers had adopted team teaching and use of subject panels as a means of supporting learning in the rationalised curriculum. Additionally, there was deployment of teachers to cover the learning areas they were comfortable with.

**Education Officer:** Team teaching has been adopted (**EO-QN-CSO-KIS**).

**Education Officer:** Peer subject use of resource persons. Subject panels have been revived (**EO-QN-CSO-KIA**).

**Education Officer:** Teachers embrace team teaching to effectively carry out class activities in rationalised curriculum areas (**EO-QN-CSO-HOM**).

**Education Officer:** Team teaching in the rationalised curriculum; Digital literacy skills (**EO-QN-CSO-NAN**).

**Education Officer:** Teachers assist each other in areas of need; remote learning methodology well embraced in Nakuru, working wonders. (**EO-QN-CSO-NAK**).

### **iii. Resource mobilisation and improvisation**

According to field officers' findings, teachers used improvisation and resource mobilisation strategies which have somewhat assisted in resolving the learning resource issue.

**Education Officer:** Good learning area allocation, improvise teaching and learning materials (**EO-QN-CSO-TAR**).

**Education Officer:** Improvisation of required resources (**EO-QN-CSO-LAI**).

**Education Officer:** Combine a number of textbooks to get the required content as per the rationalised curriculum designs (**EO-QN-QAS- ELM**).

**Education Officer:** They have introduced and supervised several learner support programmes. They have tried to avail the teaching resources using locally available materials (**EO-QN-CSO- NAN**).

#### ***iv. Provision of instructional materials***

Some field officers indicated effective curriculum implementation is a function of instructional materials. These are made available by the schools and the parents. This strategy is critical in ensuring that parents are aware of the changes in the curriculum and also to seek their support for effective learning of their children by providing the necessary learning resources.

**Education Officer:** Through involvement of the parents at decision making and community as a whole (EO-QN-CSO- SIA).

**Education officer:** Sensitization of parents in rationalised areas (EO-QN-CSO- EMB).

#### **Headteachers' initiatives in implementation of rationalised curriculum**

According to the findings for headteachers, the teachers seemed to have embraced the changes. On their part, Headteachers stated that they ensure teachers attend training and sensitization seminars, workshops and meetings organised by various players in the education sector. They opined that this initiative gives teachers an opportunity to have a proper understanding of the changes in the curriculum.

**Headteacher:** Our teachers do attend training services organised by Kisauni Private Schools Association (HT- QN-BSA-PR-MSA).

**Headteacher:** Teachers attended DLP training at the sub-county level (HT- QN-KAT-PB-MAC).

**Headteacher:** Sensitization in CBC related issues to affect the implementation of the new changes (HT- QN-NYA--PB-KIS).

**Headteacher:** We have the communication to implement the new curriculum through draft. Yet to receive the final copy the KICD (HT-QN-UEC- PB- NAI).

**Headteacher:** Update from MoE through the county officers and CSOs for effective teaching and learning (HT- QN-BRA--PR-KER).

**Headteacher:** Seminars on the changes have been taken (HT-QN-MAG--PB-KAK).

**Headteacher:** Through a workshop that creates awareness to the teachers (HT- QN-KOB--PB-HOM).

**Headteacher:** Mentoring and coaching of their teachers who have not been trained (HT- QN-NYA--PB-SIA).

Among some headteachers, provision of curriculum designs, sensitising of parents featured as measures put in place of effecting changes in the curriculum

**Headteacher:** We have been given an intermediate level curriculum design draft (HT- QN-CHE--PB-KER).

**Headteacher:** provision of curriculum learning designs (HT- QN-KAH--PB-MUR).

**Headteacher:** The school has utilised parent-teacher conferences as an opportunity to discuss curriculum changes and gather feedback pertaining to the changes (HT- QN-IDE--PR-KAJ).

**Headteacher:** holding meetings through departmental subject teachers (HT- QN-KOT--PB-BUS).

Other Headteachers cited such measures as changing timetables to be in tandem with the rationalised learning areas, reduction of number of lessons and assessment of teachers for both pre primary and lower primary.

**Headteacher:** The reduction of learning areas, changes in timetabling (HT- QN-TWI--PR-MAC).

**Headteacher:** The changes and the adjustment of the time table and also reduction of lesson and learning areas (HT- QN-TUM--PB-NYE).

**Headteacher:** Monitoring by field officers (HT- QN-KIM--PB-BUN).

**Headteachers:** Assessment by the sub county education officer (HT- QN-ASE--PB-ELM).

**Headteacher:** Use of rationalised Curriculum Timetable (HT- QN-BUT--PB-BUS).

#### ***v. Sensitization of teachers***

The researchers established that schools had prioritised the professional development of teachers, providing them with ongoing training, coaching, and support to enhance their pedagogical skills and confidence in implementing the rationalised curriculum. Teachers were also encouraged to collaborate, share best practices, and reflect on their teaching experiences to continuously improve and refine their instructional practices. Field officers noted that schools sensitise teachers on the rationalised curriculum. This was done through workshops, seminars among others thus making them confident in the delivery of the rationalised curriculum.

**Education officer:** sensitization of teachers and stakeholders, provision of moral support training of teachers. resource persons from KICD, MOE, TSC to address the issue at hand (EO-QN-CSO- KSM).

**Education Officer:** Through sensitization, insets, workshops and peer Teaching (EO-QN-CSO-KAK).

**Education officer:** Insets, cluster support meetings and WhatsApp walls for teacher support (EO-QN-CSO- MIG).



**Headteacher:** Our commitment to providing extensive support ensures that teachers feel equipped and empowered to implement the rationalised curriculum effectively (**HT-QN-KAT-PB-MAK**).

#### ***vi. Communities of Practice***

Another strategy related to implementation of rationalised curriculum noted by field officers is communities of practice. This is where teachers within the educational zone peer teach others, and share learning.

**Education officer:** Few schools had a community of practice where they did peer lesson observations but needed to be capacity build on lesson study to address the prevailing issues. (**EO-QN-CSO- LAM**).

**Education officer:** Monitoring the less experienced teachers by the more experienced ones on teaching practices (**EO-QN-CSO- TAR**).

#### ***vii. Integration of learning approaches***

One of the key strategies used by schools was the integration of project-based learning (PBL) across the curriculum, which allows learners to explore complex topics and issues through hands-on, inquiry-driven projects that span multiple learning areas. By engaging in authentic, real-world tasks and challenges, learners develop a deeper understanding of core concepts and acquire essential 21st-century skills, such as critical thinking, collaboration, and problem-solving.

In addition to PBL, schools embraced the use of technology to enhance teaching and learning experiences, leveraging digital tools and resources to create interactive, multimedia-rich lessons that cater to diverse learning styles and preferences.

It was also noted that this strategy enables the teachers to actively involve learners in the learning process by use of varied learning approaches.

**Teacher:** Teachers are highly skilled and well-equipped in CBC. They integrate various teaching methods and ensure that the curriculum is learner-centred, focusing on individual abilities and talents (**TL-QN-JOH-PR-LAI**).

**Headteacher:** Embracing project-based learning and technology has transformed my teaching and created a more engaging and meaningful learning experience for my students (**HT-QN-GRE-PR-KIT**).

#### ***viii Instructional planning***

Instructional planning, including timetabling and professional document preparation, has been a cornerstone of the curriculum implementation strategy. Many schools have recognised the importance of meticulous planning in ensuring effective teaching and learning and the schools have implemented a systematic approach to instructional planning.

Most schools have revised their timetables to accommodate the changes in the curriculum, ensuring that adequate time is allocated to each learning area. Special attention was given to creating flexible timetables that allow for interdisciplinary connections and integrated learning experiences.

Professional documents, including lesson plans, unit outlines, and assessment frameworks, were updated to reflect the revised curriculum guidelines. Teachers were provided with comprehensive templates and guidelines to assist them in developing high-quality instructional materials aligned with the rationalised learning areas.

Regular review meetings and collaborative planning sessions were organised to monitor the effectiveness of instructional planning and make necessary adjustments.

**Headteacher:** Our systematic approach to instructional planning ensures that teachers are well-prepared to deliver high-quality instruction aligned with the revised curriculum guidelines (HT-QN-KIT-PB-KIT).

**Teacher:** The recent changes in the curriculum have led to the creation of a new integrated timetable, ensuring that teaching practices align with the rationalised learning areas. Professional documents such as schemes of work and lesson plans have been revised to accommodate the changes effectively (TL-QN-PET-PB-NYA).

#### ***4.3.1.4 Implementation status at school level***

Observations were made to establish the actual status of implementation of the rationalised curriculum in pre-primary and Grades 1, 2 and 3. The focus of the observation was amendments to the timetables, Schemes of work and general teacher effectiveness in teaching and learning.

##### ***i. Observations of the Master Time table***

Table 12 provides scores for various aspects observed in the master timetable, indicating the level of alignment with the rationalised curriculum and the specific changes implemented. It was expected that schools should have 100% compliance in all the aspects if they were fully implementing the rationalised curriculum.

**Table 12: Observations of the Master Time table**

<b>Rationalisation aspect observed</b>	<b>% Compliance</b>
Total number of time-tabled Learning Activities (7)	79.4
Total number of lessons per week (31)	77.7
Number of lessons for Creative Activities (7)	78.4
Number of lessons for Environmental Activities (4)	66.1
'Creative Activities' and not 'Movement and Creative Activities'	81.9
Environmental Activities' and not 'Hygiene and Nutrition'	64.9
<b>Overall</b>	<b>74.7</b>

The overall level of compliance with the changes required in the rationalisation was 74.7%. This reflects a substantial compliance with the rationalised curriculum in terms of timetabling and lesson allocation. However, there are some discrepancies, particularly with the timetabling of Environmental Activities. A number of schools are yet to implement the rationalised curriculum.

In terms of the total number of learning activities on the time-table , 79.4% of the observed lower primary master timetables included all seven rationalised learning areas. Similarly, about 77.7% of the observed timetables had a total of 31 lessons scheduled per week. This indicates a substantial compliance with the expected number of lessons per week as per the rationalised curriculum designs. Regarding the allocation of lessons for specific activities, 78.4% of the observed timetables allocated the intended number of lessons for Creative Activities. This suggests a significant alignment with the rationalised curriculum for creative activities, ensuring adequate time for learners to engage in creative learning experiences. However, 66.1% of the observed timetables allocated the intended number of lessons for Environmental Activities, indicating a moderate level of adherence to the curriculum for environmental activities. This suggests a need for further attention to ensure consistency in the timetable of Environmental Activities.

Furthermore, approximately 81.9% of schools had timetabled 'Creative Activities' and not 'Movement and Creative Activities.' This indicates that the majority of the timetables accurately reflected the rationalised subjects, aligning with the recent curriculum changes. However, around 64.9% of the schools had the name 'Environmental Activities' and not 'Hygiene and Nutrition,' on

the time table, suggesting a moderate level of adoption change in learning areas following rationalisation. All schools are expected to realign and timetable the correct learning areas as per the rationalisation of curricula.

## ***ii. Observations of the Schemes of work for lower primary***

Table 13 presents the scores for various aspects of the schemes of work, highlighting the alignment with the rationalised curriculum and the specific changes implemented. This sought to establish whether the schemes of work developed by teachers reflect the rationalised learning areas.

**Table 13: Observations of the Schemes of Work for lower primary**

<b>Scheme of work Aspect</b>	<b>% Compliance</b>
Number of lessons for Creative Activities (7)	75
Number of lessons for Environmental Activities (5)	70.2
‘Creative Activities’ and not ‘Movement and Creative Activities’	78
'Environmental Activities' and not 'Hygiene and Nutrition'	67.2
<b>Overall</b>	<b>72.6</b>

The overall level of compliance in schemes of work was 72.6%. This reaffirms a moderate level of alignment with the new curriculum in the schemes of work, emphasising the need for continued efforts to achieve full compliance and effectiveness in curriculum implementation. It is expected that all teachers use the rationalised curriculum in preparing schemes of work.

In terms of the number of lessons allocated for specific activities, approximately 75% of the observed schemes of work allocated the intended number of lessons for Creative Activities. This indicates a substantial alignment with the planned curriculum for creative activities, ensuring that learners have adequate time to engage in various creative learning experiences. Similarly, about 70.2% of the observed schemes of work allocated the intended number of lessons for Environmental Activities. While this reflects a moderate level of adherence to the planned curriculum for environmental activities, there may be room for improvement to ensure consistency in the scheduling of environmental learning sessions.

Furthermore, approximately 78% of the observed schemes of work features 'Creative Activities' and not 'Movement and Creative Activities.' This suggests that the majority of the schemes of work accurately reflected the rationalised learning area. However, around 67.2% of the observed schemes of work listed 'Environmental Activities' and not 'Hygiene and Nutrition.' This indicates a moderate level of adoption of the rationalised learning area in the schemes of work. Additional emphasis may be needed to ensure a consistent and accurate implementation of the rationalised curriculum.

### ***Learning environment***

Observations were further made on how the learning environment was conducive to the implementation of the rationalised curriculum. Aspects of the learning environment and the corresponding scores, reflecting the extent to which these aspects are conducive for effective learning are illustrated in Table 14. The scores are based on observations and evaluations of classrooms and school environments.

**Table 14: Learning Environment**

<b>Aspect of learning environment</b>	<b>% Score</b>
The sitting arrangement promotes collaboration among learners	76.3
The classroom environment is stimulating for learners	74.7
There are sufficient learning resources for the learning area observed	69.2
The general school environment is conducive for learning	79.6

In terms of the sitting arrangement, approximately 76.3% of the observed classrooms were reported to have a seating layout that promotes collaboration among learners. This suggests that the majority of classrooms are designed to facilitate peer interaction and cooperative learning experiences, which are essential for fostering collaborative skills and teamwork among students.

Furthermore, about 74.7% of the observed classrooms were perceived to have a stimulating environment for learners. This indicates that the majority of classrooms are designed to engage and inspire students, creating an atmosphere that encourages active participation and curiosity in the learning process. A stimulating classroom environment is crucial for maintaining interest and motivation among learners, thus enhancing overall learning outcomes.

Regarding the availability of learning resources, approximately 69.2% of the observed classrooms had sufficient learning resources for the specific learning area. While this indicates that a significant portion of classrooms are adequately equipped with resources, there may be room for improvement to ensure that all classrooms have access to the necessary materials to support effective teaching and learning.

Moreover, around 79.6% of the observed schools were perceived to have a general environment conducive to learning. This suggests that the majority of schools provide a supportive and conducive atmosphere for learning, which is essential for promoting positive learning outcomes. A conducive school environment encompasses various factors such as safety, cleanliness, and a positive school culture, all of which contribute to an enriching educational experience for learners.

Classroom spaces were rearranged to promote active engagement and collaboration among learners, with flexible seating arrangements and designated learning zones for different activities. The schools also invested in updated teaching aids, learning materials, and digital resources to enhance the learning environment and facilitate interactive and dynamic lessons.

Regular maintenance and improvement of the physical infrastructure, including classrooms, playgrounds, and common areas, were prioritised to ensure a safe, clean, and welcoming environment for all students and staff.

**Headteacher:** Our focus on creating a positive and inclusive learning environment ensures that all students feel valued and supported in their learning journey (HT-QN-Mwa-PB-MAK).

**Teacher:** The changes have made the learning environment more conducive and learner-friendly. With the reduction of learning areas and the integration of some subjects, learners can now concentrate better and engage more actively in the learning process (TL-QN-OLN-PB-LAI).

#### ***4.3.1.5 Suggestions for improving the implementation of the rationalised curriculum***

The schools identified several key areas for improvement in curriculum implementation. One of the main suggestions was to provide additional training and professional development opportunities for teachers to deepen their understanding of the new curriculum guidelines and develop effective instructional strategies. Teachers expressed a desire for more practical and

hands-on training sessions, as well as ongoing support and mentoring to address specific challenges encountered in the classroom.

Furthermore, there was a call for the provision of more diverse and culturally relevant teaching materials and resources to cater to the needs and interests of all learners. Teachers emphasised the importance of incorporating local context and indigenous knowledge into the curriculum to make learning more meaningful and engaging for learners.

Additionally, there was a suggestion to strengthen the collaboration and communication between teachers, parents, and the school administration to ensure alignment and coherence in curriculum implementation efforts. Regular feedback mechanisms and channels for dialogue were proposed to facilitate open communication and collaboration among all stakeholders.

**Headteacher:** By actively seeking and implementing feedback, we are committed to continuously improving curriculum implementation to better meet the needs of our students and teachers (HT-QN-MBI-PR-MAK).

**Teacher:** More training about CBC is needed for the teachers, and additional resources, such as textbooks and teaching aids, should be provided to support effective curriculum implementation (TL-QN-KAN-PB-NYA).

#### **4.3.2 Teacher Capacity for Effective Delivery of the Rationalised Curriculum**

The study sought to assess the capacity of teachers to effectively implement the curriculum in EYE following the changes in the curriculum. During the study, headteachers, pre-primary and lower primary teachers and field education officers were asked to respond to questionnaire items which revolved around the ability of teachers to deliver the curriculum following the changes in the EYE level of education. Classroom observations were also made on the teacher's effectiveness to implement the rationalised learning areas. Findings of the study have been presented under two thematic areas, that is, effectiveness of teachers in undertaking changes in the EYE curriculum and capacity of teachers in preparation and delivery of lessons.

##### ***4.3.2.1 Effectiveness of teachers in undertaking the changes in the EYE curriculum***

The study sought for information from headteachers on the ability of the teachers to effect the changes in the pre-primary and lower primary curriculum. Pre-primary and lower primary

teachers were also required to respond on their ability to effect the changes in the pre-primary and lower primary curriculum. The results are presented as follows.

***i) Headteachers' responses on capacity of teachers in effecting changes in the pre-primary and lower primary curriculum***

The responses were recorded in relation to generating appropriate information from the existing course books, generating appropriate information from the existing curriculum designs, timely preparation of schemes of work and lesson plans established formats, delivery of planned lessons within the stipulated time and implementing environmental activities following the integration with hygiene and nutrition activities. The findings are presented in Table 15.

**Table 15: Headteachers' Responses on Capacity of Teachers in Effecting Changes in the Early Years Education Level**

<b>Indicator of teacher capacity</b>	<b>% Weighted Mean</b>
Teachers' ability to generate appropriate information from the existing course books	67.2
Teachers' ability to generate appropriate information from the existing curriculum designs	71.4
Ability of teachers to prepare schemes of work and lesson plans following the established formats	73.8
Ability to deliver the planned lessons within the stipulated time	72.8
Teachers' competencies in implementing Environmental Activities following the integration with Hygiene and Nutrition Activities	70.6
<b>Average weighted mean</b>	<b>71.2</b>

Results from the findings indicate that the headteachers rated teachers' capacity to effect the changes in the EYE curriculum at 71.2%, an indication that teachers are effective in putting into practice the changes made in the EYE curriculum. Notably, the capacity of teachers to generate appropriate information from existing course books was rated the least at 67.2%. The responses



from headteachers on the ability of teachers to effect the changes in the pre-primary and lower primary curriculum indicated that teachers are able to put into practice the changes in the curriculum. In addition, they stated that teachers can apply the knowledge and skills from the training on implementation of the Competency Based Curriculum to implement the changes effectively. They also added that teachers are able to interpret the rationalised curriculum designs for effective classroom instruction.

**Headteacher:** Teachers are able to instil the changes in rationalised curriculum by interpreting the designs effectively (HT-QN-MAT-PB-MAK).

**Headteacher:** Based on the training and workshops the teachers are well competent (HT-QN-KIV-PB-MAK).

Feedback from some headteachers further revealed that teachers have difficulties in effecting the changes in the curriculum citing lack of proper knowledge from teachers to generate information from the integrated learning activities since there are no course books for the merged learning areas. Notably, headteachers indicated that teachers lack hard copies of curriculum designs on the rationalised learning areas thus affecting effective implementation of the changes in the EYE curriculum. Additionally, it was established that some teachers have challenges in lesson preparation vis-à-vis the stipulated time for the lesson. Some of the excerpts from headteachers are presented as follows:

**Headteacher:** Implementation of the integrated subjects is not effective, no course books and designs (HT-QN-KIS-PB-MAK).

**Headteacher:** they are capable but find it difficult in teaching health and nutrition and creative arts (HT-QN-IVE-PB-EMB).

**Headteacher:** The delivery has some challenges especially on lesson preparation and timely planned lessons (HT-QN-CHO-PR-THA).

**Headteacher:** Not up to date as they are still acclimatising themselves with the content amidst so many challenges ranging from lack of designs, books (HT-QN-IDA-PB-VIH).

## ***ii) Pre-Primary teachers' responses on effectiveness in undertaking Changes in the curriculum***

The study sought pre-primary teachers' responses on capacity of teachers in effecting changes in the pre-primary curriculum. The responses were recorded in relation to interpreting the curriculum designs following the changes, using existing learning resources to facilitate learning

and timely planning for lesson delivery according to the envisaged expectations. Findings are presented in Table 16.

**Table 16: Pre-Primary Teachers’ Responses on their Effectiveness in Undertaking Changes in the Curriculum**

<b>Indicator</b>	<b>% Weighted Mean</b>
Teachers’ ability to interpret the curriculum designs following the changes	62.4
Teachers’ competencies in using existing learning resources to facilitate learning	65.8
Teachers’ competencies in planning for lesson delivery according to the established expectations	63.4
Teachers’ ability to deliver planned lessons within the stipulated time	60.8
<b>Average</b>	<b>63.1</b>

The overall mean rating on pre-primary teachers’ effectiveness in undertaking aspects of the changes in the pre-primary level was 63.1%. Using existing learning resources to facilitate learning was rated the highest at 65.8%. Delivery of the planned lesson within the stipulated time was rated the least at 60.8%. Some teachers added that they are effective in interpreting curriculum designs. The overall mean rating of 63.1% was a moderate score and it indicates that teachers are somewhat effective in implementing the changes in the curriculum. This is supported by the open discussions with the pre primary school teachers.

**Teacher:** Somewhat effective, but learning areas allocated to learners per day causes confusion (TP-QN-BEN-PR-NAI).

**Teacher:** Somehow challenging need in-service or training (TP-QN-KAL-PB-SAM).

Teachers in schools for learners with special needs noted that time allocated for the lessons was affecting proper learning, adding that learners with special needs needed more time to cover the content compared to learners in regular schools.

**Teacher:** Learners with specialised needs (SNE) need more time and therefore more time is needed for effective learning (TP-QN-SEN-PB-SP-SAM).

**Teacher:** The teacher has the ability to deliver but time stipulated is limited due to the level of the learners. (Children with disabilities, Children with learning difficulties) (TP-QN-RWA-PB-MER).

The findings further showed that some teachers lack the ability to effectively implement the changes in the pre-primary curriculum because of lack of updated learning resources such as course books.

**Teacher:** Challenging because of lack of books and other learning materials (TP-QN-PAR-PB-MAR).

*iii) Lower primary teachers' responses on effectiveness in undertaking Changes in the curriculum*

The study sought lower primary teachers' responses on capacity of teachers in effecting changes in the lower primary curriculum. The responses were recorded in relation to interpreting curriculum designs following the changes, generating appropriate information from the existing course books, timely planning for lesson delivery according to the established expectations, delivery of planned lessons within the stipulated time and implementing the Environmental Activities following its integration with Hygiene and Nutrition. Findings are presented in Table 17.

**Table 17: Lower Primary Teachers' Responses on Effectiveness in Undertaking Changes in the Curriculum**

Indicator	% Weighted Mean
Teachers' ability to interpret curriculum designs after rationalisation	61
Ability to generate appropriate information from the existing course books	58.6
Ability to plan and deliver lessons according to the established expectations	63.8
Teachers' ability to deliver planned lessons within the stipulated time	64.8
Teachers' competencies in implementation of Environmental Activities after integration with Hygiene and Nutrition	61.6
<b>Overall</b>	<b>62</b>

The overall ability of the lower primary teachers in undertaking changes in the curriculum was 62%, meaning that they were moderately effective in implementing the changes at the lower

primary level. Delivery of planned lessons within the stipulated time was rated the highest at 64.8%. Similar to the ratings of the headteachers, generating information from the existing course materials was also rated the least by lower primary teachers at 58.6%. This is an indication that some of the teachers have difficulties in generating information from the existing course books to facilitate learning hence affecting curriculum implementation.

Responses from lower primary teachers show that a considerable number of teachers were effective in undertaking aspects of curriculum implementation following the changes in the curriculum. Findings indicate that reduction of the number of learning activities and lesson allocation made the learning enjoyable. In addition, the rationalised curriculum designs guided teachers to effectively deliver the content. Some teachers handling learners in lower primary level had this to say:

**Teacher:** Following curriculum changes by integrating some subjects which leads to reduction of number of lessons it enables learners to enjoy the learning process (TL-QN-CHO-PR-THA).

**Teacher:** I am able to effectively deliver the content to the learner with the help of the syllabus and curriculum design (TL-QN-CHA-PB-VIH).

The findings also noted that teachers were at different levels of effectiveness in implementing the curriculum in the lower primary level following the rationalisation. Some teachers indicated that they were approaching expectations in implementation of the curriculum and this was as a result of lack of updated course books. Some were challenged in merging two learning areas and extracting information from the existing course books. Among the responses from teachers are presented as follows:

**Teacher:** It is not very effective because we use curriculum designs to teach and no textbooks available (TL-QN-HAV-PR-EMB).

**Teacher:** Approaching expectation owing to lack of learning materials course books (TL-QN-GLO-PR-KER).

**Teacher:** not appropriate since there are no designs to guide the teacher on topics to be covered (TL-QN-KAR-PB-THA).

**Teacher:** We are facing problems while handling merged learning areas due to lack of textbooks (TL-QN-KAN-PB-EMB).

**Teacher:** Somehow effective since there are limited teaching materials to carry out activities (TL-QN-KAT-PB-THA).

**Teacher:** It's hard because in some learning areas learners are needed to go to town for an activity and that is hard because we don't access town (TL-QN-JOH-PB-WAJ).

**Teacher:** My ability to deliver is limited by lack of updated course books in the rationalised learning areas. Some content is not available in the old books (TL-QN-NYAN-PB-SP-NYAN).

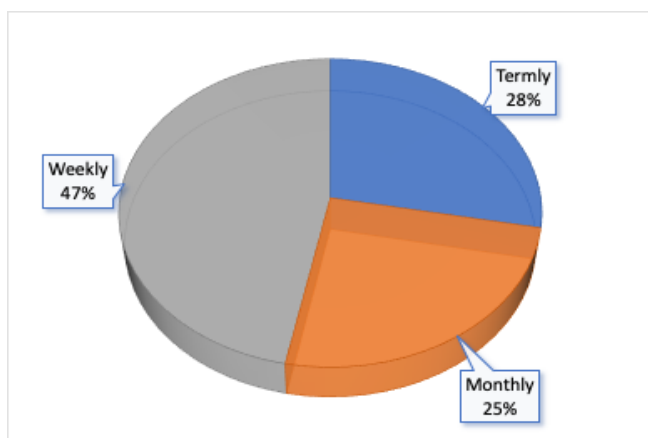
**Teacher:** Movement to creative not knowing what to teach because there is no design (TL-QN-NIC-PB-EMB).

Responses in the integrated learning activities especially Movement and Creative Activities, show that some teachers have difficulties in choosing what to teach due to lack of printed curriculum designs for the merged learning activities.

#### ***iv) Field officers' responses on capacity of teachers in implementing the changes in the EYE curriculum***

Out of this study, it was revealed that 95.3% of field officers were able to conduct observation of teachers outside their classrooms. This indicates active engagement in monitoring and assessing various aspects of school activities beyond direct classroom instruction. They played a pivotal role in assessing the implementation of the changes in the curriculum, identifying challenges, and providing necessary support to teachers and schools to enhance curriculum delivery.

The study also asked field officers to indicate the frequency with which they visited schools for supervision or teacher support. They gave their responses as weekly, monthly or termly. The findings are presented in Figure 3.



***Figure 3: Field officers' frequency of visits to schools***

Information was also sought from field officers on the capacity of teachers in implementing the changes in the EYE curriculum. Aspects such as teachers' interpretation of the rationalised

curriculum designs, adequacy of training programs to address the needs of educators in implementing the rationalised curriculum, use of effective methods to engage students in learning under the rationalised curriculum, sufficiency of support and guidance offered to teachers during delivery of the rationalised curriculum and teachers' ability to demonstrate confidence and competence in teaching the rationalised curriculum were issues of key concern during this study. Table 18 presents the findings of the study.

**Table 18: Field Officers' Responses on Capacity of Teachers in Implementing the Changes in the EYE Curriculum**

<b>Indicator</b>	<b>% weighted Mean</b>
Teachers' ability to understand and interpret the rationalised curriculum	63.4
Extent to which training programs met educators' needs with regard to implementation of the rationalised curriculum	89.6
Use of effective methods to engage students in learning under the rationalised curriculum	64.3
Sufficiency of support and guidance offered to teachers during delivery of the rationalised curriculum	71.4
Teachers' ability to demonstrate confidence and competence in teaching the rationalised curriculum	68.3
<b>Overall rating</b>	<b>71.4</b>

Field officers rated teachers to be effective in implementing the changes in the curriculum at 71.4%. They rated the effectiveness of the teacher training programs in addressing the needs of teachers to implement the curriculum at 89.6%. Similar to the findings of teachers, field officers rated interpretation of the rationalised curriculum designs the least at 63.4%.

The high rating on teacher training that it effectively addresses the needs of teachers in implementing the curriculum was supported by comments from field officers who stated that continuous training on the implementation of the Competency Based Curriculum has enabled teachers to apply the knowledge and skills acquired to implement the changes in the curriculum.

**Education Officer:** Subsequent training on EYE has engaged teachers more on T/L Methodology, more capacity building is needed especially with rationalised designs (**EO-QN-SCC-TAT**).

However, some field officers opined that teachers have challenges in implementing the rationalised curriculum, thus requiring training for effective implementation.

**Education Officer:** They have challenges because these teachers require consistent retooling on the changes and mostly the pre-primary teachers rarely benefit from the retooling (EO-QN-CSO-SP-NAR).

**Education Officer:** Teachers have insufficient ability to effectively deliver the curriculum at early education level. Needs facilitation on seminars and availing of resources to school (EO-QN-CSO-NAN).

According to the findings, the training to support the implementation of CBC had impacted teachers. The changes effected following rationalisation however still posed challenges to required more retooling.

***v) Field officers' responses on the level of teachers' satisfaction with the training provided and existing learning resources***

Information was also sought from the field officers on the level of satisfaction of teachers with the training provided and existing learning resources to effectively implement the rationalised curriculum. The findings are presented in Figure 4.



**Figure 4:** Field officers' ratings on the level of teachers' satisfaction with the training provided and existing learning resources

Findings indicate that 63.1% indicated that teachers are satisfied with the training. Further, 15.4% of the field officers indicated that teachers are dissatisfied with the training provided to enhance implementation of the curriculum. In terms of availability of resources to effectively implement the changes in the curriculum, 40.0% of the field officers indicated that teachers are dissatisfied with the existing resources to implement the changes in the curriculum.

The study further sought for information from field officers on the strategies teachers use in schools to effectively align the pedagogical practices with the changes in the curriculum. Findings revealed that teachers engage in peer and collaborative practices to help in preparation and delivery of the lessons.

**Education Officer:** Few schools had a community of practice where they did peer lesson observations but needed to be capacity built on lesson study to address the prevailing issues (EO-QN-QAS-LAM).

**Education Officer:** Most schools have encouraged team teaching. 2) Teamwork when it comes to preparing teaching aids (EO-QN-CSO-NYAM).

**Education Officer:** Collaborative teaching. Discussion in communities of practice. Lesson observations (EO-QN-CSO-NAR).

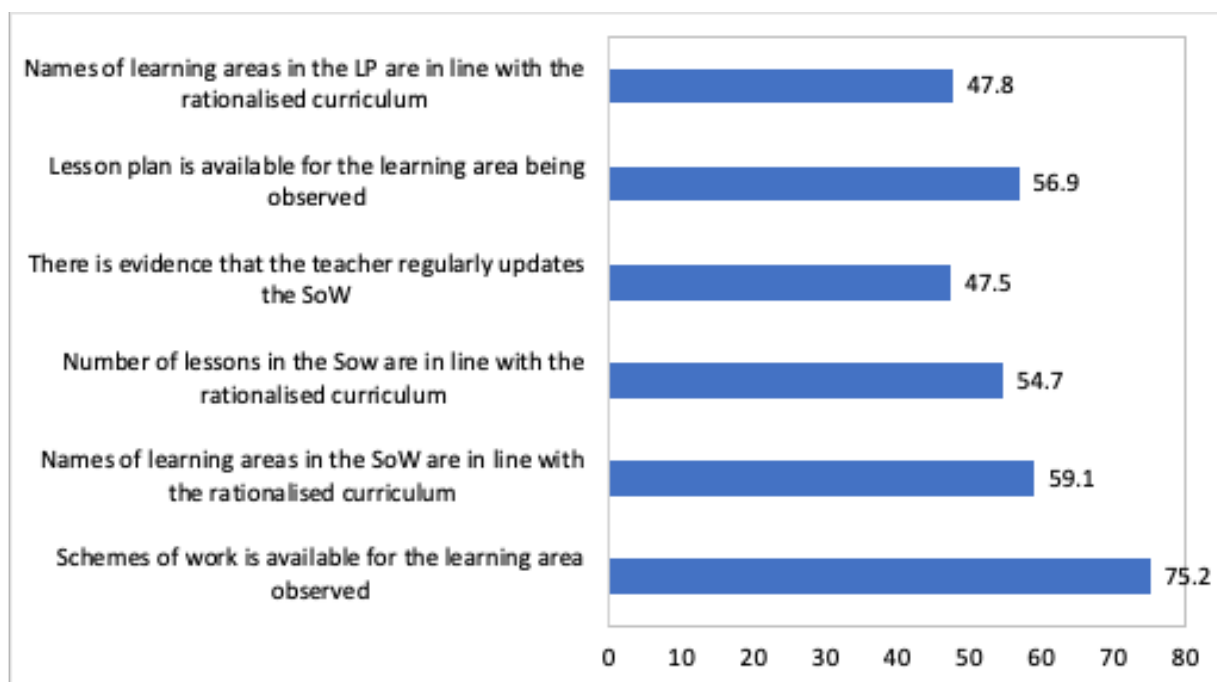
**Education Officer:** Team Teaching - Teachers embrace team teaching to effectively carry out class activities in rationalised curriculum areas (EO-QN-CSO-HOM).

#### ***4.3.2.2 Capacity of teachers in preparation and delivery of the lesson***

##### ***a) Effectiveness of teachers in lesson preparation***

Classroom observations were done in the lower primary level to ascertain the capacity of teachers in preparation and delivery of the lesson following the changes in the curriculum. Teacher professional documents were observed to find out whether they reflect the changes in the lower primary curriculum. Figure 5 presents the findings of the study.





**Figure 5:** Teachers' conformity to lesson preparation as per the changes in the curriculum

The aspect of availability of schemes of work for the lesson being observed was rated the highest at 75.2%. Pertaining to whether the number of lessons in the Scheme of Work were in line with the rationalised curriculum, the rating was 54.7%. However, more than half of the SoW observed were not updated. On the aspect of availability of lesson plans for the learning areas which were observed during the study, 56.9% of the lesson plans were available. It is worth noting that in more than half of the lessons observed, the names of the learning areas indicated in the lesson plans were not in line with the changes suggested in the rationalised curriculum designs.

### ***Effectiveness of teachers on lesson delivery***

Lessons observations were conducted to ascertain the capacity of lower primary school teachers to deliver lessons especially under the rationalised learning areas. The findings are presented in Table 19.

**Table 19: Effectiveness of Lower Primary School Teachers in Lesson Delivery**

Aspect of Lesson Delivery	% Weighted Mean
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Teachers' ability to employ a variety of instructional strategies to facilitate meaningful learning experiences for learners.	77.9
Teachers' effectiveness in managing classroom dynamics to foster a conducive learning environment	83.6
Promotion of inclusive learner engagement and participation by teachers.	83.4
Provision of timely and constructive feedback to learners to support their academic growth and development.	81.5
Teachers' ability to cultivate an enjoyable and friendly learning atmosphere	85.5
Appropriate use of learning resources by the teacher to promote achievement of learning outcomes	72.8
Promotion of values among learners by teachers	75.3
Teachers' ability to engage learners in CSL activities	63.4
Teachers' ability to engage parents in the learning of their children.	60.6
<b>Overall</b>	<b>76</b>

The overall effectiveness of lower primary school teachers on lesson delivery under the rationalised learning areas was rated at 76.0%. The aspect of teachers' ability to cultivate an enjoyable and friendly learning atmosphere was rated the highest at 85.5%. This was followed closely by two other aspects namely, teachers' effectiveness in classroom management to foster a conducive learning environment and promotion of inclusive learning engagement at 83.6% and 83.4% respectively.

Teachers cultivated a friendly and enjoyable learning environment by using varied pedagogical approaches like the use of songs, reinforcing learners during question and answer sessions and in rare instances, allowing learners to express themselves in Swahili and mother tongue during the learning process. Some of the findings are as follows:

**Observation:** Teacher uses real objects to teach (**OBS-ENK-PB-KAJ**).

**Observation:** The teacher makes use of the familiar songs to catch the attention of learners. The teacher appraises the children and makes use of the available textbooks to facilitate learners. The teacher allows for the use of Swahili and mother tongue for learners to explain themselves (**OBS-KIS-PB-NYAN**).

It was further observed that some teachers create a collaborative environment for learners to enhance their participation and engagement. This was evident where the sitting arrangement of learners in some schools conformed to the requirements of CBC.

**Observation:** Learners are arranged in a collaborative manner and they are very active (**OBS-ADI-PR-HOM**).

However, observations made also revealed that some teachers have no mastery of content and are not able to use various learner centred approaches during the learning process.

**Observation:** The teacher should have demonstrated the PE skills rather than just explaining. She also used pupils to demo the skills; the teacher should master the lesson content and not have the lesson notes all through in PE (**OBS-MAL-PB-BAR**).

**Observation:** The teacher gave learners home activity of developing a wig with the help of parents. No guidelines were provided (**OBS-KAN-PB-MAC**).

Evidence of engagement of parents in the learning of their children and involvement of learners in CSL activities were rated the least at 60.6% and 63.4% respectively.

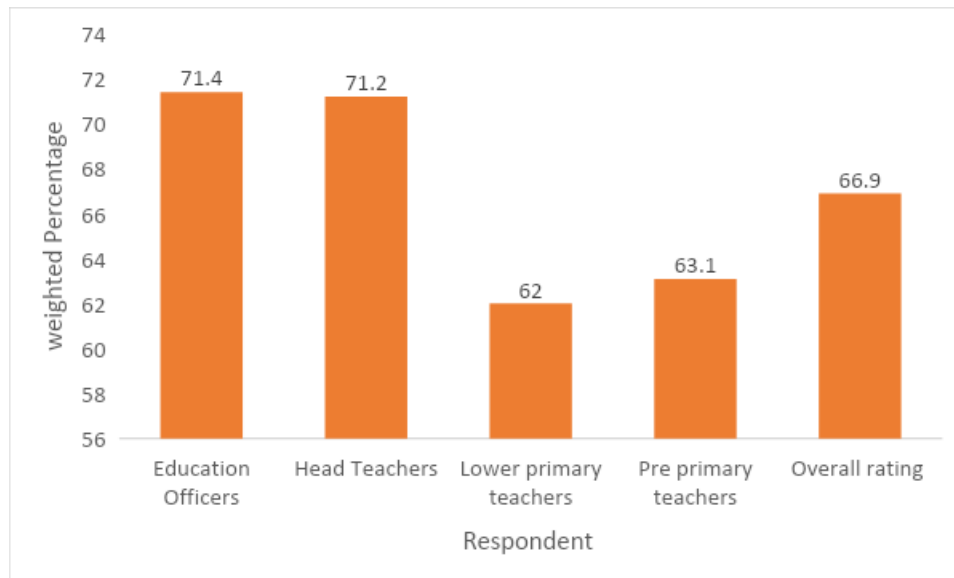
Classroom observations revealed that parental involvement and engaging learners in CSL activities did not come out clearly during the learning process. Very few teachers were able to give learners extended activities that entails parental involvement and community service learning.

**Observation:** Parental involvement and CSL did not come out during the learning process (**OBS-TWI-PR-MAC**).

**Observation:** The teacher employs a variety of instructional strategies to promote learning. The teacher involves parents in the learning of their children by giving them assignments and instructions that the parent should help the child to do the homework (**OBS-BAM-PB-MSA**).

### ***c) Comparison of the responses on capacity of teachers to implement the rationalised curriculum***

Figure 6 presents an overview of stakeholders' perspectives on teachers' capacity to implement curriculum changes.



**Figure 6:** Comparison of the responses on capacity of teachers to implement the rationalised curriculum

Based on the triangulated data from education officers (71.4%), headteachers (71.2%), lower primary teachers (62.0%), and pre-primary teachers (63.1%), regarding their ratings on teachers' capacity in implementing curriculum changes, there is a consistent trend. The ratings from these different respondents suggest a moderate level of effectiveness of 66.9%.

#### 4.3.3 Application of Whole School Approach in Integrating VbE, CSL and PEE

A Whole School Approach (WSA) involves participation of all members of the school community, including learners, teachers, administrators, support staff, parents and community in creating a positive and learning environment that supports holistic development of learners. In order to determine the quality of learning in CBC at Early Years Education, this study sought participants' views on integration of Values-based Education (VbE), Community Service Learning (CSL) and Parental Empowerment and Engagement (PEE) using the Whole School Approach. Consequently, data were generated through interviews conducted with parents of learners in EYE, and questionnaires which were administered to headteachers and pre-primary and lower primary teachers. The following sections provide details of VbE, CSL and PEE integration using WSA.

#### ***4.3.3.1 Application of WSA in integrating Values-based Education***

A whole school approach to VbE goes beyond the classroom, creating a consistent environment where students live and learn desired values. The findings revealed different strategies that schools employ to promote positive values among learners in EYE. The details are presented in the following subsections.

##### ***i) Role modelling and mentorship***

Adult role modelling is a strong foundation of VbE for learners in EYE. Considering children are naturally observant and learn a lot through imitation, the findings established that role modelling was key in promoting positive values development among learners. The embodiment of values being taught among non-teaching staff, parents and other members of the community appeared to help learners gain a concrete understanding of what such values as respect, honesty and obedience were, and how they translated into everyday behaviour. Similarly, the caregivers would be allocated time to offer mentorship to the learners while guiding them on how to maintain a positive character within the society.

**Headteacher:** Parents and non-teaching staff help learners by role modelling to them and ensuring they follow what is expected (**HT-QN-KAI-PB-KIT**).

**Headteacher:** Non-teaching staff teaching the learners being a good role model and correcting them when they are wrong (**HT-QN-ILB-PB-SP-KAJ**).

**Teacher:** They ensure that they serve as role models to the learners. Also parents are engaged in discussions to instil essential principles and morals in their children (**TL-QN-IDE-PR-KAJ**).

**Teacher:** The house parents (dorm masters/mistresses) help in shaping the learners' character especially after classes when they are with them and even talk to them on moral values and personal care (**TL-QN-KIB-PB-SP-KSM**).

Inculcating values through mentorship programs and engaging in sporting activities were reported to be common practice among parents to learn about the significance and value of teamwork.

**Parent:** By mentoring the children in the core values like environmental conservation (**PA-INT-SUN-PR-ELM**).

**Parent:** We normally have children gatherings. Sometimes we interact with many children. We also sing at church, we also do modelling (**PA-INT-KEN-PR-MIG**).

**Parent:** ...for instance I can say during the weekends there are those games which are organised for children... (**PA-INT-GRE-PR-UAG**).

**Headteacher:** ...every staff, both teachers and non-teaching staff, are allocated time on Monday for mentoring learners (HT-QN-CDO-PR-KIT).

## ***ii) Guidance and counselling***

Values-based Education (VbE) and guidance and counselling go hand-in-hand in shaping well-rounded children. This is because counselling can promote self-awareness among children which is crucial for internalising values and making moral choices. On the other hand, guidance programs potentially support learners to make responsible decisions that align with their values. The findings identified guidance and counselling as a common practice of promoting positive character development among learners in and out of school. Results show that schools occasionally invite resource people and counsellors to talk to the learners about the desired character traits they are expected to develop.

**Headteacher:** By inviting parents for guidance and counselling and insisting on good discipline when in and out of school (HT-QN-KIS-PB-MAK).

**Headteacher:** We invite resource persons to help in guidance and counselling (HT-QN-KID-PB-KIA).

**Headteacher:** Instilling values still at home, in church and the surrounding. We invite guidance and counsellor to give a talk to learners (HT-QN-RIR-PR-NAI).

**Teacher:** In school, let learners be helped through guidance and counselling, and acquire the required values. On the side of parents, let them guide learners through the spiritual leaders to acquire values (TL-QN-KIT-PB-MAC).

**Parent:** Guiding and counselling and ensuring they attend church and school (PA-INT-CHE-PB-ELM).

## ***iii) Interventions by religious bodies and members of community***

The results revealed a rather popular practice by schools that involved invitation of religious leaders to schools. These individuals are invited to go to school and offer talks aimed at supporting the development of moral values among learners. Often, such meetings are carried out during the pastoral programs and target religious education lessons.

**Headteacher:** During the PPI programs, invitations of pastors and some community members who talk to learners (HT-QN-RWA-PB-MER).

**Headteacher:** Schools have invited parents, pastors and other stakeholders to talk to learners and guide them morally (HT-QN-MRA-PB-TAT).

**Teacher:** The school provides a resource person (pastor/priest) who comes to school to enrich the learners spiritually hence gain values such as sharing, love, peace and respect (TP-QN-CHA-PB-VIH).

**Teacher:** ...invitation of religious leaders of the community to come and instil values to the learners (TL-QN-ITE-PB-ELM).

In addition to the religious leaders, the schools also invite other members of the community such as the elderly to talk about values that learners are expected to have. Notably, some schools that were church-based did not have to invite the pastors from outside as they had their own chaplains. These pastors organised regular visits to the schools where they meet and talk to learners about the importance of values.

**Teacher:** We invite the aged persons to talk to children about the values that they should have (TP-QN-KAH-PB-NYAN).

**Teacher:** ...the community helps in identifying learners who do not attend school and they bring them to school (TP-QN-KWA-PB-MSA).

**Headteacher:** ...the church has organised regular visits to school (HT-QN-WIO-PB-HOM).

#### ***iv) Engagement in Spiritual Programs***

Spiritual programs are critical in nurturing the whole child as they complement other school programs that mainly deal with cognitive development. These programs can provide opportunities for children to explore different moral concepts thus promoting positive character development. The findings revealed a predominant involvement with church activities that enhanced learners' development of values. This involvement was done in and out of the schools. For instance, in school, chapels and pastoral programs would be organised as avenues for spiritual guidance for learners. During such programs, parents are invited for consultative sessions with the learners. Further, among the church-based schools, the results showed that learners attend various activities like catechism where they learn about religion, and on the other hand participate in choir and Holy Mass. Reportedly, these sessions were led and facilitated by the non-teaching staff.

**Headteacher:** Spiritual guidance during PPI parents talk to children during consultations on the discipline of their children (HT-QN-NYA-PB-KIS).

**Teacher:** Pastoral programs by the church every week. Session parents are invited to advise their learners on moral values (TP-QN-KOS-PB-KER).

**Teacher:** Learners attend various activities such as catechism, choir, and Mass that are mostly conducted by non-teaching staff (TP-QN-BAP-PR-NAI).

**Teacher:** They ensure the learners acquire values through different programmes and lessons given to the learners, for instance we have morning devotion, Christian Union among others (TP-QN-HOP-PR-NAI).

Outside school, it was noted that parents would make the learners go to Sunday School services or attend devotions at different days of the week.

***v) Encouraging positive behaviour and mannerism***

Promotion of positive behaviour is key in enabling learners to develop and practise positive manners. This shapes how learners interact with others in life. On the other hand, etiquette provides practical ways to live our values as it enables putting values into practice. The findings showed that the non-teaching staff and members of the community would subject learners to ethical situations that stimulate learners' application of values. For instance, learners would be encouraged to share meals.

**Teacher:** ...in the school areas the learners ensure they pray before taking any meal; while travelling home they ensure they don't make any noise in the bus (TP-QN-KIN-PR-BAR).

**Teacher:** Parents provide snacks for their children and ask them to share with others (TP-QN-TER-PB-BUS).

**Teacher:** Relating to values other members encourage the learners by asking them to share anything little they have with others. They inform them to respect each and every person they see and forgive others when wronged (TP-QN-MBA-PB-KIL).

**Teacher:** They assist learners in moulding and proper up-bringing through sharing of meals, etiquette in communication and taking part in household chores (TL-QN-PAU-PR-NAR).

Additionally, the non-teaching staff encourage learners to observe order during meal times by respectfully queueing and avoid jumping the queue before others. For those in boarding schools, it is apparent that the boarding masters and mistresses guide them to develop basic life skills like toileting, proper dressing, spreading the bed, tying shoe laces. They are further encouraged to observe cleanliness. This is achieved through cleaning of used utensils also complemented at home by parents when learners carry out house chores.

**Teacher:** It is through the non-teaching staff ... learners learn how to turn-take their activities because they stay in school, through house parent they learn how to dress up in time and in the dining hall they learn to queue as they are served by the cooks (TP-QN-NYA-PB-SP-HOM).

**Teacher:** The non-teaching staff show the learners how to clean the dormitories and their clothes...They also show them how to spread their beds. The learners are also helped in



how to clean their plates and cups when they use them by the kitchen staff (TL-QN-KER-PB-SP-KIR).

**Teacher:** Caregivers help in toilet training and talk to the learners even in passing the importance of cleaning habits (TL-QN-NYA-PR-MSA).

The results show that the members of the community were also actively working together to foster positive values among the learners. Concisely, they engage learners in different duties such as gardening, washing their clothes for good grooming as well as training in eating habits.

#### *vi) Positive reinforcement*

Positive reinforcement is key in promoting positive behaviour as it increases the chances of repeating the desired behaviour, and motivates learners to continue acting in accordance with those values. The findings revealed the application of positive reinforcement by non-teaching staff where learners would be praised verbally. In other instances, the learners' positive behaviour would be recognised and even rewarded with incentives.

On the other hand, it was noted that parents punish the learners to correct any observed negative behaviour. They also help teachers in administering discipline to those learners who portray attributes of indiscipline. They employ all manner of approaches to identify and correct those cases before they go out of control. Notably, some schools took up the role of sensitising parents, non-teaching staff and the community on the importance of discipline.

**Teacher:** Parents through disciplining learners at home, non-teaching staff set rules to guide learners and community held rallies where learners are taught how to obey the rules and regulations (TP-QN-KIS-PB-MAK).

**Teacher:** Correcting, advising, and giving them incentives for good behaviour (TL-QN-MAR-PB-MUR).

**Teacher:** They ensure learners are corrected on different mistakes around and in school, which enables them to know what is right and wrong (TL-QN-GOD-PB-HOM).

**Teacher:** By correcting them when found doing some mistakes. Hosting or giving them a platform to guide and counsel them (TL-QN-KAT-PB-MAC).

**Parent:** There are some children who normally run away from school but we try to advise them to go back to school (PA-INT-HUL-PB-MAR).

From the foregoing, it is evident that the WSA fosters a powerful environment for values education in early years. By involving parents, non-teaching staff, and religious bodies, the findings have shown that schools create a system that reinforces positive values. Consequently,

this collaborative effort strengthens the foundation of a child's moral compass, ensuring values education extends far beyond the classroom.

#### ***4.3.3.2 Application of WSA in integrating Community Service Learning***

Community Service Learning is a way of learning that combines classroom education and experiential learning with community service. Accordingly, a whole-school approach to community to CSL thrives on the collective effort of everyone involved. The findings of this study showed how community members and non-teaching staff can significantly enhance CSL for learners in early years education. Some of the activities carried out were embedded in among other things, charity, services to vulnerable members of the community, environmental conservation practices and social hygiene maintenance. social services like cleaning.

##### ***i) Creating awareness of CSL among members of the public***

The findings revealed a deliberate attempt by schools to enhance CSL awareness among the non-teaching staff and members of the general public including parents. Subsequently, it was apparent that the schools were aware of the concept and practice of CSL as learners would be encouraged to implement what they have learnt in class within their communities. Some of the measures used by schools involved inviting resource people from the community to explain some CSL concepts to learners and carrying out some projects in collaboration with members of the community.

**Headteacher:** By inviting a resource person from the community to explain some concepts to learners (HT-QN-MAT-PB-MAK).

**Headteacher:** Encouraging learners to implement what they have learnt in class within their communities (HT-QN-HIG-PR-MAK).

**Headteacher:** We carry out some projects together with members of the community and invite some as resource persons (HT-QN-HAV-PR-EMB).

##### ***ii) Provision of charity and social services***

By effectively integrating charity service, community service-learning programs can create a powerful learning experience that benefits both students and the community. The findings showed that learners would participate in charity services such as volunteering in children's

homes and providing care to the vulnerable such as the elderly. During such visits, the learners would carry foodstuff and other basic personal items like soap and clothes and would also help with cleaning. In other instances, the learners would be guided to visit identified households where they would donate.

**Headteacher:** The learners have been involved in activities beyond the school and classroom e.g. visiting some orphanage homes to support the learners (HT-QN-KAK-PB-KAK).

**Headteacher:** We take our learners to children's homes where our learners help them in working and even share personal items (HT-QN-KING-PR-KIL).

**Teacher:** Learners are requested to bring foodstuff and clothes to take to the needy people in the community (TP-QN-BUS-PR-NYAN).

**Teacher:** We visit a special school in our community to provide basic needs like soap and tissue (TP-QN-KIS-PR-BOM).

In as much as the learners were directly involved in most of the charitable activities, it was noted that in some instances, their involvement was passive. Concisely, they would take part in NGO sponsored activities that were meant to raise funds to help members of the community. For instance, some schools participated in 'heart-heart' runs to help raise funds to help with the control, prevention and treatment of heart disease in children.

**Teacher:** They also take part in activities which are sponsored by the community e.g. the heart-to-heart run (TL-QN-RIR-PB-NAI).

### *iii) Cleaning of social and public places*

The cleaning of public and social places like market places and places of worship was found to be one of the most practised forms of service learning. Looking at the actual implementation, it follows that these activities were designed to be a learning experience for learners that benefits the community. Learners would reflect on the experience and connect it to what they were learning in school. The results showed that learners would mostly sweep the market places and collect trash within the school compound.

**Headteacher:** Children participate in cleaning church compound, market and open drenches (HT-QN-KIP-PB-NAN).

**Teacher:** At times learners are involved in the cleaning of mosques around the school and also collecting trash within the school compound (TL-QN-EHE-PB-WAJ).

**Teacher:** The learners are involved in the community service learning by sometimes taking activities like cleaning the market and collecting litter on the road (TP-QN-KIA-PB-NYE).

The results also showed an affirmation by respondents about the positive impact of CSL activities among learners. Reportedly, the CSL activities enabled learners to interact with community members hence appreciating their responsibility in the community while developing such values as respect and integrity.

#### ***iv) Environmental conservation practices***

Environmental conservation activities are a good way of giving service to the community. Within the CSL context, the findings showed a commitment by the schools and members of the community to engage learners in hands-on projects that involved habitat restoration and beautification. Reportedly, the learners predominantly worked together with community members to create green spaces by planting trees.

**Teacher:** Good in planting trees in school compound and at home and other surrounding areas like church, hospital etc. provide firewood to the needy in the community where need be (TP-QN-EBU-PB-VIH).

**Teacher:** Tree planting. Empowering them to grow their own crops and rear domestic animals at home (TP-QN-MUG-PB-NAN).

**Teacher:** Learners engage in community activities such as tree planting for environmental conservation... (TP-QN-KIB-PB-SP-KSM).

**Headteacher:** Learners are hands-on in community service like tree planting, general cleaning which may be voluntary and any other service that involves the school as part of the community (HT-QN-ITE-PB-KIS).

In some instances, the learners were engaged in organised clean-up activities that involved removal of trash from waterways. Further, the learners would proceed to collect rubbish in the villages and burn them.

#### ***v) Participating in social activities with economic benefits***

The introduction of economic concepts to learners in early years can be adequately achieved through participation in community service learning. The results showed that learners were involved in various activities with an economic orientation. Through such activities, learners were also able to connect with the community. In some instances, the full benefits of the economic activities would be realised while in some instances, there was an indication of

learners' involvement. Notably, schools, parents and members of the community would allow the learners to get involved in enterprise projects.

**Teacher:** Involving learners in community activities such as farming & poultry keeping. Engaging learners in community religious activities (TP-QN-MAR-PB-MUR).

**Teacher:** Given opportunity to do community work and allowed in private businesses to undertake this (TP-QN-KEN-PB-MSA).

**Teacher:** Cleaning the school dining hall, making keyholders using bottle tops and planting vegetables and selling to the community (TL-QN-LIT-PB-SP-KER).

**Teacher:** They engage themselves in the enterprise projects (TL-QN-KAB-PB-NAN).

#### ***4.3.3.3 Application of WSA in integrating Parental Empowerment and Engagement***

Schools can implement a number of strategies to empower parents and turn them into active participants in their child's education. Looking at parents as part of the out-of-school community, it is likely that their active involvement in the learning of their children indicates a successful application of the WSA to the learning experiences of learners. The outcome was that the parents were involved directly or indirectly towards the learning of their children and this contributed towards their performance. It was also revealed that stakeholders, particularly the school administrators empowered parents to play their roles. The findings showed that schools used different approaches to empower the parents about the roles. These included: regular communications, parental education and collaborative partnerships between teacher and parents. The study sought information from headteachers, teachers, parents and Field Education Officers regarding the parent's involvement in the implementation of the rationalised curriculum. Field officers were required to rate the level of parental involvement in children learning. Table 20 presents the findings.

**Table 20: Field Education Officers' Ratings on Level of Parental Involvement in Learning**

<b>Indicators</b>	<b>Percent</b>
Parents demonstrate a strong commitment to supporting their child's education under the rationalised curriculum	61.2
Parental involvement in school activities and initiatives related to the rationalised curriculum is significant	65.2
Communication between schools and parents regarding the rationalised curriculum is effective and frequent	63.4

Parents actively participate in decision-making processes related to their child's education under the rationalised curriculum	60.3
Schools provide adequate support and resources to facilitate parental engagement in the rationalised curriculum	48.6
Parents demonstrate a strong commitment to supporting their child's education under the rationalised curriculum	61.2
<b>Overall</b>	<b>59.8</b>

The results as shown in Table 20 indicate that respondents were in more agreement (65.2%) that parental involvement in school activities and initiatives related to the rationalised curriculum were significant. This was followed by the notion that communication between schools and parents regarding the rationalised curriculum was effective and frequent which scored 63.4%. On a relatively lower scale was the parents' active participation in decision-making processes related to their child's education under the rationalised curriculum which scored 60.3%. The lowest score was assigned to school's provision of adequate support and resources to facilitate parental engagement in the rationalised curriculum which scored 48.6%. An overall score of 59.8% was obtained with regards to PEE indicators indicating the need for more effort to put in place initiatives for enhancing parental empowerment and engagement.

Information was sought from headteachers, teachers and parents on how schools empower parents to support the learning of their children and how parents demonstrate their support towards the learning of their children. The study outcome reveals that many schools prefer to use the already established structures to develop and convey messages to the parents. The structures include the Parents-Teachers Associations and Boards of Management. Communications processed through these avenues were found to be largely successful because of the democratic nature of their elected leadership.

#### ***i) Organising forums for clear communication***

Regular and clear communication between teachers and parents is essential. Notably, beyond just grades and test scores, the results showed considerable efforts by schools to provide parents with information about learning objectives, teaching methods, and how they can support learning activities at home. This was mainly done through parent-teacher meetings, conferences, newsletters, emails, and even online platforms. Basing on the need to reach out to as many

parents as possible, most schools leverage on the use of WhatsApp platforms to communicate to parents. Such have been created for parents of learners in the different grades of EYE.

**Headteacher:** The school has formed a parents WhatsApp group of various grades that aids in effective communication (HT-QN-ARY-PR-GAR).

**Headteacher:** We created an online WhatsApp group to update our parents on the progress of the children and also to inform them on CBC projects (HT-QN-PIN-PR-KSM).

**Teacher:** ...I have the contacts of some of the parents and communicate with them where need be. I sometimes write letters to inform parents on any matter necessary to be communicated. (TL-QN-WIO-PB-HOM).

**Teacher:** I use the WhatsApp application to convey messages to parents involving learning of their children. Also, a use of diary (TL-QN-SAL-PR-KAJ).

**Teacher:** Hold school meetings for them, formation of WhatsApp groups and make education chats always with them (TL-QN-ITE-PB-SP-ELM).

In addition to the remote interactions, the findings revealed that parents physically visit schools to chat with teachers and school administration about the learning status of their children. They sometimes visit on their own or wait to be called for physical meetings where such conversations are held.

**Teacher:** Most parents come to check the performance of their learners. They attend school meetings and they want to know what is going on in the school and actively participate. (TP-QN-HOL-PB-TAR).

**Teacher:** Calling for a physical parent meeting and enlightening them. Creating a class WhatsApp group for regular communication with the parents (TL-QN-SON-PB-MIG).

From the results and responses obtained from the respondents, it was observed that parents and in constant communication with the school administration with a sole purpose of aiding their children to perform well. This consultative approach in decision making can minimise conflicts amongst stakeholders and foster joint implementation of agreed resolutions.

## ***ii) Parents education programs***

In light of the changes in the curriculum in EYE, it is likely that many parents may not be familiar with how to best support their child's specific age group in their learning. As such, it becomes imperative to sensitise and educate parents on how they can be of help in the learning process. The results showed that schools would call for meetings and offer workshops or information sessions such as the academic clinics and open days too. School management would organise consultative and sensitization engagements with parents where they provided updates

about changes in the rationalised curriculum and the roles parents are supposed to undertake for the success of the learners. During such sessions, the schools would also hold conversations on pertinent topical issues like age-appropriate learning activities, helping with homework, and fostering a love of learning at home.

**Headteacher:** Calling parents meeting and informing them of the changes made and educating them on the importance of this curriculum (**HT-QN-KIZ-PB-ISI**).

**Headteacher:** when holding the academic clinic termly where parents are sensitised on the importance of guiding their children at home (**HT-QN-MAR-PR-SAM**).

**Teacher:** Sensitise the parents during AGM. During closing day the parents sensitise their roles in the learning of their children (**TP-QN-KIP-PB-SP-BOM**).

**Teacher:** I have called a meeting for parents and explained to them more about CBC and how they can handle their children at home (**TP-QN-SUN-PR-GAR**).

**Parent:** The school calls parents in meetings and tells us about the curriculum and what we are supposed to do as parents (**PA-INT-MUG-PR-NAN**).

In addition to the sensitization that was done during the parents' meetings, the results also showed the importance of working together. For instance, school administrators would invite curriculum experts and other education officers during the meetings to enlighten parents on their roles. This is indicative of the collaborative partnerships that exist between parents and the different stakeholders who are education officials.

**Teacher:** I have organised parents' awareness meetings and asked the stakeholders e.g. ECDE officers, programme officers to enlighten the parents on their roles (**TP-QN-KAN-PB-KIA**).

From the foregoing, it can be argued that by implementing these strategies, schools can empower parents to become active supporters of their child's learning journey, leading to better outcomes for all. Beyond empowerment, it was critical to assess how parents actually support the learning of their children. As such, it was imperative to establish the engagement practices that involved parents.

Subsequently, when parents have been empowered about their roles in the learning process, it is imperative that they actually get involved in the process. Considering the critical position that parents hold in this process, the findings revealed some of the common ways that parents could be strong partners within the whole school approach. These include teaching-learning resources, supporting learning at home, provision of basic needs, collaboration with schools and teachers, and promoting values.



The study revealed that in some cases, parents were not exposed to any level of education (semi-literate). The envisaged role of parents under CBC requires that they familiarise themselves with the new curriculum before they guide their children. In some cases, parents would give excuses that they were educated in a different system, e.g. the 8-4-4 and therefore they may not be of much help under CBC. This is where the research outcome showed that teachers seized that opportunity to sensitise parents for the parents to join hands with other stakeholders for the success of learning.

### ***iii) Provision of teaching-learning resources***

Parents play a crucial role in providing teaching and learning resources for their children. With respect to the nature of learning activities within CBC, most learners would be engaged in practical work such as projects. Such projects require the availability of materials which mostly parents would be required to provide. They would sometimes buy or help learners to improvise whilst using locally available materials. The parents' attitude towards provision of the required materials was found to be critical in making the learning process successful. As such, when parents were not fully supportive, then the learners would be affected by lack of materials. Accordingly, the provision of learning resources appeared to be the predominant role of parental engagement.

**Headteacher:** They provide support by providing the locally available materials and also assisting them in home fun (HT-QN-OBA-PB-KSM).

**Teacher:** They purchase learning materials e.g. books, pencils, Crayon and also send their children to school every day (TP-QN-ABU-PR-VIH).

**Teacher:** By responding to the learners whenever they are asked to bring materials from home which are required for CBC learning e.g. manila paper, food stuffs like fruits for learning in hygiene activities (TL-QN-KAZ-PB-GAR).

**Parent:** ...providing necessary resources they need like crayons for colouring, manila papers for drawing and also ensure they have enough revision books (PA-INT-LON-PB-KER).

**Parent:** If they require something like bundles, I also provide them; I have also bought a laptop for them to use at home (PA-INT-MUG-PR-NAN).

From the study, it was revealed that providing learning materials was not standardised. Learners are allowed to use innovative ways to come up with the final products. Locally available materials mean learners/parents could go for the most cost-effective options. This approach may bring about creativity amongst the learners.

#### ***iv) Financial support***

Financial support from parents can significantly benefit a young child's learning. In this study, the findings showed that the payment of school fees was the main form of financial support that parents offered. Indeed, apart from funding essential resources like qualified teachers, learning materials, and even proper facilities, paying fees can show children that their parents value their education, which can motivate them to learn and perform well. Additionally, parents were required to cater for other costs such as the examinations money for administering assessments.

The study further revealed that financial support is not confined to teaching-learning materials. Financial support is also needed to supplement the school feeding program in some schools. This was particularly the case in most public schools where it was prudent to supply lunch in school to save on time and ensure proper balanced diet is attained. Funding was also required for extra-curricular and learning tours.

**Headteacher:** ...payment of school fees and provision of some learning materials (**HT-QN-MON-PB-SP-EMB**).

**Teacher:** Through provision of school fees, school uniform, ensuring they are attending school, medical care etc (**TP-QN-MIT-PB-SP-TRN**).

**Teacher:** ...they pay their fees on time to avoid time wastage as they go to collect fees at home (**TL-QN-PAU-PR-BAR**).

**Parent:** Supporting the school with finances where possible (**PA-INT-MUK-PB-MIG**).

**Parent:** We do support by paying some money they need (**PA-INT-ALF-PR-HOM**).

#### ***v) Provision of basic needs***

When parents are able to provide their children with basic necessities like nutritious food, safe shelter, and regular healthcare, it creates a foundation for optimal learning. With their physical needs met, young children experience less stress and better overall well-being, allowing them to focus their energy on exploration and discovery. The findings of the study showed that parents would provide such items as clothes and shelter, and would also support learners through lunch programs considering food is a basic need. Reportedly, catering for basic needs would result in enhanced learners' comfort in the learning process.

Security and safety of the learner and the environment within and outside the school facilitates a conducive environment for the learners. Parents revealed that it's their responsibility to secure

the environment through village elders, *Nyumba Kumi* initiatives and the provincial administration to minimise any cases of hostilities towards learners. Some parents confirmed that they paid particular attention to the girl-child whose basic needs include sanitary pads and even tamed the predators who sought them for early marriages. The study also revealed that parents prioritise learning for their children as opposed to child labour as has been the case previously.

**Headteacher:** Parents provide items for learning and also some support their children through lunch programs (**HT-QN-NJO-PB-KIL**).

**Headteacher:** Parents provide some affordable learning materials, they provide basic needs such as food, clothing and shelter... (**HT-QN-SIN-PB-BOM**).

**Teacher:** "By providing for them the basic needs to ensure they are comfortable in school. Paying the school dues e.g. examination money (**TL-QN-TEN-PB-NYAM**).

**Teacher:** By providing food/water at school for learners to use (**TP-QN-MWA-PB-KIT**).

#### *vi) Support learning at home*

Parents are expected to support the learning of their children both in school and at home. From the findings, it can be seen that parents would mostly help learners with doing their assignments. Some of the assignments include doing projects that would go for days or short assignments that are knowledge based. Notably, the schools were deliberate about giving such assignments and directing that learners seek their parents' assistance to carry out tasks. Analysis of the study shows a deliberate effort by parents to attempt to discover and nurture their children's talents at an early age. This is vital practice as this is in line with the principles of CBC which aims to identify a child's competencies and nurture them.

**Teacher:** By helping the learning to make teaching and learning materials from their environment and sometimes help the learners with their homework or outdoor activities (**TP-QN-LEJ-PB-WAJ**).

**Teacher:** incorporate them in project work and giving learners activities which involve their parents' assistance as stipulated in the books (**TL-QN-AYU-PB-HOM**).

**Teacher:** were greatly involved in helping the learners improvise a single stringed musical instrument (**TL-QN-KAN-PB-MER**).

**Teacher:** Helping the learners in doing homework and using local available materials to improvise things like skipping ropes (**TL-QN-MAR-PB-NAK**).

**Parent:** I normally sit with the Child every after supper and I help him with the Homework and I also try to assist him with the challenges (**PA-INT-MIG-PB-MIG**).

**Parent:** As a parent I usually provide a conducive environment and also support the necessary requirements which the child needs. I also assist the child to understand the complicated parts of the assignments (**PA-INT-MOC-PB-KER**).

***vii) Parent-teacher collaborations and participating in school activities***

Regular communication and connection with teachers and the school in general allows the parent to understand a child's progress within the whole school framework. The findings showed different scenarios where parents would collaborate with the school to monitor learners' performance and make follow ups on their progress.

**Headteacher:** They cooperate with teachers and give support to the school where necessary (**HT-QN-NOO-PB-ISI**).

**Headteacher:** ... They monitor and come to discuss the progress of the learners. They come and participate in some co-curricular activities when invited (**HT-QN-MUD-PR-VIH**).

**Teacher:** ... Collaborating with teachers and ensuring learners' needs are provided. Ensure learners attend all the and most lessons, to curb absenteeism (**TL-QN-IDA-PB-VIH**).

**Teacher:** By making a follow- up in every learning area and also working together with the teachers (**TP-QN-LIT-PR-THA**).

Furthermore, some parents would not only go to school for physical attendance but would also participate in the school activities such as tree planting and development of materials. This was argued to be a way of displaying their interests in the learning process of their children.

**Teacher:** Parents have demonstrated by coming to school and making materials together with us and the learner (**TP-QN-KAP-PB-BAR**).

**Teacher:** Some parents who are interested with their children come and do what is being done by children at school so that children can follow e.g. tree planting day at school (**TP-QN-MET-PB-BOM**).

**Teacher:** By helping them bring learning materials; during material development we involve parents; by providing food/water at school for learners to use (**TP-QN-MWA-PB-KIT**).

**Parent:** I always visit the school sometimes to motivate them for their hard work and offer some token of appreciation (**PA-INT-NYA-PB-HOM**).

***viii) Promotion of values***

Parents who actively promote values like honesty, curiosity, and perseverance create a strong foundation for their child's learning. Considering values create a strong basis for learning, it is imperative that parents support the development of values. In this way, promoting values fosters a passion for learning and equips young children with the essential tools to succeed. The findings

showed an urge by schools to have parents care for their children's welfare, nurture morals and teach and guide them to make right choices.

**Headteacher:** By providing some needed resources and also through their suggestions in matters of their children's welfare (HT-QN-KWA-PB-KWA).

**Teacher:** Instil and nurture morals and values. Teach and guide children to make the right choices and make them aware of consequences (TL-QN-BUS-PR-NYAN).

**Teacher:** Provide basic necessities, instil and nurture morals and values, teach and guide children to make the right choices (TL-QN-SOS-PB-UAG).

**Parent:** Taking him to another school to check how they study. Take him to churches to cite poems during competition (PA-INT-KUL-PB-MAK).

The study shows that parents are aware that building a cohesive society is premised on building strong family morals. Parents' involvement in inculcating values in their children forms a strong foundation within which the society will gradually prosper and develop.

#### ***4.3.3.4 Suggestions for improvement of WSA in integrating VbE, CSL and PEE***

Respondents gave their suggestions on integration of VbE, CSL and PEE using the WSA. Evidently, some respondents reported that there is a need to carry out regular meetings with parents and the community at large to sensitise them on their role in nurturing values among learners and supporting the learning of their children to enhance development of competences.

**Teacher:** Organising more meetings and Encouraging parents to turn up ...(TL-QN-LON-PB-KER).

**Teacher:** Involving parents, community, learners and teachers in the curriculum ...(TL-QN-MOI-PB-NAK).

**Teacher:** Creating awareness to the community. Improve health facilities for healthy learners (TP-QN-JOH-PR-NAI).

#### **4.3.4 Challenges Encountered in the Implementation of the Rationalised Curriculum**

Identifying challenges and barriers during implementation lays the ground for exploring suitable intervention measures. This in turn ensures that the challenges are minimised to support ongoing improvement of the learning process in early years' education. The study sought responses from headteachers, teachers, and field officers.

##### ***4.3.4.1 Frequent curriculum changes***

The findings from the headteachers indicated that the frequency of adjustments made in the curriculum posed a challenge to implementers. According to their responses, the recent rationalisation of the curriculum occasioned by policy recommendations for curriculum change came too soon given that teachers were still internalising the recent shift to CBC. They cited new knowledge and skills that were confusing and proving difficult for teachers to infuse in the dimensions of learning. Additionally, the headteachers stated that the teachers had not fitted into the changes that had been made. This was attributed to the fact that integration brought on board content from learning areas that some facilitators were not familiar with.

**Headteacher:** Too many changes in the education system to be implemented at the same time confusing the teachers; infusing the different learning dimensions sometimes is difficult (HT-QN-MAR-PR-SP-BAR).

**Headteacher:** New skills that are enlisted in the curriculum designs sometimes force teachers to either teach some content that is beyond the learners' ability or which are not taught at all thus altering the spiral system of imparting skills and knowledge (HT-QN-MAR-PR-SAM).

**Headteacher:** Because of changes recently released teachers have not fully fitted to the changes (HT-QN-CHE-PR-TRN).

**Headteacher:** Rationalised learning areas with aspects of different content in other learning areas pose a challenge to facilitators who are not well conversant with the learning areas (HT-QN-GRE-PR-UAG).

In an attempt to manage some of the constraints experienced, respondents observed the need to make improvements to realise the success of the implementation of rationalised learning areas.

**Teacher:** The learning areas per week should be reduced to ensure effective content mastery and allow for effective planning and content delivery (TP-QN-STB-PR-NAI).

**Teacher:** KICD needs to pass information in time and release curriculum designs in time to avoid confusions (TP-QN-KAG-PR-SAM).

**Teacher:** Allocate more time in an activity area. Resources both for learning and teaching (TP-QN-MCK-PR-MER).

**Education Officer:** KICD needs to unpack the CDs for teachers' capacity building needed for teachers to help them scheme and plan for the lesson (EO-QN-QAS-SIA).

The observations made were that the unexpected changes in the designs challenged teachers hence making them deliver content that was beyond the learners' level.

#### ***4.3.4.2 Lack of standard printed curriculum designs***

Curriculum designs spell out the learning outcomes which embody the knowledge, skills and values that learners should acquire. The designs also provide the framework from which teachers develop the required professional documents like schemes of work and lesson plans. Majority of the headteachers cited challenges in accessing the updated curriculum designs. They acknowledged that not having hard copies of the designs was the greatest barrier to the implementation of the rationalised curriculum. Although efforts were made to allow teachers to download and access printed copies of the designs, the results showed that headteachers found the process to be relatively expensive.

**Headteacher:** Not having hard copies of the designs (HT-QN-MBA-PB-KIL).

**Headteacher:** We are still having draft curriculum designs (HT-QN-MIA-PB-MAK).

**Headteacher:** It's expensive to download and print the curriculum designs (HT-QN-MWA-PB-TAT).

Teachers at pre-primary and lower primary raised concerns over the rationalised learning areas as outlined in the designs. They said that the content was not comparable to the time allocated for delivery. They additionally raised fears that the content may not be delivered within the time allocated.

**Teacher:** Twenty-five learning areas per week have proven too cumbersome and exhausting for learners. Different learning areas allocated per day confuses content delivery of intermediate learning areas (TP-QN-STB-PR-NAI).

**Education Officer** Overdose of learning content or under dose among teachers (EO-QN-CSO-KIS).

**Teacher:** The number of lessons allocated per day may not be completed because of the time factor and may confuse the learners and content delivery (TP-QN-STB-PR-NAI).

Like the headteachers, teachers also expressed similar sentiments stating that they struggled to access the designs online due to the absence of hard copies. They faulted the provision of draft designs for use in implementation. Education officers also affirmed that the designs were not available in schools in hard copies.

**Teacher:** No current curriculum designs hence struggles to find them on the internet (TL-QN-KAN-PB-EMB).

**Teacher:** The curriculum designs in the rationalised areas are still in draft form in soft copies and unavailable in hard copies (TL-QN- NGE-PB-NAI).

**Education Officer:** Schools have not downloaded curriculum designs. Teachers are not able to interpret the rationalised curriculum (EO -QN- QAS-MSA).

Identically, findings among teachers in special needs schools further pointed at the imbalance in provision of curriculum designs. They cited a trend of absence or late arrival of these materials in special schools.

**Teacher:** Lack of adapted curriculum designs for special needs learners; Braille materials i.e. designs come late compared to designs for regular learners (TL-QN- MAR-PB-SP-BAR).

**Teacher:** Some of the recent designs are not available in school e.g. the adapted English curriculum design (TL-QN- NYA-PB-SP-NYAN).

**Teacher:** Curriculum designs for deafblind learners are not there (TL-QN- KAR-PB-SP-BAR).

**Teacher:** Curriculum for hearing impaired is completely lacking (TL-QN- ISI-PB-SP-ISI).

**Observer:** All the activities are taught but Hygiene and Nutrition activities is taught separately due to lack of design (OBS-KAR-PB-THA).

**Education Officer:** Schools download curriculum designs for use in various institutions (EO-QN- ISI-PB-SP-ISI).

It is apparent that a majority of the teachers in the special schools lack updated curriculum design, hindering the successful implementation of the rationalised curriculum.

#### ***4.3.4.3 Lack of updated curriculum support materials***

The findings further indicated that lack of updated curriculum support materials to enhance teaching and learning at the early years level was a major challenge expressed by headteachers in relation to the rationalised curriculum. The respondents observed that while changes had been made in the curriculum, the rationalised course books were still not available. As such, the schools still relied on the existing course books that were in use before changes were made on the curriculum. Accordingly, the headteachers decried the delay between the provision of recommended changes in the curriculum and access to the updated curriculum support materials. They opined that resources for both learners and teachers were a prerequisite for effective teaching and learning. The limited access to such sources made it difficult for teachers to make learning seamless.

**Headteacher:** Changes are made before textbooks are prepared. The Ministry supplies books only to the public schools ignoring those in private schools as though they are not Kenyans (HT-QN-MUD-PR-VIH).



**Observer:** The course books are not available and some rationalised areas have been expanded (OBS-BUN-PR-BUN).

**Headteacher:** Lack of books for rationalised areas. Teachers have to use the previous books, which are time consuming (HT-QN-RIR-PR-NAI).

**Headteacher:** All books are not available; we are waiting for the merged learning areas books to be availed so that seamless learning can take place (HT-QN-HIL-PB-UAG).

**Teacher:** Lack of textbooks on the new rationalised curriculum (TL-QN-DAI-PB-SP-KAK).

**Teacher:** Lack of enough learning materials in newly merged subjects (textbooks) (TL-QN-SUN-PR-KIS).

**Observer:** The teacher lacked the harmonised course books and curriculum design for the learning area. The teacher used the old curriculum design to scheme (OBS-KIM-PB-BUN).

Comparatively, the findings pointed to a common challenge relating to inadequate teaching and learning resources, especially at pre-primary level. This was the case in regular and SNE schools where respondents pointed out that learners, especially in pre-primary, did not benefit from the government textbook policy since they were under the county governments.

**Teacher:** There is no enough learning and teaching materials for the learners with special needs (TP-QN-MOY-PB-SP-MAR).

**Teacher:** Inadequate learning/teaching materials. Tables and forms are not friendly to the learners. The time allocated for one activity area is inadequate (TP-QN-RWA-PR-MER).

**Teacher:** Lack of proper materials to implement and some parents are not willing to provide the materials. Lack of gadgets to do their assignments (TP-QN-RIP-PB-SP-MER).

Reportedly, the inadequate teaching and learning materials were affecting the implementation of specific learning areas in pre-primary. The learning areas that were mainly mentioned included Creative Activities.

**Teacher:** Lack of facilities for the creative act which before creative and movement (TP-QN-HUL-PB-MAR).

**Teacher:** We don't have playing materials for psychomotor activities (TP-QN-KAL-PB-SAM).

**Teacher:** Lack of facilities for Creative Art which before creative and movement. Lack of materials. Lack of chairs and table (TP-QN-HUL-PB-MAR).

Further findings from the headteachers and teachers' responses showed that schools encouraged teachers to bridge the existential gaps through online searching of information to supplement rationalised learning areas from which some strands were missing. However, the study showed that downloading the updated designs was expensive and that the content they got to support the integrated learning areas was fragmented across different sources.

**Headteacher:** Relevant books are hard to get and teachers mostly google materials to get information (HT-QN-KIB-PB-KSM).

**Headteacher:** Lack of learning resources, fragmented content despite integrating learning areas (HT-QN-KES-PB-UAG).

While suggesting interventions to address the challenge of lack of curriculum support materials, teachers at the pre-primary level indicate a need for the government to consider supplying materials even to the pre-primary schools on time despite the fact that they are under county governments.

**Teacher:** Government to assist a school get all the necessary needs required...More learners to be sponsored, especially those from ASAL areas (TP-QN-SEN-PB-SAM).

**Teacher:** The government should ensure the provision of adequate teaching and learning material... (TP-QN-ZAD-PR.MAR).

**Teacher:** Provide enough learning/teaching materials. Provide learning materials on time (TP-QN-ISD-PB-SP-ISI).

**Teacher:** Provide more child-friendly materials. Ensure the human resource in the pre-primary level is enough and well paid (TP-QN-RIP-PB-SP-MER).

#### ***4.3.4.4 High cost of implementation of the rationalised curriculum***

For the most part, respondents' feedback highlighted some of the cost-related issues that impact the implementation of curriculum changes. Particularly, the headteachers pointed out that the county governments only employed one teacher hence making it inhibitive to schools to implement the rationalised curriculum at pre-primary. It was therefore necessary for schools to employ more teachers. The findings showed that the burden of bridging the gap in facilities and staffing was borne by parents who found it expensive and unsustainable. Furthermore, the respondents cited the challenge of understaffing and employment of teachers on permanent and pensionable basis. As such, they urged the government to provide funding and employ teachers mainly because the county governments did not employ permanent and pensionable teachers who were trained. Additionally, schools did not also have the capacity to employ trained teachers for this level due to inadequate funds.

**Headteacher:** Pre-primary not getting any funding from the County Government so parents have to carry all the burden to be run the class. We have only one teacher employed by the County Government so parents have to pay for the PP1 teacher (HT-QN-KIR-PB-KIR).

**Headteacher:** Having permanent and pensionable teachers from the county. The county only employs ECDE teachers for regular learners. The school does not have the capacity to

employ ECDE teachers. Lack of learning materials, classroom for ECDE (**HT-QN-ILB-PB-KAJ**).

Apart from the cost of employing teachers, the same observations were also made in lower primary level where parents could not meet the expenses for the learning resources that were yet to be provided by the government. Headteachers reported that the effective implementation of the curriculum relied on the provision of learning materials.

**Headteacher:** The curriculum is expensive to the parents, most of them can't meet the expenses. The learning materials for creative arts have not been availed for teachers and learners to use (**HT-QN-KOI -PB- NAR**).

**Headteacher:** CBC requires materials which are critical in learning. Those materials need money which parents lack (**HT-QN-KAH -PR- NYAN**).

**Headteacher:** Financial strains, parents are too busy fending for their children such that they are at times unable to be of help to their children. Lack of referencing materials for the combined learning areas (**HT-QN-THI -PB- LAI**).

**Headteacher:** The implementation is costly in terms of funds and time (**HT-QN-CHE -PB- NAN**).

Responses drawn from teachers also affirmed that the cost of implementation was beyond the ability of most parents. This was due to the prevalent poverty levels that learners and parents experienced. Consequently, this scenario made it unaffordable for them to access the learning materials necessary for implementing the rationalised curriculum.

**Teacher:** Poverty at home learners may not deliver well since some of them are living below the poverty line (**TL-QN- ELN-PB-WAJ**).

**Teacher:** The poverty level is high hence some children cannot afford some of the learning material to conduct the task (**TL-QN- NYA-PB-KIS**).

**Teacher:** Most learners come to school with empty stomachs therefore they don't concentrate in class. Poverty around the school (**TL-QN- WIO-PB-HOM**).

**Teacher:** Appreciating the role of private schools. Enhancing equity in funding of both public and private schools. The government to support private schools to ensure they are well paid, especially mushrooming schools (**TP-QN-STJ-PR-NAI**).

Findings from the interviews conducted with parents on the possible steps to be taken to improve the curriculum and its implementation showed that they were of the view that learning activities were confined to the school.

**Parent:** All the activities be done in school, even if we are to purchase the materials let them be in school (**PA-INT-UNI-PB-NAI**).

**Parent:** The government to offer some resources that are key in school like laboratories, desks, and more (PA-INT-MWA-PB-KIT).

**Parent:** Proper funding of the curriculum and employment of enough teachers and providing enough reading materials (PA-INT-SUN-PR-ELM).

**Parent:** My suggestion is we as parents, teachers, and stakeholders work together. We know how our children are studying and how they are doing in school, at home it's the parent's responsibility. We need to check the next generation since they are the future leaders (PA-INT-BEN-PB-KIL).

#### ***4.3.4.5 Inadequate teacher preparedness***

While schools are centres for curriculum implementation, headteachers stated that the teachers in their institutions did not have a very clear concept of the changes that had been effected in the curriculum. Implicitly, teachers charged with structuring the instructional process did not have the technical capacity to deliver the changes in the curriculum for the benefit of the pre-primary learners. The challenge of teacher technical capacity was also expressed by administrators in private schools. They stated that changes in the curriculum were made before teachers were adequately prepared. They added that even when teacher re-tooling workshops were conducted, they were discriminatory as private schools had to pay for the training of their teachers.

**Headteacher:** Changes are effected before retooling the teachers... Retooling workshops only facilitates public schools. Here in private schools, we have to pay which really discriminates and makes them not feel wanted yet education is very important (HT-QN-MUD-PR-VIH).

Teachers play a critical role in the implementation of the Competency-Based Curriculum. Teachers' capacity and readiness will determine their ability to interpret the curriculum, understand the learner, improvise the teaching and learning resources, and facilitate the lessons effectively. Respondents identified teacher effectiveness as one of the challenges affecting the implementation of the rationalised curriculum. They indicated that some schools did not have enough teachers while in others teachers lacked the commitment and could not interpret the designs of the rationalised areas.

**Teacher:** We do not have enough teachers (TP-QN-KAL-PB-SAM).

**Teacher:** Lack of enough teachers (TP-QN-PAR-PB-MAR).

**Education Officer:** Teachers lack commitment instead they are complaining (preparing professional documents for the wrong reasons (EO-QN-CSO-SP-MER).

**Education Officer:** The teachers have difficulties in the interpretation of curriculum designs in rationalised areas **(EO-QN-QAS-BOM)**.

Correspondingly, the teachers' attitudes are strong influencers of the successful implementation of curriculum changes. Indeed, enthusiastic teachers are more likely to explore the curriculum's possibilities, while those who are sceptical may resist its methods or goals. The results showed that some teachers had a negative attitude towards the curriculum changes hence becoming prone to resistance.

**Education Officer:** Some teachers have a negative attitude towards subjects they never trained. **(EO-QN-CSO -NYAM)**.

**Education Officer:** Neutral attitude among some of the teachers **(EO-QN-QAS-UAG)**.

**Education Officer:** Attitude of the teachers in resisting change or changing at a low speed **(EO-QN-CSO-SP-MAC)**.

Another challenge identified by the respondents was touching on the preparation of professional documents by teachers. Accordingly, it was noted that some teachers did not prepare the schemes of work while others did not prepare lesson plans. Furthermore, it was reported that teachers lacked basic skills required to prepare the requisite professional documents which in turn affected the ability to effectively implement the rationalised curriculum.

**Education Officer:** Teachers are ill-prepared, they lack basic skills of preparing professional records, especially in the rationalised curriculum areas **(EO-QN-CSO-HOM)**.

**Education Officer:** Teachers don't prepare schemes of work but download them without customising. Limited lesson planning **(EO-QN-QAS-MSA)**.

**Education Officer:** Teachers do not prepare adequately professional records **(EO-QN-QAS-BAR)**.

The findings indicated that the lack of in-service training compromised the teachers' effectiveness to implement the rationalised learning areas. Even so, before the actual implementation of rationalised curriculum teachers were taken through orientation programmes aimed at preparing them in the interpretation and implementation of the curriculum. Respondents asserted that some teachers had not been trained in the rationalised learning areas hence their inability to interpret the curriculum designs and facilitate learning.

**Education Officer** Teachers are not properly trained in some learning areas **(EO-QN-CSO-HOM)**.

**Education Officer:** Most teachers were not trained on the CBC and therefore take time to adjust to the practice of the rationalized curriculum. **(EO-QN-CSO-TAR)**.

**Education Officer:** lack of enough training for teachers (EO-QN-CSO-SAM).

Following the challenges experienced, the respondents recommended that more capacity building of teachers was required on the rationalised curriculum. Headteachers on the other hand felt that teachers were not effective in design interpretation, development of professional records and integration of ICT. Wherefore, they proposed the need for in-service training in these areas. Notably, the training-based interventions were predominantly directed to the teachers in pre-primary than their counterparts in lower primary.

**Teacher:** Regular training for the pre-primary teachers on special needs education (TP-QN-MOY-PB-SP-MAR).

**Teacher:** All pre-primary teachers to be trained on the new CBC curriculum to get clear knowledge and skills (TP-QN-UHU-PB-ISI).

**Education Officer:** Capacity building is needed for teachers to help them scheme and plan for the lesson (EO-QN-QAS-SIA).

**Education Officer:** There is a need for sensitization and induction of teachers regularly for effective implementation (EO-QN-SCC-SIA).

#### ***4.3.4.6 Limited teacher awareness of curriculum changes***

In as much as awareness is the first step in realising the changes, findings from headteachers in private schools pointed out that most of the teachers had not been furnished with the information they required as the core facilitators of the learning process. While acknowledging that teachers might have some awareness, the findings revealed that most of them were not aware and lacked complete understanding of the changes made in the curriculum. This way, they experienced difficulty in trying to balance between the education activities and play-based activities.

**Headteacher:** Lack of knowledge of the curriculum. Balance of time between education activities and play based activities because of the hours the learners are in school (HT-QN-RIP-PR-MER).

**Headteacher:** Inadequate knowledge from the teachers and parents about the new curriculum (HT-QN-SUN-PR-ELM).

In addition to the executing of educational activities, it was observed that most schools had not adhered to the instructions that required them to make requisite changes. For instance, in Lower Primary, it was observed that the name of such learning areas as ‘Creative Activities’ was still

written as ‘Movement and Creative Activities’ in the master timetables, class timetables and in such professional documents as the schemes of work and the lesson plan.

**Observer:** No change has been made, Names of subjects before rationalisation still in the time table (**OBS-NIN-PB-SP-SIA**).

**Observer:** The activities in the timetable do not conform to the changes in the curriculum. The name movement activities still in the timetable however, the lessons allocated are 7 (**OBS-MAC-PB-SP-MAC**).

**Observer:** The time table is not updated. Lessons are called movement and creative activities instead of creative activities and Hygiene and nutrition instead of environmental activities (**OBS-WAT-PB-KIL**).

**Observer:** Need to align scheming of environmental activities and creative activities to the rationalised curriculum (**OBS-KAG-PB-LAI**).

#### ***4.3.4.7 Inadequate support from parents***

Schools leverage the support from parents, the community, and other stakeholders to successfully undertake their obligations in the curriculum implementation process. Central to the learning process are parents who have an immediate responsibility over the learners. The findings however indicated that schools did not have adequate support from parents. The respondents averred that parents were apathetic, especially those who were socio-economically disadvantaged. They were dependent on schools for the support of their learners. Apart from negative parental attitudes, some parents were aged and thus did not have the requisite energy levels to support learners in school-related activities as expected.

**Headteacher:** Unsupportive parents who entirely depend on school to support the learner on the right essential materials for the learner (**HT-QN-KIS -PB- KER**).

**Headteacher:** Some learners live with aged parents hence difficult in doing assignments that require help of parents or guardians (**HT-QN-CHE -PR- UAG**).

**Teacher:** Poor turn up whenever there is a need for a parent to be in school. Most parents are very poor and therefore more work is left for the school and teacher to do. example children come to school without all the necessary needs required for smooth learning (**TP-QN-SEN-PB-SP-SAM**).

**Teacher:** Parents have a challenge in reading /interpreting the performance of their children. Some parents are illiterate, so they are not in a position to assist their learners at home (**TP-QN-ZAD-PR-MAR**).

**Teacher:** CBC also needs a lot of material support and thus funding is so low most of the parents are not able to provide the support needed (**TL-QN- KAY-PB-SP-SIA**).

In special schools, similar observations were made. The findings showed that although parents had been sensitised, a number had not taken up the responsibility for their children's education and overall wellbeing. This situation was exacerbated by ill health among learners in boarding schools where contact with parents was not frequent. Based on these challenges, most of the respondents suggested the need to empower parents through training to make them more aware of their roles and responsibilities in the curriculum implementation process.

**Headteacher:** Though parents are sensitised most of them feel it a burden and expensive. Some feel it's not their responsibility to educate the children (HT-QN-JOY -PB-SP-KSM).

**Headteacher:** Lack of parental involvement in areas that need them since it's a boarding school...health issues, some of the learners are in and out of hospital (HT-QN-NGA-PB-SP-NAK).

**Headteacher:** lack of support by parents. Negative unit teachers/parent not fully working together to support the learners (HT-QN-THI -PB- KIR).

**Headteacher:** Competition from Tahfeedh (Duksi) which affects enrolment and teaching and learning of the children (HT-QN-SHI -PB- GAR).

**Education Officer:** Negativity on the parent's side, parents of SNE learners are not supportive (EO-QN-CSO-SP-KAK).

**Education Officers:** Parents need more training on support and resource facilitation (EO-QN-CSO-SP-BAR).

The parents were interviewed on the challenges they encountered in supporting their children's education under the recent changes in the curriculum. The parents appreciated that they encountered many challenges in supporting their children's learning. For instance, they reported that the items that needed to be handmade at home weren't easily available. However, they were still required to help the learners to make the materials locally. Notably, the parents indicated that they would sometimes get home late hence the need to be informed in advance so that they could make the materials available within the stipulated time. Ultimately, their feedback pointed to a general affirmation that the new curriculum is good. In addition to using locally available materials to make school facilitate project work, the findings showed that parents were required to support practical work in school. This was to be done through provision of money or directly bringing the required materials that were not available in school.

**Parent:** ...in studies maybe they are required to bring some materials to school, since sometimes the school cannot afford them and with this CBC many materials are needed from time to



time as they help to determine where the concentration of the child is. So, it's your responsibility to provide (PA-INT-KEN-PB-MSA).

**Parent:** Yes. There are a lot of materials that are required for learning which at times I find difficult to afford. In addition, it is really hard to grasp CBC content since our system was different and it is shameful to tell a child that you are not understand their system of learning(PA-INT-LUR-PB-SAM).

**Parent:** The demand for food stuffs for practical is always high and most of the parents are not in a position to always raise them. (PA-INT-QAT-PB-MAR).

**Parent:** Financial constraints on us parents. We are not able to provide certain equipment like for ICT is very expensive. There are also less text books for the learners and teachers. (PA-INT-MOC-PB-KER).

From the foregoing, it is evident that parents are putting considerable efforts to provide materials needed in school for the implementation of the curriculum. However, they pointed out that they had other needs at home which required their immediate attention. For instance, buying food, paying school fees, and buying clothes among other basic needs. As such, the provision of books and other school related materials were not a priority. In this regard, the parents opined that there ought to be some sort of support from the government.

#### ***4.3.4.8 Limited ICT integration***

The integration of ICT in the learning process is integral in the implementation of the curriculum. While this might foster engaging learning experiences and promotion of collaboration among learners during learning, it was noted that in most instances, teachers lacked digital devices and internet for efficient use of ICT integration in teaching and learning to enhance their curriculum delivery.

**Teacher:** Inadequate learning materials like the digital devices & internet (TL-QN- KAP-PR-NAN).

**Teacher:** lack of enough learning aids especially the digital devices at times required to be used, (TL-QN- SOU-PB- NYAN).

**Teacher:** Lack of digital devices to access digital information from the internet (TL-QN- KAY-PR- SIA).

**Teacher:** some learning areas need digital devices which are not available in schools (TL-QN-OMB-PB- KSM).

**Teacher:** Digital learning not done due to lack of internet connection (TL-QN- HIL-PB- UAG).

#### ***4.3.4.9 Language barrier***

Teachers in some schools pointed out that it was difficult for learners to grasp the various concepts in Language Activities and music due to the inherent infiltration of the indigenous language activities. Teachers were convinced that the indigenous language learning areas extensively affected the learners' ability to grasp the content of the Language Activities. Concisely, the mother tongue influence caused the learners to engage in direct-translations most of the time hence impeding effective communication.

**Teacher:** Language barrier when teaching music (TL-QN- PAU-PR-LAI).

**Teacher:** Language barrier since they are so much used to speaking mother tongue at home they therefore find it hard to understand and speak English/Kiswahili (TL-QN-GOD-PB-HOM).

**Teacher:** Most Learners Take Time in Learning How to Read both in Kiswahili and English (TL-QN- LEN-PB-WAJ).

**Teacher:** language barrier - Most rural areas children come to school without speaking Kiswahili and English thus very difficult to make them understand, Due to pastoralists nature the kid (TL-QN- KAR-PB-MAR).

Additionally, language barrier by the parents has also affected the implementation of the rationalised curriculum. Some comments towards this were captured as follows.

**Teacher:** Due to language barriers they cannot interact fully (majority of the parents or guardians cannot speak either Kiswahili or English (TL-QN- ELN-PR-WAJ).

**Teacher:** Language barrier between the teacher and parents (TL-QN- PAU-PR-LAI).

#### 4.5 Chapter Summary

Findings from the study showed that the level of compliance with the rationalisation changes was about 75%. Implementation of the rationalised curriculum in Early Years Education revealed significant progress despite some challenges. While a majority of headteachers (85.2%) and pre-primary/lower primary teachers (85%) express favourable views towards the changes, critical gaps persist, including dated textbooks, inadequate timetables and obsolete schemes of work. Teachers often struggle with effective lesson time allocation and lack comprehensive training in the rationalised curriculum, hindering their ability to deliver lessons efficiently. Only 69.2% of classrooms have sufficient learning resources, highlighting a pressing need for improved material provisions. Additionally, values integration, parental involvement and Community Service Learning (CSL) activities are inconsistently implemented, signalling areas for improvement in

curriculum delivery strategies. The whole school approach proves pivotal in embedding Values-Based Education (VBE), fostering CSL, and engaging parents effectively, yet challenges such as parental resistance due to perceived CBC-related costs persist, and this is a call to enhance more stakeholder engagement especially parents in order to ensure full implementation of the rationalised curriculum.

The challenges to implementation of the rationalised curriculum were mainly attributed to the rapid and regular changes in the curriculum, and the lack of standardised printed curriculum designs and updated curriculum support materials. Most of the teachers were also not aware of the changes hence not prepared to effectively implement them. This situation was compounded by the absence of targeted training. Apathy from parents stemming from the perception that CBC is expensive reduced their support for school programmes including implementation of the rationalised curriculum. Ultimately, the lack of digital devices and internet posed a challenge to the integration of ICT in teaching and learning process to enhance the curriculum delivery.

## **CHAPTER FIVE**

### **DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents a comprehensive evaluation of the implementation of the rationalised curriculum in pre-primary (PP1, PP2) and lower primary (Grade 1, 2, 3) levels. The chapter critically assesses various aspects of the curriculum changes, including teacher capacity, integration strategies for Values-Based Education (VbE), Competency-Based Learning (CSL), and Psycho-Emotional Education (PEE), as well as challenges encountered during implementation. Based on these evaluations, the chapter concludes with actionable recommendations aimed at enhancing the effectiveness and sustainability of the rationalised curriculum.

#### **5.2 Discussion of Findings**

##### **5.2.1 Extent of Implementation of the Rationalised Curriculum**

The study revealed that headteachers largely perceived the changes in the pre-primary and lower primary curriculum as appropriate. This positive perception corroborates the literature that suggests that school leaders often play a crucial role in the successful implementation of curriculum changes. According to Hargreaves (2016), the attitudes and support of school leaders significantly influence the success of curriculum reforms. When headteachers perceive the changes positively, they are more likely to provide support, which can lead to a smoother implementation process.

The perceptions of pre-primary teachers regarding the appropriateness of curriculum changes were generally positive. They found the content in the activity areas to be suitable for learners' levels and perceived the new nomenclature to be more reflective of the content of the learning areas. However, there were some concerns about the time allocated for coverage of the content. These findings align with the literature that emphasises the importance of teacher buy-in and

understanding for successful curriculum implementation. Fullan (2020) argues that teachers' perceptions of the relevance and appropriateness of the curriculum changes significantly affect the extent to which they are implemented effectively. The concerns raised regarding time allocation for coverage also resonate with Day and Gu (2021), who suggest that insufficient time can be a significant barrier to effective curriculum implementation.

The study found that pre-primary teachers demonstrated moderate effectiveness in various aspects related to changes in the curriculum. While most teachers were able to interpret the curriculum designs and utilise existing learning resources, there were some challenges in timely planning and delivery of lessons within the stipulated time. These findings resonate with Van Driel et al. (2019), who argue that effective curriculum implementation depends not only on teachers' understanding of the curriculum but also on their ability to translate it into effective instructional practices. Challenges related to timely planning and delivery require additional support and professional development opportunities to enhance teacher effectiveness.

The study also revealed positive perceptions among lower primary teachers regarding the reduction of learning areas, the integration of hygiene and nutrition activities and the change of names in the curriculum. These findings are consistent with Fullan and Stiegelbauer (2019), who argue that teachers' perceptions of curriculum changes are crucial for successful implementation. When teachers perceive the changes positively, they are more likely to embrace and effectively implement them in their teaching practices.

The study found that curriculum support officers generally perceived the implementation of the rationalised curriculum positively. They acknowledged the progress made in aligning teaching practices with the new curriculum but also highlighted challenges related to resource availability. These findings corroborate with Leithwood et al. (2020), who suggest that curriculum support officers play a vital role in providing ongoing support and professional development opportunities for teachers. However, the challenge of resource availability echoes the findings of Darling-Hammond et al. (2023), who argue that adequate resources and support are essential for successful curriculum implementation.

The observations from the master timetables and schemes of work revealed a high level of adherence to the planned learning activities and a substantial compliance with the expected

number of lessons per week. However, there were some discrepancies in the allocation of lessons for specific activities, indicating the need for further attention to ensure consistency. These findings are consistent with Hallinger and Murphy (2021), who argue that effective curriculum implementation requires careful planning and scheduling to ensure that instructional time is utilised optimally.

The study found that majority of the observed classrooms had seating arrangements that promoted collaboration among learners and a stimulating environment for students. However, there were concerns about the availability of sufficient learning resources in some classrooms. These findings are consistent with Wei et al. (2019) who argue that a positive and supportive learning environment is crucial for enhancing student engagement and academic achievement.

### **5.2.2 Teacher Capacity for Effective Delivery of the Rationalised Curriculum**

Based on the findings of the study, several key insights into the capacity of teachers to effectively implement changes in the (EYE) curriculum emerged. Headteachers and Education Officers rated the capacity of teachers at 71.2% and 71.4% respectively. This is consistent with previous findings which indicate that teachers are moderately able to implement curriculum in the initial stage of curriculum introduction (Mwaka et al., 2019). Education officers expressed strong support on the adequacy of training programmes but raised concerns about teachers' interpretation of rationalised curriculum designs and the availability of teaching resources, consistent with observations from (UNESCO, 2017). This level of confidence among headteachers and education officers indicates the need for strong support for teachers' ability to implement curriculum changes.

However, specific challenges highlighted by headteachers include difficulties in generating information from existing course books and adapting to new curriculum designs, which corroborates with findings by Nguyen and Smith (2021), who asserted that ongoing support and training opportunities were essential for enhancing teachers' understanding and delivering the curriculum of the rationalised learning areas.

In contrast, pre-primary teachers reported moderate effectiveness with a rating of 63.1%. They demonstrated strengths in using existing learning resources but faced challenges in interpreting curriculum designs and delivering lessons within the allocated time. These findings are

consistent with the Zulkarnaen and Zulfakar (2021) observations regarding the implementation challenges at the pre-primary school level that effective teaching requires continual professional learning and support.

Similarly, lower primary school teachers showed a moderate effectiveness rating at 62.0%, excelling in delivering lessons on time. They experienced challenges when generating information from course books and during integration of Environmental Activities with Hygiene Activities. This is in tandem with findings of Kristen (2024) about the varied effectiveness levels among lower primary school teachers in implementing curriculum changes.

Overall, the triangulated data from various stakeholders indicates a consensus at 66.9% on teachers' capacity to navigate curriculum reforms. These findings underscore the importance of continuous professional development tailored to addressing specific challenges such as interpreting curriculum designs and ensuring access to adequate teaching resources, as highlighted by Kristen (2024) and Luambano (2018). Such targeted support is essential for enhancing teachers' effectiveness in delivering the Competency Based Curriculum (CBC) and improving educational outcomes across pre-primary and lower primary school levels.

### **5.2.3 Application of Whole School Approach in Integrating VbE, CSL and PEE**

The European Commission (2015) report on a whole school approach (WSA) to tackling early years learning indicates that all members of the school community (school leaders, middle management, teaching and non-teaching staff, learners, parents and families) feel responsible and play an active role in tackling educational disadvantage and preventing drop-out. WSA also implies a cross-sectoral approach and stronger cooperation with a wide range of stakeholders (social services, youth services, outreach care workers, psychologists, nurses, speech and language therapists, guidance specialists, local authorities, NGOs, business, unions, volunteers, etc.) and the community at large, to deal with issues, which schools do not (and cannot) have the relevant expertise for. Mogren et al. (2019) define WSA as the process of involving all school personnel, including the school headteachers, learner guidance teacher officer, non-teaching staff, learners and parents in nurturing values among learners.

This study sought to explore how WSA was applied in schools to enhance the integration of Values-based Education (VbE), Community Service Learning (CSL) and Parental Empowerment and Engagement (PEE). With respect to VbE, the findings showed how critical the WSA was in supporting the development of positive values among learners. As the study focused on the support offered by non-teaching staff, parents and other members of the community, it was evident that a number of approaches were being practised including: role modelling, guidance and counselling, interventions by religious bodies, engagement in spiritual programs, promotion of positive behaviour, and positive reinforcement by parents and caregivers.

Gichuba et al. (2014) underscored the need for all staff members to model core values like integrity and responsibility in their daily interactions, reinforcing these principles among students. Schools should ensure that all staff members model the values they wish to instil in students. Arguably, the notion that all staff members in the school covers even the non-teaching staff as was the case in the current study. The findings of Gichuba (ibid) support the results of this study which showed role modelling by adults is one of the avenues of encouraging young learners to behave morally.

Further, Durlak et al. (2011) emphasised the importance of programs focusing on Social-Emotional Learning (SEL) to ensure emotional safety. These programs are crucial in establishing a supportive environment where students feel secure and empowered to express their thoughts and emotions freely. Accordingly, the findings of this study revealed the place of spiritual programs in promotion of values. Consequently, the respondents registered a predominant involvement in church activities by learners in and out of school. In as much as Durlak and others focused on SEL, it can be argued that engaging learners in programs that focus on nurturing values is critical in enhancing VbE.

Another finding touched on the place of promoting positive behaviour and mannerism. It would be correct to argue that promotion of positive behaviour is key in enabling learners to develop and practise positive manners. More specifically, the findings revealed how the non-teaching staff and community members guided learners to displaying etiquette by practising such activities as maintaining order when queuing, encouraging learners to share food and other materials with others, and basic life skills like table manners. Arguably, such activities present a moral dilemma to young learners that calls for some level of reflection prior to execution. This is



in tandem with the work of Berkowitz and Bier (2005) and Glanzer and Milson (2006) who posit that reflective activities, such as journaling or group discussions, encourage students to think deeply about the values they encounter in their daily lives. Even so, their work was different because it focused on the lessons being rendered in class that discussed moral dilemmas and ethical decision-making.

A study carried out in Malaysia to find out how teachers shape learners' behaviour through learning showed that teachers used rewards and punishment to mould the behaviour of learners (Jelani et al., 2021). Some added that embarrassing punishments and physical punishments are not relevant and should be avoided. According to teachers, these negative reinforcements can lower learners' self-esteem. In this respect, this study noted that some parents would punish their children to correct any observed negative behaviour. Additionally, some schools took up the role of sensitising parents, non-teaching staff and the community on the importance of discipline. Likewise, Hoover-Dempsey et al. (2005) while stressing the role of parents in promoting values education, advocated for schools to conduct workshops and seminars aimed at educating parents on the importance of values education and how they can actively support these initiatives at home.

Kemdikbud (2017) pointed out that guidance and counselling has a significant role in supporting values education as part of the education system in Indonesia. Along with subject teachers, it was noted that school counsellors are school personnel who also provide such education. In as much as these findings related to the findings of the present study, some disparity exists in the nature of counselling done. While the Indonesian schools sought the services of school counsellors, the current study showed schools efforts to invite counsellors from outside.

Studies interrogating Community Service Learning note a positive impact of CSL on learners (Carlisle, et al., 2017; Chepkuto, et al., 2021). For instance, a study by Raykov and Taylor (2018) established that CSL developed positive skills and values which went beyond the immediate course content to connect learning to the real world. Moreover, learners improved their ability to think critically, empathise, and communicate.

Moving on to the integration of community service learning (CSL), it is worth noting that the current primary education in most countries have adopted the competence based education as

pointed out by Chambers and Lavery (2012), demands the implementation of active and experiential methodologies allowing children to apply learning in real conditions. Moreover, according to Jacoby (2014), in CSL programs, students engage in activities that address human and community needs, and at the same time, they are provided with structured opportunities for reflection specifically designed to achieve learning outcomes. Particularly, it combines in-class material and volunteer-like services within the community, thus, allowing students to learn the course's curriculum and apply it to real-life situations (Chiva-Bartoll, et al., 2019).

The findings revealed a considerable attempt by members of the community and non-teaching staff to engage learners in service activities to the community. Some of the activities carried out were embedded in the provision of charity care, offering services to vulnerable members of the community, environmental conservation practices and social hygiene maintenance, and cleaning of social and public places like the market, churches and mosques.

A study conducted in Spain by Chiva-Bartoll et al. (2020) investigated how service-learning promotes social well-being in primary education students. The results showed that participation in CSL programs may be an effective way to promote well-being related factors among students. Participation in the SL program had a moderate impact on the students' social well-being in factors such as cooperation, solidarity and achievement. Likewise, the results of this study showed an affirmation by respondents about the positive impact of CSL activities among learners. Reportedly, the CSL that involved cleaning of social and public places among other activities, enabled learners to interact with community members hence appreciating their responsibility in the community while developing such values as respect and integrity.

Furthermore, learners were also able to work with the community members to help with planting of trees for environmental conservation. In some instances, the learners were engaged in organised clean-up activities that involved removal of trash from waterways, and collecting rubbish in the villages and burning them. All these activities were crucial in promoting environmental conservation. Similarly, in South Africa, the Whole School Approach to CSL has been implemented in various primary schools with positive outcomes. Research conducted by the University of the Western Cape highlighted the success of the "Eco-Schools" program, where students engaged in environmental projects such as recycling and water conservation. These

projects led to improved environmental awareness and academic performance among students, as well as stronger school-community relationships (King, 2015).

In Brazil, the "Escola Cidadã" (Citizen School) initiative incorporates CSL into the curriculum, focusing on social justice and community engagement projects. Research by the University of São Paulo demonstrates that these initiatives help students develop critical thinking, empathy, and a strong sense of social justice. Projects often include working with underprivileged communities and participating in social awareness campaigns. This reflects the findings of this study where the provision of charity care was found to be a CSL activity carried out by most learners.

Olmstead (2019) conducted a study on implementing service-learning in the Lower Elementary Classrooms (K-3) in California. The teachers involved learners in a project where they paired learners with an elderly resident at a retirement centre, who became the student's "grand friend." The students took monthly trips to the retirement facility and they "would come prepared to work on a craft, draw pictures, or simply talk with their assigned elders. The findings showed that learners would participate in charity services such as providing care to the vulnerable such as the elderly.

As much as WSA was being adopted to implement CSL some dissenting voices from respondents indicated that some teachers were not adequately trained and hence not prepared to effectively guide learners to engage in CSL activities. This scenario is supported by Dingili (2024) who investigated the influence of identified challenges on effective implementation of CSL in senior schools in Kenya. He argued that studies that interrogate CSL as instructed under CBC in Kenya are non-existent. He further attributed this to the slow transition from content oriented (8-4-4 curriculum) to skill based curriculum (CBC). The results of Dingili's study indicated inadequate stakeholder sensitization, insufficient resource mobilisation together with negative stakeholder attitudes as the main limitations to effective parental engagement in implementation of CBC in Kenya. Moreover, these challenges threaten to derail effective implementation of CSL in senior schools once it commences in 2026. These findings seem to suggest that training teachers and the larger out-of-school community could help to improve the status of CSL.

Parents have always played a role in supporting their children's learning both during school-

based and home-based programmes. Widespread research has shown that parental involvement in children's education has a positive effect on child outcomes (Barger et al., 2019; Boonk et al., 2018). Many attempts have been made to define parental involvement in broad and specific terms (Wilder, 2014) but generally, it refers to the allocation of time and resources by parents in the learning of their children (Boonk et al., 2018; Wilder, 2014). According to the model, parents are more likely to be involved based on: their motivation to do so; their perception of the request to get involved and their life's circumstances. How motivated they are is dependent upon what they understand their role to be, and whether they believe they have the self-efficacy to offer the support needed (Ice & Hoover-Dempsey, 2011).

The Hoover-Dempsey and Sandler's model of parental involvement describes a 5-step process of how parents get involved with their children's learning, beginning with their decision to get involved in the child's achievement of learning outcomes (Hoover-Dempsey and Sandler 1997, 2005). In this regard, the present study sought to find out the contribution of the parent/guardian/care-givers towards the learners' education and to what extent the parents were empowered to support learning. The outcome was that the parents were involved directly or indirectly towards the learning of their children and this contributed towards their performance. It was also revealed that stakeholders, particularly the school administrators (Teachers, Board of Management, Parent and Teachers Associations) empowered parents to play their roles.

The research findings show that parents, to a large extent, were empowered to support learning through sensitization programs facilitated by teachers, education stakeholders, Parents Associations and other forms of local and community leadership. These are the forums where critical issues are discussed and joint decisions agreed upon. However, a small population of parents responded that they were neither contacted nor involved for participation in such matters.

The outcome of the study showed that parents or guardians and other caregivers got involved in learning activities by supporting these efforts in different ways. These efforts include; providing teaching-learning materials, providing financial support like paying school fees, supporting school feeding initiatives, mentorship and role-modelling, providing locally available materials for practical lessons, early identification of talents, creating an enabling learning environment, among other efforts. It was noted that parental support for learning was not uniform for these efforts dependent on the parents or guardians' capabilities and attitudes. Results show that

parents in private schools demonstrated a higher degree of engagement in learning while those parents with learners in special schools were less supportive. This could be as a result of the specialised nature in special schools or cultural beliefs which seem to discriminate against such learners.

Overall, the above research findings show a direct and positive relationship between the learning outcomes and the parents' empowerment and engagement. More efforts need to be made to sustain these efforts for the good of society. The research finding calls upon those caregivers who are not playing their roles to equally support their children to attain higher levels of academic excellence.

#### **5.2.4 Challenges Encountered in the Implementation of the Rationalized Curriculum**

Hancock (2012) defines curriculum change as the transformation of the curriculum schemes for example its design, goals and content. That is, it refers to the linkages or close working relationship between developers of syllabi, assessors of the syllabi (Examination bodies), implementers of the syllabi (Teachers), consumers of the syllabi (students), evaluators of implementation of the syllabi (school inspectors), consumers of the graduates (employers), and supporting education stakeholders (parents and community members). They argue that making such changes aim at making the curriculum different in some way, to give it a new position or direction.

The findings of this study showed that resources for both learners and teachers were pre-requisites for effective learning. It was however evident that limited access to such resources made it difficult for implementers to make learning seamless. These findings resonate with the views of Kim (2015) who outlined factors affecting successful adoption and execution of a curriculum that has been rationalised. According to the findings, inadequate resources are a significant barrier to effective curriculum delivery. It is therefore arguable that the current absence of appropriate resources that align to changes in place means that there are constraints in curriculum delivery. It calls for timely and targeted resource allocation to address such systemic challenges.

Anjorin-Ojewole (2023) carried out a study in Nigeria to investigate the effect of curriculum change on the teaching and learning of English language in secondary schools. The study

highlighted several factors including inadequate teacher training, insufficient instructional materials, and increased workload and stress for teachers and learners. These findings of the present study are in congruence with the results of Anjorin-Ojewole's work since it revealed a concern by the respondents about the frequency of adjustments made in the curriculum. The respondents felt that the changes being implemented were still new to the teachers. As such, their lack of knowledge and the requisite skills became an impediment to smooth infusion.

Additionally, Akinyeye and Oluwagbohunmi (2017) argue that making changes to a curriculum can create confusion and resistance among teachers and learners who are used to the old curriculum and may not understand or appreciate the rationale and benefits of the new one. Likewise, the respondents in the present study pointed out that new knowledge and skills were confusing and proving difficult for teachers to infuse in the dimensions of learning with respect to the curriculum changes. To this end, literature on curriculum changes has shown that there is a need for teacher understanding and efficacy when implementing a new curriculum, especially considering the impact of these factors on student learning (Nevenglosky, 2018). In the same token, Anjorin-Ojewole (2023) suggests the need to provide more teacher support and guidance, and developing relevant and engaging materials so as to successfully effect curriculum changes in school. Furthermore, Anjorin-Ojewole cites lack of adequate and relevant textbooks, audio-visual aids, and other resources to be a major challenge to the implementation of curriculum changes in English language. This agrees with the findings of the current study that particularly highlighted the challenges of lack of standard printed curriculum designs and updated curriculum support materials.

Bell (2015) analysed the advantages and disadvantages of an English grammar curriculum; specifically, the guidance and directives provided to support teachers. Though Bell found the curriculum to be accurate overall, he found that the materials lacked pedagogical guidance to help teachers understand the lessons accurately enough to teach them. Bell (2015) pointed out another necessary component when considering the adoption of changes in a curriculum, but he reinforced how proper training played into implementing the curriculum with confidence (Ibid, 2015) found that lack of training or guidance for curriculum hindered accurate delivery to students. Once again, this type of barrier has been found to influence student growth and learning (Causarano, 2015).

While the study of Caropreso et al. (2016) and Bell (2015) touched on the lack of pedagogical guidance as a setback to teachers' efficacy, it can be argued that the challenge was not a direct indicator to teachers' ability to render pedagogical-content knowledge. These findings relate to the results of this study where teachers faulted their non-performance to the lack of updated course materials. As such, they were unable to effectively achieve learning outcomes expected for the different activity and learning areas. This is because some teachers were reluctant to extract content from the different textbooks (Caropreso et al., 2016; McNeill et al., 2016). Thus, they opined that they would rather have access to the updated course materials for efficient learning to occur. Further, they argue that sometimes the problem with implementation results from a problem with the curriculum itself (Caropreso et al., 2016).

While awareness is the first step in realising the intended changes for rationalisation, findings show that implementers had not been adequately furnished with the information they required as architects of the learning process. These findings deviate from the expectations of Rose (2023) who states that teachers use their knowledge and expertise to interpret curriculum documents for the purposes of teaching. It is expected that interpretation of curriculum documents enables them to develop an understanding of the age and stage of their learners. Insufficient knowledge on integrated content from learning areas that some facilitators were not familiar with as indicated in the findings only points to the absence of the technical capacity among teachers. This further makes them incapable of discerning how they will introduce such content to their learners. Enhancing the effectiveness of rationalised curriculum implementation means targeted efforts towards awareness creation and capacity building on the areas of change.

High cost of implementation is outlined as one of the major challenges affecting the implementation of the rationalised curriculum. Accordingly, the results of this study showed that the burden of bridging the gap in facilities and staffing was borne by parents who found it expensive and unsustainable. This is supported by the Usawa Agenda Assessment Report (2023) which revealed that a staggering 74.8% of parents are demanding a reduction in the financial burden imposed by the new curriculum. Likewise, a media report from the People's Daily of September 20th, 2021 cited cost burden as one of the challenges faced by parents in CBC implementation in sampled areas. Among the parents interviewed were those with low income whose responses pointed to the cost of printing school assignments as being a burden to them.

Correspondingly, the teachers' attitudes are strong influencers of the successful implementation of curriculum changes. Indeed, enthusiastic teachers are more likely to explore the curriculum's possibilities, while those who are sceptical may resist its methods or goals. The results showed that some teachers had a negative attitude towards the curriculum changes hence becoming prone to resistance. A study carried out in Nigeria pointed out that the main challenges of implementing the new curriculum in English language education is the lack of adequate resources and infrastructure. Many schools do not have enough qualified teachers, textbooks, computers, or internet access to support the new standards and methods (Adeyemi, 2011; Oluwaseyi, 2017). Moreover, some teachers and students may resist the change and prefer the traditional ways of teaching and learning (Ogunyinka et al., 2014; Umar et al., 2019).

Teacher preparedness in curriculum implementation is key to a smooth flow of the curriculum. Despite this, the study highlighted that teachers in their institutions did not have a very clear concept of the changes that had been effected in the curriculum. Implicitly, teachers charged with structuring the instructional process did not have the technical capacity to deliver the changes in the curriculum for the benefit of the pre-primary learners. According to Nyamida (2020), curriculum changes should be done in discretion so that it does not affect teaching and learning development so as to maintain the status of education. Changing the way teachers and students learn requires specific approaches, in-service training of teachers is not enough, if curriculum reform aims at changing the ways students learn and teachers teach, more sophisticated implementation and in-service trainings to teachers should be emphasised; that is, teachers should be well equipped with the knowledge they should give to the learners and should have variety of teaching and learning methodologies to teach all the new concepts included in the developed curriculum.

The study pointed to inadequate support from parents as a challenge in implementation of the curriculum. It notes that they had other needs at home which required their immediate attention. Kilile et al. (2019) investigated the challenges facing Early Childhood Development Education (ECDE) Centres in the implementation of the Competency Based Curriculum in Kitui county. The study revealed that some of the challenges included inadequate teaching and learning resources, poor parental involvement, and lack of enough support staff members. They recommended that the government should provide the necessary teaching and learning materials



for the effective implementation of the CBC in ECDE centres. This would make it possible for schools to leverage the support from parents, the community, and other stakeholders to successfully undertake their obligations in the curriculum implementation process.

Another challenge that came out quite prominently was the integration of ICT in the learning process. It is worth noting that Information and Communication Technology (ICT) encompasses a broad range of digital technological advances and tools used for the acquisition, storage, manipulation and communication of information (Sailer et al., 2024). These include computers, the internet, software applications, interactive whiteboards, and mobile devices (Hodaňová et al., 2020). Using ICTs in elementary school, particularly within rural underserved contexts, provides valuable insights into the actual impact of ICT integration on teaching methods, and learner outcomes including educational equity (Rana, 2018).

A study by Rodríguez-Jiménez et al. (2023) examined the result of a comprehensive teacher proficient growth course in a rural Mexican primary school. The program focused on building teachers' ICT skills and infusing technology into their teaching. The findings indicated significant improvements in both teacher readiness and student outcomes. A longitudinal study by Teame et al. (2019) in elementary institutes in rural areas in Ethiopia emphasised the role of using ICT in promoting educational equity. The researchers found that the provision of digital resources, including e-books and tablets, reduced disparities in access to quality educational materials and contributed to increased enrolment and attendance among marginalised groups (Ahmad et al., 2021). These empirical studies collectively demonstrate that ICT adoption in primary education, when implemented effectively and accompanied by appropriate teacher training and support, can lead to positive changes in teaching methods, learning outcomes, and educational equity, even in rural and underserved contexts. However, they also underscore the importance of context-specific strategies and the need for comprehensive approaches that consider infrastructure, policy, and pedagogical practices.

In conclusion therefore, ICT is integral in the implementation of the curriculum. While this might foster engaging learning experiences and promotion of collaboration among learners during learning, it was noted that in most instances, teachers lacked digital devices and internet for efficient integration of ICTs in learning to enhance their curriculum delivery.

## **5.3 Conclusions**

### **5.3.1 Extent of Implementation of the Rationalised Curriculum**

The study indicates a generally positive reception to the changes implemented in the pre-primary and lower primary curriculum. Headteachers, pre-primary, and lower primary teachers generally perceive the rationalised curriculum as appropriate, particularly in terms of the reduction of learning areas and the number of lessons per week. Pre-primary teachers show effectiveness in interpreting curriculum designs and utilising existing learning resources, although some improvement is needed in ensuring timely lesson delivery. Curriculum support officers note significant progress in aligning teaching practices with the curriculum, despite some schools lacking sufficient resources. Observations from lesson timetables and schemes of work suggest a high level of adherence to the planned learning activities, with minor discrepancies in environmental activities. However, some schools still timetabled the old learning areas implying non-conformity. Overall, the study suggests a positive outlook on the implementation of the rationalised curriculum, with opportunities for further improvement in certain areas such as resource availability and teacher induction.

### **5.3.2 Teacher Capacity for Effective Delivery of the Rationalised Curriculum**

Success in implementation of any curriculum depends on how well curriculum implementers are prepared to undertake the task to a great extent. Teachers who are well prepared demonstrate high levels of competency in curriculum interpretation, use of the available learning resources, planning for teaching, utilisation of time allocated for specific lessons among other aspects which revolve around the teaching and learning process. When teachers experience challenges bordering on interpretation of curriculum designs and inability to plan for lessons well, it is a signal that continuous capacity development is required. Triangulated data from various stakeholders indicates a consensus on teachers' capacity to navigate curriculum reforms which suggest continuous professional development is crucial for teachers to navigate curriculum reforms and improve educational outcomes. This training should aim at equipping teachers with knowledge on how to utilise learning resources effectively, handling of integrated learning areas, content mastery in their teaching subjects, pedagogical approaches to use in class, planning for teaching, classroom management strategies and ICT integration in learning.

### **5.3.3 Application of Whole School Approach in Integrating VBE, CSL and PEE**

The integration of Values-based Education (VbE), Community Service Learning (CSL), and Parental Empowerment and Engagement (PEE) through WSA shows promise in fostering well-rounded learners with a sense of civic responsibility. However, ongoing challenges such as insufficient parental involvement and limited community engagement highlight the need for concerted efforts to raise awareness and strengthen partnerships between schools, families, and communities. By addressing these challenges and leveraging the strengths of the whole school approach, educational stakeholders can collectively work towards nurturing a supportive environment that enhances student learning and encourages positive moral development among young learners in the EYE and lower primary education levels.

### **5.3.4 Challenges Encountered in the Implementation of the Rationalized Curriculum**

The adoption and full implementation of the rationalised curriculum has been jeopardised by inadequate mastery of the integrated learning areas among the implementers. Further, the absence of hard copies of the design and appropriate course books implied that teachers were unable to interpret the rationalised curriculum as expected. It is evident that low levels of awareness about the changes among parents, and constraints related to time and money limit the maximum participation of parents.

## **5.4 Recommendations**

1. KICD in collaboration with the MoE to expedite the provision of schools with updated course books for the rationalised curriculum areas in order to support the implementation of curriculum in those areas.
2. KICD in collaboration with the MoE to fast track the delivery of curriculum designs in the rationalised areas to enable teachers to prepare effectively for lesson delivery.
3. The PWPER recommendation on review of existing policies and guidelines on pre-school primary teacher deployment and institutional administration to be implemented by MoE, TSC and CoG.
4. TSC in collaboration with the other relevant agencies to upscale regular continuous professional development programmes to continuously equip teachers with the necessary skills and knowledge for effective implementation of the rationalised curriculum.

5. CoG in collaboration with TSC and other relevant authorities to offer professional development to pre-primary school teachers. One of the key areas that teachers should be trained on should be instructional planning.
6. MoE in collaboration with relevant institutions to guide schools to develop a framework for integration of VbE, CSL and PEE through the whole school approach.
7. KICD to develop an online teacher orientation course to support teachers in the implementation of the rationalised curriculum.
8. Schools to encourage collaboration among teachers through communities of practice to share best practices and innovative teaching methods for the rationalised curriculum.
9. Schools, through support from KICD, MoE and relevant agencies should actively engage parents and the local community in supporting the implementation of the rationalised curriculum.

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## APPENDICES

### Appendix 1: List of schools for the study

County	Public Primary Schools	Private Schools	Special Schools
Mombasa	<ol style="list-style-type: none"> <li>1. Bamburi</li> <li>2. Bomu</li> <li>3. Kengeleni</li> <li>4. Kwashee</li> <li>5. Likoni Muslim Comprehensive School</li> </ol>	<ol style="list-style-type: none"> <li>1. Bashrahill Academy</li> <li>2. Busy Bee School</li> <li>3. The Nyali School</li> </ol>	<ol style="list-style-type: none"> <li>1. The Salvation Army Likoni School for The Blind</li> <li>2. Ziwani School for the Deaf</li> </ol>
Kwale	<ol style="list-style-type: none"> <li>1. Chigutu</li> <li>2. Kwale</li> <li>3. Mulunguni</li> <li>4. Mwangani Primary &amp; JSS</li> <li>5. Ndohivyo Primary &amp; JSS</li> <li>6. Vigurungani Primary</li> </ol>	<ol style="list-style-type: none"> <li>1. Swikunda Primary School</li> <li>2. Makemba Cademy</li> </ol>	<ol style="list-style-type: none"> <li>1. Kwale School for The Deaf</li> <li>2. Kwale Special School For Mentally Challenged</li> </ol>
Kilifi	<ol style="list-style-type: none"> <li>1. Benyoka Comprehensive</li> <li>2. Isaac Nyondo</li> <li>3. Kaembeni</li> <li>4. Kibaoni Comprehensive</li> <li>5. Majajani</li> <li>6. Masheheni</li> <li>7. Mbarakachembe</li> <li>8. St. Thomas Watamu</li> </ol>	<ol style="list-style-type: none"> <li>1. Twinkle Stars Academy</li> </ol>	
Tana River	<ol style="list-style-type: none"> <li>1. Adele</li> <li>2. Bula Sukele</li> <li>3. Dukanotu</li> <li>4. Hola</li> <li>5. Huruma School</li> <li>6. Mororo Mixed Day &amp; Boarding</li> </ol>	<ol style="list-style-type: none"> <li>1. Sisters Of St.Joseph Holly Angel Primary School</li> <li>2. Future Star Academy</li> </ol>	<ol style="list-style-type: none"> <li>1. Hola School for The Mentally Handicapped</li> <li>2. Lisa Hola School for the Deaf</li> </ol>
Lamu	<ol style="list-style-type: none"> <li>1. Bora Imani Comprehensive</li> <li>2. Hindi Comprehensive</li> <li>3. Koreni</li> <li>4. Mokowe Arid Zone</li> <li>5. Mokowe School &amp; JSS</li> <li>6. Wadhajir Kilimani</li> </ol>		
Taita Taveta	<ol style="list-style-type: none"> <li>1. Kitivo</li> <li>2. Mlawa &amp; JSS</li> <li>3. Mrabani Comprehensive</li> <li>4. Mwatate</li> <li>5. Sowene Comprehensive</li> </ol>	<ol style="list-style-type: none"> <li>1. Mwatate Junior Preparatory</li> <li>2. PCEA St Stephens Academy</li> </ol>	<ol style="list-style-type: none"> <li>1. Mwanyambo Special School for The Deaf</li> <li>2. Timbila Special School</li> </ol>

	6. St.Ignitius Nguraru		
Garissa	<ol style="list-style-type: none"> <li>1. Al Farouq Boys</li> <li>2. AP Goodwish &amp;JSS</li> <li>3. Dujis</li> <li>4. Kazuko Girls Comprehensive</li> <li>5. Modika</li> <li>6. Nunow</li> <li>7. Shimbir</li> </ol>	<ol style="list-style-type: none"> <li>1. Mnara Junior School</li> <li>2. Sunshine Academy Garissa</li> </ol>	<ol style="list-style-type: none"> <li>1. Garissa School for The Deaf</li> <li>2. Garissa Special School for the MH</li> </ol>
Wajir	<ol style="list-style-type: none"> <li>1. Catholic Integrated</li> <li>2. Elnur</li> <li>3. Farjano</li> <li>4. Johar</li> <li>5. Kukale</li> <li>6. Leheley</li> <li>7. Volunteer &amp; JSS</li> </ol>	<ol style="list-style-type: none"> <li>1. Amoud Primary</li> </ol>	
Marsabit	<ol style="list-style-type: none"> <li>1. Butiye</li> <li>2. Date</li> <li>3. Hekima</li> <li>4. Holale</li> <li>5. Hula Hula</li> <li>6. Karare</li> <li>7. Parkison</li> </ol>	<ol style="list-style-type: none"> <li>1. ZAD Muslim Primary</li> <li>2. Marsabit Little Angles</li> </ol>	<ol style="list-style-type: none"> <li>1. Moyale Special</li> </ol>
Isiolo	<ol style="list-style-type: none"> <li>1. Kilimani Mixed Day &amp; Boarding</li> <li>2. Kipsing</li> <li>3. Nooloroi</li> <li>4. St. Kizito Comprehensive</li> <li>5. Uhuru</li> <li>6. Wabera Comprehensive School</li> </ol>	<ol style="list-style-type: none"> <li>1. Happy Destined Kids</li> <li>2. St. Kizito Comprehensive School</li> </ol>	<ol style="list-style-type: none"> <li>1. Isiolo School For Hearing Impaired</li> </ol>
Meru	<ol style="list-style-type: none"> <li>1. ACK Rei</li> <li>2. CCM Giantune</li> <li>3. D.E.B Mukune Gakwine</li> <li>4. Kararia</li> <li>5. MCK Kiamiruru Primary</li> <li>6. Mugae</li> <li>7. Ntharene</li> <li>8. P.C.E.A Kanyakine Mixed Day &amp; Boarding</li> <li>9. Rwanderi</li> </ol>	<ol style="list-style-type: none"> <li>1. Ripples International Christian School-Nahal</li> <li>2. P.C.E.A Linus Waruiru Primary School</li> </ol>	<ol style="list-style-type: none"> <li>1. Meru Special School For M.H &amp; Autism Children</li> </ol>

Tharaka Nithi	<ol style="list-style-type: none"> <li>1. Chuka Township</li> <li>2. Gianchuku</li> <li>3. Kagongo Gacheke</li> <li>4. Karimba</li> <li>5. Kathawgawe</li> <li>6. Magundu</li> <li>7. Mriamu</li> <li>8. Mukuuni</li> </ol>	<ol style="list-style-type: none"> <li>1. Chogoria Milimani</li> <li>2. Little Flowers</li> </ol>	
Embu	<ol style="list-style-type: none"> <li>1. ACK Kamuringa</li> <li>2. DEB Iveche</li> <li>3. DEB Kangaru</li> <li>4. DEB Mufu</li> <li>5. Gatondo</li> <li>6. Nica Muganjuki</li> <li>7. St Michael</li> </ol>	<ol style="list-style-type: none"> <li>1. Havard Junior</li> <li>2. St Joseph High Vision Kaithege</li> </ol>	<ol style="list-style-type: none"> <li>1. St Monica Embu Special School</li> </ol>
Kitui	<ol style="list-style-type: none"> <li>1. Kaiyethoka</li> <li>2. Kauwi Comprehensive</li> <li>3. Matinyani DEB</li> <li>4. Migwani AIC</li> <li>5. Mwanja</li> <li>6. Mwingi</li> </ol>	<ol style="list-style-type: none"> <li>1. St Rita Maryland Chiluni</li> <li>2. St. Gabriel's CDOK School</li> </ol>	<ol style="list-style-type: none"> <li>1. Kitui Central for The Deaf</li> <li>2. Kitui Comprehensive Schools for Visually Impaired</li> <li>3. Migwani AIC Special School for the MH &amp; PH</li> </ol>
Machakos	<ol style="list-style-type: none"> <li>1. Kangundo DEB</li> <li>2. Kathese</li> <li>3. Kitwii Boys Comprehensive School</li> <li>4. Muthini</li> <li>5. St. Martins Kitwii</li> <li>6. Tala SA</li> <li>7. Township Muslim Comprehensive</li> </ol>	<ol style="list-style-type: none"> <li>1. Fine Brook Academy</li> <li>2. Twiga Plains</li> </ol>	<ol style="list-style-type: none"> <li>1. Machakos School For The Deaf</li> </ol>
Makueni	<ol style="list-style-type: none"> <li>1. Kilyungi</li> <li>2. Kisayani</li> <li>3. Kivani</li> <li>4. Matangi</li> <li>5. Moonicounty</li> <li>6. Mutitu SDA</li> <li>7. Ngukiini</li> </ol>	<ol style="list-style-type: none"> <li>1. High Achievers Academy</li> <li>2. Miangeni International</li> <li>3. St Brigid School Mbooni</li> </ol>	
Nyandarua	<ol style="list-style-type: none"> <li>1. Kahigu</li> <li>2. Kanyugi Comprehensive</li> <li>3. Matundura Comprehensive</li> <li>4. Njomo School</li> <li>5. Olkalou</li> <li>6. St. Peter's</li> </ol>	<ol style="list-style-type: none"> <li>1. Southwales School</li> <li>2. Kahia Academy</li> <li>3. Busara Forest View Academy</li> </ol>	<ol style="list-style-type: none"> <li>1. Nyandarua School For The Deaf</li> <li>2. Olkalou School for PH</li> </ol>

Nyeri	<ol style="list-style-type: none"> <li>1. Chaka</li> <li>2. Karindundu</li> <li>3. Karunds</li> <li>4. Kerichu</li> <li>5. Kiamwangi</li> <li>6. Kiarithaini</li> <li>7. Mathaithi Comprehensive</li> <li>8. Tumutumu</li> </ol>	<ol style="list-style-type: none"> <li>1. St. Andrews Giakanja Catholic Academy</li> </ol>	<ol style="list-style-type: none"> <li>1. Tumutumu School for the Deaf</li> </ol>
Kirinyaga	<ol style="list-style-type: none"> <li>1. Kiangari</li> <li>2. Kianwe</li> <li>3. Kirwarwa</li> <li>4. Mutithi Junior</li> <li>5. Mutithi School</li> <li>6. Ngaru</li> <li>7. Ngungu</li> <li>8. Ngurubani</li> <li>9. Thiba</li> </ol>	<ol style="list-style-type: none"> <li>1. Effort Junior</li> </ol>	<ol style="list-style-type: none"> <li>1. Kerugoya School for the Deaf</li> </ol>
Murang'a	<ol style="list-style-type: none"> <li>1. Gagitarage</li> <li>2. Itaaga</li> <li>3. Kaharo</li> <li>4. Kanjahi</li> <li>5. Kiuu</li> <li>6. Marema Comprehensive</li> <li>7. Marura</li> <li>8. Thaara</li> </ol>	<ol style="list-style-type: none"> <li>1. Don Bosco Comprehensive</li> <li>2. Precious Angels School</li> </ol>	<ol style="list-style-type: none"> <li>1. Percy Davies Special School</li> </ol>
22. Kiambu	<ol style="list-style-type: none"> <li>1. Githunguri</li> <li>2. Kanjai</li> <li>3. Kidfarmaco</li> <li>4. Kikuyu Township</li> <li>5. Nderi &amp; JSS</li> <li>6. Ngenduri Comprehensive School</li> </ol>	<ol style="list-style-type: none"> <li>1. Ngenduri Comprehensive School</li> <li>2. St. Bakhita Catholic School</li> <li>3. PCEA Joshua Kiongo Primary</li> </ol>	<ol style="list-style-type: none"> <li>1. Joy Town</li> <li>2. PCEA Komothai W/G Special School For MH</li> </ol>
West Pokot	<ol style="list-style-type: none"> <li>1. Chepareria</li> <li>2. Kamatira</li> <li>3. Karas</li> <li>4. Makutano</li> <li>5. Propoi</li> <li>6. Sakat</li> <li>7. St Brendan Chelombas</li> </ol>	<ol style="list-style-type: none"> <li>1. Kapenguria Town view</li> <li>2. St Marys Assumption Pry</li> </ol>	<ol style="list-style-type: none"> <li>1. St Francis School for the Visual Impaired</li> </ol>
Samburu	<ol style="list-style-type: none"> <li>1. Girgir Comprehensive School</li> <li>2. Kalama</li> <li>3. Laresoro</li> <li>4. Lderkesi Comprehensive School</li> <li>5. Lorubae</li> <li>6. Maralal</li> <li>7. Waso Muslim Primary</li> </ol>	<ol style="list-style-type: none"> <li>1. PCEA Maralal Academy</li> </ol>	<ol style="list-style-type: none"> <li>1. Seneiya Special School</li> </ol>

Trans Nzoia	<ol style="list-style-type: none"> <li>1. Central Primary School</li> <li>2. Kitale School</li> <li>3. Kitale Union</li> <li>4. Matisi Comprehensive School</li> <li>5. St. Columbans Primary School</li> <li>6. Transzoia</li> </ol>	<ol style="list-style-type: none"> <li>1. Pathfinder Academy</li> <li>2. Line Member School</li> </ol>	<ol style="list-style-type: none"> <li>1. Mitoto Special for VI</li> <li>2. St. Columbans for the Deaf</li> </ol>
Uasin Gishu	<ol style="list-style-type: none"> <li>1. Hill School Edoret</li> <li>2. Illura Integrated School</li> <li>3. Kapchumba School</li> <li>4. Kapsoya</li> <li>5. Kimalel</li> <li>6. Mwirutu</li> </ol>	<ol style="list-style-type: none"> <li>1. Arya Primary School</li> <li>2. Sossiani Primary School</li> <li>3. Geenvale School</li> </ol>	<ol style="list-style-type: none"> <li>1. Eldoret School for HI</li> </ol>
Elgeyo Marakwet	<ol style="list-style-type: none"> <li>1. Chemarkach</li> <li>2. Chemwabul</li> <li>3. Iten Primary</li> <li>4. Kaptarkok</li> <li>5. Kiptulos</li> <li>6. Mokwo</li> </ol>	<ol style="list-style-type: none"> <li>1. Sunrise Academy</li> <li>2. ASE St Brigids Academy</li> </ol>	<ol style="list-style-type: none"> <li>1. Chepsigot Special School for the VI</li> <li>2. Iten School for the Deaf</li> </ol>
Nandi	<ol style="list-style-type: none"> <li>1. Cheptarit</li> <li>2. Kabikwen</li> <li>3. Kapsigak</li> <li>4. Keteng</li> <li>5. Kipsotoi Comprehensive School</li> <li>6. Malel Mosoriot Mugunya</li> </ol>	<ol style="list-style-type: none"> <li>1. Roseve Educational Centre</li> <li>2. Brainfield Education Centre</li> </ol>	<ol style="list-style-type: none"> <li>1. Kapsabet School for the Deaf</li> </ol>
Baringo	<ol style="list-style-type: none"> <li>1. Kapropita</li> <li>2. Kureschun</li> <li>3. Moi Kabartonjo D/B</li> <li>4. Ngolong</li> <li>5. Ossen</li> <li>6. Rosobet</li> </ol>	<ol style="list-style-type: none"> <li>1. Kings Hill</li> <li>2. St. Paul Catholic School</li> </ol>	<ol style="list-style-type: none"> <li>1. Kabarnet School for Deafblind Children</li> <li>2. Marigat Special School for the Visually Impaired</li> </ol>
Laikipia	<ol style="list-style-type: none"> <li>1. Bungoma Comprehensive School</li> <li>2. DEB Rumuruti</li> <li>3. Kagaa</li> <li>4. Ngarenaro</li> <li>5. Olng'arua</li> <li>6. Sipil School for the Deaf</li> <li>7. Thingithu</li> </ol>	<ol style="list-style-type: none"> <li>1. John Paul II Schools</li> <li>2. AIC St. Paul Academy</li> </ol>	<ol style="list-style-type: none"> <li>1. Olng'arua Special School</li> <li>2. Sipil School for The Deaf</li> </ol>
Nakuru	<ol style="list-style-type: none"> <li>1. Gilgil Garrison</li> <li>2. Lanet Comprehensive</li> <li>3. Moi Primary</li> <li>4. Njoro DEB</li> <li>5. St. Marys Girls</li> <li>6. Utafiti Njoro</li> </ol>	<ol style="list-style-type: none"> <li>1. AIC Naivasha Town School</li> <li>2. Radiance Academy</li> </ol>	<ol style="list-style-type: none"> <li>1. Gilgil Special School</li> <li>2. Ngala School for the Hearing Impaired</li> </ol>



Narok	<ol style="list-style-type: none"> <li>1. Mugunya</li> <li>2. Enabelibel</li> <li>3. Kisiriri</li> <li>4. Koitamugul Primary</li> <li>5. Kutete Comprehensive</li> <li>6. Lenana</li> <li>7. Oloirien</li> <li>8. Ololulunga Day Pry</li> <li>9. Ronuena</li> </ol>	<ol style="list-style-type: none"> <li>1. Our Lady Queen of Peace</li> <li>2. St Paul's Catholic Academy</li> </ol>	
Kajiado	<ol style="list-style-type: none"> <li>1. Enkasiti</li> <li>2. Moipei</li> <li>3. Ngong Township</li> <li>4. Olkejuado Primary Boys Boarding School</li> <li>5. Ooloolua Primary School</li> <li>6. Utumishi Sacco Primary</li> </ol>	<ol style="list-style-type: none"> <li>1. St. Francis De Sales</li> <li>2. The Ideal School</li> </ol>	<ol style="list-style-type: none"> <li>1. Ilbissil Boarding School for the deaf</li> </ol>
Kericho	<ol style="list-style-type: none"> <li>1. Chepikigony Primary</li> <li>2. Kaptoboiti Primary School</li> <li>3. Kenegut Comprehensive</li> <li>4. Kiboybei Primary School</li> <li>5. Kosisit Primary School</li> <li>6. Londiani Central Primary</li> <li>7. Machorwa Primary School</li> </ol>	<ol style="list-style-type: none"> <li>1. Glorious Valley School</li> <li>2. Sunshine Litein School</li> <li>3. Kisabei Shiners Academy</li> <li>4. St Mary's Primary School - Bomet</li> </ol>	<ol style="list-style-type: none"> <li>1. St. Kizito's Litein School For The Deaf</li> </ol>
Bomet	<ol style="list-style-type: none"> <li>1. Bomet Township Pry &amp; Special Unit</li> <li>2. Kiptergekyan Primary</li> <li>3. Kiptobit Primary School</li> <li>4. Longisa Primary School</li> <li>5. Metipso Primary School</li> <li>6. Ruseya Primary School</li> <li>7. Sinendoik Primary School</li> </ol>		<ol style="list-style-type: none"> <li>1. Kipngosos Special for the MH</li> </ol>
Kakamega	<ol style="list-style-type: none"> <li>1. Bumini Primary</li> <li>2. Friends School Bukhaywa Primary School</li> <li>3. Ingavira Primary School</li> <li>4. Kakamega Primary School</li> <li>5. Magakha P.A.G Primary School</li> <li>6. Shamberere F.A.M Primary School</li> </ol>	<ol style="list-style-type: none"> <li>1. Kakamega Hill Primary School</li> <li>2. The Royal Star School</li> </ol>	<ol style="list-style-type: none"> <li>1. FGCK Daisy Special School</li> <li>2. Friends Kaimosi Special School</li> <li>3. Kakamega School for The Deaf</li> <li>4. Mumias Primary School for the Deaf</li> </ol>

Vihiga	<ol style="list-style-type: none"> <li>1. Chavakali Friends Comprehensive School</li> <li>2. Ebukuya Primary School</li> <li>3. Ebuyalu Primary School</li> <li>4. Ebwiranyi F.O.G Primary School</li> <li>5. Idavaga Muslim Comprehensive School</li> <li>6. St. Francis Hambale Primary School</li> </ol>	<ol style="list-style-type: none"> <li>1. Abundant Life Academy</li> <li>2. Mudasa Academy Vihiga</li> </ol>	
Bungoma	<ol style="list-style-type: none"> <li>1. Bungoma DEB</li> <li>2. Central Baptist</li> <li>3. Kimwanga RC</li> <li>4. Mayanja R.C</li> <li>5. Musikoma Comprehensive School</li> <li>6. St.Nabuyeywe</li> </ol>	<ol style="list-style-type: none"> <li>1. PCEA Bungoma</li> <li>2. Western Height Academy</li> </ol>	<ol style="list-style-type: none"> <li>1. Kimwanga H.I</li> <li>2. St.Denis Lipolina Special.P.I</li> </ol>
Busia	<ol style="list-style-type: none"> <li>1. Amoni Primary</li> <li>2. Busia Township</li> <li>3. Chakol Girlspry</li> <li>4. Koteko</li> <li>5. St.Marys Asinge</li> <li>6. St.Teresa Girls</li> </ol>	<ol style="list-style-type: none"> <li>1. Davidsan</li> <li>2. St.Judes</li> </ol>	<ol style="list-style-type: none"> <li>1. Alupe Special</li> </ol>
Siaya	<ol style="list-style-type: none"> <li>1. Agorotula Primary</li> <li>2. Ajigo Primary</li> <li>3. Bar Kodhiambo Primary</li> <li>4. Kayieye comprehensive</li> <li>5. Nina Primary &amp; JSS</li> <li>6. Nyagondo</li> <li>7. Ulafu Primary &amp;JSS</li> </ol>	<ol style="list-style-type: none"> <li>1. Wema House School</li> <li>2. Jayson Academy Bondo</li> </ol>	<ol style="list-style-type: none"> <li>1. Kayieye School for H.I</li> <li>2. Nina Special for The Deaf</li> </ol>
Kisumu	<ol style="list-style-type: none"> <li>1. Kibos Prison School</li> <li>2. Mirieri Comprehensive School</li> <li>3. Obambo Comprehensive</li> <li>4. Ochok Kadongo</li> <li>5. Ogango Comprehensive</li> <li>6. Rapongi Primary</li> </ol>	<ol style="list-style-type: none"> <li>1. Precious Angels</li> <li>2. Pinochio Academy</li> </ol>	<ol style="list-style-type: none"> <li>1. Joyland Special Primary School</li> <li>2. Kibos School for The Blind</li> </ol>
Homa Bay	<ol style="list-style-type: none"> <li>1. Ayub Akoko Comprehensive School</li> <li>2. God Bondo</li> <li>3. Kobodo Primary School</li> <li>4. Nyaburi Integrated Primary School</li> <li>5. Nyarabi Comprehensive School</li> <li>6. Orera Primary School</li> <li>7. Wiobiero Primary</li> </ol>	<ol style="list-style-type: none"> <li>1. Janeiro Junior Academy</li> <li>2. St Alfred Sunrise Adiedo</li> </ol>	<ol style="list-style-type: none"> <li>1. Nyangweso School for the Deaf</li> </ol>

Migori	<ol style="list-style-type: none"> <li>1. Marienga Comprehensive School</li> <li>2. Mogori Primary</li> <li>3. Mukuyu</li> <li>4. Ngege Comprehensive</li> <li>5. Sony Suare Comprehensive School</li> <li>6. Uriri Comprehensive</li> </ol>	<ol style="list-style-type: none"> <li>1. Millimani Hill Crest Academy</li> <li>2. Kenya Relief Academy</li> </ol>	<ol style="list-style-type: none"> <li>1. Kija Comprehensive School for the Deaf</li> <li>2. Wizara School for the MH</li> </ol>
Kisii	<ol style="list-style-type: none"> <li>1. ELCK Iterio Girls Primary &amp; JSS</li> <li>2. Getembe DEB Primary</li> <li>3. Jogoo S.A Comprehensive</li> <li>4. Nyaguku DOK &amp; JSS</li> <li>5. Nyakegogi DOC</li> <li>6. Kari DEB Primary School</li> </ol>	<ol style="list-style-type: none"> <li>1. The Suneka Eagles Academy</li> <li>2. Set Green Hill Academy</li> <li>3. Nyaboterere Academy</li> </ol>	<ol style="list-style-type: none"> <li>1. Kisii Special School for Mentally Handicapped</li> </ol>
Nyamira	<ol style="list-style-type: none"> <li>1. Egesieri DOK</li> <li>2. Getengereirie SDA</li> <li>3. Kenyambi DEB</li> <li>4. Marindi DEB Primary</li> <li>5. Moitunya SDA Primary</li> <li>6. Nyaramba DOK</li> <li>7. Omokonge DEB Primary</li> <li>8. Tente COG Primary</li> </ol>	<ol style="list-style-type: none"> <li>1. St. Domic Nyamira View Academy</li> </ol>	<ol style="list-style-type: none"> <li>1. Ogango Special Primary School</li> <li>2. Omokonge Special Primary School</li> </ol>
Nairobi City	<ol style="list-style-type: none"> <li>1. City Primary</li> <li>2. Drive in Primary &amp; JSS</li> <li>3. Heidemarie Mathare</li> <li>4. Kasarani Primary</li> <li>5. Ngei School</li> <li>6. Riruta HGM</li> <li>7. Roysambu</li> <li>8. Ruai Primary School</li> <li>9. St Georges Primary &amp; JSS</li> <li>10. Unity ECD Centre</li> <li>11. Unity Primary</li> </ol>	<ol style="list-style-type: none"> <li>1. St. John the Baptist Academy -Riruta</li> <li>2. St. Benedict's Primary School</li> <li>3. Mission of Hope International</li> </ol>	

## **Appendix 2: Data Gathering Instruments**

**FIELD EDUCATION OFFICERS**

**KICD/EYE/M/2024/FEO/1**



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

*Nurturing Every Learner's Potential*

**MONITORING THE IMPLEMENTATION OF THE RATIONALIZED LEARNING  
AREAS IN EARLY YEARS EDUCATION (PP1, PP2, GRADE 1, 2, 3)**

**FIELD EDUCATION OFFICERS QUESTIONNAIRE**

**May, 2024**

## Introduction

The Kenya Institute of Curriculum Development is carrying out a study on Monitoring the Implementation of The Rationalized Learning Areas in Early Years Education (PP1, PP2, Grade 1, 2, 3). This questionnaire has been designed to capture your experiences as an education officer. The information you provide will be used to improve curriculum implementation in Kenya. Kindly respond honestly. Your responses will be treated with confidence.

### Section A: Demographic Information

1. Gender of the respondent: Male ☐ Female ☐
2. Name of zone: \_\_\_\_\_
3. County: \_\_\_\_\_ Sub county \_\_\_\_\_
4. Role you play in CBC implementation  
QASO ☐ CSO Regular ☐ CSO SNE ☐ ICT Officer ☐  
Any other role \_\_\_\_\_
5. i) How frequently do you visit schools to supervise or provide teacher support?  
Weekly ☐ Monthly ☐ Termly ☐ Yearly ☐  
Any other.....
6. Do you carry out classroom observations?  
Yes ☐ No ☐
  - i) If **YES**, Please indicate the number of schools you have visited and classroom observations you carried for Grade 5 in the current school year.  
Number of schools ☐ lessons observed ☐
  - ii) If **NO**, Please explain  
.....
7. From your experience, indicate the extent to which teachers are effective in the following activities related to implementation of Rationalized Learning Areas. Use a score of 1 to 10

1. The schools I support effectively adhere to the rationalized learning areas.	
2. Teacher training programs adequately prepare educators for the rationalized	

curriculum.	
3. Schools have sufficient resources and materials for implementing the rationalized curriculum.	
4. Education authorities provide adequate support for implementing the rationalized curriculum.	
5. Schools are making significant progress in aligning their teaching practices with the rationalized curriculum.	

8. What are some challenges you have observed in implementing the rationalized learning areas?
- 

9. From your experience, indicate the extent to which teachers are effective in the following activities related to Capacity of Teachers to implement the rationalized Learning Areas. Use a score of 1 to 10

1. Teachers effectively understand and interpret the rationalized curriculum.	
2. Teacher training programs adequately address the needs of educators in implementing the rationalized curriculum.	
3. Teachers use effective methods to engage students in learning under the rationalized curriculum.	
4. Teachers receive sufficient support and guidance in delivering the rationalized curriculum.	
5. Teachers demonstrate confidence and competence in teaching the rationalized curriculum.	

10. In what ways do you think teacher training programs could be improved to better support curriculum implementation?
- 

11. From your experience, indicate the extent to which teachers are effective in the following activities related to holistic development of learners. Use a score of 1 to 10

1. Students show improved academic performance under the rationalized curriculum.	
2. Students demonstrate holistic development as a result of the rationalized curriculum.	
3. The rationalized curriculum fosters positive attitudes towards learning among	

students.	
4. Students exhibit enhanced critical thinking and problem-solving skills under the rationalized curriculum.	
5. The rationalized curriculum effectively prepares students for future educational pursuits.	

12. What resource shortages or deficiencies have you encountered, and how do they impact curriculum implementation?

-----

13. From your experience, indicate the challenges that have been faced in the implementation of the rationalized learning areas. Use a score of 1 to 10

Significant challenges exist in understanding and implementing the rationalized curriculum.	
2. Resource limitations pose significant barriers to effective curriculum implementation.	
3. Support from education authorities is insufficient to address challenges in curriculum implementation.	
4. Teachers face difficulties in adapting their teaching practices to align with the rationalized curriculum.	
5. Parental engagement in supporting the rationalized curriculum is below expectations.	

14. What additional support or resources do you believe education authorities could provide to enhance curriculum implementation?

-----

15. From your experience, rate the extent of parental engagement in the implementation of the rationalized learning areas. Use a score of 1 to 10

1. Parents demonstrate a strong commitment to supporting their child's education under the rationalized curriculum.	
2. Parental involvement in school activities and initiatives related to the rationalized curriculum is significant.	
3. Communication between schools and parents regarding the rationalized curriculum is effective and frequent.	
4. Parents actively participate in decision-making processes related to their child's education under the rationalized curriculum.	
5. Schools provide adequate support and resources to facilitate parental engagement in the rationalized curriculum.	

16. What strategies have you observed schools using to effectively align their teaching practices with the rationalized curriculum?

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**P**

KICD/EYE/M/2024/I



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**PARENTS/GUARDIAN INTERVIEW**



Name of Interviewer \_\_\_\_\_

## Introduction

The Kenya Institute of Curriculum Development is carrying out a study on Monitoring the Implementation of The Rationalized Learning Areas in Early Years Education (PP1, PP2, Grade 1, 2, 3). The school your child attends has been selected to take part in the study. This interview is intended to gather information relating to your experiences as a parent/guardian of a child in PP1, PP2 or Grade 1,2,3 going through the Competency Based Curriculum. The information you provide will be used to improve curriculum implementation in Kenya. Kindly respond honestly. Your responses will be treated in confidence.

1. Gender : Male \_\_\_\_\_ Female \_\_\_\_\_
2. Name of school: \_\_\_\_\_
3. County \_\_\_\_\_ Sub-county \_\_\_\_\_
4. Type of school: Public ☐ Private ☐
5. Category of School(tick as appropriate)
  - a) Day ☐ Boarding ☐ Day and Boarding ☐
  - b) Boys ☐ Girls ☐ Mixed ☐
  - c) Special School ☐ Integrated ☐ Special Unit ☐

Category of Special Needs \_\_\_\_\_
6. Are there any changes you have noticed in the subjects or activities your child is learning in school? (*Probe*: What specific subjects or activities have you noticed?)  
 -----
7. How do you feel about the new learning areas introduced in your child's curriculum? (*Probe*: Do you think they are beneficial or challenging for your child?)  
 -----
8. Have you observed any differences in your child's enthusiasm or interest in their schoolwork? (*Probe*: Can you provide examples of when your child showed more or less interest?)  
 -----

9. How well do you think the teachers are explaining the new curriculum to your child?  
(*Probe*: Has your child mentioned how they feel about their teacher's explanations?)  
-----
10. Have you received any communication from teachers about the new curriculum? (*Probe*:  
What kind of information have they shared, and how has it helped you support your  
child?)  
-----
11. Do you think the teachers are using effective methods to engage your child in learning?  
(*Probe*: What teaching methods have you heard about or observed that seem to work  
well?)  
-----
12. What positive changes have you noticed in your child's learning and development since  
the new curriculum was introduced? (*Probe*: Can you give specific examples of skills or  
knowledge your child has gained?)  
-----
13. Have there been any areas where you feel your child is struggling with the new  
curriculum? (*Probe*: What aspects of the curriculum do you think are challenging for  
your child?)  
-----
14. Do you think the new curriculum is helping your child develop socially and emotionally  
as well as academically? (*Probe*: How has your child's behavior or interactions with  
others changed?)  
-----
15. What difficulties have you faced in understanding or supporting the new curriculum?  
(*Probe*: Are there specific subjects or activities that are particularly challenging?)  
-----
16. Have you noticed any issues your child faces with the new curriculum? (*Probe*: How  
have these issues affected your child's learning experience?)  
-----

17. What support or resources do you think would help improve the implementation of the new curriculum? (*Probe:* Are there specific types of support you believe would be beneficial?)

-----

18. How involved are you in your child's education under the new curriculum? (*Probe:* What activities do you participate in, and how often?)

-----

19. What challenges do you face in trying to support your child's education? (*Probe:* Are there particular barriers that prevent you from being more involved?)

-----

20. What strategies have you found effective in supporting your child's learning at home? (*Probe:* Can you share examples of activities or practices that have worked well?)

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**OB-P**



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**MONITORING THE IMPLEMENTATION OF THE RATIONALISED LEARNING  
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**OBSERVATION SCHEDULE FOR GRADES 1 - 3**

**June, 2024**

Name of observer: ..... Date: .....

Class observed: Grade 1 ☐ Grade 2 ☐ Grade 3 ☐

Learning area observed: .....

### Section A: Demographic information

1. Name of school: .....

2. County: .....

3. Type of school: Public ☐ Private ☐

4. Category of School:

Day ☐

Boarding ☐

Day and Boarding ☐

5. Nature of school:

Regular school ☐

Special School ☐

Integrated ☐

Special Unit ☐

(For SNE): Category of Special Needs: .....

### Section B: Observation Data

6. Observe the following aspects from the master time table and indicate with a tick in the appropriate space if the following statements are true or false:

Observational aspect	True	False
i. Total number of time-tabled Learning Activities (7)		
ii. Total number of lessons per week (31)		
iii. Number of lessons for Creative Activities (7)		
iv. Number of lessons for Environmental Activities (4)		
v. 'Creative Activities' and not 'Movement and Creative Activities'		
vi. 'Environmental Activities' and not 'Hygiene and Nutrition'		

7. Comments from observation of the master timetable:

.....  
.....

8. Observe the schemes of work for these learning areas and indicate with a tick in the appropriate space whether the following statements are true or false.

Observational aspect	True	False
i. Number of lessons for Creative Activities (7)		
ii. Number of lessons for Environmental Activities (5)		
iii. 'Creative Activities' and not 'Movement and Creative Activities'		
iv. 'Environmental Activities' and not 'Hygiene and Nutrition'		

9. Comments from observation of the SoW for learning areas affected by rationalisation:

.....

.....

### Lesson Observation

10. Observe the teacher's professional documents for the lesson being observed and indicate with a tick in the appropriate space whether the following statements are true or false.

Observational aspect	True	False
i. Schemes of work is available for the learning area observed		
ii. Names of learning areas in the SoW are in line with the rationalised curriculum		
iii. Number of lessons in the SoW are in line with the rationalised curriculum		
iv. There is evidence that the teacher regularly updates the SoW		
v. Lesson plan is available for the learning area being observed		
vi. Names of learning areas in the LP are in line with the rationalised curriculum		

### 11. Lesson delivery:

Consider the following statements on lesson delivery and give your rating according to the key: 1 = very poor; 2 = poor; 3 = average; 4 = good; 5 = excellent.

Aspect of lesson delivery	Rating
i. The teacher employs a variety of instructional strategies to facilitate meaningful learning experiences for learners.	
ii. The teacher effectively manages classroom dynamics fostering a conducive learning environment	
iii. The teacher promotes inclusive learner engagement and participation.	
iv. The teacher provides timely and constructive feedback to students to support their academic growth and development.	

v. The teacher cultivates an enjoyable and friendly learning atmosphere	
vi. There is appropriate use of learning resources to promote achievement of learning outcomes	
vii. The teacher makes effort to promote values among learners	
viii. There is evidence that the teacher engages learners in CSL activities	
ix. There is evidence that the teacher does engage parents in the learning of their children.	

12. General comments on the quality of lesson delivery.

.....

.....

.....

**13. Learning environment**

Consider the following statements on the classroom and school environment and give your rating according to the key: 1 = very poor; 2 = poor; 3 = average; 4 = good; 5 = excellent.

Aspect of school environment	Rating
i. The sitting arrangement promotes collaboration among learners	
ii. The classroom environment is stimulating for learners	
iii. There are sufficient learning resources for the learning area observed	
iv. The general school environment is conducive for learning	

14. General comments on the quality of the classroom and school environment.

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.....

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**THE END**



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

*Nurturing Every Learner's Potential*

**MONITORING THE IMPLEMENTATION OF THE RATIONALIZED LEARNING AREAS IN  
EARLY YEARS EDUCATION (PP1, PP2, GRADE 1, 2, 3)**

**PRE-PRIMARY TEACHERS' QUESTIONNAIRE (PP1 & PP2)**



## Introduction

The Kenya Institute of Curriculum Development is carrying out a study on the implementation of the rationalized learning areas in Early Years Education (pp1, pp2, grade 1, 2, 3). This questionnaire is intended to gather information relating to your experiences as a teacher in the Early Years Education level. The information you provide will be used to improve CBC implementation in Kenya. Kindly respond to all questions. Your responses will be treated in confidence.

## SECTION A: Demographic Information

1. Gender of respondent: Male ☐ Female ☐
2. Name of school: \_\_\_\_\_
3. County: \_\_\_\_\_
4. Sub-county: \_\_\_\_\_
5. Type of school: Public ☐ Private ☐
6. Category of school:  
Regular ☐ Integrated ☐ SNE ☐
7. What is your highest level of education: (Tick one)  
Diploma ☐ Bachelor's degree ☐ Master's degree ☐  
Other (please specify) \_\_\_\_\_
8. Please indicate your teaching experience:  
Less than 5 years ☐ 5-10 years ☐ 11-15 years ☐ More than 15 years ☐

## SECTION B: EXTENT TO WHICH THE RATIONALIZED CURRICULUM IS BEING IMPLEMENTED IN LOWER PRIMARY (GRADE 1, 2, 3).

9. Indicate the extent to which you agree with the following statements on implementation of rationalized curriculum in PP1 and PP2. (Use the scale 1-5 where 1= Strongly disagree 2= Disagree, 3= Neither Agree nor Disagree, 4= Agree, 5=Strongly Agree).

s.no	Aspects on implementation of rationalized learning areas	Score	Explain your score
i.	The learning areas are taught within the specified scope		
ii.	The content is fully covered within the specified timeframe		
iii.	The learning experiences reflect current understanding and the established expectations for learners' grade level		
iv.	The number of lessons per activity are ideal and allows flexibility among learners		
v.	The learning areas are not overloaded with content		

### **SECTION C: CAPACITY OF TEACHERS TO EFFECTIVELY DELIVER THE CURRICULUM BASED ON THE RATIONALISED LEARNING AREAS.**

10. Indicate the extent to which you are effective in delivery of the curriculum based on the rationalized learning areas. (Put a tick [✓] as appropriate).

	Indicators	Not Effective	Somewhat effective	Effective	Very Effective	Exceptional
i.	Extracting information using the available learning resources					
ii.	Planning the lesson and delivery within the stipulated time					
iii.	Connecting different learning areas by cutting across subject matter lines					

### **SECTION D: EXAMINE HOW THE WHOLE SCHOOL APPROACH IS BEING APPLIED IN INTEGRATING VALUES BASED EDUCATION, COMMUNITY SERVICE LEARNING AND PARENTAL EMPOWERMENT AND ENGAGEMENT**

11. How does the school use the whole school approach in integrating the following aspects of curriculum implementation

a) Values-based Education

.....

b) Community Service Learning

.....

c) Parental Empowerment and Engagement

.....

**SECTION D: CHALLENGES AND BARRIERS ENCOUNTERED IN THE IMPLEMENTATION OF THE RATIONALIZED PP1 &PP2 CURRICULUM**

12. Mention any challenges facing the implementation of rationalized in early years education and suggest possible solutions

	<b>Challenge</b>	<b>Possible Solution</b>
1.		
2.		
3.		
4.		
5.		
6.		
7.		

13. Please comment on the rationalized curriculum in Early years Education

.....

END



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**MONITORING THE IMPLEMENTATION OF THE RATIONALIZED LEARNING AREAS IN  
EARLY YEARS EDUCATION (PP1, PP2, GRADE 1, 2, 3)**

**LOWER PRIMARY TEACHERS' QUESTIONNAIRE**

## Introduction

The Kenya Institute of Curriculum Development is carrying out a study on the implementation of the rationalized learning areas in Early Years Education (pp1, pp2, grade 1, 2, 3). This questionnaire is intended to gather information relating to your experiences as a teacher in the Early Years Education level. The information you provide will be used to improve CBC implementation in Kenya. Kindly respond to all questions. Your responses will be treated in confidence.

## SECTION A: Demographic Information

14. Gender of respondent: Male ☐ Female ☐
15. Name of school: \_\_\_\_\_
16. County: \_\_\_\_\_
17. Sub-county: \_\_\_\_\_
18. Type of school: Public ☐ Private ☐
19. Category of school:  
Regular ☐ Integrated ☐ SNE ☐
20. What is your highest level of education:(Tick one)  
Diploma ☐ Bachelor's degree ☐ Master's degree ☐  
Other (please specify) \_\_\_\_\_
21. Please indicate your teaching experience:  
Less than 5 years ☐ 5-10 years ☐ 11-15 years ☐ More than 15 years ☐

## SECTION B: EXTENT TO WHICH THE RATIONALIZED CURRICULUM IS BEING IMPLEMENTED IN LOWER PRIMARY (GRADE 1, 2, 3).

22. Indicate the extent to which you agree with the following statements on implementation of rationalized curriculum in Grade 1,2, and 3. (Use the scale 1-5 where 1= strongly disagree 2= Disagree, 3= Neither Agree nor Disagree, 4= Agree, 5=Strongly Agree).

s.no	Aspects on implementation of rationalized learning areas	Score	Explain your score
i.	The curriculum is taught as per the specified number of learning areas		
ii.	The curriculum connects learning areas by cross-cutting learning experiences		
iii.	The number of lessons per week are taught as specified		

**SECTION C: CAPACITY OF TEACHERS TO EFFECTIVELY DELIVER THE CURRICULUM BASED ON THE RATIONALISED LEARNING AREAS.**

23. Indicate the extent to which you are effective in delivery of the curriculum based on the rationalized learning areas. (Put a tick [✓] as appropriate).

	Indicators	Not Effective	Somewhat effective	Effective	Very Effective	Exceptional
i.	Extracting information using the available learning resources					
ii.	Planning the lesson and delivery within the stipulated time					
iii.	Connecting different learning areas by cutting across subject matter lines					

**SECTION D: EXAMINE HOW THE WHOLE SCHOOL APPROACH IS BEING APPLIED IN INTEGRATING VALUES BASED EDUCATION, COMMUNITY SERVICE LEARNING AND PARENTAL EMPOWERMENT AND ENGAGEMENT**

24. How does the school use the whole school approach in integrating the following aspects of curriculum implementation

d) Values-based Education

.....

Community Service Learning

.....

Parental Empowerment and Engagement

.....

**SECTION E: CHALLENGES AND BARRIERS ENCOUNTERED IN THE IMPLEMENTATION OF THE RATIONALIZED EYE CURRICULUM**

25. Mention any challenges facing the implementation of rationalized in early years education and suggest possible solutions

	<b>Challenge</b>	<b>Possible Solution</b>
1.		
2.		
3.		
4.		
5.		
6.		
7.		

26. Please comment on the rationalized curriculum in lower primary Education

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**END**