

**EFFECTIVENESS OF COMPETENCE BASED CURRICULUM IMPLEMENTATION  
ON LEARNERS IN PUBLIC PRIMARY SCHOOLS KERICHO EAST - KERICHO  
COUNTY**


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FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF  
BACHELOR OF EDUCATION (ARTS) OF GREYSA UNIVERSITY.**

**DECEMBER, 2020**


## DECLARATION

This project is our original work and has not been presented for award of a degree or for any similar purpose in any other institution

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## **DEDICATION**

Firstly, we dedicate this research project to our Almighty God, for enabling us complete this project, secondly, we would also like to pay our deep sense of gratitude to our supervisor Sarah wambui for the valuable guidance and kind supervision given to us throughout the course. Last but not least to our parents who have been supportive throughout the course.

With due regards we express our gratitude to them.

## **ACKNOWLEDGEMENT**

Special acknowledgement goes to my entire family for their patience and understanding during the study period. I am most grateful for the spiritual and moral support from all of you. Thank you.

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## **ABSTRACT**

The general objective of this study was to examine the effects of the new competency based curriculum on students in Kericho east Sub County. We determined if the new curriculum produced better individuals in terms of their skills as opposed to their knowledge base. The study specifically looked at the effects of new competency based curriculum in productivity of the learner, discovery of talent abilities amongst the learners and quality of education in Kericho East Sub-county. To obtain this went to public primary schools in kericho east Sub County to observe how teachers are embracing the competency based curriculum and randomly select some teachers and students for one on one interview sessions. The sampling techniques adopted were stratified random sampling whereby we partitioned the area of study into locations and apply the simple random sampling within each stratum of the locations selected. Research instruments used to attain the conclusion of the study included interviews at personal levels, questionnaires, observation and focused group discussions. We believed that with the above Research instruments and techniques we will obtain accurate and reliable feedback to make the conclusion and recommendations of the study.



## **CHAPTER ONE: INTRODUCTION**

### **1.1 Background of the Study**

In 2017 the ministry of education launched a new system of education called the Competence Based Curriculum (CBC) which was designed by the Kenya Institute of Curriculum Development (KICD). This will be the third system in Kenya; the first system was 7-4-2-3 which was phased out in 1985 and 8-4-4 curriculum was introduced which according to Kenya Institute of Curriculum Development the system was unfit for the changing demands of the people of Kenya and it laid emphasis on academics as opposed to orienting learners for employment and hence the need for the Competence Based Curriculum.

The CBC system is a 2-6-3-3-3 model, this means students will spend 2 years in pre-primary, 6 years in primary (grade 1-6), 3 years in junior secondary (grade 7,8,9) 3 years in senior secondary (grade 10,11,12) and 3 years in vocational institutions and university. The system has introduced new subjects in each level; in pre-primary subjects to be are Kiswahili, English, literacy, mother tongue, science, social studies and agricultural activities. Upper primary subjects include Kiswahili, English, Mathematics, Home Science, agriculture, science and technology, creative arts (art, craft and music), Moral and Life Skills and Physical and Health Education. Junior secondary and senior secondary education subjects are mathematics, Kiswahili, English, life skills, health education, social studies, integrated science, business studies, religious education, agriculture, life skills, sports and physical education.

Learner at the secondary level is allowed to take a minimum of one and a maximum of two optional subjects that suits their area of specialization, personalities, skills and interests. These are arts and sports science, social sciences and science, technology, engineering and Mathematics. Learners from senior secondary school will proceed to join vocational training centers or university for three years.

#### **1.1.1 The New System**

The new system CBC was introduced to provide solutions to the problems identified in the 8-4-4 system as it is based on the skills where learners will not sit exams like the national exams in the previous system done after every level which used to determine the fate of the learner but they

will be tested through Continuous Assessment Tests (CATs) on the skills acquired as compared to cramming to pass in the 8-4-4 system. This will enable the learners to develop beyond academics and also focus on how best they can use their specific talents to make a living. The new system has accelerated the needs of special needs and ICT at all levels of education.

CBC does not prepare school leavers for white collar jobs like the previous system which was accused of setting aside sectors that accelerate economic growth of the country like agriculture, construction and fishing, this led to an growth of white collar job as there were so many graduates and with inefficient skills which resulted to high number of youth unemployment in the job market.

According to the Ministry of Education, Competence Based Curriculum is the best system Kenya has ever had as it is not teacher centred like the previous system but learner centred. The system puts considerations on seven core competences; communication and collaboration, critical thinking and problem-solving, creativity and imagination, citizenship, digital literacy, learning to learn and self-efficiency. Learners are continuously assessed on the seven competencies on the following areas; Meeting Expectations (ME), Approaching Expectations (AE) and Below Expectations (BE).

## **1.2 Statement of the Problem**

Education is the process of acquisition of knowledge, skills, values, beliefs and habits. The new Competence Based Curriculum it is basically skills-based.

The Kenyan Competence based curriculum was launched by the Ministry of Education in 2017 designed by Kenya Institute of Curriculum Development.

Very few studies, however, have measured the extent to which education impacts on perceptions of quality education. This paper therefore seeks to identify and measure the extent to which the new competence based curriculum (CBC) will impact on the ability to deliver and performance of learners in the real life application in industries In Kenyan setting.

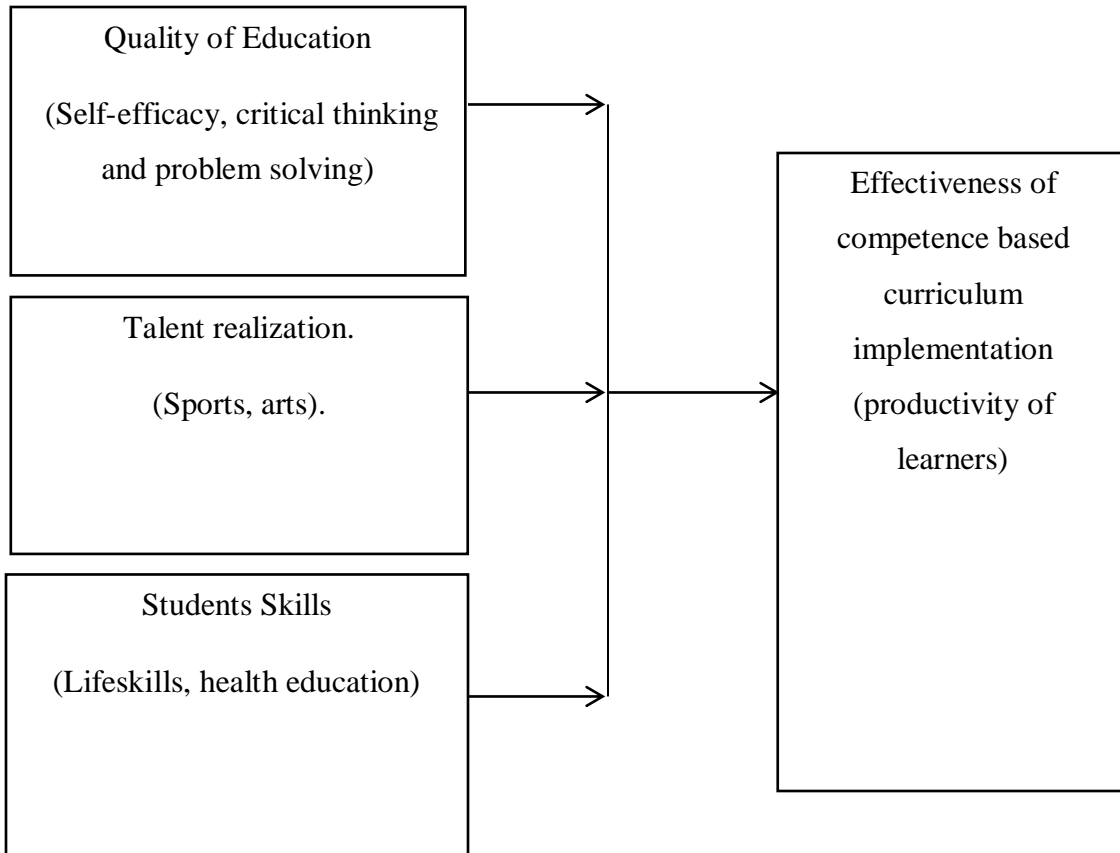
## **1.3 Purpose of the study**

The study highlights the major gaps that the previous system had brought about and gives in the new system approaches in terms of quality output, nurturing talents and skills gained by the learner.

### 1.4 Conceptual Framework

Conceptual framework shall be used to illustrate what you expected to find through your research, it emphasizes on how variables relates to each other. There exists an independent variable and dependent variables which depend on the independent variables for an outcome either. The variables in the research will test on the variables;

#### Independent Variables Dependent Variable



## **1.5 Research Questions**

To meet the above objectives the following research questions was formulated:

1. What are the effects of CBC on quality of education?
2. What are the effects of new system on discovery of talents and technical abilities among students in Kenya?
3. How does the new CBC give learners skills?

## **1.6 General Objective of the Study**

The purpose of the study was to examine the effects of the new CBC on students' performance.

We determined if the new curriculum will produce better individuals in terms of their skills as opposed to their knowledge base. The 8-4-4 system was majorly based on knowledge and memory retention which seems quiet irrelevant in the job industry as many students are unable to apply the knowledge.

## **1.7 Specific Objectives**

1. Analyze the effects of new competence based curriculum in productivity of learners.
2. To examine whether discovery of talent abilities among learners is captured in the system.
3. To evaluate the effects of CBC quality of education in the country.

## **1.8 Significance of the Study**

The major benefit that the study engages is the quality that learners are going to reveal after undergoing the system. Unemployment being the core drawback to third world countries the study tries primarily observes learner anticipation at the school level and projects the next phase of the working population. Through this study government, learners, employers are able to realize the benefit of the system.

## **1.9 Limitation of the Study**

The shortcomings that the study counters include time which was spend mostly on data collection from schools. During the time also in collection of data the schools were closed over

the Corona Virus pandemic at an unknown reopening schedule. We overcame this constraints through reducing the size of population to interview.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter delivers a broad review of the literature relating to the study from other researchers and materials that have carried out their research in the identical field of study. This comprises review of theoretical aspects related to the study, empirical studies that relate to the impact of competency based curriculum (CBC) in the education system and the conceptual framework.

### **2.2 Quality of Education**

According to Agnihotri, A. K. (2017) Quality of Education is another form depicted in the review. Independence of the learners to base their own studies to what they can master faster. Quality is generated when the output that the learners put on the practicality of learnt information works effectively. It is believed that education leads to empowerment: a process of strengthening individuals, organizations and communities so they get more control over their own situations and environments. Quality education is a crucial factor in combating poverty and inequality in society. Teachers are at the heart of quality education. Schools should have a sufficient number of trained teachers, receiving good quality pre-service and in-service training with built-in components on gender sensitivity, non-discrimination, and human rights. All teachers should be paid domestically competitive salaries

According to Brenninkmeijer, O. (2019) Quality as a feature is no secret that when we speak about improving education, we are often told that quality is important. Quality represents at once outstanding learning facilities and subject contents, as well as the success of students and graduate to become professionally active.

### **2.3 Talent Realization**

According to Njui, H. W. (2018) he stated that in response to the call, current reforms in education in Kenya and across the world demand creating pathways to access learners to areas of interest, ability and talent in an effort to ensure that education is structured to enable individual

learners realize their potential regardless of location, economic status, religion and race. The reforms place demands on schools to establish their 'nitch' so that each becomes a centre of excellence in a certain area of specialization by which it is known, rather than the current situation in Kenya. A learning institution distinguishes itself as a centre of excellence by maintaining the highest standards of education through exemplary leadership; employing learner-centered teaching methods and differentiated assessments; engaging students in research and training; requiring them to engage in community service and putting in place structures and mechanisms for feedback to ascertain that quality and standards are maintained by all departments. This paper reviews literature on the structures and processes universities have put in place to qualify them to be centres of excellence with a view to making recommendations on how universities in Kenya could establish themselves as centres of excellence.

When learners are left to choose their area of specialization at early age the output befits the learner's interest because the early stages of mastery will evolve to effective domains. The new system will enable learners develop beyond academics and focus on how best they can use their specific talents to make a living.

#### **2.4. Students Skills**

Nsengimana, T., L., Hiroaki, O., & Nkundabakura, P. (2020) are concerned with how CBC is being implemented in other SSA countries that recently have adopted this kind of curriculum and how it will be implemented in other SSA countries that are planning to embrace it. In this paper, the authors suggest ways the new ideas could be introduced and reflect on how CBC can be implemented in SSA countries that share socio-economic and environmental similarities. They finally strongly recommend the establishment of special 'laboratory' schools or science education centres as well as school-based communities of practice to enhance teachers' content knowledge and nurture contemporary teaching methods for the successful implementation of the new ideas.. The skills would be seen on the learners characteristics on the learned concepts, that is whether the learners acquire the necessary skills and competencies towards different subjects taught in learning institutions.

## **2.5 Theoretical Framework**

The Competency Based Curriculum is based on a number of theories that have evolved over the years and enabled researchers develop teaching and learning activities to be administered to learners. The theories include Visible learning Theory and Social Constructivism Theory

## **2.6 Visible Learning Theory**

To attain the so quality in the new CBC John Hattie formulated the visible learning theory in 2008 and focused on the factors that influence learning results in schools. He argued that learning becomes effective when teachers guide students to become independent such that they are able to study on their own while students should view teaching as the key to their learning outcome. John came up with ten factors which influence learning outcomes and they include; student self-reporting grades, reciprocal teaching, feedback, teacher clarity, meto-cognitive strategies, problem solving teaching, formative evaluation, teacher-student relationship, self-verbalisation and teacher professional development.

He points out that teachers need to evaluate their student's continuously and extend their teaching methodologies based on the analysis. When learning is taking place, students should be able to understand what's expected of them and how to perform a task while teachers need to closely monitor students' on-going learning and implement new teaching approaches for better outcome.

Effective teaching and learning requires a strong bond between teachers and students in a way that both parties can collaborate in achieving what is expected from them and help each other to achieve the expected goals. Teachers should be able to identify every student's capabilities and encourage them to create different strategies to help and make their learning activities easier and effective. Hattie states that feedback between teachers and students is very important and for it to be effective it should occur in a learning context, meaningful and clear to the point and the teacher should provide strategies to solve the challenge at hand. Positive feedback is also encouraged especially to students in order to keep them on the move and boost their confidence in their learning abilities.

## **2.7 Social Constructivism Theory**

To achieve the students behaviour and skills John Dewey focused on the social aspects that influence students' ability. He argued that children learn better when they interact with the external environment and are involved in the school curriculum. Teachers should simply act as facilitators to guide students on the best ways they can acquire knowledge and develop as independent learners. Dewey thought that classrooms should be representative of real life situations in the social settings and thus teachers should avoid focusing too much academic work to learners but instead help them participate in learning activities.

Classrooms should act as roadmaps where students learn and solve problems together through hands-on approaches. Teachers need to understand that every student is different and different teaching approaches need to be applied. There is a need to provide challenges to students and observe how they are solving the challenges without any assistance from colleagues. By doing so, teachers will best know each student's strengths and weaknesses and guide them on how to become better.

Through students' participation and group discussion has helped students transfer knowledge of classroom learning and build a strong foundation of sharing ideas in creative ways. Studies states that discussion helps students understand learning ideas better, process ideas to others and develop learners' mental skills. Teachers should encourage all learners to participate in classroom activities by asking and answering questions as well as seeking guidance to better understand the learning concepts.

## **2.8 Cognitive Development Theory**

This theory was formulated by Jean Piaget in 1936 and focuses on stages in which children acquire knowledge and intelligence. He argues that children take an active role in the learning process through observations and experimentations based on curiosity. He states that intelligence and knowledge is something which is developed over a period of time and assumes that all children go through the same sequence of development but at different rates. Teachers need to understand students' abilities and skills and provide personalized activities instead of grouping all students into one basket. Assessment should be based on individual progress and based on their capabilities.



Piaget argues that knowledge moves in four stages namely; sensorimotor stage, preoperational phase, concrete operational and formal operational stage.

- Sensorimotor phase. This is the period between birth and age of two and states that the child gains knowledge through their sensations and movement based on senses, reflexes and motor responses. Children learn by interacting with the environment and making new discoveries like crawling and walking and also learn about language from the people they interact with.
- Preoperational phase which is the period between age two and seven. States that children gain knowledge by using words and pictures to describe objects. In the education sector, it is at this age that most of the children are enrolled in school and the teachers get to learn and understand the abilities of each learner by giving them physical related activities. Some of the activities include painting; counting numbers as well as having students identify certain objects by their names.
- Concrete operational stage which is between age seven and 11 years and the child starts thinking logically about physical objects and begin to think about what other people will think about their decisions. The child manipulates their world to solve problems like solving arithmetic questions like addition, subtraction, multiplication and division. A coach or teacher observes students at this stage and differentiate fast and slow learners and applies different strategies for each type.
- Formal operational phase and it is the age above 12 years. The young adult begins to think more abstractly and use deductive reasoning. People are able to see multiple and possible solutions to their problems and use moral, ethical, social and philosophical ways to solve the issue.

Piaget emphasizes on the importance of understanding the cognitive development phases in the teaching-learning environment. A teacher should be able to differentiate what content or information to avail to the learner based on their growth and abilities at any given phase of development.

## **2.9 Summary and Critical Review of the Literature**

From the review of the impact of the competency based curriculum, it is evident that the new curriculum can improve the quality of education in schools as it is basically skill based education

rather than knowledge based kind of teaching. The main elements that drive the course include the teacher or coaches, student and the government and need to work closely to ensure the objectives of the curriculum are met. The teacher/coach needs to understand every learner's ability and skills and support them towards achieving the needed skills in their area of study. They need to have an in-depth knowledge of the curriculum in order to apply the right skills and administer correct competencies to the learners. Periodic training is advisable to ensure the recommended guidelines are followed. Since this curriculum advocates for learners self-assessments and performance- based reviews, students need to be responsible in their learning journey and ensure they follow the right process.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Introduction**

In this chapter we looked at the overall method in which the study would be designed, identify the population; select the sample design, data collection, data analysis and discussion. It shall also discuss the validity and reliability of the tools and procedures used during the study.

### **3.2 Research Design**

We used descriptive research design, (Creswell, 2003) defined descriptive design as a design applied to describe persons, organizations, settings or phenomena from collected data.

### **3.3. Study Area**

The geographical cover consisting of 112 public primary schools according to survey conducted by Ministry of Education (2018) in Kericho east in Kericho County which consist 10 locations will cover our study.

### **3.4 Target Population**

We went to public primary schools in the sub county to observe how teachers and learners are embracing the competency based curriculum and randomly select some teachers and stakeholders in education for one on one interview sessions. This constituency has a target population of 56 schools which have student population of 6000 students and 500 teachers. The aim of the sessions was to get detailed information and feedback on their experiences with the new curriculum.

### **3.5 Sampling Techniques**

A Stratified random sampling was adopted where we divided our population into partitions. In this method we partition the area of study into location and simple random sampling is applied within each stratum of 10 locations whereby we used 5 teachers per stratum.

### **3.6 Sample Size**

We approached 50 teachers to comply with Mugenda and Mugenda (2003) recommendations on Educational research which states that a sample size of 10% to 50% of population being studied is acceptable. The aim of the sessions was to get detailed information and feedback on their experiences with the new curriculum.

### **3.7 Measurements of Variables**

Students Performance was regressed against three variables of indicators of performance, CBC productivity, talent discovery, technical abilities and finally quality of education in Kenya.

### **3.8 Research Instruments**

The study used interviews at a personal level, questionnaires, observation and focus group discussion to attain conclusion of the study. This aimed at getting factual considerations in every participant. The instruments used a logical approach in line with the participants

### **3.9 Validity of Measurements**

Validity is the extent to which the scores from the measure represent the variable they are intended to. The measurements which includes observing tendencies of learner to perform independently indicate the quality of learning at which the variable is attributed

### **3.10 Reliability of Measurements**

According to Mugenda (2008) analysis of variance was used because it makes use of the F – test in terms of sums of squares residual. The chi square was used to measure association between indicators of performance, CBC productivity, talent discovery and technical abilities, quality of education and student performance and abilities.

### **3.11 Data Collection Techniques**

The choice of data collection was guided by the research problem, the objectives of the study. Thus, only data related to the problem and objectives of the study was collected and the methods selected should be suitable for the type of data required for the study. Data collection methods were therefore selected with care since they determine success of the study. Various methods of

collecting data are available (Saunders et al, 2007). The observation method involves recording behaviour as it is observed by the researcher. It can either be naturalistic or participant. Under naturalistic observation, a researcher observes and records behaviour of interest in a person's natural state without interfering with the subjects (objects or persons). This helps the researcher to observe things as they really happen in the real life, meaning it is possible to collect accurate data. On the other hand, under participant observation, the observer becomes part of the group of subjects being observed.

Interview is another method for collecting data. In this method, a researcher obtains an account of the participant thoughts and behaviour by questioning. Structured interview is commonly used, and it involves asking participants similar pre-prepared questions. The questionnaires can be filled in during a face to face interview between the participant and the researcher or can be posted for the participant to fill in and send back. The structured questions can also be asked and responded to in a telephone interview.

The third method of data collection is Focus Group Discussion (FGD). FGD is used to collect data from a group of people who have similar problems or characteristics. An advantage of FGD is that plenty of data is collected within a short time from participants gathered in one place. Another advantage is that, researcher and the respondent are able to clarify issues making information collected more accurate. However FGD is more time consuming compared to individual interviews since respondents are allowed to give and discuss views; sometimes a few participants tend to dominate the discussion sessions; while some participants may not give a true picture of their situation because of fear of how others will take them (Burns & Bush, 2006). In this study, in order to identify the research gap and define the research problem, primary data is required for this study; interviews will be conducted using structured questionnaires on a sample of 30 representatives

### **3.12 Data Analysis**

The data analysis involved editing, coding, tabulation and report formatting so that data collected will be accurate and complete before data analysis. The qualitative data was collected and analysed using cross tabulation to compare responses according to various variables. The descriptive analysis will also be used through employment of weighted averages frequency and

percentages. According to Beri, (2003) this will enhance the accuracy of the tools to be used in analysing the results. In the presentation of the data collected and analysis was done through the use of graphs and tables.

The researchers immediately edit the quantitative data for consistency and completeness. The quantitative data collected will be analysed and findings will be based on the effect of new CBC on student performance and competence in Kenya, which will involve data analysis from questionnaires from the respondents.

### **3.13 Logistical and Ethical Considerations**

The approach of research included a pattern of consideration; questionnaires were issued adequately and precisely to those necessary. Interviews also applied the same protocol to avoid too much time wastage. The code of conducting in search for the result was abundantly grace the research which include honesty and privacy

## CHAPTER 4: FINDINGS AND DATA ANALYSIS

### 4.1 Introduction

This section mainly contains the various data analysis that was carried out by the researcher as well as the various related findings of the research study

### 4.2 Response Rate of Respondent's

Response rate refers to the various respondents who in turn were able to respond back to the various questionnaires that had been issued by the various respondents in the research study.

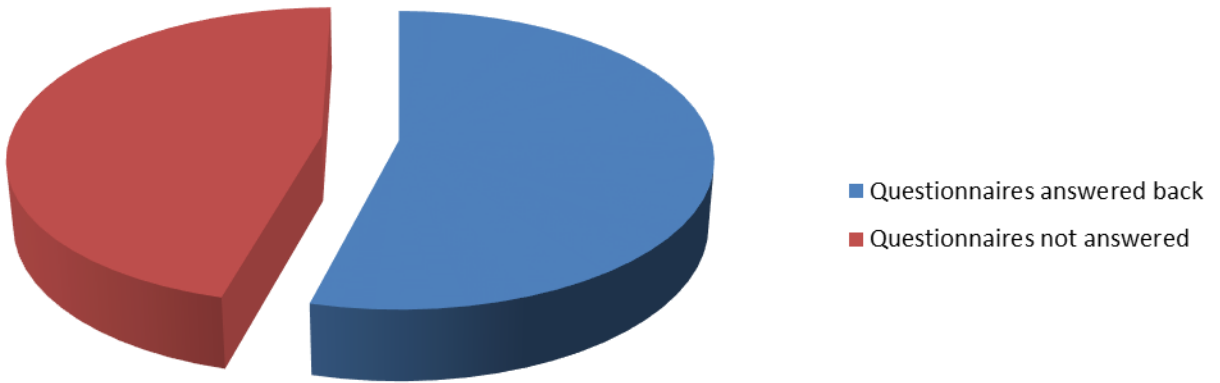
According to the research study, there were a large number of respondents who in turn were able to be engaged in the research study for the purpose of meeting the objectives of the research study. Due to various differentiated reasons or the other, the respondents were some not able to carry on with the aspect of data entry (responding back to the questionnaires) and thus only a portion of the respondents were able to carry on with the process of answering the questionnaires.

Upon an analysis of the data below the research study was able to carry on with the process of the analysis of data for the understanding of the respondents' response rate. It was a common observation that the response rate of the questionnaires issued by the researcher was as below;

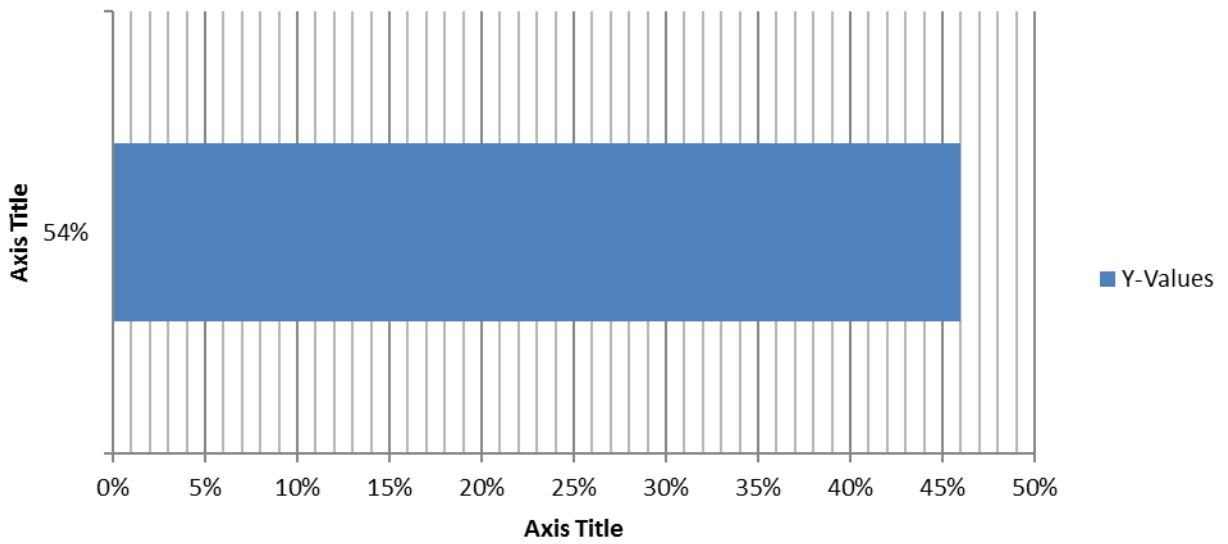
**Table 4.1: Descriptive Statistics**

	<b>Frequency</b>	<b>Percent</b>	<b>Valid percent</b>	<b>Cumulative percent</b>
Questionnaires answered back	27	54%	54.00%	54%
Questionnaires not answered back	23	46%	46.00%	46%

## The response rate



## Response rate of respondents





### 4.3 Bio-Information

#### 4.3.1 Concept Bio-Information

Bio-information refers to the various information that in turn gives out the description of the various respondents who in turn were engaged in the research study and their various attributions towards the way they answered the research instruments by the researcher.

According to the research study so far carried out, there were several attributions on the various respondents; literacy levels, gender and sex of the respondents, age classification and composition as well as other related patterns of concern that were mainly observed in a research study.

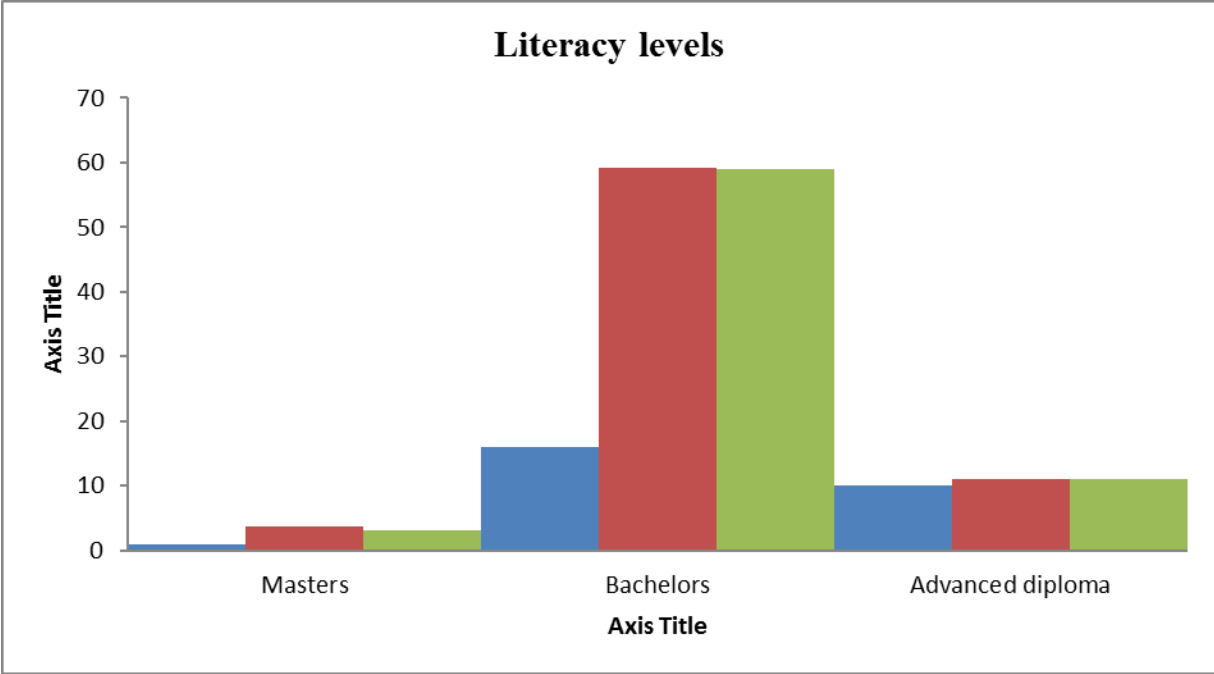
#### 4.3.2 Literacy Levels

The research study sought to carry out an analysis of data that was obtained in the research study. The study was able to attain out various correlation findings that were able to justify on the various research respondent's data on literacy levels.

The research study was able to identify a number of factual evidence pertaining the various literacy levels of various respective respondents who were in turn engaged in the research study

**Table 4.2: Literacy levels**

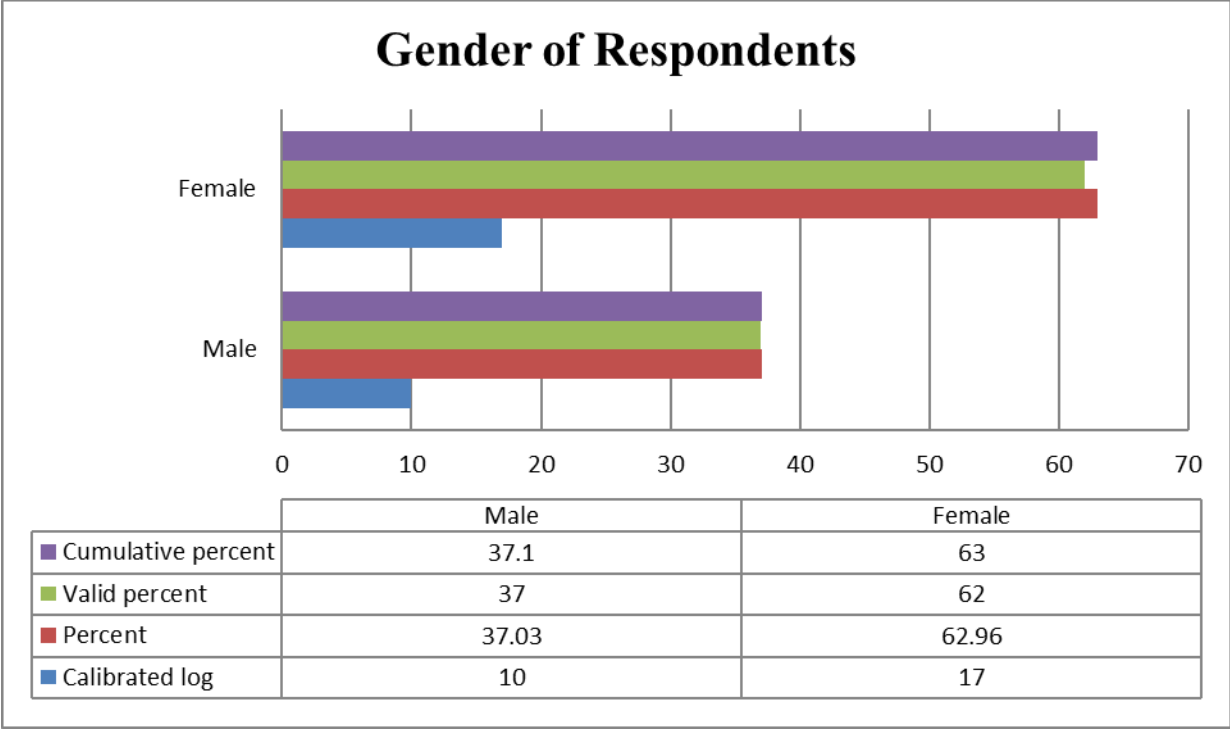
	<b>Calibrated log</b>	<b>Percent</b>	<b>Valid percent</b>	<b>Cumulative percent</b>
Master's degree	1	3.703	3	3.703
Bachelor's Degree	16	59.25	59	59.25
Advanced diploma and Diploma	10	11.11	11	11.11



**4.3.3 Gender Sex Classification and Composition of Respondents**

The research study was able to carry out a proper analysis of the various outcomes that in turn would contribute towards the findings of data pertaining the gender or the cluster (Composition of the respondents).

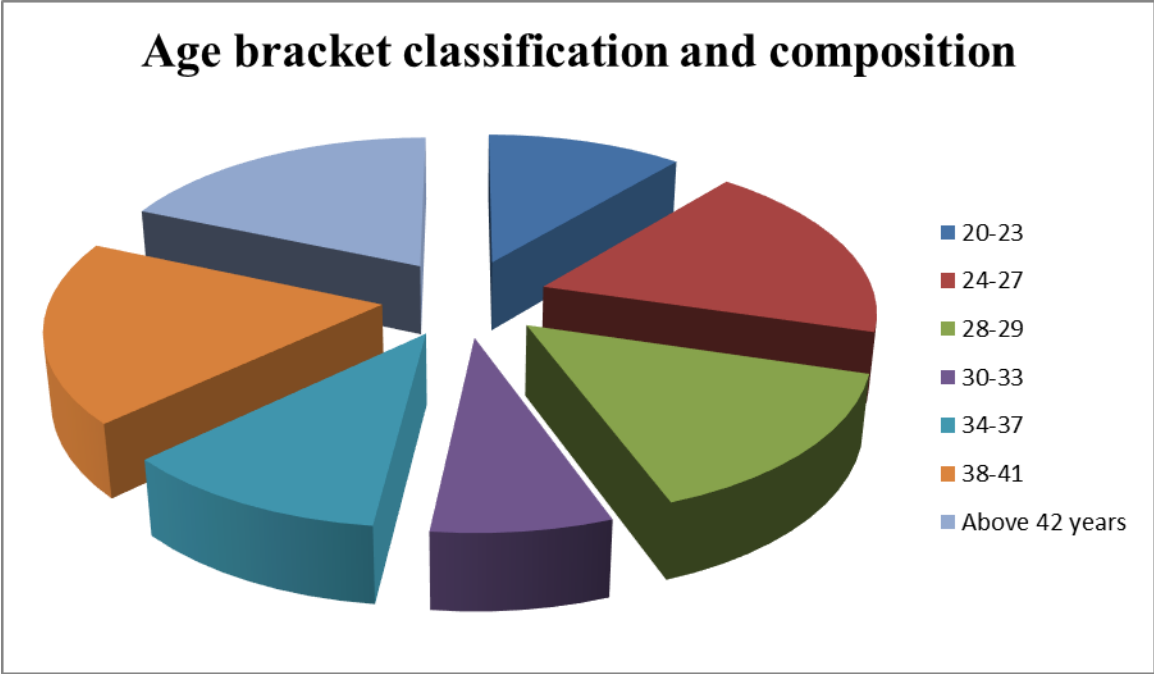
	<b>Calibrated log</b>	<b>Percent</b>	<b>Valid percent</b>	<b>Cumulative percent</b>
Male	10	37.03	37	37.1
Female	17	62.96	62	63



**4.3.4 Age bracket classification and composition**

The research study also carried out an extensive research pertaining the various information on the various respondents’ age bracket classification. The various age bracket compositions was analyzed and clustered into various categories as derived in the figure below:

	Calibri log	Percent	Valid percent	Cumulative percent
20-23	3	11.11	11	11.2
24-27	5	18.51	18	18.6
28-29	4	14.81	14	14.9
30-33	2	7.41	7	7.4
34-37	3	11.11	11	11.0
38-41	5	18.51	18	18.6
Above 42 years	5	18.51	18	18.6



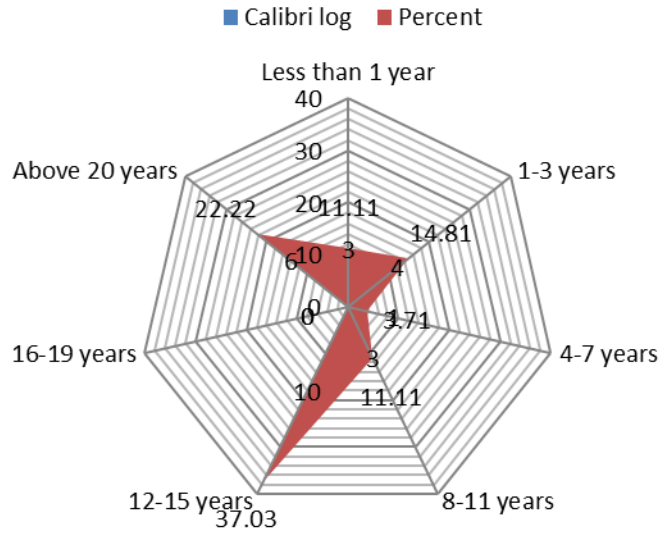
**4.3.5 Working Experience of the Respondents**

The research study was able to give out an analysis of the various working experience that the various respondents were able to have in terms of the respondents who were working with the various departments within the case study organizations.

Upon proper calibration and estimation of the data accrued, the working experience of the respondents were as clustered as in the below table.

	<b>Calibri log</b>	<b>Percent</b>	<b>Valid percent</b>	<b>Cumulative percent</b>
Less than 1 year	3	11.11	11	11.2
1-3 years	4	14.81	14	14.9
4-7 years	1	3.71	3	3.7
8-11 years	3	11.11	11	11.2
12-15 years	10	37.03	37	37.1
16-19 years	0	0	0	0
Above 20 years	6	22.22	22	22.3

## Working Experience of the Respondents



### 4.4 Findings of the Research Study

#### 4.4.1 Inferential Statistics

Item	SA	U	D	SD	N	Mean	Std. Dev
	68	19.8	209	60.8	50	14.5	5.9

#### 4.4.2 Discussion of the Findings

The research study was able to analyze various respective factors in the findings of the research upon proper data analysis of the research;

- i. **What are the effects of new system on discovery of talents and technical abilities among students in Kenya?**

It was discovered in the research study that there is a huge effect of new system on the discovery of talents and technical abilities among most students in Kenya. The researched sampled residents in turn gave out an account that there are several effects of new system with respect to the development of talents and technical abilities among most students in Kenya.

An implementation of new system may in turn contribute towards the discovery of talents among most students who are talented in different fields (in sports and even in music) on the students. Thus the respondents were able to suggest that an implementation of new system on the

discovery of talents and abilities may in turn contribute towards the new development of a diverse talents based anilities in an institution of learning.

**ii. What are the effects of CBC on quality of education in Kenya?**

There were a number of effects of the CBC on to the implementation of quality education in Kenya. As per the research, the study was able to find out that the new curriculum has a significant effect over the implementation of quality education in the country. First and foremost, the new curriculum has a great huge significance in that it shall in turn promote towards great emphasis on the talents and the competencies of the student learners thus making and improving the quality of education to be more advanced than the previous new curriculum.

**iii. How does the new CBC give learners skills?**

The respondents in the research study gave an account that the new curriculum gives the learners an opportunity to enhance the various levels of skills and competencies that have been ascribed to in the various theoretical knowledge and skills taught in the learning institution.

The respondents were able to give information that there are a number of student's that have been able to enhance their various respective skills and competencies towards differentiated subjects that have been taught in various respective learning institutions.

## **CHAPTER FIVE: RESEARCH FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Introduction**

This chapter mainly highlights on the research study, research findings, research conclusions and the research recommendations as well as the suggestions for further studies.

### **5.2 Research Findings**

The researcher was able to conduct out a wide research in the respective case study area at large. Some of the challenges that the researcher was able to overcome in order to ensure that the research study is successful is the aspect whereby the researcher had not all of the questionnaires returned towards him for the aspect of data analysis and thus resulted towards impartial data that was analyzed by not the exact number of sampled respondents used in order to facilitate them with the aspect of analyzing and drawing out conclusions of the research study.

The other research finding that the researcher was able to identify was the fact that there was necessary information on the aspect of data compiled with respect to the gender of the respondents. The researcher was able to identify and find out that in turn a higher percentile number was significantly evident towards the aspect of female population compared to the amle population of the sample size at large.

The researcher was able to find out at large that most of the literacy levels of the respondents were mainly clustered into between three common levels which were mainly respectively, masters, and Bachelor's degree and diploma holders whereby 40% of the respective sample size were classified as Bachelor's degree holders.

### **5.3 Research Conclusions**

#### **Discussion of the Findings**

The research study was able to analyze various respective factors in the findings of the research upon proper data analysis of the research;

**i. What are the effects of new system on discovery of talents and technical abilities among students in Kenya?**

It was discovered in the research study that there is a huge effect of new system on the discovery of talents and technical abilities among most students in Kenya. The researched sampled residents in turn gave out an account that there are several effects of new system with respect to the development of talents and technical abilities among most students in Kenya.

An implementation of new system may in turn contribute towards the discovery of talents among most students who are talented in different fields (in sports and even in music) on the students. Thus the respondents were able to suggest that an implementation of new system on the discovery of talents and abilities may in turn contribute towards the new development of a diverse talents based abilities in an institution of learning.

**ii. What are the effects of CBC on quality of education in Kenya?**

There were a number of effects of the CBC on to the implementation of quality education in Kenya. As per the research, the study was able to find out that the new curriculum has a significant effect over the implementation of quality education in the country. First and foremost, the new curriculum has a great huge significance in that it shall in turn promote towards great emphasis on the talents and the competencies of the student learners thus making and improving the quality of education to be more advanced than the previous new curriculum.

**iii. How does the new CBC give learners skills?**

The respondents in the research study gave an account that the new curriculum gives the learners an opportunity to enhance the various levels of skills and competencies that have been ascribed to in the various theoretical knowledge and skills taught in the learning institution.

The respondents were able to give information that there are a number of student's that have been able to enhance their various respective skills and competencies towards differentiated subjects that have been taught in various respective learning institutions.



#### **5.4 Research Recommendations**

Some of the researcher's recommendations were as of the following:

a) Based on the research done, the new CBC enables learners acquire skills, realize and develop their talents at an early age which prepares them in their development of their future careers. Therefore parents, teachers and learners should work hand in hand to enhance the quality of education.

b) The research recommends more research on what measures are necessary in improving the quality of education in Kericho County. The study was only confined in Kericho East Sub-County; similar research needs to be done in all parts of the country.

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## **APPENDIX: QUESTIONNAIRE-TEACHERS\STAKEHOLDERS IN EDUCATION**

### **Introduction**

This questionnaire has been designed for the purpose of collecting data on the effectiveness and implementation of competence based curriculum on learners in public primary schools in Kericho East for a research proposal. The data collected will be treated with a very high degree of confidentiality and it is meant for academic purpose only. A copy of analysis will be sent to you upon request.

Please respond to the questions by ticking where appropriate and also fill in the blank spaces for questions that need elaborate answers. You are requested to give honest information when filling in the questionnaire.

### **SECTION A: GENERAL INFORMATION.**

#### 1. Literacy levels

Masters 'degree { } Bachelor's degree { } Diploma { }

#### 2. Work experience

Less than one year { }

1-3 years { }

4-7 years { }

8-11 years { }

12-15 years { }

16-19 years { }

Above 20 years { }

#### 3. Age brackets

20-23 years { }

24-27 years { }

28- 29 years { }

30-33 years { }

34-37 years { }

38-41 years { }

Above 42 years { }

## 2. Gender of the Respondents

Female { } Male { }

## **SECTION B: EFFECTIVENESS OF COMPETENCE BASED CURRICULUM IMPLEMENTATION**

Please indicate the extent to which you agree with the following statements on the extent to which effectiveness and implementation of competence based curriculum on learners shall lead to improved quality of education, talent realization and student skills enhancement. The scale below will be applicable:

5=To a very large extent 4= Large extent 3= moderate extent 2= small extent 1=very small extent

### 1. Effectiveness of competence based curriculum results to improved quality of education

To a very large extent { } Large extent { }

Moderate extent { } Small extent { }

Very small extent { }

### 2. Effectiveness of competence based curriculum ensures talent realization.

To a very large extent { } Large extent { }

Moderate extent { } Small extent { }

Very small extent { }

### 3. Effectiveness of competence based curriculum enhances student skills

To a very large extent { } Large extent { }

Moderate extent { } Small extent { }

Very small extent { }

## SUB-SECTIONS

### A: Quality of Education

To what extent do you agree with the following?

1. Quality of education will be achieved through the Mission, vision and objectives of the institution.

To a very large extent { } Large extent { }

Moderate extent { } Small extent { }

Very small extent { }

2. Quality of education is determined by the student learning outcomes

To a very large extent { } Large extent { }

Moderate extent { } Small extent { }

Very small extent { }

3. Quality of education is ensured through the syllabus coverage and lesson planning

To a very large extent { } Large extent { }

Moderate extent { } Small extent { }

Very small extent { }

### B: Talent Realization

To what extent do you agree with the following?

1. Talent realization is determined from the competition among learners

To a very large extent { } Large Extent { }

Moderate extent	{ }	Small extent	{ }
Very small extent	{ }		

2. Talent realization results from training and development of learners

To a very large extent	{ }	Large Extent	{ }
Moderate extent	{ }	Small extent	{ }
Very Small Extent	{ }		

3. An enabling environment will always lead to talent realization

To a very large extent	{ }	Large Extent	{ }
Moderate extent	{ }	Small extent	{ }
Very Small Extent	{ }		

**C: Student's skills**

To what extent do you agree with the following?

1. Student's skills will be determined from his/her problem solving abilities

To a very large extent	{ }	Large extent	{ }
Moderate extent	{ }	Small extent	{ }
Very small extent	{ }		

2. Adaptability indicates the student's skills on learning

To a very large extent	{ }	Large extent	{ }
Moderate extent	{ }	Small extent	{ }
Very small extent	{ }		

3. Creativity among learners shows the student's skills

To a very large extent	{ }	Large extent	{ }
Moderate extent	{ }	Small extent	{ }
Very small extent	{ }		