

**HINDERANCES TO THE IMPLEMENTATION OF COMPETENCY BASED
CURRICULUM IN JUNIOR SECONDARY SCHOLS IN MERU COUNTY, KENYA**


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**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION,
HUMANITIES AND SOCIAL SCIENCES IN PARTIAL FULFILMENT OF
THEREQUIREMENTS FOR THE AWARD OF BACHELOR OF EDUCATION ARTS
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DECLARATION

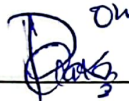
This project is my original work and has not been presented for an award of a degree or any similar purpose in any other institution

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Abbreviations and Acronyms

CBC- Competency Based Curriculum

KICD- Kenya Institute of Curriculum Development

Operational Definition of Terms

Competency: refers to the capabilities needed to act in particular context; cognitive skills, attitudes, values, knowledge and practical skills.

Competency based curriculum: It is a program of study which places emphasis on equipping learners with required knowledge, skills and attitudes.

Hindrance: something that holds back, makes difficult to establish or causes problems with something else

Curriculum: Curriculum implementation: It is a phase of curriculum process

ABSTRACT

This study was to determine the hindrances to the implementation of competency-based curriculum in junior secondary schools, Tigania west sub-county, Meru County. The problem states that competency-based curriculum has dominated in various African countries but its implementation has been hard since challenges such as: inadequacy of trained staff, infrastructure and teaching and learning materials are not enough. Developed countries such as Finland and New Zealand advised on taking such factors into consideration before implementing the CBC. The following are the objectives that guided the project: to determine how inadequate classrooms and lack of learning resources affect the implementation of CBC, to establish the effects of inadequate trained teachers to implementation of this curriculum and to examine how parents level of education hinders the implementation of CBC. The study focus area was Tigania west sub-county, Meru County with a sample size of 9 junior schools. The sampling technique used was stratified random sampling. Data analysis was done using descriptive statistics. The study used the questionnaire, interview and observation as the research instruments. With the above sampling techniques and the research instruments, this research was able to obtain accurate and reliable data. The researcher gave out the questionnaires to 158 respondents who were the headteachers, teachers and parents. Out of the 158 targeted sample size, only 146 responded. From the collected data, this study recommends that: the parents should be exposed or educated more in matters relating to CBC since it has more parental engagement, training to be offered to the teachers and on time and finally the government to provide the required resources and built more classes for junior secondary schools in Tigania west sub-county. The study recommended more research on other challenges facing successful implementation of the curriculum. Other studies should be carried out by different students in various counties to ensure smooth implementation of the curriculum country wide.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This chapter entails the background of the study, statement of the problem, purpose of the study, conceptual framework, research questions, objectives of the study, significance of the study, limitations and delimitations of the study.

1.1 Background to the Study

Competency based curriculum is a teaching framework that dwells on students abilities rather than what they have knowledge of. This curriculum aims to prepare students mentally for the real world experiences and foster holistic development. Some of the competencies acquired are: critical thinking, communication and collaboration.

Junior secondary is a category under the CBC that takes 3 years for completion. It caters to students between the ages of 11 and 14. Under these 3 years, the students focus on building a noble academic foundation equivalently nurturing their personal and social development.

Education change is a necessary process because it allows the country an opportunity to revisit, revise and appraise its education system and curriculum periodically. A curriculum has functions such as: providing direction on what should be studied, how it shall be organized through content selection, sequencing of content and teaching methods. It serves as a conduit to achieve social cohesion and social solidarity because it is based on social order that is based on knowledge, not tradition or faith Teahouse (1988).

Competency Based Curriculum which was my main focus on this research, was preferred to 8-4-4 system. The 8-4-4 system meant 8 years in primary level, 4 years in high school and 4 years in university. The 8-4-4 system was an education for self-reliance but seemingly it never accomplished its goal. The practical subjects which were essence of the reform were made optional and non-examinable. This gave the teachers the loophole not to teach the subjects. The curriculum ended up being too much academic and exam-oriented. It experienced challenges such as: large number of schools drop outs, unskillful graduates and many others. Changes in this system were affected in 1992, 1996, and 2002 to ease the workload within and across the teaching

subjects. Effects of this curriculum were seen and felt when graduates in the job field had no skills nor capabilities in the market.

In 2009, National Educational Needs Assessment proposed the adaptation of a Competency Based Curriculum (CBC). The major reason was to align the education sector with the Kenyan constitution 2010, East Africa community harmonization treaty agreement, and vision 2030 goals. The CBC system is a 2-6-3-3-3 model, this means 2 years in pre-primary, 6 years in primary (grade 1-6), 3 years in junior secondary (grade 7, 8, and 9), 3 years in senior secondary school (grade 10, 11, 12) and 3 years in vocational institutions and university. The CBC was piloted in 2017 and implementation started taking place in lower grades.

These are some of the reasons as to why CBC was preferred to 8-4-4 system: It emphasizes on competence development among learners rather than acquisition of content knowledge. It involves the use of learner centered teaching methods like role plays, discussion, problem solving, case study and study visits (KICD ,2017). CBC proponents that this approach enhances the preparation of students with their future careers. The CBC students will develop beyond academics and also focus on how they can use their talents to survive in the real world. This will leave many graduates employed unlike the 8-4-4 system; even if it is self-employment. Self-employment will arise from students starting their own work via their realized talents.

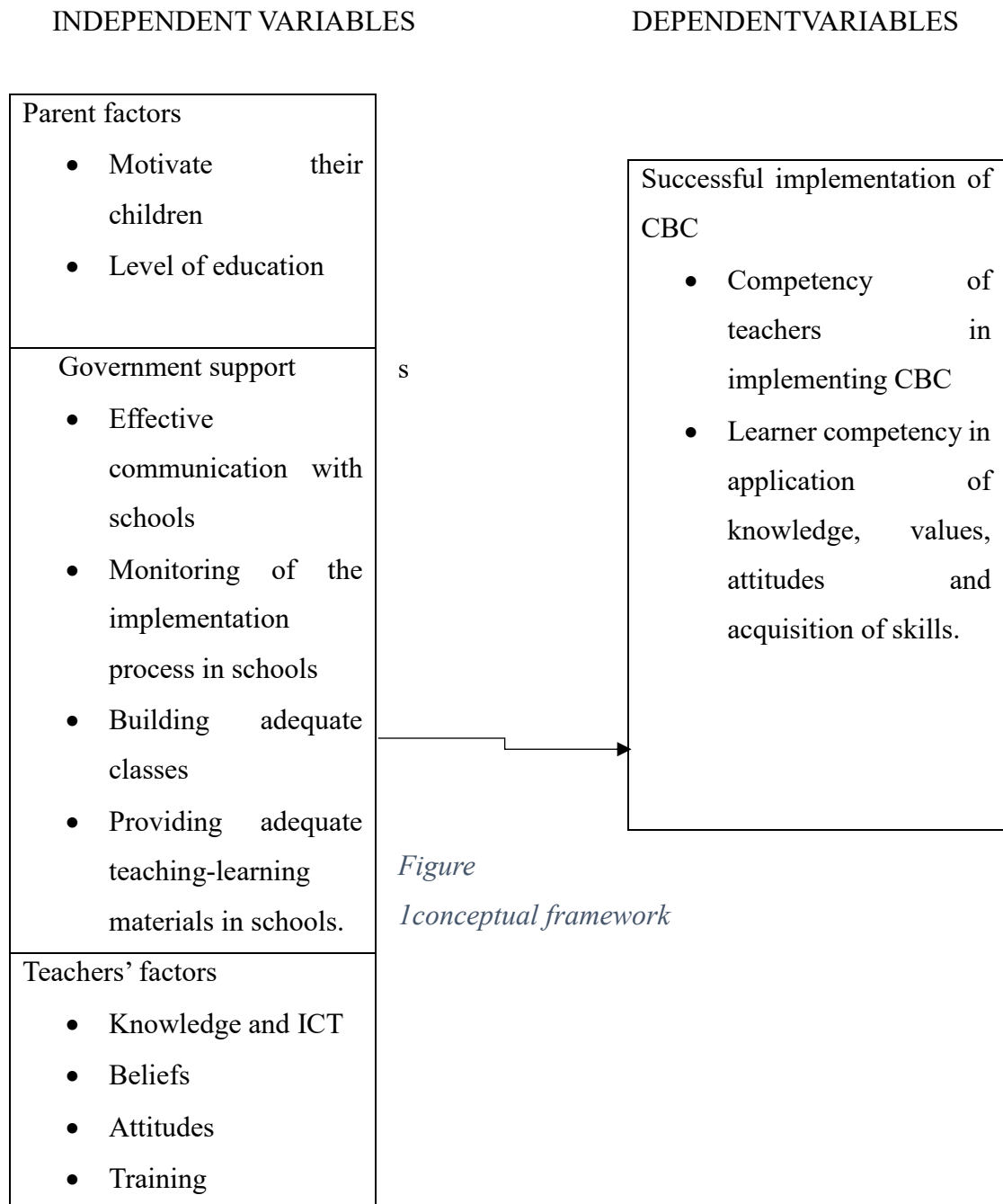
1.2 Statement of the Problem

CBC has tentatively dominated the developed countries education system despite the challenges in its implementation while in African countries implementation of the curriculum is becoming extremely hard. Countries that have already succeeded in the implementation of CBC, such as New Zealand and Finland, have given emphasis on teacher training, placement of adequate teaching staff, constructing of adequate infrastructure and handing out enough learning materials. Despite this prior knowledge for a successful implementation of CBC, Kenya is still struggling at a rocky place. The study therefore aims to identify hinderances to the implementation of CBC in Junior secondary schools in Tigania West sub-county, Meru County.

1.3 Purpose of the Study

The purpose of the study was to investigate the hinderances to the implementation of the Competency Based Curriculum in Junior Secondary Schools in Tigania West sub-county, Meru County.

1.4 Conceptual Framework



1.5 Research Questions

1. How does inadequate classes and lack of enough learning and teaching materials affect the implementation of competency-based curriculum?
2. How does inadequate trained teachers in a school affect the implementation of competency-based curriculum?
3. How does the level of education of a parent affect the implementation of competency-based curriculum?

1.6 Objectives of the Study

1.6.1 General Objectives

The general objectives of the study were:

To find out the hinderances to the implementation of CBC in Junior Secondary in Tigania West sub-county, Meru County.

1.6.2 Specific Objective

1. To determine the effect of inadequate classrooms and lack of enough learning and teaching resources affect the implementation of competency-based curriculum.
2. To establish the effects of inadequate trained teachers on the implementation of competency-based curriculum.
3. To examine the effects of parent's level of education affect the implementation of competency-based curriculum.

1.7 Hypothesis of the Study

1. Parents level of education has no effect to the implementation of competency- based curriculum.
2. Lack of enough trained teachers has no effect on the successful implementation of competency- based curriculum.
3. Inadequate classrooms have no effect to the implementation of competency-based curriculum.

1.8 significance of the Study

This study was necessitated by the outcry by the education unions, teachers and parents who are all part in one way or the other in implementation of CBC. The curriculum is anchored on the national goals of education and it is designed to provide opportunities for talent realization, help the learners nurture them for their own gain and also for the

country in the near future. This study maybe of importance to the following to the: ministry of education and the Kenya Institute of Curriculum Development, the government of Kenya, the school headteachers and teachers, as well as the community. As for the government of Kenya, KICD, and the ministry of education, the study will be useful to them since it highlights the hindrances to the implementation of the curriculum. They will know the requirements needed for successful implementation of CBC. If it is by employing more trained teachers, by hosting events to educate the teachers, constructing more infrastructures at the school and also providing the required resources to teachers and students as well.

The study could be significant to headteachers and teachers as they are major agents in the implementation of the curriculum. By studying how the change process is influenced by the knowledge, attitudes and beliefs of the teachers, the study comes up with good recommendations that could make teachers more prepared.

1.9 Limitations of the Study

Even though CBC has been implemented not long ago, not all institutions have put it into place therefore it will be hard to collect adequate data.

During data collection the level of education of some parents may hinder collection of the wanted data.

1.10 Delimitations of the Study

The study is restricted to Tigania West sub-county, Meru County. It involves educational officers of this sub-county, headteachers, teachers, school committees, parents and students. With all the targeted population, as the researcher, I was able to have a wider view of the responses on the problem under study. This study addresses itself on the hindrances to the implementation of the curriculum.

There is sufficient time to collect this data.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

First and foremost, literature review is the process by which a scholarly paper, from published sources is reviewed so as to get current knowledge of a particular topic. As of my study (CBC), The study sought guidance on the past literature reviews about the hindrances to the implementation of competency-based curriculum. Therefore, my literature review will be based on my stated objectives in chapter one.

2.2 Infrastructure, Teaching and Learning materials

In 2019, KNUT pointed out that there was minimal implementation of CBC in schools due to the following challenges; overcrowded classrooms due to large number of learners, lack of approved books, materials and delayed distribution of teaching and learning materials by the government. They also reported assessment materials had unclear guidelines hence becoming hard for teachers to assess learners competencies and their learning progress.

To solve this issue, the government was to provide sufficient learning materials, build enough classrooms in schools to avoid congestion of student in classes and issue out clear guidelines on how to assess learners.

2.3 Inadequacy of Trained Teachers

My second objective focuses on the teachers, hinderances they face to successfully implement the competency-based curriculum.

In Kenya, Momanyi and Rop (2020) conducted a survey in Bomet East Sub County which aimed at establishing challenges facing implementation of CBC. They found out that Ministry of Education and KICD should provide more in service training sessions for teachers. This would solve the issue of untrained teachers concerning the CBC.

In Rwanda, Mugabo, Ozawa and Nkundabakura (2021) conducted a case study which examined the relationship between a school's profile and their capacity to successfully implement CBC. They found out that variations in the implementation of competency-based curriculum by teachers were caused by differences in professional development, inadequate training about the CBC and inadequate teaching-learning resources. In conclusion, the study advised on provision of adequate teaching-learning resources, establishment of enough training center to offer quality training services to the teachers and finally to put their differences in how they were professionally educated and work as a team and teachers with enough knowledge on ICT should help the teachers without.

It is evident from this study that teachers without enough ICT knowledge, inadequate teaching-learning resources and no training about CBC are one of the main roots to hinderance of successful implementation of competency-based curriculum

Another study conducted by Sifuna and Obonyo (2019) examined the hinderances to the implementation of CBC in Kenya. They also found out that there was minimal training of teachers on matters pertaining competency-based curriculum such as the teaching methods and curriculum content. They also identified lack of participation by parents and other stakeholders. The study suggested the Ministry of Education to create a good framework for training teachers.

From this study it was crystal clear that teachers play a big role in implementation of competency-based curriculum and without them being given enough support then the implementation will be a hard nut to crack.

2.4 Parents Level of Education

Parents level of education is vital factor in his or her child's academics. Mwenje et.al. (2020) on the research "Assessment or Parental Involvement in Home-Based learning Activities in Public Primary Schools" indicated that educated parents involvement in their children learning activities has increased compared to the low level educated parents. He concluded that this could be due to their low level of competence in academic activities.

This is seconded by the people's Daily, (2021) where they reported that a parent who does not understand the assignment of his or her child and therefore will not be able to help the child tackle the questions given.

Omariba, (2022) children with illiterate parents or with no parents at all don't complete their assignments because either the task is difficult for the parent to comprehend or they do not have a guardian to help them.

Low level of income and the unavailability of necessary resources to some parents is another issue.

Media report from people's daily of September 20th, 2021 cited that cost burden is one of the challenges facing parents in the implementation of competency- based curriculum. Parents interviewed cited cost of printing school assignments was heaving on them. During the interview one parent said that CBC is a very good deal but the

expenditure that he is spending was much more compared to the previous education system. The children are being given expensive projects that require purchase of various materials and they couldn't afford them.

Okello, (2022) reported cases where children were being given assignment requiring them to use materials that were hard to get.

Parents should be educated on all the aspects of CBC, if they don't have enough knowledge about the CBC then they will not be able to support their children nor the school to good implementation of this curriculum. By supporting the children or rather the students it means buying them the required school items, motivating them and being present in their day-to-day learning activities.

2.5 Theoretical Framework

Education in general has many theories that support it. Some of these schemes of learning theories include; behaviorism, cognitive, and constructivism. Learning varies from one child or rather from one learner to the other. Therefore, it would be important if theories used in today's learning catered to the learning of each and every student.

2.5.1 Social Constructivism Theory

First and foremost, social constructivism is whereby learning occurs via social interaction and the help of other people around you, especially in a group. Social constructivism says that understanding an individual develops is shaped through social interaction. This theory was developed by Soviet psychologist Lev.Vygotsky(1896-1934).

L. Vygotsky beliefs that knowledge is not a copy of an objective reality but is rather the result the mind selecting and making sense of and recreating experiences. This means that knowledge is the result of interactions between both subjective and environmental factors. From is view, processing of knowledge involves three steps:

- Construction- building understanding of new concept by drawing on many separate pieces of knowledge
- Storage- this is the process of storing information in the memory
- Retrieval- the using of the stored information

He said that retrieval may sound easy but this is where errors can occur. A learner may make a reconstruction error due to the gap in one's understanding. The learner makes this error where he or she tries to retrieve information from long term memory to construct a logical but incorrect idea.

This theory emphasizes social interaction and positions the teacher to be a facilitator of learning rather than an informer.

Social constructivism theory has the following principles:

- Knowledge is constructed via human activity.
- Reality is created by members of the society.
- Learning is an active role and social process.
- Individuals create meaning through interactions with others and the environment in which they are.
- Meaningful learning occurs when individuals engage in social activities.

This theory is advantageous because:

- The learners are pushed to clarify and organize their ideas when they explain them to others.
- Learners gain exposure to different views when they interact with others.
- Learners are encouraged to ask questions, develop hypotheses and draw inferences from information and experiences.
- Learners gain skills needed for independent problem solving in the future.
- Learners can improve their metacognitive skills.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

Oso and Onen, (2011) described research methodology as a detailed procedure that will be used to achieve the objectives of the case study. This chapter entails the design the of study, the study area, identify the target population, select the sample design, the sampling techniques, research instruments, validity of the instruments, data collection tools, data analysis and reliability of the instruments.

3.2 Research Design

Kothari, (2018) defined a research design as the structure, outline written within which research was carried out in order to discover solutions to the problem under investigation. In order to satisfy the objectives of this study, quantitative research was held. Quantitative research was more appropriate for this study because:

- It aims to classify features, count them and construct statistical models in attempt to explain what was observed.
- Researcher knows exactly what he or she is looking for. For example, in this study. It identified the hindrances to the successful implementation of competency bases curriculum in Junior secondary schools.
- Researcher was able to use tools, such as questionnaire, interviews or equipment to collect numerical data.

According to Fowler, (2009) a quantitative research design provides quantitative and descriptions of the population by studying a sample of that population using methods of data collection with intent of generalizing from a sample of population.

3.3 Study Area

Tigania west sub-county, Meru County was the targeted area of study. Tigania west sub-county, Meru County. The researcher preferred this study area because she was familiar to this area and she can easily assess the schools in it without any problem. Secondly, she didn't have problems like language barrier when it comes out to conducting interviews with the parents from this region.

3.4 Target Population

My target population was the parents, teachers and headteachers from different junior secondary schools in Tigania west sub-county, Meru County. The targeted number of

schools was 9 schools since the total number of schools in Tigania sub county is 92 schools.

3.5 Sample Size

Mugenda and Mugenda, (2003) the sample size of the population should be at least 10-30% of the total population.

DESCRIPTION	TOTAL POPULATION	SAMPLE SIZE
Teachers	45	14
Parents	1350	135
Headteachers	10	9

Table 1 sample size

3.6 Sampling Techniques

Gay, (2009) sample is used to make generalization of the characteristic being indicated within the entire population. This study will carry out a simple random sampling because it requires a clearly defined group of people and it does not need complexity. Simple random technique provides equal opportunities of selection to the targeted population.

3.7 Measurement of Variables

VARIABLE	MEASUREMENT/INDICATOR	MEASUREMNT SCALE	NUMBER OF OBJECTIVE
Number of classrooms	Adequate/inadequate	Interval scale	1
Trained teachers	Trained/untrained	ordinal scale	2
Parents level of education		Interval scale	3

Table 2 measurement of variables

3.8 Research Instruments

According to Mugenda and Mugenda, (2003) research instruments are tools used by the researcher to collect data relevant to the objectives and the research questions of one's study. This study carried out questionnaire in the collection of data based on my

objectives. Berr, (2006) questionnaires are of importance because they enable the researcher obtain a lot of information within a very short period of time over a large population. The type of questionnaire used was closed ended. Observation checklist will also be done to collect information such as; the number of students in one class, learning materials that are there, and the number of classrooms in each school. The questionnaire and observation checklist will help me collect real data.

3.9 Validity of the Instruments

Validity is the extent to which a test, measurement or experiment accurately assesses what is intended to measure. It ensures that the result collected are meaningful. To make sure that there was validity, the researcher did the questionnaire and give them to the supervisor to check them and also give them to his or her fellow students for any necessary correction or assistance.

3.10 Reliability of Measurements

Reliability refers to the consistency and stability of measurement or data over time and different conditions. In other terms, it is the extent to which an instrument yields same results over time to time and under different conditions. to ensure reliability in one's study, the researcher conducted piloting with the target population and also do reference with the Cronbach's Alpha value of variables.

3.11 Data Collection Techniques

Data collection techniques refers to the methods or process used to gather information and data from various sources. The researcher used the questionnaire, observation or interview as the instrument to obtain data from the sample population. To make sure that any of data collection technique was used, the researcher was given a formal letter from the school of education in which it was filled. The distribution of questionnaires was done at various schools; them being issued to the responsible parties to be filled.

3.12 Data Analysis

Data analysis emphasizes a practical and engaging approach to understanding statistical methods (Andy Field 2022). The researcher used quantitative research design which is also descriptive hence used the frequency formula.

3.13 Logistical and Ethical Considerations

Mutula, (2018) states that researcher ethics is intangible set of values, standards and institutional schemes that help establish and control scientific activities.

Also, Bruce.L Berge defines ethical considerations as the moral principles and guidelines that researchers should adhere to when conducting studies involving human subjects. I, the researcher adhered to these guidelines to make sure the research is as to these guidelines

CHAPTER FOUR: FINDINGS AND DISCUSSIONS.

4.1 Introduction

This chapter deals with data analysis and interpretation of the findings collected via questionnaire, observation and interviewing. Data analysis was done using descriptive statistics. The findings were presented by use of frequency tables and percentages. Interpretations were done by use of pie charts and graphs. the objectives of the study were:

1. To determine how inadequate classrooms and lack of enough learning and teaching resources affect the implementation of competency-based curriculum.
2. To establish the effects of inadequate trained teachers to the implementation of competency-based curriculum.
3. To examine how the parent's level of education affect the implementation of competency-based curriculum.

4.1.1 Response Rate

Copies of the questionnaire were given out to the various respondents and the following response rate was obtained.

	Target population	Sample size	Return rate	Return rate %
Headteachers	9	9	8	89
Teachers	45	14	12	86
Parents	1350	135	126	93

Table 3 response rate

A total of 158 questionnaires were issued out but out of those 158, 146 were returned. This accounted for 94% of the total sample size. Out of the 158 questionnaires, 12 were spoilt, misinterpreted and lost by the various respondents.

A pie chart to represent the response rate.

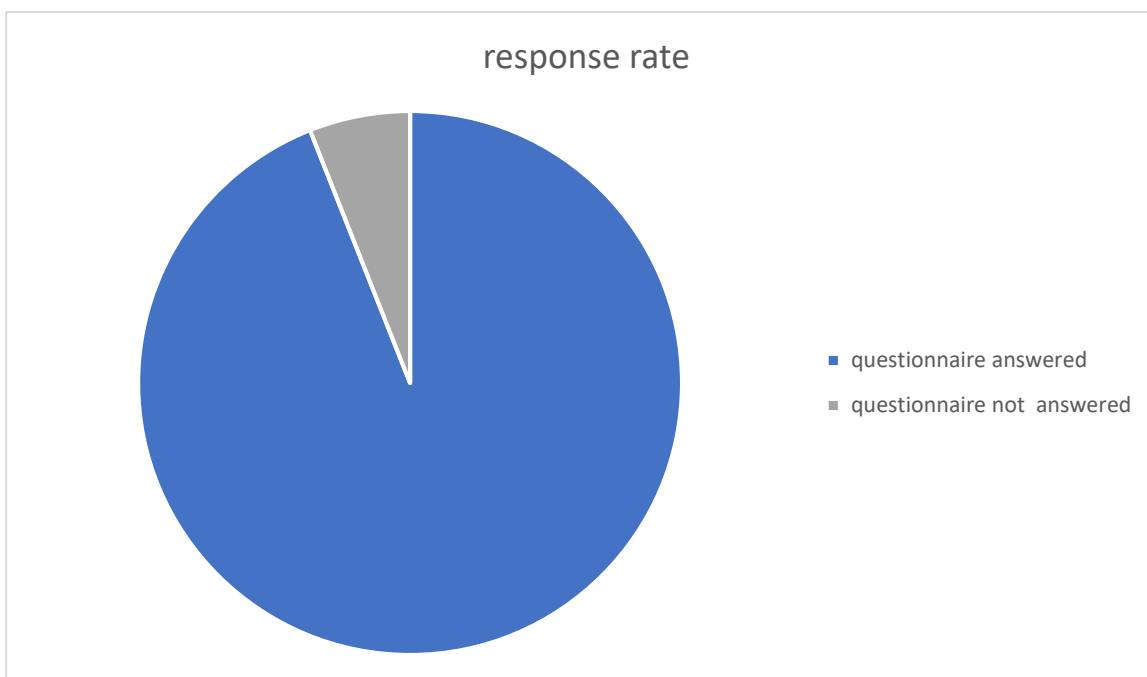


Figure 2 response rate

4.1.2 Biological Information of the Respondents

Biological information refers to the information that describes the various respondents. It may be their age, gender and more.

PARENTS PERSONAL DATA

1. AGE

This describes the age of the parents, teachers and headteachers that answered the questionnaire

Age	Frequency	Percentage	Cumulative percentage
25-40	71	49	49
41-50	65	45	94
51-60	10	6	100
Total	146	100	

Table 4age

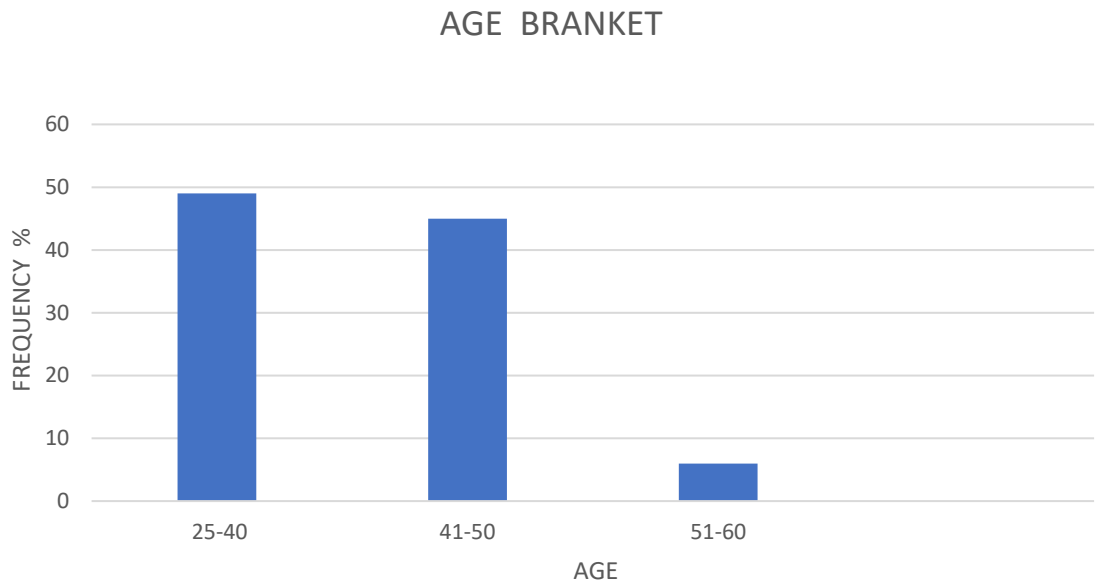


Figure 3age bracket

2. GENDER

It shows what gender was presented during data collection

Gender	Frequency	Percentage	Cumulative percentage
Female	87	60	60
Male	59	40	100
Total	146	100	

Table 5gender

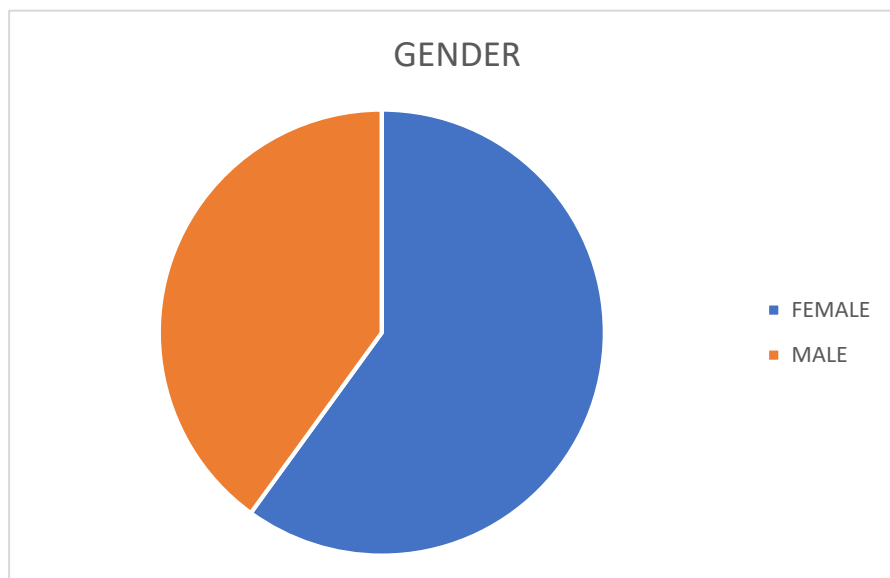


Figure4gender

4.2 Parent Level of Education

The researcher sought to investigate the parent's level of education so as to determine the level of education has any effect to the CBC. Their levels show how far they reached with their studies.

Level of education	Frequency	%	Cumulative %
Primary level	16	13	13
Secondary level	80	63	76
College level	30	24	100

Table 6 level of education

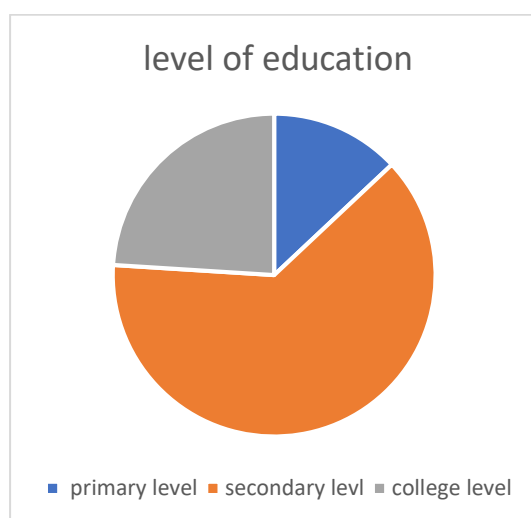


Figure 5 level of education

4.2.1 How well do you understand the competency-based curriculum (CBC)?

This question was asked to the parents to determine whether their levels of education hinder them from completely understanding CBC. From how it works, why it was referred to the 8-4-4 system and its impact to their children.

	Frequency	%	Cumulative
1	16	13	13
2	55	44	57
3	45	36	93
4	10	7	100

Table 7 understand CBC

4.2.2 Do you think your level of education hinders you from understanding the competency- based curriculum?

This question helped the researcher know if it is the level of education that makes the parent to lack the know-how of the CBC.

Response	Frequency	Percentage	Cumulative %
Yes	80	63	63
No	46	37	100

Table 8 hinderance to understand CBC

4.2.3 Does your level of income enable you purchase ALL the necessary CBC learning requirements for your child?

	Frequency	Percentage	Cumulative %
Yes	40	32	32
No	86	68	100

Table 9 level of income

4.2.4 Do you support your child to study under this system?

Response	Frequency	Cf	%
Yes	86	86	68
No	40	126	100

Table 10 child support

From the above tables, the parents level of education had a great effect to the CBC. It is evident that 30 parents of the sample size studied up to the college level and 80 parents of the total sample size studied up to the secondary level. This greatly affected their view about CBC because it is clear that higher percent of the sample size didn't really have a good and appreciative attitude towards CBC. Instead those that didn't view it as a good and wouldn't support their children to undergo leaning under this curriculum were the highest population.

4.3 Training of the Teachers

Training of the teachers is one factor that the government and the education ministry had to look into first before it implemented the competency- based curriculum. This

question sought to identify if there are enough or rather adequate teachers in Tigania west sub county, Meru County.

4.3.1 How would you rate your CBC training

Expectation ratings	Frequency	Percentage	%
Below	3	25	25
Approaching	6	50	75
Meeting	3	25	100
Exceeding	0		

Table 11 CBC training

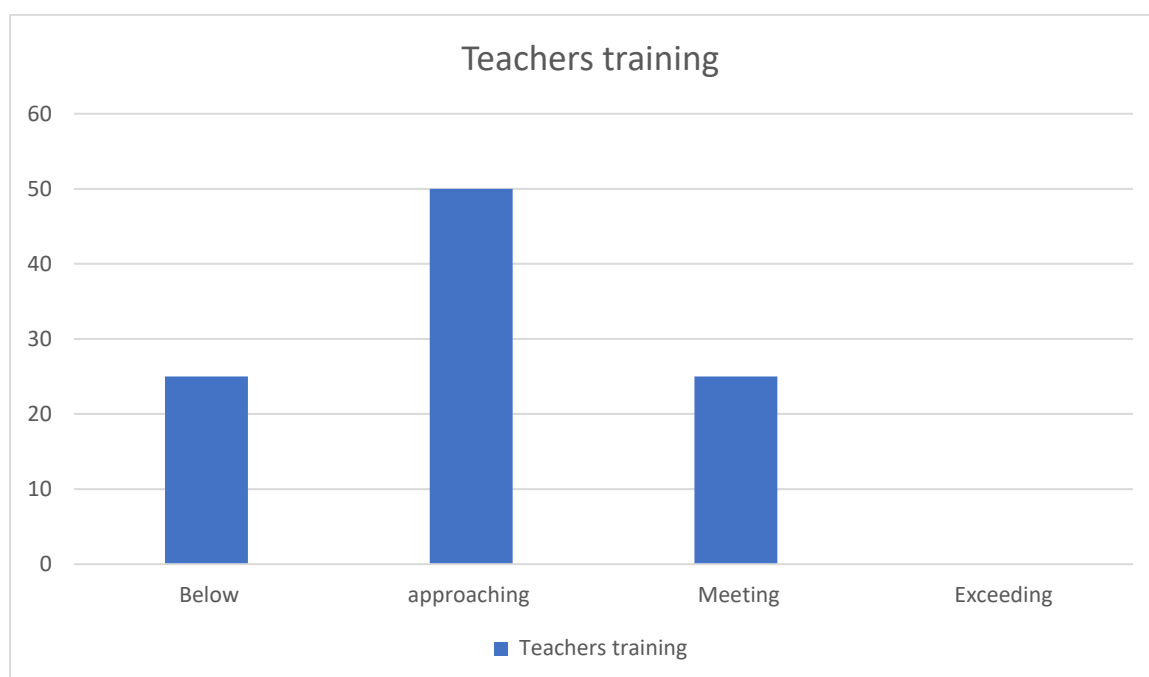


Figure 6 teachers training

Training of teachers also affected the successful implementation of the CBC. According to the findings, 50% of the teachers indicated to have approaching expectation ratings. It shown how training of teachers had impact to the CBC since they didn't meet the required expectation to teach learners. The 50% of teacher's ratings has great effect on the CBC since it is relatively low compared to those meeting and exceeding expectations.

4.3.2 Does your CBC training that is being offered by the government in hand with the ministry of education equal your classroom work?

This question helped the researcher to determine if the training being offered equals the work the teacher does in the classroom.

	Frequency	%	Cumulative %
Yes	5	42	42
No	7	58	100

Table 12 CBC equalness to classroom work

4.4 Teaching and learning resources and infrastructure.

These are the resources that the government should provide to ensure smooth learning of the competency-based curriculum.

4.4.1 Is the school equipped with adequate learning resources and other facilities(laboratories)?

	Frequency	%	Cumulative %
Yes	1	13	13
No	7	87	100

Table 13 teaching and learning resources

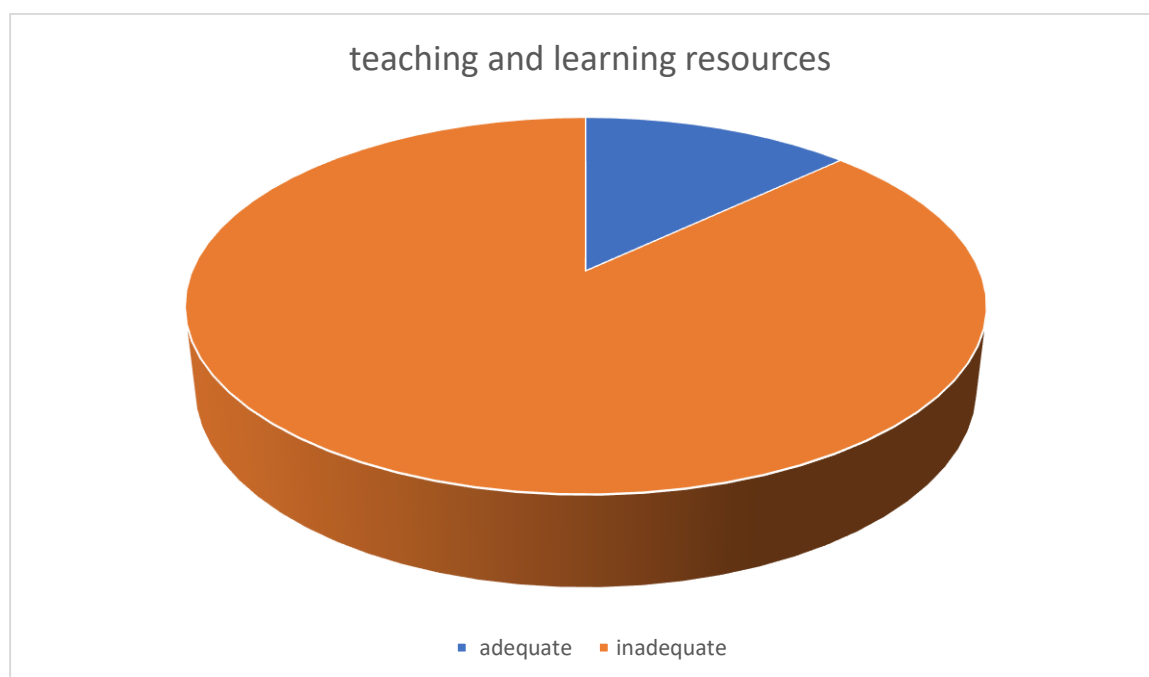


Figure 7 teaching and learning resources

4.4.2 As the headteacher of the school, do you think inadequacy of the learning and teaching resources has an impact to a successful implementation of the CBC?

	Frequency	%	Cumulative
Yes	8	100	100
No			

Table 14table 4.4.2

4.4.3 Does the government supply enough learning and teaching resources to the school and IN time?

	Frequency	%	Cumulative %
Yes	1	13	13
No	7	87	100

Table 15table 4.4.3

According to the findings, 87% of the sample size recorded that the schools are not equipped with adequate learning and teaching resources and other facilities. Therefore, only 13% of the sample size were privileged to have adequate learning and teaching resources in time and other facilities. This affected CBC in that the majority of the sample size (87%) were not privileged to have these resources and facilities, showing that CBC was negatively affected due to lack of these resources.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter mainly captures on the research finding, research conclusions and the research recommendations.

5.2 Research Summary

From the research conducted, the researcher was able to find out certain matters concerning the competency-based curriculum. First and foremost, the analyses of the respondent show that the female gender was more compared to the male. From the parent's questionnaire the male gender was outnumbered by the females. This shows that the female parent is more involved in the matters concerning the child compared to the male parent yet in this curriculum parent involvement of both genders is supposed to be equal.

Secondly the teachers agreed that the children enjoy this system compared to the 8-4-4 system because it has more learner engagement (learner-centered approach). The learners are able to express their skills and talents freely. And by this there is equalization of the learners. Under this curriculum, the learner identifies his or her potential in their early stages. However, the junior schools in Tigania west sub county are not able to do all this due to the lack of enough learning resources and facilities in the school.

Last but not least, the researcher got to understand that the teachers are willing but not able to give their best to the learners. This is due to the lack of motivation from the government. They are no enough resources to do so from the teaching materials, Wi-Fi, late delivery of curriculum designs, facilities like the computer laboratories. The teachers are assigned subjects that they did take during their course taking at the universities.

5.3 Research Conclusions

Discussion of the findings

- 1 To determine how inadequate classrooms and lack of enough learning and teaching resources affect the implementation of competency-based curriculum.

It was discovered in the research study that there are no adequate classrooms and leaning and teaching resources in the school. The teachers that undertook the questionnaire said that there is the main issue affecting the competency-based curriculum. In most junior schools in Tigania west sub county there are many students

in one class yet the books being offered doesn't equal them. This makes some of the learners to be severely affected since they cannot manage to do the assignments at the slated time and they cannot carry out the revision well.

Resources like the students' desks should be offered to the schools in adequacy by the government yet some schools ask the students to bring their own. Will the parents bear the cost of resources like desks and other costs like the fees and uniforms?

This curriculum has subjects such as computer studies, home science yet there are no laboratories to carry out these learning activities. This gives teachers a hard time trying to figure out where to carry these activities. Therefore, lack of enough facilities and teaching and learning resource makes it hard to carry out the CBC system in junior schools, Tigania west sub county Meru County.

- 2 To establish the effects of inadequate trained teachers to the implementation of competency-based curriculum.

Schools in Tigania west sub county are facing inadequacy of trained teachers in junior secondary schools. From the study, it is evident that the teachers are not enough. If the teachers (the facilitators) of this competency-based curriculum are not enough, then the learners won't gain the required knowledge and the goal of CBC won't be meant. The inadequacy of teachers has forced the government to place teachers who have not been trained in classes. Those teachers are forced to deliver the unknown to learners. Despite them being given a task they didn't undertake they are not motivated to do so. For instance, one parent claimed that the teachers give the students a workload that is more than a student can handle on his or her own. The student is forced to rely on the parent yet the parent did not study under the CBC curriculum. Can the parent blame the teacher whereas the teacher isn't being trained enough and motivated?

- 3 To examine how the parent's level of education affect the implementation of competency-based curriculum.

Parents level of education is another factor contributing to the success of the of the competency-based curriculum since the curriculum involves the teacher, learner and the parent. From the study few parents have the know-how of the CBC. Parents knowledge is important because the parent cannot support his or her child if he or she doesn't know the benefits of this curriculum. In this system, the parent is required to contribute more financially, from the buying of music instruments, home science

requirements among many things. If the parent does not know how such resources helps the child and the parent is facing finance problems then the parent will have no choice but to forego the learning resources.

Parent are also required to show in schools physically in case of meetings pertaining the CBC, if the parent does not know what CBC is then it is most likely that he or she wont show up. This will affect the learning progress of the child and the goal will not be achieved.

5.4 Research Recommendations

Some of the researcher's recommendation were:

5.4.1 Recommendations of the Study

From the findings of the study, the study recommends that the government should provide more teaching and learning materials and build enough infrastructure to the schools in rural areas so as to have equal learning.

The government should motivate the teachers more especially those transiting from secondary schools to attend junior primary schools.

There should be more rationalization of the learning areas to reduce overloading the learners and also facilitate proper and timely covering of the curriculum design in all learning areas.

Lastly, there should be more creation of awareness to the parents so as to enable them understand the entailment and expectations of the CBC.

5.4.2 Recommendations for Further Study

The research recommends more research on other challenges that face the the successful implementations of competency- based curriculum. other studies should be carried in other parts of the country so as to enable smooth implementation of the curriculum.

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Appendices

Appendices 1: Work plan1

MONTH	September		October				November		
WEEK	3	4	1	2	3	4	1	2	3
ACTIVITY									
Topic Generation									
Background study and statement of the problem									
Objective									
Conceptual framework									
Literature review									
Theoretical framework									
Research methodology									
questionnaire									
Final corrections									
Proposal presentation									

Appendices 2: Workplan 2

	Jan -April	May	June	July
Data collection				
Research analysis and interpretation				
Research findings, conclusion and recommendation				
Project presentation				

Appendices 3: Budget

ITEM	AMOUNT(Ksh)
Printing	1500
Airtime	500
Communication	300
Transport	1000
Total	3300

Appendices 4: Questionnaire

Dear respondents,

The following questions seek to gather information that will be used to know whether the hinderances stated are really the ones affecting the implementation of competency-based curriculum. Kindly fill the forms with a good heart so as to reach the purpose of this study.

Personal data

Which gender are you?

How old are you?

25-40

40-50

50-60

How are you associated to the school ?

Are you a

Parent

Teacher

Headteacher

Section B

Technical questions

1. To the parents

How many children do you have at school in the junior secondary?

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What is your level of education?

How far did you get with your studies?

Primary level

Secondary level

College/university level

How well do you understand the competency-based curriculum that is the CBC?

1	2	3	4	5

Do you think that your level of education hinders you to clearly understand CBC

YES

No

Do you think CBC is a good system for you children?

Yes

No

If it is good or not, to which extent

1	2	3	4	5

Do you support your child to pursue education under this system

Yes

No

How is you level of income

Low

Middle

High

Does your level of income enable you to purchase all the necessary CBC learning requirement for your child

Yes

No

2. Infrastructure and learning resources

To the headteacher

Is the school equipped with enough learning classes and other facilities like the laboratories

Yes

No

How would you rate the infrastructure for CBC

1	2	3	4	5

Do you think that the infrastructure in the school has anything to do with successful implementation of the competency-based curriculum

Yes

No

How are many CBC learning materials are there in the school

Less

enough

Does the government supply enough learning resources to the school and in time

YES

NO

How many parents are able to provide this learning materials to their children

Few

A few

Many

For those who cannot manage to provide, do you think it out of ignorance or lack of money

Ignorance

Lack of money

3. Trained teachers

How many CBC trained teachers do you have in your school

1-5

5-10

Are there enough to teach all the number of students that are in the school

Yes

No

If they are not enough, do you think inadequacy of trained teachers have anything to do with implementation of CBC

Yes

No

Does the teachers service commission employ teachers on time

Yes

No