

**INFLUENCE OF TEACHER PEDAGOGIES ON IMPLEMENTATION OF
COMPETENCY-BASED CURRICULUM IN PUBLIC PRIMARY SCHOOLS
IN WESTLANDS SUB- COUNTY, NAIROBI CITY COUNTY, KENYA**

Justus Kiyai Asava

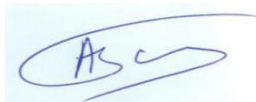
**A research Project Submitted in Partial Fulfillment of the Requirements for
the Award of the Degree of Master of Education in curriculum studies**

University of Nairobi

2021

DECLARATION

This research project is my original work and has not been presented for an award in any other university



Justus Kiyai Asava

Reg. No. E55/10263/2018

This research project has been submitted for examination with our approval as university supervisors



Dr. Mercy Mugambi

Senior Lecturer

Department of Educational Administration and Planning,

University of Nairobi



Dr. Petronila Kingi

Lecturer

Department of Educational Administration and Planning.

University of Nairobi

DEDICATION

I dedicate this work to my beloved father, Jared Asava, my wonderful mother, Joy Makungu Asava, and the rest of my family members and friends for their prayer and support in my academic achievement. God bless you all.

ACKNOWLEDGEMENT

I appreciate those who contributed to the completion of this study project. First of all I thank God for the power and grace which he gave me to study. I'm grateful to God. To Him be all glory and honor.

The amazing support and advice thank my Supervisors Dr. Mercy Mugambi and Petronila Kingi. I am very grateful for your uncomfortable drive and support.

I also want to thank all my departmental teachers for the efforts they have put into meeting me.

I also appreciate my family's dedication and moral support.

Finally, I thank all those who participated in this study.

TABLE OF CONTENTS

DECLARATION.....	II
DEDICATION	III
ACKNOWLEDGEMENT.....	IV
LIST OF TABLES	IX
LIST OF FIGURES	VIII
ABBREVIATIONS AND ACRONYMS.....	XI
ABSTRACT	XII

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO THE STUDY	1
1.2 STATEMENT OF THE PROBLEM	5
1.3 PURPOSE OF THE STUDY.....	6
1.4 OBJECTIVES	6
1.5 RESEARCH QUESTIONS.....	6
1.6 SIGNIFICANCE OF THE STUDY.....	7
1.7 LIMITATIONS OF THE STUDY	7
1.8 STUDY DELIMITATIONS.....	8
1.9 STUDY ASSUMPTIONS	9
1.10 SIGNIFICANT TERMS DEFINITIONS	9
1.11 ORGANIZATION OF THE STUDY	10

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION	12
2.2 OVERVIEW OF COMPETENCY-BASED CURRICULUM.....	12
2.3: TEACHER’S USE OF LEARNER-CENTERED APPROACHES AND IMPLEMENTATION OF CBC.....	15
2.4 TEACHER’S USE OF TEACHING AND LEARNING MATERIALS AND IMPLEMENTATION OF CBC.....	17
2.5 TEACHER’S USE OF PRACTICAL EXPERIENCES AND IMPLEMENTATION OF CBC .	19
2.6 TEACHER’S COMMUNICATION STRATEGIES AND IMPLEMENTATION OF CBC	20
2.7 SUMMARY OF REVIEW OF RELATED LITERATURE.....	22
2.8 THEORETICAL FRAMEWORK.....	23
2.9 CONCEPTUAL FRAMEWORK	24

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION	27
3.2 RESEARCH DESIGN	27
3.3 POPULATION THAT IS TARGETED	28
3.4 SAMPLE SIZE AND SAMPLING PROCEDURES	28
3.5 RESEARCH INSTRUMENTS.....	29
3.6 DATA COLLECTION PROCEDURES	32
3.7 DATA ANALYSIS TECHNIQUES	33
3. 8 ETHICAL CONSIDERATIONS.....	34

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION, AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION	35
4.2 GENERAL AND DEMOGRAPHIC INFORMATION.....	35
4.3 TEACHERS USE OF LEARNER-CENTERED APPROACHES AND IMPLEMENTATION OF CBC	40
4.4 USE OF TEACHING AND LEARNING MATERIALS AND APPLICATION OF COMPETENCY-BASED CURRICULUM	44
4.5 TEACHER'S USE OF PRACTICAL EXPERIENCE AND IMPLEMENTATION OF CBC ...	50
4.6 COMMUNICATION TECHNIQUES FOR TEACHERS AND COMPETENCY-BASED CURRICULUM IMPLEMENTATION	53
4.7 ASSESSMENT OF THE INFLUENCE OF TEACHER PEDAGOGIES ON IMPLEMENTATION OF CBC.....	55

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 INTRODUCTION	58
5.2 SUMMARY OF THE STUDY	58
5.3 CONCLUSION.....	61
5.4 RECOMMENDATIONS.....	61
5.5 FURTHER RESEARCH SUGGESTIONS	62
REFERENCES	64

APPENDICES

APPENDIX A: LETTER OF INTRODUCTION	77
APPENDIX B: QUESTIONNAIRE FOR GRADE FOUR TEACHERS	78
APPENDIX C: INTERVIEW GUIDE FOR HEAD TEACHERS	84
APPENDIX D: INTERVIEW GUIDE FOR CURRICULUM SUPPORT OFFICERS	86
APPENDIX E: FOCUS GROUP DISCUSSION GUIDE FOR GRADE FOUR PUPILS	88
APPENDIX F: OBSERVATION CHECKLIST FOR CBC IMPLEMENTATION	90
APPENDIX G: RELEVANT DOCUMENTS	92

LIST OF TABLES

Table 3.1 Sample Size	29
Table 4.2 Response Return Rate of the Research Instruments.....	36
Table 4.3 Teaching experience of teachers	38
Table 4.4: Age of teachers.....	39
Table 4.5 Gender of Head teachers and Teachers	40
Table 4.6 Teacher’s use of learner-centered teaching approaches	41
Table 4. 7 Extent of Teacher’s use of teaching and learning materials.....	45
Table 4.8 Extent of competence of teachers in using Teaching and Learning materials	47
Table 4.9 Level of Influence of teaching and Learning Materials on Learner’s Outcomes.....	50
Table 4.10 Grade four teacher’s response on their ability to use practical experience in teaching	Error! Bookmark not defined.
Table 4.11 The response of the head teacher to how frequently teachers apply practical experiences in the classroom.	52
Table 4.12 Teacher’s Communication Strategies and Implementation of competency-based curriculum.....	Error! Bookmark not defined.
Table 4.13 The extent of teacher’s use of verbal, non-verbal, and visual communication	Error! Bookmark not defined.
Table 4.14 Teacher’s opinion on the influence of teacher pedagogies on implementation of CBC.....	Error! Bookmark not defined.

LIST OF FIGURES

Figure 1: Conceptual framework showing the relationship between teacher's pedagogical skills and CBC implementation.....	25
--	----

ABBREVIATIONS AND ACRONYMS

CBA	Competency-Based Approach
CBC	Competency-Based Curriculum
CBEF	Competency-Based Education Framework
COVID-19	Corona Viral Disease-2019
DFID	The Department of International Development
CSO	Curriculum Support Officer
FPE	Free Primary Education Program
ICT	Information Communication and Technology
KICD	Kenya Institute of Curriculum Development
KNUT	Kenya National Union of Teachers
TLMs	Teaching and Learning Materials
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
NACOSTI	National Council for Science and Technology
PE	Physical Education
TPR	Teacher-Pupil Ratio
SD	Standard Deviation
TSC	Teacher Service Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization

ABSTRACT

The study aims to evaluate the impact of Teachers' Teaching on the application of the skill-based curriculum of public elementary schools in the Sub-County of the Westlands, Nairobi City County. The aims for the study were: to identify how teachers can use learning-centered teaching to implement a skill-based curriculum, to investigate the influence of teacher's use of teaching and learning materials education use and on the application of the skill-based curriculum, and to evaluate the use of practical experience by teachers to implement a skill-based curriculum. The study includes a descriptive survey of 26 public elementary schools, 26 school heads, 63 grade 4 instructors, 2912 fourth grade pupils, and two supportive curriculum officials. A random sample was used to stratify samples, including 320 participants: eight head teachers, 19 fourth grade teachers, 292 learners, and one curriculum support officer. Data collection was done using questionnaires, interview schedules, discussion guidelines for focus groups, and checklists of observations. Quantitatively and qualitatively, the research findings were evaluated. The quantitative data were processed, evaluated, and presented in frequency tables using SPSS version 20.0. The outcomes of the Study indicated that all headmasters and four-grade teachers participated in in-service skills training. Most teachers used learning techniques in the teaching process from the findings. However, the results indicated that there were not enough functioning digital devices available to the majority of instructors. It was also shown that most instructors are challenged in the implementation of some key competencies in teaching, learning, and communication and in their visual communication techniques. The study suggests in-service education for teacher pedagogies which make it possible for teachers to apply CBC

efficiently to promote essential curricular skills that are not fully applied. All schools should provide adequate working digital gadgets. Teachers should include learners in practice. Practical communication education tactics should also be chosen and used correctly. In private elementary schools, a comparative study should be done on the effect of teacher pedagogies on the implementation of a skill-based curriculum.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

As a result of globalization and technological advancement, the nature and meaning of the learning and teaching process in nations are designed to meet the 21st-century skill demands (UNESCO, 2015). The study suggests in-service education for teacher pedagogues, making it possible for teachers to apply CBC efficiently to promote critical curricular skills that are not fully applied. All schools should provide adequate working digital gadgets. Teachers should include learners in practice. They should also select and employ practical communication teaching tactics. A skills-based curriculum has its roots all around the world. The idea was to make it more flexible when British Columbia embraced the CBC in line with the K-12 innovation plan. A flexible curriculum enables instructors to innovate more effectively and to provide more individualized learning. British Columbia intends to give instructors more leeway in allowing pupils to demonstrate their proficiency in various learning objectives (OECD 2016). CBC has gone into effect in Finland. Her national curriculum framework includes “overarching learning objectives, instructional methodologies, and precise outcomes.” Another significant educational reform is Finland's dramatic revision of national core curricula at various educational levels. By undertaking such a reformation, Finland ensured coherence in its curricula at all levels of education. The curriculum

aims to build at the strength of the finished education system and meet the challenges of a rapidly changing and complex world. Various countries like South Africa, Mozambique, Zimbabwe, Zambia, Rwanda, Tanzania, and now Kenya have moved from the traditional curriculum based on content to a curriculum based on competency or outcomes in their education systems. Unlike the traditional education system, which emphasizes content knowledge acquisition, CBC focuses on competency development.

A learner-centered learning approach is critical to enhancing the transmission of knowledge and skills. In order to effectively implement CBC, teacher pedagogies have to reflect the interests of learners in the 21st Century. In CBC, learners acquire both interpersonal and intrapersonal skills. The interpersonal skills include teamwork, negotiation, and conflict resolution, while flexibility and initiative are examples of intrapersonal skills. Also, learners acquire cognitive skills like critical thinking, innovation, and reasoning, which are essential in enabling an individual to go beyond the roles specified in a job description, making them an asset to the organization they work for. A learner-centered approach can be infused in CBC through brainstorming, debates, social media, competitions, and extended learning out of the classroom. All these improve learner performance if well implemented.

According to Paulo (2014), the government must prepare instructors to transition smoothly from traditional teaching material to innovative digital devices. Engaging learners has been integrated into the teaching pedagogies in all subjects to instill the various skills. Holding interactive sessions like brainstorming and group discussions

that go beyond the topic allows learners to acquire vital communication and creative thinking skills.

According to Kafyulilo (2012), teachers should possess adequate knowledge in applying the various strategies in teaching to make pupil's learning effective. It entails an effective learner-centered learning strategy. In Japan, the learner-centered learning method has been affected. According to Eaton (2008), learner-centered learning boosts learners' self-confidence. Based on the KICD report (2016), teacher knowledge of CBC pedagogy was challenging, teachers struggled with the concept and could not deliver as the curriculum demanded. Research carried out in Singapore reveals the significance of practical communication skills in teaching and learning. According to Teng (2016), practical communication skills are part of Singapore's desired initial teacher training outcomes. Strong communication skills are essential to effective teaching in CBC that produces competent, critical, and rational learners.

For effective implementation of CBC, choice of teaching and learning material is also significant. The material ranges from digital devices like computers and tablets to non-digital ones such as textbooks and flashcards. Research has indicated that most pupils perform poorly in external mathematics examinations in the majority of the junior high schools in Ghana. Pupils fail in mathematics than any other subjects due to the Teacher's inability to use Teaching and Learning Materials to deliver the concept to the people. Teachers abstractly teach mathematics, which does not assist the learners in understanding the mathematics concept. The quality of learning materials such as textbooks is an ingredient of education (Fernandez, 2014).

Furthermore, learners need to be engaged in practical experiences for the effective implementation of CBC. According to KICD (2016), pedagogical skills beyond theoretical knowledge and practical applications of concepts learned inside the classroom are significant. The practical experiences include group discussions, mentorship programs, role-playing, simulations, and class projects; they enhance academic and moral performance if well-integrated and implemented in the curriculum. In Tanzania, research has revealed that practical experience is critical when infused in the CBC curriculum. According to Barell & Huang (2007), CBC is an application-oriented curriculum that provides the learner with the knowledge and skills applicable to work and general life activities. Moreover, teachers need to embrace effective communication strategies in implementing the curriculum. It includes verbal, non-verbal, and visual communication strategies (Wanzala, 2018). By so doing, learners are most likely to improve their communication skills and academic performance.

Nairobi is Kenya's capital city. CBC implementation in Nairobi City County has proven ineffective. According to Ondimu's (2018) study in Dagoretti North County, Nairobi City County, teacher preparation for "CBC implementation" in private elementary schools, 65.6% of teacher preparation were pretty ready 31.2% were adequately trained and just 3.2% were inadequate. Moreover, 32.3% of the teachers indicated that CBC lacks facilities and is expensive to implement. The findings acknowledge the critical role of teacher pedagogies in the implementation of CBC. The Kenyan government has put more focus on technological empowerment in order to realize vision 2030. As technologies become part and parcel of daily life, learners have demanded better learning experiences. Also, teachers have been compelled to introduce innovation in

their teaching methods. Teachers need to be trained on appropriate pedagogies to enhance the effective implementation of CBC (Waweru, 2018).

1.2 Statement of the problem

Kenya is still in the early stages of the competence-based curriculum, with implementation having commenced in July 2021 in Grade 5. Other parts of the curriculum, including teacher and parental preparedness and individual study characteristics, have been concentrated in recent CBC research (Waweru 2018; Ondimu 2018; Kamutu 2018). This study aimed to examine how teacher pedagogies in the Westlands sub-country influence the implementation of CBC in public primary schools.

Westlands Sub-County is one of the 17 electoral districts in Nairobi City County. It is a metropolitan area that consists of high costs public schools located in high suburbs like in Parklands, Runda, Lakeview, Muthaiga, and Kitusuru, as well as low costs public schools located in slums like in Kangemi, Deep Sea, Mji Wa Huruma, Kaptagat, Kibagare, Ndumbuini, Maasai and Suswa. CBC aims at promoting equity and fairness despite personal and social circumstances (KICD 2016). Since learners in Westlands Sub County come from different social-economic backgrounds, the findings will be representative of Kenya at large, which has similar characteristics and will be reliable in streamlining and enhancing teacher pedagogies that will produce competent learners as per CBC goals and objectives. In addition, there is minimal proof of official research investigating the effect of teacher educational practices in CBC aimed at fourth-grade learners, especially in the sub-county of Westlands. For this investigative gap, a study on the effect of teacher pedagogy on CBC was requested by the investigators in the

Westlands sub-county, Nairobi City County, Kenya. Therefore, to make Kenya's 2030 goal possible, it is vital to tackle the changed learners in the 21st century and promote effective education in schools.

1.3 Purpose of the study

The study examines the effect of teacher pedagogies on the execution of a competency-based curriculum in Westland Sub County, Nairobi City County, Kenya.

1.4 Objectives

The purposes of this research were:

- i. To establish the influence of teacher's use of learner-centered approaches on implementation of CBC in public primary schools in Westlands Sub County.
- ii. To establish the influence of teacher's use of teaching and learning materials on the implementation of CBC in public primary schools in Westlands Sub County.
- iii. To examine the influence of teacher's use of practical experiences on the implementation of CBC in public primary schools in Westlands Sub County.
- iv. To establish the influence of teacher's communication strategies on the implementation of CBC in public primary schools in Westlands Sub County.

1.5 Research Questions.

The following research questions guided the study:

- i. How does teacher's use of learner-centered approaches influence implementation of CBC in public primary schools in Westlands Sub County?
- ii. To what extent does the teacher's use of teaching and learning materials influence the implementation of CBC in public primary schools in Westlands Sub County?
- iii. How does the teacher's use of practical experiences influence the implementation of CBC in public primary schools in Westlands Sub County?
- iv. To what extent do teachers' communication strategies influence the implementation of CBC in public primary schools in Westlands Sub County?

1.6 Significance of the study.

The research is significant since the findings may be applied to make professors, parents, the KICD, the education ministry, and other stakeholders aware of the curriculum implementation challenges. Teachers will probably recognize, appreciate and use suitable pedagogies to ensure successful implementation of CBC. CBC teaching techniques will likely be introduced to parents to help them throughout implementation. The KICD and the MOE may consider whether to train or re-train teachers vividly on the aspects of the new curriculum and distribute sufficient relevant instructional material and consider proper monitoring and evaluation of CBC implementation in schools. Furthermore, the study may be helpful to scholars and other stakeholders in the education sector and may form an integral part of the existing literature that is likely to prompt other research internally and globally.

1.7 Limitations of the study

These are the features of the study, "which can affect the results, but do not govern the researcher" (Mugenda and Mugenda, 2003). Therefore, confident respondents did not cooperate in providing the necessary information. Some reported that the research tools were too busy to reply. This difficulty was addressed when detailing the benefits of the study. In addition, the investigator declared that the respondent's feedback would be confidential and utilized strictly for academic purposes.

1.8 Study delimitations

The researcher limited the analysis to public schools in Westlands Sub County. While many factors influence curriculum implementation, the study focused primarily on the impact of teacher pedagogy on the implementation of CBC. The Pedagogies on focus are the utilization of instructors of learning approaches that focus on learners, the use of teachers' resources for education and learning, teachers' use of practical experiences, and teachers' expertise in using communication strategies. Moreover, the study focused only on grade 4 teachers and the respective school head teachers since they are critically involved in implementing and monitoring CBC during the study process and giving feedback. Only grade 4 pupils were involved in the research since they could express themselves, unlike the pre-primary pupils who are still very young. Moreover, the choice of grade four learners is justifiable because they have long experience on CBC. The study also incorporated Curriculum Support officers since they are in charge of curriculum implementation in their respective zones.

1.9 Study Assumptions

The studies had the following assumptions:

- i. Grade four study-oriented teachers comprehend the design and translation of the CBC curriculum into practice.
- ii. Information from respondents to be received shall be honest, trustworthy, and dependable in making accurate conclusions.
- iii. The population-representative will be the selected sample.

1.10 Significant terms definitions

Communication abilities: Entails the capacity to convey thoughts and sentiments successfully

Communication Strategies refer to systems that a teacher uses while facing some challenge to explain their message.

Curriculum-based on competency: The program emphasizes creativity and the use of learning, and the accumulation of information and expertise.

Curriculum implementation: this is the process of curriculum programs into practice.

Pedagogies: Refers to ways of conceptualizing teaching, which entail both instructional and management activities.

Practical experiences: Refers to real situations and events, rather than just ideas and theories.

Teacher Pedagogies: Refers to the ability of an instructor to use appropriate methodologies to convey knowledge and skills in a way that learners can understand.

Teaching-learning materials: Refers to the instruments of presentations and transmission of the prescribed educational material.

Learner-centered approaches: These are the instructional approaches that move the emphasis of the instructor towards the learner.

1.11 Organization of the study

The study is organized into five chapters. Chapter one introduces this topic: background, study objectives, objectives of research, research issues, study relevance, boundaries of study, study assumptions, definitions of study meaning, and study structure. Chapter two offers an overview of the literature, which includes numerous subjects such as the introduction and influence of teacher's use of learner-centered approaches on implementing the competency-based curriculum. Also, it covers teacher use of teaching and learning materials on the implementation of CBC, the teacher use of practical experience and implementation of CBC, teachers use of communication strategies and the implementation of CBC, summary of the literature review, theoretical and conceptual framework.

Chapter three provides a research approach to the various research process elements; research design, target populations, sample size, process, research equipment, instruments validity, reliability, procedures for data collection, data analysis, technical and ethical aspects. The presentation, interpretation, and discussion of the results are

included in Chapter 4. Chapter five covers the summary of the study, conclusion, and recommendations of the study. Suggestions for further study are also presented.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter deals with the critical literature on teacher pedagogy. The study review was organized according to the following sub-topics: an overview of the competency-based curriculum, the use of the learner-centered approaches by teachers and implementation of the CBC, teacher's use of teaching and learning materials and the implementation of CBC, the use of practical experiences by teachers and the implementation of CBC, teacher communication strategies and implementation of CBC, a summary of review of related literature as well as the theoretical and conceptual framework.

2.2 Overview of Competency-Based Curriculum

Due to globalization, nations have adopted an educational curriculum geared towards acquiring 21st-century skills. As a consequence, CBC has been introduced to meet the changing needs. In the United States, several states like New Hampshire and Maine are embracing the principles of CBC. States like Colorado, Iowa, and Oregon have established policies, task forces, and pilots to actualize Competency-based credits. Since the initial formation of CBC contours in the 1960s and 1970s, the USA has integrated a competence-based approach throughout its higher education programs. In post-secondary schools, the latest events focus on results-based training and mastering

(Nodine, 2016). Finland has one of the top skills education systems in the world, according to Kabita & Ji (2017). The fundamental goal of the system is to ensure equal opportunity for all its inhabitants. Her primary national curriculum has changed from a very centralized to a localized structure that stresses external tests. In Scotland, interestingly, 2010-2011, a new Excellence Curriculum was established. It is being implemented, taking into account various ideas of competence for its curricular standards. The Curriculum Guidelines (2009) incorporated the "national standards that provide learners with more control in creating the program while being extremely precise about the intended results. The aim is to know, comprise, and carry out the learning after the course. Such a lesson is about the things to be taught, not the work, activity, and substance.

Various nations, such as South Africa, Mozambique, Zimbabwe, Zambia, Rwanda, Tanzania, Kenya, and other countries, have shifted to competency-based training systems from a traditional content-based curriculum. In 2013, Zambia began and finished implementing a competence-based approach in 2017 and launched that replaced a content-based education that was in place since its political independence in 1964. The CBC in Zambia is already encountering difficulties in accessing teaching and learning resources and relevant teachers' pedagogical content knowledge (EAC, 2012). Tanzania has undergone four changes in education curriculum since independence. CBC was introduced and operationalized in 2006 in primary and secondary schools. The government has committed severe financial and human resources to the program geared towards supporting instructors, school heads, and other professionals in the education sector to develop confidence and necessary competencies to handle the

competency-based curriculum effectively.

Kenya introduced CBC in 2017 and consisted of two years of pre-primary, six years of elementary education, three years of junior secondary, three years of senior secondary, and three more years of university education. The new program, which has operated since 1985, has phased out the previous 8-4-4 educational system to meet the skills lacking in the previous system and foster broadly sustainable autonomy. CBC's domestic development was introduced in Kenya in January 2019. Many policy papers have informed this curriculum including the Kenya Vision Report 2030, 2015 sessional paper no. 2 on 'Re-forming education and training' and Kenya 2010' constitution. Other works that informed the curriculum changes were the dynamics of the 21st century, the unified curriculum for East African nations, the objectives of sustainable development, and the needs evaluation report of KICD 2016. Session Paper No.2 2015 on 'Educational reform and training in Kenya' was prepared by the government on the "Report of the Education Sector Recovery Task Force on the 2030 Vision and Constitution of Kenya 2010" in 2012. The study shows that education is the basis for economic development in the country, which is the national ideology. The session paper suggests that the education and training sector be reformed comprehensively and integrated to enhance individual learners' potential while creating an intellectually, emotionally, and physically balanced public.

One of the answers proposed is to transform the training and education industry to fully develop each person's potential and, therefore, achieve a physical, emotional, and cognitive balance. It also suggests "competence-based curricula; development of a

national system of evaluation of learning; early identification and support of talent; introduction and integration of national values and national cohesiveness within the curricula; and three paths for learning at senior school level" (REB, 2015). A competence-based curriculum stresses innovation and applying information and abilities rather than their acquisition and accumulation (Nodine, 2016).

2.3: Teacher's use of Learner-centered approaches and implementation of CBC

The learner-centered method of learning is defined as "a learning strategy in which learners pick what to study as well as how and why it may be interesting" (Claro, 2009). Learners can utilize the principles they have learned before the course to study and provide new meaning. Forms of learning based on teachers include brainstorming, discussions, social media, and widespread teaching. The results suggest that pre-service interactions with learners and tutoring programs for instructors helped to "fill doubts and skills," resulting in greater self-efficiency. Rushhton (2003) performed comprehensive qualitative research in the United States. In addition, role models assist students to build trust and enhance performance. Students are inspired to work hard and successfully if they witness a model which overcomes fear and succeeds. The study results from the combined T-tests demonstrated a significant perception of knowledge and abilities from pre-survey to post-research in all treatment groups except the NDG/NQP group. Results from paired t-test results indicated substantial gains in self-efficacy assessments for students in the control group between pre- and post-research test results. ($p=.001$), DG/NQP ($P=.00001$).). Learners who used questions (NDG/QP and GD/QP) in both treatment groups did not demonstrate substantial self-efficacy.

Research by Emaliana (2017) on teacher-centered or teacher-centered teaching approaches to promote learning found that 47 percent (66) of the respondents agree with the teaching method, and 53 percent (74) did not agree, thereby supporting learner-centered learning tactics.

A study by Hidayanti et al. (2018) on the 'impact of creative thinking skills on students in learning nutrition' has demonstrated that a statistically notable difference in the skill of creative thinking between control groups exists. It was observed that the experimental group taught fluence and originality in the medium category through brainstorming, improved when it comes to fluency and originality, implying that brainstorming can better learners' fluency and originality skills at a medium platform. The fact that gain in flexibility is categorized as high indicates that a learner's flexibility skills can significantly improve through brainstorming sessions. A Rizi et al. (2013) study on the use of the brainstorming approach for grade 5 learners at Tehran Elementary Schools showed that brainstorming favorably impacts the success of education. The findings reveal that brainstorming pupils were more academically performance-trained than those educated by explanatory methods; shown at significant level of 0.001 at 4.13 with freedom degrees of 58. A Majidi et al. Study (2020) on the impacts of discussions on secondary education development indicated that debates that include learners enhance their performance because students can better understand and interpret what they are taught by themselves while coordinating with the facilitator.

Another study conducted by Osharive (2014) on social media and Academic performance revealed that the media has to be reflected towards learning. Specifically,

social networking should expand and create new pages to promote learning and avoid setbacks in learners' academic achievement. Teachers and parents have to mentor learners using these sites to avoid setbacks in learners' academic achievement. Research by Abbas et al. (2021) on the effect of social media on sustainable learning has shown that social media affects learners' behavior against good features. Hashem (2015) has found that whether students spend no more than an hour or 6 hours on social media, or consume an average of between one and three hours a day, they still share the same grade level. The impacts on school students from academic development on social media are shown to be consistently the same. 61% of people with a high range, 90% – 100%, ranging from four times on social media every day. There were also high-grade replies. This means that social media have no detrimental influence on the academic achievement of students. The chi-square analysis has shown that the frequency of the use of social media with the overall number of hours spent on the daily study is not related to each other. A study by Redd et al. (2012) about the expansion of time both internally and externally showed that extended learning impacts learning results. According to the findings, while some Expanded Learning Opportunity (ELO) programs improved academic performance. Out of 18 experimentally evaluated programs, to improve learners' academic achievement, a third produced positive impacts primarily.

2.4 Teacher's use of teaching and learning materials and implementation of CBC

Learning Materials (TLMs) relate to the teachers' tools that enhance conceptual learning and understanding (Mosha, 2012). When utilized properly, they inspire students to learn

(Fernandez, 2014). If teachers cannot employ efficient teaching and training resources, learners have obstacles when comprehending the topics they have learned. TLMs contain instructor-based texts, flashcards, and digital gadgets to aid teaching and learning processes. Essentially, the lower and upper primary textbook-to-pupil ratio (TPR) varied in Kenya from 1:10 in 2009 to 1:2 in elementary schools, whereas for most institutions, they increased from 1:2 in 2007 to about 1:1 in 2009. However, since 2009 it has declined dramatically, with low enrolment rates greatly exceeding the national average in smaller schools (MOE, 2012). It shows that Kenya's public primary schools cannot employ the teaching approach oriented on learners successfully, threatening the implementation of the CBC. A study by Shakouri (2012) on The Impact of Using Flashcards on promoting University Students Knowledge of Vocabulary revealed that flashcards play a crucial role in promoting learners' vocabulary knowledge. It was revealed out that the probability level of $p < 0.5$ for the research hypothesis. The observed value of 1.48 did not exceed or equate to 2.000, the t – critical value.

Results of the AlBahri et al. (2018) study on electronic device use and academic performance in the young population showed the detrimental influence of electronic devices on women's academic performance over men. Social networking affected female results in English results ($\beta = -0.19$, $p = 0.007$) Television usage also had an impact on female English results ($\beta = -0.14$, $p = 0.045$). Vivid game during weekday affected male student English results ($\beta = -0.25$, $p = 0.004$)

In its teachers' competency preparedness results, Ondimu (2018) found that only 38.7% of instructors who are pre-school teachers (61.3%) were not previously ICT-subjected,

according to the private pre-school in Dagoretti North Sub County study, in Nairobi City. The results also reveal that the majority of instructors (67.7 percent) have claimed ICT skills. The data show that most instructors (74.2%) had never used a projector at a classroom level while (24.7%) seldom use the projector, and only (1.1%) teachers constantly use a projection device while studying. Also, most pre-school teachers (61.3%) indicated that they do not use computers, and (38.5%) agreed that they use computers in the classroom, implying that most pre-schools lack ICT facilities and those that have them are limited.

2.5 Teacher's use of practical experiences and implementation of CBC

The term "Practical" refers to real situations and events, rather than just ideas and theories usually attributed to hands-on engineering-based projects in the classroom (Acat and Donmez, 2009). The competency-based curriculum is essential in purporting practical that prepare learners for rapidly changing global environment (Fernandez, 2014). Practical experiences to be infused in CBC include Group discussions, mentorship programs, role-playing, simulations, and class projects. Bose and Jehan's (2018) study results of group debate as a means of learning the performance of low-level anatomists exhibited substantial difference ($p < 0.05$) between average primary baseline marks obtained in the top limb and tests after group discussions one and group debate 2. However, there was no difference after Group Discussion 3, which indicates the impact of the group discussion was maximum in the first two group discussions with an improved level of performances and skills to a significant level in the underperformers in the subject of anatomy. The small group work method involves a

minimum of two learners where all members are needed to be involved to be successful. Many study findings have demonstrated that group activity can improve learning performance (Brown, 2001). In the 2012 Mosha (Common Core Centers) research the CBC emphasized that it wants to develop a learning and cooperation capability in Africa.

Guidance and counseling is an integral element of the CBC mentoring programs. CBC mentoring programs. Chepkimei's (2014) study findings have shown an influence on the discipline of guided and counseled learners. This was shown by 88.9% of the principals, 63% of the teachers, and 50% of the students. These findings are in keeping with Muriithi (2013), who says teaching and supervision are helping pupils fulfill school standards and rules and give them the means to deal with the issues and reality of their surroundings. A study of the teaching strategy on the role of the student and its influence on the academic success of Puyate and Eniekenemi (2017) showed that experimental groups educated to read a basic blueprint using the role-play education approach produced better performance than those taught in the lecture technique with a medium difference of 20. The null hypothesis recognized that the F-rated value was 2.72 below F – the table value was 4.35 with an essential level of 0.05. Therefore, students were required to engage in practical training, including role-playing to improve their academic performance.

2.6 Teacher's Communication strategies and implementation of CBC

Communication refers to the dissemination of meanings through mutually understood signs, symbols, and semiotic regulations from one entity or group to another. The

techniques might be either verbal, non-verbal, or visual. Proper integration of all methods will help to make the implementation of the CBC the most successful (Wanzala, 2018). Muriithi's (2013) results on teacher communication techniques on the discipline of students in public secondary schools in Mukurweini, Kenya, indicated that particular actions might have a beneficial effect on the classroom environment. They include holding of classroom meetings, use of school prefects, communication during assembly, use of guidance and counseling. Also, it includes use of rewards and incentives, encourage members to pass information among themselves, and holding of open forums. Another strategy entails encouraging members to pass information among themselves. These are some of the communication strategies commonly used by teachers in Mukurweini district to instill discipline to learners. The majority of the teachers also indicated that they often used notice boards on learners' discipline. However, facial expression was rarely used on learner discipline. The majority of the teachers, 89%, declared that the school category affects how they communicate on the learner's discipline.

Madj's (2014) study findings on teaching communication strategies to help English language learners communicate efficiently and effectively proved that teachers' use of effective communication strategies reduces learners' anxiety levels, thus motivating them to communicate correctly. The study showed the usefulness of communication techniques to improve student communication skills and motivate learners. Findings from the study by Naeem (2011) on the impact of non-verbal communication on student learning results showed that learning was more attractive with teachers' non-verbal communication.

The findings from the Wahyuni (2017) study on the power of verbal and non-verbal teaching indicated that communication abilities are essential to our future. The verbal and nonverbal connection between the quality of life and instructors' performance supports considerable educational achievement. Teachers who understand the importance of this communication will become qualified for education and create meaningful learning. For that reason, teachers ought to incorporate positive communication strategies involving verbal, non-verbal, and visual communication strategies. Study findings by Raiyn (2016) about the role of visual education in providing high-order student think-tanks that enhance the learning skills of students established that visual education yields better outcomes than traditional learning systems. Also, the researcher found out that visual learning is vital for developing high-order thinking skills in elementary and middle school. It contains data in visual representations, including pictures, flowcharts, diagrams, and interactive simulations.

2.7 Summary of review of related literature

This study assessed and examined educational pedagogy's effect on the implementation in Westland County, Nairobi, Kenya of competence-based curricula in public elementary schools. Its area of interest was to identify the impact of teachers using learning techniques centered on the application of CBCs and their influence on the implementation of the CBC through teachers' teaching services and learning materials. It also looked at the impact of teachers on the implementation of the CBC using practical experiences and the impact of teacher communication methods on the implementation of the CBC in public primary schools.

Learner-centered learning focuses on a learner's interest and, if well implemented, will boost the learner's outcome in CBC. The choice and use of proper teaching and learning material are also significant in CBC implementation. The material should be relevant to the changing needs of learners, like digital devices such as tablets, laptops, projectors, and desktop computers. Proper use of such TLMs by teachers will yield better learning outcomes. Moreover, teachers need to use practical activities while teaching. It includes role-playing, group discussions, simulations, class projects, and mentorship programs to make learning authentic, improving learning outcomes (Gatun, 2009). Also, communication strategies employed by the teacher are very significant in CBC implementation. Better and effective teacher communication strategies will stimulate and enhance learner attention, thus leading to intended learning outcomes (Mentkowski, 2000).

2.8 Theoretical Framework

The study is based on the visible theory of learning. John Hattie is the leading advocate of this idea. In 2008 it was founded. It consists of 800 meta-analyses, 50,000 research papers examined for up to 15 years from a population of 250 million. The meta-study focused on factors, including teacher-learner relationships that influence learner achievement. It integrates ideas and concepts from different prior theories and educational philosophy such as Howard Gardner, Andy Hargreaves, and Michael Fullen to identify what functions best in the process of teaching, especially in the 21st century. Learners are supposed to think about solving problems, work together, discuss, take initiatives and come up with diverse perspectives to their learning, which is vital for

effective implementation of CBC.

When it comes to 'learning' in visible learning, it is necessary to think about teaching in the first place and of the concept that teaching should be mainly considered concerning its effect on the result. Visible instruction indicates that the student understands what to do and how to accomplish it. The teacher and the student also collaborate to attain the intended result, offer feedback, and determine whether the student is delivering the targeted outcomes. Research has demonstrated the most significant impacts on learning when students become teachers (via self-monitoring and self-esteem), and teachers become teachers. Learning and learning are apparent in most practical classes. One result of these considerations is that collective teacher effectiveness helps all instructors recognize the significant influence they have on the outcomes of their learners. There is also the benefit that instructors are not used to offering poor excuses by utilizing other variables (home life, socio-economic position, motivation). Nevertheless, there are numerous flaws in this idea. The teacher tends to wonder when learners listen to the teacher. It is essential that students first wander when the class is taught in a visual learning environment using visuals. The students might sometimes become enthusiastic and overlook the content during a lecture using visual aids.

2.9 Conceptual Framework

The conceptual framework illustrates the relationship between the independent and dependent variables, as illustrated by figure 2.1

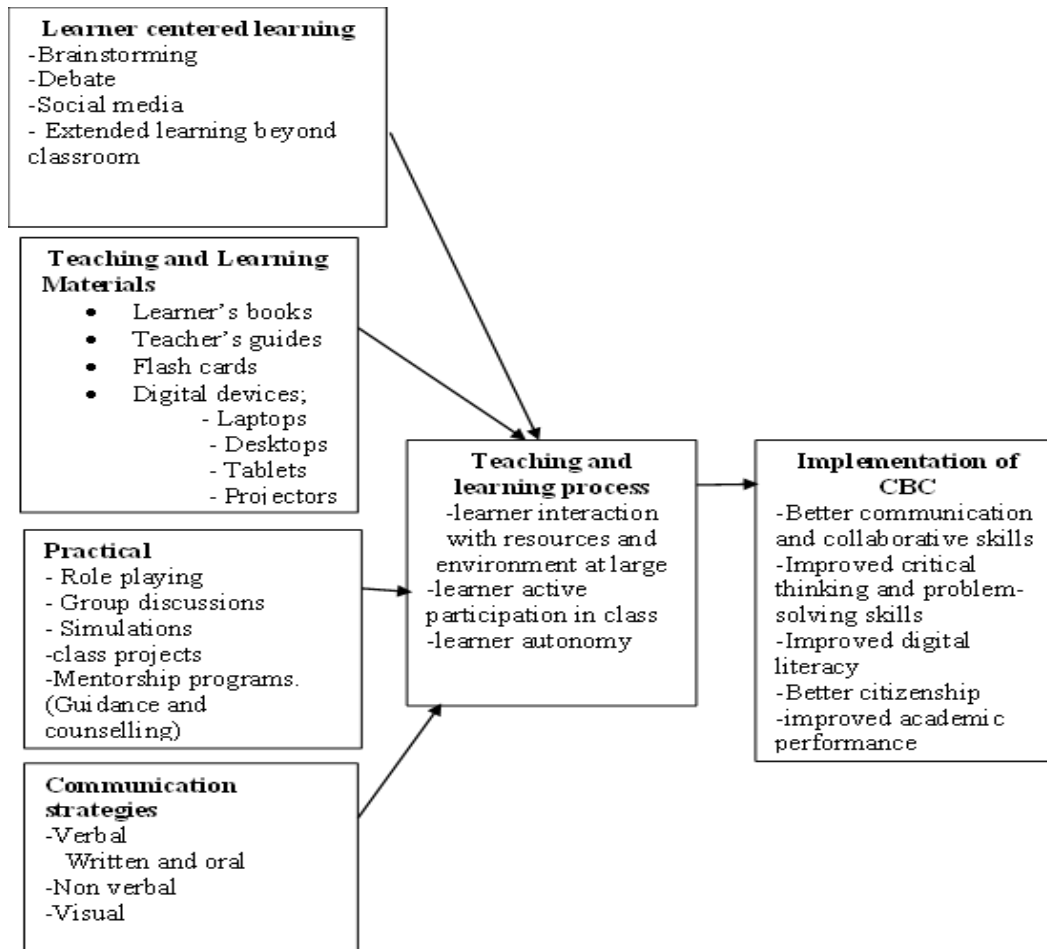


Figure 1: Conceptual framework showing the relationship between teacher's pedagogical skills and CBC implementation

The conceptual framework represents variables, the process and the study output. It reveals the relation between the independent variables (influence factors) on dependent variables in the Westlands subsection of public primary schools. The introduction of learning approaches is engaging and leads to improved learner performance within the classroom. Suitability and effective use of TLMs will enhance communication, digital literacy, and enhance learning performance. Proper involvement in practice will most likely make learning precise and even better, as a teacher is like a facilitator who

increases learners' participation in the teaching and learning process. Communication techniques for teachers are of essential importance in the management of learners; hence the facilitator should select and apply communication tactics properly. Therefore, the investigator was able to determine if the pedagogies were effective in achieving the intended curricular aims and objectives. The conceptual framework thereby demonstrates how different research factors affect CBC implementation.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research methodologies utilized by the researcher in this research. It also discusses the study designs, population objectives, sample size and sampling procedure, research equipment, data validity and reliability, data collection procedure, data analysis, and ethical considerations.

3.2 Research design

Research design is the basic plan for empirical inquiry. It addresses key aspects such as strategy, sample, empirical data collecting, and analysis tools and techniques (Kothari, 2019). In this study, a descriptive survey design was used. Data collection is a descriptive study to answer questions concerning the actual situation of the individual (Mugenda and Mugenda, 2003). Descriptive research involves collecting information using questionnaires interviewed or administered to the target population (Orodho, 2004). This strategy generates data from generally one or more variables in a subsection of the total population. A descriptive study based on Mugenda & Mugenda (2003) entails research aims, data collection methodologies design, sample size selection, data collection, and outcome analysis. These three phases were used to examine teacher pedagogy in Nairobi, Westlands, and the impact CBC curriculum used

in public elementary schools. They have also been used in the three phases.

3.3 Population that is targeted

Mugenda & Mugenda (2003) reports that the population refers to the whole set of individuals, events, or objects that may be seen in common characteristics. Moreover, the overall number of the target population in the research range is given. According to Orodho (2005), the target population refers to the total number of persons in any investigation. The researcher will most likely generalize if the target population is homogenous (Frankel & Willen, 2006). In Westlands Sub County, there are 26 public elementary schools, 63 grade four teacher classes, and 2912 grade 4 school children. The research focuses on monitoring all head teachers of 26 public primary schools of curriculum implementation in different schools. It was also intended to have two CSOs that represent the two sub-counties.

3.4 Sample size and sampling procedures

According to Orodho (2004), a sample size is a small group selected from the assembled population. A sample size of 10%-30% of the population targeted is sufficient to generalize (Mugenda and Mugenda, 2003). The researcher used a multilayer random sample to get 8 schools, 8 head teachers, and 19 grade 4 teachers to choose 30% of the target population. Ten percent of Grade 4 learners were also picked by random sampling, resulting in a sample size of 292 due to the population's expansive nature. Stratified sampling was chosen because it captures crucial population features, such as areas and gender, in the sample. The stratified random sample was also utilized

to choose a supporting officer for the Curriculum, reflecting 50% of the target population.

Table 3.1 Sample Size

Respondents	Target Population	Sample Size	Percentage (%)
Head teachers	26	8	30.0
Grade 4 teachers	63	19	30.0
Pupils	2912	292	10.0
Curriculum Support Officers	2	1	50.0
TOTAL	3003	320	60.0

For the analysis, every member of all the population, written on a paper, then folded and inserted into the box, was given a code, which was then replaced until the appropriate sample sizes had been obtained. For objective purposes, simple random sampling was employed.

The region shown in table 3.1 above was the sample and sampling techniques.

3.5 Research instruments

Data was acquired using teacher surveys, head teachers' and CSO interview guidelines,

pupil focus group discussion guides, and monitoring checks. The key to using questionnaires for instructors is their ability in a relatively short amount of time to collect significant data capacity and be simple to manage. Interview guidelines were utilized by the head and CSO to get the necessary information. The researcher has been able to undertake an extensive study of teachers' pedagogies concerning the application of the CBC through interviews. In order to obtain meaningful input of pupils, a Focus Group Discussion Guide gave them a chance for self-expression to facilitate the collection of specific data on how teacher pedagogies affect CBC. The observation checklist was considered significant to capture information the researcher observes in the course of the research activity. Each one has a five-part division: A, B, C, D, and E, each addressing distinct areas related to CBC implementation. In Part A, you will find demographic information, and in Part B, you will get the teacher's use of learner-centric approaches, and in Part C, you will find the teacher's use of teaching and learning material. Part D entails the teacher's use of practical experiences, while Part E addresses the teacher's communication strategies and implementation Competency-Based Curriculum. Essentially, the headteachers supervise curriculum implementation in their respective schools while the CSO supervise in their zones. The teachers responded to questionnaires. The interview guides were being administered to the headteachers and CSO.

In contrast, focus group discussion guides were developed to gather data from learners. The reactions to the instruments of research have been critically linked to Likert. The surveys had closed questions allowing quantitative data gathering, while the interview guide and focus group discussion guide featured open questionnaires with interruptions

and sampling to obtain qualitative information.

3.5.1 Validity of instruments

The precision of the instruments determines their validity. It refers to the measurement made with a piece of research equipment (Mugenda and Mugenda, 2003). Therefore, it is the extent to which the conclusions produced from an analysis of the material genuinely represent the objectives investigated. It highlights the accuracy of the results. The study improved the validity of the contents of the questionnaire items. As content validity was employed to determine the level to which data obtained by utilizing questionnaires correctly represent the particular topic of indicators under investigation, the supervisors evaluated the questionnaires and made modifications. Finally, pilot research used the validity of the face. Piloting refers to minor versions or experiments to prepare significant research (Kothari, 2019). It is the preparation of special research instruments to warn against failure in the original research article, failure to follow research protocols, or improper or too sophisticated procedures or tools offered. For specific pilot investigations, two or three instances are suitable (Mugenda and Mugenda, 2013). The researcher has pre-tested the items in the Westlands Sub County, Nairobi, Kenya, by a random sample, before the data on the field is collected. The schools were selected with random sampling. The pilot research sample consisted of 25 responders; two head teachers, six teachers of four degrees, 16 children of four degrees, and one CSO because the pilot's survey respondents were previously aware of the data necessary to decrease their negative influence on the research findings. Mugenda and Mugenda (2003) claim that 10% of the sample size is sufficient to measure the face validity of

research instruments. Three weeks following the initial test, the same testing was re-applied to the same respondents, and the two sets of results were linked with Pearson's reliability test format. The validity of each question was reviewed after the pilot process to verify clarity, relevance, and appropriateness for the research.

3.5.2 Instruments reliability

Reliability in two or more tests is as strong as the empirical indications (Kothari 2019). The researcher used the test reliability test, in which comparable instruments are repeatedly delivered to the same responders, to examine the dependability of the instruments. The collected results were calculated by using the correlation coefficient Pearson Moment (r). The reliability coefficient of 0.7 or higher for the collection of data is adequate, according to Mugenda and Mugenda (2003), thus was utilized for the study. The Buggy Coefficient correlation produced a 4-grade focus discussion guide of 0.72 children; a 4-grade learner interviewee of 0.85; a teacher questionnaire of 0.78, and a Curriculum Support Officer of 0.71.

3.6 Data collection procedures

The collection of data collects facts primarily to refute certain truths (Kombo and Tromp, 2006). It must be relevant for research topics in order to fulfill the objectives of the study. Letters were due to be written to the University of Nairobi Researcher, who authorized research to be taken from the National Science, Technology and Innovation Commission by the Under-Council Commissioner and County Educational Director and Westlands District Education Officer (NACOSTI). The sampled schools have been

recognized. It helped the researcher familiarize the respondents and explain to headteachers the procedure and purpose of the study, after which the questionnaires were administered in person upon assuring them confidentiality and essence of honest responses. Interviews were conducted in person. Focus group discussion was also conducted, targeting the grade 4 pupils. The focus groups were limited to between 8 to 12 participants to enhance effective learner participation. It was also relevant to have small groups adhere to the COVID-19 Protocols. The discussions were conducted in empty classrooms or halls or on open fields with a skillful moderator. The focus group discussion guide is open-ended questions with pauses and probes to acquire qualitative data from the pupils, lasting up to 15 minutes per group. In order to collect information, Observation checklists were also employed. They include several components that represent the study goals seen during the study process in the educational setting. The results were gathered and thoroughly examined from the instruments.

3.7 Data analysis techniques

Data analysis refers to the process of raw data inspection to develop conclusions (Rukwaru, 2007). After all, data were collected, the analysis started immediately. Incomplete or incorrect reactions have been discovered to improve the quality of responses. The material was then categorized and organized as part of the questionnaire, interview guide, discussion group guideline, and observation list. The data are then stored in version 20.0 of the statistical package for the social sciences (SPSS), a package recommended for use because of its accuracy and speed. A descriptive data analysis approach was applied to assess the frequency and percentage of population

characteristics. The average was determined with central trend data, and standard deviations were derived with spread measurements. Tables were used to illustrate the outcomes of the analyzed data. A critical analysis of qualitative data was performed by classification and the discussion of replies per the research goals and by the description of the viewpoints, opinions, and experiences of participants before being edited, coded, and reported.

3. 8 Ethical considerations

In Rukwaru (2007), ethics is a system of standards and rules that regulate a profession's behavior. The research was carried out according to the department of Educational Administration and Planning strict guidelines at Nairobi University. The general objective of the study was adequately informed, and any conceivable reasons for their involvement were explored. The researchers considered the secrecy and privacy of participants, objectivity in data interpretation, honesty in study conduct, and recognition of information sources. The interviewees were assured that their privacy and their rights should persist even after the research was completed.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION, AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents and discusses the research study's findings on the effect of teacher pedagogies in public primary schools on curricular competencies (CBC). The research results presented are the general and demographic information of the respondents as well as the research objectives that entailed; teacher's use of learner-centered methods, teacher's use of teaching and learning materials, teacher's use of practical experiences, teacher's communication strategies, and assessment of the influence of Teacher Pedagogies on Implementation of CBC.

4.2 General and Demographic Information

This section contains the return rate, demographic data, educational level, experience, age, and gender.

4.2.1 Return Rate

The researcher sought to establish the return rate of the respondents, indicated as shown in Table 4.2.

Table 4.2 Response Return Rate of the Research Instruments

Respondents	Sample	Return Rate	Percentage Return
Pupils	292	234	80.1
Teachers	19	16	84.2
Head Teachers	8	7	87.5
Curriculum Support Officers	1	1	100.0
Total	320	285	80.6

Table 4.2 shows that only one Curriculum Support Officer was interviewed as expected, giving a response rate of 100.0 percent. The head teachers interviewed were 7 out of 8, giving an 87.5 percent rate of response. Of the 19 grade four-teacher questions given to sampled primary public schools, 16 were replenished and returned, representing a response rate of 84.2%. Moreover, the grade four pupils who participated in the focus group discussion guide were 234 out of the targeted 292, giving an 80.1 percent response rate. The overall response rate of all the instruments was 81.2 percent. A

sample that exceeds 50% is appropriate for a quality survey (Mugenda & Mugenda, 2003). Therefore, this study considers it to be appropriate for analysis and making conclusions.

4.2.2 Education Level

A request was made to the grade four teachers to give information on their educational level. The result revealed that out that 10 (62.5 percent) were certificate holders, 3 (18.75 percent) were degree holders, 1 (6.25 percent) was a certificate holder, and 2 (12.5 percent) had other certificates other than those mentioned above. In the process of teaching and education, the education level of a teacher is crucial. The results of the research show that teachers fulfilled the standards required for teaching this particular grade.

4.2.3 Teaching experience

The researcher tried to establish the experiences of the respondents in elementary education. Table 4.3 presents the findings.

Table 4.3 Teaching experience of teachers

Age	Teachers	
	F	%
0-10	8	50.0
10-30	6	37.5
Over 30	2	12.5
Total	16	100.0

According to Table 4.3, elementary level teaching experience of 0-10 years accounts for the most significant percentage, accounting for half of the teachers. Those whose experience lasts 10-20 years represent fewer than half of the total. The lowest proportion is for teachers with over 20 years of experience. These findings indicate that most teachers have little teaching experience. Teaching experience can have a significant effect on the academic achievement of learners (Hanushek, 2009). The longer the teacher's experience, the more learning experience will be obtained (Teng, 2016).

4.2.4 Age of teachers

Research instruments administered to the respondents had a stem about their age brackets to link that to their comprehension of the paradigm shift towards the new system. Their ages are indicated as shown in Table 4.4

Table 4.4: Age of teachers

Age	Teachers	
	F	%
19-30	2	12.5
31-40	8	50.0
41-60	6	37.5
Total	16	100.0

According to Table 4.4, the majority of grade four instructors are between the ages of 31 and 40. The majority of the population is between the ages of 19 and 30. It implies that the majority of them are still in their youth. Younger teachers are more able to raise learners' mean performance (Fernandez, 2014). It alludes to Pont (2015), who declares that young teachers invest most of their time and energy, enhancing learner performance. Berk and Weil (2015) argue that older teachers might teach outdated knowledge. Younger teachers have advantages for technology adoption. Contrary to Pont (2017), who argue that the longer a person works, the better the experience, which increases understanding.

4.2.5 Gender of Head teachers and Teachers

The Gender of Head teachers and Teachers' results are indicated as shown in Table 4.5.

Table 4.5 Gender of Head teachers and Teachers

Gender	Head Teachers		Teachers	
	F	%	F	%
Male	5	71.4	6	37.5
Female	2	28.6	10	62.5
Total	7	100.0	16	100.0

The majority of instructors of grades 4, according to the results in Table 4.5, are female. In addition, even in leadership, gender parity was not achieved, with fewer than half of the heads interviewed being female. According to Williams (2010), the head teacher is essential to students' academic goals and performance since he or she is typically the key source and driving force that ensures the organization's well-being. Gender literature shows that education management is dominated by males in most world areas (Kolb 1997). This observation agrees with Makura (2009) that women encounter leadership challenges due to their lack of confidence, teachers' negative attitude towards female primary school heads, and unwillingness to face hardships related to distance and weather. It differs from Nzeli's (2013) sentiments, who believe that females' primary schools perform better because of their proper management skills and the zeal to affirm that they too are not any lesser.

4.3 Teachers use of learner-centered approaches and implementation of CBC

The principal objective of the study was to evaluate the influence on the implementation

of a competency-based curriculum from a learner-centered perspective. The researcher wanted to discover how often teachers use various teaching methods and the difficulties of pursuing learner-based approaches.

4.3.1 Teacher’s use of learner-centered teaching approaches

The questionnaires, interview guide, and observation schedules had a stem on the teacher’s use of learner-centered approaches. The results from the teachers’ questionnaires were presented as shown in table 4.6.

Table 4.6 Teacher’s use of learner-centered teaching approaches

Teaching method	Almost Always		Often		Sometimes		Seldom		Never		Total %	Measures of Central Tendency	
	f	%	f	%	f	%	f	%	f	%		Mean	Standard Deviation
Brainstorming	7	43.75	7	43.75	1	6.25	1	6.25	-	-	100.00	1.81	1.05
Debate	3	18.75	6	37.50	6	37.50	1	6.25	-	-	100.00	2.31	0.87
Social Media	3	18.75	3	18.75	1	6.25	-	-	-	-	100.00	2.44	0.81
Competitions	6	37.50	5	31.75	4	25.00	1	6.25	-	-	100.00	2.00	0.97
Extended Learnings Out of Classroom	7	43.8	2	12.5	6	37.5	1	6.25	-	-	100.0	2.06	1.06

Table 4.6 demonstrates that most instructors used brainstorming and extended learning, supported nearly usually outside the school area by an average score of 1.81. In addition, nearly half of them employ teacher-guided competitions with a mean score of 2.00, while fewer than half routinely include debates and social media, backed by mean scores of 2.31 and 2.44. Barrel & Hung (2007) believes that students should be exposed to multiple learning processes and problems. They should specifically be introduced to work in small groups, cooperating and collaborating in a classroom, and, occasionally and education out of the classroom. The brainstorming method is positive in learners' educational performance (Rizi et al., 2013). Brainstorming also helps educators to play a facilitating role (Al Rawi 2013). Debates have a highly beneficial academic influence on the students' involved (Majidi et al., 2010). It allows learners to express themselves boldly, thus enhancing their courage to express themselves in front of people. Furthermore, the teacher can correct the learner's syntax or semantic, thus boosting their learning outcome.

Social media helps most participants gain academic experience to govern and manage their time efficiently (Al-Rahmi and Othman, 2013). The facilitator should help the learners to access the suitable sites recommended to the education ministry and the curriculum to accomplish the intended objective. After an interview with the scientist, most learners confessed that they would not use social media in school due to the scarceness of digital devices and resources. Many claimed to have been utilizing them under their parents or guardians' direction in their house. Most learners admitted having been involved in intra-classes and inter classes' competitions. They encompassed both indoor and outdoor activities like games and sports. They stated that the government

and the Education Ministry measures to curb the spread of COVID-19 have limited them to most outside competitions such as sports, games, and theatres. Students' competitions enhance cognitive performance through improving memory in the classroom (Fernandes, 2014). Competitions at the workplace can raise awareness, while a competitor's presence can damage memory and performance (Di Menichi & Tricomi, 2015). The researcher observed learners working in pairs, role-playing, brainstorming, and solving various problems in groups in most schools.

Moreover, the researcher was able to see new, stylish and unique displays of learner's work in portfolios and exhibitions in the majority of the schools. In almost half of the schools, the researcher observed learners dramatizing what their teachers had taught them. The learners were impressed to put theories into practice. Most learners admitted that they often learn outside the classroom claiming that the lessons are fascinating. Notably, in some schools, the researcher was able to see some learners undertaking their lessons in the field or even in the school farms. Most schools had even established projects in various learning areas like agriculture, science and technology, home science, art and craft, and social studies. Various projects were also evident, like crop farming with improvised scarecrows in the farms and class exhibitions with various class project items and artifact like pots, mats, baskets, air conditioners, and dust masks. Learning outside the classroom helps make subjects more real and exciting to the learners and promotes a better understanding of concepts. It can also contribute significantly to learners' personal, social, and emotional development (Acat & Donmez 2009).

When interviewed, all the head teachers (100 %) declared that they use learner-centered approaches in teaching and that the learners enjoy most. After the interview with the researcher, most learners also acknowledged that teachers adopted learning practices such as working in small groups and making them more alive as they take part in the teaching and learning process.

4.4 Use of teaching and learning materials and application of competency-based curriculum

The second objective of the study was to evaluate how much effect instructor use and learning materials can have on implementing the competence-based curriculum. The researchers examined the extent of learning teaching resources and how they impact the pupil's outcomes.

4.4.1: The extent to which teachers employ instructional and learning materials

The study looked into how teachers used much different teaching and learning resources. The researcher received the following comments from the teachers' questionnaire responses.

Table 4. 7 Extent of Teacher’s use of teaching and learning materials

Teaching method	Almost Always		Often		Sometimes		Seldom		Never		Total	Measures of Central Tendency	
	f	%	f	%	f	%	f	%	f	%		%	Mean
Laptop	3	18.75	5	31.25	6	37.50	2	12.50	-	-	100.00	2.44	0.96
Desktop	2	12.50	3	18.75	9	56.25	2	12.50	-	-	100.00	2.69	0.87
Tablet	6	37.50	5	31.25	5	31.25	-	-	-	-	100.00	1.94	0.85
Projector	1	6.25	3	18.75	8	50.00	2	12.50	2	12.50	100.00	3.06	1.06
Learner’s Textbook	15	93.75	1	6.25	-	-	-	-	-	-	100.00	1.06	0.25
Teacher’s guide	6	100.00	-	-	-	-	-	-	-	-	100.00	1.00	0.00
Flash cards	8	50.00	7	43.75	1	6.25	-	-	-	-	100.00	1.56	0.63

N=16, (1=Almost Always); (2=Often); (3=Sometimes); (4=Seldom); (5=Never)

Table 4.7 results revealed that all teachers (100%), supported by a mean score of 1.00, have available Teacher Guides and are adequate to all topics. Most of the teachers also confirmed that the learner's textbooks were available and adequate and used as

supported by an average score of 1.06.

All the heads affirmed that the guidelines for the teacher were available to everyone.

Pertaining learner textbook ratio in grade four classrooms, all the head teachers professed 1:1. Notably, the observation was in agreement with the majority of the pupils. They declared that they had been issued with enough textbooks for all the subjects, but some may be lost, misplaced, or torn up. The CSO also stated clearly that the teachers' guides had been availed to all the teachers for all subjects. The researcher observed evidence of sufficient textbooks and teacher guides in the majority of the schools. On the contrary, digital devices were minimal in the majority of the schools. According to Ondimu (2018), it is vital to adapt to the increasing number of children due to Kenya's 100%-scale transfer policy from primary to secondary schools through facilities including computer systems, labs, workshops, libraries, and classrooms. The competence of teachers in providing CBC is a priority (Kelly, 2018).

To ensure effectiveness on the paradigm shift to CBC, the facilitator has to choose instructional strategies to do away with a monopoly in the classroom and allow learners to learn with minimum supervision (Kafyulilo, 2012). In line with that, Mwandanji (2016) asserts that without adequate and competent teaching staff, infrastructure, teaching and learning material, even the most ardent materials may not achieve much. Lack of learning and teaching materials demotivates learners leading to poor performance (Waweru, 2018). The Department of International Development (DFID) enumerates that the availability of instructional materials is one of the most consistent characteristics in improving learner performance. Upon being interviewed by the researcher, most learners admitted that their teachers sometimes use flashcards in

teaching, especially language and mathematical activities, thus making learning enjoyable. The researcher observed some flashcards in some classrooms, indicating that the learners were conversant with them. Though, flashcards ought to be used appropriately to meet the intended purpose since if not, learners may be confused, lose confidence, and may not get the most out of the experience (Mosha, 2012). Regarding installation of digital devices, all head teachers 7 (100%) stated that the gadgets were available and workable; however, only 4 (57.1%) claiming that the equipment was sufficient.

Next, the trials tried to assess the capacity of instructors to utilize digital devices. The outcome of the interview of head teachers is detailed in Table 4.8.

Table 4.8 Extent of competence of teachers in using Teaching and Learning materials

Digital Devices	Poor		Fair		Good		Total %	Measures of Central Tendency	
	f	%	f	%	f	%		Mean	Standard Deviation
Laptops	2	28.6	3	42.9	2	28.6	100.0	2.00	0.82
Desktops	3	42.9	2	28.6	2	28.6	100.0	1.86	0.90
Tablets	3	42.9	2	28.6	2	28.6	100.0	1.86	0.90
Projectors	3	42.9	3	42.9	1	14.3	100.0	1.71	0.76

n=7, (1=Poor); (2=Fair); (3=Good)

Table 4.8 shows that just two (28.6 percent) head teachers believed that instructors were

competent in using laptops, desktops, and tablets supported by mean ratings of 2.0, 1.86, and 1.86, using laptops, desktops, and tablets. Only 1(14.3%) of head teachers, supported by average scores of 0.76, claimed teachers' competence in using projectors in the teaching and learning process. This result indicates that most grade four teachers are incompetent in using digital devices, posing a threat in the achievement of CBC objective of enhancing digital literacy to learners since they are supposed to be guided by the facilitator who is not competent when it comes to the use of digital devices.

Concerning the ability of learners to use digital devices, more than half of the head teachers professed that learners are relatively competent in using digital devices. In contrast, a minority of the head teachers indicated that their ability was 'poor.

In comparison, less than half asserted that they were competent to use digital devices effectively. It reveals out that the learners are not well vast with digital devices. The majority of the learners during data collection indicated to have been taught using digital devices, making learning exciting and authentic. The CSO contends that not all grade four teachers are competent enough in using digital devices and that not all schools are well equipped with the devices. The curriculum support officer said some learners are conversant with digital devices due to their home technological background. In several schools, the researcher noticed that 15.0% of pupils learned using tablets and laptops. In several of the digital learning schools, the researcher was also able to examine computer laboratories. Current learning institutions are creating, revising, and making the learning experience more meaningful in their curriculum and teaching methodologies. Adopting technology is vital if teaching and learning are to be

productive and effective. (Orodho, 2004). Digital literacy is crucial to 21st generation learners and is part of the fundamental skills in a skills-based curriculum (KICD, 2016). Education in most parts of the world has become an intrinsic aspect of human life (Jean Pierre, 2011).

Advances in digital technology have offered up many learning opportunities. Technology has opened up information avenues making it to be transmitted to all groups and everywhere. The usage of digital devices can facilitate interactions between professors and learners and enhance engagement and academic learning (Wolf, 2012). According to Kinuthia (2009), digital technology enables individuals to get involved in effective communication. I.C.T. integration has great effectiveness for both teacher and student. Teachers' well-equipped preparation with I.C.T. tools and facilities are among the main factors in technology-based teaching and learning success (Waweru, 2018). This observation implies that digital devices at schools will enable learners to maximize learning outcomes, thus boosting CBC goals and objectives.

4.4.2: Extent of influence of teacher use of CBC teaching and learning materials

The researcher determined how the learning materials and teaching material in grade four impact learning results. The results of the surveys of the teacher are given in Table 4.9.

Table 4.9 Level of Influence of teaching and Learning Materials on Learner’s Outcomes

Influence of Teaching and Learning Material	F	%
Disagree	0	0
Neutral	4	25.0
Agree	12	75.0
Total	16	100.0

Table 4.9 demonstrates that most instructors think that the use of teacher training and learning resources impacts the implementation of CBC, which means that if the materials are available, adequate, and properly used, the outcomes would be enhanced favorably. After being questioned, the majority of senior instructors thought that education and learning materials impact the implementation of the CBC. Less than half of the head teachers disagreed with the CBC's teaching and learning material implementation.

4.5 Teacher’s use of practical experience and implementation of CBC

The researcher wanted to investigate how the four-grade teachers are able to explore different practices. The teacher's questionnaires results are detailed in Table 4.10.

Table 4.10 Grade four teacher’s response on their ability to use practical experiences in teaching

Task	Very Well		Good		Developing		Need Support		Total %	Measures of Tendency	
	f	%	f	%	f	%	f	%		Mean	SD
Ability to use Role play	10	62.5	6	37.5	-	-	-	-	100.0	1.38	0.50
Ability to use Group Discussions	10	62.5	6	37.5	-	-	-	-	100.0	1.38	0.50
Ability to use simulations	8	50.0	8	50.0	-	-	-	-	100.0	1.50	0.52
Ability to do mentorship	8	50.0	6	37.5	2	12.5	-	-	100.0	1.63	0.72
Ability to establish projects for learners	9	56.25	6	37.5	1	6.25	-	-	100.0	1.50	0.63

N=16, (1=Very Well); (2=Good); (3=Developing); (4=Need Support)

The majority of the teachers have stated their skills in role-play and group discussions as indicated by a mean score of 1.38 in Table 4.10 indications. Pedagogy enriches learning efficiently in three critical areas: emotional, cognitive, and psychomotor (Puyate & Eniekenemi, 2017). By involving learners in another person’s role, they practice empathy and perspective-taking. According to Bose & Jehan (2018), group work is critical in enhancing learner performance since they can see and participate better, especially in small groups. The majority of the learners in most schools said that they had been involved in group discussions in the learning process.

The researcher was able to observe learners engaged in teamwork activities. The Curriculum Support Officer claimed that group discussion activities are more evident in upper classes. Furthermore, the majority of the learners also proclaim to have mentorship programs at school, in which they are guided and counseled. The researcher ascertained this through ongoing sessions in some of the schools. Moreover, the researcher organized program for the same displayed on noticeboards or offices in the majority of the schools.

Table 4.11 shows data from the interviews with head teachers about the use that teachers have made of practical lessons.

Table 4.11 The response of the head teacher to how frequently teachers apply practical experiences in the classroom.

Practical experience	Small Extent		Neutral		Large Extent		Total %	Measures of Central Tendency	
	f	%	f	%	f	%		Mean	Standard Deviation
Role play	1	14.3	-	-	6	87.50	100.00	2.71	0.76
Group Discussion	-	-	-	-	7	100.00	100.00	3.00	0.00
Simulation	1	14.3	4	57.1	2	28.6	100.0	2.14	0.69
Class Projects	1	14.3	4	57.1	2	28.6	100.0	2.14	0.69
Mentorship	-	-	4	57.1	3	42.9	100.0	2.43	0.54

n=7, (1=Small Extent); (2=Neutral); (3=Large Extent)

According to Table 4.11, all head teachers indicated that, as demonstrated by an average score of 3.00, most instructors make considerable use of group discussions in their classrooms. Most head teachers indicated that instructors use role play extensively over the course of teaching, as shown by a mean score of 2.71. Fewer than half of the administrators agreed with an average score of 2.14 those instructors employ simulations and classroom projects. The majority of the headmasters interviewed by the majority stated that practical experiences influence the learners much, whereas the minority (14.3 percent) disagreed. Hall (2007) says that students can better learn by working in practice since ‘we think that we all understand and remember things better if we did it ourselves. Learners understand concepts better in practical work than when they are just given explanations. According to Eaton (2008), learners enjoy practical work and are optimistic about it in many instances. Furthermore, practical work involves activities in which the learner changes and sees natural objects and materials (Tilya & Paulo, 2021). Guthre (2004) says instructors employ many strategies to encourage students to learn through different actions such as activities-based teaching. Group work is vital in order for students to cooperate (AlBhari et al., 2018).

4.6 Communication techniques for teachers and competency-based curriculum implementation

The fourth purpose was to discover how communication techniques for instructors can influence the implementation of skills-related curricula. The study focused on identifying whether teachers employed oral, non-verbal, and visual abilities. As stated

in Table 4.12, the researchers obtained their input.

Table 4.12 Teacher’s Communication strategies and implementation of competency-based curriculum

Statement	Very Well		Good		Developing		Need Support		Total %	Measures of Central Tendency	
	f	%	%	f	%	f	%	Mean		Standard Deviation	
Verbal	9	56.25	7	43.75	-	-	-	-	100.00	1.44	0.51
Non-Verbal	8	50.00	7	43.75	1	6.25	-	-	100.00	1.56	0.63
Visual	8	50.00	6	37.50	2	12.50	-	-	100.00	1.63	0.72

n=16, (1=Very Well); (2=Good); (3=Developing); (4= Need Support

Table 4.12 showed that most teachers have demonstrated that they are highly skilled at employing verbally assisted communication strategies, with a mean score of 1.44. In addition, half the teachers reported having applied nonverbal and visual tactics for communication. In most of the schools, the researchers saw pupils reading selected books loudly and instructors guiding them. This revealed good coordination between the learners and the teacher in enhancing verbal communication strategies. Upon being interviewed by the researcher, the majority of the learners declared that their teachers were fluent and clear while teaching. It implies that they infuse good communication strategies. For effective teaching, a teacher should be highly skilled in these areas (OECD, 2009). The communication strategies of an instructor have a significant role in the improvement of learner achievement. Therefore, a teacher must adopt suitable communication strategies in teaching (Khan,2017). Teacher communication strategies

can influence the interest and attitude of learners in creating a fun and learning atmosphere (Dunne,2015). Verbal teacher-learner interactions and learner characteristics are meaningful for learning and motivation (Wahyuni, 2017).

4.6.1 Head teacher’s interview on the extent of teachers’ verbal, non-verbal, and visual communication strategies.

The researcher sought to determine how the teachers used verbal, non-verbal, and visual communication strategies by interviewing the school head teachers. The results obtained upon interviewing the head teachers were as shown in table 4.13.

Table 4.13 The extent of teacher’s use of verbal, non-verbal, and visual communication strategies

Communication Strategy	Small Extent		Neutral		Large Extent		Total %	Measures of Central Tendency	
	F	%	f	%	f	%		Mean	Standard Deviation
Verbal	1	14.29	0	0	6	85.71	100.00	2.71	0.76
Non-Verbal	0	0	2	28.57	5	71.43	100.00	2.71	0.49
Visual	1	14.29	3	42.86	3	42.86	100.00	2.29	0.76

n=7, (1=Small Extent); (2=Neutral); (3=Large Extent)

Table 4.13 portrays that the majority of the head teachers asserted that the teachers use verbal communication strategies to a large extent while teaching, as indicated by a mean score of 2.71. Less than half of the head teachers asserted that the teachers use visual communication strategies to a large extent, as indicated by a mean score of 2.29. This implies that the

implementation of visual communication strategies is a threat to most teachers.

4.7 Assessment of the influence of Teacher Pedagogies on implementation of CBC

The researcher investigated the opinion of the teachers on whether the various teacher pedagogies influenced the implementation of CBC in grade 4 and found out the following as detailed in table 4.14.

Table 4.14 Teacher’s opinion on the influence of teacher pedagogies on implementation of CBC

Communication Strategy	Agree		Neutral		Disagree		Total %	Measures of Central Tendency	
	f	%	f	%	f	%		Mean	Standard Deviation
Teacher’s use of learner-centered approaches	14	87.5	-	-	2	12.5	100.0	1.25	0.68
Teacher’s use of teaching and learning materials	14	87.5	2	12.5	-	-	100.0	1.13	0.34
Teacher’s use of practical experiences	14	87.5	2	12.5	-	-	100.0	1.13	1.13
Teacher’s communication strategies	14	87.5	2	12.5	-	-	100.0	0.34	0.34

Table 4.14 shows that most teachers agreed that the adoption of learner-centered methods, teaching and learning resources, practical strategies, and communication strategies all impact CBC implementation, as demonstrated by mean scores of 1.25, 1.13 1.13, and 0.34, respectively. According to the interviews with head teachers, the majority claimed to examine grade four teachers' use of pedagogies three times per term,

while less than half assessed twice per term. Teachers must be evaluated in order for principals, the ministry of education, and other essential stakeholders to track the progress of CBC implementation and provide appropriate recommendations. Head teachers should assess learners frequently in order to provide relevant feedback.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 Introduction

The chapter's objective is to summarize the study, the conclusions, ideas, and proposals for further research. The research consists of its results on the influence of teacher pedagogy on curriculum implementation based on skills in public elementary education. The section sums up everything, and the conclusions are formed from the summary of the outcomes of the investigation and proposals from the findings.

5.2 Summary of the study

In the following sections, the results of the study are summarized.

5.2.1 The impact of teachers' use of learner-centered techniques on competency-based curriculum implementation in public primary schools.

According to the findings, over half of head teachers stated that teachers have difficulty instilling communication and teamwork skills in their pupils. Furthermore, less than a quarter of the head teachers stated that the core skill of self-efficacy was a difficulty for teachers in CBC implementation. The CSO also affirmed that communication and collaboration skills and self-efficacy are the core competencies in CBC, which teachers find difficulties in practical implementation. The researcher observed that some of the

learners could not express themselves clearly and fluently during the survey. Therefore, teachers needed much support in infusing critical core competencies; communication, collaboration, and self-efficacy. Most teachers appreciate learner-centered teaching approaches because they consider learners' needs and interests, thus improving learners' performance.

5.2.2 The impact of teachers' teaching and learning resources on competency-based curriculum implementation in public primary schools.

According to the findings, all teachers indicated that teachers' guides were available and adequate for all subjects. Furthermore, the majority of teachers acknowledged the availability and sufficiency of pupils' textbooks. All of the school heads stated that teacher's guides were available for all topics. About digital devices, all of the head teachers indicated that they were available and functional. Regarding teachers' competency in using digital devices, a minority of the head teachers declared that teachers were very competent in using projectors and laptops in teaching. The researcher observed teaching and learning materials in schools such as learners' textbooks, manuals, and flashcards. Because a few schools had well-equipped computer laboratories, the researcher found inadequate evidence of sufficient digital equipment. It suggests that teaching and learning materials are vital in the teaching and learning process if appropriately chosen and utilized.

5.2.3 Influence of teacher's use of practical experiences on the implementation of the competency-based curriculum in public primary schools

From the findings, the majority of teachers indicated to be very competent in using role play and group discussions in teaching. On simulations and class projects, less than half of the head teachers indicated that the teachers often use them in teaching and learning. Less than half of the head teachers indicated that teachers use mentorship programs very often. According to the CSO, only a few teachers use simulations and commends to embrace projects on authentic tasks. Therefore, the teachers need to be trained, encouraged, and empowered to use simulations, projects, and mentorship programs, for they are critical and essential in attaining CBC goals and objectives by enhancing learner participation and autonomy. Therefore, practical experiences make learning authentic and engaging hence should be part and parcel of propelling the competency-based curriculum since it makes learning authentic and contextual.

5.2.4 The impact of teachers' communication tactics on the implementation of the competency-based curriculum in public primary schools.

The majority of grade four teachers indicated to be very competent in using verbal communication strategies. On the other hand, half of them claimed to be competent in using non-verbal and visual communication strategies. The majority of the head teachers indicated that the teachers use verbal communication strategies to a 'large extent. 'Less than half of the head teachers said that the teachers use visual communication strategies to a 'large extent.' This observation necessitates the need for teachers to be trained and advised to be competent for infusion and incorporate all

aspects of communication strategies in teaching for better and practical learning. Thus, proper selection and use of communication strategies by an instructor will enhance learning outcomes positively.

5.3 Conclusion

The researcher has reached the following conclusions based on the research data from the investigation. Most teachers acquire training and can integrate them into the teaching/learning process in skill-based curriculum pedagogies. Communication and collaboration, as well as self-efficacy, are the core abilities in CBC that remain a challenge for teachers to instill and require additional practice and training. Furthermore, teaching and learning tools, particularly digital gadgets, greatly assist learning and should be made available to teachers in good condition and with sufficient supply. Also, Instructors should embrace effective and appropriate practical experiences during the teaching and learning process to transmit abstract ideas and make learning authentic. Furthermore, classroom facilitators ought to effectively choose and use relevant communication strategies for better learner achievement.

5.4 Recommendations

The following suggestions are given based on the findings;

- i. The Government might explore recruiting more instructors and building more classrooms to decrease congestion and optimize learner attentiveness through the Ministry of Education.

- ii. Digital devices are essential teaching and learning materials in the 21st century. More computer laboratories should be built and equipped in every school. Relevant infrastructure like electricity and the internet should also be provided to schools for effective learning.
- iii. Teachers should improve their capacity to use learner-centered pedagogies that are practically oriented for effective teaching and better comprehend concepts.
- iv. The facilitator should always use communication strategies that amalgamate all the strategies in equilibrium for proper instruction.

5.5 Further research suggestions

For additional study on the implementation of a competence-based curriculum, the researcher proposes the following topics.

- i. Research is to examine the impact of teacher pedagogies on the implementation in private primary schools of the skill-based curriculum.
- ii. The effect of teacher pedagogies on the implementation of a competency-based curriculum in counties other than that targeted by the researcher should be assessed.
- iii. The influence of teaching pedagogies on the execution of competency-based resume programs in grades other than that intended for the researcher should be analyzed in a study.

- iv. Research should be carried out to evaluate the influence on implementing a skills-based curriculum by alternative teacher pedagogies.

REFERENCES

- Abbas, J., Aman, J., Nurunnabi, M., & Bano, S. (2019). The Impact of Social Media on Learning Behavior for Sustainable Education: Evidence of Students from Selected Universities in Pakistan. *Sustainability*, *11*(6), 1683.
<https://doi.org/10.3390/su11061683>
- Acat, B., & Dönmez, İ. (2009). To compare student centred education and teacher centred education in primary science and technology lesson in terms of learning environments. *Procedia - Social And Behavioral Sciences*, *1*(1), 1805-1809.
<https://doi.org/10.1016/j.sbspro.2009.01.320>
- Aday, L., Cornelius, L., & Cohen, S. (2006). *Designing and conducting health surveys*. San Fransisco, Jossey-Bass.
- Akunne, L., & Anyamene, A. (2019). Effect of Brainstorming Technique on Study Habit among Secondary School Students in Anambra and Enugu States. *Journal Of Education, Society And Behavioural Science*, 1-8.
<https://doi.org/10.9734/jesbs/2019/v32i330172>
- AlBahri, A., Arora, T., Omar, O., & Taheri, S. (2018). Electronic Device Use and Academic Performance in Adolescents. *Pediatrics For The 21St Century (Peds21)*.
https://doi.org/10.1542/peds.141.1_meetingabstract.230
- Al-rahmi, W., Othman, M., & Mi Yusuf, L. (2015). Exploring the Factors that Affect Student Satisfaction through Using E-Learning in Malaysian Higher Education

Institutions. *Mediterranean Journal Of Social Sciences*, 6(4).

<https://doi.org/10.5901/mjss.2015.v6n4s1p299>

Alrawi, I. (2013). Teaching Methodology and Its effects on Quality Learning. *Journal Of Education And Practice*, 4(6). Retrieved 10 September 2021, from

<https://www.iiste.org/Journals/index.php/JEP/article/view/4820>.

Bambaeeroo, F., & Shokrpour, N. (2017). The impact of the teachers' non-verbal communication on success in teaching. *Journal Of Advances In Medical Education & Professionalism*, 5(2), 51-59. Retrieved 10 September 2021, from

<https://www.ncbi.nlm.nih.gov/labs/pmc/articles/PMC5346168/pdf/JAMP-5-51.pdf>.

Barell, J. (2007). *Problem-based learning: An inquiry approach* (2nd ed.). Thousand Oaks, CA: Corwin Press. 192 pp. ISBN 978-1412950046. \$80.95 (hardcover); \$36.95 (paperback).

Berk, J., & Weil, D. (2015). Old teachers, old ideas, and the effect of population aging on economic growth. *Research In Economics*, 69(4), 661-670.

<https://doi.org/10.1016/j.rie.2015.07.002>

Bose, A., & Jehan, M. (2018). Impact of "group discussion" as a teaching-learning method on performance of poor performers in the subject of anatomy. *Research Gate*. Retrieved 30 August 2021.

Brookhart, S. (2013). *How to create and use rubrics for formative assessment and grading*. St. Louis: University of Missouri.

Brownell, J., & Chung, B. (2001). The Management Development

Program: A Competency-Based Model for Preparing Hospitality
Leaders. *Journal Of Management Education*, 25(2), 124-145.

<https://doi.org/10.1177/105256290102500203>

Chepkemei, M. (2014). *Role of guidance and counselling on students' discipline in boarding secondary schools in Ole Ankale zone, Narok central division in Narok north district Kenya* [Ebook]. University of Nairobi. Retrieved 31 August 2021, from <http://hdl.handle.net/11295/76357>.

Chu, A., Nnam, K., & Faizefu, A. (2018). The Competency Based Curriculum Implementation: Appraisal from the Perspective of Teachers use of Resources. *International Journal Of Trend In Scientific Research And Development, Volume-2(Issue-4)*, 2278-2288. <https://doi.org/10.31142/ijtsrd15646>

Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education*. Newyork: Routledge.

DiMenichi, B., & Tricomi, E. (2015). The power of competition: Effects of social motivation on attention, sustained physical effort, and learning. *Frontiers In Psychology*, 6(1282). <https://doi.org/10.3389/fpsyg.2015.01282>

East African Community (EAC). (2012). *Regional Report on the Harmonization of East African Education Systems and Training Curricular*. Arusha:EAC.

Eaton, J. (2008). Attending to Student Learning. *Change: The Magazine Of Higher Learning*, 40(4), 22-29.

<https://doi.org/10.3200/chng.40.4.22-29>

El-Badawy, T., & Hashem, Y. (2014). The Impact of Social Media on the Academic

Development of School Students. *International Journal of Business*

Administration, 6(1). <https://doi.org/10.5430/ijba.v6n1p46>

Emaliana, I. (2017). Teacher-Centered or Student-Centered Learning Approach To

Promote Learning?. *Jurnal Sosial Humaniora*, 10(2), 59.

<https://doi.org/10.12962/j24433527.v10i2.2161>

Fernandez, C. (2014). *Knowledge Base for Teaching and Pedagogical Content*

Knowledge (Pck): Some Useful Models and Implications for Teachers'

Training [Ebook]. Retrieved 31 August 2021.

Flinders, D. (2001). *The Curriculum Studies*.

London:Routledge.

GOK (2005). Millennium development goals in Kenya needs & costs. Nairobi:

Government Printer.

Hall, G.E. (2007) *Competency Based Education: A process for the Improvement of*

Education. Prentice Hall.

Hanushek, A. (2009). Teacher Deselection. In D. Goldhaber & J. Hannaway, *Creating a*

new teaching profession. Washington, DC: Urban Institute Press. Retrieved 31

August 2021.

Harmer, J. (2015). *The practice of English language teaching*. Essex: Pearson

Education Limited.

Hattie, J. (2012). *Visible Learning for Teachers. Maximizing impact on learning*. London: Routledge.

Hidayanti, W., Rochintaniawati, D., & Agustin, R. (2018). The Effect of Brainstorming on Students' Creative Thinking Skill in Learning Nutrition. *Journal Of Science Learning, 1*(2), 44. <https://doi.org/10.17509/jsl.v1i2.8738>

IBE-UNESCO. (2013). *Training Tools for Curriculum Development: A Resource Pack*. International Bureau of Education. Retrieved 10 September 2021, from <http://www.ibe.unesco.org/en/document/training-tools-curriculum-development-resource-pack>.

IBE-UNESCO. (2015). *IBE Discussion Paper: Repositioning and reconceptualizing the curriculum*. International Bureau of Education. Retrieved 10 September 2021, from <http://www.ibe.unesco.org/en/document/ibe-discussion-paper-repositioning-and-reconceptualizing-curriculum>.

IBE-UNESCO(2015). *What makes a good quality curriculum?* In progress reflection No. 2. Geneva: UNESCO.

IBE-UNESCO(2017). *External Report on Curriculum Pilot Implementation*. Nairobi: UNESCO.

Kabita, D., & Ji, L. (2017). *The why, what and how of competency-based curriculum*

reforms: The Kenyan experience. In *In-Progress Reflection No. 11*. Geneva; IBE-UNESCO. Retrieved 30 August 2021.

Kafyulilo, A., Rugambuka, I., & Moses, I. (2013). Implementation of Competency Based Teaching in Morogoro Teachers' Training College, Tanzania. *Makerere Journal Of Higher Education*, 4(2). <https://doi.org/10.4314/majohe.v4i2.13>

Kamutu, S. (2018). *Factors affecting science subject performance in public primary schools in Westlands sub-county, Nairobi County* [Ebook]. Retrieved 29 August 2021, from <https://su-plus.strathmore.edu/handle/11071/5964>.

Kelly, V. (2018). *List of core competencies for educators*. Ohio, sub-urban News Publication.

K.I.C.D. (2016). *A needs assessment Report of curriculum change*. Nairobi: KICD.

K.I.C.D. (2016). *Basic Education Curriculum Framework (BECF)*. Nairobi: KICD.

K.I.C.D. (2017) *Facilitators Training Manual for Early Years Education (EYE) curriculum*. Nairobi, KICD.

Kinuthia, W. (2009). Educational development in Kenya and the role of ICT. *International Journal of Education and Development Using ICT*. Vol. 5, No. 2(2009).

- Kolb, D., Boyatzis, R., & Mainemelis, C. (1997). *Experiential Learning Theory: Previous Research and New Directions* [Ebook]. Retrieved 31 August 2021, from <http://secondarycontent.pbworks.com/f/experiential-learning-theory.pdf>.
- Komba, D., & Tromp, L. (2006). *Proposal and Thesis Writing: An Introduction*. Nairobi: Paulins Publications Limited.
- Komba, S., & Mwandaji, M. (2015). Reflections on the Implementation of Competence-Based Curriculum in Tanzanian Secondary Schools. *Journal Of Education And Learning*, 4(2). <https://doi.org/10.5539/jel.v4n2p73>
- Kothari, C. (2019). *Research methodology* (4th ed.). New Delhi: New Age International (P) Ltd.
- Majidi, A., Graaff, R., & Janssen, D. (2020). Debate as L2 Pedagogy: The Effects of Debating on Writing Development in Secondary Education. *The Modern Language Journal*, 104(4), 804-821. <https://doi.org/10.1111/modl.12673>
- Makura, H. (2009). *The Challenges Faced by Female Primary School Heads: The Zimbabwean Experience* [Ebook]. Retrieved 31 August 2021, from https://www.researchgate.net/publication/242281356_The_Challenges_Faced_by_Female_Primary_School_Heads_The_Zimbabwean_Experience.
- Matimbe. (2014). *Financial Management* [Ebook]. Zimbabwe Open University. Retrieved 30 August 2021.
- Mentkowski, M., Rodgers, G., Doherty, A., Loacker, G., Hart, J., & Richards, W. (2000). *Learning that lasts: Integrating learning, development, and performance in*

college and beyond [Ebook]. Retrieved 31 August 2021, from https://www.researchgate.net/publication/232450520_Learning_that_last_Integrating_learning_development_and_performance_in_college_and_beyond.

MoEST (2012). Session Paper No.2 of 2015: *Reforming the Education and Training sector in Kenya*. Nairobi: Government Press.

Mosha, H. (2012). *A Case Study of Learning Materials Used to Deliver Knowledge and Skills– or Competency–Based Curricula (in Tanzania)* [Ebook]. Retrieved 31 August 2021, from http://triennale.adeanet.org/2012/sites/default/files/2018-07/1.5.07_document_sub_theme_1.pdf.

Mugenda, O., & Mugenda, A. (2003). *Research Methods Quantitative and Qualitative*. Nairobi: Acts Press.

Muriithi, J. (2013). *Influence of teachers' communication strategies on students' discipline in public secondary schools in Mukurwe-ini district, Kenya* [Ebook]. University of Nairobi. Retrieved 31 August 2021, from <http://erepository.uonbi.ac.ke:8080/xmlui/handle/123456789/56570>.

Mutindi, K., Nyambega, O., & Wadende, P. (2019). Teachers' Attitude towards Utilization of Play in ECDE Curriculum in ECDE Centres in Kericho Sub-County, Kenya. *JRIIE*, 3(3). Retrieved 29 August 2021.

Njeri, J., & Omwenga, J. (2019). *Influence Of Monitoring and Evaluation Practices on Sustainable Projects – A Case Study of The National Aids Control Council*. Strategicjournals.com. Retrieved 31 August 2021, from

<http://www.strategicjournals.com/index.php/journal/article/view/1104>.

Nodine, T. (2016). How did we get here? A brief history of competency-based higher education in the United States. *The Journal of Competency-Based Education*, 1(1), 5-11. <https://doi.org/10.1002/cbe2.1004>

Nodine, T., & Johnstone, S. (2015). Competency-Based Education: Leadership Challenges. *Change: The Magazine of Higher Learning*, 47(4), 61-66. <https://doi.org/10.1080/00091383.2015.1060101>

Nzeli, K. (2013). *Challenges Faced by Female Headteachers in The Management of Secondary Schools: A Case of Kangundo District in Machakos County, Kenya* [Ebook]. Retrieved 31 August 2021, from <https://ir-library.ku.ac.ke/bitstream/handle/123456789/7023/KITELE,%20ANGELICA%20NZELI.pdf?sequence=3>.

OECD (2009). 21st Century Skills and Competences for New Millennium Learners in OECD Countries. <https://doi.org/10.1787/218525261154>

OECD. (2016). School Leadership for Learning. *TALIS*. <https://doi.org/10.1787/9789264258341-en>

Ondimu, S. (2018). *Teachers' Preparedness for Implementation of the Competency Based Curriculum in Private Pre-schools in Dagoretti North Sub-county, Nairobi City County*. University of Nairobi Research Archive. Retrieved 10 September 2021, from <http://hdl.handle.net/11295/104613>.

Orodho, A. (2004) Elements of education and social science. Research Methods.

Nairobi: Masola Publishers.

Osharive, P. (2015). *Social Media and Academic Performance of The Students in Universities in Lagos State* [Ebook]. University of Lagos. Retrieved 31 August 2021, from https://www.researchgate.net/publication/273145849_SOCIAL_MEDIA_AND_ACADEMIC_PERFORMANCE_OF_THE_STUDENTS_IN_UNIVERSITIES_IN_LAGOS_STATE.

Pont, B. (2017, April 21). Reformas educativas: El caso del liderazgo escolar en perspectiva comparada. Retrieved from <https://eprints.ucm.es/id/eprint/45556/>

Puyate, S., & Eniekenemi, E. (2017). Role Playing Teaching Strategy and Its Effect on Academic Achievement of Students in Learning Simple Blue Print Reading. *International Journal of Innovative Social & Science Education Research*, 5(4), 50-55. Retrieved from <https://seahipaj.org/journals-ci/dec-2017/IJISSER/full/IJISSER-D-8-2017.pdf>.

Raiyn, J. (2016). *The Role of Visual Learning in Improving Students' High-Order Thinking Skills* [Ebook]. Retrieved 31 August 2021, from https://www.researchgate.net/publication/307545893_The_Role_of_Visual_Learning_in_Improving_Students'_High-Order_Thinking_Skills.

Redd, Z., Boccanfuso, C., Walker, K., Princiotta, D., Knewstubb, D., & Moore, K. (2012). Expanding Time for Learning Both Inside and Outside the Classroom: A Review of the Evidence Base. *Psycestra*

Dataset. <https://doi.org/10.1037/e610092012-001>

Republic of Kenya (2010) Sessional paper No.10, Kenya vision

2030.Nairobi: Government press

Rizi, C., Najafipour, M., haghani, F., & Dehghan, S. (2013). The Effect of the Using the Brainstorming Method on the Academic Achievement of Students in Grade Five in Tehran Elementary Schools. *Procedia - Social And Behavioral Sciences*, 83, 230-233. <https://doi.org/10.1016/j.sbspro.2013.06.045>

Rukwaru, M. (2007). *Fundamentals of social research*. Bengal:Eureka Publishers.

Rushton, S. (2003). Two Preservice Teachers' Growth in Self-Efficacy While Teaching in an Inner-City School. *The Urban Review*, 35(3), 167-189.

<https://doi.org/10.1023/a:1025788102188>

Rwanda Education Board. (2015). *Competency-Based Curriculum-Summary of Curriculum Framework Pre-Primary to Upper Secondary*. Kigali:Rwanda Education Board.

Shakouri, N., & Mehrgan, K. (2012). The impact of using flashcards on promoting the vocabulary knowledge of university students. *AEL*, 1(2), 47-55. Retrieved

September 12, 2021, from

https://www.researchgate.net/publication/311510630_The_impact_of_using_flashcard_on_promoting_the_vocabulary_knowledge_of_university_students.

Sitwe, M. B. (2010, October 29). What is the significance of learning

activities/experiences in the teaching and learning process. article. Retrieved

September 12, 2021, from <https://sitwe.wordpress.com/2010/10/29/mkandawire-benson-sitwe-2010-what-is-the-significance-of-learning-activitiesexperiences-in-the-teaching-and-learning-process-article/>

Tilya, F., & Paulo, A. (2021). *The 2005 Secondary School Curriculum Reforms in Tanzania: Disjunction between Policy and Practice in its Implementation.*

196.44.162.10. Retrieved 29 August 2021, from

<http://196.44.162.10:8080/xmlui/handle/20.500.11810/3451>.

Teng, A. (2016). *Making science simpler and fun.* The Straight Times. Retrieved 31

August 2021, from [https://www.straitstimes.com/singapore/education/making-](https://www.straitstimes.com/singapore/education/making-science-simpler-and-fun)

[science-simpler-and-fun](https://www.straitstimes.com/singapore/education/making-science-simpler-and-fun).

Wahyuni, A. (2017). The Power of Verbal and Nonverbal Communication in

Learning. *Proceedings Of The 1St International Conference On Intellectuals'*

Global Responsibility (ICIGR 2017). <https://doi.org/10.2991/ici-gr-17.2018.19>

Wanzala, O. (2018). *CUE ponders drastic proposals to transform higher education.*

Kenya. Retrieved 31 August 2021, from

[https://nation.africa/kenya/news/education/CUE-ponders-radical-proposals-to-](https://nation.africa/kenya/news/education/CUE-ponders-radical-proposals-to-transform-higher-education/2643604-4545468-10ika8uz/index.html)

[transform-higher-education/2643604-4545468-10ika8uz/index.html](https://nation.africa/kenya/news/education/CUE-ponders-radical-proposals-to-transform-higher-education/2643604-4545468-10ika8uz/index.html).

Waweru, J. W. (2018, January 01). Influence of Teacher Preparedness on

Implementation of Competency Based Curriculum in Public Primary Schools in

Nyandarua North Sub- County, Kenya. Retrieved September 12, 2021, from

<http://erepository.uonbi.ac.ke/handle/11295/104564>

Williams, D. (2010). Theory of own mind in autism. *Autism: International Journal Of Research And Practice*, 14(5), 474-494.

<https://doi.org/10.1177/1362361310366314>

Wolf, M. (2012). *Culture Shift: Teaching in a Learner-Centered Environment Powered by Digital Learning*, Alliance for Excellent Education. New York: Carnegie Cooperation.

Young M.F. (2009) National Qualifications Frameworks: An Analytical Overview. In: Maclean R., Wilson D. (eds) *International Handbook of Education for the Changing World of Work*. Springer, Dordrecht. https://doi.org/10.1007/978-1-4020-5281-1_188

APPENDICES

APPENDIX A: LETTER OF INTRODUCTION

University of Nairobi

Department of Educational Administration and

Planning P.O. Box 30197-00100

Nairobi

03/01/2021.

The Head teacher,

Dear Sir/Madam,

RE: RESEARCH PARTICIPATION

I am a postgraduate graduate student of University Nairobi; School of Education, where I am presently researching the impact of Teacher Pedagogies on the implementation of competency-based curriculum in the Westlands Sub County, Nairobi County, Kenya in public primary schools.

I'd want to request your organization's authorization to access data since it was randomly selected. Your information will be used for academic reasons and keep your view and opinion secret. Thank you in advance.

Yours faithfully,

Justus Kiyai Asava

APPENDIX B: QUESTIONNAIRE FOR GRADE FOUR TEACHERS

The survey will search for information on the impacts of teacher pedagogies on the execution of the program of skills in public elementary schools in the Westlands sub-county. With thorough, full and honest replies, you will assist collect valid data. The information you provide is not is simply for research reasons.

INSTRUCTIONS: Please tick (√) or fill in the information as appropriate

Section A: Background information

1. What is your gender? Male () Female ()

2. What is your age bracket?

19-30yrs () 31-40yrs () 41-60yrs ()

3. How many years have you taught in primary school(s).....?

0-10yrs () 10-20 yrs. () over 20yrs. ()

4. How many learning areas are you currently teaching?

1 () 2 () 3 () more ()

Section B: Use of learning methodologies for teachers and implementation of skills based curriculums

5. Have you been trained in-service on implementing learner-centric CBC approaches?

Yes () No ()

Teaching method	Almost always	Often	Sometimes	Seldom	Never
Brainstorming					
Debate					
Social media					
Competitions					
Extended learning out of classroom					

6. How often do you use the following learner-centered learning method in

teaching? What difficulties do you face in implementing learner-centered learning method in teaching?

Section C: Teaching and learning materials and implementation of CBC

7. How many pupils are enrolled in your grade?
8. How often have you been using the following Teaching and Learning Materials in teaching?

Teaching and Learning material	Almost always	Often	Sometimes	Seldom	Never
Laptops					
Desktop computers					
Tablets					
Projectors					
Learner's books					
Teacher's guide					
Flashcards					

9. To what extent does teacher's use of Teaching and Learning Materials influence

learner's outcome?

Small extent ()

neutral ()

Large extent ()

Section D: Teacher's use of practical experiences and implementation of competency-based curriculum

10. Please, indicate by the use of a tick in the relevant columns the extent to which you have demonstrated the ability to perform the practical skills in teaching.

Task	Very well	Good	Developing	Need support
Ability to use role play				
Ability to use group discussions				
Ability to use simulations				
Ability to do mentorship				
Ability to establish projects for learners				

Section E: Communication tactics used by teachers and the implementation of competency-based curricula.

11. Please indicate the extent to which each of the following features in connection to the teacher's use of communication methods in teaching is met by placing a check in the related column.

Very well (1) Good (2) Developing (3) Needs Support (4)

Statement	Very well	Good	Developing	Need Support
Ability to use verbal skills in teaching like texts, emails, video clips)				
Ability to use non-verbal skills in teaching like gestures, body movements and facial expressions.				
Ability to use visual skills in teaching like signs, web pages and illustrations.				

Section F: Assessment of influence of Teacher's Pedagogies on the

Implementation of CBC

12. Does your application of the teacher's teaching expertise impact CBC implementation?

Tick only one place, please.

1 = Agree, 2 = neutral, 3 = Disagree

Question	1	2	3
i) Your ability to use learner centered method			
ii) Your ability to use teaching and learning materials.			
iii) Your ability to embrace practical skills in teaching.			
iv) Your ability to apply effective communication skills in teaching.			

13. What is your opinion on the influence of teacher pedagogies on the implementation of CBC?

Thank you for your participation.

APPENDIX C: INTERVIEW GUIDE FOR HEAD TEACHERS

The objective of this interview guide is to gather information on the impact of teacher pedagogy in implementing a skills-based curriculum in Westlands Sub-county public primary schools in the context of grade 4 class. For the sole purpose of the study all information provided is utilized. Please reply as honestly as possible to all questions.

We will be really thankful for your support.

School.....

Male.....

Female.....

- a. What does the word "teacher pedagogy" mean to you?
- b. Have you received any in-service training on teacher methodologies related to competency-based curriculum?
- c. Do you believe in learner-centered pedagogies?
- d. How do learners react to the implementation of learner-centered teaching methods?
- e. Which core competencies are they having trouble instilling during instruction?
- f. How much influence does the usage of teaching and learning resources by teachers have on CBC implementation?
- g. What is the learner-to-textbook ratio in the grade in question?
- h. Is there a teacher's guide for each subject? Are digital devices available, sufficient and functional?
- i. To what extent are teachers competent in using the following digital devices:

- Laptops
 - Desktop computers
 - Tablets
 - Projectors
- j. To what extent are the learners able to use the digital devices?
- k. How frequently do teachers employ the following practical experiences in their classrooms:
- Role playing
 - Group discussion
 - simulations
 - class projects
 - mentorship programs
- l. Are pupils able to demonstrate practical that they have been taught?
- m. How much does it influence the application of the CBC through teacher practice experiences in the teaching?
- n. To what extent do teachers use verbal communication strategies in teaching?
- o. To what extent do teachers use non-verbal communication strategies in teaching?
- p. To what extent do teachers use visual communication strategies in teaching?
- q. To what extent does the school assess the use of Teacher pedagogies in CBC implementation?
- r. What challenges do teachers encounter in implementation of teacher pedagogies in teaching and learning process?

APPENDIX D: INTERVIEW GUIDE FOR CURRICULUM SUPPORT OFFICERS

This interview guide is for the collection of information on the impact of teacher pedagogy in implementing competence-based curricula in the Westlands Sub-County public primary schools for grade four. All information provided is utilized only for the purposes of the research. Please reply to all questions as honestly as possible. Your participation is much to be appreciated.

Zone

Male..... Female.....

1. Did you have any training in teacher education in the service in relation to your area's skills-based curriculum?
2. To what extent do teachers in your zone embrace learner-centered pedagogies in teaching?
3. What is the reaction of learners towards the use of learner-centered methods of teaching?
4. Which core competencies are the teachers finding difficult to infuse during instruction?
5. What is the learner-textbook ratio in your zone for the relevant grade?
6. Are there teaching guides accessible for all subjects?
7. Are digital gadgets readily available, adequate, and functional?
8. To what extent are teachers proficient in the use of digital devices?
9. To what extent can the students utilize digital devices?

10. Do teachers use the following practical experiences in teaching?

- Role playing
- Group discussion
- simulations
- class projects
- mentorship programs

11. To what extent do teachers use visual communication strategies in teaching?

12. To what extent does your office assess the use of Teacher pedagogies in CBC implementation in your zone?

13. To what extent does your office give support to teachers in enhancing effective implementation of pedagogies in CBC?

Thank you for your cooperation

APPENDIX E: FOCUS GROUP DISCUSSION GUIDE FOR GRADE FOUR

PUPILS

How are you, dear pupils? Thank you for joining us. Thank you for having taken the time to talk about Influence of Teacher Pedagogies in the Implementation of the Competency-Based Curriculum in public primary schools in Westlands Sub-County particularly in Grade 4. We refer to the teacher's techniques and means throughout teaching and learning. We will talk about how teachers use learner-centered learning approaches and how they implement CBC, how they use teaching and learning materials and how they implement CBC, how they use practical experiences and how they implement CBC, and how they use communication strategies and how they implement CBC. I am Mr. Justus Asava of the University of Nairobi. All information provided is utilized only for the purpose of the study. Kindly feel free to respond to all questions as honestly as possible without any fear since there are no wrong answers due to different points of view and any comment will be deemed relevant. Your cooperation will be highly appreciated. I'm going to videotape our talk to catch all comments without forgetting anything. Let's begin, please let's introduce ourselves by saying our names?

Who can tell out what the term 'CBC' mean?

1. May one boy and one girl list on the flip chart what CBC is all about.
2. Who has ever sung in a classroom during teaching?
3. May I know those who have ever narrated a story in class?
4. Have you ever performed a project for the class? If yes, please tell me what it is and

what it entails.

5. Have you ever learned outside classroom? If yes how was the experience?
6. Have you ever learned using a tablet?
7. Have you ever learned using a desktop computer?
8. Have you ever learned using a laptop computer?
9. Have you ever learned using a projector?
10. Tell me if you have enough textbooks for everyone in all subjects.
11. How often do teachers use flashcards in teaching?
12. Do you have mentorship programs at school in which you are guided and counseled?
13. Are you involved in group work activities in classroom?
14. Are your teachers fluent and clear while teaching?

As we conclude, up to that extent, is there anyone with any other comment on how teaching and learning occurs at school that we may have left out?

Thank you all for participating in the discussion. May God bless you.

APPENDIX F: OBSERVATION CHECKLIST FOR CBC IMPLEMENTATION

Name of the

school.....

Date

CBC Indicator	implemented	Not implemented	remarks
Learner centered learning, teaching and learning materials, practical experiences, and communication strategies.			
i. Learners working in pairs, getting solutions to problems in groups			
ii. New, stylish and amazing displays of learner’s work			
iii. Learners engaging in role playing activities like drama			
iv. Teacher’s use of learner’s textbook			

v.	Teacher's use of Teacher's guide			
vi.	Teacher's use of digital device			
vii.	Learners engaging in teamwork			
viii.	Learner mentorship programs			
ix.	Learner's ability to manipulate various materials			
x.	Learners reading selected texts loudly			
xi.	Learners answering open ended questions			
xii.	Pupils learning by watching films/PowerPoint presentations			

APPENDIX G: RELEVANT DOCUMENTS



THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is Guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014

CONDITIONS

1. The License is valid for the proposed research, location and specified period
2. The License any rights thereunder are non-transferable
3. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies
5. The License does not give authority to transfer research materials
6. NACOSTI may monitor and evaluate the licensed research project
7. The Licensee shall submit one hard copy and upload a soft copy of their final report (thesis) within one year of completion of the research
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice

National Commission for Science, Technology and Innovation
off Waiyaki Way, Upper Kabete,
P. O. Box 30623, 00100 Nairobi, KENYA
Land line: 020 4007000, 020 2241349, 020 3310571, 020 8001077
Mobile: 0713 788 787 / 0735 404 245
E-mail: dg@nacosti.go.ke / registry@nacosti.go.ke
Website: www.nacosti.go.ke