



Original Article

Teachers' Attitude Towards the Implementation of the Competency-Based Curriculum in Primary Schools in Kericho County

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11 June 2021 The Competency-Based Curriculum (CBC) has faced criticism from various actors in the education sector and beyond, especially those who resist change.

Keywords: However, in countries like Canada, Scotland and Finland its implementation has been found to be successful. The education stakeholders in Kenya have raised concern about their preparedness to implement CBC coupled with criticism on the lack of involvement of all stakeholders in the education sector. This article presents findings of a PhD study that was conducted in Kericho County, Kenya, that sought to establish whether teachers' attitudes influence the implementation of the Competency-Based Curriculum. Social constructivism theory was adopted to guide the study. A descriptive correlation research design was adopted for the study. The target population of the study included 24 County Support Officers (CSOs'), 52 headteachers, and 610 Grade 1 teachers. The sample size was 6 CSOs, 52 Headteachers, and 61 Grade 1 teachers. Data was collected using interview schedules, questionnaires, and an observation checklist. Quantitative data were analysed using descriptive statistics in the form of percentages, means, and standard deviations, while inferential statistics utilised Pearson product-moment correlation. Qualitative data was analysed thematically. The teachers' attitudes on CBC had a positive correlation on CBC implementation, with a correlation of 0.560 and a calculated P-value of 0.00 for the headteachers and 0.284 with a calculated P-value of 0.032 for Grade 1 teachers. The results of this study are important for the successful adoption of the competency-based program through the participation of education stakeholders.

Competency-Based Curriculum, Correlation Design, Descriptive Survey, Teacher's Attitude.

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INTRODUCTION

The Competency-Based Curriculum (CBC) was implemented in Canada, Scotland and Finland with success because of rigorous training of teachers and good funding support (Saram & Susan, 2014). In South Africa, it failed in the implementation stages because of attitudes, development, and incompetence of the teachers. In Rwanda, CBC became successful because it involved in-depth research and study of curricula in neighboring countries as well as positive attitude of the teachers (Cheptoo & Ramadas, 2019). Various factors have been found to influence the successful implementation of CBC in different countries. For instance, in Finland, Canada and Scotland it was found that rigorous training of teachers and good funding support were very critical in enhancing implementation.

A study carried out in Rwanda by Mbarushimana and Allida (2018) reported that the Competency-Based Curriculum was implemented in 2015. Teachers regarded the changes in curriculum as important. The study of curricula of neighbouring countries built the Rwandan CBC to be firm. The CBC was more skill-based and more practical to the

environment in daily life. Teachers were also equally comfortable with the intricacies of changes, especially in cases where they were actively involved and prepared as required by the curriculum change. They were involved in preparations through campaigns, improvement of the modalities and guidance of curriculum implementation, which led to the success of CBC implementation. Studies on the implementation of CBC in Kenya are scanty (Cheptoo & Ramadas, 2019). The current study, therefore, sought to find out the influence of teachers' attitudes towards the implementation of the Competency-Based Curriculum in public primary schools in Kericho County.

The 8-4-4 system which was introduced in 1985 by the Government of Kenya, was meant to produce self-reliant individuals. In January 1985, following the Mackay report of 1982, the 8-4-4 system of education was adopted. King and McGrath (2002) point out that the policy of 8-4-4 emerged from the concern that basic academic education might lack the content required to facilitate widespread sustainable self-employment jobs. The 8-4-4 policy, therefore, emerged from the idea that it would empower pupils with employable skills, allowing school dropouts to be either self-employed or have

stable jobs at all levels. King and McGrath (2002) further noted that young people would be geared towards self-employment by the new strategy. The framework strongly emphasised the training of attitudes and skills for the world of work and especially, self-employment work. However, only the program material and emerging problems were discussed in these reviews. In addition, the reviews did not discuss the fundamental issues that improve Kenyan citizens' competitiveness in economic development, and did not consider the talents, potential and gifts of the learners.

While the 8-4-4 system of education was meant to produce self-reliant individuals, the system has not fulfilled its objectives fully. Emphasis was placed on academics which resulted in its failure to meet the demands of unemployment in the country. This has necessitated the need for the government to introduce the Competency-Based Curriculum 2-6-6-3 (Wycliffe, Samson & Ayuya, 2013).

LITERATURE REVIEW

Dewey's Social Constructivism

Dewey (1938) postulated the social constructivism. The theorem proposes that the learning environment can create a learner who can cope successfully with new developments around the world. Therefore, the program should not be viewed as completed abstractions, but rather as a preconception of the learner. Dewey illustrated this theory with four instincts which are social, constructive, expressive and artistic instincts which are in cooperated with CBC learning areas. Dewey related the subjects' area activities to learning life. He further noted that education is a growth where curriculum should arise from learners' interests to more practical learning of basic education in the curriculum.

Teacher attitude and Implementation of Competency-Based Curriculum

Maimela (2015) carried out a study on the impact of changes in curriculum in primary school teachers in

Seshego Circuit, Limpopo Province, South Africa. The findings were that the attitudes of teachers were not solely responsible for the failure or success of any curriculum implementation. The findings further revealed that other factors play a vital role. The attitudes were however important in encouraging and motivating teachers. This was in light of the numerous changes that impact the curriculum change and implementation process. Motivation and appraisal of both learners and teachers were vital in a learning institution.

Ndifor and Ngeche (2017) carried out a study on Teachers' and students' attitudes as correlates of Performance in mathematics in Cameroon Secondary Schools. Results of the study were that there was an association between attitudes and performance in mathematics. Therefore, teachers and learners with a positive attitude enhanced good performance.

Makunja (2016) carried out a study on challenges facing teachers in implementing Competency-Based Curriculum in Morogoro Municipality, Tanzania. Findings indicated that educators face some obstacles that impede the successful execution of the program based on expertise in both teaching and learning. This study pointed out that teachers should be allowed to engage extensively in the curriculum formulation process and/or revision.

Waigera, Mweru and Ngige (2020) carried out a study on the relationship between the attitude of teachers and the utilisation of instructional materials in pre-primary schools in Kenya. The results of this research indicated that teachers with positive attitudes achieved greater levels of instructional content application in their classes relative to their peers who had negative attitudes. This research indicated that the mindset of teachers was a critical element in encouraging the use of instructional techniques in ECDE practices. This study found out that the positive attitude of a teacher was an essential characteristic of pre-primary school teaching. There was a need to cultivate positive

attitudes toward using teaching materials during pre-service and in-service training sessions teachers were encouraged with their best practices in pre-primary school instruction and teaching. The mindset of the teacher relates significantly to the adoption of the Competency-Based Curriculum, in that the more productive teachers are the most effective implementation of the Competency-Based Curriculum.

Alabu, Kembo, and Otara (2020) carried out a study on the influence of principals' conflict management techniques on teacher job satisfaction in selected secondary schools in Uriri and Nyatike Sub Counties, Kenya. The results contributed to the current body of expertise and can help provide guidelines for successful school management for principals and other stakeholders. The study recommended that it will be useful for the Ministry of Education to come up with training materials for school managers to empower them to manage conflicts effectively. This will enable teachers and educators in schools to efficiently, effectively improve and manage conflicts.

Mwoma (2018) carried out a study on preschool attendance and children's reading ability in Narok County, Kenya. The findings of this study revealed better performance where those learners who attended preschools than those who never attend preschool performed better in English sub-tasks. On the other hand, Kiswahili was performed better by those who did not attend preschool as compared to their counterparts. This study revealed that teachers create extra time to support the children who did not attend preschool which explains why children performed in Kiswahili better than their counterparts. These findings indicate that when the teachers are willing and have a positive attitude to help learner's performance improves.

RESEARCH METHODOLOGY

The study utilised a descriptive survey design. The descriptive research design was useful for

educational fact-finding because it provides a great deal of information (Kombo & Tromp, 2006). The design was appropriate due to the allowance to use various tools such as questionnaires, interview schedule, and observation checklist instruments of research. Questionnaires were used because they enable one to obtain facts about current conditions and are useful in making inquiries concerning views and opinions (Kothari, 2004). The instruments gave the school headteachers, Grade 1 teachers and CSOs an opportunity to give well-thought answers on the school preparedness in the implementation of CBC in public primary schools in Kericho County.

Both quantitative and qualitative techniques were utilized in the study. Data collection methods included the use of questionnaires, which were both closed and open-ended. The CSO's responded to an interview schedule. The observation schedule was used by the researcher to check on the physical infrastructure and teaching and learning resources found in schools.

The study population consisted of 52 head teachers, 610 Grade 1 teachers and 24 Curriculum support officers (CSO's) in Kericho County. The county has 524 public primary schools. The researcher purposed to select the Grade 1 teachers because they are experienced since they handle the learners through a Competency-Based Curriculum system for the last three years. The Headteachers were also purposively selected for this study since they were the school administrators and they have experience on how the schools were prepared for the implementation of CBC.

The instruments used included questionnaires, interview schedules and observation. The distribution of questionnaires was given to Grade 1 teachers and headteachers. Questionnaires were both open-ended and closed-ended.

Two schools in the county that never participated in the final study were involved in piloting. The items found unclear or with distorted meanings were

rectified before being administered in the main study area. The Grade 1 teachers' questionnaires being the main instrument of this study had some sections to be amended after discussing the question items with the respondents in the pilot study. Repeated administration was done after an interval of two weeks.

The instruments that were validated were questionnaires, interview schedules, observation. A measurement instrument has high content validity if its items are appropriate proportions. Mugenda and Mugenda (2003) indicated that validity can be done by experts or supervisors. This was adopted in this study. The supervisors' recommendations were incorporated to make the instruments valid.

The data was analysed using frequency and percentages, means, standard deviation and Pearson product-moment correlation. Data obtained from the demographic details and observation schedule was analysed using frequencies and percentages. The intervening variables namely, over-enrolment and insufficient teachers were controlled by establishing its dominant direction of influence. Qualitative data were analysed using themes and sub-themes.

RESULTS AND DISCUSSION

Teachers' attitude was examined using a questionnaire given to both grade one teachers and headteachers. The results were presented using means and standard deviations as presented in table 1.

Table 1: Teachers Attitudes and Implementation of CBC in Public Primary School Kericho County

Reasons	Headteachers (n = 50)		Grade 1 teachers (n = 57)	
	Mean	Std. Dev	Mean	Std. Dev
I embrace the implementation of the Competency-Based Curriculum in teaching and learning processes.	4.06	1.11	4.02	0.99
Teachers need more training on the Competency-Based Curriculum.	4.08	1.07	4.32	1.17
Implementing the new curriculum improves my teaching skills as a profession.	4.00	0.93	4.11	1.01
I have a positive attitude towards the implementation of a Competency-Based Curriculum	4.10	0.93	4.14	0.83
The Grade 1 teachers enjoy using the different approaches in the new curriculum	3.88	1.00	4.70	0.89
I have adapted the preparation of schemes of work and lesson plans for the CBC	3.52	1.18	3.67	1.26
Teachers have challenges in implementing CBC	3.34	1.24	3.65	1.33
Teachers assess all the learners in a given time	2.10	0.83	2.05	1.27

Table 1 indicates the reasons given by the headteachers and Grade 1 teachers on their attitude on CBC implementation in Public Primary Schools, Kericho County. Embracing the implementation of learning processes of CBC was taken positively. It was rated with a mean of 4.06 ($SD = 1.11$) by the headteachers and Grade 1 teachers had a mean of

4.02 ($SD = 0.99$). This was an indication that CBC was embraced by both the headteacher and Grade 1 teachers. The qualitative data pointed out that, the teachers' age played a role in teachers' attitude towards the implementation of CBC in Kericho County. All the CSOs, headteachers and Grade 1 teachers confirmed that the elderly teachers were

hesitant to embrace the implementation of the new curriculum as compared to the younger teachers. This indicated the kind of attitude the teachers had towards the implementation of the curriculum. This was further supported when one of the CSO said that:

The teacher attitude for the young teachers was positive as opposed to the elderly teachers especially those who are almost retiring had a negative attitude.

The headteachers gave their opinion that, despite all the training done, the teachers still have a negative attitude towards the CBC implementation. In fact, one of the CSO said, “Pieces of training has been going on during holidays but teachers still have a negative attitude”. Basing on the findings the headteachers and Grade 1 teachers indicated that CBC was highly embraced. The CSO’s during the interview revealed that CBC is not embraced by the teachers especially the elderly. This study disagrees with the study done in Rwanda by Rubagumya et al. (2018) on CBC implementation. The main challenge was that majority of the teachers resisted change by anchoring to the knowledge-based curriculum. The teachers perceived that the new curriculum demanded a lot of time from them and was more complex than the knowledge-based curriculum.

More training on CBC was required by the teachers. This was clear when the headteachers rated it at a mean of 4.08 ($SD = 1.07$) while the Grade 1 teachers rated it at a mean of 4.32 ($SD = 1.17$). This was rated highly by the Grade 1 teachers as compared to the headteachers. This further was revealed by qualitative data when the teachers indicated that continuous training of teachers was necessary when it comes to implementation of the new curriculum. This was clearly stated by all the respondents. This was further supported by one of the headteachers who pointed out that, the teachers had complained that the training process should be continuous to enhance teacher competence in the new curriculum.

Another CSO said, “we have trained them despite the challenges and they have not fully embraced the new CBC”. It was further said by another CSO that, “most of the lower grade teachers have undergone the PRIED and TUSOME programmes”. This is an indicator that more works need to be undertaken so that teachers embrace implementation. This result is consistent with that of the Makunja (2016) research performed in Tanzania on the issues facing teachers in competence-based program delivery. The results found that teachers faced several difficulties that hampered the successful adoption of teaching and learning competency-based curricula. This study further added that the Ministry of education should modify approaches in providing relevant learning processes and quality resources which are consistent with the implementation of CBC. This is in line with the current findings in Kericho County.

Implementation of the new CBC curriculum has improved teaching skills as a profession. This was evident when the headteachers rated it at 4.00 ($SD = 0.93$) and Grade 1 teacher-rated it at 4.11 ($SD = 1.01$). Grade 1 teachers rated it highly as compared to the headteachers. Teaching skills and approaches have improved greatly basing on the findings. Qualitative data revealed that teachers have improved their teaching skills. This was further supported by CSOs, who revealed that,

Teachers have improved their teaching skills and creativity because lesson planning is done based on available resources. This includes improvising and recycling the materials that are readily available. Though some teachers copy what teachers have done in other schools, leading to replication. They also lacked the resources planned by the other colleague in other schools.

Basing on the current findings it is evident that CBC has improved teaching skills as a profession. It is in accordance with the research undertaken by Waigera, Mweru and Ngige (2020) on the relationship between demographic details of

teachers and the extent of use of instructional resources in Kenya's pre-primary schools. This research recommended that pre-primary school teacher skills preparation is critical at the fundamental stage for effective teaching and learning. This is an indication that with good training teaching as a profession will improve further and the CBC curriculum objectives will be achieved.

Attitude towards implementation of the Competency-Based Curriculum was perceived highly by the headteachers and Grade 1 teachers when it was rated at 4.10 ($SD = 0.93$) and 4.14 ($SD = 0.83$), respectively. Both headteachers and Grade 1 teachers have a positive attitude concerning the implementation of the new curriculum. It was confirmed by the qualitative data that revealed that there is a lack of enough teachers due to the large population and lack of inclusivity during the development of CBC as stakeholders contribute to the negative attitudes among the teachers. According to the teachers in their open-ended questions, they felt that the government needed to employ more teachers. This is because for proper CBC content delivery a teacher is required to support a learner individually during the teaching and learning processes. Due to the large population in class, it's very difficult to achieve the desired objectives. There is a need then for the government to employ more teachers to fill the gap for effective implementation of CBC. This disagrees with the study done in South Africa by Maimela (2015) carried on the impact of curriculum changes on primary school teachers in Seshego Circuit, Limpopo province in South Africa. From the findings, she indicated that attitude was not solely responsible for the failure or success of any curriculum implementation.

This concurs with the study done by Mokoro (2020) on Competency-Based Curriculum and training implementation challenges in Tanzania. The results show diverse problems, high numbers of students in classes, lack enthusiasm for certain teachers due to

unfavourable working conditions and low attitudes of collaboration among students. Lack of inclusivity during Competency-Based Curriculum development was noted by teachers. They revealed that during the development process, they were left out hence as stakeholders they felt overlooked. This was clearly stated by CSO who said:

Teachers felt they were not involved in the development of the new curriculum. This has contributed to most of them having no interest in the new curriculum especially the elderly.

The findings are in agreement with that of Makunja (2016), done in Tanzania on challenges facing teachers in the implementation of the Competency-Based Curriculum in Morogoro Municipality, Tanzania. This study pointed out that for curriculum formulation and review, teachers should be given a chance. These findings agree with findings by Sifuna and Obonyo (2019) that carried out a study on CBC in primary schools in Kenya. Challenges and prospects of implementation. It revealed there was inadequate public participation of educational stakeholders in reforms of the curriculum were doubtful. It further pointed out that with these kinds of challenges, unless urgently addressed; the success of the new curriculum is in serious doubt. It is important to involve all the stakeholders when developing or planning on a new curriculum. This will make them be well conversant and own hence yielding positive results.

Different approaches during new curriculum implementation were embraced by the teachers. Headteachers rated with a mean of 3.89 ($SD = 1.00$) and Grade 1 teachers' rating was 4.70 ($SD = 0.89$). Grade 1 teachers rated it higher compared to the headteachers. This is an indication that the teachers have embraced using different approaches in teaching and learning. This was further supported by the CSO, who said:

The teachers have improved in methods of teaching, for instance, they adopted the use of

demonstration regularly especially when carrying out lesson activities. They also use the Question-and-answer technique when teaching. This has led to confidence among the learners. This has improved teaching of this new curriculum.

It is clear from the findings that the teachers have adopted different approaches when teaching in Kericho County. This current study disagrees with one done in Cape Coast in Ghana by Boadu (2016) on problems faced by teachers' perception of teaching history in senior high schools. The study revealed that there was a problem confronting the teaching of history in the two districts. This is an indication that methodology is very important for the implantation of a curriculum.

Adaption of preparation of schemes of work and lesson plans for the CBC was rated at 3.52 ($SD = 1.18$) by headteachers while Grade 1 teachers had a mean of 3.67 ($SD = 1.26$). Grade 1 teachers rated it slightly higher than the teachers. Basing on this finding, the teachers have improved and adapted the preparation of the CBC curriculum. This was supported by the interview finding given by the CSO though there was a slight difference. This was further clarified by a CSO, who said,

The preparation of professional documents for example the schemes of work and lesson plans was that, though teachers were suggesting that they need the professional documents that is a lesson plan and scheme of work be availed by KICD. This will kill creativity since teaching methods need to vary.

Basing on the findings by the headteachers and Grade 1 teachers, teachers perceive that they prepare well for classes. It also agrees to some extent with the interview findings. The interviews further clarified that teachers would have wished that to have prepared schemes of work and lesson plans. This is in line with the study done by Muraraneza et al. (2016) in Africa on issues and

challenges of curriculum reform to competence-based curricula. This research showed that the lack of teacher preparedness and inappropriate resources during implementation was an obstacle. It also concurs with the study done by UNESCO (2015) in Uganda on Reduce disparities in school achievements and improves learning outcomes of curriculum systems. It also concurs with the study done by Ondimu (2018) in Dagoretti North Sub County, Nairobi on Teachers' preparedness for implementation of Competency-Based Curriculum in private primary schools. It further indicated that the majority (45.2%) had agreed that they were fully prepared with subject matter knowledge to implement the Competency-Based Curriculum while (44.1%) disagreed. An alarmingly high number (44.1%) indicated that they are not fully prepared with subject matter knowledge to implement the Competency-Based Curriculum. This is expected to have a negative influence on competency-based instruction implementation.

The findings also concur with the study done in Bomet East Sub-County by Momanyi and Rop (2019) on Teacher preparedness on implementation of the Competency-Based Curriculum in Kenya. This study indicated that the new curriculum (CBC) has not received adequate preparation which has affected the evaluation and delivery of teachers. KICD report in 2018 revealed that 3% of the teachers felt adequate and 20% were prepared to leave a larger number who felt they were not prepared. This study further revealed that the majority of ECDE teachers are challenged in terms of readiness as well as designing of the Competency-Based Curriculum, in Kenya. Basing on the findings and studies, preparation in terms of teacher preparedness to teach and the psychological part should be improved to enable teachers to be fully prepared.

Challenges in Implementing CBC was rated by headteachers and Grade 1 teachers who perceived that teachers have challenges in implementing CBC as it was rated with a mean of 3.34 and 3.65 ($SD =$

1.24 and 1.33, respectively). Grade 1 teachers rated it slightly higher than the headteachers. This was further supported by qualitative data that revealed that an overloaded curriculum is one of the challenges that the teachers face. In an open-ended response, one of the headteachers noted that teachers are still rigid on CBC implementation because they feel it is bulky and so demanding on learners especially the content per grade. This contributes to the negative attitude among teachers because most of the practical work was incomplete due to insufficient time. This was further clarified by a CSO, who said:

Teachers are complaining that the curriculum is overloaded and full of activity, this has affected preparation. They even say they cannot write lessons because of lack of time. But the teachers have time between 3:10 PM to 5:00 PM to prepare for the classes.

Basing on the findings given by CSO, it is clear that, if teachers use the available extra time during the day, they are likely to complete preparation for the next lessons. This study agrees with the study done by Tambwe (2017) in Tanzania on challenges facing the implementation of the competency-based education and training Rope (CBET) system. The results show different problems, including a limited grasp of the definition of CBET and a shortage of support services and tools. It also concurs with the study in Machakos County, Kenya by Muasya and Waweru (2019) on the challenges encountered in Competency-Based Curriculum implementation. It pointed out that teachers were not fully prepared for CBC implementation. They further added that that the government did not address challenges facing understaffing and unfriendly learning surrounding hurriedly implementing CBC. It also agrees with the study done by Amunga et al. (2020) in Kenya on parent-teacher bonding on successful Competency-Based Curriculum implementation. The study revealed that teachers were thankful for the sustained interest in learning brought by CBC cited numerous challenges like lack of materials,

parental support, time, and curriculum structure and class size among others. This concurs also with the study done by Bureti sub-county, Kericho by Chepsiror (2020) on basis setting for Competency-Based Curriculum: instruction of experimental in emergent reading in Kenya. The findings of this study were that the Instructional process was found to hinder practical emergent reading approaches included invisible targets for reading programmes, parents pressure yield fast learning results, time allocated for the experiments was inadequate, teachers were overloaded with other assigned duties, surging pupils' numbers among other things. The challenges faced by teachers should be addressed for the effective implementation of CBC in Kericho County.

Assessing of learners by the teachers at a given time was rated at a mean of 2.10 ($SD = 0.83$) for the headteachers while for the Grade 1 teachers rated at 2.05 ($SD = 1.27$). The headteachers rated highly as compared to the Grade 1 teacher. The findings revealed that assessment was done and not completed on time. Interview findings revealed that time during assessment was insufficient. This was further clarified by a CSO, who said:

During assessments, we realised that teachers fail to assess all learners because of the large population leading to incomplete assessment. This was noted during the oral presentation by learners where most learners who were to communicate were left out due to time. This affects the learner's confidence. The teachers told me that it's not clear how to assess the learners in form of portfolios.

The interview findings gave clear indicated that there is a need for more time per lesson, especially during lesson activity. This study concurs with the study done in Rwanda by Rubagumya et al. (2018) on CBC implementation. The Competency-Based Curriculum emphasises the use of continuous assessments method to exam-based. The assessments are to assist in the identification,

development, management of capabilities and skills of the learner. Assessment is an important activity since learners have to be evaluated. Time for activity and assessment should be sufficient for the proper conclusion of lesson activity.

Using Pearson Product Moment Correlation, the observations were further analysed. It was translated by Leedy and Ormrod (2005). The inferential statistics were presented in the table.

Table 2: Teacher Attitude and Implementation of Competency-Based Curriculum in Kericho County

	Teacher attitude	Implementation of Competency-Based Curriculum
Teacher attitude	Pearson Correlation	+0.560*
	Sig. (2-tailed)	0.00
	N	50
Teacher attitude	Pearson Correlation	+0.284*
	Sig. (2-tailed)	0.032
	N	57

*. *Correlation is significant at the 0.05 level (2-tailed).*

Table 2 reveals the influence of teacher attitude on the implementation of the Competency-Based Curriculum. Headteachers' Pearson correlation was +0.560 with a calculated p-value of 0.00. The set p-value was $p < 0.05$. This is a positive moderate influence. The calculated p-value is significant at 0.00. This is because any value below the set value is significant. Grade 1 Teachers Correlation was +0.284 with a calculated P-value of 0.032. This is a positive low influence on the implementation of CBC. The calculated p-value of 0.032 was significant. Hence the alternative Hypothesis was accepted. Therefore, teachers' attitudes influence the implementation of Competency-Based Curriculum Implementation.

The correlation for the headteachers reveals that there was a positive moderate influence on the implementation of CBC while for Grade 1 teachers there was a positive low influence. Basing on this finding, it is clear that teacher attitude has a positive influence on CBC implementation. This result concurs with the research on student and teacher attitudes conducted by Ndifor and Ngeche (2017) in Cameroon. The findings of the study revealed that there is an association between mathematics performance and student attitudes. Therefore, teachers and learners need to have a positive attitude to enhance performance. It also concurs with the

study done by Waigera et al. (2020) on the relationship between teachers' attitudes and instructional utilisation in pre-primary schools in Kenya. This study revealed that Teachers' attitudes contribute a lot to the implementation of Competency-Based Curriculum, such that the more positive teachers they are, the more successful Competency-Based Curriculum implementation. Teachers' attitude is one of the factors to consider when planning, developing and implementing the Competency-Based Curriculum.

CONCLUSION AND RECOMMENDATIONS

Based on the findings of this study, the following conclusions were made; teachers' attitudes influence the implementation of the Competency-Based Curriculum in Public Primary Schools in Kericho County. Pearson Product moment correlation for the teachers and Grade 1 teachers revealed a positive correlation of +0.560 with a calculated value of 0.00. For Grade 1 teachers Pearson correlation was +0.284 with a calculated significance value of 0.032. This is a positive low influence on the implementation of CBC. Since the set p-value was $p < 0.05$, the calculated p-value of 0.032 was significant. Hence the alternative Hypothesis was accepted. Therefore, the influence

of teacher training on the implementation of the Competency-Based Curriculum is significant.

To confirm and support quantitative data, qualitative analysis was acquired from interviews and open-ended questions received from 6 CSOs, 50 headteachers and 57 Grade 1 teachers. The teachers' age played a role since the elderly teachers especially those who were almost retiring had negative attitudes on CBC implementation compared to the younger teachers. Continuous training of teachers was required; there was a lack of inclusivity during the preparation of a Competency-Based Curriculum. Examination of the curriculum at all levels was also mentioned.

Lack of inclusivity during the preparation of a Competency-Based Curriculum. Examination of the curriculum at all levels was also mentioned. This study concludes that there is need for teachers to be involved at all levels of curriculum development and continuous teacher training should be enhanced.

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