

# Headteachers' Preparedness for the Implementation of the Competency Based Curriculum in Public Primary Schools in Trans-Nzoia County, Kenya

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## ABSTRACT

This study aimed at establishing the public primary school Head Teachers' preparedness for implementation of the Competency Based Curriculum in Trans-Nzoia County; Kenya. Descriptive Survey Research Design was used. The target population was 371 Heads and 4,414 teachers. The sample size was 103 Heads and 443 teachers. Split half method was used to test the reliability of the research instruments; Pearson's Product Moment Formula gave a correlation coefficient  $r=0.598$  between the halves while Spearman-Brown correction formula gave  $r=0.848$  for internal consistency. Descriptive statistics was employed to summarize the data results presented in percentages and means. The study revealed that staffing was deficient at 73%, teacher attitude management skills at 71%, expertise and practical skills and understanding of the CBC Vision at 50%, and leadership and on Communication skills at 59%. The study concluded that the Head Teachers were ill prepared for the implementation of the Curriculum.

**KEYWORDS:** *Competency Based Curriculum Implementation, Head Teachers' Preparedness*

## INTRODUCTION

Scholars Mandukwini and Mokoena (2016) carried out a qualitative case study to look into the difficulties principals and high school teachers in Mount Fletcher District, Eastern Cape, South Africa, had with implementing curricular changes. Three high schools in the Mount Fletcher district hosted the research. The three schools; a township school, a village school, and a town school purposefully sampled to reflect the various socioeconomic backgrounds from which the district's schools were drawn. A purposeful sample was taken, consisting of two subject instructors who had been teaching since 1994 and School Management Teams (SMTs). Subject teachers carry out the curriculum, and SMT is in charge of overseeing its implementation. In order to gather data for this study, the researcher employed both structured and unstructured interview questions. They discovered that insufficient resources, poor communication, lack of guidelines, inadequate

training, excessive workload, role conflict, and teacher attitudes were the main causes of difficulties.

Findings by Mafora and Phorabatho(2013) gave selected results from a wider qualitative study that examined how curriculum coordinators and school management teams oversaw teachers' ongoing professional development in preparation for implementing curriculum reform. A purposeful sample of respondents was drawn from secondary schools and education area offices in South Africa's North-West Province. Interviews and document analysis were used to gather data, and Tesch's open coding approach was used to analyze the documents. The results point to inefficient management of teachers' ongoing professional development. They argued that Head Teachers are responsible for organizing school activities in order to align teaching and learning with the vision of the school.

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Knowledge, skills and attitude are essential for educational innovation and to enhance effective curriculum management. Findings by Van der Westhuizen (2004) revealed that correlation exists between the level of effectiveness in the changing process and the competent input of the person responsible for the change. This study sought to establish the preparedness of Head Teachers in public primary schools in the implementation of the Competency Based Curriculum in Trans Nzoia County, Kenya.

Findings by Kotter, (2021) posit that an appropriate vision, transformation effort can easily dissolve into a list of confusing, incompatible and time consuming projects. The author contends that an inspiring and engaging vision can motivate people to take passionate, purposeful activity and direct their efforts toward the intended goals. On the other hand, the stakeholders may become confused, frustrated, or resistant if the vision is imprecise, impractical, or divorced from the present (Kotter, 2021). As a result, the author advice executives to develop a strategic vision that explains how the future will vary from the past and how they plan to implement activities that

will help realize that future. The biggest mistake done by leaders when implementing a curriculum change is to plunge ahead and implement before crafting a vision as to how the implementation will go about, that is, without making an implementation plan with expected projections. A school cannot function without a vision; the vision must be communicated to all stakeholders so that everyone remains focused. The Head Teacher should have a vision about where he/ she wants the school to be in a certain period of time and work as a team with teachers for the attainment of the vision.

This study aimed at finding out the preparedness of Head teachers by obtaining information on; teachers' knowledge, expertise and practical skills, necessary planning and management skills, understanding of the Competency Based Curriculum Vision, communication skills, leadership and attitude management for the implementation of the Competency Based Curriculum in public primary schools in Trans Nzoia County, Kenya. Information was obtained from both Head Teachers and teachers and composite values calculated and presented in Table 1.

#### Reliability of research instruments

**Table 1: Split Half Correlation Coefficient Results**

	Correlations	1 <sup>st</sup> Half	2 <sup>nd</sup> Half
1 <sup>st</sup> Half	Pearson Correlation	1	.598**
	Sig. (2-tailed)		.000
	N	44	44
2 <sup>nd</sup> Half	Pearson Correlation	.598**	1
	Sig. (2-tailed)	.000	
	N	44	44

**\*\*.** Correlation is significant at the 0.01 level (2-tailed).

An SPSS output shown in the table 3.4 indicates a correlation coefficient ( $r=0.598$ ). Due to the problem with the split-half reliability coefficient since only half the number of items used the reliability coefficient is reduced. To get a better estimate of the reliability of the full test, the researcher applied the Spearman-Brown correction formulae, namely:

$$rsb = \frac{2rhh}{1+rhh} = \frac{2rhh}{1+rhh} = \frac{2 \times .649}{1+.649} = 0.848$$

The calculation from Spearman-Brown correction formulae indicates a correlation coefficient ( $r=0.848$ ) greater than 0.6 and according to George & Mallery (2003), it was therefore considered appropriate since it is within the range of 0.7 and 0.9 which is considered good. Hence the measure had very high reliability indicating very high consistency in measuring instruments used.

#### RESULTS AND DISCUSSION

The Head Teachers were asked to state the degree to which they agreed or disagreed with various statements on teachers' preparedness for the implementation of the Competency Based schools. In this study the score of 1 is assigned to strongly disagree, 2 to disagree, 3 to not sure, 4 to agree and 5 to strongly agree. The findings are summarized in Table 2.

Teachers' Preparedness	SD		D		UD		A		SA		Mean	Std.
	N	%	n	%	N	%	N	%	N	%		
Teachers have the knowledge, expertise and practical skills to implement the CBC	68	20%	82	24%	21	6%	102	30%	54	16%	2.82	1.259
Teachers have the necessary Knowledge and planning management skills to implementation the CBC	56	16%	78	23%	12	3%	95	28%	105	30%	3.34	1.025
Teachers understand the C B C Vision and have the necessary knowledge and skills on the implementation of the CBC	75	22%	95	28%	24	7%	85	25%	45	13%	2.61	1.532
Teachers have the necessary knowledge and communication skills for implementation of the CBC	43	12%	75	22%	18	5%	112	32%	94	27%	3.38	1.244
Teachers have the necessary Knowledge and skills on leadership for the implementation of the CBC	64	19%	76	22%	31	9%	89	26%	82	24%	3.12	1.652
Teachers have the necessary professionalism for implementation and management of the CBC.	96	28%	135	39%	22	6%	64	19%	27	8%	2.39	.865
My school has adequate staffing necessary for implementation of the CBC	146	42%	108	31%	21	6%	61	18%	11	3%	2.10	1.425
I have the necessary professionalism for the implementation of the CBC Teacher attitude management.	94	27%	153	44%	14	4%	58	17%	25	7%	2.32	1.201
<b>Composite value</b>											<b>2.76</b>	

These results reveal that 46% of the Head Teachers either agreed or strongly agreed that they have the knowledge, expertise and practical skill to implement the CBC curriculum thus 102(30%) and 54(16%) respectively. This was affirmed by a mean of 2.82 on a Likert scale of 1-5 indicating an agreement. The findings of this study are supported by Ntumi *et al.* (2023) who found that teachers' preparedness was poor as teachers lacked necessary skills and knowledge to implement new curriculum according to objectives in Ghana. However, the findings of this study contradict those of Barrick (2023) who found that head teacher had knowledge, practical skills and expertise to correctly interpret and implement curriculum in secondary schools in Florida, USA. Of importance, Rodney (2020) found that teachers Knowledge, planning management skills had positive significant influence on implementation the Competency Based Curriculum in Australia.

### Knowledge and Planning Management

The findings of the study on Teachers have the necessary Knowledge and planning management skills to implementation the CBC revealed a mean of 3.34 that meant agreement on a Likert scale of 1-5 and Standard deviation =1.025 meant that variability around the mean was very close. The respondents percent 54 (16%) strongly agreed, 102 (34%) agreed, 21 (6%) were undecided, 82 (24%) disagreed and 68 (20%) strongly disagreed. It implied that 50 % respondents agreed, while 44 % disagreed.

### Vision Management

Finding of the on Teachers understand the CBC Vision and have the necessary knowledge and skills on the implementation and management of the CBC revealed that 50 % disagreed, while 48 % agreed. The low mean of 2.62 affirmed disagreements of respondents. The findings of the SA study are supported by Nevengelosky and Aguilar (2019) who found that clear communication of curriculum vision, objectives and goals had positive significant effect on fidelity of implementation. The study further revealed teachers were not aware of curriculum vision's and objectives

and this hindered effective implementation curriculum in some states in USA.

Findings on Head Teachers have the necessary Knowledge and planning management skills for the implementation of the CBC curriculum gave a mean of 3.34 on a Likert scale of 1-5 implied agreement and  $SD=1.025$  meant scatter of respondents, 60 % agreed, 105 (30%) Head Teachers strongly agreed, 95 (28%), agreed, 12 (3%), were undecided, 78 (23%) disagreed and 58 (16%) strongly disagreed that Head Teachers have the necessary Knowledge and planning management skills to implementation the CBC curriculum. It implies that 88 % of respondent agreed. The findings of the study are supported by Bell (2010) who posits that children solve real world problems by designing their own inquiries, planning their learning, organizing their research, and implementing a multitude of learning strategies. Al-Awidi & Aldhafeeri (2017) found that need to prepare teachers for the new curriculum for them to transit smoothly from traditional teaching materials to more innovative and digital resources.

The Head Teachers are therefore expected to be effectively prepared in the implementation of processes and systems that will allow the learners in public primary schools transcend with skills to solve real world problems. This study therefore established that a substantial percentage of sampled Head Teachers lacked the knowledge, expertise and practical skill to implement and manage the CBC curriculum in public primary schools in Trans Nzoia County.

The results also show that about half of the Head Teachers disagreed that Teachers understand the Competency Based Curriculum Vision and have the necessary Knowledge and skills on implementation of the Competency Based Curriculum mean of 2.61 on Likert scale of 1-5 implied disagreement and  $SD=1.532$  indicated scatter of response around mean. The study responses percent 75 (22%) of them strongly disagreed, 95 (28%), disagreed, 24 (7%) were undecided, 85 (25%) agreed and 45 (13%) strongly agreed. A vision guides a school manager and the teachers on a common goal to be worked towards by all the stakeholders in a school to achieve its objectives. The manager therefore needs to understand and internalize the vision in order to guide the institution to realize its goal. The Competency Based Curriculum vision purposes to re-align the education system to Vision 2030 that envisages a middle level developed economy in Kenya by the year 2030, the East African Community curriculum harmonization structure and constitution 2010, (RoK, 2017). The whole system is likely to face challenges

right from the implementation, management and stakeholder input including parents and guardians since teachers are expected not only to pass on the vision to these key stake holders in the Competency Based Curriculum vision but also correctly interpret it for the smooth implementation and management of the curriculum.

### **Communication Skills Management**

Findings of the study on teachers have the necessary knowledge and communication skills for implementation the new curriculum (mean = 3.38  $SD=1.244$ ), 60% agreed, 34 disagreed and 12 % undecided. This implied that majority of teachers agreed that teachers in primary schools had necessary knowledge and communication skills for implementation the new curriculum. The findings of the study are supported by Karakus (2021) who found that teachers knowledge in mastery of contents and communication skills were key for effective and efficient interpretation of curriculum requirements in Turkey.

Findings of study on communication skills on implementation found that 94 (27%) strongly agreed, 112 (32%) agreed, 18 (5%) were undecided, 75 (22%) disagreed and 43 (12%) strongly disagreed. The importance of communication skills is emphasized by Risinger (2008) who posits that Creative thinking and Problem Solving among others received attention even before the 21<sup>st</sup> century. This means, these skills have been innate for quite a while. In Kenya, these skills were not clearly earmarked in the old 8-4-4 curriculum but are now key in the Competency Based Curriculum. As put in the literature review, studies by Burke *et al.* (2009) put it that students in the 21<sup>st</sup> century have grown up in a fast-paced digital world and easily get bored and tune out of the traditional lecture based classroom. This has prompted a number of countries including Kenya to review their national curriculum. According to Liu (2010), communication is a key component and describes it as how best students can convey their ideas.

Modern technology (Liu *ibid*) suggest various avenues of communication using media such as Communication including: WhatsApp, Messenger, You Tube, iTunes, Face book, MySpace, Instagram, blogging, wikis, Tumbler and twittering among others. These technologies are usually used in communication and playing games but can be a great opportunity in communication in educational technology. Classroom teachers and Head Teachers are therefore expected to be ahead of the learners in these skills for effective implementation and management of the Competency Based Curriculum in public primary schools.

As postulated by Spitzberg (1988), communication competency refers to the ability to interact with others with regard to clarity, accuracy, coherence, comprehensibility, expertise, effectiveness and appropriateness. Communication competencies involve setting of realistic and appropriate goals and maximize their achievement through knowledge of self, other, context, and communication theory to generate adaptive communication performances (Friedrich, 1994). Communication therefore involves effective passing of information effectively among learners as an important life skill. Studies by Parks (1985) suggest that for learners to be competent they must not only 'know' and 'know how' but rather they must also 'do' and 'know that we did.' He envisages satisfaction with the goal without jeopardizing other goals. Communication therefore can be said to have been done if the individual involved derives satisfaction and pleasure at the end of the process. According to Burke (2009), the traditional lecture room does not provide effective communication since the learners easily switch off. The essence of the implementation of the Competency Based Curriculum is to make learning more interesting and more meaningful through effective communication. This is because, (Burke *ibid*), the world surrounding the learner is a fast-paced digital one which is more interesting than before. This demands that education pedagogy should also change with the changes. This implies that education has to move with the changing pace hence the teacher's skill as a facilitator as opposed to the traditional instructor needs to be put into consideration. The teacher has therefore to provide a conducive environment for learners to develop the skill of communication. It was therefore important for this study to find out if teachers had been trained to train the learners in communication skills. Communication is a 21<sup>st</sup> Century skill that is requisite in the implementation and management of the Competency Based Curriculum in public primary schools in Trans Nzoia County, Kenya.

### Leadership Style

Results of study on necessary Knowledge and skills on leadership for the implementation the Competency Based Curriculum revealed that half of the Head Teachers agreed that Head Teachers have the necessary Knowledge and skills on leadership to implementation the CBC curriculum. The high mean of 3.12 affirmed that respondents' agreement that teachers have necessary Knowledge and skills of leadership for the implementation the Competency Based Curriculum. The study findings are supported by those of Warren (2021) who found that head teacher leader skills is vital were directing teachers to

implement curriculum in schools in Carolina State in USA.

SD=1.625). 82 (24%) strongly agreed, 89 (26%) agreed 31 (9%) were undecided, 76 (22%) disagreed and 64 (19%) strongly disagreed that Head Teachers have the necessary Knowledge and skills on leadership to implementation and management of the CBC curriculum. Leadership is the process of directing the behaviour of others towards accomplishing some objective (Kapena, 2000).

Over half of the Head Teachers disagreed that they had the necessary Professionalism for the implementation of the Competency Based Curriculum Teacher attitude management for the implementation of the Competency Based Curriculum. (Mean = 2.39 SD=0.865). 96 (28%) of them strongly disagreed, 135 (39 %) , 22 (6 %) were undecided, 64 (19 %) agreed and 27 (8 %) strongly agreed that they have.

### Teacher Attitude Management

The success of implementation and management of any new curriculum depends on the ability of teachers to understand curriculum changes they face on a daily basis (Nsiband, 2002:101). The interpretation of the curriculum policy into practice depends essentially on the teachers who have the influence and attitude to change meanings in a number of methods or pedagogy. This requires that teachers have the knowledge, skills, positive approach and passion for teaching. According to Glatthom (2000:22), many a times when curriculum reforms are being considered, teachers' beliefs, values, practices and interests are normally not taken into account by policymakers. The Competency Based Curriculum's introduction in Kenya was not different. Many stakeholders including the teachers' unions complained that they had not been involved. In the process, this impedes proper implementation and management because teachers may not understand the foundations for curriculum change. Studies by Van der Westhuizen (2004:72) found out that because people are different; they also have different ways of adapting to new situations. This agrees with these findings that over half of the Head Teachers of public primary schools in Trans Nzoia County believe that their teachers did not have the professional attitude toward the implementation and management of the Competency Based Curriculum. Some teachers may willingly contribute in the process of new innovations, and some may not easily accept change. In most cases, this happens when they are confronted with changes that have to do with adjusting their personal values and beliefs that are rooted in past experiences and practices. Findings by Carl (1995:92) identified factors that lead people to resist change including:

uncertainty about what the curriculum changes imply, poor motivation, lack of clarity about the new development, ambiguity and lack of understanding of nature and extent of the proposed change, insufficient resources to administer the change, support and specialized knowledge, insufficient support from education practices and the security of the existing practices (Carl, *ibid*). These factors and many others may have a negative influence on the curriculum processes. Effective implementation and management of the Competency Based Curriculum in public primary schools in Kenya will depend on how the Head Teachers are prepared to manage change of attitude among the implementers of the new curriculum; the teachers. Those in leadership positions have to influence people to respond positively to change. In this case, the Head Teachers have the responsibility to make sure that changed curriculum management processes are understood and accepted by everyone involved. Head Teachers also have to consider not displaying bureaucratic attitudes when new social changes are taking place. According to Marianne et al. (2003:67) posit that generally South African schools in rural, semirural and in urban settings appear to have responded positively to curriculum change. In spite of this, they learnt that some schools did not have adequate support in terms of resources for curriculum implementation and that curriculum documents were overloaded with terminology and complex language. This resulted in frustration among teachers, gaps in their knowledge about OBE, poor lesson planning and unclear strategies on assessment. From findings in this study, the situation may not be different in Kenya. It appears that these are still evident in teacher practices, including curriculum management for school leaders because schools still face some problems with effective implementation of the curriculum. Assertions by Coutts (1996:18) noted that this could be attributed to the pace of curriculum change and the period within which schools have had to implement it. Head Teachers have been given a responsibility to ensure that curriculum implementation and management is effectively done.

Professional skills are very important for successful implementation and management of the Competency Based Curriculum in Kenya. As put in the literature review, continuous professional development and support for teachers is very necessary. Initial teacher education training alone cannot provide teachers with the knowledge and skills necessary for a lifetime of teaching (Everard and Morris, 1990:92). Successful implementation and management of the Competency Base Curriculum therefore requires a continuous update of knowledge and skills as envisaged by

Sparks and Richardson, 1997:2; Somers and Sikorova, 2002:103. Emphasis by Kyahurwa (2013:30), points out that changes in education with regard to curriculum at all levels require teachers to expand their level of knowledge and skills and professional development is most effective when it is an on-going process that includes suitable properly planned learning programmes.

Individual follow-up through supportive observation and feedback, staff dialogue and peer coaching are requisite for proper implementation and management of a new curriculum (Campbell, 1997:26; Ho-Ming and PingYang, 1999:40). The role of teachers is very important for effective change. The Head Teachers who are their immediate supervisors should therefore have the necessary professional skills for the proposed change to have the desired effect. These changes should be accompanied a supportive process intended to strengthen the role of teachers (Smit, 2001:68). Teachers are the main implementation “tool” in any curriculum reform. Head Teachers are also classroom teachers. They have to be capacitated adequately for the successful supervision in implementation and management of the new curriculum. Head Teachers should therefore be facilitated to be professionally effective in the implementation and management of the Competency Based Curriculum. As postulated by Mahomed (2004:3), “the more you know, the more you can be specific about what else you need training on.” If there is a content gap, it would be difficult for a teacher to identify an area on which he/she needs development. Adoption of new pedagogy will also be met by challenges. This is because some teachers may prefer more structure and guidance and some are even more rigid in their approach, and thus need greater support (Smit, 2001:77). This is only possible through having teachers and their managers with professional skills.

The findings show that about three quarters of the Head Teachers disagreed that their schools had adequate staffing necessary for implementation the CBC (mean = 2.10 SD=1.425). 146 (42%) Head Teachers strongly disagreed, 108 (31%) disagreed, 216% were undecided, 61 (18%) agreed and 11 (3%) strongly agreed that their schools has adequate staffing necessary for implementation the Competency Based Curriculum. The new curriculum reform envisioned a basic education learning atmosphere that to enable every Kenyan to become engaged, empowered and be a responsible citizen (GoK, 2017). This goes way above the largely teacher based 8-4-4 system where the emphasis was on competition for exam grades, memorization and

production for exams, passive learner participation, rigid content, students geared towards finding answers to questions, focusing on subjects, learning objectives, use of teaching aids and less teacher – learner interaction. Conversely, the Competency Based Curriculum visualizes emphasis on excellence and competitiveness, more of knowledge and skill application through, creativity, innovation and problem solving. The teacher facilitates learning as students construct their own knowledge and skills through exposure to challenging situations and experiences, measures learner expectations and has more teachers – learner interaction (GoK, 2017). This means that the Competency Based Curriculum will require more staffing than for the 8-4-4 system. Staffing ratios are therefore very important in effective implementation and smooth management of the Competency Based Curriculum. That only 18% of sampled public primary schools in Trans Nzoia County have adequate staffing leaves a gap of 88% which paints a grim picture on the effective implementation and management of the Competency Based Curriculum.

The results indicate that 70% of the Head Teachers also disagreed that they have the necessary professionalism to implementation of the Competency Based Curriculum teacher attitude management (mean = 2.32 SD=1.201), 94 (27%) Head Teachers strongly disagreed, 153 (44%) Head Teachers disagreed, 14(4%) Head Teachers were undecided, 14(4%) Head Teachers agreed and 25(7%) Head Teachers strongly agreed that Head Teachers have the necessary professionalism to implementation the CBC curriculum. Teacher attitude management as postulated by Abao et al (2015), to develop the 21<sup>st</sup> century skill, creativity which entails thinking outside the box, any advancement of technology presents theoretical constructs and realistic insights in the development enhancement of knowledge, skills and attitudes among students and teachers. This calls for specialized professional training of the school managers, the head teachers on the implementation of the Competency Based Curriculum teacher attitude management. From this findings, only 7% of the sampled Head Teachers indicated that they have they had the necessary professionalism to the implementation of the Competency Based Curriculum teacher attitude management.

Studies have shown that the success of the curriculum depends on the ability of teachers to envision and understand curriculum changes they face on a daily basis (Nsibande, 2002:101). Their professionalism and attitude towards the implementation of the new curriculum therefore plays a big part in the successful

implementation and by extension, management of the Competency Based Curriculum in Trans Nzoia County. The interpretation of the curriculum policy into practice depends essentially on the teachers who have the influence and proper attitude to change meanings in numerous methods. This requires that teachers have the knowledge, professional skills, positive attitude in their approach and passion for teaching. According to Glatthom (2000:22), most cases when curriculum reforms are being considered, teachers’ beliefs, values, practices and interests are normally not taken into account by policymakers. In the process, this hinders implementation because teachers may not understand the foundations for curriculum change. According to the findings, the school Head Teachers had not been effectively trained to meet these challenges. People are innately different as put by Van der Westhuizen (2004:72) and hence have different ways of adapting to new situations. Some teachers may willingly contribute in the process of new innovations, and some may not easily accept change. An assumption that Head Teachers and classroom teachers will automatically adapt to the Competency Based Curriculum implementation and management may not be realistic. When people are confronted with changes that have to do with adjusting their personal values and beliefs that are rooted in past experiences and practices, the managers need to possess special professional skills to out manoeuvre these challenges and successfully implement and manage the Competency Based Curriculum. There are factors that lead people to resist change, Carl (1995:92). These include the following: Uncertainty about what the curriculum changes imply; poor motivation; lack of clarity about development; ambiguity and lack of understanding of nature and extent of the envisaged change; Insufficient resources to administer support and specialized knowledge; Insufficient support from education practices; and Security of the existing practices (Carl, *ibid*). These factors may have a negative influence on the curriculum implementation and management processes. Successful implementation and mismanagement OF the Competency Based Curriculum will largely depend on those in leadership positions to influence people to respond positively to change. The people in question are the Head Teachers of public primary schools in Trans Nzoia County. They have the responsibility to make sure that the Competency Based Curriculum change management processes are understood and accepted by everyone involved. Head Teachers are also expected to consider not displaying bureaucratic attitudes when new curriculum changes are taking place. This calls for systematic structural changes in

training of Head Teachers in the necessary professionalism to implementation of the Competency Based Curriculum teacher attitude management.

It is incumbent upon the Head Teacher to create a conducive environment for effective teaching and learning. In the outgoing 8-4-4 educational system in Kenya, the teacher was an instructor but with the new Competency Based Curriculum, the teacher is a facilitator as the learner plays a more active and central role in the learning process. For proper implantation and management of the Competency Based Curriculum, the Head Teacher has to play a leading management role. The leadership style determines the relationship between the teachers and the Head Teacher. This relationship in return affects the work relations which are key in the implementation and management of the new curriculum. Therefore, the Head Teacher needs to have good relations with teachers for work to go smoothly, and teachers need the Head Teacher to guide and support them in the implementation of change. Continuous professional development and support for teachers is very necessary. The training that teachers receive in collage alone cannot provide them with requisite knowledge and skills necessary for a lifetime of teaching (Everard and Morris, 1990:92). This is very applicable to the preparation of public primary schools in the implementation and management of the Competency Based Curriculum. All professions, Sparks and Richardson (1997:2) and Somers and Sikorova, (2002:103) require a continuous update of knowledge and skills. The teaching profession is needs the same for effective implementation and management of a new curriculum. According to Kyahurwa (2013:30), changes in education with regard to curriculum at all levels require teachers to expand their level of knowledge and skills. Training of teachers will therefore ensure not only smooth transition from the old system to the new one but also guarantee proper implementation and management of the Competency Based Curriculum. Professional development is most effective when it is an on-going process that includes suitable properly planned learning programmes and individual follow-up through supportive observation and feedback, staff dialogue and peer coaching (Campbell, 1997:26; Ho-Ming and Ping Yang, 1999:40). The role of teachers is therefore critical in the implementation of the new system of education. Policy change Smit, (2001:68), will not have the desired effect if they are not accompanied by a supportive process intended to strengthen the role of teachers. This is because teachers are the main implementation “tool” in any curriculum reform

while Head Teachers remain important as manages. Teachers have to be capacitated adequately for the successful implementation of the Competency Based Curriculum. The issues of policy clarity, content gap, resource constraints are critical for the effective implementation and management of new curriculum. According to Mahomed (2004:3), “the more you know, the more you can be specific about what else you need training on.” If there is a content gap, it would be difficult for a teacher to identify an area on which he/she needs development. Other teachers prefer more structure and guidance and some are even more rigid in their approach, and thus need greater support (Smit, 2001:77). It was therefore necessary to collect information from Head Teachers to establish the Head Teachers’ preparedness for the implementation of the Competency Based Curriculum in public primary schools in Trans Nzoia County by collecting information whether the teachers had knowledge, expertise and skill to implement the Competency Based Curriculum in their schools, knowledge and planning skills ,whether they understand the Competency Based Curriculum Vision for its implementation and management, if they have knowledge and communication skills and if they had professionalism for the implementation the Competency Based Curriculum Teacher attitude management.

The findings revealed that over 50% had knowledge, expertise and practical skills, over 60% had necessary knowledge and planning skills, about half understand the Vision, a majority have the necessary knowledge and communication skills another half had the leadership skills while a critical half lacked professionalism for the implementation the Competency Based Curriculum Teacher attitude management.

## CONCLUSION

The study concluded that the Head Teachers were ill prepared for the implementation of the Curriculum in public primary schools in Trans Nzoia County, Kenya.

## RECOMMENDATION

There is need for Head Teachers to be trained on professionalism for teacher attitude management.

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