PEDAGOGICAL PRACTICES FOR DEVELOPING LEARNER IMAGINATION AND CREATIVITY IN THE COMPETENCY-BASED CURRICULUM IN PRIMARY SCHOOLS IN KITUI WEST SUB-COUNTY, KENYA

BY

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DECLARATION

Declaration by Candidate

This thesis is my original work and has not been presented for an award of a degree in any other University/ institution. No part of this work may be reproduced without prior permission of the author and/ Moi University.

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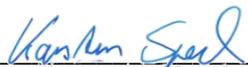
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I dedicate this work to my beloved parents; late father Christopher Lola Luma and beloved mother, Agnes Makaa who tirelessly put her efforts and hopes in my education. May good Lord bless you.

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My greatest gratitude goes to the Almighty God for giving me the strength, knowledge, and wisdom to write and complete this work successfully.

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ABSTRACT

Kenya embarked on a new Competency Based Curriculum (CBC) espoused to lay a strong foundation for the development of innovative, vocational and technical skills as in line with Kenya's vision 2030. However, there is limited empirical research on pedagogical practices for developing learner imagination and creativity. The purpose of this study was to examine pedagogical practices for developing learner imagination and creativity in the competency-based curriculum in primary schools in Kitui west sub-County, Kenya. The research objectives that guided this study were: to establish the teacher practices that develop learner imagination and creativity; assess teacher professional development in preparing the learner utilize imagination and creativity; examine the learning activities that develops learner imagination and creativity; determine the role of the parents and other stakeholders in developing learner imagination and creativity in the competency-based curriculum. The study was guided by Dewey's social constructivism theory. This mixed-method research study adopted a concurrent triangulation design. The study target population was 294 teachers of lower grades and 98 head teachers. Purposive and proportionate sampling was applied in selection of 120 participants. Data was collected quantitatively and qualitatively using questionnaires, content analysis and semistructured interviews. Piloting of data collection instruments aided in determining reliability. Reliability of the study instruments was determined through test-retest within a span of two weeks. The quantitative data was analyzed descriptively and presented in form of mean, percentages and standard deviation. Thematic analysis was used for qualitative data analysis. The findings from the study revealed that, discussions, project works including enabling learners draw link between strands enhanced self-discovery and independent learning thus imagination and creativity. This was revealed by an overall mean of 3.82. Besides, majority of the lower grade teachers could design a portfolio assessment although their ability to design assessment rubrics and to notify learners after formative assessment was low with an average mean of 2.32. Despite 79.4% of the instructors having received training on the curriculum changes, subject content and emerging issues in the CBC, it was established that teachers had limited skills in Information and Communication Technology (ICT) which affected their efficacy to integrate it in teaching and learning. Modelling, role playing, colouring, singing and drawings were found to have a high positive impact in enhancing learner imagination and creativity. The findings further revealed the parents' roles as to: monitor, guide, correct and to mobilize resources that provoked learner's imagination and creativity. It was concluded that active participation of learners in classroom tasks and their socialization could be increased since they played a vital role in developing imagination and creativity. Language barrier, limited time and inadequate learning resources were found to hinder development of learner imagination and creativity. The study recommended that the government through the Ministry of Education should provide adequate teaching and learning resources to primary schools for learners to realize their imagination and creativity. Moreover, parents' sensitization and teacher training on ICT should be prioritized as they were significant in developing learner imagination and creativity. The study findings would be of significant to the Ministry of Education, researchers, Kenya Institute of Curriculum Development and other stakeholders in the development of policy guidelines on imagination and creativity in development and implementation of competence-Based Curriculum.

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ABBREVIATIONS AND ACRONYMS

AHPRC   - Athletic and Human Performance Research Centre

BECF   - Basic Education Curriculum Framework

CBA   -Competency-Based Approach

CBC   - Competency-Based Curriculum

CBE   - Competency-Based Education

CBT   - Competency-Based Training

EAC   - East African Community

EYE   - Early Years Education

EFA   - Education for All

GOK   -Government of Kenya

ICT   - Information Communication and Technology

KICD   - Kenya Institute of Curriculum Development

KNUT   - Kenya National Union of Teachers

MOE   - Ministry of Education

NACOSTI   - National Commission for Science, Technology, and Innovation

NAE   - National Agency for Education

PP1   - Pre-primary 1

PP2   - Pre-primary 2

TSC   - Teachers Service Commission

UNESCO   - United Nations Educational Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This chapter presents the background information to the study, statement of the problem, the purpose of the study, objectives of the study, research questions, and justification of the study, significance of the study, scope, and limitations of the study, assumptions, frameworks and operational definition of key terms.

1.2 Background to the Study

In the last two decades, investment in education in Sub-Saharan Africa has not translated into useful know-how and competencies that can transform individuals and economies in which they live (EFA, 2012). There have been regular wastage costs reflected in the fact that only 30% of age cohorts complete junior secondary training whilst solely 12% complete the full secondary cycle (World Bank, 2011). The African Economic Outlook (2012) acknowledges the pivotal importance of education and suitable capabilities as the prevailing answer to mitigating unemployment and vulnerable employment amongst the youth. It has called for a review and reform of curricula to prepare youths for knowledge intensive economies. This has therefore called for a move to a Competency-Based Curriculum (CBC) in many countries across the world and Kenya is now not an exception.

According to Jallow (2011), a competency is a statement of studying outcome for a skill or body of knowledge. He adds that, when learners display a competency, they are demonstrating their capacity to do something. Competency is the capacity to observe gaining knowledge of resources, skills, knowledge, ethics, and attitudes accurately in various described real-life contexts, educational, work, non-public or professional improvement (Jeng'ere, 2017). Learners are thus anticipated to be introduced with

resources that they have interaction with and assemble meaning out of them in the Competency-Based Approach (Barman, 2013). CBC consequently seeks to boost in learners the potential to know, to study and analyze how to learn, to do things, and the potential to be, to live and work with other people.

Curriculum reforms towards Outcome Based Education (OBE) have been tried out in many nations worldwide. In the United States, Competency-Based Education (CBE) has been linked to long standing efforts to discover and attain learner outcomes for teaching and learning (Ford, 2014). As Halasz and Michel (2011) indicated, "The realistic implementation which should make lots of instructors change their professional behaviour" is no longer an effortless task but it is necessary if the implementation of CBC is to be successful.

A study conducted in Poland by Dabrowski and Wisniewski (2011) found that, in spite of central government plans to strengthen some elements of key competencies, the vital aid to embed these methods as part of school learning has no longer been provided and as a result, competencies are now not considered as core enterprise for schools. While in Spain key competencies have been integrated into the curriculum for primary and lower secondary school learners, there is nevertheless need for teachers to work collectively in a coordinated and co-operative manner to ensure that learners are geared up with these skills to be successful in their personal existence (Tiana, Moya, & Luengo, 2011).

In Africa, CBC was pioneered by South Africa in 1998 with an aim of changing the citizens' attitude and equipping South Africans with employable skills to cope with challenging issues in the 21st century (Mulenga & Kabombwe, 2019). Rwanda shifted to CBC in 2015 in order to deal with scarcity in competencies in the Rwanda schooling

system with an emphasis on science and technology. This was called for due to Rwanda's schooling philosophy of making sure that every learner at all levels of learning receives high-quality education to improve their full attainable and applicable skills, know-how and preferred attitudes that will assist them to suit in the society and job market (Republic of Rwanda, 2015).

In 2006, Tanzania introduced CBC in primary education (Woods, 2008). The ministry anticipated creating the schooling system that enabled Tanzanians to be sufficiently equipped with the knowledge needed to properly and competitively clear up the developed challenges which faced the nation. Based on Woods (2008), the introduction of CBC in the schooling system shifted the orientation of the content material largely but no longer exclusively, away from the memorization of factual information to competency-based learning which is generally instrumental (World Bank, 2011; Wangeleja, 2010). The need for changes in the instructional approaches, calls for changes in the teacher training program to equip teachers with necessary competencies to handling the new teaching paradigm (Woods, 2008).

Curriculum reforms is not a new phenomenon in Kenya. For instance, the Ominde commission was once shaped to evaluate the education system in 1964. The commission recommended that primary schooling provided coaching in simple skills. The Mackay commission of 1981 changed the system of schooling from 7-4-2-3 to 8-4-4. The new 8-4-4 system was aimed at producing allrounded graduates with sensible skills and competences to enable learners to emerge as self-reliant men and women at the leave of every schooling cycle and extra emphasis was put on vocational subjects which ought to instill reasonable skills. In order to attain this, curriculum content was changed and realigned with the end goals (GOK, 1981).

The 8-4-4 educational framework has been termed as deficient in driving Kenya's economy towards vision 2030. To address the worries raised, the 2012 report by a task force on the realignment of the education sector to the Kenya Vision 2030 and the constitution of Kenya 2010 proposed the rejecting of 8-4-4 system of instruction and rather prescribed a 2-6-3-3-3 which was intended to take two years in pre-primary, six years in primary instruction, three years in junior secondary training, three years in senior secondary training and in any event three years at the college. This framework would guarantee the achievement of Sustainable Development Goal (SDG) number four that aims at ensuring inclusive education and equitable quality education that promotes lifelong learning opportunities for all. Moreover, the system is in line with the social pillar aspect of curriculum review and reform in the Kenya's vision 2030 plan.

The content of essential instruction in CBC has hence been intended to prepare all students to create to their full limit, upgrade the nature of their lives, settle on educated choices and inclined to take part in long-lasting learning (GOK, 2012). This new system offers a selection of pathways toward the finish of the grade school stage and is intended to guarantee a 100% transition rate from primary to secondary subsequently decreasing wastage (GOK, 2012).

Wesselink, de Jong and Biemans (2010) demonstrate, Competency Based Approach (CBA) to teaching and learning are thought to offer learners chances to encounter learning in a practical way and effectively think about their learning, inside a socially arranged setting, so as to reflect, build up their insight, aptitudes, and comprehension; adapting subsequently turns into an all the more actually and socially dynamic procedure. The role of the teacher in the competency-based exercises is that one of a

facilitator or mentors, or "pedagogical expert" as opposed to the transmitter of information (Beijaard, Verloop, & Vermunt, 2000).

Learners' creativity is encouraged not only by cognitive abilities but by other cognitive and socialemotional traits. Basically, a capacity for imagination empowers a significant number of these cognitive and socio-emotional skills, for example, scholarly interest, openness to experience, passion, motivation, love of work, take pleasure in profound thought, tolerance of mistakes and feeling good as "minority of one" (Kaufman, Quilty, Grazioplene, Hirsh, Gray, Peterson, & Young, 2015). The creative mind in learners encourages imaginative and basic manners towards new content and aptitudes by helping learners invoke new content among thoughts and design new ways to represent and apply information. Obviously, students who can imagine the instrumental association between their present work and their later achievement and who can dream about a more accomplished life than they currently have are better ready to persist and accomplish (Destin & Oyserman, 2010).

The absence of teacher training in creativity has been recognized in the research as an explanation for their failure to utilize imaginative exercises in the classrooms (Fleith, 2000; Kim, 2008). Authors stress the requirement for greater creative training in teacher preparation programs, which serves as a presumable beginning stage for imagination. Kim (2008) suggested teacher training in nonconforming practices, which helps in esteeming learner creativity, while Fleith (2000) prescribed imagination training including instructional planning, discourses, and follow-up observations. Talking on the role of the educator, Schacter, Thum, and Zifkin (2006) demonstrated that creative teaching brought about significantly improved learner accomplishment at the elementary level. In spite of the fact that creativity is an indicator of accomplishment, it shifts from classroom to classroom subject to the teacher's perspective on creativity

(Freund & Holling, 2008). The present emphasis on standardized testing and accountability has without a doubt had an influence in reducing teacher and learner imagination from having a more emphasized role in instruction. Ill equipped educators, perceived time limitations, difficulties to the norm and viewing practices as "additional items" all lead to the barring of creative teaching and learning (Berghetto, 2007).

The sessional paper No. 2 of 2015 on "Reforming Education and Training in Kenya" prescribed a changed curriculum that embraces CBA (GOK, 2015). This was prescribed by the EAC educational program Harmonization Structures and Framework. In light of the Needs Assessment Study executed by Kenya Institute of Curriculum Development (KICD) and the vision and mission of the Basic Education Curriculum Framework (BECF), The Kenya CBC is a new system of instruction planned by the KICD team and propelled by the ministry in 2017. The CBC is intended to point out the importance of creating skills and knowledge and furthermore applying those skills to real-life situations (Nyakang'i, 2018). There are seven core competencies to be accomplished by each student at each phase of learning. These are Imagination and Creativity, Communication and Collaboration, Critical Thinking and Problem Solving, Citizenship, Digital Literacy, Selfefficacy and Learning to Learn. The framework tries to build up these competencies with the goal that all Kenyans can flourish in the 21st century. Imagination and creativity are two of the skills that learners are anticipated to have acquired at early years education of Pre-Primary one (PP1), Pre-Primary two (PP2), grade 1, 2 & 3.

The findings of the KNUT (2019) report showed that teacher training was conducted for two to three days for just a single week rather than the stipulated five days of the week consequently giving teachers an unfair arrangement. In addition, the study findings demonstrated that 52 percent and 57.6 percent of the head teachers and

classroom teachers respectively individually had not received any mentorship and support after the initial training. In a similar report, teachers differed on having completely understood the teaching ways to be applied in the distinctive learning areas.

The research report on the need's assessment for curriculum reform by KICD (2017) recommended that for effective curriculum delivery and provision of quality education, teacher capacity building, provision of learning resources and teacher training in all areas either through pre-service and in-service is fundamental.

1.3 Statement of the Problem

The CBC in Kenya which adopts the 2-6-3-3-3 system of education launched in 2017 focuses on child development, skills and competences to learn and the ultimate outcome at each level from early childhood care and development to university level (KICD, 2017). The CBC was rolled out for Early Years Education (EYE) in January 2019 and the government trained primary school teachers on how to guide learners on the acquisition of the key competencies (Atieno, 2019). The new curriculum which is a major shift from the former teacher-centered and content-based curriculum will require skills and knowledge upgrading for teachers, capacity building for school managers and national and sub-national education administrators and it is the remedy to shortcomings identified in the 8-4-4 educational framework (World Bank, 2017).

Creativity and imagination as one of the key competences in the CBC lays the foundation and gives rise to the acquisition of all other competencies and it's like the fulcrum. Increasing creativity in teaching begins with education. Alsubaie (2016) indicates that better teachers promote better learning because they are most knowledgeable about the practice of teaching skills and are responsible for introducing the curriculum in the classroom. There is little discussion in the initiatives on the

guidelines of pedagogical strategies to adopt for fostering creativity (Lin, 2011). On the other hand, there is little response from school teachers to the urge of enhancing creativity through education (Cheng, 2004; Wu, 2004). Due to the paucity of empirical research on the pedagogical strategies to adopt, bolster and foster, a comprehensive framework is proposed to offer a more consistent rhetoric and since teaching and learning activities should be interrogated in the CBC to help learners acquire this key competence, this study, therefore, sets out to examine the pedagogical practices for developing learner's imagination and creativity in the competency-based curriculum in primary schools in Kitui West sub-county, Kenya.

1.4 Purpose of the Study

The purpose of the study was to examine the pedagogical practices for developing learner imagination and creativity in the competency-based curriculum in primary schools in Kitui West sub county, Kenya.

1.5 Objectives of the Study

1. To establish the teacher practices that develops learner imagination and creativity in the CBC in primary schools in Kitui West sub county, Kenya.

2. To assess the teacher professional development in preparing the learner to utilize imagination and creativity in the CBC in primary schools in Kitui West sub county, Kenya.

3. To examine the learning activities that develops learner imagination and creativity in the CBC in primary schools in Kitui West sub county, Kenya.

4. To determine the role of the parents in developing learner imagination and creativity in the CBC in primary schools in Kitui West sub county, Kenya.

1.6 Research Questions

1. What are the teacher practices that develop learner imagination and creativity in the CBC in primary schools in Kitui West sub county Kenya?

2. How is the teacher professional development in preparing the learner to utilize imagination and creativity in the CBC in primary schools in Kitui West sub county, Kenya?

3. What are the learning activities that develop learner imagination and creativity in the CBC in primary schools in Kitui West sub county Kenya?

4. What are the parents' roles in developing learner imagination and creativity in the CBC in primary schools in Kitui West sub county Kenya?

1.7 Justification of the Study

In the 8-4-4 educational framework, learner's accomplishment in assessment depended on their capacity to duplicate a portion of their notes from memory. The CBC has been designed to embrace a more imaginative view of learning that stresses on active intellectual engagement, participation, and discovery, instead of positive absorption and reproduction of facts. Imagination and creativity as one of the key competences in the CBC is credited with improving the future profitability of an economy of a country. Given the innate significance of creativity for the future workforce, the matter of how to embed and build up a culture of creativity is becoming increasingly urgent in education and particularly in lower levels of learning (McWilliam, Tan, & Dawson, 2010). Thus, it has been incorporated as one of the key competencies in the Kenyan CBC.

Creativity and imagination enable learners to utilize the knowledge, skills, and values gained in the learning process, to make new thoughts that result in products that increase the value of their lives and the lives of others around them (KICD, 2017). However,

regardless of the role that imagination and creativity play in making learners to have problem solving skills, divergent thinking, originality and ability to see or make new values, explicit learning and teaching exercises that serve to enact and encourage this key competence are less very much informed since many teachers use instructional methods that enhance rote memorization to students.

As indicated by Kim and Fleith (2008), absence of teacher training has been identified in research as a reason why teachers don't employ creative activities in the classroom. There is, in this manner, a need for this study to investigate how teacher training has been set up by MOE, to empower teachers to utilize proper instructional methods that would empower learners to acquire imagination and creativity in the CBC. Fleith (2000) recommended creativity training that includes instructional planning discussions and follows up observations. Imagination and creativity produce many new and unique thoughts among students, build up these thoughts and methods of doing things and use these original thoughts for themselves and for others thus a significant competence among others.

1.8 Significance of the Study

The study sought to investigate the pedagogical practices for developing learner imagination and creativity in the primary schools. The findings of this study would be of great help to teachers in planning for instruction and strategizing for the teaching approaches that should be employed to develop learner imagination and creativity. The study would be of great benefit to school managers to plan for more instructional materials that enhance learner acquisition of creativity and imagination in the CBC. Moreover, the findings from this study would be useful to the KICD, Ministry of Education (MOE) and Teacher Service Commission (TSC) to consider offering adequate and effective teacher training programs for preparing teachers adequately on

the use of appropriate pedagogies in developing learner creativity and imagination. The researchers, students, and scholars would also find the study to be of added value to the body of knowledge and theory about the contexts and factors within and across schools that contribute to the success and sustained use of innovative technology based pedagogical practices on CBC.

1.9 Scope of the Study

The study was only confined to primary schools within Kitui West sub-county. The study focused on four constructs of pedagogical practices that develop learner imagination and creativity in the CBC. These were teacher practices, learning activities, professional development, and the parents' role. The study generated data using both quantitative and qualitative approaches where in quantitative, questionnaires were administered to teachers of grade one, two and three. While in qualitative, only interviews were used supported by the recordings of the discussions from the head teachers within the sample size. The study selected the teachers of grade one, two and three because the CBC had been rolled out in these three grades by the time of data generation. The head-teachers of the selected schools were also targeted since they knew the parental' contribution towards the competency-based curriculum. The study considered the research participants in this study as having characteristics similar to those of all other counties in Kenya. The data was collected from January to march 2020.

1.10 Limitations of the Study

In the collection of data, part of the study relied on questionnaires and thus the issue of selfreported data came up making it difficult to establish the veracity and truthfulness of the responses. However, this was minimized through the triangulation of the data collection methods where interviews were incorporated. Being a cross-sectional type

of study was a limitation in that, it collected data over a snapshot period and perception change with time. Besides, generalizations could not be made on all counties due to different socio-cultural factors.

1.11 Assumptions of the Study

The study was based on the assumption that the selected teachers were not only trained but also knowledgeable on the pedagogies applied in guiding learners to develop creativity and imagination in the CBC. In all the sampled schools, every lower grade class was assumed to have a single stream. Also, the study assumed that teachers of lower grades had incorporated the learning activities in their instruction for enhancing learner imagination and creativity. Moreover, the study was based on the assumption that the selected teachers were honest and answered the questions truthfully and without bias.

1.12 Theoretical Framework

The study was based on Dewey's social constructivism theory of 1966. Social Constructivist Theory (SCT) asserts that knowledge cannot be handed from one person to another (Sadker & Sadker, 2005). According to this theory, learners learn by building on the previous knowledge and experience by actively interacting with content and materials instead of receiving knowledge passively through lectures. The approaches suggested by the SCT include; discussions, guided discovery as well as presentations and role play that help learners to learn (Hayes, 2013).

Dewey (1966) points out that, curricula should ultimately produce learners who would be able to deal effectively with the modern world. Therefore, curricula should not be presented as finished abstractions but should incorporate how the child views his or her own world. The SCT rejects the notion that schools should focus on repetitive, rote

memorization and proposed a method of "directed living". Learners would engage in real-world and demonstrate their knowledge through creativity and collaboration. Students should be provided with opportunities to think for themselves and articulate their thoughts. This means that it is important for the instructor to let learners generate meanings of their own from the issue being discussed. Aggarwal (2005) points out that the learner through activities used in the learning process will grow morally, cognitively in psychomotor aspects and language. The growth of the learner in all aspects of humanity leads learners' competence in the environment around.

The SCT uses four tenets to describe how to develop learner's skills. The four tenets according to Dewey are: Social, Constructive, Expressive and Artistic.

Social: According to the SCT, teaching and learning are highly social activities and that interaction with teachers, peers and instructional materials influence the cognitive and affective development of learners (Kim & Baylor, 2006). Dewey describes education as a social process of continuing change and reconstruction. He also pointed out that learners negotiate meaning with people in the environment and they achieve goals through interacting both implicitly and explicitly with others and atmosphere embedded in the context. Education is the process of living and not a preparation for future living. Education is a social environment and it should be conducted in a safe unbiased environment allowing for each learner to use their own experience. The CBC encourages interaction between the teacher and the learner with the teacher guiding the learner on the ways of accomplishing tasks. The learner-centered teachers teach learners how to think, solve problems, analyze arguments and generate hypotheses through social interaction in the CBC.

Constructive: Learners construct their own meaning by building on their previous knowledge and experience. The learner should construct new rules and make sense of the world. Jonassen (1994) proposed characteristics that underline the constructivist learning environment. One of them is that the constructivist learning environment encourages thoughtful reflection on experience. Learners will only manage to construct ideas, knowledge and skills through the guidance of the teacher, and in line with full exposure to life experiences in their daily lessons (Oliver & Herrington, 2001). The acquisition of the imagination and creativity core competence in the CBC are based on the learner's experience.

Expressive: The expressive social constructivist model holds that expressions are made continuously as an innate activity of the human condition (Marr, 1982). In the CBC, teacher should make effective decisions that guide the learner to acquire imagination and creativity. These expressive decisions are driven by internal motivation and contexts including social situations and it encompass imagination.

Artistic: Dewey gave way to social reconstruction and schools as a means to reconstruct society. Schools become a means for social reconstructions in education. Curricula should build an orderly sense of the world where the child lives.

Dewey (1966) attempted to use occupations to connect miniature versions of fundamentals activities of life with classroom activities. The way Dewey hoped to accomplish this goal was to combine subject areas and materials. By doing this, he made connections between subjects and the child's life. According to the SCT, education is growth and not an end of itself. This theory called for education to be grounded in real experience. He wrote, "If you have doubts about how learning

happens, engage in sustained inquiry: study, ponder, consider alternative possibilities and arrive at your belief grounded in evidence."

In social constructivism, the learner constructs ideas, knowledge and skills through guidance of the teacher (Pring, 2000). Since the learner is the central figure of the learning process with the teacher playing the role of the facilitator and the learner-centered approaches are the most suitable methods to develop learner imagination and creativity. Thus, as noted by Kimaryo (2008) teachers have to prepare learners to acquire applied competence which is the combination of foundational, reflexive and practical competences.

The implication of this theory to developing learner imagination and creativity is that, it allows teachers to spend more time on the learners' favorite areas and allows teachers to focus on the important and relevant concepts like where learners are working in groups and learn coping skills, they support each other and value the ideas of their peers. By applying this theory, learners are able to think on their own, turn the images and ideas into realities since the social constructivist learning theory creates a child-friendly environment that enables learners to learn.

1.13 Conceptual Framework

Examining the pedagogical practices for developing learner imagination and creativity in the CBC required a conceptual structure that guided the evaluation of the practices that teachers employ for the learners to acquire core competences in the CBC. The methods of instruction that teachers use vary from one teacher to the other. The learner-centered methodologies have been proved to be the best if the learners are to acquire the skills and knowledge needed in the workforce of the country's economy. There are so many adjustments that teachers need to observe in the CBC because the former 8-4-

4 system was majorly teacher-centered. Teachers need to undergo the inservice trainings and seminars for them to know about the integration of information and communication technology and to be aware of how to carry out an assessment that is in line with the development of learner imagination and creativity. They also need to know the kind of learning activities to employ for the learners to be creative.

On the other hand, parents are key stakeholders in the CBC since they supervise, guide and monitor the progress of their learners in and out of school. For this reason, they are an integral part of the teaching and learning process in the CBC.

The conceptual framework entailed four independent variables namely: Teacher practices, teacher professional development, learning activities and parents' roles with imagination and creativity as the only dependent variable. Each has a role to play in preparing the lower grade learners to acquire imagination and creativity in the CBC. Under the teacher practices, the researcher investigated how teaching methods, ICT integration and assessment of learners enabled the learners to acquire imagination and creativity competencies. The study further interrogated how professional development of the teacher through seminars, workshops and in-service training helped them to develop learner competencies. Learning activities such as singing, drawing, coloring, and discussions were also investigated.

Independent Variables

Teacher Practices

- Teaching pedagogies
- Monitoring and evaluation
- ICT integration

Dependent variable

Professional development

- In-service
- Seminars
- Workshop

Imagination and creativity

- Divergent thinking
- Originality
- Fluency

Learning activities

- Singing
- Drawings
- Role plays

Parent's role

- Guiding
- Supervising
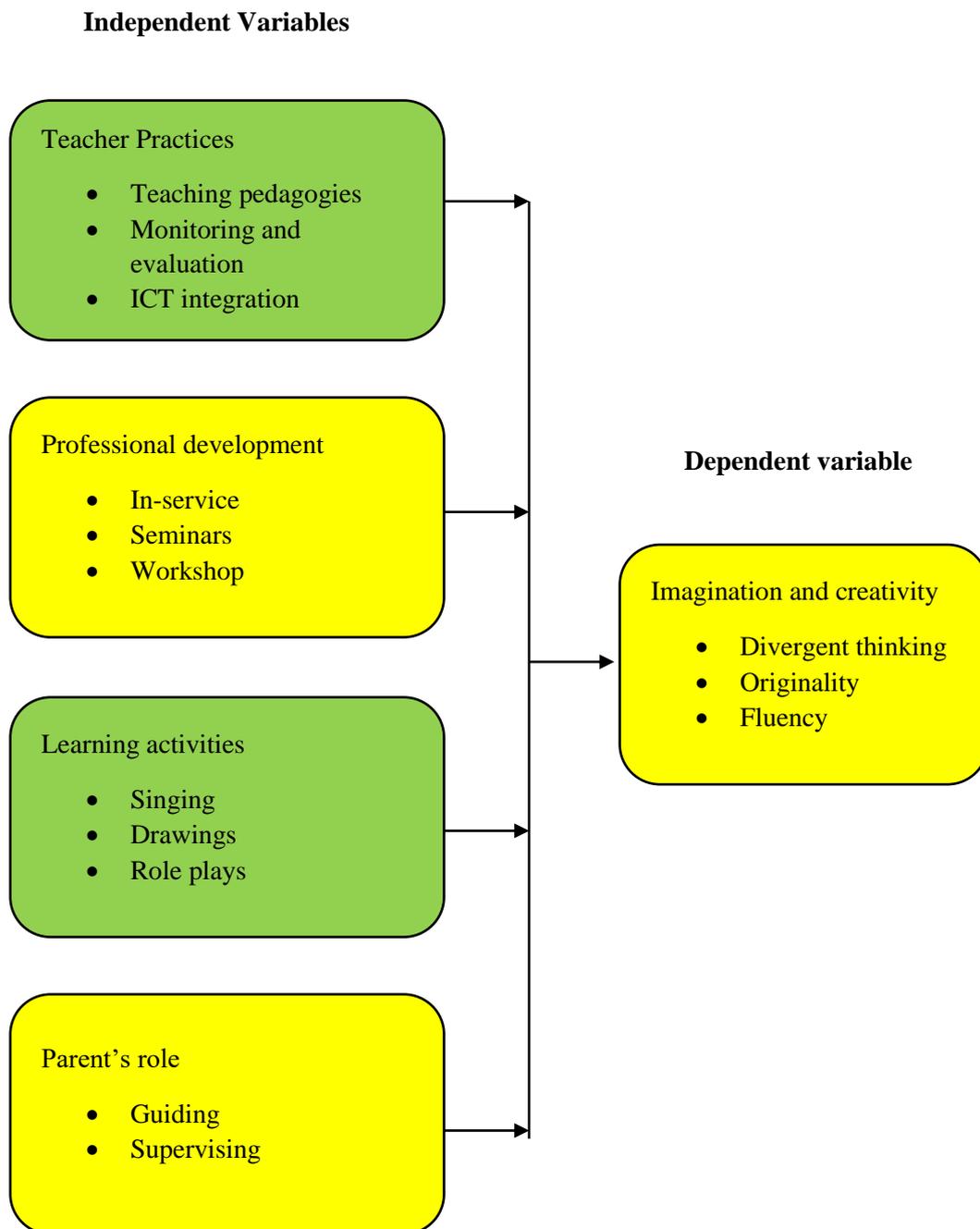
Figure 1.1 Conceptual framework
Source: Author, 2020

1.14 Operational Definition of Terms

Competence-Based Curriculum- It refers to the curriculum that encompasses the application of skills as opposed to subject content and rote memorization.

Creativity- It refers to the ability to create something using the imagination. It is the ability to create something in the real world.

Grade 1, 2 & 3- An elementary level for children aged 6-8 years in the Competency-Based curriculum. It is generally referred to as the Early Years Education.

Imagination- It deals with unreal thoughts that are free from the confines of reality

Learning activities- These are the tasks that learners engage in during the teaching-learning process measured in terms of learning outcomes through formative and summative evaluations.

Parental role-It is the active participation and support on the part of the parent at school and at home which directly impacts on the educational performance of their children.

Pedagogical practices- It is the interactive process between the practitioners, the learner and the parent, and it is also applied to include the provision of some aspects of the learning environment and instructional methods.

Professional development- It is formal and informal teacher learning, learning how to learn, and transforming their knowledge into practice for the benefit of their students.

Teacher practices- These are activities that teachers engage in during classroom instruction.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discussed various relevant works of literature that investigated pedagogical practices for developing learner imagination and creativity in the CBC. The review was organized as per the objectives of the study under the following sub-headings: concept of competency-based curriculum, teacher practices, professional development of a teacher, learning activities in the CBC and the parents' roles in the CBC. It further looked at the concept of creativity and imagination as a core competence in the CBC and the research gap.

2.2 The Competence-Based Curriculum

Jallow (2011) asserts that competency-based curriculum is the educational plan that looks to create in students the capacity to know, to learn and figure out how to learn; to get things done; and the capacity to be, to live and work with others. The CBC emphasizes on what learners are required to do instead of mostly concentrating on what they are relied upon to know (KICD, 2017). Such a curriculum is learner-centered and versatile to the changing needs of learners, educators, and society. The CBC suggests that students can acquire and apply the knowledge, skills, and values. It focuses on observable and quantifiable practices that can be shown through some basic plans driven by an individual's basic motivations, character, attitudes, values or self-ideas (Weddel, 2006).

The CBC is viewed as appropriate for addressing the changing cultural needs, technological and financial demands of the nation. It is also planned for addressing the issue of joblessness among the youths and graduates by emphasizing on the acquisition of skills, knowledge, practices, and attitudes significant in completing different tasks

(Maodzwa-Taruvinga & Cross, 2012). Wangeleja (2010) asserts that CBC is one where knowledge is built and not transmitted and prior knowledge impact in the learning process. As opposed to education being centered around what the teacher thinks students should know (teacher-centered), it looks at learning from point of view of the learner performance (student-centered) making as clear as conceivable what should be accomplished and standards for measuring that accomplishment (KICD, 2017).

Mosha (2012) asserts that the focus of the competency-based program is not with respect to learning theory but more on the needs of the learner. The needs are commonly fundamental skills, the application of those skills and the achievement of higher abilities. In competency-based projects, the instructional process encourages the development and assessment of specific competencies. The CBC stipulates the utilization of learner-centered activity-based instructional methods during teaching and learning. It states that teachers are encouraged to utilize participatory teaching and learning methodologies as much as possible to assist students with showing selfesteem, confidence, certainty, and assertiveness (GOK, 2015).

Similarly, the classroom instruction is to be featured by role-plays, problem-solving, projects, case study, and study visits among other learner-centered strategies in learner-centered teaching for competency improvement. The teacher should change from the role of a specialist who transfers information to a coaching role in facilitating and directing the learning process (Biemans, Nieuwenhuis, Powell, Mulder, & Wesselink, 2004).

In Indonesia, CBC was initiated in 2004 and was centered on building up the ability to carry out duties in accordance with certain performance standards that had not been set (Wahyuni, 2016). The CBC was expected to produce graduates who could compete at

the worldwide level. Rwanda's proposed competency-based curriculum is similar to programs that look to create generic capacities for example, those talked about by (Yeung, Ng, & Liu, 2007). In 2005, the Tanzanian government revised the school educational plans into the CBC with the aim of equipping school graduates with adequate information and life skills for them to survive academically and socially in the modern world (Kitta & Tilya, 2010).

Kenya launched the implementation of CBC in 2017. Although some gaps have been pointed out by internal and external assessment of the pilot study on CBC implementation, the government proceeded with the rollout of CBC in January 2019. However, as indicated by Lassnigg (2017), there is no research proof from any nation on adequacy of Competency-Based Education (CBE) whether this is an artifact of the operationalization of the results of CBE or not, it appears that there is just minimal research done in validating assumption that assumes CBE as a worthy educational innovation.

2.3 Teacher Practices

The study reviewed literature on objective one based on the constructs of teaching pedagogies, monitoring and evaluation and the teacher integration of ICT in their teaching.

2.3.1 Teaching pedagogies

For effective learning particularly under the CBC, a good choice of a variety of teaching methods is vital. Teachers should be highly knowledgeable in the use of teaching strategies necessary to make students' learning effective (Kafyulilo, Rugambuka, & Moses, 2012). Therefore, teachers require sufficient training on the new curriculum in the form of professional development to empower them to adequately deliver their

authority (Power, Thorndyke, Milner, Lowney, Irvin, & Connely, 2018). The instructional strategies adopted by teachers figured out what will be learned by students. These pedagogies include: discussions, presentations, question and answer method, lectures, demonstrations and role plays.

A statement made by Athletic and Human Performance Research Centre (AHPRC) (2010) in classroom perception study for Mathematics suggests that pedagogical content knowledge was the main factor that influences how much content is learned. Besides, Darling-Hammond (2010) suggests that policies on teaching affect the teachers directly and thus if pedagogy has to change as a matter of policy, the policy has to focus on the knowledge base of the teachers.

In investigating pre-service teaching education in Sub-Saharan Africa nations where learning outcomes are low and equal, Akyeampong, Lussier, Pryor and Westbrook (2013) study indicated that, the teacher training for curricula in Malawi, Ghana, Senegal, Kenya, Uganda, and Tanzania place little emphasis on quality and variety of teaching strategies. He proceeds to express that, learners did not participate actively to comprehend a lesson, which is against the CBC in which learner participation is at the center of learning.

A study conducted in Kenya by Simwa and Modiba (2015) examined how the content of a history and government methods course taught in a college in Kenya affected student-teachers' lesson planning and pedagogical skills. They examined a lecture on lesson plan documents, microteaching and presentations to determine student-teachers' readiness for teaching the history and government school curriculum. The findings revealed that concentrating on parts of a lesson in lesson planning in the lecture may have prevented student-teachers from developing the pedagogical knowledge that is

likely to empower them to develop skills that are expected from teaching history and government.

Osakwe (2009) in the AHPRC study identify a few factors for quality classroom instruction that include the attitude of the teacher, knowledgebase, masterly of the subject and social-cultural setting. Effective communication by the instructor allows this context to be well utilized to ease learning. Individual attention to learners is along these lines significant also in upgrading learning.

Consequently, an investigation in Kenya by Kemboi, Too and Kafwa (2017) on the evaluation of teacher competence in pedagogical knowledge in the implementation of secondary school curriculum revealed that pre-service teacher education courses prepared them well in learnercentered pedagogy.

In addition to the above, Acedo and Opertti (2012) note that the promotion of relevant pedagogies that promote 21st century skills has been driven by the wide scope of learning conditions just as the singular nature of every learner as an exceptional being. This continued dependence on teacher focused methodologies could be limited by the limited changes of teacher schooling programs across Sub-Saharan Africa. However, a study conducted in Tanzania by Paulo (2014) showed that despite pre-service teachers' familiarity with the teaching methods prescribed to be used in the implemented CBC, majority of pre-service teachers were not able to adopt most of the recommended learner-centered teaching methods and thus they were implementing the curriculum using the conventional teacher-centered methods.

Similar findings as reported by Kafyulilo et al. (2012) demonstrated that despite the high level of awareness about CBT approaches among pre-service diploma teachers as shown in the selfreporting instrument, pre-service educators were not able to practice

competency-based instructional methodologies. In the current perspective on teaching and learning, learner-centered strategies are considered best practices in circumstances where curriculum aims to build student's independent study skills, working cooperatively with others and application of academics' knowledge, in real-life situations (Woods, 2008).

2.3.2 Monitoring and evaluation

For learning to be accomplished, an evaluation must occur whether it is school-based or at the end of the cycle. In the CBC, competencies and skills will be assessed and that the introduction of standardized evaluation testing across the essential educational cycle will address this need (GOK, 2015). The CBC focuses on the use of formative assessment based on the recommended competencies. Formative assessment is extensively considered as the process by which teachers draw out and react to learners thinking in the course of instruction (Bennet, 2011).

Furtak and Herodia (2014) portray formative assessment as the administration of tools that empower the teacher to draw out learners' thinking while learning is in progress. It stresses teachers to evaluate learners frequently using authentic assessment methods, for example, classroom or field observation, oral presentations, portfolios, self-evaluation, projects, interviews, and peerassessment (Kitta & Tilya, 2010).

Authentic assessment strategies are more useful for CBC than other types of assessment since they give a chance to learners to demonstrate the competencies they have mastered in real life, or closely resembling setting. Importantly, teachers are required to change from norm-referenced to criterionreferenced judgment of students' abilities or skills to decide their progress (Kouwenhoven, 2003).

Amunga, Were and Ashioya (2020) who conducted a study in the counties of Vihiga and Kakamega on the teacher-parent nexus in the competency-based curriculum success equation in Kenya found that, 97.72% of the teachers affirmed that pressure previously witnessed at assessment time was not, at this point experienced since students regarded the appraisal as the typical class work. In contrast, the findings demonstrated that arrangement of portfolios and showcase files were demanding as there was a storage problem to the grade three learners.

KICD (2017) provides that learning outcomes are realized through the administration of assessment rubrics. Additionally, Sudha (2018) emphasize that it is significant to develop capacity in teachers to create valid rubrics for evaluation. This requires a total preview to the learning outcomes, recognize the ability levels of learners and show the ability to build up a variety of evaluation ratings.

Brookhart (2014) attests that a teacher needs to be skilled in designing assessment rubrics which are far significantly more than simply grading. The skill of designing rubrics is mind complex and requires that educators are appropriately trained, guided and given developmental feedback. The rubrics are made with explicit questions and prompts that draw out learners thinking important and relative with what learners have quite recently learned, and where they are headed (Barman, 2013). Keeley (2011) suggested a change in outlook to an assessment that is embedded in various stages of instruction, informs the following instructional step and engages students in critical thinking about their own ideas.

A study conducted in Indonesia by Retnawati, Hedi and Nugraha (2016) on teachers' challenges in implementing the assessment in curriculum showed that instructors regularly experienced troubles in formulating the assessment indicators. Teachers

likewise experienced difficulties in designing the rubric of learners' skill assessment. Because of the provision of various techniques as having been recommended by the government, for example, project assessment, performance assessment, product assessment, and portfolio, teachers got confused in choosing which strategies to implement in assessing the competencies of the skill that the learner has achieved.

Paulo (2014) arrived at similar findings after conducting a study to establish the pre-service teacher preparedness to implement CBC in Tanzania. The findings indicated that pre-service teachers did not know about the evaluation approaches needed for the implementation of CBC. This is on the grounds that 68.75% of the teachers named paper and pencil appraisal strategies to be an attribute of CBC. These findings concur with another study by Kurebwa and Nyaruwata (2013) on teacher problems in carrying out assessment which showed that the assessment in primary school was obliged by teachers' lack of capabilities in doing the evaluation, teachers' heavy utilization of the summative appraisal in contrast with the formative evaluation and absence of resources.

Furthermore, Waweru (2018) study on influence of teacher preparedness in the implementation of the CBC in Nyandarua North Sub County reported similar findings to the above that, instructors needed support in designing assessment rubrics and in keeping appraisal records for the summative reporting. Nonetheless, the findings of this study revealed that educators showed great efforts in reporting learners' advancement after formative evaluation as instructors ensured that learners were informed regarding their progress immediately after completing a task.

Lumadi (2013) examined the challenges affecting teachers' classroom assessment practices and explored how these challenges influenced the effective teaching and learning practice. His study discovered major difficulties in the domains of assessment

planning, the utilization of different strategies in the assessment practices and appraisal time.

The findings of a study done in Rwanda by Ngendahayo and Askell (2016) on new approaches to evaluating student learning required, demonstrated that Rwandan educators hold mixed conceptions of evaluation. They valued the relevance of assessment with respect to teaching and learning, including higher-order learning. The teachers to a great extent concurred that assessment improves teaching and learning, and that evaluation can be utilized to hold schools and learners responsible. Such conceptions are satisfactory for the 21st-century skills visualized in the Rwanda competency-based instruction. In the case of Rwanda, the assessment centers both on knowledge and understanding, aptitudes and practical tests, attitudes, and qualities and nonexclusive abilities guided by specific indicators (Republic of Rwanda, 2015).

Appraisal of students' progress is of key in any educational curriculum. With the change in outlook to the new curriculum, there is a need to adjust evaluation to a continuous emphasis on competencies (Stacey, Higuchi, Menard, Davies, Graham, & O'connor, 2009).

2.3.3 ICT Integration in the CBC

ICT integration can be referred to as "the seamless infusion of information communication technologies to support and enhance the attainment of curriculum objectives, to enhance the appropriate competencies including skills, knowledge, attitudes, and values" (Basic Education Act, 2013). Technologies used in teaching and learning are phones, cameras, computers, projectors, power cables, whiteboards, flipcharts, flash discs, and memory cards. The integration of ICT into the school curriculum has become a major issue worldwide.

A study carried out in Malaysia on teachers' level of ICT integration in teaching and learning found that majority group of teachers were knowledgeable on ICT. Their level of knowledge on ICT is acceptable and encouraging as they are good at utilizing certain applications, for example, boards, televisions, and computers. Their shortcomings are just on utilizing projector and computerized cameras. However, both of these applications are not mostly used in teaching (Kamaruddin, Abdulla & Idris, 2017). According to Govender and Govender (2014) most educators with access to innovation and computer competence skills fail to incorporate technology in the classroom and this hinders teacher inspiration to effective classroom ICT integration.

The above findings differ from the findings of a study conducted in Trinidad and Tobago on using ICT-based instructional technologies to teach science which found out that, there is a high instance of use of ICT-based instructional technologies but power point is the most popular among the teachers (Sharma & Sharma, 2017).

In an investigation into implementation of ICT in primary schools in Tinderet constituency, Tonui, Kerich and Koros (2016) discovered that the greatest obstacle that teachers face in integrating ICT in their teaching is the inaccessibility of computers. Besides, unavailability of power, infrastructure, lack of procedures for monitoring and assessing ICT use and deficient capacity building were further difficulties that confronted the process of ICT integration in primary schools. The study suggested that, primary school institutions should set up procedures for re-training educators in ICT integration.

Chege (2014) conducted a study on factors influencing teachers' readiness to use ICT in teaching in Kiambu County. The findings indicate that just 13.75% of the teachers were sure about their ability to use ICT in teaching in the classroom. This implied that

majority of the instructors did not have the information on ICT integration. Moreover, Lawless and Pellegrino (2007) contented that teacher may integrate ICT into their classroom if teacher training programs focused on ICT skills and creative techniques for classroom exercises. The length of the training period ought to be adequate with the objective that trainee teachers have a sufficient practice that would strengthen their confidence in using ICT in the classroom.

Meanwhile, Mwendwa's (2017) study on perception of teachers and principals on ICT integration in the primary school curriculum in Kitui County revealed that, ICT was perceived as a significant device in improving performance, collaboration, learning experiences and learning results. Teachers who took part in this study uncovered to have been taken through the ICT mindfulness program. These findings disagreed with the ones of a study by Diana (2020) on challenges faced by educators in the implementation of CBC in Laikipia East sub-County. The findings revealed that infusing ICT was a real test for the majority of the educators required support in delivery and incorporation of ICT in their teaching. Moreover, the study also found that there was a challenge of computerized learning materials.

In many African nations, the absence of well-prepared instructors and low levels of teachers' ICT abilities and information has been perceived as a major obstacle in the implementation of ICT in schools (Dzidonu, 2010). Inadequate ICT knowledge or lack of competence by instructors may give rise to failure to utilize ICT in teaching (Bingimlas, 2009). However, the findings of Wanga (2014) on factors affecting ICT integration in the curriculum revealed that teachers had a positive attitude towards ICT. These positive attitudes are imperative to ICT integration in light of the fact that as Divaharan and Ping (2010) recommend, effective utilization of the computer is reliant on the instructors' goals, personal beliefs, and attitudes towards teaching with

innovation and ICT use because such beliefs and mentalities impact what they do in classrooms.

A study on competency-based curriculum exercises by KICD (2017) on teachers trained in ICT activities showed that 61% of the teachers were not trained on ICT. Educators should be equipped with ICT skills since digital literacy is one of the core competencies of the CBC. These findings agree with an investigation done by Muthami (2017) on factors influencing integration of ICT in secondary schools in Kitui west sub-County. The findings demonstrated that, majority of the instructors had not received an induction seminar on ICT in the last two years and teachers were incompetent. In addition, the ICT facilities like the computers, whiteboards and projectors were deficient in the vast majority of the schools.

2.4 Professional Development

Professional development is the total sum of formal and informal learning encounters all through teachers' career (Goh & Loh 2013). It is about "educators learning, figuring out how to learn, and changing their insight into practice for the benefit of their students' development" (Avalos, 2011).

A study on professional learning conducted in the USA by Wei, Darling-Hammond, Richardson, Andree and Orphanos (2009) offered an in-depth survey of the research on the effective professional development as the basis of expert learning in the United States. In the review, the findings indicated that high caliber or successful professional development was deemed as that which brings about improvements in teachers' knowledge and instructional practice just as improved student learning.

In support of the above findings, research has indicated that teacher's participation in in-service training of their own field makes students' learning results better in every

aspect of their abilities (Hilden & Rautopuro, 2014). Besides, Niemi (2015) noticed that instructors' professional development should be viewed as a continuum starting from pre-service schooling, proceeding through the induction phase and continuing during the entire career.

Another study by Okanlawon (2014) exploring the teaching competencies acquired by science teacher-in-training after exposure to teaching practice in Nigeria found out that teacher in-service considered themselves to be unskillful with respect to planning instruction, implementing instruction, assessing guidance and integrating innovation into instruction.

In a study to establish the extent to which competency-based ethos were communicated in the learning materials in the fourth and seventh year of schooling in Tanzania, Mosha (2012) found that there was poor instructor readiness at the school level and poor induction or no induction courses at all. This denied most educators in primary schools the opportunity to gain essential capabilities for teaching the CBC effectively.

Nevertheless, in a study conducted in Sweden on the challenges in developing in-service teacher training found that there was need for more in-service training. Educators expressed the need for more training and stated that there was extremely minimal pertinent in-service training and workshops offered for instructors in Sweden (Huhtala & Vesalainen, 2017). The previous findings vary from the research findings by Pianta (2011) that short, single workshops regular to educator professional development days have little follow up and have little impact on instructor development and understanding.

Wallace (2009) analyzed the impact of professional development on teacher practices and student achievement and the outcomes showed that professional development

affected instructor practices and small, but sometimes significant effects on student achievement. Wallace findings were not different from Johnson et.al. (2007) examined the connection between characteristics of professional development and student achievement in science with a 3-year longitudinal study. The findings showed a significant relationship between student accomplishment in science and teacher participation in whole-school sustained collaborative professional development. Interestingly, positive outcomes were found in years two and three but not in year one.

Koskei and Chepchumba (2020) conducted a study on teachers' competency as a cornerstone on the implementation of the CBC in Nakuru County. The findings revealed that the CBC facilitators/trainers had not conceptualized and understood the CBC hence could not adequately facilitate the training effectively. Additionally, the trainees were too many for the trainers to handle within a short training period.

Hwande and Mpofu (2017) conducted a study in Zimbabwe on the preparedness of the primary schools to implement the grade three new curriculum and their research findings revealed that instructor development training received was not equivalent to the teacher's needs, while some of the facilitators were not familiar with the demands of the new curriculum, notwithstanding absence of textbooks and the internet despite the fact that the new curriculum requires internet search among educators.

In support of the above findings, Zindi (2018) conducted a study on teachers concerns regarding the implementation of the new curriculum. The findings showed that, teachers were poorly provided with the professional development programs that supported curriculum implementation. Also, teachers lacked opportunities to work through implementation challenges with peer instructors. Cultural constraints were additionally found to hinder curriculum changes.

The above findings concur with the ones of a study conducted to establish the challenges facing competency-based curriculum in secondary schools in Morogoro municipality. Makunja (2016) found that instructors were anxious to implement the CBC. However, the greatest test they faced was absence of knowledge and understanding about the CBC. Lack of in-service training limited the teachers' pedagogical knowledge to apply competence-based methodologies during teaching and learning process.

It could thus be concluded that Seminars, in-service and pre-service teacher trainings have a direct impact on a teacher's ability to meet the needs of students in the classroom. It increases teacher knowledge and ways in which to better meet student needs.

2.5 Learning Activities

2.5.1 Singing

According to the preschool curriculum in Sweden, songs and music should be utilized as a means for self-expression for learners in early year's schooling (National Agency for Education, 2010). Through music, students can get a feeling of what is going on in their environment without a need to understand any words or language used (Trevarthen, 2011). An international study of small kids' plays and learning shows that singing in pre-schools happens in various cultures (Pramling, Samuelsson & Fleer, 2009). Nonetheless, singing as a social action is valued by instructors instead of seeing it to be a learning activity (Asplund, Pramling & Samuelsson, 2008).

Students' interests are used as a beginning stage in the singing exercises, which is a traditional idea in pre-school teaching pedagogy (Frobel, 1995). For instance; movement tunes with gestural and other physical movements are used. Animals are another common song theme; name songs an approach to focus on individual children

in the group are normal. Different ways of creating intersubjectivity and commitment are made by the teacher using artifacts such as a song box with objects as resources. Activities depend on kids' encounters and interests (NAE, 2010) and this was clearly visible in the singing exercises.

A study conducted by Kultti (2013) on singing as a language learning activity in multilingual toddler groups in preschool showed that singing offers students numerous linguistic chances. They learn to engage through visual perception, physical activities like signals and linguistic acts. In such exercises, there is impressive space for varied individual support, which fits well with the preschool and instructive plan. This can be recognized in terms of the zone of proximal development and imitation (Vygotsky, 1978).

The instructor controls learners' correspondence through extending on the themes that learners show interest. The nature of the teacher's advice is the beginning stage to also consider the learners viewpoint. Teacher guidance is of academic significance on the grounds that the teacher can explicitly assess the differences in learners' experiences and skills in the content of singing. Learners' knowledge and skills are developed through the environment where they partake and communication between learners and teachers is viewed as a critical reason for promoting learning opportunities in preschool (Hedegaard, 2009).

Miller, Koven and Lin (2011) indicated that music stirs memories, expels fatigue and creates a harmonious environment in the classroom. The teacher who uses music can increase interest and inspiration in the classroom, hence requiring less time spent on discipline issues. Students experience the wholeness of language through music. They

interact with the thoughts and feelings presented in meaningful setting through the songs and the lyrics.

Similarly, the emotive quality and the structure of musical composition engage learners in making individual implications (Harp as cited in Kolb, 1996). Music and reading are complimentary, for singing is a celebration of language. Children's language has rhythm and melody. They bring this natural 'music' language when they are figuring out how to learn. Singing is, in this manner, drawing upon what students definitely know and building upon the foundation (Harp as cited in Kolb, 1996). Singing improves the advancement of learning preparation skills in at-risk students (Kelstrom, 1998).

Another research study by Trevarthen (2011) revealed that music games and melodies uphold the development of significant skills during infancy and the pre-school years. As per Trevarthen, kids develop communication through movement and musicality.

2.5.2 Drawings

It is a unique site wherein the practices of the definitely known come into contact with the unknown in which interactions between, material, embodied and discursive phenomena become visible (Penn, 2019).

Many researchers with an interest in children's drawings have contended that learners' drawings have truly been analyzed out of context as artifacts from a primarily formative point of view as opposed to events with arising properties (Sunday, 2015). To look at drawing functions as contextual, rational or intra-dynamic, it is imperative to draw attention not only to learners' drawings but also to the material aspects of the learners. Barad's (2007) hypotheses of intra-action propose that particular agencies, for example, drawings do not precede but rather emerge through intra-action. Karren-Murris (2016)

contended that what occurs in early childhood classroom matters. "It leaves its mark on the world and on our body-minds that are important for this world."

Drawing is viewed as one of the universal dialects of youth which empowers learners to express themselves (Rennie & Jarvis, 1995; Rollins, 2005). It is also believed that drawing express learners' inward world (Malchiodi, 2012) and keeping in mind that through drawing, learners are recreating their ideas and representing their own mental images (Salmon & Lucas, 2011).

Through early years education drawing instruction (Halperin, 2011) instructors teach skills that help learners to improve their handwriting (Smith & Mathur, 2009) and their writer's art. Despite the fact that these young learners may have to exhibit their comprehension of educational principles through innovation and keyboarding as early as third grade (Smarter Balanced Assessment Consortium, 2010), handwriting must be taught to impact learners' reading and writing improvement and backing their general writing skills abilities past early elementary. Drawing instruction underpins students' normal inspiration to make since many learners enter preschool with experiences rich in drawing. They are motivated to draw as it is a form of meaning making that is lively in nature and satisfies different purposes in numerous social settings (Papandreou, 2014). This motivation is critical in supporting learners to build up their drawing skills that support their writing improvement because for young learners, "drawing is writing" (Horn & Giacobbe, 2007).

The findings of a study by Defauw (2016) on a study of a preschool drawing curriculum demonstrated that step-by-by step drawing guidance gives a persuading strategy to 3- to 5-years of age kids to build up their fine motor skills while drawing detailed items. Nevertheless, such guidance does not really uphold students' handwriting and regular

pencil grip development. Hall (2009) advocated for drawing as a core component of communication and proficiency in the United Kingdom. However, he cautioned that drawing is complicated by predispositions of education, imagination, and art.

2.5.3 Colouring

Colouring is undoubtedly one of the most prominent features of small kids' drawings. Some remarkable studies have given specific consideration to youngsters' colouring choices (Karniol, 2011). Indeed, colouring and drawing-related exercises occupy a huge part of their day-by-day school life and even at home (Shiakou & Belsky, 2013). Not surprisingly, sales of materials for colouring for example pictures, books and crayons represent a considerable part of the trade related with items intended for youngsters (Swierenga, Millage & Carraler, 2013).

The findings of a study by Villaroel (2016) on young children's drawings of plant life and on use of colors and its relationship with age indicated that the older the children, the more important their tendency is to paint bigger zones in their pictorial representations of the plant world and yet, they paint with less colours. Most learners were reported to use yellow to paint the sun (95% of the 41 cases studied).

According to this viewpoint, it is reasonable to suppose that when youngsters are painting, they make deliberate colour choices, crediting specific meaning to the use of colours. This assumption is congruent with those investigations that give the colour a critical function in object recognition (Kimura et al., 2010) and in its semantic handling (Hayakawa, Kawai & Masataka, 2011). Additionally, it is likewise with regards to the thought upheld by a few scholars that, while drawing, children are representing their own thoughts and internal images (Malchiodi, 2012; Salmon & Lucas 2011).

Colour is not a minor issue. It is one of the focal signs for object recognition (Kimura et al. 2010) and the evidence provided by neuro-physiological and psychological studies highlights the essential role that colour plays in both the encoding and retrieval periods of item recognition. Other than this, colour like shapes, acts at high semantic processing in object recognition (Hayakawa et al., 2011).

2.6 Parental Role in the CBC

Gonzalev-Mena (2011) defined parental involvement as a blend of commitment and active participation on the part of the guardian to the school and the child. Anyikwa and Obidike (2012) describe parental involvement as the participation and support of the parents at school and in the home, which impacts positively to the educational performance of their kids. It is the arrangement of curricular and co-curricular help by guardians to promote effective learning for their school children. Parental involvement likewise occurs with regards to the parent-kid relationship and incorporates conversations among parents and children about school (Gordon & Cui, 2012).

The research findings expressed by Murilo (2002) express that parents' contribution is essential to improve the quality of education at school. Then, Kimaro and Machumu (2015) in their research findings suggest that there is a presence of a positive and significant relationship between parents' involvement in the school exercises of their kids and academic accomplishment. In support of the above-mentioned findings, Castro et al. (2015) in their research reveal that, parents' involvement will bring the students into their academic accomplishment.

A research study in Malang in Indonesia on the parents' participation in improving the quality of primary school found that guardians' participation in improving the quality of schools in the learning perspective is showed through the parenting day exercises, as

guardians are actively involved to be resource persons, plan field trip program, create motivating classroom and assess learning activities outside the classroom (Sumarsono, Imron, WIyono & Arifin, 2016).

In addition to the above, in Canada, Mckena and Willms (2018) noticed that guardians who are involved in decision making get a more noteworthy feeling of the school and are more connected with other guardians and have a more grasp of the school's educational policies. This translates into a superior fit between the needs of the students and the educational policies, educational program, and practices, which assists with improving learners' mentalities to the school and learning outcomes.

A large body of evidence demonstrates a strong and positive connection between parents' involvement and interest in a child's learning and a child's subsequent change and accomplishment (Ali, 2012; Curriculum for Excellence, 2010; Reynolds, 2007). Anyikwa and Obidike (2012) assert that for learners to expand their potential from schooling, they need full involvement of their parents. The significance of parental contribution is additionally highlighted by Morrison (2007) who notes that guardians' inclusion in child's learning positively affects the kids' performance in schools.

In a study conducted by Yulianti, Denessen and Droop (2018) on parents' involvement in their children's education in elementary schools in urban and rural Java, the findings revealed that Indonesian guardians were strongly involved in their kids' learning at home than at school and that there were low degrees of involvement by guardians with low levels of education than the guardians with high and middle level of education.

Moreover, home based parental involvement, helping students with school work (homework/holiday tasks), provision of supplementary materials, for example, reference book and games on tablet, motivational support, going to parent-teacher

meetings and school functions and planning field trips were revealed as ways in which guardians get involved in their children's education (Yulianti et al., 2018).

Laboke (2000) carried out a study on parental support and involvement in the effective curriculum management of schools. The research findings pointed out that, in spite of the fact that guardians are valuable partners in molding a child life, some schools tend to undermine guardians' contribution to the educational plan.

The above findings agree with Kindiki (2009) who observes that when there is adequate parental involvement in their kids' education, an increase in the learners' scholarly inspiration and accomplishment can be observed. At the point when schools and parents work in partnership, students understand that individuals who take care of them in both environments are investing, contributing and planning time and resources to enable them to succeed. Cheeks (2012) add that parental involvement in education either in school, or at home create a partnership among students, guardians, and communities. The subsequent partnership among learners, guardians, and educators creates compelling communication from home to school and from school to home. Through dynamic and progressing communication, guardians and educators share information and resources with respect to students' scholastic and behavioral conduct. Together, these endeavors set up a strong establishment for both families and schools to assist kids succeed in school and in their future.

On the other hand, proponents additionally suggest that part of the advantage of parental involvement in education in any circumstance is that doing so can bring about positive change in homes, communities and the more extensive society (RSA, 2010; Scott & Sylva; UNICEF, 2009). In any case, parental involvement can be seen as a strong

avenue that can bring about change in schools and education systems as well as in homes and societies.

The findings of a study by Olibie (2014) on parental involvement in curriculum implementation demonstrated that guardians are engaged with schools' curriculum implementation only to a little extent. Indeed, it is just in provision of course readings, requesting for extra lessons for learners, contributing for instructive film shows, discussing about learners' academic activities with staff, ensuring that learners do their home tasks just as well as giving positive feedback and showing regards for teachers and the heads for successful curriculum implementation that the guardians are included. There is a low degree of parental involvement for school's ICT integration in the educational plan. Given Jing and Zhou's (2012) findings that parental support is significantly positively connected with innovation, self-efficacy, interest in technology, perceived effect of the web on learning, the current findings are worrisome. Such low involvement in ICT curriculum integration is probably going to hamper the schools and their learners from utilizing ICT in curriculum delivery.

2.7 Imagination and Creativity

Given the apparent significance of imagination for the future labor force, the matter of how to embed and build up a culture of creativity is getting more urgent in education, and especially in early years of training (Mcwilliam et. al, 2010). As per NACCCE (1999), imaginative abilities among students are created through creative idea production: making music, composing stories and conducting experiments. A critical task for educators is to assist learners with understanding these processes and to oversee them. Seltzer and Bentley (1999) define creativity as the capacity of a student to apply in a variety of contexts. The concept of creativity emphasizes the importance of knowledge, without which imaginative thoughts would not happen. Teaching and

learning and the manner in which the sector conveys the curriculum needs to inspire, motivate, reward, and stir learner' interest (DFEE, 1999) and have high expectations for students not only to keep with it but also to accomplish thus the need to cultivate learner inventive abilities in the learning process.

The insights and suggestions in developing creativity through training can be scrutinized into three perspectives. The primary perspective is concerning teaching including how to provide inventive and imaginative practices that stimulate the advancement of multiple knowledge (Armstrong, 2000), possibility thinking and higher-level reasoning (Yeh & Wu, 2006). The second part of the suggestion proposes creating an environment, both internal and external that is stimulating and supportive of students' inspiration and inventive practices (Lucas, 2001). The third concern of nurturing inventiveness is about teacher ethos, which incorporates maintaining an open conduct towards imaginative thoughts or practices, indicating a humanistic learner control belief system, being adaptable and valuing independent thinking (Chen, 2008).

A study done by Aljughaiman and Mowrer (2004) on teachers' conceptions of creativity and creative students indicated that educators are regularly unaware of the essential defining qualities of innovative students. The findings demonstrated that no instructor mentioned the ability of learners to approach a task from a wide range of direction, the two of which are viewed as divergent reasoning. Divergent thinking is the essential imaginative feature as defined by experts. Nor did the instructors address inventive ideas such as fluency or adaptability or elaboration.

Rychen and Salganik (2001) carried out a study that revealed that an imaginative individual ought to have divergent thinking, problem solving skills, originality, creativity and ability to see or make new values. UNESCO (2012) regards "learning to

do" or to act imaginatively as the second of its pillars of education needed to support society in the 21st century. Brown (2003) asserts that edifying youngsters through encouraging creative mind and inventiveness, and a prime art for doing this might be an art education that incorporates arts and music. The findings of Torrance (1981) study of 650 instructors revealed that the characters of inventive learners are at odd with the learner attributes favored by most teachers. Behaviors of creative learners, for example, being playful, passionate, open, critical of others and stubborn are discouraged and thought to be troublesome to the existing organization.

A research study by Smith and Mathur (2009) offered an extensive review of investigation into the developmental impacts of imaginative activity on kids from preschool to adolescence. It found out that kids demonstrated sympathy and cognitive ability while taking part in play and language, literacy and drama exercises intended to inspire innovative reactions. Likewise, Kudryatev (2011) noted the key role of instructors in engaging students inventively in promoting their reasoning.

The above findings are echoed by a study conducted in South Australia on teaching methods that engage five-to-eight-year-old kids' creative mind and imagination at school. The findings show that supporting learners to direct their own learning through play, listening to children, provoking kids' reasoning and feelings and resistance of vagueness and mistakes are the four principle pedagogical methods that were utilized in three early year's classrooms to promote inventiveness and creative mind (Roppola and Whitington, 2014). Additionally, these findings suggested that, educators can effectively utilize instructional methods that engage young children envision imaginatively, despite the perceived constraints of curriculum, timetabling and space.

Dawson (2010) revealed that learners who are exceptionally imaginative are bound to be disliked by their teachers and are likely to get into chaos with teachers. Instructors' negative mentality toward innovative learners has been reported by different studies. The findings of a study by Lin (2011) on fostering creativity through education showed that learners considered exercises valuable in building up certain creative qualities such as creative mind, independent reasoning, and risk taking.

2.8 Summary of the Literature Review

From the foregoing literature and as indicated by Biemans et al. (2004), classroom teaching should be characterized by role plays, critical thinking, projects, case studies and study visits among other learner centered strategies in the teaching for competency improvement. The CBC requires the instructors to change from norm-referenced to criterion-referenced judgment of students' capacities to decide the students' progress. Educators should likewise give nonstop and useful criticism to advice learners about the strengths and weaknesses of their performance. According to Sudha (2018), creating limit in instructors to design appraisal rubrics is significant and requires proper training. Moreover, research by Retnawati et al. (2016) demonstrated that instructors frequently experienced troubles in formulating the evaluation indicators.

The literature reviewed showed that educational programs cannot be effectively executed using just policy rules regardless of whether instructors are not prepared and committed without satisfactory and suitable physical facilities. Waweru (2018) carried out a study on the influence of teacher preparedness on the implementation of CBC in public primary schools. He did not investigate the pedagogies for developing learner imagination and creativity. This study attempts to fill that gap.

Despite a high level of awareness about CBT approaches among pre-service teachers, research indicates that teachers were unable to practice competency based instructional approaches (Kafyulilo et al., 2012). According to Jeffrey (2011), students use their imagination and experience to develop their learning by contributing to classroom curriculum and pedagogy. The literature review reveals that there is paucity of empirical studies carried out on pedagogical practices in development of learner imagination and creativity in the CBC. This study, therefore, sought to fill that gap. The concern of the present study overall was to examine the pedagogical practices for developing learner imagination and creativity in the CBC in primary schools in Kitui county.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter focuses on the research methodology and the procedures that were followed in conducting the study. It tackles the research paradigm, research design, the study area, study population, sample and sampling procedures, research instruments, piloting of the research instruments, data collection procedures, data analysis, and ethical considerations.

3.2 Research Paradigm

A research paradigm is a perspective about research held by researchers that are based on a set of shared assumptions, concepts, values, and practices. Mertens (2010) sees the research paradigms to be established in a philosophical worldview that intends to determine the direction of research, how the research arrives at its reality and how they answer the inquiries of the seeking mind while helping the researcher utilize appropriate methodology apply the research findings.

This study adopted the pragmatic worldview which is a mixed-method strategy where both quantitative and qualitative approaches were used to test different methods of inquiry for effectiveness in achieving the intended goal. Pragmatism informs the view that research is guided by the value for the knowledge being sought, rather than the positivists or relativists-interpretivists who hold particular perspectives about the world as being real or under investigations (Hammersley, 2012; Schwandt, 2015).

Morgan (2007) outlines the significance of pragmatism as focusing attention on the research problem and utilizing a pluralistic way to derive knowledge about the problem. Pragmatism analysts center around "what" and "how" of the research problem

(Creswell, 2011) and utilize all methodologies available to comprehend the issue (Rossman & Wilson, 1985).

Morgan (2007); Creswell (2009) note that pragmatism is not committed to a single system of philosophy and reality rather it makes the way for multiple methods, diverse world perspectives, and different suppositions, just as various methods of data collection and analysis. Early pragmatists "dismissed the logical thought that social inquiry was able to access the truth" about the real world exclusively by prudence of a single scientific strategy (Mertens, 2005, p. 26). Mixing both quantitative and qualitative strategies will give the "best of the two worlds". Pragmatism has gained broad support as a viewpoint for mixed methods researchers (Onwuegbuzie & Johnson, 2006; Feilzer, 2010) and it is engaged with solving practical issues in reality instead of assumptions on nature of knowledge (Feilzer, 2010).

In this study, the pragmatic philosophy was used to guide the philosophical assumptions of the study. The use of quantitative methods allowed for the collection of facts, realities, and evidence concerning the pedagogical practices for developing learner imagination and creativity in the CBC in public primary schools in Kitui County. This technique also allowed for simple descriptive analysis. The qualitative approach allowed for the collection of detailed narrative description, analysis and interpretation of data primarily in form of words as having been socially constructed, complex and ever-changing with no single reality apart from our perceptions. Therefore, qualitative research views things in their natural setting while attempting to make sense and to interpret phenomena in terms of the meaning people bring.

3.3 Research Design

Research design is a detailed explanation of how an investigation will take place. Burns and Kothari (2004) define a research design as a course of action of conditions for collection and analysis of data in an issue that targets consolidating relevance to the research purpose with the economy in a procedure.

The researcher adopted the concurrent triangulation design for this study. This is an approach where both quantitative and qualitative data was collected at the same time, using the lower grade teachers and the head teachers as the respondents, then the two databases were compared to determine if there was a converging difference or some combination. This design mixes both qualitative and quantitative research instruments with the end goal of triangulation (Morgan, 1998). Concurrent triangulation design is utilized when a researcher uses two different methods in an attempt to affirm, cross-validate, or corroborate findings within a single study (Morgan, 1998).

As indicated by Creswell (2011), the purpose of concurrent triangulation design is to simultaneously gather both qualitative and quantitative information, consolidate the information and utilize the outcomes to comprehend a research problem. A fundamental rationale for this design is that one data collection form supplies strengths to balance shortcomings of the other form and that a more complete understanding of a research problem results from collecting both quantitative and qualitative data. In this design, the priority was equal between the two methods, but in practical application, the priority may be given to either quantitative or the qualitative approach. The concurrent triangulation design integrated the results of the two methods during the interpretation phase of this study.

The strength of this design is that it combines the benefits of each form of data. Quantitative information provides for generalizability, while qualitative information offer data about the unique context or setting (Creswell, 2011). This design enabled the researcher to gather the information that used the best features of both questionnaires and the interviews, and it resulted into a well-validated and substantiated finding.
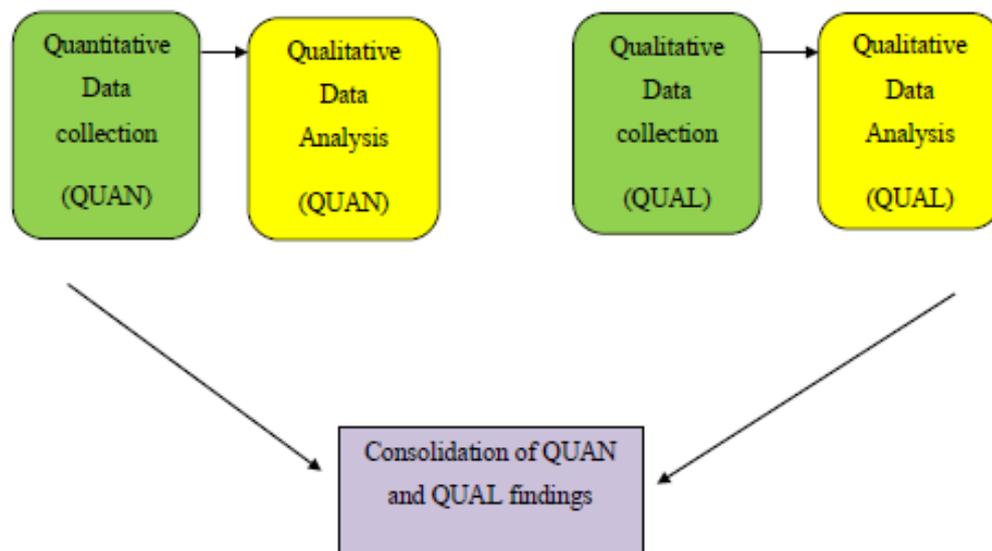
Figure 2.2: Concurrent triangulation mixed approach design
Source: Creswell (2012: 541)

3.4 Study Area

The study was conducted in Kitui West sub-county. The headquarters of the sub county is in Kwa Ndolo in the former Eastern province which is 130 km East of Nairobi city. Kitui County borders Machakos and Makueni counties to the West, Tana River County to the East and South-East, Taita Taveta County to the South, Embu to the North-West and Tharaka-Nithi and Meru Counties to the North.

Out of the eight sub-counties, the study chose Kitui West sub-county because it had all the features of a typical rural and urban environment found in many schools in Kenya.

3.5 Target Population

Gay and Airasian (2009, 122) define a target population as "the population that the researcher would generalize results from". The target population in this study were the head-teachers, teachers of grade one, two and three. According to Gelo, Braakman, and Benetika (2008), the sample population should be taken within 10-30% of the entire population.

Table 3.1: Target Population

| | Target Population | |
Respondents	Public schools	Private schools
Head teachers	75	23
Class teachers of grade one	75	23
Class teachers of grade two	75	23
Class teachers of grade three	75	23
Total	**300**	**92**

Source: Kitui West Sub-County director's office

3.6 Sample Size and Sampling Procedure

A sample is a set of observations drawn from a population by a defined procedure. According to Acharya (2013) it is a subset of the population, selected so as to be a representative of the larger population. The study samples were selected based on three sampling units namely: primary schools, head-teachers, and teachers. Kitui West sub-county had 98 primary schools in the time of data collection. The study used a stratified sampling technique and grouped the schools into 75 public and 23 private primary schools. The purpose of using stratified sampling in the selection of targeted schools was to ensure the representation of the population in the sample. Using proportionate sampling and simple random sampling, 23 public schools and 7 private primary schools were selected.

Purposive sampling is where a researcher deliberately selects people and sites so as to analyze the important phenomenon (Creswell, 2009). Purposive sampling was used to select 30 head-teachers and 90 lower grade teachers (grade 1, 2 & 3) where each grade had one teacher. Head-teachers were selected because they play a key role in providing instructional leadership in enhancing quality in the CBC implementation. The head teachers provided information on the role played by the parents to realize the acquisition of the learner imagination and creativity in the CBC and its full implementation. Grade one; two and three teachers were selected because they taught the elementary levels where CBC had been actualized and the lowest levels that laid learners' foundation for acquisition of creativity and imagination.

Table 3.2: The Study Sample

	Population	Public	Private	Sample	Technique
Head teachers	98	23	7	30	proportionate and Purposive
Teachers of grade one	98	23	7	30	proportionate and Purposive
Teachers of grade two	98	23	7	30	proportionate and Purposive
Teachers of grade two	98	23	7	30	proportionate and Purposive
Total	392	92	28	120	

3.7 Research Instruments

An instrument is the means through which the researcher gathers information from the sample population as it has been expressed by Kothari (2004). The reason for the use of instruments in the research is to measure the variables of the study and help in yielding precise and meaningful data for decision making (Creswell, 2011). This study utilized questionnaires and structured interviews. It was necessary to use research

instruments in order to achieve the stated objectives. Besides, the combination of these instruments was meant to capture both quantitative and qualitative data.

3.7.1 Questionnaire

Creswell (2017) defines a questionnaire as a research instrument consisting of a series of questions for the purpose of gathering information from respondents. The choice to utilize questionnaire was because most of the investigation was concerned mainly with variables that could not be directly observed for example, views, perception and feelings. Kothari (2004) notes that such sort of data is collected through questionnaires since it gives first-hand information from the sample (Creswell, 2011). The other reason behind the choice of a questionnaire is that it was easier to reach many participants within a short timeframe (Oso & Onen, 2009). Other advantages of a questionnaire include the fact that questionnaires are easier to administer, they are economical to use in terms of time and energy and permits great depth of response as well as stimulating a person to think about his or her feelings and motives (Mugenda & Mugenda, 2003).

The study used questionnaires consisting of both open-ended and closed-ended items. Questionnaires were administered to grade one, two and three teachers to establish the teacher practices, professional development, learning activities and parents' roles in developing learner imagination and creativity in the CBC. The questionnaires were administered by the researcher himself.

3.7.2 Semi-Structured Interview Schedule

Semi-structured interviews are used to clarify themes in the survey study (Schensul & LeCompte, 1999). Creswell (2011) stated that an advantage of interviews was that the interviews provide useful information when direct observation of the participants cannot be done on them, and permit people to describe detailed personal information.

The interviewees have the opportunity to respond to questions. Each of the items will respond to one or more of the study's research questions.

The interview supported the questionnaires because the respondents might have filled the questionnaire subjectively for the sake of it. The head teachers were interviewed on the teacher practices, professional development, learning activities and the role played by the parents' in enhancing learner acquisition of imagination and creativity.

3.8 Piloting of Research Instruments

Piloting means finding out if survey data collection, essential informant interview guide or observation formwork in the "real world" by trying it out first on a few people. According to Murray (2009), piloting is important because it helps to identify the ambiguities of the items and vague questions for improvement. A pretest of research instruments; questionnaires and interview schedules were conducted before the actual study in order to check the validity and reliability of the instruments.

The pilot study was done in Mwingi west sub-county; a neighboring sub-county to the area of study which had similar participants and same characteristics as those in Kitui west sub-county. This helped to reveal the defects that could be corrected before the final form is printed and administered. The administration of instruments was later done with the approval of the supervisors. The purpose of doing this was to identify and evaluate some shortcomings that could have not been detected earlier. The interview schedule was used to obtain information that was used to supplement the information obtained by the questionnaire.

3.9 Validity of the Research Instruments

Saunders, Lewis, and Thornhill (2007), defined the validity of an instrument as a measure of how much the results obtained using the instrument represents the actual

phenomenon under investigation. An instrument is valid if it measures what it is intended to measure; precisely accomplishing the purpose for which it was designed. Validity, in this manner, has to do with how accurately the data obtained in the study represents the variables of the study. According to Patton (2002) validity is a quality attributed to proposition or measures to the degree to which they agree to established knowledge. Validity of the data was achieved through triangulating questionnaires with the interview schedules and thus validating the results.

The researcher preferred face and content validity as they were relevant to the nature and purpose of the questionnaire and interview guide used. Face validity refers to the degree to which a test appears to cover the relevant content it intends to cover (Oso & Onen, 2009). To ensure this validity, the researcher discussed the items in the instrument with the supervisors, lecturers in the department of educational management and policy studies (EMPS) and colleagues. The advice of these experts helped in the formulation of questions that captured all the objectives of the research study. This is supported by Kothari (2004), who argued that validity, however, should not depend on the subjective judgments of only one specialist rather several specialists can give test items. Their feedback was therefore, used to revise the contents of the instruments.

Content validity is connections between the test items and the subject related tasks in a manner sufficiently representative, relevant and comprehensible (Creswell, 2011). To ensure this validity, the researcher conducted a pilot study to test if the questions formulated measured the set objectives.

The trustworthiness of qualitative validity was achieved through the triangulation of data sources. In triangulation, the interviews were used to get the perceptions to build

a coherent justification for themes. The study made use of rich thick descriptions and clarifications of bias that the researcher brought into the study.

3.10 Reliability of Research Instruments

The reliability of research instruments is the degree to which the instruments yield similar results or data after several trials (Mugenda & Mugenda, 2003). Reliability is a measure of a theoretical idea that is stable or consistent across two or more attempts (Orodho, 2003). It is the most crucial criterion that indicates the degree to which an instrument measures what it supposed to measure (Kothari, 2004). Data collected from the pilot study was used to compute the reliability of the instrument's item.

The reliability of the research instruments was realized through the test-retest technique. The questionnaires were administered to 15 lower grade teachers in 4 public and 1 private primary school. The same questionnaires were administered again to the same teachers after a period of two weeks. The scores from the same test were correlated to get the correlation coefficient. Pearson product-moment was employed to compute the correlation coefficient in order to establish the extent to which the content of the questionnaires was consistent in eliciting the same response every time the instrument is administered. A correlation coefficient of 0.87 was arrived at. Kothari (2004) says that a coefficient of 0.7 or more implies that there is a high degree of reliability.

To ensure the reliability of the qualitative part of the study, the researcher reviewed the responses with the participants for confirmation. Participants were also asked for clarifications during the interviews. This ensured that the accounts provided by the researcher and the participants were accurate, trustworthy and credible (Creswell,

2011). The researcher further documented the procedures for data generation and analysis to enable external audits.

3.11 Data Collection Procedures

The researcher requested for an introductory letter from Moi University. This letter assisted in getting permission from the National Commission for Science, Technology and Innovation (NACOSTI) to conduct the research. The process was done courtesy of the Department of the Educational Management and Policy Studies (EMPS) in the school of education, Moi University. Clearance from Kitui county director of education was sought after. Permission was further obtained from the sub county director of education in Kitui West who gave out the list of schools in the region. Head-teachers of the sampled schools were given copies of the research permit on the day of the visit.

The researcher visited the selected schools and the head teachers were consulted to provide help in order for the researcher to obtain study information. The grade one, two and three teachers were requested to fill the questionnaires in their preferred place but not to discuss with one another. They later handed over the instruments to the researcher on the same day. Collecting the questionnaires on the same day would ensure a high return rate as opposed to when the respondents are left with them indefinitely. In the case of absentee respondents, questionnaires were left with the head-teachers and arrangements made to pick them at a later time.

The interview was conducted by the researcher tape recording the interview discussions with the selected head-teachers while noting down the main responses. Each interview was scheduled to take 20-30 minutes.

3.12 Data Analysis Procedure

Data analysis refers to categorizing, ordering, manipulating and summarizing data to obtain answers to research (Frankel & Wallen, 2008). According to Mugenda and Mugenda (2003), data analysis is the process of bringing order and meaning to raw data collected. On the other hand, Guest, Macqueen and Namey (2012) define data analysis as the process of focusing on some of the data and disregarding other parts of it. The data collected was both in qualitative and quantitative form. Qualitative data was collected through the semi-structured interview guides and analyzed thematically based on the emerging themes and content. Thematic analysis involved categorizing related themes.

Quantitative information was collected through the questionnaires. The data was then analyzed using descriptive statistics whereby mean, median, percentage and standard deviation were used to analyze the responses from the questionnaires. After data collection, the researcher identified the incomplete questionnaires and kept them aside from the completed ones. The data was then coded and entered in the Statistical Package for Social Sciences (SPSS V.20.1). The researcher summarized patterns in the responses from the sample by tables, graphs and charts.

3.13 Ethical Consideration

Research ethics refers to the application of the moral values and the professional codes of conduct to the collection, analysis, reporting, and publication of information about research subjects in particular acceptance of subject rights to privacy, confidentiality and informed consent is a major concern (Gordon, 1998). Hiller and Jameson (2003) insist that ethical consideration should ensure that informed consent in which permission is sought to conduct research among the selected population is done. In line with this, the researcher obtained an introductory letter from Moi University and later

a research authorization and research permit from the National Commission for Science, Technology and Innovation (NACOSTI). Respondents were clearly informed that the study was purely academic. Consent was sought from both the respondents and the school administrations where the research was conducted.

Further consultations were done with the office of the County Director of Education in Kitui County to give written permission which was presented to the sub-county director and later to the selected head teachers for the researcher to carry out the study. The researcher explained the purpose of the study to the head-teachers and grade one, two and three teachers. The respondents were made aware of the voluntary withdrawal from the study anytime they wished. Informed consent was also obtained by having respondents sign a consent form. This was in line with Belmont (1978) report which indicates that research participants must be given sufficient information about the research procedure, their purposes, risks, and anticipated benefits and alternative procedures. The principle of beneficence was adhered to, with the researcher avoiding sensitive and private questions that could cause harm to the respondents (Belmont report, 1978). Privacy and anonymity were also taken care of. This was enhanced by identifying the selected schools using codes rather than names. The researcher upheld professionalism by reporting the truth as per the research findings. To safeguard plagiarism, the study was subjected to turn-it-in software and a similarity index of 12% was attained. The referencing was done according to the APA style.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND

DISCUSSION

4.1 Introduction

This chapter focuses on the presentation, analysis, interpretation, and discussion of data generated through a mixed-method approach. The aim of the study was to examine the pedagogical practices for developing learner imagination and creativity in the competency-based curriculum in primary schools in Kitui West sub-county, Kenya.

Both quantitative and qualitative methods were employed in this study for the purpose of triangulation. This chapter gives the presentation of descriptive statistics and the themes that emerged from the twelve (12) interviews done to the sampled head teachers in Kitui West subcounty. Data gathered from the questionnaires was complimented by the qualitative data generated from interviews and content analysis. Both quantitative and qualitative data are presented side by side to help in deep understanding of the study. The two are then interpreted and discussed together for triangulation and complimentary purposes.

4.2 Quantitative and Qualitative Data Analysis

This section focused on the analysis and presentation of both quantitative and qualitative data. The analysis was done using descriptive statistics and thematic analysis. This was done by outlining the demographic information of the participants then data presentation and analysis. Presentation and analysis were done as per objectives of the study.

4.3 Demographic Information of Respondents

4.3.1 Response Rate

The researcher administered 90 questionnaires to teachers of grade one, two and three. Out of the 90 questionnaires, 87 questionnaires were returned. This represents a response rate of 96.67% which is in accordance with the recommendations that a response rate above 70% is excellent, acceptable and appropriate for making conclusions (Kothari, 2004).

Table 4.1: Demographic Information of the Respondents

Variable	Category	Frequency	Percentage (%)
Gender	Male	10	11.5
	Female	77	88.5
Teaching experience	0-9 years	16	18.4
	10-19 years	30	34.5
	20 years and above	41	20.7
Qualification	Certificate	30	41.7
	Diploma	38	34.5
	Degree	18	43.7
	Master	1	1.1
Grade taught	Grade 1	30	34.5
	Grade 2	28	32.5
	Grade 3	29	33.0
School category	Public	71	81.6
	Private	16	18.4

Source: Survey data (2020)

Table 4.1 revealed that, majority of the teachers teaching the lower primary grades were females 88.5% and 11.5% males. The grades taught by the surveyed teachers indicated that, 34.5% taught grade one, 32.5% taught grade two while 33.0% were instructors in grade three. Regarding their teaching experience, 18.4% of the teachers had 0-9 years teaching experience, 34.5% of the teachers had 10-19 years' experience while the highest 47.1% of the teachers had a teaching experience of over 30 years in the lower primary teaching. This is in accordance with Millinger (2018) who asserts that, teachers with vast experience in handling young children have a sense of humor and have child

friendly qualities, and an understanding that learners have different abilities. These teachers can tolerate children's speed of acquiring competencies. On qualification, 34.5% of the respondents had attained a certificate in teaching, 43.7% were diploma holders, 20.7% were degree holders while just 1.1% were master degree holders. For the category of the school, 81.6% were survey respondents from the public schools while 18.4% were from the private primary schools in Kitui west sub-county.

4.3.2 Data Presentation and Analysis

This section presents the responses of the respondents in the questionnaire and the interview findings. The section is organized according to objectives and further into the constructs measured. Data generated from questionnaires are presented in percentages, graphs and charts while the data generated from the interviews are presented in categories and themes. The constructs are presented in short form as Teacher Practices (TP), Teacher Professional Development (TPD), Learning Activities (LA), and Parents' Roles (PR). Descriptive statistics of means, percentages, standard errors (SE) and standard deviation (SD) were obtained for the constructs under the four variables: teacher practices, teacher professional development, learning activities and parents' roles.

4.4 Teacher Practices for Developing Learner Imagination and Creativity

Under objective one, the study sought to find out the way teaching methods, teachers' assessment skills and the ICT integration influenced learner imagination and creativity in the competency based curriculum.

4.4.1 Teaching Methods

The study sought to find out the extent to which the grade one, two and three teachers used a variety of given teaching strategies to develop learner imagination and creativity in the competency-based curriculum.

Table 4.2: Teaching Methods used by the Lower Grade Teachers

Code	Item	N	Mean	SD	
		Stat	Stat	SE	Stat
TP1	I use whole-class pupil discussions	87	3.24	.120	1.120
TP2	I let the pupils repeat my words	87	3.89	.99	.920
TP3	I let the pupils present their work to the class	87	3.82	.103	.959
TP4	I let pupils answer my questions in a chorus	87	1.64	.095	.889
TP5	I use multiple information (e.g. two texts which describe a strand from a different point of view	87	3.45	.102	.949
TP6	I encourage pupils to discuss and listen to each other on issues that I am teaching	87	4.16	.089	.834
TP7	I let pupils invent their own methods of doing tasks	87	3.71	.119	1.109
TP8	I let pupils use only the methods I teach them	87	2.26	.131	1.1224
TP9	I draw links between strands and go back and forth between strands	87	4.17	.085	.795

Source: Survey data (2020)

Table 4.2 indicates the descriptive statistics for the items of teaching methods used. The table shows that the mean scores were in the range of 1.64 to 4.17 which gave an overall mean of 3.37. This mean value was above average on a five-Likert scale. The standard deviations were in the range of 0.795 to 1.224. The overall standard deviation for the teaching methods was 0.978. The relatively high standard deviation value indicated that, there was a high variability in the spread of the values measuring teaching method as a construct under teacher practices. The standard errors were low and hence it was concluded that the mean values obtained for all the items and the overall mean were reliable. The item TP9 'I draw link between strands and go back and forth between

strands' recorded the highest mean value of 4.17 with a standard deviation of 0.795 while the item TP4 'I let pupils answer my questions in a chorus' had the lowest mean value of 1.64 and a standard deviation of 0.889. Interpreting the data in response to the question implied that, the learner centered methods posted high means as compared to the teacher centered methods which shows that teachers embraced methods that nurtured acquisition of key competencies.

Qualitative data in response to this question, the participants described that grade one, two and three teachers were mostly encouraging discussions among pupils and the project work method to enhance acquisition of creativity and imagination competencies. These are learner-centered strategies that give learners room for self-discovery and explanation with the teacher playing the role of guiding unlike the teacher centered strategies where the teacher dominates in the teaching and learning process. This concurs with what Sawyer (2011) says that creative teaching and learning are fundamentally collaborative and improvisational and creative learning is likely to occur when rigid division between teacher and somewhat relaxed, creating an environment where students and teachers jointly construct the improvisational flow of the classroom. The above is evident from the following quotation:

> *"[...] they encourage group work. May be in pairs, in groups, and rarely individually. So, pupils discuss among themselves, then now they give the feedback to the teacher and then the teacher summarizes." (Interview, key informant, line 2, p.1 {7/1/2020}).*

> *"Teachers in my school encourage pupils first of all, to look at the questions that have been asked and discuss among themselves especially the grade three pupils, but still in grade one and two they do discuss and listen to each other on issues that teachers are teaching. Still, the pupils are encouraged by their teachers to link what they are taught and relate it to what the strand tells them." (Interview, key informant, line 6, p.3 {9/1/2020}).*

> *"They use discussions most of the times. Discussions because every pupil will give his or her own point of view and in that way, the learner will have an open mind on what he or she thinks. So, that is what most*

of the teachers use. The learners are even grouped in pairs or what
we call CBC grouping for those discussions." (Interview, key
informant, line 4, p.2 {16/1/2020}).

The use of learner centered approaches could be attributed to the curriculum design requirement that by the end of the early year's education, learners should communicate appropriately using verbal and non-verbal modes, as well as applying creative and critical thinking skills in problem solving. The current findings differ from the findings of a study in Tanzania by Paulo (2014) which indicated that, the pre-service teachers dominated the teaching and learning process by assuming most of the roles during the learning activities except for short recall based verbal questions which needed teachers' verbal instructions.

Table 4.3: Most and Least Suitable Method for Learner Imagination and Creativity

Code	Item	Most suitable		Least suitable	
		F	%	F	%
TP1	I use whole-class pupil discussions	2	2.3	3	3.4
TP2	I let the pupils repeat my words	1	1.1	5	5.7
TP3	I let the pupils present their work to the class	5	5.7	1	1.1
TP4	I let pupils answer my questions in a chorus	-	-	39	44.8
TP5	I use multiple information (e.g. two texts which describe a strand from a different point of view	1	1.1	1	1.1
TP6	I encourage pupils to discuss and listen to each other on issues that I am teaching	45	51.7	-	-
TP7	I let pupils invent their own methods of doing tasks	29	33.3	3	3.4
TP8	I let pupils use only the methods I teach them	3	3.4	33	37.9
TP9	I draw links between strands and go back and forth between strands	1	1.1	2	2.3
	Total	**87**	**100**	**87**	**100**

Source: Survey data (2020) 87

Table 5.4 shows the quantitative analysis in response to the question in the questionnaire on which methods, the teachers thought suitable for developing learner imagination and creativity in the competency-based curriculum. 51.7% of the respondents indicated that item (TP6) 'I encourage pupils to discuss and listen to each

other on issues that I teach' was recorded as the most suitable method for developing imagination and creativity. While 44.8% of the respondents indicated that item (TP4) 'I let pupils answer my questions in a chorus' as the least suitable method to develop learner imagination and creativity in the competency-based curriculum. The above findings could imply that, giving learners room to air their views to one another through discussions could enhance their creativity and imagination skills unlike encouraging them to give answers as whole class since this could distract thinking and imagination of slow learners.

4.4.2 Teacher Assessment Skills

The study focused on investigating the extent to which the grade one, two and three teachers demonstrated their ability to assess the learners in line with the competency-based curriculum.

Their responses are shown below.

Table 4.4: Teachers Assessment Skills in the CBC

Code	item	N	Mean		SD
		Stat	Stat	SE	Stat
TP12	Ability to design assessment	87	3.32	.090	.842
TP13	Ability to construct assessment rubrics(tasks)	87	3.43	.102	.984
TP14	Ability to design portfolio assessment	87	3.52	.105	.975
TP15	Reporting and notification of learners after a formative assessment	87	3.32	.104	.970
TP16	Keeping assessment records for summative reporting	87	3.33	.104	.972

Source: Survey data (2020)

Table 4.4 indicates the descriptive statistics for the items of the grade one, two and three teacher's assessment skills in the CBC. The table shows that, the total number of respondents for each item was 87. The means were in the range of 3.32 to 3.52 and this gave an overall mean of 3.38. On a five Likert scale, the mean was above average. The

standard deviations were in the range of .842 to .984 while the overall standard deviation was .949. A relatively low standard deviation value points a low variability in the responses for the teacher assessment skills. The overall mean of the standard error was .101 which meant that the mean was reliable. The item TP14 'I have the ability to design a portfolio assessment recorded the highest mean of 3.52 and a standard deviation of .975 while the items TP12 and TP15 'I have the ability to design an assessment' and 'I have the ability to report and notify the learners after a formative assessment' respectively recorded the lowest mean of 3.32 each.

Interpreting this data descriptively revealed that, majority of the lower grade teacher were competent in assessing learners especially on designing portfolio assessment although their ability to design assessment rubrics was low compared to other aspects measured in their assessment skills. Further interpretations from the current findings indicate that, teachers from the lower grades were fully equipped in designing an assessment which recorded an overall high mean. However, this was different from what was evidenced in the interview findings.

> *"[…] based on the time when CBC has been implemented, teachers are not very good to assess learners in line with the new system but they are trying. In terms of rating, I can give them two out of five marks." (Interview, key informant, line 5, p.3 {9/1/2020}).*

A study conducted in Nyandarua North sub county by Waweru (2018) on influence of teacher preparedness on the implementation of the CBC reported similar findings to the above that, majority of the teachers surveyed felt incompetent in designing the assessment criterion. In addition, majority of them needed support on designing the assessment rubrics. However, the current findings where a large number of teachers felt incapable of notifying learners after a formative assessment differed from the abovementioned study since teachers were fairly good on reporting learner's progress after an assessment. Interpreting the data further implied that, teacher's ability to design

a portfolio assessment which recorded the highest mean of 3.52 was also described in the interviews as the most used method of assessment since majority of the teachers were aware of how to guide the learners in designing the portfolios. The above is reflected in the following quotations:

> *"Teachers give assignments based on what has been taught. Those assignments help the pupils to come up with the portfolios and these are the portfolios which they keep as evidence of what they have learnt. So, mostly the methodology that we use to assess the pupils is purely based on the portfolios and also the project work. A lot of activities they are able to do and you can give an assessment of how they are doing it. So, it is effective." (Interview, key informant, line 10, p.4 {8/1/2020}).*

> *"I normally see them using the portfolios like basing my argument on where I teach, they come up with files, they can make with cartons, like I saw in grade one they were using cartons. Eeeh! [...] just those ones of milk and everything they do; the pupil puts in that box (portfolio). Another one, I see them using file. They either improvise the ones with cartons or those ones which are bought and then you file the work of the child." (Interview, key informant, line 17, p.6 {17/1/2020}).*

> *"Based on what I see and what teachers are doing, they are able to use the portfolio of the learners, to assess them on what they are actually doing. Pupils compile their work in their portfolios and teachers do a follow up of what their learners are doing bringing about engagement and collaboration between the pupils and their teachers." (Interview, key informant, line 13, p.4 {9/1/2020}).*

From the findings of the current study, the grade one, two and three teachers understand the portfolio-based assessment which gives learners an opportunity to express their competencies through compiling the tasks assigned to them by teachers. Clarke and Boud (2018) also found similar results in their study on refocusing portfolio assessment whereby, portfolio tasks of learners regularly engaged them in some educational work, perhaps each week and the portfolio entries build learners capacity to judge their work overtime. The above findings are not different from what Jolly and Boud (2013) found that, regular portfolio engagement across a program provides a means for ongoing feedback communications between teachers and learners.

4.4.3 Teachers' Knowledge on ICT

The study sought to assess the grade one, two and three teacher's knowledge in relation to the use of Information and Communication Technology (ICT). The results are presented as shown.

Table 4.5: Teachers' Knowledge on ICT

Code	Item	N	Mean	SD	
		Stat	Stat	SE	Stat
TP17	I have been exposed to ICT related facilities in CBC	87	3.02	.113	1.056
TP18	I have some training in ICT	87	2.57	.105	.984
TP19	I use ICT to prepare exercises/tasks for learners	87	2.03	.110	1.028
TP20	I use ICT to create digital learning materials for learners	87	2.24	.118	1.099
TP21	I use power point presentations to teach in class	87	1.54	.078	.728
TP22	I use my phone to teach in the CBC	87	2.79	.122	1.143

Source: Survey data (2020)

Table 4.5 indicates the statistics for the measures of central tendency and measures of dispersion for all the items measuring teacher knowledge on ICT integration in the competency-based curriculum. The means for the items were in the range of 1.54 to 3.02 giving an overall mean of 2.37. Considering that a 5-point Likert scale was used in measuring this construct, it meant that majority of the teachers did not have knowledge of the ICT since the overall mean was below average in the scale.

The analysis further indicated that, the standard deviations were in the range of .728 to 1.099 while the overall standard deviation was 1.066. A high standard deviation as a measure of spread of scores indicated that there was a high variability of scores measuring teachers' knowledge on ICT. The standard errors were also low leading to a conclusion that the mean values obtained for all items and the overall mean were reliable. Item TP17 'I have been exposed to ICT related facilities in the CBC recorded the highest mean of 3.02 while item TP21 'I use power point presentations to teach learners in the class' recorded the lowest mean of 1.54. The high mean of the item TP17

could be because; the question asked whether the respondents had the knowledge on ICT related facilities without categorizing the specific facilities that the teachers had been exposed to.

Qualitative data in response to this question, the participants described the ICT know-how of the grade one, two and three teachers to be very low. This could be due to the lack of trainings or induction on ICT integration in the curriculum. The findings concur with the ones of a study conducted on factors influencing ICT integration in secondary schools in Kitui west sub-county. The study found that majority of the instructors had low competence in ICT which greatly affected their ability to integrate it in their teaching (Muthami, 2017). Some of the participants stated the following:

> *"[…] they don't have the knowledge of how to connect and how to use these ICT facilities and therefore they are just there. There is that lack of knowledge on how to use the ICT materials." (Interview, key informant, line 29, p.10 {7/1/2020}).*

> *"Most of the teachers in these lower grades are aged and even don't have the smart phones. Even the young ones have them but they don't have adequate knowledge on the ICT. So, they really don't integrate the ICT in their teaching." (Interview, key informant, line 35, p.12 {16/1/2020}).*

> *"But teachers do not have that know-how to use those materials. The ICT is not there. Actually, very few teachers have that knowledge and the challenge is the know-how." (Interview, key informant, line 26, p.9 {8/1/2020}).*

> *"The challenges that we have in our school and in our area are that my teachers are not fully equipped with ICT knowledge although most of them are able to use the available resources of the ICT. Although they are learning with time, they have not fully acquired the knowledge of using the ICT." (Interview, key informant, line 41, p.14-10 {9/1/2020}).*

The above quotations confirm that, majority of the lower grade teachers did not have the ICT knowledge and hence they could not integrate it in their teaching. The current findings disagree with a study conducted in South Africa among the grade six teachers. The study found that, the grade six teachers had a positive impact on ICT

implementation in the English lessons and thus, teachers had knowledge on the use of ICT related facilities (Chabinga, 2015).

Further analysis showed that, majority of the lower grade teachers did not use the power point presentations which was evidenced by the lowest mean of 1.54. This was despite the responses from the interview indicating that, most of the schools in Kitui west Sub County had projectors and other ICT related facilities which were not properly utilized.

> *"We have the projector but teachers don't have the knowledge of how to connect and how to use them." (Interview, key informant, line 21, p.7 {7/1/2020}).*

> *"You find that the school was supplied with a projector, two laptops and smart phones for the children but the teachers do not have that know-how to use those materials." (Interview, key informant, line 8, p.4 {8/1/2020}).*

The current findings are in support of Ondimu (2018) study where the findings revealed that 74.2% of the pre-school teachers indicated to have never used projectors in the classroom instruction despite their presence in schools they were teaching. Furthermore, the current findings where a mean of 2.57 was recorded on lower grade teachers who had undergone ICT training were also in line with the report by KICD (2017) which revealed that 61 percent of the teachers had not been trained on ICT.
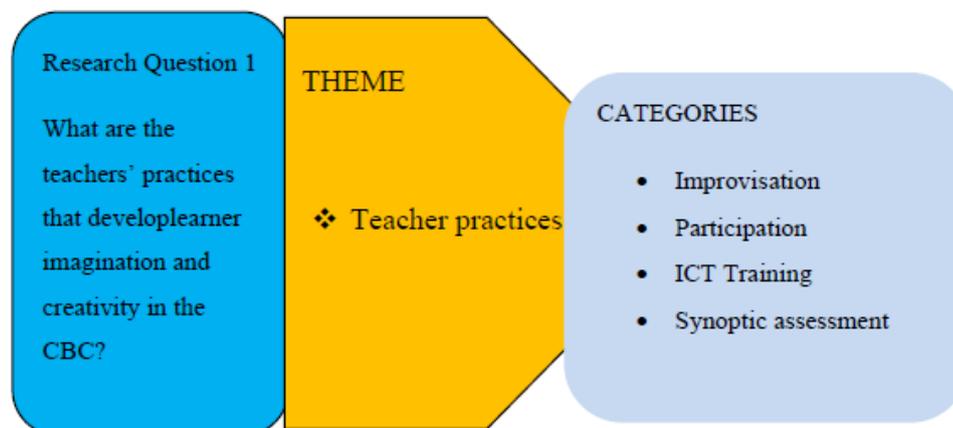
Figure 4.1: Summary for qualitative findings for research question one

4.4.4 Improvisation

From the current study, some of the respondents indicated that they used phones to teach in the CBC hence posting a mean of 2.79. Similar to the findings from the interviews, majority of the head teachers confessed that the lower grade teachers in their schools mostly improvised their mobile phones to integrate ICT in their teaching and learning and to enhance pupil participation in the class since most of them had little know-how on operating other ICT facilities. Some of the participants said the following:

> "[…] you find most of them only improvise their phones to […] they integrate the phones. For example, they will use the phones to maybe Aahh! Give songs to the kids which motivate them but the other details of the ICT integration are not possible because of inadequate knowledge of the same to the teachers." (Interview, key informant, line 43, p.15 {7/1/2020}).

> "[…] but in grade one and three, both teachers are young and they have little know-how of using a smart phone. So, they don't rely on those laptops but they use their smart phones in the classes as far as ICT is concerned." (Interview, key informant, line 12, p.4 {16/1/2020}).

The above findings agree with the findings of a study on pre-service teacher perceptions on cell phones which found that, increased communication, increased student engagement and increased student motivation were benefits accredited to using mobile phones in the classrooms (Thomas et. al., 2013).

The assessment of pupils is also based on improvisation of tools as reported by the following quote:

> *"[…] you either improvise the ones with cartons or rather the one that is bought and then you file the work of the child." (Interview, key informant, line 51, p.15 {7/1/2020}).*

These findings disagree with a study conducted in Nigeria among the pre-service teachers on improvisation of instructional materials in Social Studies. The study found that, there was a problem of improvisation of instructional materials between male and

female and among preservice teachers in Ekiti state university (Abdu & Oluwagbohunmi, 2015).

4.4.5 Participation

The participants described the manifestation of modeling, project works, and storytelling as some of the learning activities that learners actively participated in most of their day to day activities. This could act as the catalyst towards acquisition of imagination and creative competencies. This concurs with the social constructivism theory when it states that learners will construct ideas, knowledge and skills through the guidance of their teacher. The above is confirmed by the following quotes:

> *"[...] they give the project work, like in creative activities; they can come up with a project like in our locals they deal with ropes. "Hizo unaona watoto wanapatiwa, wanakuja na" (you see, pupils are instructed to come with) sisal fibres, and they make ropes the way they know. "Unaona mmoja anatengeneza ile ya" three stripes "mwingine ya" four (you will see some of the pupils making ropes of three stripes while others making ropes of four stripes) and by so doing, they compare. They also use like modeling, in those projects; they can use modeling because here, we have availability of clay. Teachers confirm and they model some of the things like, I saw a teacher teaching tooth and they can tell them to model a molar, to model the canines, like that. So, in those ones, you see the imagination of the child because "unaona wale wako" (you will note those who are) excellent, they can make a good molar while others cannot even differentiate the molar and the canines." (Interview, key informant, line 47, p.14-15 {16/1/2020}).*

> *"Teachers also use the storytelling in classes after lunch hours where they let the learners to story tell based on the strands that have been taught in every learning area during the morning hours." (Interview, key informant, line 66, p.21 {7/1/2020}).*

A study conducted in a Malaysian university on student participation in the classroom reported the similar findings to the above in that, the styles of teaching employed by the instructors were important motivating factors to stimulate learner participation in the classroom (Abdulla et. al., 2012). Moreover, the findings concur with the social

constructivism theory when it states that learners will construct ideas, knowledge and skills through the guidance of their instructor.

4.4.6 ICT Training

The statistics of quantitative analysis in table 4.5 indicated that, close to half of the surveyed teachers had not received trainings or any induction on ICT. This was depicted by a mean of 2.57. Meaning that, lower grade teachers were not well skilled in use of technology facilities. As a result, the discussions from the interview brought about the need for teacher trainings not only in the ICT but also on the other practices related to teaching and learning. The current findings are in line with a study conducted in the University of Zimbabwe on teachers' concerns regarding the implementation of the new curriculum. The findings indicated that, teachers were insufficiently provided with professional development programmes that supported curriculum. They therefore needed to undergo trainings to improve their performance (Zindi, 2018). The following responses highlight the above:

> *"The trainings that teachers have undergone are not to the expectations although they have the basic knowledge of the ICT. But they need to be trained more on it." (Interview, key informant, line 102, p.35 {16/1/2020}).*

> *"You see this training was done when we were waiting for those tablets but that time, the grade one teacher who trained for ICT is now in the upper grades and may not be of help to grade one, two, and three teachers. So, the training should be done often, maybe after short time they call for other training as far as ICT is concerned. So, they rarely train ICT and I can recommend for more trainings on ICT integration for teachers." (Interview, key informant, line 117, p.39 {17/1/2020}).*

4.5 Teacher professional development in utilization of learner imagination and creativity

The findings from the study in the second objective provided data on assessing the teacher professional development offered in terms of training for developing

imagination and creativity competences among the learners. This section presents the analysis, interpretation and discussions of the teacher training in the CBC.

4.5.1 Teacher training and its effectiveness to learner imagination and creativity

The study sought to find out the number of surveyed teachers who had undergone through CBC trainings and further look at the effectiveness of the trainings towards learner acquisition of imagination and creative competencies in the CBC.

Figure 4.2 shows that almost all of the surveyed respondents 98.9% had been trained on the competency-based curriculum while 1.1% had not received any training on CBC. Failure to attendance could be attributed to their nature of work or the hindrances to attending the training as most the trainings were held during the midterms and on holidays. These findings concur with a study conducted in Nigeria which found that teachers were exposed to trainings for them to handle the learners in the new curriculum (Ikegwuani, 2019). Moreover, the current findings are in line with Stronge (2011) who puts emphasis that instructors must receive training to assume their purposes in aid to learner's fulfillment of their potential.
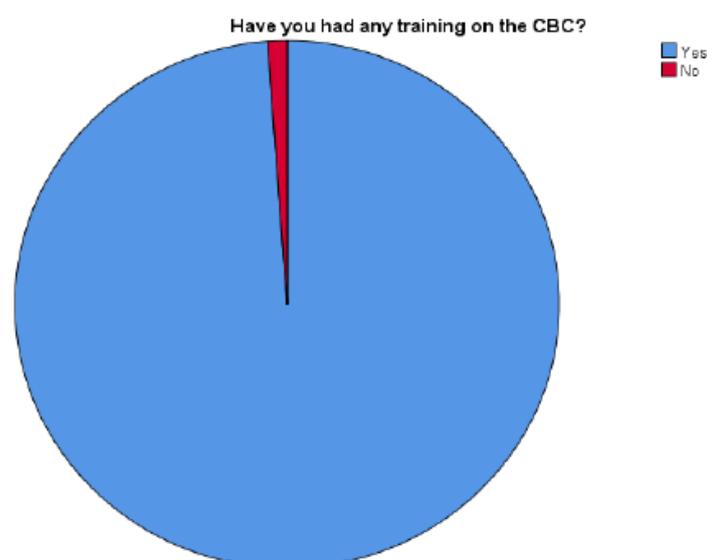
Figure 4.2: Attendance of teacher training
Source: Survey data (2020)

The following quotations are evidence of the above:

> *"The CBC trainings have been undertaken; I think they went for the fourth one last holiday. Most of the teachers have been trained so I think the ministry has done so well on the same. However, they should increase the trainings because they are helpful to the teachers."* (Interview, key informant line, 71, p.23 {16/1/2020}).
>
> *"[...] most of our teachers are trained on the CBC although the training was very short."* (Interview, key informant line 105, p.36 {20/1/2020}).
>
> *"All teachers have been trained on the new system although they need more training to acquire the knowledge on the same because it has not been adequate and teachers have not acquired the necessary knowledge on how to teach the pupils."* (Interview, key informant, line 14, p.4 {8/1/2020}).

The expressions by the head teachers on the need for more trainings is in line with Makunja (2016) recommendations that, before any implementation of a new curriculum, there is need for frequent in-service training, seminars and workshops for all teachers for the sake of updating their knowledge for better CBC practices. Moreover, the above findings are not different from the KNUT (2019) report which stated that, short duration trainings meant that teachers might not have been equipped with necessary skills about competency-based curriculum. Therefore, teachers need time for in-service training for them to have considerable knowledge to understand CBC and implement it confidently, effectively and successfully.
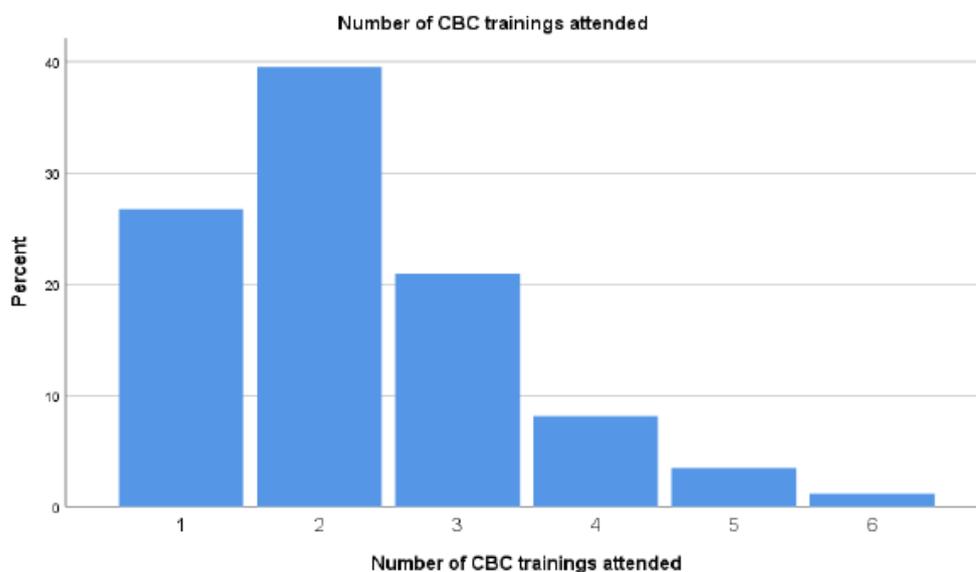
Figure 4.3: The number of trainings attended
Source: Survey data (2020)

Figure 4.3 indicates the number of CBC teacher trainings attended by the grade one, two and three teachers. Out of the 87 respondents, 26.5% of the teachers had attended the training once, 39.2% attended the training twice, 20.7% thrice, 8% of the teachers attended the training four times while 3.4% had attended the CBC teacher training five times. A mere 1.1% had attended the teacher training six times while 1.1% had not attended the CBC training.

Qualitative data revealed that, apart from one teacher, all other teachers in the lower grades had been trained although the participants did not give the specific number of times the teachers were trained.

The following data highlights this fact:

> *"Based on the time when this new system was implemented, majority of the teachers in this school have been trained. Let's say, the last training was the third one which was done early this year." (Interview, key informant, line 55, p.16 {21/1/2020}).*

> *"All teachers have been trained on the new system […]" (Interview, key informant, line 11, p.4 {8/1/2020}).*

4.5.1 Adequacy of the CBC training

The study sought to examine the adequacy of the CBC trainings that teachers of grade one, two and three had undergone.

Table 4.6: Descriptive statistics for effectiveness of the training

Code	item	N	Mean	SD	
		Stat	Stat	SE	Stat
TPD3	The CBC training was adequate	86	3.30	.115	1.064
TPD4	The training was effective in terms of improving my teaching when using CBA	86	3.95	.074	.684

Source: Survey data (2020)

The descriptive analysis for the items of teacher effectiveness in developing learner imagination and creativity indicated that the means were 3.39 and 3.95 giving out an overall mean of 3.625.

The overall mean was above average in a 5-Likert scale. The standard deviations were 1.064 and .684 giving an overall standard deviation of .874 the moderate standard deviation indicated that there was a moderate spread of values measuring the effectiveness of teacher training in developing learner imagination and creativity. The item TPD3 'The CBC training was adequate' recorded the lowest mean of 3.30 and a standard deviation of 1.064. Item TPD4 'The training was effective in terms of improving my teaching when using Competency-based approach had the highest mean of 3.95 and a standard deviation of .684.

The analysis established that, majority of the teachers were in agreement that the CBC training was adequate to improving their practices. Contrary, the findings from the interviews were different where majority of the participants cited that, the trainings were too short hence inadequate to improving teachers' performance in the CBC. This is evident from the following quotations:

> *"I think the training is not adequate for the teachers because most of them keep on consulting on what they were trained on. They are very short and teachers do not have adequate knowledge to develop creativity in learners." (Interview, key informant, line 84 p.29 {20/1/2020}).*

> *"Up to now, teachers have not been trained fully on the CBC. The trainings are very short and inadequate for them to deliver in line with the curricula objectives […]" (Interview, key informant, line 15 p.5 {8/1/2020}).*

These findings agree with a study conducted in Tanzania on challenges facing teachers on curriculum implementation. The study found that most teachers were not provided with adequate in-service training as a strategy to improve their teaching-learning techniques (Nyoni, 2018).

Further analysis from the current study indicated that, teachers felt that the CBC training had improved their teaching using new approaches which recorded a mean of 3.95. This was contrary to the responses from the interview as quoted below:

> *"The training has not been effective because of the shallow trainings that the government has been offering. Training for few days, teachers have to travel very far, they are tired, the training is compressed such that teachers are pumped with a lot of materials because when they come in the field, they can't recall all what they have learned. So, it is a challenge in implementing the same in a class and therefore most of the teachers are still using the old methodologies when they are teaching." (Interview, key informant, line 79, p.26 {20/1/2020}).*

> *"It cannot be effective if they only train teachers for few days and then that group is   forgotten they pick another one." (Interview, key informant, line 109, p.37 {21/2/2020}).*

> *"The training is not fully adequate though I can say that some of them have been trained but not fully. Some of them have not acquired the necessary knowhow on how to handle these pupils but they are trying." (Interview, key informant, line 91, p.31 {20/1/2020}).*

In their study on implementation of competency-based teaching approaches in Tanzania, Kafyulilo et. al., (2012) found similar findings which revealed that; pre-service teachers perceived their practices with competency-based teaching approaches to be high. However, they were unable to prepare a CBC lesson plan.

Table 4.7: Content of the CBC Training

Areas covered	Frequency	Percentage
Curriculum changes	15	17.2%
Subject content	1	1.1%
Emerging issues	2	2.3%
Curriculum changes, subject content and emerging issues	68	79.4%
Total	86	100

Source: Survey data (2020)

Table 4.7 shows that, lower grade teachers were trained on curriculum changes, subject content and emerging issues in the CBC. Majority of the surveyed respondents 79.4% indicated that they had been trained on curriculum changes, subject content and emerging issues. 17.2% had been trained on curriculum changes only, while 1.1% and 2.3% of them had been trained on subject content and emerging issues respectively.

Qualitative analysis revealed that, some teachers had received more training on domains of learning and rating of learning competencies. This is evident from the following responses:

> *"Teachers need more trainings to acquire knowledge on some aspects like transition from ECDE to grade one because they have been trained on the curriculum changes, and how to rate the pupils after an assessment." (Interview, key informant, line 127, p. 42, {20/1/2020}).*

This is in line with the interventions suggested by Muricho and Chang'ach (2013) that, in-servicing teachers in various domains to enhance their effectiveness and delivery are necessary whenever curriculum reforms occur.

4.5.2 Teachers Awareness on Imagination and creativity

The study sought to examine the lower grade teacher's knowledge on the imagination and creativity competencies.

Table 4.8: The Way Teachers Learnt About Imagination and Creativity

Item	Frequency	Percentage
Through colleagues	17	19.5%
Through training	46	54.1%
Through the school	14	16.1%
Through the media	9	10.3%
Total	86	100

Source: Survey data (2020)

Table 4.8 indicate that, majority of the lower grade teachers 54.1% had learned about imagination and creativity through the CBC training, 19.5% of the teachers learned through their colleagues, while 16.1% through the school. Only 10.3% of the teachers had learnt about imagination and creativity through the media. The analysis revealed that, teacher training is the most appropriate means of creating awareness on aspects of the competency-based curriculum to the early grade teachers unlike other means like media, schools and colleagues. This is in line with DarlingHammond (2010) that, teacher training has to be a priority for the reform of education in any country.
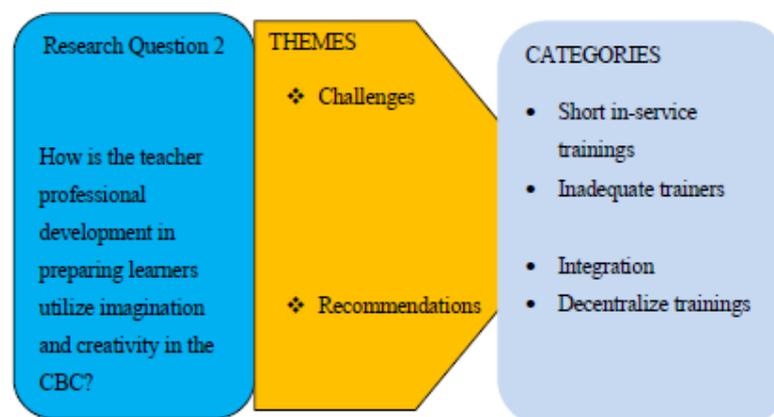

Figure 4.4 Summary for Qualitative findings for research question two

4.5.3 Short in-service training

The surveyed lower grade teachers who participated in filling out the questionnaires claimed to have received an adequate CBC training with a mean of 3.30. This was not replicated by the participants in the interview since their views were that, the length of

the CBC trainings organized by the Ministry of Education was too short and thus ineffective in developing imagination and creativity among the learners. Some of the respondents said the following:

> *"What I can say about this thing of taking teachers to the trainings is that, unless they set an adequate time for the same and deal with one group until they finish the syllabus or the section is over, then the trainings will not be bringing any change […]" (Interview, key informant, line 23, p.8 {16/1/2020}).*

> *"The trainings have been very short. You find that some have gone for four days others for five days and they normally train during the holidays. When one goes for one holiday, the same, same teacher does not go for the next training. We take a fresh teacher. So, you find that there is a lot of breakage in terms of continuity of what is being learned and after learning for four days and in marathon, the teachers are not able to apply what they have learned because they are pumped with a lot of materials, for a very short time and coming to implement the same becomes a challenge." (Interview, key informant, line 39, p.13-14 {21/1/2020}).*

> *"You find that we only go during holidays and we alternate. Maybe you attend April, and you don't attend August. You go December and another group goes another time. So, you find that it is not frequent, "unapata ukibreak unarelax" (when you fail to attend the following training, you just relax)" (Interview, key informant, line 96, p.33 {21/2/2020}).*

A study conducted in Sweden found similar findings to the qualitative responses that, teachers expressed the need for more education and stated that there was far too little relevant in-service training offered to the teachers in Sweden (Huhtala &Vesalainen, 2017).

4.5.4 Inadequate trainers

The interviewed respondents expressed that the number of CBC trainers were very few as compared to a large group of teachers who had been attending the trainings in the entire subcounty. The head teachers added that, the setting was not suitable because teachers had to move from far areas to the training centers. Inadequate teacher trainers and overcrowded classes during the course of the training were also reported. The current findings are in line with the findings conducted in Sweden by Ozturk (2007)

who identified that, inadequacy of the training period and the inadequacy of the instructors were some of the negative aspects that do not meet the expectations of the teacher. The following responses were captured:

> *"We normally have few trainers as compared to the number of teachers who are supposed to be trained. Like you find in Kauwi zone, we are around twenty-four schools and taking let's say three teachers from each school, that is a big number compared to the two trainers we are given."* (Interview, key informant, line 75, p.24 {21/1/2020}).

> *"These trainings have never had adequate trainers. Most of the times we get a maximum of three trainers send from the sub county offices to come and train a huge number of teachers. So, you find they do not bridge the gap between teaching and practice."* (Interview, key informant, line 167, p.58 {17/2/2020}).

> *"I think they should be equipping the trainers first. They just come and read the manuals without further explanations. To add on that, the trainers are very few and you cannot expect over a hundred teachers to be handled by two trainers and say that the curriculum has been fully implemented!"* (Interview, key informant, line 31, p.11 {22/1/2020}).

This study reveals that, the lower grade teachers were not competent in implementing the CBC in their respective grades. This is despite the short in-service trainings that they have been attending during the midterm breaks and on holidays.

4.5.5 Integration of CBC in teacher training colleges

Participants suggested for the integration of the CBC in teacher training colleges for the prospective teacher trainees to gain prior knowledge before embarking on the teaching profession.

The quotations below confirm the above:

> "If this CBC can be integrated in the teacher training colleges so that as teachers are *being prepared, they learn the content, they will have adequate time. Then, for those who are already in service, they need more time [...]"* (Interview, key informant, line 100, p.34 {21/1/2020}).

> *"I wish that the ministry could see the need for integrating this CBC in the colleges so that, before teacher trainees complete their training, they are fully aware of what is expected of them. You know, most of the new teachers in the profession do not even know what Art & Craft*

is because at some point the 8-4-4 failed to address that." (Interview, key informant, line 136, p.45 {17/2/2020}).

"Let the CBC be integrated in the teacher training colleges to enable teachers be aware of what is in the ground." (Interview, key informant, line 147, p.49 {17/2/2020}).

Similar findings were proposed in a study conducted among public training colleges in Kenya. The study proposed that, public teachers training colleges should equip teachers with regular trainings and seminars on how to adapt with new curriculum changes like ICT (Muasa, 2019). Moreover, a study conducted by Koskei and Chepchumba (2020) recommended that there was an urgent need to incorporate aspects of CBC in teacher training curriculum in universities and colleges. This would enhance teachers' pedagogical skills in the implementation of CBC in the classroom.

In a study conducted in China on reform of physical education in colleges proposed that, integration of new units in the colleges can not only improve the teaching methods but also help the students to broaden their horizons (Liu & Li, 2017).

4.5.6 Decentralize training centers

This refers to location of the centers of training in different parts within a certain geographical coverage. The participants proposed that the centers of training should be located at the clusters rather than being at the sub-county headquarters since majority of the lower grade teachers came from far places to attend the CBC trainings. These views were expressed as follows:

"[…] they should open more centers of training because you find like here, we meet at Katheka or in Kauwi primary and there is a teacher travelling all the way from Kiseveni to go for the training. If they can break this training centers into smaller centers or into smaller clusters the way we have the clusters in games, I think the training might be a bit effective if they don't have the enough trainees, they train in a cluster like in Katheka cluster they go and train teachers there, we have Kalinditi cluster, they come and train teachers and also do the same in Kauwi cluster instead of calling all of us in one training center." (Interview, key informant, line 49, p.16 {21/1/2020}).

> *"I would recommend for the trainings to be organized in smaller groups. For instance, five to seven schools can form one center because when we all meet at the zone; it becomes very very hard for the trainers to reach out to all the teachers in the training." (Interview, key informant, line 131, p.43-44 {17/2/2020}).*

The current findings agree with the KNUT (2019) report on teacher preparedness for the implementation of the Competency-based curriculum in lower primary grades in Kenya. Its findings recommended that, training programmes for the CBC should be broken down into smaller centers and be conducted concurrently in all regions and counties within Kenya to reach out many teacher trainees.

4.6 Learning Activities

The third objective sought to examine the learning activities that develop learner imagination and creativity in the CBC. This section therefore serves to analyze, present and show interpretation of those learning activities in response to the questions in the questionnaire and the responses from the interviews.

Table 4.9: Descriptive statistics for the learning activities in the CBC

Code	Item	N	Mean	SD	
		Stat	Stat	SE	Stat
LA1	Drawings are key to acquisition of imagination and creativity	87	4.21	.047	.435
LA2	Singing facilitates learner imagination and creativity	87	3.92	.084	.781
LA3	Imagination and creativity can de acquired through modelling	87	3.48	.092	.861
LA4	Imagination and creativity can be developed through storytelling	87	3.43	.086	.802
LA5	Role plays promote imagination and creativity in learners	87	3.76	.088	.821
LA6	Coloring can indicate an imaginative and/or a creative learner	87	3.15	.093	.870

Source: Survey data (2020)

Table 4.9 indicates the descriptive statistics for the items of learning activities that the grade one, two, and three teachers let learners to employ in developing their imagination

and creativity. The range of means for these items was 3.15 to 4.21. The overall mean for the items of the learning activities was 3.658. The scores were above average on a 5-Likert scale. This meant that, learning activities played a very key role in developing learner imagination and creativity. The standard deviations for the learning activities were in the range of .435 to .870. The overall standard deviation for the learning activities was .762 and the high standard deviation value indicated that the variability in the spread of scores measuring learning activities was high. The standard errors for the means were low indicating that the mean values were reliable. The respondents scored highest in the aspect of LA1 'Drawings are key to acquisition of learner imagination and creativity' with a mean value of 4.21 and a standard deviation of .435. Item LA6 'Colouring can indicate an imaginative and/or a creative learner' scored the lowest mean of 3.15 and a standard deviation of .870. Interpreting the results indicated that, drawing was the most practiced learning activity that was thought to make learners creative whereas colouring was the least activity that was thought to provoke learner imagination and creativity.

Contrary, the findings from the interviews were different from the above descriptive analysis since majority of the participants revealed that role plays had a bigger impact on imagination and creativity of the learners than other learning activities like drawings, singing and modeling which also play a key role in developing these core competencies. This is evident from the following quotations:

> *"We have what we call the role play. Subjects like Religious Activities when we are teaching about may be the birth of Jesus, and you ask them who to act as Mary, everyone wants to role play the role of Mary. They would want to be baby Jesus, all those good names but if you ask about Satan, nobody would want to act as Satan. So, role plays encourage imagination because if you tell the child to be Mary, obvious the child will behave like Mary. To be Jesus, and even that one for the Devil, may be the temptations of Jesus, there are those "unajuakuna wale watoto" (you know there are those pupils who are) rough, they will behave like a devil. So, that one encourages the*

imagination of learners." (Interview, key informant, line 24, p.8 {7/1/2020}).

"To me, role playing is one of those activities that can develop imagination although not all the subjects can be role played. But mostly in the Religious Activities and most of the learning areas, you find role playing is a key activity." (Interview, key informant, line 33, p.12 {16/1/2020}).

"You can easily tell a creative pupil when they are role playing unlike the other activities" (Interview, key informant, line 18, p.6 {7/1/2020}).

Rowe et al., (2018) study on whether theatrical experiences improve creativity among preschoolers found that, participating in early childhood performances enhances imagination and creativity. The study further suggested that, engaging in early-childhood theatre may be one route to improving pretend play and ultimately creativity in young children.

The participants went ahead and said the following about other learning activities:

"Most of them have been using drawings as a core activity to make the content to be fully acquired although not all learners who can draw, this one helps the teacher to assess whether the learners grasped what he taught. Teachers have also been using colouring where they draw objects and ask learners to colour the objects. Through this, a creative learner will blend the colours appropriately and come up a good colored object" (Interview, key informant, line 7, p.3-4 {7/1/2020}).

"Through drawings, the children can be able to portray their imagination and creativity in most of the subjects we are teaching. So that is very effective. Role play is another one where learners are given room to demonstrate what they can do although most of them lack confidence and language." (Interview, key informant, line 83, p.28 {21/1/2020}).

The above findings are supported by Salmon and Lucas (2011) that, while drawing, children reconstruct their thoughts and represent their own mental images, portraying their creativity. The participants claimed the following on other learning activities:

"[…] singing also helps pupils to be creative but in only specific areas of learning areas like Music only." (Interview, key informant, line 84, p.28 {21/1/2020}).

"Pupils have been exposed to singing based on the Biblical creation stories where after a Religious Activity lesson, learners sing a song closely related to what has been taught by their teachers." (Interview, key informant, line 36, p.13 {16/1/2020}).
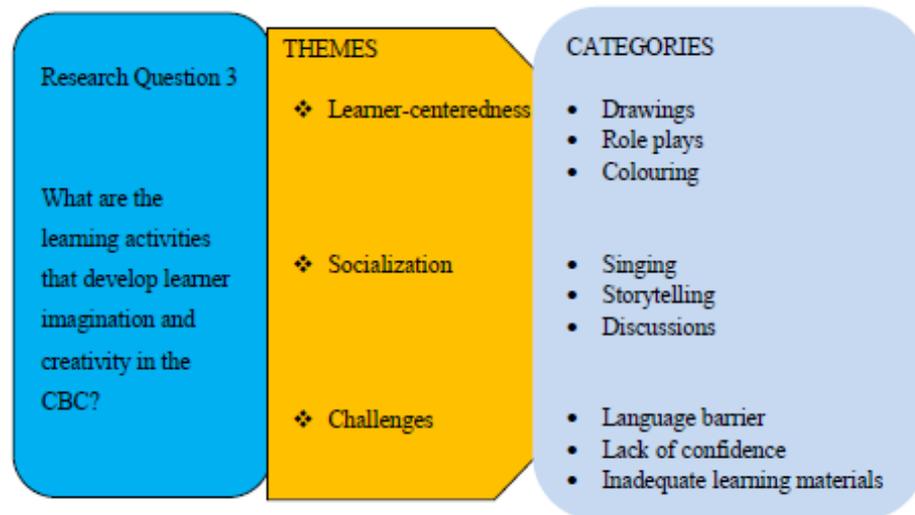
Figure 4.5: Summary for the qualitative findings for research question three

4.6.1 Learner-Centeredness

Learner centered approach is teaching and learning that allows the learners to take an active role in the learning process. Gravoso et. al. (2008) posits that learner centered approach places the learners at the center of the learning process. The participants reported that, most of the learning activities in the CBC give learners more roles to play than in the 8-4-4 system, with the teachers acting as guides to the tasks they give to the learners. The following quotations confirm the above:

"The CBC has really changed our roles as teachers. We used to do a lot of the work for the pupils in the 8-4-4 system but for now, the focus is on the learner and that is why this competency-based curriculum is learner centered. It focuses on what the learners are able to do and not what they know. Are they able to show this creativity through drawings? Or through the projects work that teachers give them?" (Interview, key informant, line 150, p.51 {17/2/2020}).

"Modeling and colouring are child-centered. Most of the activities are more of the pupils so, you just guide them on what to model or to colour and then they do the rest of the tasks. Colouring for example engages the child with the particular object you want them to colour and in that way, the learner is doing a lot more than before." (Interview, key informant, line 176, p.62 {21/2/2020}).

"You see when you tell the children to role play, they just assume the roles of the characters you assign them. Their creativity will be demonstrated through the acting and therefore a teacher will be able to identify the talented learners." (Interview, key informant, line 163, p.56 {17/2/2020}).

"Aahh [...] drawing and discussion are mostly learner-centered because you just tell the kids to draw for example, five domestic animals. Here, an imaginative and a creative learner will be well known from what they draw. (Interview, key informant, line 181, p.65 {21/2/2020}).

A study conducted in USA on applying learner-centered principles to the middle school education found that, there are many motivational benefits of learner-centered practices for young adolescents. Students reported more positive forms of motivation and greater academic engagement when instructors used the learner centered practices (Meece & Eccles, 2010). These findings support the current study where the respondents indicated that, the learning process is basically centered on the learners with teachers having very limited roles to play.

4.6.2 Socialization

Socialization is the process of internalizing the norms and ideologies of the society and it covers both learning and teaching and is thus the means by which social and cultural continuity are attained. Sharing time, a common activity in early childhood classrooms promotes oral language development, encourages careful listening by peers and provides practice with personal narrative (Miller et. al., 2011).

The participants identified in their narratives that, learning activities in the CBC give learners room to socialize through discussions, singing, role plays and storytelling. The following data highlights this fact:

"Most of the teachers use songs to arouse the interest of their learners especially in the beginning of every learning area. Singing mostly is a social activity that teachers employ in the teaching and learning process" (Interview, key informant, line 37, p.13 {16/1/2020}).

"Some strands in the learning areas encourage discussions among pupils although they are young but through these discussions, they strengthen their social relationships." (Interview, key informant, line 144, p.48 {17/2/2020}).

I just like the way these learning activities enhance learner participation. You know, storytelling gives learners chance to express their ideas and by so doing, learners create friendship with the good story tellers" (Interview, key informant, line 153, p.52 {21/2/2020}).

"There is a lot of social interactions amongst learners when they are role playing [...]" (Interview, key informant, line 172, p.60 {21/2/2020}).

The above findings are echoed by Gallagher (2016) study in USA on socialization to academic language in a kindergarten. The study found that, sharing activities in a classroom provides opportunities for socialization to academics through requiring the learners to successfully navigate the academic language demands of the interaction. Moreover, Asplund et. al., (2008) posits that, singing as a social activity is valued by teachers rather than seeing it as a learning activity.

4.6.3 Challenges of using selected learning activities

As the participants shared their experiences on the use of the learning activities in the CBC, they also expressed the challenges they encounter that limit them to using some learning activities like colouring, modeling, singing and role plays. They had a challenge of language barrier, shyness among learners, inadequate learning resources like crayons, plasticines and limited time to engage in some learning activities. This is confirmed by the following quotes:

"Discussion is a good method for creativity but you find that due to language barrier, most of our pupils are not able to speak in and understand English well plus some of them are very shy especially those who do not have the oral skills are not able to discuss. So, you find some bright kids who are not able to express themselves." (Interview, key informant line, 115, p.38 {21/1/2020}).

"Some kids are so talented such that, they can role play very well. However, they don't have the expression skills and this becomes a challenge since they cannot show their creativity" (Interview, key informant, line 80, p.26-27 {16/1/2020}).

"You know activities like drawing and coloring is very exciting to learners. But you know, most of them are not able to express their ideas through the words but out of drawing, you can see the creativity of that child." (Interview, key informant, line 142, p. 47 {17/2/2020}).

"Aahh…! demonstrations, most of our teachers are, are not able to employ some methodologies because they are not practical to the learners in the lower grades due to language barrier." (Interview, key informant, line 87, p.30 {20/1/2020}).

Moreover, some respondents indicated that, parents were the main cause of the challenges they faced in implementing some learning activities in the classrooms. For instance, some parents were ignorant in providing the crayons and plasticines which were essential in Art & Craft Activities.

"Modeling and colouring need materials and they are not available. Coloring needs eeh […] crayons of which some parents are ignorant to buy so, we don't use it although it is recommended in the curriculum design. Modeling currently, we don't have, most of the kids cannot access the clay soil which is best for modeling and they cannot even buy plasticines as most parents claim that it is expensive. So, you find these methods are good but they cannot be used in our case because of limited resources." (Interview, key informant, line 156, p.53 {18/2/2020}).

"We also have modeling and because we can't use the clay since our school is in an urban area, we require the parents to get involved and buy the plasticines for their learners. However, the parents are too ignorant because they don't even provide the crayons and plasticines for modeling activities. We normally request for crayons in a short while but they are not willing to provide." (Interview, key informant, line 183, p.66 {21/2/2020}).

The above findings differ from that of Yulianti et. al., (2019) who conducted a study in Indonesia on parent's involvement in their children's education. The study found that, parents provided supplementary materials such as an encyclopedia and games on tablets to support their children's learning.

Shyness and language command amongst learners during role plays and discussions hindered teachers from using such learning activities.

"Some learning activities are not convenient with learners like demonstrations, you see these lower grade learners are not able to

demonstrate what they have been taught because most of them are very shy." (Interview, key informant, line 145, p.48 {17/2/2020}).

"Role play is another one where learners are given room to demonstrate what they can do but most of them lack confidence and language" (Interview, key informant, line 169, p.58 {19/2/2020}).

4.7 Parents Role in the Learner's Imagination and Creativity

The fourth objective of the study sought to determine the roles played by the parents in developing learner imagination and creativity in the CBC. This section analyzes, presents, interprets and discusses the findings that provide answer to the last research question of the study.

Table 4.10: Descriptive statistics for the parent's roles

Code	Item	N	Mean	SD	
		Stat	Stat	SE	Stat
PR1	Parents participate actively in developing learner imagination and creativity	87	3.09	.103	.779
PR2	Parents provide resources to support learner acquisition of imagination and creativity	87	3.83	.075	.702
PR3	Parents are involved in the CBC through the PTA	87	2.63	.084	.960
PR4	Parents make follow-ups of their children in the school	87	3.34	.088	.819
PR5	Parents need to be educated on their CBC roles	87	4.48	.054	.503

Source: Survey data (2020)

Table 4.10 shows the descriptive statistics for the 5 items measuring the parents' roles. The mean values and the accompanying standard deviation were in the range of 2.63 to 4.48 and .503 to .960 respectively. The overall mean for the items measuring the parents' roles was 3.474 which meant that, parents' play a key role in determining the acquisition of imagination and creativity competencies of learners. Standard deviation had an overall mean of .7526 and this indicated a high spread of values measuring parental roles. The standard errors were low meaning the mean values were reliable. Respondents scored highest in the item PR5 'Parents' need to be educated on their CBC roles' with a mean and standard deviation of 4.48 and .503 respectively. On the other

hand, item PR3 'Parents are involved in the CBC through the Parents' teachers Association' scored the lowest mean of 2.63 and a standard deviation of .960. Interpreting the data further meant that, there was low parental involvement in

The above findings differed from the findings arising from the interviews whereby, over half of the head teachers stated that parents participated actively in the school activities that develop imagination and creativity among the learners. This was through the provision of locally available resources and the collaboration between parents and teachers in designing the assessment tools. The reason behind this difference in findings could be due to the fact that, the question in the questionnaire did not specify the particular activities that parents got involved into but rather it focused on general involvement. However, item PR2 which recorded a mean of 3.83 clearly indicated a concurrence in responses from the questionnaires and the interviews.

The current findings are in line with Sumarsono et. al., (2016) who conducted a study on parents' participation in improving the quality of education in elementary school in Malang, East Java, Indonesia. The study found that parents participated fully in improving the quality of education of elementary schools through provision of facilities, educational finance and improvement of infrastructure in the school which in turn enhanced development of core competencies among pupils.

Some of the respondents stated the following:

> *"They provide the locally available resources that we need from them, like when we are making the portfolios, when we were doing the market cleaning the brooms came from them, they actually made them for the learners and a few other things that they require in classroom they provide without a lot of push and this makes it easy for the learners to acquire the competencies" (Interview, key informant, line 180, p.65 {8/1/2020}).*

> *"The parents if for example during the practical lessons if the learners would be asked by the teacher to bring some materials for example in Hygiene activities, they bring the materials and all these materials are*

provided by the parents." (Interview, key informant, line 196, p.70 {16/1/2020}).

"The parents are involved in providing the materials you know, most of the materials need to be improvised. So, we are really trying to improvise the materials for the learners. Things like the ropes, balls; they are also involved in providing other materials like learning resources like the text books, other subsidiary materials. The parents are also supporting the teachers in ensuring that the assignments given on the same they are done." (Interview, key informant, line 148-149, p.50 {7/1/2020}).

"Sometimes back we had a project, a grade three project where learners were required to clean the market, and they were expected to use the locally available materials to make the protective care, when they were doing the sweeping in the market. The parents are the ones who provided some of those locally available materials like the dress code where we were making the protective materials using the "basanias" (sacs) so those ones were provided by the parents and there are many others that the parents do provide. Another example is when we were doing agriculture, when we were trying to do some agriculture work, whatever we teach here, and then parents go and supervise. They provide the materials that are supposed to be planted at home. So, they are directly involved." (Interview, key informant, line 138, p.45 {21/1/2020}).

However, a few participants reported that, the parents in the school they headed were not actively involved in supporting their children and thus there was need for these parents to improve in their participation if their learners were to acquire the imagination and creative competencies.

"[...] the majority, the majority of the parents are not taking active role in effective teaching of their learners but just a few percentages, a few percentages, are taking so generally they are not taking active role because, there are some activities that are supposed to be done by the parents and the following day you come and find the activity has not been done you know, we are supposed to give them some work they go and be assisted by the parents. When they come back, they are not assisted by the parents and you find exactly what we are doing in school up to now, the parents have not acquired, mmm [...] they don't understand that they are supposed to assist them in doing some activities at home yeah, because the CBC requires that the pupils go at home and be assisted by the parents if at all learners have to acquire these competencies" (Interview, key informant, line 157, p.53 {21/1/2020}).

"Some of them are too ignorant even to bring the materials, when you call them, they see as if it is a waste of time. The parents are not all

supportive that is they support but very little." (Interview, key informant, line 165, p.57 {18/2/2020}).

A study conducted on parental involvement in child's education found that the most obstacles to parental participation is the parents' pessimistic attitude towards supporting schools where their learners are enrolled in (Sapungan & Sapungan, 2014). In addition, parents' lack of skills and resources to support their children was the reason behind low parental involvement in the school activities. The current study reported similar findings to the abovementioned study where lack of knowledge and high poverty level among parents were identified as the causes of low parental involvement in the activities that develop learner imagination and creativity.

> *"They have no knowhow of how to assist them; the other one is the poverty level. Yeah, the know-how and the poverty level. Because some require the use of money maybe there are some of the things that are needed by the teacher to bring, but the parents cannot afford, again the level of understanding some have not gone to school and thus their literacy level is too low." (Interview, key informant, line 86, p.29 {20/1/2020}).*

> *"CBC is very involving and parents have not been educated fully about what is CBC." (Interview, key informant, line 160, p.55 {16/1/2020}).*

These findings are in line with a study conducted in South Africa on enhancing parent-teacher collaboration in rural schools. The findings indicated that, many parents were illiterate and as a result they did not realize the importance of their contribution to the education of their children (Myende & Nhlumayo, 2020).
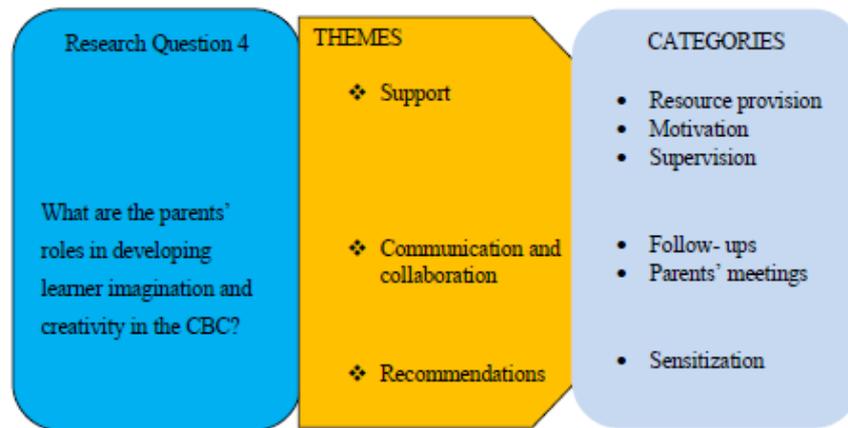
Figure 4.6: Summary for qualitative findings for research question four

4.7.1 Support

From the current study, majority of the participants in table 12.4 indicated that parents provided resources to support their learners in acquisition of imagination and creativity competencies hence posting a mean of 3.83. Apart from the resource provision, the current study found that parents motivated their learners, monitored and supervised them at home for the accomplishment of assigned tasks for development of these key competencies.

Below are some of the responses:

> *"They guide the pupils at home on the materials that we need, because mostly we use the locally available materials when we are teaching these learners. They also play the supervisory and guidance role in the work that we give learners to go and do at home. They are also role models: you realize that in some learning areas there are some areas where we need the parents to be role models at home." (Interview, key informant, line 185, p.67 {8/1/2020}).*

> *"If the teacher gives them a homework and tells them to go and be shown by the parents, they show them and if the parent doesn't understand, they come to school for inquiry. If it is a music activity, we tell the parents to make for them kayambas, guitar, drums etc. If the pupils learn about cleanliness in the class, the teacher directs the pupils when they go home to assist the parents in washing the clothes, help in cleaning the cups and arranging them in the cupboards. If it is toileting, they tell them to wash the hands before and after going to the toilet." (Interview, key informant, line 198-199, p.72 {16/1/2020}).*

> *"[...] parents are also involved in motivating the learners according to their abilities you know CBC is not all about the class work. So, things like the outdoor activities, talents, the parents motivate the teachers and also the learners." (Interview, key informant, line 207, p.76 {18/2/2020}).*

Pinantoan (2013) stressed the importance of support system that a student gets from home is equally important as his brain power, work ethic which all work in the accomplishment of his goal in life.

4.7.2 Communication and collaboration

Communication is simply the act of transferring information from one place, person or group to another. Every communication involves at least one sender, a message and a recipient. From the questionnaires, the respondents seemed to agree that parents had no problem with making follow ups of their children progress in the school. This was indicated by a high mean of 3.34. These findings seemed to agree with interviews where majority of the head teachers stated that, parents were linking well with the school to know the progress of their learners.

Below are some of the responses:

> *"[...] there is the collaboration between parents and teachers. They collaborate, and that is why we have the meeting for particular classes so as to discuss the progress of these learners and to discuss what is required for the learner and what the government is saying about the CBC and what it requires the parent to do so as to bring this learner to be a whole person, holistic person- who can be creative and imaginative." (Interview, key informant, line 105, p.37 {16/1/2020}).*

> *"Every day once the children go home, we get responses the following day from them that their parents are particularly interested in what they learn in CBC in grade one up to three." (Interview, key informant, line 133, p.45 {21/1/2020}).*

> *"[...] if they are sent for by the teachers they come and discuss the progress of their learners, and if there are any challenges they also discuss and most of them respond positively. For those who are not positive, teachers explain and sometimes the head teacher is involved to give what is right and guide the parent." (Interview, key informant, line 128, p.43 {20/1/2020}).*

"For instance, early in the morning I had a meeting with grade one parents and we talked about the things the teacher needs to support the CBC." (Interview, key informant, line 207, p.76 {20/2/2020}).

"The parents have a program from grade one to three, that 15th of every month they come to school to know how far and what is required of them. How far the learners have gone as far as the CBC system is concerned. What they are learning and they need to know. They come to request to know what the school needs them to do so that the system is a success. So, every 15th of every month we have meetings with grade one, two, and three parents simply to know and to ask what they need from us so that they make the system a success." (Interview, key informant, line 213-214, p.79 {21/2/2020}).

A study conducted in South Africa on collaboration and communication as effective strategies for parent involvement in public schools reported similar findings to the above in that, collaboration and communication were key determinants to the parent commitment to the education of their children and the role they play in school governance (Maestry & Grobler, 2007). Majority of the parents were reported to have had the willingness to collaborate with the teachers for the acquisition of their learners' imagination and creativity competencies.

This study revealed the ways in which information reached to the parents was through sending the pupils in the evening as the following quotes indicate:

"We normally send pupils whatever we want the parents to do. If for example, it is a meeting, to be attended, pupils have to deliver the information to their parents. It is also possible that some are ignorant because they never attend the meetings." (Interview, key informant, line 236, p.87 {25/2/2020}).

"The pupils are sent to tell the parents whatever information the school intends. We are also thinking of introducing the short message service (SMS) where every class teacher will be sending the texts to the parents but this is in near future not now because some parents complain that they never get the information from their children (Interview, key informant, line 200, p.73 {21/2/2020}).

However, some head teachers reported that, a few parents were ignorant and they never attended the meetings that laid down the requirements for the support of learner

development of imagination and creativity of their learners this was even after getting notification.

> *"Sometimes you want them to come to school but they don't come. You tell them to buy materials like the assessment books but they seem to complain that the materials are too expensive." (Interview, key informant, line 93, p.32 {8/1/2020}).*

Olibie (2014) study echo the above findings in that, parents are involved to a little extent on matters of school curriculum implementation.

4.7.3 Recommendations

From the findings, majority of the respondents felt that parents needed to be educated on their CBC roles. This is because they did not perform their responsibilities as expected by the school administration. This was depicted by a very high mean of 4.48 in table 4.10. The head teachers proposed a few recommendations that could enable the parents to participate in development of learner imagination and creativity in the CBC. The majority viewpoint was that, schools needed to be creative in their meetings with parents and do thorough sensitization for the parents to embrace the CBC and support their learners. The following quotes confirm this:

> *"The parents need to be sensitized on the importance of the new CBC curriculum so that they can have a positive attitude towards it. This is because, parents think that the CBC Practical activities like market cleaning can cause infection to their children since most of these kids are used to finding work done by the housemaids." (Interview, key informant, line 210, p.77 {25/2/2020}).*

> *"If the parents can be sensitized through school barazas, through workshops, I am sure they can at least see the need to support and move on well by meeting the deadline wherever they are asked to provide any kind of support. whatever resources they are supposed to provide in time to make sure that learning runs smoothly." (Interview, key informant, line 225, p.83 {25/2/2020}).*

> *"Because they are yet to learn more about what they are supposed to do. The awareness is not fully [...] they are not fully aware of what they should do. But the few that have grasped what should be done are really assisting us. So, I am dreaming of a time when all will have known what needs to be done and able to do it effectively." (Interview, key informant, line 69, p.22 {16/1/2020}).*

"If we can have the sensitization of the parents from the field officers and even KICD officers to come and interact with the parents and teachers and do the sensitization and mainly to the parents so that the few who are not positive about the CBC, will be highly involved. That is sensitization for those parents not only by the head teacher, but also by the field officers." (Interview, key informant, line217-218, p.81 {20/2/2020}).

Other participants claimed that some parents did not have a positive attitude towards the Competency based curriculum and they therefore recommended for a change of this negative attitude and embrace the new curriculum.

"Parents are not well sensitized on what is supposed to be done. So, I think that is the area that needs to be improved, on sensitization to the part of the parent. What is the parent supposed to do to the learner when the learner is not in the hands of the teachers, to ensure that the CBC thing is fully implemented? The other thing is also about the attitude and also the fear. Parents are not aware what next? Yes, my child, yes this is the system, what will be the end product of this learner? Where will my child be placed at the end of the day? So, you find that there is confusion to the part of the parents and it needs sensitization." (Interview, key informant, line 230-231, p.86 {25/2/2020}).

Similar findings were proposed in a study conducted in rural Zimbabwe, Kenya, Uganda and Tanzania on promoting children's sustainable access to early schooling in Africa. The study proposed that one of the most cost-effective measures will be school-based sensitization of parents and teachers about the importance of parents' involvement and the utilization of children's sociocultural funds of knowledge for lifelong literacy development (Ngwaru, 2014).

4.8 Discussion of Key Findings

Teacher practices have a great influence on learner acquisition of imagination and creativity competences. The findings emerging from the study indicate that the lower grade teachers used the learner centered methods like discussions and presentations which gave learners room to learn independently and from one another with the teacher acting as a facilitator or as a mentor. This seems to help learners to have an open mind

and divergent thinking bringing about a match between the methods teachers used and the skills attained by the learners.

According to the descriptive statistics above, of the three constructs measuring teacher practices: teaching methods, teacher assessment skills and ICT integration in the CBC, it is only the latter which had a mean that was below average. This implied that the lower grade teachers did not have an adequate knowledge on integrating ICT in their teaching. Although these teachers seemed to have been exposed to the technology related facilities, they could not use the power point to teach learners in their classes. This is because of the lack of knowledge since from the interview analysis the majority of the head teachers stated that their schools had projectors and smart phones which were not in use.

Many lower grade teachers were familiar with the CBC assessment. Majority of the teachers gave learners an assessment that encouraged them to show their ability to integrate and apply skills (synoptic assessment). In an imagination and creativity test that was set and administered to grade three learners and in line with the Torrance test for imagination and creativity (1981), 57.7% of the selected grade three learners exceeded expectations, 26.92% of the learners' met expectations, and 9.62% were approaching expectations while only 5.76% of them were below expectations. This implied that, lower grade teachers were fully aware of what the curriculum designs expected them to do to enable learners acquire imagination and creativity competencies. It was manifested by a large number of learners who demonstrated creative aspects of originality, divergent thinking, fluency, and meaning making.

Moreover, the analysis indicated that majority of the teachers had been trained on the CBC. This could be related to the holiday teacher trainings where there was an

alternation of the teachers attending the training until all of them in the whole school were trained. However, it emerged that the trainings were very short and thus ineffective in improving teacher delivery skills using the competency-based approach. Most of the teachers could consult from their colleagues on what they learnt to apply it in their CBC classrooms.

Many head teachers reported that there was need to integrate the CBC in the teacher training colleges for the early preparation of teacher trainees. The descriptive statistical analysis indicated that, it was through the training that 54.1% of the lower grade teachers had learnt about imagination and creativity and therefore frequent trainings were recommended. Lower grade teachers expressed their need for training on transition from ECDE to lower grades and the domains of learning in the CBC.

It emerged that, among all the learning activities in the CBC, role play was found to have a bigger impact on developing learner imagination and creativity unlike singing, storytelling, drawings, modeling, discussions and colouring. This could be due to the freedom that learners were given to demonstrate their skills and talents. However, lack of confidence and shyness was the key limitation to the abovementioned activity.

The analysis showed that teachers used modeling, drawings and colouring to counter the challenge of shyness among lower grade learners. Language barrier and inadequate learning materials hindered the use of some learning activities. This could be attributed to the parents' ignorance to provide the resources that were needed and therefore, improvisation was put in place where resources were scarce. From the interview analysis, majority of the head teachers stated that in cases where parents could not provide crayons and plasticines, learners used the clay soil for modeling. However, this was only applicable to the schools in rural settings. It emerged that, most of the learning

activities in the CBC promoted socialization among the learners through the storytelling and discussions that learners engaged in. furthermore, learners strengthened their social relationships and enhanced their participation in classroom activities.

Majority of the parents were supportive to the activities that enhanced learner acquisition of imagination and creativity. They monitored, supervised, guided and acted as role models in areas where learners were supposed to imitate their guardians. Parents collaborated with the teachers by mobilizing the assessment tools for the grade three summative assessment of Kenya Early Years Assessment (KEYA). Moreover, the analysis showed that many parents provided the locally available resources for practical lessons without push and thus making it easy for teaching and learning.

However, it emerged from the study that there was a need to sensitize parents on the roles they play in the CBC. This could not only be done by the school administrators but also by the ministry of education. Parents had not captured their roles in the development of the learner imagination and creativity competences. This could be attributed to the ignorance and a very low parents' turn up during the school meetings that were organized by the PTA to enlighten them on their duties in the CBC.

4.9 Connecting Data Findings to Theory

Dewey social constructivism theory (1966) advances that, learners should be provided with opportunities to think for themselves and articulate their ideas. The findings of this study revealed that learners were given opportunity to role play, sing, and present their work in the class. Learner centered methods of teaching especially discussions and presentation were actualized in the teaching and learning process to enhance learner acquisition of imagination and creativity. This is in line with Hayes (2013) who posits that guided discovery and discussion on thoughts and ideas as well as activities help

learners to learn. The findings also revealed that, a synoptic form of assessment was adopted with learners being assessed on what they were able to do and not necessarily what they knew. This concurs with Sever (2014) that teacher sets the materials in order and ignites learners' minds by using inquiry methods and guides learners to create their own understanding of concepts.

The findings of this study revealed that there was socialization and active participation of learners in the class room activities manifested through storytelling, modeling, drawings, colouring and demonstrations. Dewey social constructivism theory emphasizes on the need for participatory and experiential learning. Moreover, the CBC learning activities abovementioned placed the learners at the center of the learning process. Likewise, the social constructive theory states that learners are expected to work in groups and pairs and support each other in the learning process.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides the summary of the findings, conclusions and recommendations as well as the implications and areas for further study according to the outcomes realized. The aim of this study was to examine the pedagogical practices for developing learner imagination and creativity in the competency-based curriculum in primary schools.

5.2 Summary of Research Findings

The summary of the findings is based on the four objectives of the study and the corresponding research questions.

5.2.1 Teacher practices for developing learner imagination and creativity in the CBC

It was found that, majority of the lower grade teachers used learner-centered approaches during their instruction. This was depicted by a very high overall mean of 3.73 that was posted by the items that were used to measure the teaching methods that focused mostly on the learners. These findings were not different from the interview narrations where majority of the participants stated that the lower grade teachers encouraged the use of group work among learners and class presentations during the teaching and learning process. This in turn improved participation and socialization in the class activities. However, 37.9% of the participants indicated that letting learners of lower grades invent their methods of doing tasks was not a suitable method of developing imagination and creativity competencies.

The findings also revealed that, teacher's assessment skills were very high and most specifically on the portfolio-based assessment. This was denoted by many responses that teachers guided the learners comfortably to design and file their work in the portfolios although most of these assessment tools were made through improvisation. The above findings were supported by an imagination and creativity test administered to the grade three learners where majority of them 57.7% exceeded expectations. This meant that learner's ability to demonstrate the creative skills could be associated with teachers' practices of using appropriate pedagogies and also, their knowledge in assessing learners in accordance with the curriculum design.

The study found that majority of the lower grade teachers had very little knowledge on ICT and thus they never integrated it in their teaching. This was denoted by a very low mean of 2.37 posted by the items measuring teachers' ICT skills in the CBC. In line with the interviews, participants reported that despite the availability of the ICT facilities in the schools, teacher lack of knowledge hindered them from using these facilities. As a result, there was a need to retrain teachers on the integration of ICT for the learner acquisition of imagination and creativity.

5.2.2 Teacher professional development in utilization of learner imagination and creativity in the CBC

Teacher professional development was found to be attained through seminars and in-service teacher trainings. The study found that, 98.9% of the lower grade teachers had been trained on curriculum changes, subject content and pertinent contemporary issues in the CBC. However, majority of these teachers 39.1% had only attended the in-service training twice. Based on the statistics, majority of the teachers were in agreement that the training was effective in improving their teaching using the competence-based approaches. This was depicted by a mean of 3.625 posted by items in table 4.6.

Contrary to the interviews, a number of respondents reported that the CBC trainings were very short and shallow with overcrowded teachers from the entire zone. Moreover, the trainers were reported to be very few and incompetent in content delivery. As a result, the respondents recommended for the integration of the CBC in teacher training colleges and the establishment of more training centers within the zones for effective teacher preparedness in the development of learner imagination and creativity.

5.2.3 Learning activities for acquisition of learner imagination and creativity in the CBC

It was found that learning activities played a very significant role in developing imagination and creativity of the lower grade learners. This was depicted by a high mean of 3.658 for the items measuring this construct. Majority of the respondents reported that, drawings were the core learning activity that had a high positive impact on imagination and creativity of learners with a mean of 4.21 unlike colouring that was reported to have a very low impact on development of these core competences.

From the interviews, manifestation of imagination and creativity was reported to be nurtured by the role plays, with majority of the respondents noting that most of the learning areas required learners to role play. The findings also show that, learning activities in the CBC promoted socialization, through discussions, singing, role playing and storytelling. However, it was found that, language barrier, lack of confidence among learners, limited time and inadequate learning resources like crayons and plasticines were some of the challenges that limited teachers to use selected learning activities.

5.2.4 Parents' roles in the development of learner imagination and creativity in the CBC

The study found that, parents play a major role in development of learner imagination and creativity which was manifested by a very high overall mean of 3.474 that was posted by the items measuring parental involvement. The roles of the parents in development of imagination and creativity of lower grade learners were reported as: To guide the learners on the assigned tasks; to motivate learners in their creative works like drawings and paintings; to correct learners and give them an opportunity to exploit their talents; to monitor learners progress in their portfolios; to mobilize and provide learning resources that provokes creativity and to download the exams and print out other required learning resources in the CBC.

The findings also revealed that there was a strong collaboration between parents and teachers in helping learners achieve the desired skills. However, the statistics indicated that parental involvement through the PTA meetings was low as indicated by a mean of 2.63. The participants therefore suggested for parents' sensitization not only by the school but also the KICD officers to enhance full parental support of learner's acquisition of imagination and creativity in the CBC. This implies that, there is a need to provide more opportunities for the parents' participation during formulation of the curriculum since they are among the key stakeholders in the implementation process. The government through the MoE should establish forums to create awareness to the parents on the school expectations and for their full support.

5.3 Conclusions

The study sought to examine the pedagogical practices for developing learner imagination and creativity in the CBC. A number of conclusions were arrived at based on the four objectives of the study.

The choice of the teaching method is vital in instruction. The need to emphasize on the use of learner-centered methods is clear as indicated by the findings from this study and the literature reviewed. This study concludes that provoking learners to actively and fully participate in classroom tasks enhances imagination and creativity. The study also revealed that, teachers had received seminars and short in-service trainings. However, only few teachers comprehended the concepts of the CBC taught during the training due to incompetent facilitators making it hard for the teachers to infuse the content into their instruction. The study concludes that adequate preparation of the CBC trainers is necessary for effective delivery in the CBC trainings and for development of imagination and creativity of learners.

Most of the learning activities in the CBC enhance participation and socialization. However, stammerers and shy learners could not articulate and portray their skills verbally and teachers need to motivate such learners and blend the learning activities in their instruction. Language barrier, limited time and inadequate learning materials were singled out as bottlenecks towards teacher development of learner imagination and creativity.

Majority of the parents were fully involved in activities that enhance imagination and creativity in learners but some of them had a negative attitude towards the CBC. The study hence came to a conclusion that, induction of parents should be done thoroughly for them to embrace the new 2-6-3-3-3 system of education.

5.4 Recommendations

Based on the above summary and conclusions, this study makes the following recommendations:

1. There is need to conduct frequent trainings to enable teachers to adapt to the new assessment techniques in the CBC. Lower grade teachers should also be encouraged to embrace learner-centered pedagogies since they provoke thinking and imagination of learners. The government through the ministry of education should ensure teachers are fully trained on ICT and the gadgets they use be updated to suit the competency-based curriculum.

2. The ministry of education ought to consider introducing the CBC in the teacher training colleges for early preparation of the teacher trainees. Additionally, the CBC facilitators should be adequately prepared for effective delivery during the in-service training and seminars. There is also need to increase the CBC training centers to avoid teachers overcrowding in one center.

3. The policy makers and the Kenya Institute of Curriculum Development should allocate more time to practical learning areas like Art & Craft that nurture imagination and creativity of learners. Besides, more funds should be allocated to schools for purchase of crayons, plasticines, hygiene activities facilities like masks and sewing machines since these materials provoke learners' imagination and creativity.

4. In collaboration with school administrators, the MOE should create frequent forums for sensitizing parents on their CBC roles for enhancement of imagination and creativity of the learners.

5.5 Suggestions for Further Research

This study focused on one core competency among seven competencies in the CBC. In future, a similar study ought to be done focusing on the other competencies.

The study found that some learning activities enhance oratory skills among learners. For this reason, there is need for further research on the pedagogies for development of learner communication and collaboration skills in the CBC.

The study was done in a small section of Kitui County. In future, a similar study ought to be done in the rest of the county and in Kenya at large.

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APPENDICES

Appendix I: Moi University Research Permit Letter

MOI UNIVERSITY
Office of the Dean School of Education

Tel: (053) 43001-8
(053) 43555
Fax: (053) 43555

P.O. Box 3900
Eldoret, Kenya

REF: EDU/PGR/1006/18   **DATE:** 22nd November, 2019

The Executive Secretary
National Council for Science and Technology
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

**RE: RESEARCH PERMIT IN RESPECT OF LOLA JOHN LUMA
– (EDU/PGR/1006/18)**

The above named is a 2nd year Master of Education (M.Ed) student at Moi University, School of Education, Department of Educational Management & Policy Studies, School of Education.

It is a requirement of his M.Ed Studies that he conducts research and produces a thesis. His research is entitled:

"Pedagogical Practices for Developing Learner's Imagination and Creativity in the Competency-Based Curriculum in Primary Schools in Kitui West Sub-County, Kenya."

Any assistance given to enable him conduct research successfully will be highly appreciated.

Yours faithfully,

PROF. J. K. CHANG'ACH
DEAN, SCHOOL OF EDUCATION

(ISO 9001 – 2015 Certified Institution)

Appendix II: NACOSTI Permit Letter

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: **695643**

Date of Issue: **26/November/2019**

RESEARCH LICENSE

This is to Certify that Mr.. **JOHN LOLA** of Moi University, has been licensed to conduct research in Kitui on the topic: **PEDAGOGICAL PRACTICES FOR DEVELOPING LEARNER'S IMAGINATION AND CREATIVITY IN THE COMPETENCY-BASED CURRICULUM IN PRIMARY SCHOOLS IN KITUI WEST SUB-COUNTY, KENYA** for the period ending : **26/November/2020.**

License No: **NACOSTI/P/19/2999**

695643

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

Appendix III: County Director of Education Permit

MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY
State Department for Basic Education

Telegrams »EDUCATION«
Kitui
Telephone: Kitui 22759
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E-Mail :
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REPUBLIC OF KENYA

COUNTY EDUCATION OFFICE
KITUI COUNTY
P.O BOX 1557-90200
KITUI

When replying please quote;

Ref. No: KTIC/ED/Res/Vol. I/22/100

Date: 6th January 2020

Mr. John Lola
Moi University
P.O. Box 43844-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to conduct a research on **"Pedagogical Practices for Developing Learner's Imagination and Creativity in the Competency-Based Curriculum in Primary Schools in Kitui West in Kitui County"**, I am pleased to inform you that permission has been granted to you undertake research in Kitui County for the period ending 26th November 2020.

You are advised to liaise with the respective Sub County Directors of Education before embarking on the exercise and a copy of the research report should be forwarded to this office.

COUNTY DIRECTOR OF EDUCATION
KITUI
P. O. Box 1557, KITUI.

Nkonge J. E.
For: County Director of Education
Kitui County

ISO 9001
BUREAU VERITAS
Certification
UKAS

Appendix IV: Sub-County Director of Education Permit

MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

TELEGRAMS: EDUCATION - KABATI
Tel: 0724327435,
Email: deokituiwest@yahoo.com

WHEN REPLYING PLEASE QUOTE:

Our Ref: KTW/ED/GEN/RESEARCH/ /VOL11/22/10

SUB COUNTY DIRECTOR OF EDUCATION
KITUI WEST
P.O BOX 58 -90205,
KABATI – KITUI

DATE: 07/01/2020

Mr. John Lola
Moi University
P.O BOX 43844-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to conduct a research on 'Pedagogical Practices for Developing Learner's Imagination and creativity n the competency – Based Curriculum in Primary schools in Kitui West in Kitui County', I am pleased to inform you that permission has been granted to you to undertake research in Kitui west sub county for the period ending 26ᵗʰ November 2020.

You are advised to liaise with the respective Head teachers before embarking on the exercise and to ensure a copy of the research report is forwarded to this office.

Regards

Japheth M. Ngovi
Sub County Director of Education
KITUI WEST.

Appendix V: Letter of Introduction

<div align="right">

LOLA JOHN,
MOI UNIVERSITY,
P.O. BOX 3900,
ELDORET.

</div>

THE HEAD-TEACHER,

_____ SCHOOL,

Dear Sir/Madam,

RE: REQUEST TO CONDUCT A STUDY IN YOUR SCHOOL

I am a postgraduate student at Moi University pursuing a master of education degree in Educational Research. I am writing to request your support in carrying out a study on the topic, **"Pedagogical practices for developing learner imagination and creativity in the Competency-Based curriculum in primary schools in Kitui West sub-county, Kenya."**

Your school is among the schools selected to take part in this study. I kindly request you to allow me to undertake the study in your school by responding to the questionnaires and interview schedules. The responses will be used for the purpose of the study only. The identity of the respondents will remain confidential.

Thank you in advance.

Yours faithfully,

Lola John.

EDU/PGR/1006/18

Appendix VI: An Informed Consent Form for Participants

<div align="right">

LOLA JOHN,
P.O BOX 3900,
ELDORET.

</div>

Dear participant,

I would like to invite you to be in my research study. This study intends to look at how teaching and learning prepare learners to acquire imagination and creativity in the competency-based curriculum. The purpose of the study is to assess the pedagogical practices for developing learner's imagination and creativity in the CBC.

If you decide to take part, you will be required to fill in the questionnaires and at times respond to individual interview questions. I expect that the interview will take no longer than one hour. With your permission, I will audiotape the interviews for the purpose of transcribing the conversation. The audiotapes will be stored securely for purposes of confidentiality. I will also administer a creativity test to the grade three learners through the assistance of their class teachers. These activities will be conducted within your schools and you will be required to provide more details in the body of the form.

The potential risks of the study may be sitting for a long time responding to the interviews. There is also a risk involved if, for example, you divulge confidential information. If you, therefore, wish pseudonyms to be used to protect your privacy and confidentiality, it will be better. Alternatively, if you wish to be quoted by name on anything, in particular, there may be future consequences. Please note that you do not have to answer any questions or discuss any topics that may make you feel uncomfortable.

In case you decide at any time during the interview or discussion that you no longer wish to participate, you may withdraw your consent without prejudice.

In case of any question during the entire study process, you are welcomed to ask freely. However, if you have any further information on the study kindly contact the researcher's contact.

Researcher's contact   +254712471637

Researcher's E-mail   johnlola2018@gmail.com

I confirm that the purpose of the study, the study procedures, the possible risks, and discomforts, as well as benefits, have been explained to the participant. All questions have been answered. The participants have agreed to participate in the study.

Participant's signature   _____   Date_____

Researcher's signature   _____   Date_____

Appendix VII: Respondent's Consent

LOLA JOHN LUMA

P.O BOX 3900,

ELDORET.

Dear participant,

I would like to invite you to be in my research study. This study intends to look at how teaching and learning prepare learners to acquire imagination and creativity in the competency-based curriculum. The purpose of the study is to assess the pedagogical practices for developing learner's imagination and creativity in the CBC.

If you decide to take part, you will be required to fill in the questionnaires. I will also administer a creativity test to the grade three learners through the assistance of their class teachers. These activities will be conducted within your schools and you will be required to provide more details in the body of the form.

There is a risk involved if, for example, you divulge confidential information. If you, therefore, wish pseudonyms to be used to protect your privacy and confidentiality, it will be better. Alternatively, if you wish to be quoted by name on anything, in particular, there may be future consequences. Please note that you do not have to answer any questions or discuss any topics that may make you feel uncomfortable.

You may reject to answer any question. You can also withdraw from the study anytime without interference since the participation is voluntary.

In case of any question during the entire study process, you are welcomed to ask freely. However, if you have any further information on the study kindly contact the researcher's contact.

Researcher's contact   +254712471637

Researcher's E-mail   johnlola2018@gmail.com

I confirm that the purpose of the study, the study procedures, the possible risks, and discomforts, as well as benefits, have been explained to the participant. All questions have been answered. The participants have agreed to participate in the study.

Participant's signature   _____   Date_____

Researcher's signature   _____   Date_____

Appendix VIII: Questionnaire for the Grade One, Two and Three Teachers

Dear Respondent,

This questionnaire is for the purpose of collecting information on pedagogical practices for developing learner imagination and creativity in the Competency-Based Curriculum in primary schools in Kitui West sub-county, Kenya. All the information provided would strictly be used for the purpose of the study only. Be assured of the anonymity and confidentiality of the information you will provide. Kindly respond to all questions as honestly as possible.

SECTION ONE: Demographic information

Instructions: Please tick (☐) where appropriate.

1. What is your gender?

   Male ( )   Female ( )

2. Which grade are you currently teaching?

   Grade 1 ( )   Grade 2   ( )   Grade 3 ( )

3. For how many years have you taught in lower primary grades?

   20-29 yrs. ( )   30-39 yrs. ( )   40-49 yrs. ( )   50 yrs. and above ( )

4. What is your highest academic qualification?

   Certificate ( )   Diploma ( )   Degree ( )   Master ( )   PhD ( )

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

   0-9 yrs. ( )   10-19 yrs. ( )   20-29 yrs. ( )   30 yrs. and above ( )

6. My school is a?

   Public ( )   Private ( )

SECTION TWO: Teacher practices for developing learner imagination and creativity.

A number of different teaching methods are listed in the table below. Please tick a box that most closely matches how often you use the strategy to develop learner creativity and imagination in the CBC. Use Never =1, Seldom =2, Sometimes =3, Often =4 and Always =5.

	Teaching Method	Never	Seldom	sometimes	Often	Always
TP1	I use whole-class pupil discussions					
TP2	I let the pupils repeat my words					
TP3	I let the pupils present their work to the class					
TP4	I let pupils answer my questions in a chorus					
TP5	I use multiple information (e.g. two texts which describe a strand from a different point of view					
TP6	I encourage pupils to discuss and listen to each other on issues that I am teaching					
TP7	I let pupils invent their own methods of doing tasks					
TP8	I let pupils use only the methods I teach them					
TP9	I draw links between strands and go back and forth between strands					

TP10 Which one of the teaching methods in the table above TP1-TP9 do you think is the most suitable for developing learner imagination and creativity? *PLEASE TICK ONE ONLY*. Choose only the one that is most important for you.

TP1 ( ) TP2 ( ) TP3 ( ) TP4 ( ) TP5 ( ) TP6 ( ) TP7 ( ) TP8 ( ) TP9 ( )

TP11 Which one of the teaching methods in the box above TP1-TP9 do you think is the least suitable for developing learner imagination and creativity? *PLEASE TICK ONE ONLY*. Choose only the one that is least important to you?

TP1 ( ) TP2 ( ) TP3 ( ) TP4 ( ) TP5 ( ) TP6 ( ) TP7 ( ) TP8 ( ) TP9 ( )

Please indicate by the use of a tick in the relevant columns the extent to which you have demonstrated the ability to perform the stated tasks in assessing learners in line with CBC. Use Excellent =1, Very well =2, Good =3, Developing =4, and Needs support =5

	Assessment Task	Excellent	Very well	Good	Developing	Needs support
TP12	Ability to design assessment					
TP13	Ability to construct assessment rubrics(tasks)					
TP14	Ability to design portfolio assessment					
TP15	Reporting and notification of learners after a formative assessment					
TP16	Keeping assessment records for summative reporting					

Please indicate by the use of a tick in the relevant columns the extent to which you have demonstrated the ability to perform the stated tasks in relation to Information Communication and Technology (ICT). Use Never = 1, Rarely = 2, Sometimes = 3, Often = 4, and Always = 5.

	Teacher ICT Skills	Never	Rarely	Sometimes	Often	Always
TP17	I have been exposed to ICT related facilities in CBC					
TP18	I have some training in ICT					
TP19	I use ICT to prepare exercises/tasks for learners					
TP20	I use ICT to create digital learning materials for learners					
TP21	I use power point presentations to teach in class					
TP22	I use my phone to teach in the CBC					

SECTION THREE: Teachers' Professional Development

TPD1 Have you had any training on the Competence-Based curriculum?

Yes ( )   No ( )

TPD2 How many training sessions for the CBC have you attended?

_____ (specify)

If your answer to the question above is yes, please answer the following questions in this section. Use Strongly disagree =1, Disagree =2, Undecided =3, Agree =4 and Strongly agree =5.

	Teacher training	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
TPD3	The CBC training was adequate					
TPD4	The training was effective in terms of improving my teaching when using CBA					

TPD5 What was the content of the training? Tick what applies

a)   Curriculum changes (   )

b)   Subject content (   )

c)   Emerging issues (   )

d)   All of the above (   )

e)   Any other (Specify) _____

TPD6 How did you learn about the imagination and creativity in the CBC?

a)   through friends (   )

b)   through training ( )

c)   through the school ( )

d)   through the media ( )

e)   any other specify (   )

TPD7 What should the ministry of education do to enhance learner acquisition of imagination and creativity competences in the CBC?

SECTION FOUR: LEARNING ACTIVITIES

A number of learning activities are listed below. Please tick a box that most closely matches the extent to which you agree or disagree with the following statements on learning activities in development of learner imagination and creativity in the CBC. Use Strongly disagree =1, Disagree =2, Undecided =3, Agree =4 and Strongly agree =5.

	Learning activity	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
LA1	Drawings are key to acquisition of imagination and creativity					
LA2	Singing facilitates learner imagination and creativity					
LA3	Imagination and creativity can de acquired through modelling					
LA4	Imagination and creativity can be developed through storytelling					
LA5	Role plays promote imagination and creativity in learners					
LA6	Coloring can indicate an imaginative and/or a creative learner					

SECTION FIVE: PARENTS' ROLES

A number of parental involvements are listed below. Please tick a box that most closely matches the extent to which you agree or disagree with the following statements on parents' roles in development of learner imagination and creativity in the CBC. Use Strongly disagree =1, Disagree =2, Undecided =3, Agree =4 and Strongly agree =5.

	Parental involvement	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
PR1	Parents participate actively in developing learner imagination and creativity					
PR2	Parents provide resources to support learner acquisition of imagination and creativity					
PR3	Parents are involved in the CBC through the PTA					
PR4	Parents make follow-ups of their children in the school					
PR5	Parents need to be educated on their CBC roles					

Thank you for taking the time to complete the questionnaire.

**Appendix IX: Interview Questions to the Headteachers**

1. In your own opinion, which teaching methods do you think lower grade teachers use to promote learner imagination and creativity in the CBC?

2. Do the grade one, two and three teachers have the ability to assess learners in line with the CBC?

3. How would you describe the lower grade teachers' ICT know-how and integration in their teaching?

4. In your own opinion, how would you describe the CBC teacher training in your school? Provide a recommendation in relation to what the ministry offers.

5. Has the CBC teacher training been adequate and effective in developing learner imagination and creativity?

6. What are some of the learning activities that develop learner imagination and creativity in the CBC?

7. How can you describe parents' involvement in your school in the development of learner imagination and creativity?

8. What particular practices related to imagination and creativity do the parents' get involved into?

Thank you for taking time to answer the questions.

Appendix X: Imagination and Creative Test

1.   Name ten domestic animals that you know

2.   How many triangles are in the following figure?
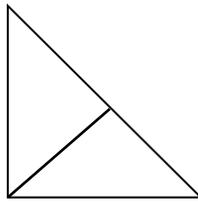
3.   Fill in the missing numbers

2, 4, 8, __, __, 32, 64

4.   Draw and name five objects that are in circular form

5.   Name any three sources of water

Source: Torrance Test for Imagination and Creativity: (1981)

Appendix XI: Learners' Portfolios

Appendix XII: Grade Three Tablet for ICT Learning