Teachers Excitement and Fears on the Proposed Curriculum Framework for Primary and Secondary Schools in Kenya

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ABSTRACT: This paper discusses teachers' excitement and fears on the proposed curriculum framework with reference to Primary and Secondary Education in Kenya. A major concern by the education stakeholders has been that the current 8-4-4 education system is highly too rigid offering limited education pathways to individual learners within highly academic subject choices. The purpose of the study was to investigate teachers' excitement and fears on the proposed curriculum framework for primary and secondary schools in Kenya focusing on Nairobi County. The paper explored the prospects and challenges faced by teachers' in meeting the objectives of the new education curriculum; highlighted the sources of teachers being opportunistic, established teachers' perception regarding excitement and fears on the basic education curriculum framework in Kenya and recommended a way forward. The paper employed descriptive survey design utilizing qualitative and quantitative approaches in data collection, analysis and interpretation. The target population comprised 51 public secondary and 51 primary schools, 1 County Director of Education,1 KICD director, 30 curriculum developers, 1 examination officer, 51 Principals and 51 head teachers of public secondary schools and primary schools respectively, 153 secondary schools teachers and 153 primary schools teachers in Nairobi County. The study used purposive sampling to select the study sample. The study instruments included the use of questionnaires, focus group discussions and interview schedules. The study established that there were fears and excitement by teachers about the new basic education curriculum being operationalized. The fear of failure to succeed since teachers do not know what to expect. Lack of capacity to handle the new teaching roles and teacher preparedness to embrace the new curriculum change, limited teaching-learning facilities and attitude change of the teachers to embrace the new methods of teaching were cited among the fears. It was established that inadequate public participation involving key education stakeholders has been done to popularize the new basic education curriculum. On the excitement, teachers will have opportunities to reflect on their new teaching roles and learners will acquire skills in areas they are best suited in. In conclusion, the new basic education curriculum framework has affected the expectation of the teachers on the anticipated future of schooling and that the proposed curriculum deviates from the existing curriculum in terms of structure. The study showed that the anticipated roll out of the curriculum to be done in January 2018, was hurried and unless measures are put in place there is a likelihood that the anticipated outcomes may not be realized. The study further concludes that the current teaching paradigm will have to shift to teaching that prioritizes learning, give emphasis to knowledge creation and skill acquisition. This necessitates modernizing teacher training in teacher training colleges. The public participation already done to popularize the new basic education curriculum did not cover adequately all the key education stakeholders. Yet the new curriculum presents an opportunity for teachers to pursue professional learning and use innovative instruction strategies to improve learners' outcomes. The study recommends that government, need to review and modernize teacher training curriculum by developing teacher education curriculum framework, so as to realize high education standards that are competitive, credible and globally accepted; KICD should undertake adequate public participation by involving the key education and industry players; and public schools should provide leadership to their teachers and learners to embrace the new and expected change, sensitized parents, community members and stakeholders on the expected economic burden; and KICD should also implement the curriculum in phases and continue piloting in selected schools to ensure its effectiveness, usefulness and make necessary changes; re-train or retool teachers to fit into the new teaching roles by improving their competence in the new skills and learning areas.

Key words: limited choices, teachers' excitement, fears, new curriculum framework, learning opportunities, challenges, 21st century learner

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I. INTRODUCTION

"Since the emergence of a global movement that calls for a new model of learning for the twenty first century, it has been argued that formal education must be transformed to enable new forms of learning that are needed to tackle complex global challenges" (Cynthia Luna Scott, 2015: p.1).

The definitive goal of education is to prepare young people to be mature, happy, useful and responsible members of the society. Education has the responsibility to foster the right skills for realization of inclusive, quality education and lifelong long education by 2030 to achieve sustainable development goals. The goals calls for transformation in the way we think and act. The change can only occur with acquisition of new skills, values and attitudes that facilitates inclusive growth and sustainable societies (UNESCO, 2017).

According to UNESCO (2017);

"Education systems must respond to this pressing need by defining relevant learning objectives and learning contents, introducing pedagogies that empower learners, and urging their institutions to include sustainability principles in their management structures" (UNESCO, 2017: p.1).

To realize sustainable development goals, people must be engage to act responsibly and sustainably in dealing with today's world challenges. They should possess the following competencies; anticipatory, systems thinking, normative, strategic, critical thinking, self-awareness and integrated competencies.

According to OECD (2012) lifelong skills development will effectively address inequality and youth unemployment challenge. The overarching goal No. 4 of SDGs 2016-2030, requires provision of equitable and inclusive quality education for all by 2030. The SDGs also requires that every human being acquire 21st Century skills, knowledge, attitudes and values for sustainable future. According to Global Monitoring Report (2015), Sub Saharan Africa investment in education has not fully translated to development of functional skills and knowledge that can transform economies in which they live in general and individuals in particular.

World Bank (2017) has documented existence of learning crisis in the low and middle-income countries. The crisis is attributed to failure by primary and secondary schools to ensure students are educated to succeed in life. The findings show that there is a lot of emphasis on schooling without much learning-taking place. Despite many years that students go to school, the results are disappointing as children cannot read or work out simple arithmetic and the result has been widening social gap. The Africa-America Institute (2015) echoes these findings, that while there are many students gaining access to education in secondary schools, there is learning crisis compounded by many students not gaining basic skills. Similarly, to Uwezo East Africa (2016), research findings shows that there is learning crisis evidenced by the assessments of students. The findings revealed that, learning in primary education since 2010 to present, shows that students are not learning, and that learning outcomes of students have not been improving. This has necessitated the need for education reforms through review of the curriculum of the current education system.

Teachers prefer status quo than being receptive of change; the fear of curriculum change by teachers arises from the need for improvement of instruction methods. The rapidly changing needs of the society and learners in the 21st C is challenging teachers to choose status quo in there delivery model of teaching or to embrace change in shifting educational paradigm. Preparing learners for knowledge acquisition is no longer tenable due to globalization and massification of information challenging teachers on their reliance on traditional modes of delivery of information. The shifting dynamics has left teachers in the middle as to whether to retain the status quo or to support new instructional transformation. According to Wagner (2006) teachers as well as school leaders must prepare to accept new change and "rebuild the airplane while they're flying it" Jorgenson (2006).

Kenya's adopted the 8-4-4 (8 years primary, 4 years secondary and 4 years university) system of education in 1985. By then the new system aimed at equipping school leavers at the Kenya Certificate of Primary Education and Kenya Certificate of Secondary Education with adequate and reliable skills for self and gainful employment in both the formal and informal sectors. The system of education was designed to promote self-sufficiency among learners'. Over the years, concerns have been raised that the system of education has failed to live up to its intended objectives, hence the need for curriculum reforms to enable the education system address the changing needs of the society (Republic of Kenya, 2015).

There have been general concerns that rather than create self-sufficiency, the 8-4-4 system has tended to promote dependency. The system is too much exam oriented; encouraging rote learning, it totally ignores creativity and lacks the ability to identify and nurture talents among the learners (Republic of Kenya, 2012). According to Okendo (Standard News paper, 31st Jan, 2017) the Kenya Institute of Curriculum Development started the public participation on the new curriculum in 2012 to give the views on 8-4-4 system through stakeholder engagement. The paper notes that changing education system does not in itself bring change, unless necessary financing, learning materials, integrating technology into learning, staffing and training of teachers are put into consideration. In addition, the paper noted that the education system should aim at training and equipping learners with knowledge that enables them to compete for global employment opportunities (Republic of Kenya, 2016). However, though the stakeholder engagement may be lauded, the public opinion indicates that

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it targeted the policymakers, school and university administrators leaving out bulk of lecturers and teachers who are the esteemed and paramount agents of implementing the anticipated change.

In addition, a major concern by the education stakeholders has been that the current 8-4-4 education system in Kenya is highly too rigid offering limited education pathways to individual learners. Since independence in 1963, Kenya has aimed to provide education that is relevant to the needs of the learners and the society. To this end, education taskforces, several committees, commissions of inquiry, and Presidential Working Parties have always been established under specified terms of reference. The report has assisted in development of education sessional and policy papers.

The Presidential Working Party on the establishment of Second University (1981) was put in place in 1981 to make general recommendations on the implementation of government decision on the establishment of a Second University. The Presidential Working Party then noted that the education system then, of 2-7-4-3 (2 year pre primary, 7 years primary, 4 years secondary and 3 years university), concentrated more on imparting knowledge for the sake of passing examinations. The submissions by stakeholders recommended that the "A" segment of education should be scrapped, and that university education that lasted for three years was moved to four years. It is through the submissions that the Presidential Working Party recommended the streamlining and restructuring of the education system from 2-7-4-3 system (2 years pre primary, 7 years primary education, 4 years secondary education and 3 years university) to 8-4-4 system that is currently being offered in Kenya (Republic of Kenya, 1981).

In addition, Presidential Working Party on Education and Manpower Training for the Next Decade and beyond (1988) was set to review the whole education, philosophy, policies and objectives to ensure they are in tandem with the changing or emergent cultural, social, political and economic demands of the country. The 8-4-4 system for primary education and secondary education was vocational in orientation and practical in approach. The system was meant to develop skills for self-reliance, self-employment, undertake further education, training and employment (Republic of Kenya, 1988).

However, the concern was that 8-4-4 system, which had been implemented was experiencing challenges including, the primary and secondary education. The challenges were that; primary education, which formed the first cycle of education, was overcrowded in terms of the number of subjects being studied and examined in terms of time available. The challenges for secondary education, which formed the second cycle of education, were that; the subjects being examined were many; the time for coverage of the content and its depth was insufficient especially forms three and four, with minimum of 10 or 11 subjects. The Presidential Working Party had recommended the review of the education system to ensure adequate preparation and development of skills within time available (Republic of Kenya, 1988).

In 1999, the Commission of Inquiry into the 8-4-4 education system was mandated to inquire into the education system of Kenya. The Commission of Inquiry noted that although the 8-4-4 system of education introduced in 1985 was expected to encourage orientation towards acquisition of technical skills, this was not fully embraced and that there were challenges of providing quality education to increasing number of students. The Commission of Inquiry recommended provision of quality education to increasing number of students, utilizing the available resources efficiently, costing education in totality and establishing funding system, allocating funds strategically and using incentive system for quality improvement. In addition, Commission of Inquiry recommended an education system focusing on quality education where an individual will be proud of and capable of addressing the 21st century challenges. The education system, which was implemented in the piecemeal under 8-4-4 system of education, was known as, Totally Integrated Quality Education and Training (TIQET) (Republic of Kenya, 1999).

It is as a result of the foregoing that the 8-4-4 system has been criticized for failing to prepare learners to acquire necessary skills, knowledge and attitudes for self- reliance. It was further noted that the curriculum as currently designed do not facilitate accelerated learning and is inflexible in meeting diverse needs of learners, fails to provide linkages of talents to careers and further education and training and ignores competency based learning(Republic of Kenya, 2012). A summative evaluation by KICD in 2012, of both primary and secondary curriculum showed that the two levels where no longer achieving the national goals of education and national curriculum objectives. The summative evaluation report recommended that curriculum should not only focus on knowledge development but more on vocational and practical education, that values nurturing of talents and acquisition of critical life skills(Republic of Kenya, 2012).

The report by KICD 2013 showed that the young people lack desirable values, psychosocial competencies, appropriate attitudes and behavior to be nationalistic. The proposed Basic Education Curriculum Framework 2017, aims at providing every Kenyan and "every learner with a seamless, competency based high quality learning that values every learner". In addition, the new curriculum visualizes the society that enables

"every Kenyan to become an engaged, empowered and ethical citizen". It is premise on the mission that looks forward to, "nurturing every learner's potential" (Republic of Kenya, 2017).

Kenya has been keen to meet the global targets including the Education for All (2000), Millennium Development Goals (2000-2015) and the current Sustainable Development Goals (2015-2030). As part of realizing these goals, has embarked on reforming education and training sector. The education reform process started at the onset of the millennium in 2003, when Kenya through an education and training conference recommendations in 2003 set the momentum of education reform process, starting with basic education. After the conference, the major reforms and innovation included development of Sessional Paper No. 1 of Education, Training and Research in 2005, the implementation of Free Primary Education (2003) and Free Day Secondary Education (2008), Sessional Paper No. 14 of 2012 on the reforming Education and Training Sector, Adopting Child Friendly Schools initiative, mainstreaming of Early Childhood Development Education, implementing Nomadic Education Policy and development of the Basic Education Curriculum Framework (2017), whose piloting started in January, 2017 (Republic of Kenya, 2017).

The Kenyas Education sector has witnessed absolute expansion in enrolment and number of institution of institution in primary and secondary education. Enrolment in primary education has grown from 892, 000 pupils in 1963 to about 9.4m pupils in 2010 while in secondary education it has grown from 30,000 students in 1963 to 1.7m in 2010 (Republic of Kenya, 2016).

The introduction of the basic education curriculum framework in January 2017, with the proposed 2-6-6-3 structure, attracted a lot attention in education settings and created fear and enthusiasm among the education stakeholders, teachers and students. Currently, the proposed basic education curriculum framework is being piloted in 470 schools across the country; ten schools per county in Kenya, implying 470 schools in the whole country is trying out the feasibility of the new curriculum and it started in May, 2017. The piloting of the new curriculum targeted preprimary and lower primary school level (class one to three). In each county, five pre-primary and five lower primary schools from each of the 47 counties form part of the piloting. To ensure successful piloting of the new curriculum, a total of 1,888 teachers were trained in competence based education, value-based education, multiple intelligence to recognize differentiated learning styles, inquiry based learning, teamwork, and assessment and collaboration. During piloting, one school in each of the 47 counties was for students with special needs (Wanzala: Daily Nation 2017, May 27).

Table 1 shows the basic education schools in Nairobi County that were involved in piloting of the new curriculum in 2017.

Table 1: Pilot Schools for Basic Education Curriculum Framework in Nairobi County

No.	Nairobi Sub County	Category	Schools
Pre Primary Schools			
1.	Starehe	Urban Private	All Saints Cathedral
2.	Westlands	Urban Public	Statehouse ECDE
3.	Njiru	Rural Urban	Ruai Primary School
4.	Embakasi	Rural Private	Embakasi Presbyterian
Lower Primary Schools			
5.	Njiru	Rural Public	Kariobangi Primary School
6.	Dagoretti	Urban Public	Ndorarua Primary
7.	Makadara	Rural Private	Wanjao Kim
8.	Kibra	Urban Private	Chrisco Education Centre
9.	Westlands	Special Needs	Kilimani Integrated unit for VI
Foundation Level			
10.	Makadara	Special Needs	Nile Road Special School for MH

Table 1 shows that there were 10 schools involve in piloting in Nairobi County. The schools were categorized into urban private, urban public, rural urban, rural private and special needs. The schools involved are pre primary schools and lower primary schools.

The journey towards development of a relevant basic education curriculum in Kenya is in tandem with Ministry of Education, Sessional Paper No. 14 of 2012 that reiterates that its people should be provided with education and training that is inclusive, accessible, of quality and relevant (Republic of Kenya, 2012).

The new system provides opportunity for early identification and nurturing of talents in individuals learners, as well as creating career paths for learners depending on their abilities (Republic of Kenya, 2012). Ministry of Education Report (2017), reported that the new basic education framework adopts a competency based curriculum. The curriculum identified seven core competences, namely; communication and collaboration, critical thinking and problem solving, creativity and imagination, citizenship, digital literacy, learning to learn, and self-efficacy. The curriculum presents a wide range of opportunities for identification and

nurturing of learner's potentials and talents in preparation for life and the world of work including addressing global challenges as well. It is premised on making learning enjoyable (Republic of Kenya, 2017). The summary of the framework is illustrated in Table 2 and an elaborate matrix attached in *Annex I*.

Table 2: Summary of Kenya New Basic Education Curriculum

Level of Education	Grade	Age in Years	No. of Subjects
Early years Education			
• Pre Primary	1-2	4-5	5
• Lower Primary	1-3	6-8	9
Middle School			
• Upper Primary	4-6	9-11	**Core** 11 **Optional** 1
• Lower Secondary education	7-9	12-14	**Core** 12 **Optional** Visual arts, Performing arts, Home science, Computer science Foreign languages
Senior School			
• Upper Secondary education	10-12	15-17	**Level of specialization** will entail pursuing studies in three pathways; Arts & Sports Science; Social Sciences or Science and Technical Engineering and Mathematics(STEM)

Table 2 shows that the structure of new education system, that learners start pre primary school at age of 4-5 years and complete senior secondary school at the age of 17 years. As shown in Table 2, the level of education is divided into three tiers; early years education (preprimary and lower primary education); middle school (upper primary and lower secondary education); and senior school (upper secondary education). Table 2 further shows the grade and age and subjects expected of students to undertake.

The general objective for the early year's education learning requires that teachers understand and teach students to be able to: i. demonstrate basic literacy and numeracy skills for learning. ii. communicate appropriately using verbal and/or non-verbal modes in a variety of contexts. iii. demonstrate appropriate etiquette in social relationships. iv. apply creativity and critical thinking skills in problem solving. v. explore the immediate environment for learning and enjoyment. vi. practice hygiene, nutrition, sanitation, safety skills to promote health and wellbeing. vii. demonstrate the acquisition of emotional, physical, spiritual, aesthetic and moral development for balanced living. viii. demonstrate appreciation of the country's rich and diverse cultural heritage for harmonious co-existence. vix. apply digital literacy skills for learning and enjoyment(Republic of Kenya, 2017).

A major concern on the new basic education curriculum framework is whether the educators and teachers have been adequately prepared to embrace this new development. Despite the 'promise' of the new curriculum framework, all teachers in all schools, whether primary or secondary are yet to be trained in the orientation and objectives of the new curriculum framework. The new development has created both excitement and anxiety to teachers and key education stakeholders including educators, administrators and policy makers. When a new curriculum is established, it creates anxiety and excitement that quickly turns into fear and pressure for teachers', due to anticipated expectations (Hennings, 2010).

According to Koksal (2013) teachers often resist change and new innovations in the education settings. The reasons for resistance are that; when change is experienced, it requires a shift in normal operating procedures of 6 structural elements of an institution or a school; students, teachers, subjects, methods, places and time. Sometimes teachers reject or accept despite lack of freedom to choose. The innovation or change may bring complex way of undertaking (use of new equipment) and when high degree of failure may be feasible, may strongly be accepted or rejected. Teachers may be still be used to methods that was applied in the past.

Kober (2015) discusses barriers to new research based practices and adoption of instructional innovations in science and engineering education. The hindrances are; time for learning new strategies or innovations, concerns of ensuring students are taught important or relevant content, students concerns and reactions to unfamiliar method of teaching and evaluation and fear that the new strategies may not work.

In addition, Kirkland and Sutch, (2009) explained that teachers in particular and schools in general are resistant and often suspicious of change. When innovation is introduced, like in education barriers and resistance is evident in adoption of new practices. The barriers could be external or internal; external could include lack of access to resources, lack of training and time. The internal barriers could be teachers' lack of confidence, a

negative attitude towards change, like lack of perceived benefits to change, fear on their roles or expected pedagogies to be used and student expectations.

Teachers require support for curriculum implementation. Kirkland and Sutch, (2009) offers the following solutions to overcome resistance or barriers to change; first, senior management need to offer support through allocating time for planning and training; secondly, improving communication by creating awareness; thirdly, identify education risk areas, managing and offering advice; fourthly, clearly clarify each individual responsibilities and accountabilities; fifthly, undertake iterative change management to mitigate on any fears that may impede innovation like fear of failure.

The fears of new curriculum change cannot be gainsaid. Sahlberg (2009) argued that nations, states or schools review education curricula to meet anticipated improvement to learning. The reason is that where curriculum change is undertaken, it implies implementation and transmission of the intended curriculum into classroom practice. Sahlberg (2009) states the ways of ensuring success of curriculum change. These include; making sense of why a new curriculum is necessary in meeting social, political and economic development needs; understanding the change process;   capacity building;   developing cultures of learning ; developing cultures of evaluation; developing leadership for change; and utilizing the ideas that already exist in schools.

The primary education Net Enrolment Rates (NER) improved from 67.8% in 2000 to 95.9% in 2013. High NER denotes a higher degree of participation of official school age population and the capacity of the education system to enroll school age children. However achieving Universal Primary Education has been hampered by overstretched learning and physical facilities, inadequate number and inequitable distribution of teachers, social conflicts and perennial drought in some parts of the country (Republic of Kenya, 2013).

According to education report, developing education curriculum in an education system is considered important for transforming people's education, training and work. Curriculum influences the way education is conceptualized, organized, delivered and outcomes measured. Fundamental instruments for such education include flexible education pathways modern and dynamic curriculum, basic foundational and traversal skills and pedagogical approaches that utilize ICT are key (Republic of Kenya, 2015).

The Sessional Paper No. 14 of 2012 on Reforming the Education and Training Sector noted the stakeholder call for curricular reform. The new curricular was envision to promote early identification and nurturing of talents, enabling students to explore or pursue diverse career pathways. The policy emphasized the importance of delivery of quality education that outlines specific expected competencies to be taught and assessed at every level of learning (Republic of Kenya, 2012).

According to Republic of Kenya (2013), the role of education globally is changing and so are the roles of teachers. Teachers roles in the 21st century is to teach in classrooms that are multi cultural; integrate and make use of information and communication technology in their classroom practices; integrate in their classrooms students with special learning needs; operate within the education quality and accountability framework. Levin (2003) emphasized the importance of teacher quality and especially teacher development in improvement of student learning. Effective teachers know their content, and know how best their students learn and hence know how to support and determine students' learning needs.

Therefore the expectations set out for the new curriculum for the teachers is that; teachers will be developed and prepared to be a "highly knowledgeable, reflective, professional teachers that have additional enhanced skills and confidence in a range of modern pedagogical tools such as coaching, facilitating, and mentoring". Comprehensive programme for re-tooling all teachers to use modern instructional approaches and be innovative will be undertaken. According to Levin (2003), effective teacher preparation involves; a coherent curriculum that tightly intertwines theory and practice; fieldwork that is integrated with classwork, with support from the mentors; an extended clinical component, with a minimum of 30 weeks of student teaching; and an emphasis of learning theory and child development, with extensive training in the ability to address the diverse needs of students (Barbara Levin, 2003, in California Education Policy Seminar, 1998).

As the key curriculum implementer the teacher understands all expectations and stages of curriculum implementation to correctly interpret and fully implement it (Republic of Kenya, 2013). When teachers are equipped, they act as role models for learners and inspire them to their potential by providing innovative and differentiated learning experiences to face the challenges of twenty first century with confidence. It is hoped that the proposed basic education curriculum will equip the learners with skills, knowledge and attitudes that will enable them to develop holistically to become; confident, independent, co-operative and inspired learners (Republic of Kenya, 2017).

II. THE STATEMENT OF THE PROBLEM
Lack of relevant and saleable skills, desirable values, psychosocial competencies, high youth unemployment estimated at (67%) of whole population and shifting global trends in education and training for optimal development in human capital is among the sticky concerns and debatable issues in Kenya. The worrying trend is the world development report revealed that learners in Kenya suffer from extreme learning

gaps, and the leading international assessments in literacy and numeracy indicate that average students in poor countries are worse in performance when compared to than 95 percent of students in high income countries. Additionally, the report noted existence of breakdown in teaching and learning in many schools where teachers skip their lessons disadvantaging the learner and worsening the existing learning crisis (World Bank, 2017).

The government has developed basic education curriculum framework for all education levels to align to the requirements of the constitution of Kenya 2010. The problem is whether teachers as currently trained are ready to embraced new mode of curriculum delivery that requires a total shift in the current curriculum to adopting and pursuing essential curriculum pathways that ensures, development of talent, pursuance of individual intends and easy entry and re-entry at different levels (Republic of Kenya, 2015). The resistance or suspicion to change by teachers contribute to fears as well as excitement that transforming education create learning opportunities for the learners to pursue talent and career development.

As Fullan (2006) stated;

"If teachers are going to help students to develop the skills and competences of knowledge-creation, teachers need experience themselves in building professional knowledge" (Michael Fullan, 2006: p.4).

The study aimed at establishing teacher excitement and fears relating to new curriculum being piloted in Kenya.

III. THEORETICAL FRAMEWORK

According to Fullan (2006) embracing change in education is necessary in entrenching education reforms geared towards achieving results and improvement of education outcomes. Fullan reiterated that, "Change theory or change knowledge can be powerful in informing education reform strategies and, in turn, getting results" (Michael Fullan, 2006: p.3).

Change theory by Kurt Lewin 1951 guided the study. The theory states that when change arising from reforms, innovation or change in policy is embraced, those expected to take up the new changes often resists by developing fear and wanting to stick to the old ways or rather retaining the status quo. Kurt Lewin is the pioneer of change theory, who outlined three stages that must be followed if change has to be embraced by an organization and later being part and parcel of the system (Mitchell, 2013).

The three-stage theory is known as unfreeze, change and refreeze. The unfreeze stage is for examining the status quo and getting ready or increasing driving force for change. The change or moving stage is a stage of transition that involves taking action by involving people while refreeze is a stage where action is undertaken and change towards high-level group performance. The changes could be permanent, new ways of doing things established while rewarding of the desired outcomes entrenched (Connelly, 2017).

IV. RESEARCH PURPOSE AND OBJECTIVES

The purpose of the study was to investigate teachers' excitement and fears on the proposed curriculum framework for primary and secondary schools in Kenya focusing on Nairobi County. The main objectives of the study were to;

1. Establish the prospects and anticipated challenges on the proposed new basic education curriculum in public primary and secondary schools in Nairobi County.
2. Highlight sources for teachers being opportunistic towards the proposed new basic education curriculum in public primary and secondary schools in Nairobi County.
3. Establish the teacher anticipated fears and excitement of the proposed new basic education curriculum in public primary and secondary schools in Nairobi County;
4. Recommend the way forward on the proposed new basic education curriculum in public primary and secondary schools in Nairobi County.

V. RESEARCH METHODOLOGY

This section presents the research methodology of the study. The study used qualitative and quantitative approaches to research, collect and triangulate data. The study population consisted of 95 public secondary schools and 205 public primary schools. Nairobi County has 17 constituencies. The study targeted 51 public secondary schools and 51 public primary schools. Purposive sampling was use to select at least 3 public secondary schools and 3 public primary school in in each constituency. The reason for the choice is the uniqueness of the schools. The study used open and closed-ended questionnaires, focus group discussions and interview schedules as instruments for collecting both quantitative and qualitative data, which was analysed and interpreted.

The instruments were designed to be in line with the objectives of the study. Focus group discussion was administered to KICD officers and KNEC officer. The items contain questions that aimed at eliciting responses that touch on the prospects and perceived challenges of proposed new basic education curriculum in Kenya; sources of teachers being opportunistic on the proposed new basic education curriculum in Kenya, and teachers' excitement and fears on the new basic education curriculum framework and way forward on ensuring effective implementation of new curriculum in both primary and secondary schools. For the principals, head teachers and teachers of public secondary and primary schools, the items in the questionnaire aimed at eliciting information on the prospects and perceived challenges of proposed new basic education curriculum in Kenya; sources of teachers being opportunistic on proposed new basic education curriculum in Kenya, and their fears and excitement on the of new basic education curriculum framework. 17 public secondary and 17 public primary school teachers were interviewed on their expectation and perceived fears on the new curriculum.

Research shows that data collected using quantitative techniques yield accurate and objective information and can be replicated while qualitative data, though subjective enriches the research data thus enhancing their credibility (Creswell, 2013). On the other hand, focus group discussions provide valuable and detailed information used to clarify data collected by use of questionnaires. The validity and credibility of results is often increase by use of variety of research methods.

The target population was 433 and the target population sample was drawn from population of the education officials at Kenya Institute of Curriculum Development (KICD), Kenya National Examination Council (KNEC), Principals, Head teachers and teachers of public secondary and primary schools in Nairobi County. The study targeted 51 public secondary schools and 51 public primary schools, 1 County Director of Education, 1 KICD director, 30 curriculum development officers, 1 examination officer, 51 Principals of public secondary schools, 51 head teachers of public primary schools, 153 public secondary schools teachers and 153 public primary schools teachers in Nairobi County. 3 public secondary school teachers and 3 public primary school teachers participated per school in the study. The curriculum development officers were considered part of the study because they are mandated to develop and review curriculum in Kenya. The examination officer participated in the study because KNEC are involved in ensuring relevant learning and assessment objectives are incorporated in the curriculum. Principals and head teachers supervise and ensure implementation of the curriculum in public secondary school. Teachers interpret the basic education learning objectives and plan for teaching of students in the secondary or primary school.

VI. RESULTS AND DISCUSSION

The section presents the summary of the research findings and discussion. The findings is presented as per the objectives of the study set out at the beginning of the study. The results of the study indicated that the respondents who participated in the study were 420 and involved Principals (51), head teachers (51), public secondary school teachers (140), public primary school teachers (145), examination officer (1), County Director of Education (CDE) representative (1), KICD Director representative (1), and Curriculum Developers (30). The respondents who participated in the study consisted of 227(54%) male and 193(46%) female. Table 2 shows the study response rate.

6.1 Response Rate
The response rate of the respondents is summarized in Table 3.

Table 3: Response Rate

Respondents	No. of Respondents	Instruments Returned	%
Principals (secondary school)	51	51	100
Head teachers (primary school)	51	51	100
Secondary school teachers	153	140	91.5
Primary school teachers	153	145	94.7
KICD Director	1	1	-
Curriculum Developers	30	30	100
Examination Officer	1	1	-
CDE	1	1	-
Total	**433**	**420**	

Table 3 shows that the response rate from the respondents were high. The response rate was 100% for the Principals, 100% for the head teachers and curriculum developers; 91.5% for secondary school teachers and 94.7% for primary school teachers.The response rate shown in Table 3 indicates the reliability of respondents

responses. Through the literature synthesis, Sivo, Saundes, Chang and Jiang (2006) noted that a response rate of 70% is very good.

6.2 Objective 1: Prospects and perceived challenges on the proposed New Basic Education Curriculum
Objective one, sought to establish the prospects and perceived challenges of the proposed new basic education curriculum in public primary and secondary schools in Nairobi County. To answer the questions, the researcher looked at the prospects and perceived challenges on the new curriculum.

a)   Qualitative Analysis of the Prospects of the New Basic Education Curriculum in realizing the Learners' potential
The study sought to establish the prospects of the new basic education curriculum in realizing the learner's potential. The respondents who were the teachers and curriculum developers participated in the study. Teacher respondents revealed that the new curriculum will actualize the curriculum reform and is a departure from the existing curriculum, in that it endeavours to address the global, national and local challenges. The new curriculum is geared toward transforming education to be globally competitive and focusing on acquisition of twenty first century skills.

Teacher respondents revealed that in the new curriculum, education and the learner is the focus, not the school, and the system. Teacher respondents indicated that the new curriculum aims at making all learners relevant by tapping on individual varied interests, abilities and equipping them with desirable values. Therefore, teacher respondents anticipated that the new curriculum would be responsive to the needs of all the learners. Teacher respondents further revealed that learning will be flexible for the students to explore their learning abilities and hence allowing teacher flexibility in designing of learning opportunities. Teacher respondents further revealed that the new curriculum will develop the learners to be holistic individuals emotionally, physically and intellectually.

In addition, teacher respondents indicated that the new curriculum is competency based focusing more on acquisition of competencies and appropriate acquisition and application of knowledge. The new curriculum anticipates that there will be meaningful connections within and among subjects, which will continue to be taught. The new curriculum will reduce overburdening teachers in marking of homework for individual students because emphasis is on group work and continuous assessment of the learners. In addition, teacher respondents revealed that the method of assessment deviates from the traditional summative assessment to providing a range of assessment to the learners focusing on cross-curricular competencies. The new curriculum also encourages interdisciplinary learning and identifies three pillars basic education provision must strive to fulfill or achieve; values, theoretical approaches and guiding principles.

The KICD director representative was asked through the interview to highlight the prospects of the new basic education curriculum. The respondent gave qualitative responses and revealed that the new curriculum lay emphasis to science, technology, engineering and mathematics. The respondent further revealed that the new curriculum is an educational innovation as it provides learning pathways that are dependent on the aspirations that, all learners can be successful in life. It is anticipated that the learners will join secondary school and fit in the learning pathway that suits their learning strength regardless of whether they passed in primary school or not. The respondent further indicated that the new curriculum focuses on students' 'learning to learn' enabling them gain substantial skills. The respondent gave the illustration on the distribution of learning pathways as shown in Table 4.

Table 4: Distribution of Learning Pathways

	Pathway	Track	Percentage of the learner in the pathway	Track Percentage
1.	Arts and Sports Science Pathway	Sports Science Visual Arts Performing Arts	15%	5% 5% 5%
2.	Social Sciences	Languages Humanities Business Studies	25%	8% 8% 8%
3.	Stem Pathway	Pure Science Applied sciences Engineering Career and Technology Studies	60%	8% 12% 15% 25%

As shown in Table 4, the proposed new basic education curriculum provide for education pathways that will form the core of the senior school in Kenya. The pathways will be based on learners' aspiration. The KICD respondent revealed that the education pathways would help to mitigate on the increased student drop outs at both primary and secondary levels of education. This agrees with Economic Survey finding (Republic of Kenya, 2014) that indicated that about 50% of students from standard six to form one often drop out of school.

The finding also agrees with the Education Act 2013 section 54 (b) which state that all children in Kenya who have undertaken a full subject of primary shall be eligible for admission to a secondary school whether they scored highly or not.

The findings further agree with Carless (2005) who argues that the new curriculum offers opportunities for teachers to be coaches and facilitators of students learning. However, he noted that deep educational changes remain challenging and resistant to transformation.

b)   Descriptive Analysis on the perceived Challenges of the proposed new Basic Education Curriculum Framework

The respondents who were the Principals and Head teachers responded to the questionnaires and the descriptive data from the findings on the perceived challenges on the new curriculum are summarized in Table 5.

Table 5: Principals and Head teachers rating on the Challenges of the proposed new Basic Education curriculum Framework

Statement	Principals Secondary School (N=51)					Head Teachers Primary school (N=51)				
	F (%)	F (%)	F (%)	F (%)	F (%)	F (%)	F (%)	F (%)	F (%)	F(%)
	SD	D	N	A	SA	SD	D	N	A	SA
More focus on future productivity of the learners	5 (10)	5 (10)	5 (10)	5 (10)	31 (60)	10 (20)				41 (80)
Emphasis on practical skills and subjects increases opportunity costs	5 (10)	5 (10)		15 (30)	26 (50)		10 (20)		10 (20)	31 (60)
Teachers have not been effectively oriented to teach the new education curriculum	5 (10)	5 (10)			41 (80)		10 (20)		10 (20)	31 (60)
No proper consultation done on the learners benefit on the proposed curriculum pathways		5 (10)	5 (10)	10 (20)	31 (60)			20 (40)		31 (60)
Not effectively subjected to public participation		5 (10)	5 (10)	5 (10)	36 (70)				20 (40)	31 (60)

Table 5 shows that a majority 70%, of Principals, and 80% of head teachers revealed that the new proposed curriculum faces the challenge of focusing on the future learner productivity. The findings show 80% of Principals and 80% of head teachers that the emphasis on practical skills and practical subjects increases opportunity costs. The findings shows 80% of Principals, and 80% of head teachers indicated that teachers have not been effectively oriented to teach the new curriculum. The findings revealed a majority of the principals 80% and 60% of the head teachers indicated that no proper consultation done on learners benefit on the proposed new curriculum pathways. From Table 5, it is clear that a majority of the principals 80% and 100% revealed that the challenge will be that of subjecting the proposed curriculum framework to public participation. The findings have shown that the practical subjects require learning materials increasing opportunity costs like need for relevant textbooks and other learning materials.

The qualitative analysis of County Director of Education interview response on the challenges that are likely to be experienced with the new basic education curriculum in Kenya, indicated that the learners were not getting twenty first century skills and hence the challenge of realizing this aspiration, learners were not maximizing their abilities and there was information overload. This has remained key point of concern, because learners are currently exposed to enormous information. It was further noted that teachers interpretation of curriculum may become a challenge

The Director of the KICD representative and curriculum developers were asked to outline the challenges of the new basic education curriculum in Kenya. The qualitative analysis of the findings revealed that the challenges that the new basic curriculum is likely to experience is that of orienting the teaching skills to be in tandem with the new requirements of teaching especially assessments; adopting blended teaching and learning; tailoring learning to realize continuous assessments; setting realistic and appropriate and shared goals

for learners; and preparing the learners to meet labour market needs, given the dynamic nature of the society. Yet the expected full roll out of the new curriculum is January, 2018 targeting early years education.

The findings have shown that there are likely challenges with the new basic education curriculum in Kenya. As results indicate, some of the challenges are that the new curriculum is too ambitious and futuristic, does not consider cost effectiveness in implementation, mode assessment not clearly elaborated. In addition, the findings shows that public participation was not adequately done, teachers have not adequately prepared to teach the new curriculum and the curriculum pathways have not been properly explained. The findings agrees with the curriculum policy (Republic of Kenya, 2015) that documented that the critical challenge for education policy makers is to prepare learners for the twenty first century without limiting their abilities to succeed in the society.

6.3   Objective 2: Sources of Teachers being Opportunistic on the New Basic Education Curriculum Framework

Objective two of the study sought to establish the sources of teachers being opportunistic about the new basic education curriculum framework in Kenya. The respondents of the study were the Principals, head teachers, teachers, Director KICD representative, curriculum developers, examination officer and County Director of education. The study used questionnaires, focus group discussions and interview schedules to answer research questions set out at the beginning of the study.

a)   Descriptive Analysis on the sources of Teachers being opportunistic about the new Basic Education Curriculum Framework in Kenya

The Principals, head teachers and teachers of both public secondary and primary schools were asked to rate the sources of teachers being opportunistic about the new basic education curriculum framework in Kenya. Table 6 summarizes the findings of the study.

Table 6: The sources of Teachers being opportunistic about the new Basic Education Curriculum Framework in Kenya

Statement	Principals Secondary School		Head Teachers Primary school		Teachers Secondary School		Teachers Primary school	
	Yes F(%)	No F(%)	Yes F(%)	No F(%)	Yes F(%)	No F(%)	Yes F(%)	No F(%)
The sources of teachers being opportunistic about the proposed education curriculum framework	6 (12)	45 (88)	20 (40)	31 (60)	50 (36)	90 (64)	29 (20)	116 (80)
Total	**51 (100)**		**51 (100)**		**140 (100)**		**145 (100)**	

The results show that teachers are highly opportunistic about the new Basic Education Curriculum Framework being piloted in Kenya. Table 6 shows that majority of the respondents that teachers were highly opportunistic about the new Basic Education Curriculum Framework. The results indicated that 88% of Principals, 60% of head teachers, 64% of secondary school teachers and 80% of the primary school teachers indicated that teachers were highly opportunistic about the new Basic Education Curriculum Framework being piloted in Kenya.

The teachers were asked to highlight the method of instruction appropriate to the new curriculum. The respondents highlighted that hybrid teaching that takes into account students' learning needs were the most preferred and included; socio-constructivist learning, peer-to-peer instruction, face-to-face instruction, socio-digital participation.

b)   Descriptive Analysis on Sources of Teachers being Opportunistic

Teachers were asked to rate the sources of teachers being opportunistic in the proposed new curriculum. The findings are summarized in Table 7.

Table 7: Sources of Teachers being Opportunistic on the Proposed New Education Curriculum

Statement	Teachers Secondary School (N=140)					Teachers Primary school (N=145)				
	SD F(%)	D F(%)	N F(%)	A F(%)	SA F(%)	SD F(%)	D F(%)	N F(%)	A F(%)	SA F(%)
Professional learning leads to highly effective teaching	21 (15)	28 (20)		35 (25)	56 (40)	22 (15)	36 (25)		29 (20)	58 (40)
Emphasis on innovative practices of knowledge creation (pedagogical innovation)	14 (10)	21 (15)		56 (40)	49 (35)	16 (11)		16 (11)	64 (44)	49 (34)
Type of leadership provided by the school determines teachers' readiness for curriculum implementation.	31 (22)	14 (10)		48 (34)	48 (34)	17 (12)	22 (15)		51 (35)	55 (38)
Student intelligence enhances achievement of the learners due to several curriculum pathways.	7 (5)	21 (15)		49 (35)	63 (45)	17 (12)	15 (10)		58 (40)	55 (38)
Teachers are aware of societal expectations on learners relating to economic opportunities and civic participation	7 (5)		14 (10)	63 (45)	56 (40)	29 (20)	7 (5)		58 (40)	51 (35)
Availability of educational resources enhances access to knowledge for teachers and students	4 (3)	21 (15)		59 (42)	56 (40)	17 (12)		13 (9)	62 (43)	52 (36)

Table 7 shows that a majority 65%, of secondary school teachers, and 60% of primary school teachers revealed that professional learning leads to highly effective teaching. The findings show a majority 75%, of secondary school teachers, and 78% of primary school teachers reveal that the new education curriculum focuses on innovative practices of knowledge creation (pedagogical innovation). The study found out that 68%, of secondary school teachers, and 73% of primary school teachers reveal that the type of leadership provided by the school will determine teachers' readiness for curriculum implementation. The findings further revealed that a majority of the secondary school teachers 80% and 78% of the primary school teachers indicated that student intelligence would enhance achievement of the learners due to several curriculum pathways offered by the new curriculum. In addition, Table 7 shows a majority of the secondary school teachers 85% and 75% of primary school teachers revealed that teachers are aware of societal expectations on learners relating to increase economic opportunities and civic participation. Further, Table 7 shows a majority of the of the secondary school teachers 82% and 79% of primary school teachers revealed that availability of educational resources will enhance access to knowledge to teachers and students.

The findings has shown that the new basic education curriculum framework presents an opportunity for teachers to; first, engage in professional learning, secondly, to source for educational resources to meet the relevant learning areas and thirdly, to improve students' learning outcomes. Supporting students to actively engage in deeper learning enhances path towards increased economic opportunity and participation in societal affairs. The student's intelligence will serve to endear teachers to prepare their lessons in a way that enhances students' achievement and success. Additionally, the leadership provided by the school to implement the new curriculum will support teachers in their quest for imparting relevant knowledge, skills and attitudes for students. This will be possible in Knowledge Building Environment (KBE) where Socio-Digital Participation is enhanced. The new basic education curriculum framework therefore presents an opportunity for teachers to plan and use instruction strategies for the benefit of the learner. It is this opportunity that teachers will take advantage of to improve teaching skills by pursuing professional learning.

The findings agrees with the findings of European Parliament (2015) that stated that there is need for teachers to focus on pedagogical innovation and stimulate innovation in the classroom by taking advantage of the social media, data driven learning and assessment and open educational resources. In addition, teachers should nurture student knowledge creation by developing knowledge building environments (KBE) to enhance students Socio-Digital Participation (SDP). The findings agree with Guskey and Kise (2014) who argues that

teachers should take advantage of innovations and opportunities to undertake professional learning, obtain desirable knowledge and skills that can lead to highly effective teaching and propel students' learning.

6.4   Objective 3: Teachers Perception on Fears and Anxieties regarding the Implementation of the New Basic Education Curriculum Framework
The objective three of the study sought to establish the fears and anxieties that teachers are likely to experience with the implementation of the new basic education curriculum framework. The respondents who were the teachers gave their qualitative responses.

a)   Qualitative Analysis on Teacher responses on the Structure of the New Education System
To answer the research question, teacher respondents were asked to state the structure of the new system, their expectation, their fears and anxiety. All the teachers who participated in the study were interviewed and qualitative analysis indicated that the structure of the new system is 2-6-6-3. They stated that the new system envisions having early year's education with 2 years pre-primary, 3 years lower primary, 3 years upper primary and 3 years junior secondary school forming the middle school. The senior secondary school takes 3 years and university 3 years. They stated that the new basic education curriculum framework is an initiative and a bold move whose effect is expected to be far reaching.

As shown in the study findings, the rapid changes in the world have necessitated demands from our education system. The undesirability of knowledge and rapidly changing needs of the society often necessitates the curriculum revision. As such, teachers remain critical actors in curriculum change. Teachers have the responsibility of ensuring the implementation of curriculum meets curriculum objectives and contents as set out in the curriculum framework.

b)   Qualitative Analysis on Teacher Expectations on the new basic education curriculum
The teacher respondents were asked to highlight their expectation of the new basic education curriculum framework. Through the interviews, teacher respondents noted that the curriculum will influence the development of education at all levels in Kenya. They noted that the roll out of the curriculum will trigger the need for teacher development, highly reflective teachers with enhanced teaching skills to take on coaching, facilitating and mentoring, and prepare the learners to acquire requisite skills-problem solving, digital literacy, critical thinking skills, creativity, analytic thinking, collaboration, communication, ethics, values and accountability. The skills are anticipated that it will enable students to navigate and succeed in facing challenges in the complex and rapidly changing world. The respondents further stated that education will enhance more global awareness and internet security; reduction of student wastage as students are prepared for their entry level careers; re-categorization of schools; continuous assessment will matter in students' learning and performance; and reduction in education costs. Some respondents opined that the roll out of the curriculum was hurriedly rolled out.

As shown from the study findings, when a new curricular is roll out as envisaged in curriculum reform, it follows that piloting is undertaken to address any shortcomings if any. Teachers are expected to be ready to change and fit into the new teaching roles, which initially may be very demanding for them. In addition, the acceptability and success of the new curriculum will highly depend on the measures undertaken to ensure those implementing are fully prepared to fully understand and be ready to fully support the actual implementation and mitigate on their anticipated fears and anxieties that arises thereof.

The findings agree with Kenya's new curriculum framework which has outlined the core competencies that are aimed at preparing the twenty first century learner. The core competencies to be achieved by every learner are; communication and collaboration, self-efficacy, critical thinking and problem solving, creativity and imagination, citizenship, digital literacy and learning to learn (Republic of Kenya, 2017).

c)   Qualitative Responses on Teacher Excitement and Fears on the New Basic Education Curriculum Framework
The qualitative analysis of findings show that, both the secondary and primary schoolteachers' responses indicated teacher fears and excitement regarding new basic education curriculum framework.
i.   Qualitative Responses on Teacher Excitement on the New Basic Education Curriculum Framework
The qualitative analysis of interview responses from teachers indicated that teachers are exited and receptive of the new curriculum. Teachers revealed that; the curriculum will enable teachers to be more open, reflect and examine their teaching roles seriously, plan engaging learning activities for the students, enable teacher trainers to strategize on ways of enhancing teaching skills for teachers; some teachers felt that the new curriculum seems to be too shallow for learners hence able to learn with ease; enable students to acquire the twenty first century skills and global competence skills; great opportunity for teachers to cope with expanded technology and its integration into education; and through administering continuous assessments, students will learn at their own pace.

From the study findings, teachers are call upon to prepare and get attune or adjust themselves to the new teaching environment that is currently technology driven, and be ready to engage students who are exposed to technology, while redesigning learning environment that support learners centered learning.

ii.   Qualitative Responses on Teacher Fears on the New Basic Education Curriculum Framework
Through the interview of teachers, the respondents revealed their fears and excitement on the new basic education curriculum framework. The respondents who were the secondary and primary school teachers revealed that they were scared, panic on not knowing what to expect(anxiety on the unknown) and restless when they heard of the new changes on the curriculum. The fear of being able to adapt to curriculum change and break the existing routines, fear on the level teacher and student readiness, fear of failure to succeed or lack of capacity to handle new changes in the curriculum and understanding new learning areas; fear of losing their jobs in future (job threat), because the new curriculum has diverse learning pathways; insufficient time for creating public awareness and scheduling of various learning activities; lack of adequate facilities and equipment as required by the new basic education curriculum framework; and fear that Principals or head teachers may not effectively orientate teachers on the new teaching roles, appreciating and accepting the new changes in the curriculum, including the anticipated workload.

The findings from the qualitative analysis shows that the fear is one of the main reasons for resisting change in a given institution. The fear of the new curriculum imply that the role of teachers have to be redefine in teaching and learning process to enable students to responsibly take on learning assignment in more engaging, self-sustaining and autonomous way. The new curriculum deviates in approach from the existing curriculum in terms of structure implying the current teaching paradigm has to shift to teaching that emphasis on skills.

The study findings have revealed that teachers have fears on the new basic education curriculum framework. This implies that there is need for creating more public awareness and orientation for teachers to participate effectively and embrace the new curricular change. Through qualitative study, the KICD Director representative and examination officer shared their perceptions on the fears and anxiety on the implementation of the new basic education curriculum framework. They noted that any change is always anticipated with fear. The fear of the unknown, the fear of the new curriculum framework, requirements pertaining to teaching and assessment methods and preparing learning to meet the new education standards. The respondents noted that teachers are very critical and contribute significantly to curriculum implementation and determine whether they successfully implemented or not.

From the study findings, teachers are better placed to implement curriculum change and the need to adequately orientated teachers to understand the new requirements of the basic education curriculum framework. The curriculum change can be passed to the learners through teaching. Therefore, the need to understand the new requirements and teaching students on the new curriculum expectations sometimes creates fears and anxieties among the teachers. This may threaten the successful implementation unless certain teaching and logistical conditions are met.

The qualitative analysis from the Director KICD representative and curriculum developers revealed that the framework adopts a Competency Based Curriculum with identified seven core competences. The competencies are namely; communication and collaboration, critical thinking and problem solving, creativity and imagination, citizenship, digital literacy, learning to learn, and self-efficacy. These skills should be inculcated to children to grow responsibly and as holistic individuals. The County Director of Education stated that the new Competency Based Curriculum offers promising opportunities to the learners in that the skills the learners will acquire is relevant to meeting current national development challenges. It was noted that there is need for regular dialogue among teachers across different subjects and grade levels to understand and cope with the new requirements.

The findings concur with Jones & Duckett (2006) who argues that change is necessary in a learning programme. The strategies for tapping on the learning opportunities and embracing change is providing leadership to drive change, prioritising curriculum change, providing support and resources, ensuring learners benefit from the curriculum change, ensuring teams involve participate in the change process, addressing negative change perceptions while working with partners to have a shared approach for effecting successful change.

6.5   Objective 4: Qualitative responses on the Way forward towards effective implementation of the New Basic Education Curriculum
The study sought to establish the way forward in the implementation of the new basic education curriculum in Kenya. The qualitative responses from the teachers and the KICD official indicated that there is no turning back but to fully implement the new curriculum for the benefit of the learners.

First, teachers felt that there is need to strengthen dialogue among the education policymakers, teachers, education managers, administrators and students to address any teething challenges that will be

encountered with the implementation of the new curriculum. Secondly, it is imperative that the learners learning environment should be structured to accommodate the prevailing trends in education and learners needs. Thirdly, nurture every student potential by prioritizing professional development of teachers equipped with pedagogical tools for the benefit of the learners. Fourthly, KICD revealed that they would conduct training and capacity building of 165, 000 teachers by collaborating with likeminded education and training institutions. Fifthly, need to employ teachers in required specialized trade areas. Schools should mount public awareness programmes for teachers and students to be prepare teachers and students to develop interests on the new learning areas in the new curriculum.

VII.   CONCLUSION AND RECOMMENDATIONS

The major finding is that teachers are apprehensive and excited about the new basic education curriculum framework being piloted in selected primary schools in Kenya, since most of the teachers do not know what to expect on the future of schooling. The finding indicated that little public participation involving stakeholders has been done to popularise the new basic education curriculum. The new basic education curriculum framework deviates from the existing curriculum in terms of structure. The study further concludes that the current teaching paradigm will have to shift to teaching that give emphasis to knowledge creation and skill acquisition. The new curriculum therefore presents an opportunity for teachers to pursue professional learning and use innovative instruction strategies to improve learners' outcomes. The fear of failure to succeed and lack of capacity to handle the new teaching roles shows lack of teacher preparedness to embrace the new curriculum change. In addition, limited teaching-learning facilities and attitude change of the teachers, to embrace the new methods of teaching, remains a challenge. The study showed that the anticipated roll out of the curriculum has been hurried and unless measures are put in place there is a likelihood that the anticipated outcomes may not be realized. In addition, the current 8-4-4 system of education has been implemented for 3 decades hence education reforms were timely to address dynamic changes that have taken place since 1985. Teachers are also excited that the basic education curriculum will give them opportunities to reflect on their new teaching roles and learners will acquire skills in areas they are best suited in. The study further concludes that the new curriculum should be subjected to public participation where stakeholders submit their inputs to better improve the curriculum before full or extensive roll out.

Teachers remain central in ensuring successful implementation of the new basic education curriculum framework. The study recommends that government, need to review and modernize the teacher training curriculum by developing teacher education curriculum framework to assist in realizing high education standards that are competitive, credible and globally accepted; public schools should provide leadership to their teachers and learners to embrace the new and expected change, sensitized parents, community members and stakeholders on the expected economic burden; and KICD should undertake adequate public participation by involving prospective industry employers; implement the curriculum on a small scale involving selected schools to ensure its effectiveness, usefulness and make necessary changes; and re-educate or retool teachers to fit into the new teaching roles and improve teacher competence in the new skills and learning areas.
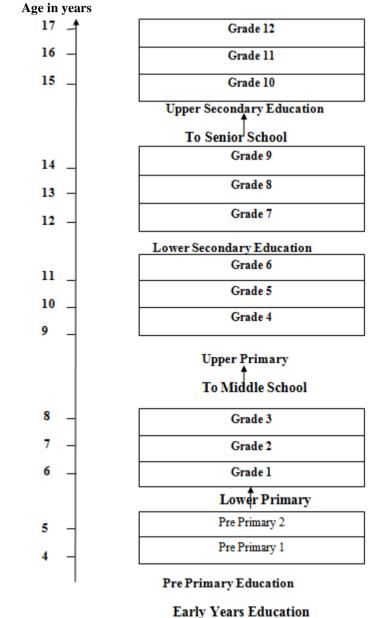
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ANNEX I
Annex 1: Kenya New Basic Education Curriculum (2-6-6-3) Framework

MATRIX SHOWING BASIC EDUCATION CURRICULUM (2-6-6-3) FRAMEWORK

S/No	EDUCATION LEVEL	STAGES	SUBJECTS
1.	**Early Years Education**	Pre Primary Education (2years)	For all learners age **4 and 5 years** expected to begin their education. **Subjects:** Language Activities; Mathematics Activities; Environmental Activities; Psychomotor and Creative Activities; Religious Activities
2.		Lower Primary Education (3 years)	For all learners age **6 to 8 years** expected from pre primary education. **Subjects:** Literacy, Kiswahili Language Activities/ Kenya sign language for learners who are deaf; English Language Activities, indigenous Language Activities, Mathematics Activities; Environmental Activities; Hygiene and Nutrition Activities, Religious Education Activities, Movement and Creative Activities.
3.	**Middle School**	Upper Primary (3 years)	Meant for all learners age **9 to 11 years** expected from lower primary education. **Subjects:** English, Kiswahili or Kenya Sign Language, Homescience, Agriculture, Science and Technology, Mathematics, Religious Education (CRE/IRE/HRE), Creative Arts, Physical and Health Education, Social Studies. Optional: Foreign Languages (Arabic, French, German, Mandarin). ICT will be cross cutting in all subjects and contemporary and pertinent issues and life skills will be mainstreamed in all subjects. In addition, a pastoral program of instruction will be done once in a week.
4.		Lower Secondary (3 years)	Meant for all graduates age **12 to 14 years** expected from upper primary education. The graduates of upper primary will join lower secondary at Grade 7 shown. The learner at this grade will be exposed to a broad based curriculum that will enable them explore their learning abilities, will undergo rigorous guidance programme and undertake related subjects that enables them to make informed choices for transition to senior school. **Subjects:** Learners will be exposed to the following 12 core subjects; English, Kiswahili or Kenya Sign Language, Mathematics, Integrated Science, Health Education, Pre Technical and Pre-Career Education, Religious Education and Social studies, Business studies, Agriculture, Life Skills Education, Sports and Physical Education. ICT will be crosscutting in all subjects. **Optional Subjects:** Visual arts, performing arts, Home science, Computer science, Foreign languages, German, French, Mandarin, Arabic, Kenyan Sign Language and Indigenous Languages.
5.	**Senior School**	Upper Secondary (3 years)	Target learners of **15 to 17 years** who have graduated from the lower secondary education. It lays foundation for further education and training. The learners joining this level must have successfully completed lower secondary education. There will be specialization that will entail pursuing studies in three pathways. Arts and Sports Science, Social Sciences or Science Technical Engineering and Mathematics (STEM) pathway. Learners will have opportunity to pursue a field of their choice. The pathway will form a foundation for further education and training

Source; (Kenya Basic Education Curriculum Framework. Kenya Institute of Curriculum Development: Republic of Kenya, 2017)