

**THE DIMENSIONS OF FACTORS ON COMPETENCY-BASED CURRICULUM
IMPLEMENTATION IN JUNIOR SECONDARY SCHOOLS IN CHESUMEI SUB-
COUNTY, NANDI COUNTY, KENYA.**

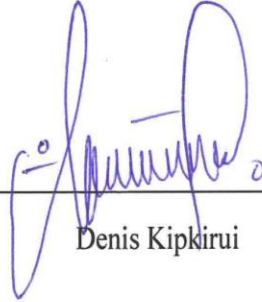
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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF MASTER OF EDUCATION IN
CURRICULUM STUDIES DEGREE IN EDUCATION MANAGEMENT AND
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DECLARATION

This research project is my original work and has not been presented for award of a degree
in any other university.



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This project report will be submitted for conferment of the degree with my approval as the
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DEDICATION

I dedicate this work to my parents, Wesley Kemboi and Viola Kemboi, my siblings Daisy Jepng'etich, Dickson Kibiwott, Doreen Jepleting' and more sincerely my wife Asnath Mwaniki.



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ABBREVIATIONS/ACRONYMS

CBC- Competency Based Curriculum

CBET- Competency-based Education and Training

CBT- Competency Based Training

CBTE- Competency-based Teacher Education

CLS- Chinese Lesson Study

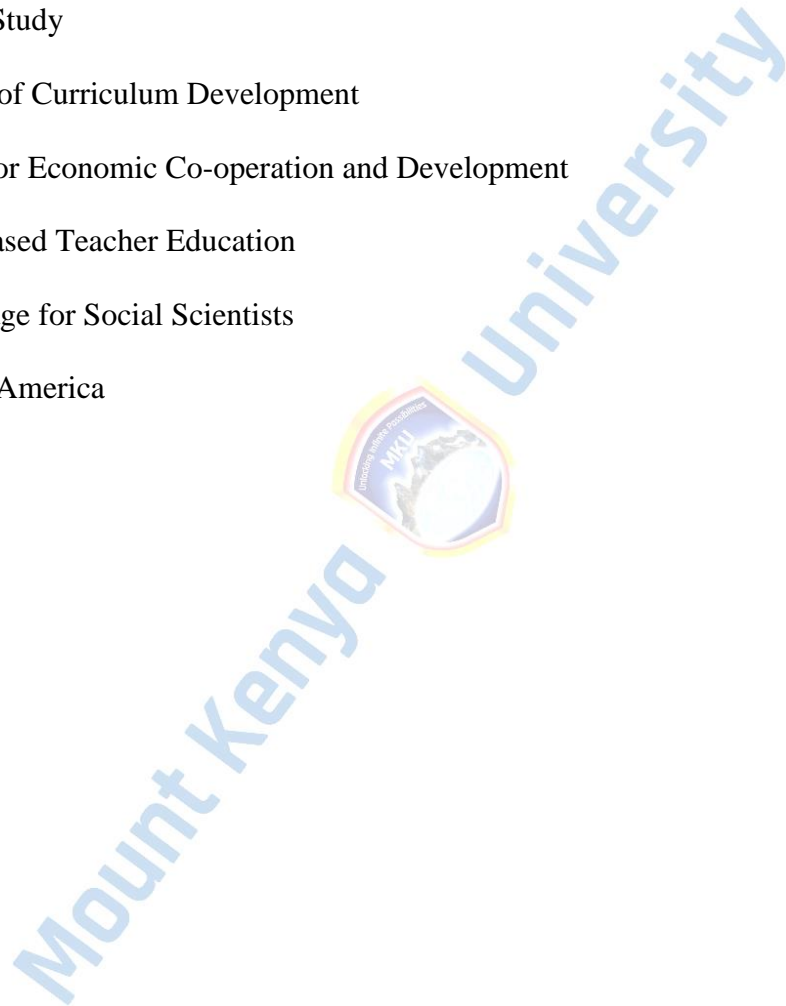
KICD-Kenya Institute of Curriculum Development

OECD- Organisation for Economic Co-operation and Development

PBTE- Performance-based Teacher Education

SPSS- Statistical Package for Social Scientists

USA- United States of America



ABSTRACT

Competency Based curriculum has been implemented in Kenya for the last eight years though yet to achieve its intended goals. There are factors that affect either directly or indirectly its implementation. Thus the purpose of this study was to determine the effect of factors on the implementation of CBC in Chesumei Sub-county, Kenya. The objectives were to determine the effects of available infrastructure on the implementation of the competency based curriculum, to examine how instructional materials, skills and knowledge affect the implementation of the competency based, to evaluate the role of change and clarity of curriculum reviews in the implementation of the competency based curriculum and to assess the effects of government policy on the implementation of the competency based curriculum in Chesumei Sub-county, Nandi county Kenya. The study was guided by pragmatic, constructivism and social cognitive theories. The study adopted a descriptive survey design. Target population was 114 head/deputy head teachers and 228 teachers from Junior secondary schools in Chesumei Sub-county from the 114 Junior secondary schools. Stratified random sampling was conducted to ascertain the sample size of 34 schools which is 30% of the total population of 114 schools. Piloting of the instrument was conducted among 10% of the sample size making it in 4 JSS schools. The data collection instruments were a questionnaire and an interview guide. The researcher used SPSS to ascertain the questionnaire reliability which returned at $r=0.895$ which was highly acceptable. Data collected was analyzed using SPSS version 20 and was presented in tables. Qualitative data was analyzed thematically along the research objectives and presented in narrative forms whereas the quantitative data was analyzed descriptively and inferentially. The findings showed a positive correlation using person correlation test. All the variables were significant at $p<0.05$ showing significance between the dependent and independent variables. The study revealed significant dissatisfaction among junior secondary teachers regarding the infrastructure necessary for effective implementation of the Competency-Based Curriculum (CBC), with low perceptions of classroom equipment, learning materials, technological infrastructure, and maintenance of laboratories and libraries, despite a general agreement on the adequacy of physical space for activities and a positive view of safety and security in schools.

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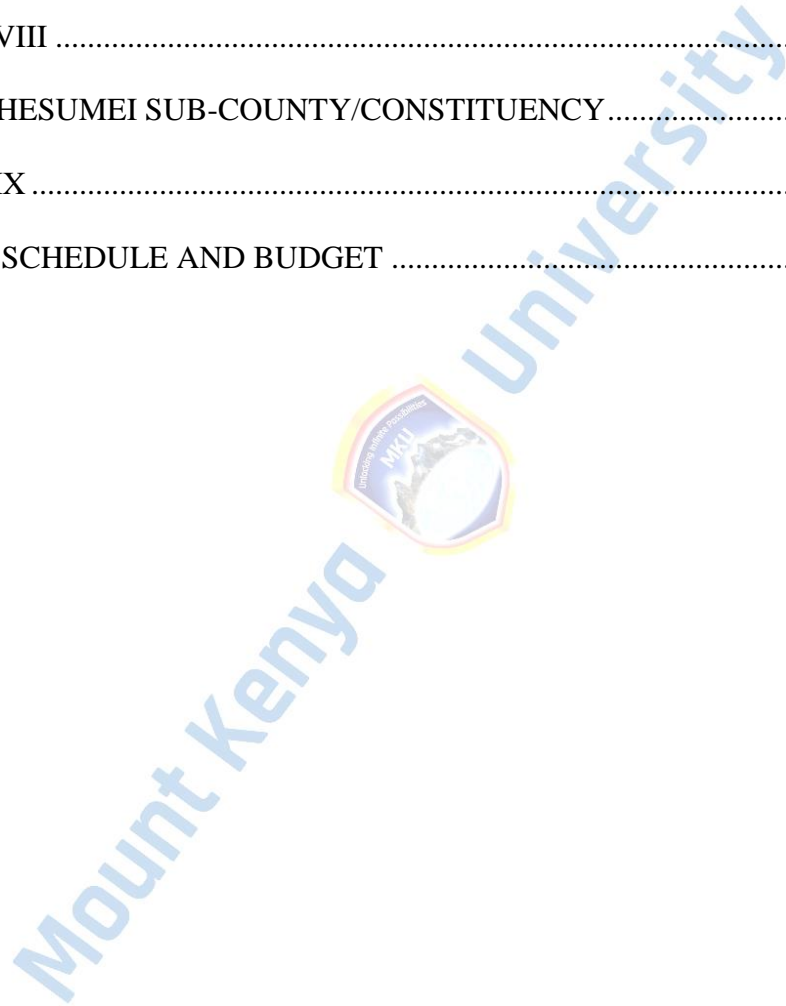
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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This section deals with the background of the study, the statement of the problem, research objectives, the research questions, the significance of the study, limitations/delimitations of the study and scope of the study.

1.1 Background of the Study

A competency-based curriculum is created with the intention of assisting students in acquiring the knowledge, abilities, attitudes, and values that are expected to provide them the capabilities they need to efficiently serve the people Africa and the rest of the globe are not new to curriculum reform. In contrast to general education or complete academic education, which primarily focuses on cognitive abilities, competency-based education refers to the application of psychomotor skills (Jayalath, 2016). When evaluating learner success, "competence" in terms of academic accomplishment, knowledge, and skills is a key aspect. In addition, "persistence" and "engagement" are crucial components of learner success (York, 2015).

Teacher training, availability of teaching and learning materials, time allocation and assessment are some of the factors that need to be considered during the CBC implementation (Chebiwot, 2020). As soon as states gained political independence from colonizers, the process of curriculum review began in the majority of African countries. Many of the African nations updated their curricula to decolonize and Africanize the prior curriculum in order to accomplish the expanding needs of their populations and to support their regional cultures (Mulenga & Kabombwe, 2019).

Changing the curriculum is a concern for all nations, regardless of their political, social, or economic standing (Muneja, 2015). Education curriculum reform is a widely used phenomenon that involves pursuing the best pedagogical approaches, primarily in response to the needs of the information economy of the 21st century. Since independence, numerous African states adopted content or knowledge based curriculum which was discriminative and ended up dissatisfying many countries because its products were very academic, but missing abilities, skills and understanding in the applicability as obligated by the requirements from the workstation (Ruth, 2019).

The "behavioral objectives movement of the 1950s" was closely associated with the birth of CBC in American schools originating with a focus on learning's intended results from the ideas of educators like Benjamin Bloom. Two concepts were promoted for CBC deployment in the USA. The initial was competency-based teacher education (CBTE), which was centered on "competency," which was supported by understanding, performance, and a result or product. The subsequent method was performance-based teacher education (PBTE), which put an emphasis on the teacher's performance and behavior in the classroom. It evaluated "how the teacher carried out his responsibilities, what behaviors were displayed, and the degree to which the teacher successfully exhibited these competencies required of him" (Kabombwe, 2020).

The issues raised by the creation of the Early life Training Scheme, which was established in 1981 in the United Kingdom in part as a reaction to the rising rate of youth unemployment, appear to have given rise to the notion of competency-based education and training (CBET) for the first time. At the United Kingdom, criticisms towards CBC were that the attainment standards in elementary skills were very little leading to lots of school

leavers being not employable. Competency-based education was implemented in United Kingdom in an effort to lower young unemployment and provide them skills. Education was considered an instrument for national and international development (Rutayuga, 2014).

A study done by Deng, Wu, Chen and Peng (2024) on “Pursuing competencies’ or ‘pursuing scores’? High school teachers' opinions and practices of competency-based education restructuring in China, revealed that teachers agreed with competency-based education (CBE) reform but lacked a comprehensive understanding of it. Teachers also did not change their original teaching and evaluation methods. High-risk testing and an exam-oriented culture had also largely hindered CBE implementation in China, there were parental factors that discourages teachers from effecting CBE reform and teachers had insufficient authorization and time to implement or device CBE reform (Deng, Wu, Chen & Peng, 2024).

In Australia, CBC was established in 1990 as a result of a state decision (Smith, 1996). It came about as a result of skills gaps found in the Australian workforce as a result of rapid economic and technological change. A variety of shortcomings in the current training systems were found to be responsible for the shortage of skilled workers. Economic and technical advancements forced a number of changes in award restructure, workplace reform, and concern. Competency Based Training (CBT) was implemented after a review of Australia's training practices for higher skill levels and global competitiveness (Mulenga , 2019).

The Zambian curriculum was redesigned to prepare students for the difficulties of the rapidly evolving global economy. The goals of Zambia's 2013 curriculum revision were to

equip self-motivated, lifelong learners, self-assured, and successful people, as well as holistic, self-sufficient beginners, with the values, skills, and knowledge necessary to succeed in school and in their daily lives (Chebiwot, 2020). Competency-based curriculum (CBC) was implemented in Zambia's educational system in 2013, and it was fully implemented by the end of the last grade in 2017. Following its independence, Zambia adopted a British educational scheme that was grounded on western schooling. The 2013 syllabus revision specified six competences, including problem-solving, critical thinking, entrepreneurship, cooperation, self-management, creativity, and innovation (Kabombwe, 2020).

A research was done to find out how well competence-based curricula are implemented in East African Community member nations. In particular, responses to the following assessment questions were needed. The results demonstrated that while CBC is suitable and ought to be promoted in East African community schools, it has not been successfully used in the four nations where the data was discovered. Because there weren't enough teachers to satisfy CBC's expectations and teachers were overworked. There was no evidence linking the introduction of CBC to the learning environment, and teachers had unfavorable opinions about it. Without doing fieldwork, it was impossible to fully evaluate the progress made by East African nations as a result of CBC adoption. The evaluation team comes to the general conclusion that East Africa has not successfully adopted competence-based curricula and that East Africa has not successfully adopted competence-based curricula(Ogula & Wambiya, 2023).

In a similar study conducted in Tanzania in 2015, teachers encountered difficulties when preparing lessons due to lack of instructional resources, huge class sizes, and the

presence of pupils with weak academic backgrounds. Additionally, they mentioned the lack of instructors for science classes. Textbooks were of poor quality, and teachers lacked sufficient supplies. As a result, students frequently shared textbooks or had none at all. The change was gradual and participants believed that the institute inspectorate was ineffective in observing and evaluating the process because it rarely visited schools and the assessors were frequently underprepared (Muneja, 2015). Lack of knowledge of the competency-based curriculum may make it hard to realize national educational goals because teachers' interpretations of the curriculum may not match those that were intended at the policy and program levels. In the long-term, this could lead to a curriculum that is uneven and ineffective, which could have an impact on students' academic achievement (Kabombwe, 2020).

The educational system in Kenya is transitioning from a content-based to a competency-based one. The nation is transitioning from a 8-4-4 framework to a 2-6-3-3-3 structure, with pre-primary (2 years), primary (6 years), secondary education (6 years) and university (3 years) with the introduction of competency-based curricula. The newly implemented Competency-Based Curriculum emphasizes these seven key competencies: citizenship, learning to learn, critical thinking and problem-solving, creativity and imagination, communication and teamwork, and individual-efficacy (Chebiwot, 2020). The transition to a CBC curriculum is being made in stages, starting in January 2018 with the lower primary and pre-primary grades. The introduction of new curricula is anticipated to present difficulties. Regular evaluations are necessary as a method of gathering data to identify issues and alter implementation tactics (Wambua & Waweru, 2019).

The acceptance of any new educational system largely hinges on its teachers. Their attitudes are crucial for ensuring that educators are prepared and motivated to implement changes. This attitude can significantly influence both the adoption and implementation processes. The research examined factors affecting teachers' attitudes toward the adoption of a competency-based educational system, guided by Michael Fullan's (1991) theory of educational reform. Results indicated that teachers in private schools held a more favorable attitude toward competency-based education compared to their public school peers. A significant correlation was found at the 0.05 level between teachers' attitudes toward this educational system and the availability of instructional materials. Additionally, a strong correlation existed between teachers' attitudes and their instructional methods (Mutonya, 2022).

A situational analysis is the first step in the process of evolving a curriculum (Rutayuga, 2014). The objectives are then developed, the curriculum project is set up, the program is built, the new program is piloted in a few schools, it is improved, it is implemented, it is evaluated, and it is maintained. This study sought to find out the limitations likely to be encountered during the execution of the Competency-Based Curriculum in Nandi County, with particular focus on junior secondary schools in Chesumei Sub-County.

1.2 Statement of the Problem

Although many nations have implemented competency-based curricula, it appears that in Africa it has not had the desired impact. For example, teachers in West Africa were unfamiliar with competency-based methods to instruction and learning. Teachers continued to instruct using the conventional techniques of teaching and evaluating students because

the competences that students were to acquire were not specified (Momoh, 2010). Due to the effects of globalization, the Kenyan government has continued to alter the educational system in order to address ever changing concerns (Ngwacho, 2019).

Enhancing educational results and equipping students for future problems need junior secondary schools to successfully use competency-based curriculum (CBC). The move to a CBC curriculum in Kenya's Chesumei Sub-County, Nandi County, offers both many potential and difficulties. The aim of this study was to find out the factors that affect how CBC is implemented in these schools. These factors are components found in schools, such as administrative support, educational resources, and teacher competency. According to research, professional development and teacher readiness are essential for a successful curriculum's implementation (Koech, 2017). Concerns exist, meanwhile, regarding the quality of training given to teachers and the accessibility of the materials required for good instruction (Ndegwa & Karanja, 2019). Crucial factors are the administrative support system's alignment with the CBC objectives and the leadership position in schools (Mungai, 2021).

Other factors include governmental frameworks, community engagement, and socioeconomic situations are considered to influence CBC implementation. There is a need for congruence between policy directives and on-the-ground practices because of the well-documented effect of educational policies on curriculum implementation (Ngugi, 2018). Moreover, the adoption of innovative educational practices might be aided or hindered by socioeconomic conditions and community views (Moraa, 2020). It is crucial to comprehend these factors in order to provide a conducive atmosphere that increases the CBC's efficacy.

The implementation of CBC in Chesumei sub-county faces challenges that deter its effective implementation. These challenges include lack of enough teacher training, lack of enough resources, insufficient infrastructure among others (Chebiwot, 2020). Despite these acknowledged aspects, there isn't much empirical study that focuses on the precise interactions between these components in the context of Chesumei Sub-County. By offering a thorough examination of the factors touching the enactment of CBC in junior secondary schools in this region, this research seeks to close this gap. This study will find out the dimensions of factors facing Competency Based Curricula implementation in Junior secondary schools in Chesumei Sub-County.

1.3 Purpose of the study

This research was to find out the dimensions of factors facing Competency Based curriculum implementation in Junior secondary schools in Chesumei Sub-County Kenya.

1.4 Research objectives

- 1) To determine the effects of availability of infrastructure on the implementation of the competency based curriculum in Chesumei Sub-county, Nandi county Kenya.
- 2) To examine how instructional materials, skills and knowledge affect the implementation of the competency based curriculum in Chesumei Sub-county, Nandi county Kenya.
- 3) To evaluate the role of change and clarity of curriculum reviews in the implementation of the competency based curriculum in Chesumei Sub-county, Nandi county Kenya.
- 4) To assess the effects of government policy on the implementation of the competency based curriculum in Chesumei Sub-county, Nandi county Kenya.

1.5 Research Questions

- 1) What is the influence of the availability of infrastructure on the implementation of the competency based curriculum in Chesumei Sub-county, Nandi county Kenya?
- 2) What is the influence of instructional materials, skills and knowledge on the implementation of the competency based curriculum in Chesumei Sub-county, Nandi county Kenya?
- 3) What is the influence of role of change and clarity of curriculum on the implementation of the competency based curriculum in Chesumei Sub-county, Nandi county Kenya?
- 4) What is the influence of government policy on the implementation of the competency based curriculum in Chesumei Sub-county, Nandi county Kenya?

1.6 Rationale of the Study



A major change in educational philosophy has occurred with the institution of a Competency-Based Curriculum (CBC) in Kenyan junior secondary schools which prioritizes the development of practical skills and competences above memorization. Nandi County's Chesumei Sub-County offers a distinctive setting for researching CBC implementation. Due to its remote location and unique socioeconomic issues, Chesumei may be subject to a variety of factors that might affect how successful CBC is. These variables include local community support, the availability of educational resources, and differences in teacher readiness. Examining these components in the Chesumei Sub-County reveals important information about how regional circumstances impact curriculum execution and suggests possible areas for focused assistance.

The effective implementation of CBC is also greatly influenced by outside variables including socioeconomic circumstances, community views, and educational

regulations. Recognizing these external factors makes it easier to evaluate the larger environment in which schools function and emphasizes the need of community engagement and supporting policy frameworks.

The study is informed by the country's education stakeholders' rising anxiety over the competency-based curricula's sluggish implementation. The curriculum is grounded on the state education goals and is created to guarantee that there are possibilities for the realization of talents and prospective gotten to schools by learners, and for the nurturing of such abilities and potential through provided pathways and tracks (Wambua & Waweru, 2019)

1.7 Significance of the study

An operational curriculum bargains a finite strategy and structure for providing a worth education to teachers, students, school administrators, and community participants. It is the effectiveness of instructors in implementing school curricula that makes CBC stand or fall. There have been curriculum reviews, evaluation reports geared towards the concerns for curriculum content, emerging issues and unnecessary overlaps to bring effectiveness in the curriculum and achievement of desired knowledge and skills (Ngwacho, 2019).

The most effective curricula can merely yield the desired outcomes if teachers are able and willing to apply it. The learning aftermaths, standards, and basic competencies that learners must exhibit before going on to the next level are detailed in the curriculum. The Kenya Institute of Curriculum Development (KICD), among other stakeholders, will gain essential knowledge from the outcomes of this study concerning the degree of viability of CBC at the classroom level and the challenges being faced during the implementation.

The results of this study may inform school administrators on their level of CBC implementation. It can also form a basis for future research by scholars interested in this field of study.

1.8 Scope of the study

This study was steered at designated Junior secondary schools in Chesumei Sub-county in Nandi County, Kenya. This was a local setting, a location that would give similar findings like any other local setting within the country. The researcher considered CBC implementation in Kenya for the period from 2017 through 2024. The study was conducted between February and October 2024.

1.9 Limitations of the study

- i. This research was limited to the fact that challenges differed from one institution to another and CBC was being implemented at the current year for the beginners in the junior secondary.
- ii. The classroom interventions that work in one classroom would not work in others due to student population differences and how students responded to classroom treatments.
- iii. The initial plan for students joining grade seven was to have them join the available secondary schools where even infrastructure like class buildings had been built among other preparations but the whole plan was changed and they joined at their respective primary schools.

1.10 Delimitations of the study

This is how the study was narrowed to the scope. The study was delimited to investigation of the challenges facing the execution of competency based curriculum at Junior secondary schools in Chesumei Sub-county in Nandi County, Kenya. Data was only

collected from principals, Deputy principals, head teachers, deputy head teachers and teachers.

1.11 Assumptions of the study

- I. All schools in Chesumei Sub-County had adopted Competency Based Curriculum and implemented it.
- II. The Junior secondary schools in Chesumei Sub-County had some level of resources necessary for CBC implementation.
- III. External factors like government policies and economic conditions had some effect on CBC implementation in the Junior Secondary schools in the Chesumei Sub-County.
- IV. The respondents were to give information honestly and would also cooperate positively.

1.12 Operational Definition of terms

Competency Based Curriculum- It is a kind of instruction that aims to provide pupils the capacity to study and carry out tasks that establish standards. It is thought to be appropriate for meeting the nation's evolving societal needs and technological socioeconomic demands for sustainable development, which aims to address youth and graduate unemployment by focusing on the acquisition of skills, knowledge, behaviors, and attitudes important for performing a variety of tasks (Akala, 2021).

Competence- is understanding, skills and conducts one should have gotten for him or her to implement tasks at school and domain of work (Wong, 2020).

Competency- is the character of being sufficiently or well experienced and intelligent, especially in ownership of the skill and awareness essential to complete a task.

Curriculum- It is a thorough strategy for instruction established by policymakers. It includes all of the educational options that the institution offers. It is an interactive

teaching and learning system with predetermined objectives, materials, tactics, metrics, and resources. It is a collaborative method of teaching and learning with particular objectives, subject matter, tactics, evaluation, and materials (Gouédard, Pont & Hyttinen, 2020).

Junior Secondary- grade 7 in the CBC education program which is run in the respective primary schools the students were studying from grade 1 to grade 6.

Change and clarity- change is the difference in the education sector before and after the implementation of CBC in terms of skill and knowledge. Clarity is the degree of understanding the information in the curricula that can be seen through communication and writing, scoring rubrics, usability testing and feedback.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter encompasses empirical literature, theoretical framework conceptual framework and review of the literature review.

2.1 Empirical literature

Empirical literature was reviewed based on availability of infrastructure, Instructional materials, role of change and effect of government policies in the implementation of CBC.

2.1.1 Availability of Infrastructure on CBC implementation

In a study to examine whether there was a connection between the competency-based curriculum's implementation and the availability of physical infrastructure that was guided by social constructionism theory found that the installation of CBC was moderately positively impacted by physical infrastructure (Ngeno et al., 2021). The study recommended that due to inadequate infrastructure, there is need for government to increase funds to enable schools to construct laboratories.

The Kenya Institute of Curriculum Development (KICD) report from 2016 states that inadequate infrastructure among others impacted the implementation of the CBC strategy in Kenyan primary schools (Jelagat, 2023).

CBC in USA highlighted the necessity to frame learning outcomes in a way that would motivate teachers on how to describe their instruction goals in terms of perceptible learner actions. It was anticipated that the strategy would increase the efficiency of institutions, teachers, and teacher instructors as well as help to allay society's concerns regarding the poor results in the design of teacher schooling programs in the USA. The CBC is still not widely used in elementary schools in the USA (Ruth, 2019). According to Miller et al.

(2019), professional development and teacher training are critical for the effective implementation of CBE. The study made clear that in order for teachers to successfully adopt CBE techniques, they need continuous assistance and resources. Harris & Lang (2020) also pointed out that for implementation to be successful, school infrastructure alignment with CBE principles and internal administrative support are essential.

2.1.2: Instructional materials, skills and knowledge on CBC implementation

A study analyzed the characteristics, implementation, and evaluation of Competency-Based Curriculum (CBC) models in South Korea and the United States to identify lessons and tactics Kenya might apply to enhance CBC implementation. The results showed that learners' autonomy, self-efficacy, lifelong learning abilities, and problem-solving abilities all increased as a result of CBC implementation. Kenyan data on the impact of CBC models on students' critical abilities is scant (Muchira et al., 2023).

Effective CBC implementation in Nairobi County's public elementary schools was positively impacted by learning resources, parental participation, CBC teacher training, and school leadership style (Mbataru, 2023).

Competency based systems began in USA in the late 1960s in teacher education. It was applied to other skilled education programs in the United States of America in the 1970s (Rufai, 2021). It was significantly predisposed by societal and political force, especially worries around low learner attainment, inadequate teacher preparation, and expensive educational expenditures. The mid-1970s economic slump that resulted in escalating price rises and rising joblessness rates, gave rise to the competence movement. Policy discussions instructed the regime to "on the way to a whole refurbishment of occupational

education and training plan and as a result, 'competence' became absolutely dominant" in order to prevent the crisis (Rutayuga, 2014).

The transition in China to a curriculum based on key competencies constitutes a significant shift in the direction of the curriculum and the definite learning objectives for learners, as well as a huge task for teachers. From a content-based to a competencies-based transformation, KCR represents a significant transition. Since the publication of the OECD's Key Competencies Framework in 2005, it has influenced efforts worldwide to overhaul national curricula (Fang et al., 2022). In China, KCR has sparked a standard change away from the decades-old content-focused learning objectives and toward learning outcomes based on competencies. It has prompted unheard-of changes in both the choice of content and instructional methods. Teachers must possess not only the theories and methods of the interpretative backgrounds of literature learning, but also the understanding and abilities to recognize and support the views, power of speech, and ideas of their students (Fang Paine, Huang, 2022).

A research on use of competency-based techniques in Chinese secondary schools was carried out by Zhang & Wang in 2021. According to the research, elements like teacher preparation programs and curriculum design are crucial. Due to a lack of professional development opportunities and inadequate resources, teachers acknowledged difficulties in coordinating their instructional practices with competency-based objectives. Competency-based approach implementation is significantly shaped by national education policies and reforms.

2.1.3 Role of change and clarity of curriculum reviews in CBC implementation

In order to warrant dependability In order to translate the district's KCR modification vision into classroom instruction, curricular texts at five different stages—from programs to lessons—were discussed, created, translated, implemented, reviewed, updated, and mutually accustomed through the use of CLS. Experimental schools have been molded by the curriculum leadership development provided by CLS. Through the distribution of LS patterns as top-notch curriculum packages, these modifications later extended to all schools in the district, providing the groundwork for district-wide transformation. The Chinese equivalence of competence includes cultivation of moral principles, mental habits, and personhood (Fang et al., 2022).

The CBC is a demand-driven curriculum in Africa, where proprietors are required to serve on advice-giving committees, offer training period, and track student understandings. In South Africa, two of the biggest issues are teacher readiness and resource sufficiency. Teachers frequently find the shift difficult because they have not received enough assistance or training. In Nigeria, CBC in secondary was adopted in 2019 to provide some professional ingredients with enrichment ingredients that were missing in the previous curriculum which was retrogressive and non-attaining developmental goals. Two important influences are the distribution of resources and teacher training. It was revealed that insufficient training and a scarcity of teaching resources impeded successful implementation (Njagi, 2020).

In order to function well in a Rwandan education system where the lower primary learner outline is competency-focused and comprises attainment of societal skills, language skills, carnal and mental aptitudes, and community accountabilities, teachers faced challenges, according to Chemagosi (2020).

Tanzanians created and applied CBC as a remedy to a problem with the training system that negatively affected graduates' employability. The educational system in use at the time did not specify the competences that students were required to have acquired by the end of the period of study (Ruth, 2019). It was implemented in Tanzania in the early 2000s in response to concerns from numerous companies (both public and private), who claimed that the country's schooling and training systems failed to generate graduates with the necessary skills to handle a variety of job duties. Though it was a step in shaping the education sector in Tanzania, it is seen as a borrowed policy which has its limitations into achieving its desired expectations (Rutayuga, 2014). Bestowing to the study's outcomes, teacher preparation and training are essential, and many educators need further assistance in order to adjust to new techniques.

African countries' educational systems have made an effort to implement the world-class learning model (CBC), but it is still important to assess if the adopting nations have taken into account their "own" unique problems. Are the states prepared to handle the difficulties that the new curriculum will bring? Do the nations consult those who will actually execute the curriculum before making judgments about it? For instance, in Kenya, the Kenya Institute of Education (KICED) is liable for evolving the complete curriculum while trainers are accountable for its implementation (Ruth, 2019).

Available literature reveals challenges of competency based curriculum in that trainers were not given any training to have them informed when the Competency Based Curriculum was being implemented. The findings demonstrated that the implementation of the Competency Based Curriculum was hindered by insufficient teacher preparedness. The instructors, who play a critical role, were short of the information, abilities, and

comprehension necessary for a competency-based curriculum to be implemented successfully (Chebiwot, 2020). Teachers lacked technological skills and digital literacy. To transition successfully from old-fashioned teaching materials to more cutting-edge and digital tools in the new curriculum, teachers must be prepared technologically. Teachers were also not fully engaged in the execution of the competency based program (Ngwacho, 2019).

When implementing a new curriculum, teachers are likely to run into problems, particularly with the descriptions of the numerous disciplines and content areas, the underlying assumptions, the objectives, the instructional tactics, and the evaluation methods (Wambua & Waweru, 2019).

The information that is currently available indicates that in East African nations, poor learning outcomes are more often caused by ineffective curriculum implementation than by poorly designed curricula (Ogula & Wambiya, 2023). This has been due to rushed implementation, lack of enough teacher preparedness, lack of public participation before national implementation of the curriculum, inadequate facilities, equipment and materials, lack of skills for teachers in performing formative assessments, lack of ICT skills, incompetence of teachers in handling subjects that needed practicals (Cheruiyot, 2024).

With the goal of expanding an educational program, evaluating its successes, and enhancing its efficacy, a study examined the impact of the Competency Based English Language curriculum on the performance of students in lower public primary grades in Nandi North sub-county. Sequential mixed method design was used in the investigation. Questionnaires, interview schedules, observation checklists, document analysis, and standardized tests were used to gather data. The results indicated that learners' success in

competency-based English curricula in lower public primary grades in Nandi North sub-county was significantly correlated with English language instructors' capacity to carry out the curriculum. Learners may do better in competency-based English curricula if the program is easier to execute. The performance of students in lower public primary grades in Nandi North sub-county's competency-based English curriculum was also significantly correlated with the quality of the teaching resources (Kirwa et al., 2023).

In a research aimed at examining the efficacy of competence-based curriculum implementation in East African Community member nations. The method employed in this assessment research was documentary analysis. Information was gathered from CBC papers, evaluation reports, journal articles, and newspaper stories. Competency-based curriculum (CBC) is suitable and ought to be promoted, but its implementation has been unsuccessful. A lack of data connecting the learning environment to CBC, poor teacher attitudes about CBC, and teacher overload brought on by a staffing deficit are some of the difficulties. The study comes to the conclusion that fieldwork is necessary for a proper evaluation of CBC's influence (Ogula & Wambiya, 2023).

2.1.4 Government policies and CBC implementation

When it comes to deciding how much curricular policies are implemented in schools, teachers are important and powerful players (Ondimu, 2018). A study to find out the Teacher Related Factors Influencing Implementation of Competency Based Curriculum in primary schools in Murang'a County, Kenya, found out that, the responders can employ a variety of teaching strategies in the classroom, such as group projects, lectures, class debates, and modeling that supports the application of the curriculum. According to the study's findings, the participants feel adequately equipped to handle the difficulties that

come with integrating ICT into the classroom when teaching the CBC skills. The research suggested that in order to improve curriculum implementation, the government should increase the number of instructors in each school rather than decrease them (Mwangi & Katam, 2023).

Okeyo and Mokuia (2023) conducted a research on the preparedness of Teachers for Implementing Competency-Based Curriculum System of Education in Public Secondary Schools in Nyamira South Sub- County. The study was led by the Concern-Based Adoption Model and used a convergent mixed methods research design. A sample of 483 respondents was obtained using stratified, purposive, and simple random sampling procedures. A questionnaire, an interview schedule, a document analysis plan, and an observation schedule were used to gather data from the respondents. According to the report, Nyamira South Sub-County's public secondary schools were completely unprepared to use CBC. The new curriculum had not been taught to the majority of their teachers. The study came to the conclusion that before CBC is implemented in public secondary schools in the Nyamira South Sub-County, teachers must receive thorough training on it. That the training shouldn't be completed in a hurry for PR purposes (Okeyo & Mokuia, 2023).

Another article aimed to examine the implementation of CBC in Kenya, focusing on challenges and potential. Objectives of the study were: to determine the human resource challenges facing implementation of CBC; to establish the Schools' infrastructural challenges facing the implementation of CBC; to establish the financial challenges facing the implementation of CBC and to examine the opportunities that can be explored towards realization of the success of the implementation of CBC. The study explored empirical literature and it was underpinned by Provas Educational Evaluation Model (1973). The

findings were that monetary limitations to pay for student fees and infrastructure establishment are among the many issues plaguing the implementation of CBC that the CBC and, more specifically, the JSS are severely short-staffed, and that even the few instructors who are employed need ongoing assistance through professional development and training to become competent enough to offer services effectively (Ogembo, 2024).

Any new educational system's acceptance depends heavily on its teachers. In order to make sure that educators are ready and inspired to embrace and carry out the change, their attitude is essential. The adoption process and, consequently, the implementation process can be impacted by attitude. The study investigated the variables affecting educators' attitudes on the implementation of a competence-based educational system. Michael Fullan's (1991) theory of educational reform served as the study's compass. They used a descriptive research design. Respondents from 103 public and private schools in Nairobi City County's Langata Sub-county made up the study's target group. 29 teachers from lower elementary schools and head teachers made up the sample size. Simple random sample methods and stratified sampling were applied. The findings showed that private school instructors had a more positive attitude toward the implementation of competency-based education than did their public school counterparts. At the 0.05 level, there was a significant correlation between instructors' attitudes on the adoption of the competency-based system of education and the availability of instructional materials. There was also a strong correlation between instructors' attitudes toward adopting the competency-based system of education and their usage of methods (Mutonya, 2022).

In summary, factors facing CBC implementation include teacher preparation, training, technological skills and knowledge, administrative support and configuration of resources.

Other factors include government policies, budget, community support and stakeholder engagement. All support the implementation of the CBC curriculum. If these factors are not considered, then the implementation of CBC will be hampered.

2.2 Theoretical Framework

This entailed aspects of existing theories that support the study forming the basis of the study. From the physiological theories, pragmatic theory is used to support this study. Referring to Chin (2020), pragmatic theory is recognized in terms of effectiveness and reception. Charles Sanders Peirce, William James, John Dewey and Richard Rorty were the proponents of pragmatic theory. It was laid in the late 1800s and early 1900s. Pragmatic is an epistemological theory of truth. In line with him, anything that is positive or helpful to a person is accurate. Early pragmatic philosophers used this method to assess the idea of outcomes rather than procedure; pragmatism places more emphasis on practical implications than theoretical ones. The Greek term *pragma*, which means action, is the origin of the word pragmatism. Truth is therefore the confirmation of a hypothesis or the accomplishment of an idea. Truth is fundamentally effective (Thayer, 2021).

The usage of pragmatic theory is pertinent to this research because pragmatism encourages us to investigate the factors and do the actions that produce the most desirable results. This academic work makes an effort to look at the education procedures in a simulated competency-based curriculum to determine whether the purposes are realistically achievable and will result in positive consequences for the learner. Progressive approaches to problem-solving are the main focus of pragmatism. According to this theory, students must learn how to effectively suggest potential solutions to problems while also

taking potential implications into account in order to be prepared for the future (Ndungu, 2021).

The learner is equipped to imitate to environmental necessities. The goal of education should be to empower students to contribute to society in a positive way. Education must support the learner's acquisition of competencies. As a result, the study plan must include the subjects and activities that speak to the needs and interests of the student. The student must actively participate in the learning situation in order for the teacher to motivate them. This will improve competency development and application, enabling the learner to get ready for a better future (Ndungu, 2021).

Constructivism theory proposed by proponent Lev S. Vygotsky (1896-1934) is predicated on the idea that information develops initially in a social environment through a duo or group collaboration with learning before being taken by an individual. Students gain understanding collectively through the sharing of individual viewpoints known as collaborative elaboration, which is impossible to achieve in isolated settings (Stevens & Meter, 2000).

Social Cognitive Theory was advanced by a Canadian psychologist called Albert Bandura to integrate the social part of it. The premise of the theory is that through studying others in social situations and modeling and modifying observed actions, we can learn new skills. Bandura (1977) defined imitation as the genuine replication of the motor abilities that are observed by combining the powers of observation and parodying the observed. It entails matching behavioral patterns and cognitive abilities between the learner and the observer. According to Bandura, social learning theory explains how behavioral, cognitive, and environmental elements interact. People learn from a variety of sources, including their

surroundings, their circumstances, their behavioral skills, reinforcements, their observations, their effectiveness and self-control, their emotional coping strategies, and reciprocal determinism (Jean & Wamuyu, 2020).

Constructivism sights education as a continuous development in which learners learn how to develop their own values, thoughts, and problems; thus, it is crucial to promote individual student participation. According to this view, the facilitator, who is a teacher, and the learner are both responsible for learning. Therefore, the facilitator must plan the learning activity carefully to make sure that students receive the right guidance and elements that promote reaching the learning objectives. To help students create, enjoy, interact, collaborate, and reach communally personalized sides of the reality and its use in their day-to-day circumstances, the educational experience should be open and transparent (Njagi, 2020). In a real classroom setting, the facilitator's job is to make sure that the students understand the expectations before giving them instructions and letting them interact in pairs or groups with the materials that are meant to help them achieve their goals (KICD, 2017).

2.3 Conceptual Framework

CBC places a strong weight on the competency development of learners. The demonstrated capacity to apply one's knowledge, skills, and special social and methodological qualities in a professional or academic setting to advance one's goals and career is known as competency (Benson, 2012). Developing and using acquired information, abilities, attitudes, competences, and values in real-world situations is the core objective of CBC. To increase their knowledge, students should take an active part in the learning process (Ituma, 2022).

The foundation for learners' advancement is the attainment, advancement, demonstration, and completion of competency. The coach, facilitator, and guide in the cognitive process take over the job of the instructor or the teacher. Beyond the walls of the classroom, CBC learning emphasizes the development of lifelong abilities that will aid students in solving complicated problems in their future professions. With an emphasis on both technique and product, CBC is distinguished by its ability to adapt to a rapidly changing work environment and technological advancements in society. In contrast to knowledge-based curricula, CBC focuses on the development of the full individual competence; it is created centered on what learners can do when doing chores rather than what they are familiar with about the tasks (Ruth, 2019).

If none of these elements are taken into account while the competency-based curriculum is being implemented, the learner will not be competent hence failing the purpose of the curriculum (Holmes, Polman & Turner, 2021). The expected high standards and high levels of achievement of the curriculum will not be realized. There will be no connection between education and the realm of work that is the main objective of competency based curriculum. The problems that led to adoption of the CBC program will still affect negatively the worth of graduates in the employment market.

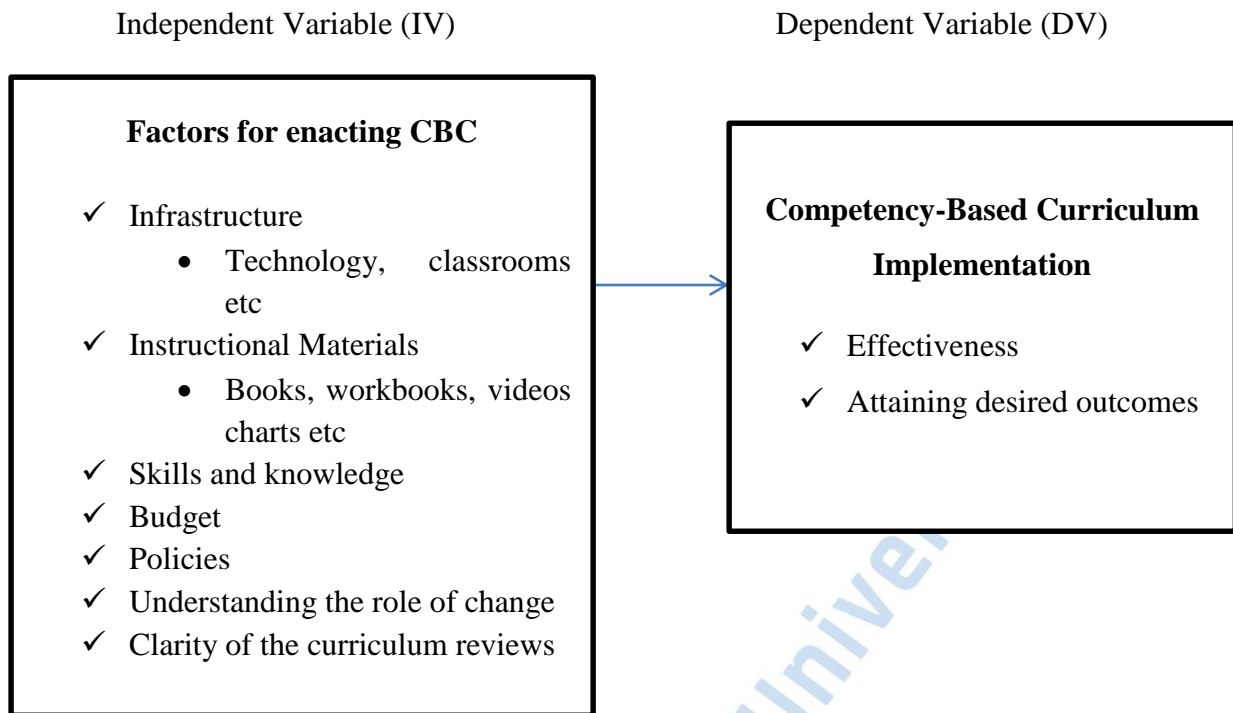


Figure 1: Conceptual Framework

Source: Researcher (2024)

A conceptual framework illustrating the connections between the variables influencing the use of competency-based curricula.

The conceptual framework considered the execution of competency based curriculum as the dependent variable and check the relationship between independent variables infrastructure, instructional materials, teachers' skills and knowledge, budget allocation, policies, understanding the role of change and clarity of the curriculum reviews that have direct impact in the application of the curriculum.

The scholar inquired the preparedness of the junior secondary schools with regard to competency based curriculum in terms of infrastructure i.e. construction of classes, laboratories and learning materials like the required textbooks among other teaching materials. The study checked whether there was an allocation to facilitate the change and whether policies stipulated are clear and easily understood in the execution of the

curriculum. The researcher aimed to ascertain if educators could utilize digital information as a learning resource and whether the content presentation of the instructional materials is appropriate.

The implementation of CBC is influenced by the factors through which understanding these dimensions will assist in knowing how to address the challenges and leveraging the opportunities that comes with CBC adoption. Junior secondary schools in Chesumei Sub County need to be ready to revise or develop their curricula to meet the CBC standards.

2.4 Research Gap

Prof. Magoha, the then cabinet secretary for education, maintained that CBC was being implemented in spite of opposition, notwithstanding the obstacles presented by the educational stakeholders (The Daily Nation, May 3, 2019). Inadequate learning and teaching resources were identified by Makunja (2016) as one of the challenges instructors faced while implementing competency-based curricula, which varied widely throughout institutions (Ngwacho, 2019). The study focused on competency-based education in Tanzania. One issue with the CBC's implementation in Rwanda has been the lack of adequate teaching materials (Urunana, 2018).

There is little data on the efficiency and significance of teacher preparation initiatives tailored to the local context of CBC implementation in Kenya (Ouma & Ouma, 2022). An in-depth examination of policy enforcement and monitoring mechanisms and their efficacy in bolstering competency-based curriculum implementation is necessary, according to Muriuki and Njoroge, (2023) on difficulties in Policy Implementation for Competency-Based Curriculum in Kenya.

There is insufficient data connecting the learning environment to effective curriculum delivery. While multiple studies highlight the challenges faced in implementing CBC, such as poor teacher attitudes, inadequate training, and resource shortages, they suggest a need for fieldwork to evaluate CBC's actual impact (Ogula & Wambiya, 2023). This indicates that there is a lack of comprehensive, on-the-ground assessments that directly link these identified challenges to specific learning outcomes, suggesting a need for further empirical research that examines these connections in diverse educational settings

The information acquired in the empirical literature draws attention to problems with teacher preparation and professional development, but it stops short of delving into particular tactics or models that have worked or not. External factors like stakeholder participation, community support, and government regulations were also identified, but it doesn't go into great length to analyze how they combine with factors to affect implementation. There are no comparative studies done to understand CBC adoption in different educational, economic and cultural settings to realize different strategies, shortcomings and outcomes from these settings.

2.5 Summary of literature

Many professional education programs have implemented the Competency-Based Curriculum (CBC), including initiatives to improve teacher training, but it has not been extensively used in American elementary schools (Ruth, 2019). According to recent research, effective CBE implementation necessitates consistent professional development for educators, sufficient funding, and school infrastructure that is in line with CBE principles (Miller et al., 2019; Harris & Lang, 2020).

Recent studies highlight that in East Africa, poor learning outcomes are primarily linked to ineffective curriculum implementation rather than flawed curriculum design (Ogula & Wambiya, 2023). Issues such as rushed implementation, insufficient teacher preparedness, lack of public participation, inadequate resources, and teachers' lack of skills in assessments and ICT contribute to these challenges.

One study focused on the Competency-Based English Language curriculum in Nandi North sub-county, finding that student success was significantly related to teachers' ability to implement the curriculum effectively and the quality of teaching resources available (Kirwa et al., 2023). Another evaluation across East African Community nations identified persistent challenges in implementing the Competency-Based Curriculum (CBC), including inadequate data on learning environments, poor teacher attitudes, and staffing shortages, suggesting a need for fieldwork to evaluate CBC's impact properly (Ogula & Wambiya, 2023).

In Murang'a County, research indicated that teachers employ various effective strategies to implement the CBC and feel prepared to integrate ICT, but emphasized the necessity of increasing teacher numbers to enhance implementation (Mwangi & Katam, 2023). Okeyo and Moku (2023) found that public secondary schools in Nyamira South Sub-County were unprepared for CBC, with many teachers lacking training, stressing the need for comprehensive, well-paced teacher training before implementation.

Additionally, challenges in implementing CBC in Kenya were examined, revealing financial constraints, inadequate infrastructure, and a lack of ongoing professional development for teachers as significant barriers (Ogembo, 2024). A study on educators' attitudes toward the competency-based educational system showed that private school

teachers had more positive attitudes compared to public school teachers. There were significant correlations between teachers' attitudes, the availability of instructional materials, and their teaching methods (Mutonya, 2022).

Despite the potential advantages, a number of major obstacles have impeded the shift to CBC. This includes insufficient teacher preparation which leaves many teachers feeling unprepared to provide CBC. Lack of resources, such as a lack of digital tools, textbooks, and suitable infrastructure, makes it more difficult to implement CBC, especially in underserved and rural regions. Another barrier to change is resistance among teachers, parents, and students, which arises from their lack of knowledge about CBC techniques and worries about how it would affect academic results. The delivery of CBC-aligned education is further complicated by infrastructure deficiencies including insufficient classroom space and erratic internet access (Cheruiyot, 2024).

A major change from traditional content-based education is the embracing of a competency-based curriculum in China, which was influenced by the OECD's Key Competencies Framework. This shift necessitates significant adjustments to teaching strategies and the choice of material (Fang Paine & Huang, 2022). According to Zhang and Wang's research from 2021, elements like curriculum design and teacher preparation are vital for a fruitful implementation of CBC. A shortage of resources plus professional development makes it difficult for instructors to match their practices to competency-based goals. Careful planning and modifications at all stages of curriculum design and implementation are necessary for successful adaptation in China (Fang et al., 2022).

In response to the need for education that is more focused on skills, CBC was launched in Africa. Significant obstacles face nations including South Africa, Nigeria, and Rwanda,

such as insufficient training for teachers and a lack of resources (Chemagosi, 2020; Ruth, 2019). For example, the 2019 CBC implementation in Nigeria exposed problems with inadequate resources and training, and teacher preparedness is a problem in South Africa (Rutayuga, 2014). Teachers in Rwanda struggle to satisfy the expectations of the competency-focused curriculum. These difficulties show how important it is to allocate resources and prepare teachers effectively in order to back the execution of CBC in a variety of African contexts (Ngwacho, 2019).

Constructivism and pragmatism are two theoretical frameworks that backing the importance of practical, flexible, and contextually appropriate education. While constructivism stresses social interaction and collaborative learning, pragmatism focuses on practical consequences and successful problem-solving (Chin, 2020; Thayer, 2021), (Stevens & Meter, 2000). The idea that CBC should be created to satisfy learners' needs and equip them for upcoming difficulties is supported by these theories. Nevertheless, the empirical research highlights knowledge gaps regarding particular teacher development techniques and the interaction of factors influencing the implementation of CBC. Studies that draw comparisons between various contexts may offer insightful information about both effective strategies and enduring obstacles to CBC adoption (Wambua & Waweru, 2019).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

The research design, target population, sampling strategy, and data collection techniques were all covered in this section and data analysis methods the researcher employed.

3.1 Research Methodology

In this research, the researcher used both quantitative and qualitative methods. Creswell (2009) states that a quantitative technique involves the researcher selecting the subject of study, formulating precise questions, gathering measurable information from many participants, utilizing statistics to interpret the data, and conducting the investigation in an impartial and objective way. In this instance, data collection will be done using questionnaires.

3.2 Research Design

In order to collect data, a descriptive survey design was used in the study, which involved giving research instruments to a study sample. This is due to the design's capacity to blend qualitative and quantitative research techniques (Namusinge, 2016). When a study focuses on the how and why of one variable's effect on another, it is considered descriptive. It makes an effort to provide the current situation in the field of research (Cooper & Shindler, 2003). The design gathers input from certain group members at a given moment while keeping in mind preset criteria (Mugenda & Mugenda, 2003). Given that the researcher merely discussed the challenges associated with implementing the competency-based curriculum in Chesumei Sub-county without actively manipulating study variables, the descriptive design is appropriate for this investigation.

3.3 Location of the Study

The research was conducted at Junior secondary schools in Chesumei Sub-county in Nandi County, Kenya. Junior secondary schools in this sub county were 114. The informants were the heads and two teachers of these Junior secondary schools since they had a wide knowledge on how far CBC has been implemented in their schools. The schools were in a local setting just like the schools in the other sub-counties within Nandi county hence the researcher would land into the same results if the research would be conducted in either of the subcounties.

3.4 Target Population

The term "research population," as used by Mugenda and Mugenda (2008), refers to the whole set of people, things, or events that have one or more characteristics. It is the aggregate of survey items as defined theoretically. The head teachers or deputy head teachers and two teachers of the 114 Junior Secondary schools in Chesumei Sub-county, Nandi County, were the study's target population.

Table 1: Target Population

Respondents	Target population
Head teachers/ Deputy head-teacher	114
Teachers	228
Total	342

3.5 Sample Procedure and sample Size

Sampling is the process of identifying a specific proportion of members of the community who best reflect the traits of the entire population. Stratified random sampling was conducted to ascertain the sample size of 34 schools which is 30% of the total population of 114 schools.

Table 2: Sample size

Respondents	Size
Head teacher/ Deputy head teacher	34.2
Teachers	68.4
Total	102.6

3.6 Research instruments

The researcher used a questionnaire and interviews as the research tools that were used to gather primary data from Chesumei Sub County's junior secondary schools.

3.6.1 Questionnaire for Teachers

The questionnaire which was issued to the teachers had two sections namely the demographic profile and the section with likert scale aimed at responding to the specific objectives of the study.

3.6.2 Interview guide for principals, Deputy principals, head teachers and deputy head teachers

An interview guide was subjected to the head-teachers /deputy head teachers /principals to acquire the effectiveness of CBC implementation.

3.7 Piloting of the research instrument

The researcher conducted a pilot study at Emgwen Sub-county which neighbors Chesumei Sub-county. 11 schools which were 10% of targeted population were subjected to the questionnaire. Agreeing with Conelly (2008), a pilot study sample ought to contain a 10% of the study sample which was 10.26. The pilot study was done in 6 schools where 12 teachers filed the questionnaire.

3.7.1 Reliability of the instrument

The data from pilot study was subjected to SPSS for reliability testing which generated 0.895 reliability. A value of 0.7 or higher indicates acceptable reliability. It was also be used to test validity, dependability and credibility.

3.7.2 Validity of the instrument

Validity of the questionnaire was achieved through guidance of the supervisors. The instrument would be credible if the respondents would give the intended data and it would end up in believable results.

3.8 Data Collection procedures

Primary data was gathered as the major type of data. A designed questionnaire was distributed to a sample of teachers. The head teachers and the deputy head teachers were subjected to the interview guide. The questionnaire consisted of three parts. Data on demographics was collected in the first segment. The aspects of CBC implementation were discussed in the second part. The questionnaire was administered via a drop-and-pick procedure. For this study, a questionnaire was taken into consideration as they are useful instruments for gathering data and contain pertinent statements and questions.

3.9 Data Analysis procedures

Contextualizing findings through systematic information acquisition is the focus of data analysis. The goal is to improve the researcher's comprehension of that data so that it will be simpler to communicate it to others (Orodho, 2009). The researcher used SPSS to analyze the data collected to give findings for the descriptive and inferential data. This helped in finding the encounters faced by Junior secondary schools in effecting Competency Based Curriculum. It assisted in chapter four and five of this study.

Frequencies, percentages, means and standard deviation were obtained to generate descriptive information from the respondents. The findings were presented in tables. Together, these statistical methods offer a thorough method for data analysis and interpretation, guaranteeing that conclusions are descriptive and inferential, useful for informing future developments and policy choices.

3.10 Ethical Considerations

The researcher acquired an approval letter from the ethics office at Mount Kenya University as well as NACOSTI permit before going to collect the data. These letters were used as introductory documents to the head teachers /deputy head teachers of these Junior Secondary schools. Any information deemed confidential from the respondents was kept private and the researcher guaranteed the respondents of not subjecting any of their information to any third party.

CHAPTER FOUR
RESEARCH FINDINGS ANALYSIS AND PRESENTATION

4.0 Introduction

This chapter presented the findings of the study which was organized based on the research questions that guided it. The response for the questionnaires was 61 out of the 68 sampled ones making 89% return rate. The researcher considered this rate sufficient because it was above the 75% acceptable level. Creswell (2009),

Table 3: Questionnaire Return Rate

Respondent Category	Sampled Respondents	Questionnaires Returned	Return Rate
Teachers	68	61	89%
Total	68	61	89%

4.1 Respondents Demographic statistics

The researcher's instrument gathered demographic information in terms of age, gender, education level and experience.

4.1.1 Age

Table 4: Age of Respondent

Age in Years	Frequency	Percent	Cumulative Percent
19-28	7	11.5	11.5
29-38	23	37.7	49.2
39-48	16	26.2	75.4
49-58	14	23.0	98.4
59 and above	1	1.6	100.0
Total	61	100.0	

From the data in table 4 above, majority of The responders ranged in age from 23 and 38 years (23%). All the categories of different age brackets were represented with the minority being 59 years and above (1.6%) followed by 19 to 28years (11.5%). This showed that the information acquired incorporated the entire ages of teachers giving a comprehensive view of the dimensions of CBC implementation.

4.1.2 Gender

Table 5: Gender of Respondent

Gender	Frequency	Percent	Cumulative Percent
Male	29	47.5	47.5
Female	32	52.5	100.0
Total	61	100.0	

Data from table 5 indicate that 29(47.5%) respondents were males while 32(52.5%) were females. This showed a small margin of the disparity in gender that showed there was no biasness in responses.

4.1.3 Education

Table 6: Education Level

Education Level	Frequency	Percent	Cumulative Percent
P1	0	0.0	0.0
Diploma	29	47.5	47.5
Degree	31	50.8	98.4
Postgraduate	1	1.6	100.0
Total	61	100.0	

Table six above shows that the Junior Secondary teachers are diploma and degree holders. The respondents were 29 (47.5%) diploma holders (upgraders), 31(50.8%) were degree holders while 1(1.6%) was a postgraduate. These education levels showed that the teachers had acquired minimum educational requirements for junior secondary increasing their competence hence the researcher ended up acquiring credible information.

4.1.4 Experience

Table 7: Years of Experience

Years	Frequency	Percent	Cumulative Percent
0-5	11	18.0	18.0
6-10	18	29.5	47.5
11-15	6	9.8	57.4
16-20	9	14.8	72.1
21-25	7	11.5	83.6
26-30	6	9.8	93.4
31-35	2	3.3	96.7
36-40	2	3.3	100.0
Total	61	100.0	

Table 7 above shows that the majority 18(29.5%) had experience for 6-10 years followed by 5years and below who were 11(18%). The number of experienced teachers reduced as the years of experience increased. The lowest frequency of the number of teachers and the years of experience were 2 in both 31-35 and 36-40 years which was 3.3% each. It showed

a possibility of the highly experienced teachers acquiring higher levels of education and end up working in institutions of higher learning.

4.2 Effect of available infrastructure on the implementation of CBC

Table 8: Infrastructure statistics

Summary of Test Items	SA %	A %	U %	D %	SD %	Mean	Std. Dev.
Classrooms in my school are adequately equipped	11.5	47.5	0	37.7	3.3	2.74	1.182
My school has sufficient learning materials for CBC	8.2	19.7	0	65.6	6.6	3.43	1.132
My school has necessary technological infrastructure	8.2	19.7	0	50.8	21.3	3.57	1.258
My school has well maintained laboratories	9.8	24.6	0	36.1	29.5	3.51	1.398
The school has a well-stocked library	11.5	34.4	1.6	34.4	18	3.13	1.372
There is adequate physical space for group activities and hands-on learning	27.9	52.5	0	16.4	3.3	2.15	1.108
The school infrastructure provides a safe and secure environment for CBC implementation	39.3	50.8	0	8.2	1.6	1.82	0.922

This section analyzed the effect of available infrastructure on the implementation of CBC.

On table 8 above, 11.5% of junior secondary teachers strongly agreed that classrooms at their schools are adequately equipped, 47.5% agreed, 37.7% disagreed and a paltry 3.3% strongly disagreed. On average these findings generated a mean of 2.74 and standard deviation of 1.182. These findings agreed with the results found by Makunja in a research done in Tanzania that highlighted inadequate learning and teaching resources

encountered by instructors as they execute and implement CBC though with variations from different schools (Ngwacho, 2019).

Majority of the teachers (65.6%) disagreed that their schools have sufficient learning materials for CBC. 8.2% strongly agreed that there are sufficient learning materials, 19.7% agreed, while 6.6% strongly disagreed. Mean and standard deviation were 3.43 and 1.132 respectively. This showed that majority of the schools did not have sufficient learning materials.

In terms of the schools having technological infrastructure, 8.2% of the teachers strongly agreed, 19.7% agreed, 50.8% which was the majority disagreed and 21.3% strongly disagreed. The mean generated was 3.57 while the standard deviation was 1.258. The study's findings show that many schools are yet to acquire the required technological infrastructure that can aid in the CBC implementation. In Australia, CBC was implemented as a state directive but faced shortcoming related to the staggering pace of technology improvement (Chebiwot, 2020). These findings coincide with the ones in this study.

When the teachers were asked if their schools had well maintained laboratories 9.8% strongly agreed, 24.6% agreed, 36.1% disagreed while 29.5% strongly disagreed. The mean for this aspect was 3.51 while the standard deviation was 1.398. This showed that many of the schools are yet to acquire well sustained laboratories.

A well-stocked library was also an aspect the teachers were asked where 11.5% strongly agreed, 34.4% agreed, 1.6% were undecided, 34.4% disagreed while 18% strongly disagreed. The mean was 3.13 while the standard deviation was 1.372. Since the majority disagreed, it showed that many schools do not have well stocked libraries in readiness for CBC implementation.

Adequate physical space for group and hand on activities was also incorporated in the study where 27.9% of the teachers strongly agreed, 52.5% agreed, 16.4% disagreed while 3.3% strongly disagreed. This had a mean of 2.15 and standard deviation of 1.108. Majority in this aspect portrayed to have enough space in their schools.

Schools infrastructure providing a safe and secure environment for CBC implementation was strongly agreed by 39.3%, agreed by 50.8% which formed the majority, 8.2% disagreed while 1.6% strongly disagreed. The mean was 1.82 while the standard deviation was 0.922. Significant obstacles stand in the way for Kenya's Competency-Based Curriculum (CBC) implementation process's ability to effectively prepare students with real-world knowledge and abilities. A major obstacle is the deficiency of instructional tools and infrastructure in schools. Essential components include infrastructure resources, such well-stocked classrooms and libraries. These amenities have a major role in fostering an atmosphere that is favorable to the implementation of CBC (Ngarari & Waithaka, 2018). Lack of infrastructure can prevent CBC from being implemented successfully and deny students access to appropriate learning settings (Mary, 2024). To address this problem, governments need to increase budgetary allocations to equip the schools with the required infrastructure because it is one way of making CBC implementation easier (Ogula & Wambiya, 2023). Digital infrastructure disparities too need to be addressed to bring in access to digital literacy and access to technology which enhances CBC implementation (Adolph, 2016).

The means ranged between 1.82 and 3.57 that showed that the respondents' views leaned toward the lowest end of the scale for the lowest mean while leaning on the highest side of the scale for the highest mean. These variations in the means reflected the

respondents' perceptions or attitudes towards the different aspects that were being assessed. The standard deviations ranged between 0.922 and 1.372. The lowest standard deviation showed that generally the respondents generally agreed with each other indicating consensus. In contrast, the highest standard deviation showed more variability and responses being spread and diverse.

Table 9: Correlation between infrastructure and implementation of CBC

		Implementation
Infrastructure	Pearson Correlation	.351**
	Sig. (2-tailed)	.006
	N	61

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

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

The researcher found a moderate positive correlation of 0.351 between infrastructure and implementation of CBC. The two variables were significant at 0.006 which was lower than the 0.05 level.

4.3 Influence of instructional materials, skills and knowledge on the implementation of the competency based curriculum

This section analysed the influence of instructional materials, skills and knowledge on CBC implementation in Chesumei sub-county.

4.3.1 Instructional materials

Making lasting progress for children requires smart use of digital devices and educational tools. This may be accomplished by the instructor by including motivation, attention, and early observations at the start of the class, using strategies and tactics in the

lesson to effectively capture students' attention, and ultimately summarizing, assessing, and analyzing the lesson (Waweru, 2018). Educational resources can improve student achievement by facilitating effective communication (Mwita & Onyango, 2022).

Table 10: Instructional materials

Summary of Test Items	SA %	A %	U %	D %	SD %	Mean	Std. Dev.
My school has sufficient instructional materials	11.5	42.6	0	41.0	4.9	2.85	1.223
The instructional materials provided are relevant and aligned with CBC objectives	18.0	63.9	0	18.0	0	2.18	0.940
The quality of instructional materials in my school support effective teaching and learning	19.7	55.7	1.6	21.3	1.6	2.30	1.070
Teachers in my school have easy access to instructional materials needed for CBC	18.0	36.1	1.6	41.0	3.3	2.75	1.260
Teachers in my school receive adequate training on how to use instructional materials effectively	26.2	59.0	0	11.5	3.3	2.07	1.014
The school budget for instructional materials is adequate to support effective CBC implementation	4.9	26.2	4.9	34.4	29.5	3.57	1.297
The instructional materials enhance student engagement and participation in learning activities	31.1	57.4	0	9.8	1.6	1.93	0.929

Table 10 above shows findings on instructional materials. When the teachers were asked if their schools have sufficient instructional materials, 11.5% strongly agreed, the

majority 42.6% agreed, 41.0% disagreed while the smallest number 4.9% strongly disagreed. These outcomes sought a mean of 2.85 and a standard deviation of 1.223. This indicated that many schools to an extent had instructional materials.

When asked if the instructional materials were relevant and aligned with CBC objectives, 18% of the teachers strongly agreed, 63.9% agreed while 18% disagreed. This revealed that the available materials were relevant and aligned with CBC objectives as it was agreed upon by the majority. The percentage that disagreed showed that there was a possibility that some materials were not available in their schools. These findings had a mean of 2.18 and a standard deviation of 0.940.

In terms of quality of the instructional materials to support effective teaching and learning, 19.7% of the teachers strongly agreed, 55.7% agreed, 1.6% were undecided, 21.3% disagreed while 1.6% strongly disagreed. This generated a 2.30 mean and a 1.070 standard deviation. This depicted that some of the materials did not attain the required standards.

Ease of access to instructional materials was strongly agreed by 18% of the teachers, 36.1% agreed, 1.6% were undecided, 41% disagreed while 3.3% strongly disagreed. The mean was 2.75 and a 1.260 standard deviation. These findings disclosed that not several of the teachers had easy access to the materials.

Training on use of the instructional materials was strongly agreed by 26.2% of the teachers, 59% agreed, 11.5% disagreed while 3.3% strongly disagreed. Training had a mean of 2.07 and a standard deviation of 1.014. The teaching career needs improved receptiveness in training to make teachers increase their skills and knowledge required in implementing CBC (Ngwacho, 2019). This was embraced by the percentage who strongly

agreed and those who agreed on the training aspect. Those who disagreed showed that there is a need to continue the trainings since CBC is a new curriculum where the teachers can be trained to get a deeper understanding of it.

Adequateness of the budget for instructional materials was strongly agreed by 4.9% of the teachers, 26.2% agreed, 4.9% were undecided, 34.4% disagreed, and 29.5% strongly disagreed. This revealed that the budget is inadequate since the majority disagreed to support this aspect whose mean was 3.57 and standard deviation was 1.297.

In terms of the instructional materials enhancing student engagement in learning activities was strongly agreed by 31.1%, 57.4% agreed, 9.8% disagreed and 1.6% strongly disagreed. The mean was 1.93 and standard deviation was 0.929. These findings indicated the high need for the instructional materials in learning since they enhanced to a greater extent the students' participation in learning activities. In order to attain the requirements of learners in the future, teacher education programs must equip educators with the fundamental knowledge and skills they need, as well as research-based strategies for utilizing classroom data to influence instructional decisions. It must also foster trust or confidence in the profession and ethical duties, such as a professional code of conduct that its members are expected to follow. To build and uphold a world that is equitable, socially just, and sustainable, educators must possess certain competencies (Mosha, 2012).

The means ranged between 1.93 and 3.57 while the standard deviation ranged between 0.929 and 1.297. The lowest mean indicated consensus while the highest mean showed variability in terms of perceptions and attitudes in responses. Standard deviation of 0.929 suggested general agreement by respondents creating a consensus aspect while the highest one of 3.57 indicated diverse perspectives.

4.3.2 Skills and knowledge

Table 11: Skills and Knowledge

Summary of Test Items	SA %	A %	U %	D %	SD %	Mean	Std. Dev.
Teachers in my school are well-prepared to implement the CBC effectively	42.6	42.6	0	14.8	0	1.87	1.008
Teachers in my school receive adequate professional development opportunities related to CBC	21.3	52.5	0	23.0	3.3	2.34	1.153
Teachers in my school have thorough understanding of the principles and the objectives of CBC	42.6	45.9	1.6	8.2	1.6	1.80	0.946
Teachers in my school are knowledgeable about assessment methods and tools required for CBC	37.7	55.7	1.6	4.9	0	1.74	0.728
Teachers in my school have skills to differentiate instructions to meet diverse needs of students	24.6	62.3	4.9	8.2	0	1.97	0.795
Teachers in my school are proficient in integration technology into their teaching practices	21.3	45.9	1.6	26.2	4.9	2.48	1.233
There are continuous learning opportunities for teachers in my school to stay updated with the latest CBC developments	13.1	73.8	0	9.8	3.3	2.16	0.898

Skills and knowledge were also factored where teachers were asked if they were prepared to implement CBC effectively where 42.6% strongly agreed, 42.6% agreed while 14.8% disagreed. This indicated that many of the teachers were ready to enact it. The mean was 1.87 and standard deviation was 1.008.

When asked if they receive adequate professional development opportunities related to CBC 21.3% strongly agreed, 52.5% agreed, 23% disagreed while 3.3% strongly disagreed. The mean was 2.34 and standard deviation was 1.153. These findings showed that there are available development opportunities.

In terms of teachers being knowledgeable of the assessment methods and tools required for CBC, 37.7% strongly agreed, 55.7% agreed, 1.6% were undecided while 4.9% disagreed. These findings depicted a mean 1.74 and standard deviation of 0.728.

In differentiating the instructions to meet diverse needs of students 24.6% of the teachers strongly agreed, 62.3% agreed, 4.9% were undecided while 8.2% disagreed. The mean was 1.97 and standard deviation was 0.795.

Integrating technology by teachers as they teach was another aspect where 21.3% strongly agreed that they were proficient, 45.9% agreed, 1.6% were undecided, 26.2% disagreed while 4.9% strongly disagreed. The findings resulted to a 2.48 mean and standard deviation of 1.233.

To foster continuous learning opportunities for the teachers to stay updated to the CBC developments, 13.1% strongly agreed, 73.8% agreed, 9.8% disagreed while 3.3% strongly disagreed. The mean was 2.16 and standard deviation was .0898. A study by Asava, 2021 recommended providing in-service training for teacher pedagogies, which enables educators to effectively implement CBC to support under applied core skills and competencies. Every school need to have enough functional digital devices. Students should participate in practice with teachers.

In summary, the mean ranged between 1.74 and 2.48 and standard deviation between 0.795 and 1.233 with the lowest sides showing consensus while the highest sides showing their variability in perceptions and less agreement among the respondents.

Table 12: Correlation between Materials, skills and knowledge and implementation of CBC

		Implementation
Material, skills	Pearson Correlation	.623**
	Sig. (2-tailed)	.000
Knowledge	N	61

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

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

The researcher found a moderate to strong correlation of 0.623 between the two variables. It was significant at 0.05 level due to the 0.000 significance returned.

4.4 Effect of Government policies on CBC implementation

This section analyzed the effect of government policies on CBC implementation in Chesumei sub-county.

The government expected that a number of factors, including disorganized educational policies, a lack of ICT infrastructure, a shortage of qualified teachers, and incorrect perceptions of the CBC strategy by important educational stakeholders, would likely make it more difficult to implement the CBC strategy effectively (Jelagat, 2023). Implementing a strategy is the process of creating policies, programs, and budgets in order to carry out the goals, strategies, and policies of an organization. It is an ongoing process that develops plans, budgets, and processes to realize goals, strategies, and policies.

Table 13: Policies

Summary of Test Items	SA %	A %	U %	D %	SD %	Mean	Std. Dev.
The policies related to CBC are clear and well understood by educators in our school	16.4	72.1	0	9.8	1.6	2.08	0.843
The current state policies provide sufficient support for the effective implementation of CBC	11.5	47.5	1.6	36.1	3.3	2.72	1.171
The procedure for implementing state policies related to CBC are practical and feasible for schools to follow	14.8	49.2	4.9	27.9	3.3	2.56	1.148
State policies ensure adequate allocation of resources(Financial, Material and human) for CBC implementation	13.1	39.3	0	34.4	13.1	2.95	1.347
Teachers and school administrators are well aware of the objectives and expected outcomes of CBC	29.5	57.4	4.9	8.2	0	1.92	0.822
The staff is receptive to the changes introduced by CBC and is actively engaged in the transition process	19.7	59.0	0	19.7	1.6	2.25	1.043
Adequate training has been provided to manage and adapt to the changes required by CBC	16.4	41.0	0	36.1	6.6	2.75	1.287
There is sufficient support and guidance available for adopting the changes brought about by the CBC	16.4	65.6	3.3	13.1	1.6	2.18	0.922
The changes associated with the CBC have had positive impact on teaching practices and student learning	26.2	67.2	1.6	4.9	0	1.85	0.679

When the teachers were asked whether the policies related to CBC were clear and well understood by educators, 16.4% strongly agreed, 72.1% which was the majority agreed, 9.8% disagreed while the least which was 1.6% was the minority strongly disagreed. The mean was 2.08 while the standard deviation was 0.843.

When asked if the current state policies provide sufficient support for the effective implementation of CBC, 11.5% of the teachers strongly agreed, 47.5% agreed, 1.6% were undecided, 36.1% disagreed and 3.3% strongly disagreed. The mean was 2.72 and standard deviation was 1.171.

The procedure for implementing state policies for CBC are practical and feasible for schools to follow was strongly agreed by 14.8% of the teachers, 49.2% agreed, 4.9% were undecided, 27.9% disagreed while 3.3% strongly disagreed. The mean for this item was 2.56 while the standard deviation was 1.148.

In the question if state policies ensure adequate allocation of resources like financial, material and human for CBC implementation, 13.1% strongly agreed, 39.3% agreed, 34.4% disagreed, 13.1% strongly disagreed. The mean and standard deviation were 2.95 and 1.347 respectively.

Teachers and school administrators being aware of the objectives and expected outcomes of CBC, 29.5% strongly agreed, 57.4% agreed, 4.9% were undecided while 8.2% disagreed. The mean was 1.92 and the standard deviation was 0.822.

In terms of teachers' reception to the changes introduced by CBC and actively being involved in the transition process, 19.7% strongly agreed, 59.0% agreed, 19.7% disagreed while 1.6% strongly disagreed. The mean was 2.25 and the standard deviation was 1.043.

With whether there has been adequate training to manage and adapt to the changes required by CBC , 16.4% strongly agreed, 41% agreed, 36.1% disagreed and 6.6% strongly disagreed. Mean was 2.75 standard deviation was 1.287.

When asked if there has been sufficient support and guidance available for adopting changes brought by CBC, 16.4% strongly agreed, 65.6% agreed, 3.3% were undecided, 13.1% disagreed and 1.6% strongly disagreed. The mean was 2.18 and the standard deviation was 0.922.

Changes associated with CBC had positive impact was strongly agreed by 26.2% of the teachers, 67.2% agreed, 1.6% were undecided while 4.9% disagreed. This generated a mean of 1.85 and a standard deviation of 0.679.

The means ranged between 1.85 and 2.95, the least showing the highest level of agreements in responses hence consensus while the highest mean showing the highest level of variation in perceptions among the respondents. Standard deviation ranged between 0.679 and 1.347 with the least showing the respondents generally agreed while the highest level indicated responses were more spread out with less agreement.

Table 14: Correlation between government policies and CBC implementation

		Implementation
Policies	Pearson Correlation	.533**
	Sig. (2-tailed)	.000
	N	61

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

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

The tests returned reflected a moderate positive correlation between the variables as well as 0.000 significant which was below the 0.05 level of significance.

4.5 Effect of curriculum review on the implementation of CBC

Table 15: Curriculum Review

Summary of Test Items	SA %	A %	U %	D %	SD %	Mean	Std. Dev.
The objectives of the Competency-Based Curriculum review are clearly communicated to all stakeholders	23.0	63.9	0	11.5	1.6	2.05	0.921
The guidelines provided for the Competency-Based Curriculum review are clear and easy to understand	18.0	54.1	1.6	19.7	6.6	2.43	1.190
Comprehensive documentation related to the curriculum review is readily available for review by educators	11.5	73.8	0	14.8	0	2.18	0.827
Updates to instructional materials based on the curriculum review are clearly outlined and communicated to teachers	19.7	68.9	1.6	9.8	0	2.02	0.785
The process for incorporating feedback into the curriculum review is clearly defined and transparent	8.2	45.9	0	37.7	8.2	2.92	1.229
Effective communication channels are established to disseminate information about curriculum review changes to all relevant parties.	19.7	57.4	0	21.3	1.6	2.28	1.067
Information regarding the curriculum review is provided in a timely manner to allow adequate preparation and adjustment	21.3	50.8	0	21.3	6.6	2.41	1.230
There is adequate support available to help educators understand and apply the changes resulting from the curriculum review	13.1	49.2	0	34.4	3.3	2.66	1.182

The curriculum is being reviewed with an emphasis on how society, politics, and economy are changing. Komba and Kira (2013) contended that content-based curricula are unproductive since graduates are unable to exhibit skills and talents that sufficiently meet the expectations of regional, national, and international markets. The new CBC in Kenya began with the identification of a specific talent or competency. Following this, students are allowed to advance that skill or competency at their own pace, often with the assistance of a mentor. Competency-based learning seeks to depart from conventional teaching approaches where students study the same courses concurrently in groups with their classmates (Mbataru, 2023).

23% of the teachers strongly agreed that the objectives of CBC review were clearly communicated to all stakeholders, 63.9% which formed the majority agreed. On the contrary 11.5% disagreed while 1.6% strongly disagreed. The mean was 2.05 and the standard deviation was 0.921.

The CBC review guidelines provided were clear and easy to understand was strongly agreed by 18% of the teachers, agreed by 54.1%, 1.6% were undecided, 19.7% disagreed while 6.6% strongly disagreed. These findings generated a mean of 2.43 and standard deviation of 1.190.

When asked if there was a readily available comprehensive documentation related to CBC review for educators, 11.5% strongly agreed, 73.8% agreed while 14.8% disagreed. The mean was 2.18 and standard deviation was 0.827.

If updates to instructional materials based on curriculum review were clearly outlined and communicated to teachers, 19.7% of the teachers strongly agreed, 68.9% agreed, 1.6% were undecided while 9.8% disagreed. The mean and standard deviation

were 2.02 and 0.785 respectively. 8.2% of the teachers strongly agreed that there was incorporation of feedback into the curriculum review which was clearly defined and transparent. 45.9% agreed, 37.7% disagreed while 8.2% strongly disagreed. The mean was 2.92 and standard deviation was 1.229.

In terms of effective communication channels being established to disseminate information about curriculum, 19.7% strongly agreed, 57.4% agreed, on the contrary 21.3% disagreed while 1.6% strongly disagreed. The mean generated by this data was 2.28 and standard deviation was 1.067.

When asked if information regarding the curriculum review is provided in a timely manner, 21.3% of the teachers strongly agreed, 50.8% which were the majority agreed, 21.3% disagreed while 6.6% strongly disagreed. The mean for this aspect was 2.41 while the standard deviation was 1.230.

The teachers were also asked if there was adequate support available to help educators understand and apply the changes resulting from the curriculum review, 13.1% strongly agreed, 49.2% agreed while on the contrary 34.4% disagreed and 3.3% strongly disagreed. The mean generated was 2.66 and standard deviation was 1.182.

In general, the mean for curriculum review aspects was between 2.02 and 2.92 while the standard deviation ranged between 0.785 and 1.230. The mean range suggested the overall sentiments leaned towards the negative side of the scale. The 0.785 standard deviation depicted moderate variability in responses around the mean, the highest standard deviation of 1.230 showing greater variability that the responses were more spread out with wider range of opinions among respondents.

Table 16: Correlation of curriculum review with CBC implementation

		Implementation
Curriculum Review	Pearson Correlation	.664**
	Sig. (2-tailed)	.000
	N	61

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

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

The findings showed a moderate and a strong positive relationship amongst the variables and the significance level returned at 0.05 was 0.000.

Table 17: Implementation

Summary of Test Items	SA %	A %	U %	D %	SD %	Mean	Std. Dev.
The implementation of the Competency-Based Curriculum (CBC) in my school is effective in achieving its intended educational goals	27.9	65.6	0	1.6	4.9	1.90	.0889
Teachers in my school are well-prepared to implement the Competency-Based Curriculum (CBC) in their classrooms	34.4	47.5	0	18.0	0	2.02	1.041
The Competency-Based Curriculum (CBC) has increased student engagement and participation in classroom activities	47.5	50.8	0	1.6	0	1.56	0.592
The Competency-Based Curriculum (CBC) aligns well with the local educational needs and contexts of Chesumei Sub-County	26.2	63.9	0	8.2	1.6	1.95	0.865
The implementation of the Competency-Based Curriculum (CBC) has positively impacted student academic achievement and competency development.	34.4	57.4	1.6	6.6	0	1.80	0.771
School administration provides adequate support for the successful implementation of the Competency-Based Curriculum (CBC)	23.0	60.7	1.6	13.1	1.6	2.10	0.961
Effective feedback mechanisms are in place to assess and improve the implementation of the Competency-Based Curriculum (CBC)	19.7	65.6	1.6	13.1	0	2.08	0.862
The Competency-Based Curriculum (CBC) is regularly reviewed and adapted to address emerging needs and challenges in the educational setting	16.4	50.8	3.3	27.9	1.6	2.48	1.120

The teachers were also asked on implementation matters where 27.9% strongly agreed that CBC implementation in their schools was effective in achieving its intended goals, 65.6% agreed, 1.6% disagreed while 4.9% strongly disagreed. The mean was 1.90 while the standard deviation was 0.0889.

If the teachers in their schools were well prepared to implement CBC in their classrooms, 34.4% strongly agreed, 47.5% agreed while 18% disagreed. The mean was 2.02 and the standard deviation was 1.041.

The teachers were asked if CBC has increased student engagement and participation in classroom activities, 47.5% strongly agreed, 50.8% agreed while 1.6% disagreed. This generated a mean of 1.56 and standard deviation of 0.592.

When asked if CBC aligns well with the local educational needs and context of Chemundu Sub-county, 26.2 strongly agreed, 63.9% agreed, 8.2% disagreed while 1.6% strongly disagreed. The mean was 1.95 and standard deviation was 0.865.

The implementation of CBC has positively impacted student academic achievement and competency development was strongly agreed by 34.4% of the teachers, agreed by 57.4%, 1.6% were undecided while on the contrary 6.6% disagreed. This had a mean of 1.80 and standard deviation of .0771.

23% of the teachers said that the school administrators provided adequate support while 60.7% agreed on the same aspect. 1.6% were undecided, 13.1% disagreed while 1.6% strongly disagreed. The mean was 1.6 and standard deviation was 2.10.

19.7% strongly agreed that there was effective feedback mechanisms in place to assess improve implementation of CBC, 65.6 agreed, 1.6% were undecided while 13.1% disagreed. The generated mean was 2.08 and the standard deviation was 0.862.

On average, the mean ranged between 1.56 and 2.48 while the standard deviation ranged between 0.592 and 1.120. This meant that there was general consensus among the respondents reflected by the low mean and the low standard deviation.

4.6 Analysis of the interview guide

The findings showed that the head teachers/principals had held that role for a while, ranging between 3 and 21 years while the schools had been implementing Competency-based curriculum for eight years. The motivation behind these schools was because CBC was talents and skills oriented, student centered, integrated technology and engaging students practically accompanied advanced assessment checks. The school heads noted that the level of training provided was inadequate raising concern on amount of time allocated for the training as well as in depth understanding of the curriculum.

The resources available were textbooks and teaching aids which were fairly enough for all subjects. Computers for ICT integrated lessons and internet were still yet to be availed. The school leadership supported CBC implementation through offering moral and financial support, giving direction, monitoring and feedback though they faced challenges to do with low levels of technology, inadequate funds, inadequate facilities like computers, computer labs, laboratories, political interference, outdated facilities and lack of electricity. According to the interview, teachers perception is that they did not get enough training, increased their workload, they faced challenges in assessment, they lacked motivation and were resistance to change.

When asked how effective government policies in facilitating CBC implementation, the head teachers said it was fairly effective. Effectiveness of CBC implementation was evaluated using student performances and outcomes which was fair.

The feedback mechanism in place for assessing the success of CBC was standardized assessments, feedback sessions from teachers, surveys and questionnaires, evaluation framework, stakeholder meetings and interviews. To improve CBC implementation in schools, the school heads suggested more resource allocation, employing teachers and training them to handle different subjects' in line with CBC requirements, strengthening assessment practices, monitoring, collaboration and support, curriculum review and adaptation. The future of CBC was envisioned to an increased student-centered learning, enhanced use of technology in classrooms, values and life-long benefits yielding desired and expected goals in talent and abilities.



Mount Kenya University

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The prime research findings, conclusions, recommendations, and ideas for more studies are summarized in this chapter and are addressed in relation to the research objectives.

5.1 Summary of research findings

This section has the in depth research findings based on the research objectives which were to determine the effects of available infrastructure on the implementation of the competency based curriculum in Chesumei Sub-county, Nandi county Kenya, to examine how instructional materials, skills and knowledge affect the implementation of the competency based curriculum in Chesumei Sub-county, Nandi county Kenya, to evaluate the role of change and clarity of curriculum reviews in the implementation of the competency based curriculum in Chesumei Sub-county, Nandi county Kenya and to assess the effects of government policy on the implementation of the competency based curriculum in Chesumei Sub-county, Nandi county Kenya.

5.1.1 Effect of available infrastructure on the implementation of CBC in Chesumei Sub-county Kenya

The survey evaluated junior secondary teachers' perceptions of the infrastructure required for the Competency-Based Curriculum (CBC) to be implemented successfully revealing significant challenges in various areas. A mere 11.5% of teachers felt that classrooms were adequately equipped, indicating widespread dissatisfaction. Additionally, a substantial majority of teachers (65.6%) disagreed about the sufficiency of learning materials provided by their schools, reflecting critical resource inadequacies that can

hinder effective teaching and learning. The perceptions regarding technological infrastructure were similarly concerning, with over half of the respondents expressing that adequate technology was not available, mirroring challenges faced in other educational contexts.

The state of laboratory facilities was also noted to be lacking, with only 34.4% of teachers indicating that laboratories were well-maintained. This deficiency in practical learning environments further emphasizes the need for improved facilities to support hands-on education. Library resources also received a negative evaluation, as more than half of the teachers disagreed that libraries were well-stocked, highlighting another critical area for enhancement in educational resources. In contrast, a significant majority of teachers (80.4%) agreed that there was adequate physical space for group activities, which could foster collaborative learning despite the shortcomings in other areas.

On a positive note, safety and security emerged as strong points in the assessment, with 90.1% of teachers agreeing that their schools provided a safe environment for implementing the CBC. This supportive atmosphere is essential for creating an effective learning environment, allowing teachers and students to engage fully with the curriculum. Overall, while some aspects of infrastructure, such as safety, are satisfactory, the significant gaps in classroom equipment, learning materials, and technological resources highlight the urgent need for improvements to facilitate the successful employment of the Competency-Based Curriculum.

5.1.2 Effect of instructional materials, skills and knowledge affect the implementation of the competency based curriculum in Chesumei Sub-county, Nandi county Kenya

The study findings discovered that 11.5% of teachers strongly agreed their schools had sufficient instructional materials, while 42.6% agreed, 41.0% disagreed, and 4.9%

strongly disagreed, leading to a mean score of 2.85 (SD = 1.223). This indicates a generally positive perception of the availability of instructional materials, although a significant number still expressed concern about sufficiency. When asked about the relevance of these materials to CBC objectives, a majority (81.9%) agreed that the materials were appropriate, though 18% disagreed, suggesting some misalignment or unavailability of resources.

In assessing the quality of instructional materials, 19.7% strongly agreed that the materials supported effective teaching, and 55.7% agreed, resulting in a mean of 2.30 (SD = 1.070). This finding suggests that while many teachers acknowledge the quality of materials, a notable portion feels that some do not meet the required standards. Access to these materials was reported as a challenge, with 41% of teachers disagreeing that materials were easily accessible, yielding a mean of 2.75 (SD = 1.260).

Professional development opportunities were also examined, with 21.3% of teachers strongly agreeing that such opportunities were adequate, leading to a mean score of 2.34 (SD = 1.153). The majority (42.6%) felt prepared to implement CBC effectively, with a mean of 1.87 (SD = 1.008). However, there is still a clear need for continuous training, particularly in using instructional materials, to ensure teachers are fully equipped to implement the CBC effectively.

The correlation analysis indicated a moderate to strong relationship ($r = 0.623$, $p = 0.000$) between the adequacy of materials, skills, and knowledge and the implementation of CBC. This significant correlation underscores the necessity of aligning instructional materials and teacher training with the objectives of CBC to enhance educational

outcomes. The findings highlight the importance of ongoing support and resources to enable teachers to successfully carry out the curriculum.

5.1.3 To evaluate the role of change and clarity of curriculum reviews in the enactment of the competency based curriculum in Chesumei Sub-county, Nandi county Kenya

Teacher perceptions regarding the communication of CBC objectives reveal that 23% strongly agreed they were clearly communicated, while a majority (63.9%) also agreed. However, 11.5% disagreed, resulting in a mean of 2.05 (SD = 0.921), suggesting room for improvement in clarity and communication. Similarly, when asked about the clarity of the CBC review guidelines, 18% strongly agreed, and 54.1% agreed, generating a mean of 2.43 (SD = 1.190), indicating that a significant number of teachers found these guidelines to be somewhat unclear.

Regarding the availability of comprehensive documentation on the CBC review, 11.5% of teachers strongly agreed that it was accessible, while 73.8% agreed, leading to a mean of 2.18 (SD = 0.827). This indicates a positive trend towards providing necessary resources, though some educators remain concerned about completeness. The communication of updates to instructional materials was also assessed, with 19.7% strongly agreeing that these were clearly outlined, resulting in a mean of 2.02 (SD = 0.785), reflecting a need for more transparent communication.

The study also evaluated the incorporation of feedback into the curriculum review process, where 8.2% of teachers strongly agreed that this was clearly defined. Although 45.9% agreed, a notable 37.7% disagreed, resulting in a mean of 2.92 (SD = 1.229). This suggests significant variability in perceptions, indicating that feedback mechanisms may need enhancement. Effective communication channels for disseminating curriculum

information received moderate support, with a mean of 2.28 (SD = 1.067), pointing to the necessity for improved channels of communication.

A high positive correlation was found using correlation analysis ($r = 0.664$, $p = 0.000$) between curriculum review and the implementation of CBC, indicating that effective curriculum reviews are crucial for successful implementation. The overall mean scores for the various aspects of curriculum review ranged from 2.02 to 2.92, reflecting generally negative sentiments among respondents, while standard deviations indicated a moderate to high variability in opinions. These findings emphasize the importance of effective communication and support in facilitating the successful adoption of the CBC.

5.1.4 To assess the effects of government policy on the execution of the competency based curriculum in Chesumei Sub-county, Nandi county Kenya.

The analysis outlined the encounters faced by the Kenyan government in effecting the Competency-Based Curriculum (CBC) due to various factors such as disorganized educational policies, insufficient ICT infrastructure, a lack of qualified teachers, and misconceptions about the CBC strategy among key educational stakeholders (Jelagat, 2023). Effective implementation requires a systematic approach to creating policies, programs, and budgets that align with the organization's goals, necessitating clarity and support in communication and resources.

Teacher perceptions of the clarity and understanding of CBC-related policies revealed that 16.4% strongly agreed, while 72.1% agreed, indicating a positive consensus regarding policy clarity, with a mean score of 2.08 (SD = 0.843). However, the significant portion of teachers who disagreed highlights areas for improvement in ensuring that all educators fully grasp the policies guiding CBC implementation. The majority sentiment suggests that communication around these policies is generally effective but still has gaps.

When asked if current state policies adequately support CBC implementation, responses were mixed: 11.5% strongly agreed and 47.5% agreed, while a notable 36.1% disagreed, leading to a mean of 2.72 (SD = 1.171). This indicated that while many teachers feel there is some support, a substantial portion believes that more resources or clearer guidelines are needed to facilitate effective implementation. The feasibility of the procedures for implementing these policies also garnered a positive response, though with a mean of 2.56 (SD = 1.148), suggesting some teachers found the processes challenging to follow.

The analysis further evaluated resource allocation, with only 13.1% of teachers strongly agreeing that state policies ensure adequate resources for CBC, reflected in a mean score of 2.95 (SD = 1.347). This indicates significant concern over resource distribution, which is essential to the CBC's successful implementation. Additionally, a bulk of teachers felt they were conscious of the objectives and outcomes of CBC, with a mean of 1.92 (SD = 0.822), signifying a general understanding but also suggesting a need for ongoing education about these objectives.

Training and support were critical components assessed in the analysis. Responses showed that 16.4% strongly agreed that adequate training was provided to adapt to CBC changes, generating a mean of 2.75 (SD = 1.287). This indicated that while some teachers feel supported, many still express a need for further training and guidance. Notably, a strong positive perception of the changes associated with CBC was reported, with a mean of 1.85 (SD = 0.679), reflecting optimism about the curriculum's potential impact. Overall, the analysis revealed a moderate positive correlation ($r = 0.533$, $p = 0.000$) between

government policies and CBC implementation, suggesting that stronger policies could significantly enhance the effectiveness of CBC in schools.

The results indicated a generally positive perception of the Competency-Based Curriculum (CBC) implementation among teachers. Specifically, 27.9% strongly agreed and 65.6% agreed that CBC effectively achieves its intended goals, a mean score of 1.90 and a low standard deviation of 0.0889. Furthermore, 34.4% strongly agreed that teachers were well-prepared for implementation, while 47.5% agreed, resulting in a mean of 2.02 (SD = 1.041). A notable 98.3% of teachers felt that CBC enhances student engagement and participation in classroom activities, with a mean of 1.56 (SD = 0.592). Additionally, a significant portion of teachers believed CBC aligns with local educational needs (mean = 1.95, SD = 0.865) and positively impacts student academic achievement (mean = 1.80, SD = 0.0771). However, perceptions of administrative support were more varied, with only 23% strongly agreeing on its adequacy. Overall, the mean scores range was from 1.56 to 2.48, indicating a consensus among respondents on the effectiveness of CBC in their schools.

5.2 Conclusions

The analysis of junior secondary teachers' perceptions regarding the infrastructure required for the effective execution of the Competency-Based Curriculum (CBC) reveals significant challenges. A strikingly low percentage of teachers felt that classrooms are adequately equipped, reflecting a general dissatisfaction with the existing facilities. This lack of proper classroom equipment aligns with prior research in similar educational contexts, suggesting systemic issues that need addressing.

Inadequacies in learning materials are particularly concerning, with a majority of teachers expressing disagreement regarding the sufficiency of resources provided by their schools. This shortage underscores a critical barrier to effectively delivering the CBC, as access to appropriate materials is essential for facilitating engaging and relevant learning experiences. The teachers' views on technological infrastructure further highlight this challenge, with half of the respondents indicating that adequate technology is lacking in their schools, which is essential for modern educational practices.

Laboratories and libraries also present areas needing improvement, as a significant number of teachers do not perceive these facilities as well-maintained or adequately stocked. This shortfall in specialized resources can hinder practical learning opportunities, which are vital for a comprehensive educational experience. However, the perception of physical space for group activities is more positive, indicating that collaborative learning environments are available, which could be leveraged to enhance student engagement.

Safety and security emerge as strong points, with nearly all teachers feeling that their schools provide a safe environment for implementing CBC. This supportive atmosphere is crucial for fostering an effective learning environment, allowing students and teachers to engage fully with the curriculum. Despite this, the overall perceptions of infrastructure indicate that while some positive aspects exist, significant gaps must be filled to facilitate the successful implementation of CBC.

The study also assesses the availability and quality of instructional materials, revealing mixed perceptions among teachers. While some believe that instructional materials are relevant to CBC objectives, a notable percentage feel that these materials are not sufficiently accessible or high-quality. This discrepancy suggests a need for improved

resource management and better alignment of materials with curriculum goals. Additionally, teachers expressed a desire for more professional development opportunities to help them navigate and implement CBC effectively.

Professional development is a critical component of successful curriculum implementation, yet many teachers feel inadequately prepared. Although some perceive training opportunities as sufficient, a larger proportion calls for continuous support and education, particularly in utilizing instructional materials effectively. This highlights the importance of ongoing professional development to equip educators with the skills necessary for delivering a competency-based approach to learning.

The findings underscore a moderate to strong correlation between the adequacy of resources, skills, and knowledge and the implementation of CBC. This connection emphasizes the necessity for educational stakeholders to prioritize the alignment of instructional materials and teacher training with CBC objectives. Continuous support and adequate resources are essential to empower teachers in their roles, ensuring that they can implement the curriculum effectively.

Furthermore, the clarity and communication of CBC objectives and guidelines are areas identified for improvement. While many teachers feel they have a reasonable understanding of the objectives, a significant number still express concerns about the clarity of communication. This suggests that educational authorities must enhance their communication strategies to ensure that all educators are well-informed about curriculum expectations and procedures.

The availability of comprehensive documentation on CBC reviews also requires attention, as some educators are unsure about the accessibility of these resources. This gap

in information can hinder teachers' ability to implement CBC effectively. Moreover, feedback mechanisms for curriculum reviews appear to be inconsistent, indicating a need for more structured processes to incorporate educators' insights into curriculum development.

The role of government policy in supporting CBC implementation is also crucial, as challenges such as disorganized educational policies and insufficient ICT infrastructure continue to impede progress. While many teachers perceive a degree of clarity in policy communication, the mixed responses regarding policy support suggest that more resources and clearer guidelines are necessary. Strengthening government policies could significantly enhance the effectiveness of CBC implementation in schools.

Overall, while there are positive perceptions regarding CBC's impact on student engagement and achievement, substantial challenges related to infrastructure, resources, and communication remain. These findings highlight the need for a holistic approach to address these issues, involving collaboration between government entities, educational institutions, and teachers. By prioritizing infrastructure improvements, enhancing resource availability, and fostering professional development, stakeholders can better support the successful enactment of the Competency-Based Curriculum.

The outcomes from the interview guide indicated that head teachers had tenure ranging from three to twenty-one years, with schools implementing the Competency-Based Curriculum (CBC) for eight years. They were motivated by CBC's focus on talents, skills, student-centered learning, and technology integration, despite concerns over inadequate training and a lack of comprehensive understanding of the curriculum. Available resources included textbooks and teaching aids, but essential technologies such as computers and

internet access were lacking. School leadership provided moral and financial support for CBC implementation, although they faced challenges like limited technology, insufficient funds, outdated facilities, and political interference. Teachers reported insufficient training, increased workloads, challenges in assessment, and resistance to change. While head teachers viewed government policies as fairly effective in facilitating CBC, they highlighted the need for more resource allocation, improved teacher training, enhanced assessment practices, and collaboration to better support implementation. The envisioned future for CBC included a greater emphasis on student-centered learning and technology use, ultimately aiming for the development of students' talents and lifelong skills.

5.3 Recommendations

1. **Enhancing Classroom Resources** where the schools should prioritize the upgrading and equipping of classrooms with essential materials and technologies to ensure a supportive educational setting for the successful application of the Competency-Based Curriculum (CBC).
2. **Increasing the availability of Learning Materials** to ensure that all subjects have adequate resources that align with CBC objectives to facilitate engaging and relevant learning experiences.
3. **Improving Technological Infrastructure (ICT infrastructure)** including reliable internet access and sufficient computer facilities, that is crucial for modernizing educational practices and enhancing the implementation of CBC.
4. **Upgrade Laboratories and Libraries** by maintaining and stocking laboratories and libraries to provide students with practical learning opportunities and comprehensive educational resources.

5. Enhancing Professional Development by giving educators the know-how to successfully use CBC, with an emphasis on curricular navigation and the use of instructional materials.
6. Enhancing Communication of CBC Objectives by educational authorities to improve the clarity and communication of CBC objectives and guidelines to ensure that all educators understand curriculum expectations and procedures.
7. Establishing Structured Feedback Mechanisms to incorporate teachers' insights into curriculum development and review, ensuring their experiences inform future educational practices.
8. Strengthening Government in developing clearer and more supportive educational policies that allocate adequate resources and provide clear guidelines to facilitate CBC implementation.
9. Fostering Collaborative Approaches between government entities, educational institutions, and teachers will create a holistic approach to address the challenges associated with CBC, ensuring a more effective implementation process

5.3.1 Recommendations for future research

1. Future studies should investigate the direct effects of enhanced classroom resources such as materials, technologies, and learning environments on the effective implementation of the Competency-Based Curriculum (CBC). Studies could explore how specific improvements influence student engagement, learning outcomes, and teacher satisfaction.
2. Future studies should concentrate on assessing current professional development initiatives that give instructors the tools they need to adopt CBC. This may provide insights into how professional development can be optimized to meet teachers' needs and improve curriculum delivery.

3. Further studies could explore the relationship between the clarity of communication regarding CBC objectives and guidelines and teachers' understanding and implementation of the curriculum. Such a research could examine different communication strategies and their effectiveness in ensuring that educators are well-informed and supported in their curriculum efforts.



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APPENDIX I: LETTER OF INTRODUCTION

August, 2024

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT RESEARCH

I am a student undertaking a course in Master of Education in Education Management and Curriculum Studies at Mount Kenya University. I am required to submit, as part of my research work assessment, a research project on “The Dimensions of factors on Competency-Based Curriculum Implementation in Junior Secondary Schools in Chesumei Sub-County, Nandi County Kenya.” To achieve this, your school has been selected to participate in the study. I kindly request the head teacher or the deputy head teacher, to fully participate in the study. This information will be used purely for academic purpose and your name will not be mentioned in the report. Findings of the study, shall upon request, be availed to you.

Your assistance and cooperation will be highly appreciated.

Thank you in advance.

Yours faithfully,
Dennis Kipkirui

APPENDIX 11: INFORMED CONSENT FORM

Dear respondent,

The researcher is a student undertaking a degree course in Master of Education in Education Management and Curriculum Studies at Mount Kenya University carrying out a research on “The Dimensions of factors on Competency-Based Curriculum Implementation in Junior Secondary Schools in Chesumei Sub-County, Nandi County Kenya.” For this study I will request you to give me some time as you will be asked some questions. I will maintain your privacy and confidentiality about your information. Your name will not be written on any of the materials, and only the researcher will have access to your information. Your participation is totally voluntary, and you may change your mind and withdraw at any time before and during the study. We will not pay or give any facilities for this participation. If you want to take part to participate in this research, please sign the form below.

Participant:

Code of Participant

Signature

Date

Researcher:

Dennis Kipkirui

Name of Researcher

Signature

Date

APPENDIX 111: QUESTIONNAIRE

Dear respondent,

The researcher is a student undertaking a degree course in Master of Education in Educational Planning in Mount Kenya University carrying out a research on the Dimensions of factors on Competency-Based Curriculum Implementation in Junior Secondary Schools in Chesumei Sub-County, Nandi County Kenya.” The information you provide will be treated with privacy and entirely used for purposes of this study.

SECTION A: Demographic information

1. Age of the respondent

- a) 19-28 ()
- b) 29-38 ()
- c) 39-48 ()
- d) 49-58 ()
- e) 59 and above ()

2. Gender

- a) Male ()
- b) Female ()

3. Education Level

- a) Certificate ()

- b) P1 ()
- c) Diploma ()
- d) Degree ()
- e) Postgraduate ()
- 4. Position
 - a) Head teacher ()
 - b) Deputy head teacher ()
 - c) Principal ()
- 5. Years of experience
 - a) 0-5 Years ()
 - b) 6-10 Years ()
 - c) 11-15 Years ()
 - d) 16-20 Years ()
 - e) 21-25 Years ()
 - f) 26- 30Years ()
 - g) 31-35 Years ()
 - h) 36-40 Years ()
 - i) Above 41 Years ()

SECTION B

1. Infrastructure

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

		SA	A	U	D	SD
1.	The classrooms in my school are adequately equipped to support Competency-Based Curriculum activities					
2.	My school has sufficient learning materials (e.g., textbooks, digital resources) to facilitate the Competency-Based Curriculum.					
3.	My school has the necessary technological infrastructure (e.g., computers, projectors, internet) to support the implementation of the Competency-Based Curriculum.					
4.	My school has well-maintained science laboratories and other specialized rooms necessary for the Competency-					

	Based Curriculum					
5.	The school library is well-stocked and provides adequate resources to support the Competency-Based Curriculum.					
6.	There is adequate physical space in the school for group activities and hands-on learning, which are integral to the Competency-Based Curriculum					
7.	The school infrastructure provides a safe and secure environment for implementing the Competency-Based Curriculum.					

2. Instructional materials and Budget

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

		SA	A	U	D	SD
1.	My school has sufficient instructional materials (e.g., textbooks, workbooks) for the effective implementation of Competency-Based Curriculum					
2.	The instructional materials provided are relevant and aligned with the objectives of the Competency-Based Curriculum					
3.	The quality of instructional materials in my school supports effective teaching and learning under the Competency-Based Curriculum					
4.	Teachers in my school have easy access to instructional materials needed for implementing the Competency-Based Curriculum.					
5.	Teachers in my school receive adequate training on how to use instructional materials effectively within the Competency-Based Curriculum framework.					
6.	The school's budget for instructional materials is adequate to support the effective implementation of the Competency-Based Curriculum					
7.	The instructional materials enhance student engagement and participation in learning activities as part of the Competency-Based Curriculum.					

3. Skill and Knowledge

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

		SA	A	U	D	SD

1.	Teachers in my school are well-prepared to implement the Competency-Based Curriculum effectively.					
2.	Teachers in my school receive adequate professional development opportunities related to the Competency-Based Curriculum					
3.	Teachers in my school have a thorough understanding of the principles and objectives of the Competency-Based Curriculum					
4.	Teachers in my school are knowledgeable about assessment methods and tools required for the Competency-Based Curriculum.					
5.	Teachers in my school have the skills to differentiate instructions to meet the diverse needs of students as outlined in the Competency-Based Curriculum					
6.	Teachers in my school are proficient in integrating technology into their teaching practices to support the Competency-Based Curriculum					
7.	There are continuous learning opportunities for teachers in my school to stay updated with the latest developments in the Competency-Based Curriculum					

4. Policies and Understanding the role of change

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

		SA	A	U	D	SD
1.	The policies related to the Competency-Based Curriculum are clear and well-understood by educators in our school					
2.	The current state policies provide sufficient support for the effective implementation of the Competency-Based Curriculum					
3.	The procedures for implementing state policies related to the Competency-Based Curriculum are practical and feasible for schools to follow					
4.	State policies ensure adequate allocation of resources (financial, material, and human) for the successful implementation of the Competency-Based Curriculum.					
5.	Teachers and school administrators are well aware of the objectives and expected outcomes of the Competency-Based Curriculum					

6.	The staff is receptive to the changes introduced by the Competency-Based Curriculum and is actively engaged in the transition process.					
7.	Adequate training has been provided to manage and adapt to the changes required by the Competency-Based Curriculum.					
8.	There is sufficient support and guidance available for adapting to the changes brought about by the Competency-Based Curriculum.					
9.	The changes associated with the Competency-Based Curriculum have had a positive impact on teaching practices and student learning					

5. Clarity of the curriculum review

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

		SA	A	U	D	SD
1.	The objectives of the Competency-Based Curriculum review are clearly communicated to all stakeholders					
2.	The guidelines provided for the Competency-Based Curriculum review are clear and easy to understand					
3.	Comprehensive documentation related to the curriculum review is readily available for review by educators					
4.	Updates to instructional materials based on the curriculum review are clearly outlined and communicated to teachers					
5.	The process for incorporating feedback into the curriculum review is clearly defined and transparent					
6.	Effective communication channels are established to disseminate information about curriculum review changes to all relevant parties.					
7.	Information regarding the curriculum review is provided in a timely manner to allow adequate preparation and					

	adjustment					
8.	There is adequate support available to help educators understand and apply the changes resulting from the curriculum review					

6. CBC Implementation

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

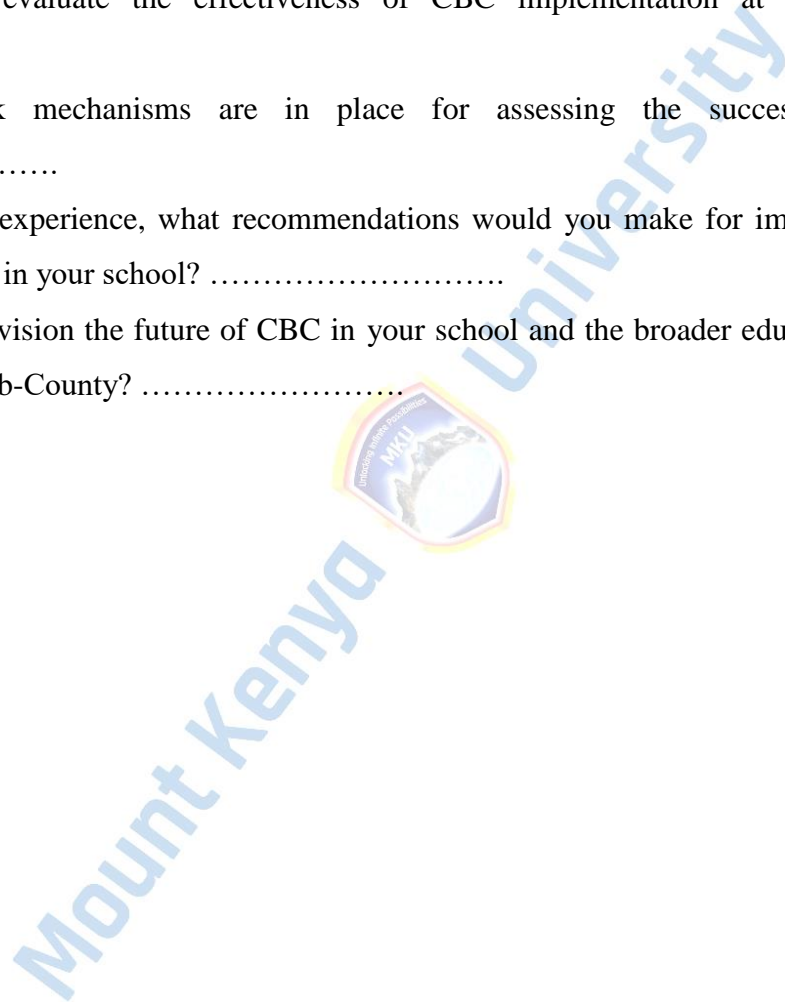
		SA	A	U	D	SD
1.	The implementation of the Competency-Based Curriculum (CBC) in my school is effective in achieving its intended educational goals					
2.	Teachers in my school are well-prepared to implement the Competency-Based Curriculum (CBC) in their classrooms					
3.	The Competency-Based Curriculum (CBC) has increased student engagement and participation in classroom activities					
4.	The Competency-Based Curriculum (CBC) aligns well with the local educational needs and contexts of Chesumei Sub-County					
5.	The implementation of the Competency-Based Curriculum (CBC) has positively impacted student academic achievement and competency development.					
6.	School administration provides adequate support for the successful implementation of the Competency-Based Curriculum (CBC)					
7.	Effective feedback mechanisms are in place to assess and improve the implementation of the Competency-Based Curriculum (CBC)					
8.	The Competency-Based Curriculum (CBC) is regularly					

	reviewed and adapted to address emerging needs and challenges in the educational setting						
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APPENDIX IV: INTERVIEW GUIDE FOR HEAD TEACHERS/PRINCIPALS

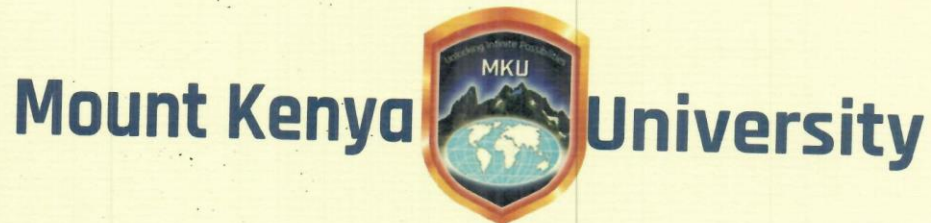
1. How long have you been in your current role as a head teacher/principal?
2. How long has your school been implementing the Competency-Based Curriculum (CBC)?
.....
3. What motivated your school to adopt the CBC?
4. How would you describe the level of training and professional development provided to teachers regarding CBC?
5. Are there any ongoing training programs for teachers? If so, how frequently are they conducted?.....
6. What resources (e.g., textbooks, teaching aids, technology) are available for CBC implementation at your school?
7. How adequate are these resources for the effective delivery of CBC?
8. How does the school leadership support CBC implementation?
9. What challenges does the school face in managing CBC implementation?
10. How do teachers perceive the CBC? Are there any concerns or resistance from them?.....
11. What steps are taken to address any concerns or resistance from teachers?
12. How involved are parents and the community in the CBC implementation process?
13. How effective are the government policies and support in facilitating CBC implementation at your school?
14. To what extent do you think the CBC has achieved its intended objectives at your school?.....

15. Can you provide examples of positive outcomes observed since the implementation of CBC?
16. What are the major challenges your school has faced in implementing CBC?
17. What solutions or strategies have you employed to overcome these challenges?
18. How do you evaluate the effectiveness of CBC implementation at your school?
19. What feedback mechanisms are in place for assessing the success of CBC?
20. Based on your experience, what recommendations would you make for improving CBC implementation in your school?
21. How do you envision the future of CBC in your school and the broader education system in Chesumei Sub-County?





**APPENDIX V:
INTRODUCTORY LETTER FROM THE SCHOOL OF POSTGRADUATE
STUDIES OF MOUNT KENYA UNIVERSITY**



DIRECTORATE OF GRADUATE STUDIES

MED/2023/34271

12th September, 2024

*National Commission for Science Technology & Innovation (NACOSTI)
Off Waiyaki, Upper Kabete
P.O Box 30623- 00100
NAIROBI, KENYA*

Dear Sir/Madam,


RE: DENIS KIPKIRUI- REGISTRATION NO. MED/2022/34271

The purpose of this letter is to introduce the above named student who is pursuing **Master of Education** in the **Department of Educational Management and Curriculum Studies** in the **School of Education**.

The title of the research is **"The Dimensions of Internal and External Factors on Competency Based Curriculum Implementation in Junior Secondary Schools in Chesunei Sub- County, Nandi County Kenya."** It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **September, 2024 and November, 2024**.

Any assistance accorded to the student will be highly appreciated.

Thank you.


Dr. Samuel M. Karenga, Ph.D
Director, Graduate Studies
Enc.

APPENDIX VI
ETHICAL CLEARANCE LETTER FROM THE ETHICS DEPARTMENT
MOUNT KENYA UNIVERSITY



REF: MKU/ISERC/4365
TO: DENIS KIPKIRUI

Date: 11 September 2024

REG: MED/2022/34271

Dear Sir/Madam,

RE: THE DIMENSIONS OF INTERNAL AND EXTERNAL FACTORS ON COMPETENCY-BASED CURRICULUM IMPLEMENTATION IN JUNIOR SECONDARY SCHOOLS IN CHESUMEI SUB-COUNTY, NANDI COUNTY KENYA

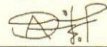
This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **3085**. The approval period is **11/09/2024 - 10/09/2025**.

This approval is subject to compliance with the following requirements;

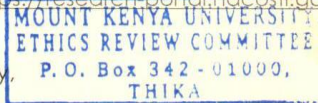
- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research.portal.nacosti.go.ke> and also obtain other clearances needed.

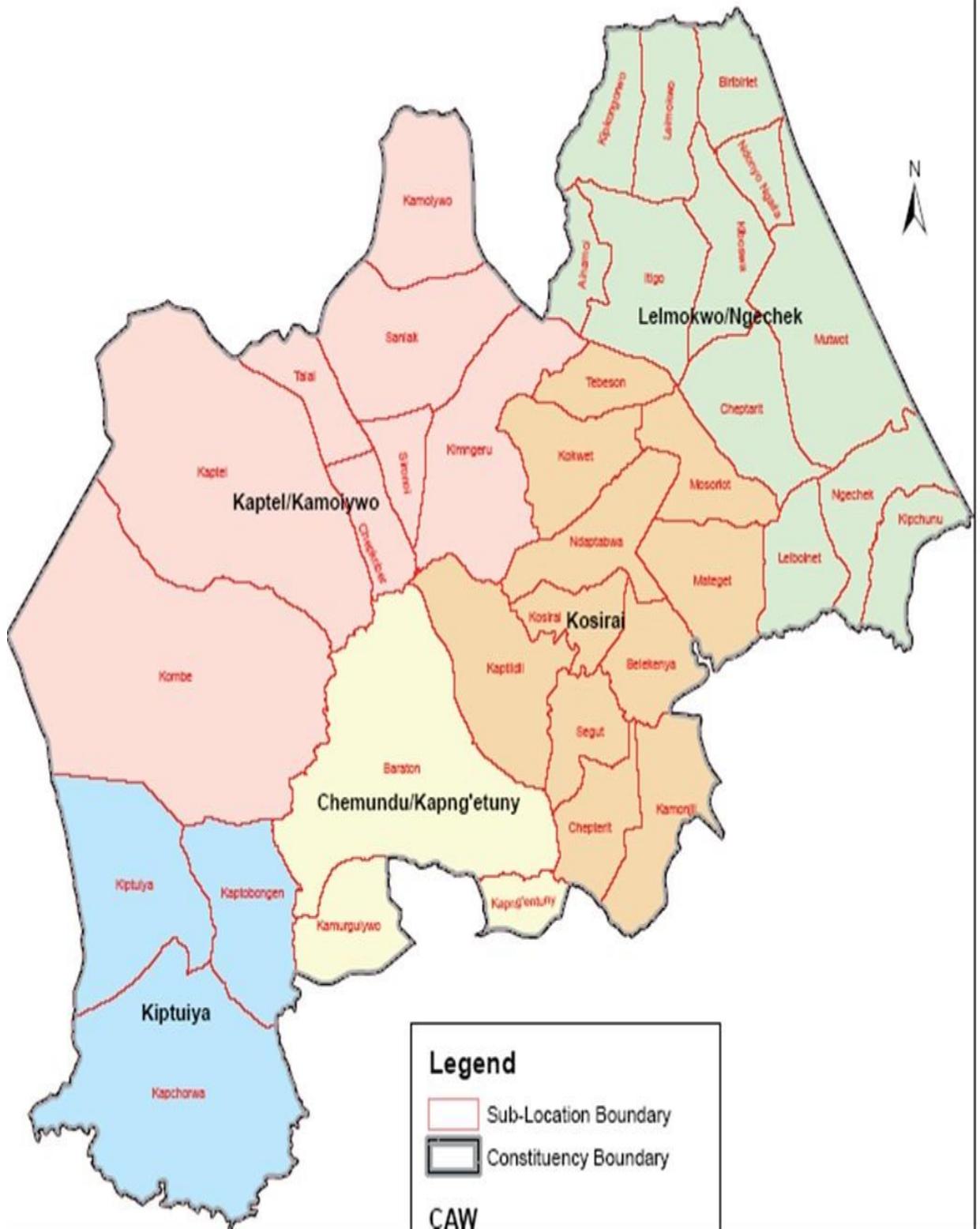
Yours sincerely,



Dr. Alfred Owino, PhD
Chairman, Mount Kenya University ISERC



APPENDIX VIII
MAP FOR CHESUMEI SUB-COUNTY/CONSTITUENCY



APPENDIX IX

RESEARCH SCHEDULE AND BUDGET

ACTIVITY	PERIOD	AMOUNT
Pilot Study	August 29,30	5,000
Data Collection	September 15 – September 27	10,000
Analysis and presentation	October 1-October 20	-
Thesis Presentation	October 22	-
Printing		10,000
Publishing	October 30	10,000
Airtime		2,000
Binding	November 6	10,000
Total		47,000