

**AN ASSESSMENT OF DETERMINANTS INFLUENCING IMPLEMENTATION OF
COMPETENCE- BASED CURRICULUM IN PUBLIC PRIMARY SCHOOLS IN MAKADARA
SUB-COUNTY, NAIROBI, KENYA**

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DECLARATION AND APPROVAL

Declaration by the student

This project is my original work and has not been presented for a degree in any other university or for any other ward.

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Approval by the Supervisor

I confirm that the work reported in this project was carried out by the candidate under my supervision.

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DEDICATION

I bestow this research project to my supportive spouse Robert Ouko for the moral and financial support not forgetting my late father, Albert Kithaka.



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I am profoundly thankful to the lord for allowing me to embark on my academic journey. I also thank the school of education and department of Education Management and Curriculum Studies. I am also indebted to my supervisor Dr. Beth Mwelu Mutilu who worked tirelessly guiding me through instructive feedback that helped me come up with this study project. I am thankful to my relatives for the conducive environment they have provided me as I undertake my studies. Lastly, I owe an appreciation to the Makadara public primary head-teachers for their commitment and support by which they Permitted me to conduct the research in their respective schools with much ease.



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ABSTRACT

Current study focused on assessment of determinants influencing implementation of competence-based curriculum in public primary schools in Makadara sub-county which aimed to better the quality and improve equity of education in the sub-county. The aims of the research were to: establish the influence of in-service – teacher training, examine the influence of availability of teaching and learning resources, evaluate the influence of community engagement and determine the influence of parental involvement on implementation of CBC in public primary schools in Makadara sub county, Nairobi County. The study was grounded on system theory and curriculum theory. It emphasized the role of social interaction, experiential learning, problem solving, reflective thinking and continuous learning. A mixed method approach utilizing descriptive survey design was used to allow both qualitative research and quantitative research methods. Target population for the study comprised teachers, school head-teachers, parents/guardians and community representatives. The study used sample size of 27 public primary schools in Makadara whereby 13 teachers, 359 parents, 1 community representative and 1 school headteacher were interviewed. Simple random sampling was used to select teachers and parents from grade one to grade seven to show the transition of implementation of CBC across, while purposive sampling was used to select the school heads and community leaders. Data was collected using questionnaires for parents and teachers while interviews was used to collect data from school headteacher and community representative. The piloting was done in Starehe sub-county which displayed parallel social demographic characteristics as Makadara sub-county. Validity of research instruments were ensured by including objective questions aligned with study goals and consulting experts for content validation. Reliability of study instruments was achieved through pilot testing to identify and remove ambiguities, ensuring consistency with study objectives. Data collected through questionnaires was analyzed quantitatively using SPSS while data collected through interviews was analyzed qualitatively through thematic analysis. The study findings revealed that teacher training, access to teaching and learning materials, parental involvement and community engagement had huge impact on implementation of competence-based curriculum in Makadara sub-county. The study found out that 76.9% of the sampled teachers had participated in CBC in-service training and were termed as very effective. However, teachers agreed that community members contribute to effective CBC implementation, particularly through resource provision and support with initiatives like grants, field trips. In regard to the influence of in-service teacher training on implementation of CBC, the study indicated that training programs have had a generally positive impact on teachers' ability to implement the curriculum. In light of influence of availability of teaching and learning resources on implementation of CBC, the study concluded of partial readiness in the implementation of CBC in Makadara Sub-County, where essential teaching resources are generally available. The study recommended that Schools needed to strategize in light of increasing the regularity and accessibility of CBC in-service training sessions to ensure all teachers received adequate and consistent training, it also emphasized and recommended of intense sensitization of stakeholders' involvement through actively engaging with the community and the PTA to increase the frequency of resource donations and support services.

TABLE OF CONTENTS

| | |
|---|------|
| DEDICATION..... | iii |
| ACKNOWLEDGEMENT..... | iv |
| ABSTRACT..... | v |
| LIST OF TABLES..... | xi |
| LIST OF FIGURES..... | xii |
| LIST OF ABBREVIATIONS AND ACRONYMS..... | xiii |
| CHAPTER ONE..... | 1 |
| INTRODUCTION..... | 1 |
| 1.0 Introduction..... | 1 |
| 1.1 Background to the Study..... | 1 |
| 1.2 Statement of The Problem..... | 6 |
| 1.3 Purpose of the Study..... | 7 |
| 1.4 Objectives of the Study..... | 7 |
| 1.4.1 Specific Objectives..... | 7 |
| 1.5 Research Questions..... | 8 |
| 1.6 Justification for the Study..... | 8 |
| 1.7 Significance of the Study..... | 9 |
| 1.8 Scope of the Study..... | 10 |
| 1.9 Limitations of the Study..... | 10 |

| | | |
|--|--|-----------|
| 1.10 | Assumptions of The Study..... | 11 |
| 1.11 | Operational Definition of Key Terms..... | 12 |
| LITERATURE REVIEW | | 13 |
| 2.0 | Introduction | 13 |
| 2.1 | Empirical review on the implementation of Competency-Based Curriculum. | 13 |
| 2.2 | Influence of availability of Teaching/Learning Resources and implementation of CBC. 19 | |
| 2.3 | Influence of Community Engagement and Implementation of CBC | 22 |
| 2.4 | Influence of Parental Involvement and implementation of CBC | 24 |
| 2.5 | Theoretical Framework | 26 |
| 2.5.1 | System theory | 26 |
| 2.5.2 | Curriculum theory | 30 |
| 2.6 | Conceptual Framework..... | 31 |
| 2.7 | Summary of Literature Review | 34 |
| 2.8 | Literature Gap(s)..... | 35 |
| CHAPTER THREE..... | | 38 |
| RESEARCH DESIGN AND METHODOLOGY | | 38 |
| 3.0 | Introduction | 38 |
| 3.2 | Research Design..... | 38 |
| 3.1 | Location of the Study | 39 |

| | | |
|---|--|----|
| 3.2 | Target Population | 40 |
| 3.3 | Sampling Procedures and Techniques | 40 |
| 3.4 | Sample Population | 41 |
| 3.5 | Research Instruments | 41 |
| 3.6 | Piloting of the Study | 42 |
| 3.6.1 | Validity of instruments | 43 |
| 3.6.2 | Reliability of instruments | 43 |
| 3.7 | Data Collection Methods and Procedure. | 44 |
| 3.8 | Data Analysis Techniques and Procedures | 44 |
| CHAPTER FOUR | | 46 |
| DATA ANALYSIS, PRESENTATION AND INTERPRETATION | | 46 |
| 4.1 | Introduction | 46 |
| 4.1.1 | Response Rate | 46 |
| 4.2 | Demographic Characteristics of Respondents | 47 |
| 4.3 | Influence of In-Service-Teacher Training on Implementation of CBC in Public Primary School in Makadara Sub-County | 51 |
| 4.4 | Influence of Availability of Teaching & Learning Resources on Implementation of CBC in Public Primary School in Makadara Sub-County | 58 |
| 4.5 | Influence of Community Engagement and Implementation of CBC in Public Primary School in Makadara Sub-County | 64 |

| | | |
|---|---|------------|
| 4.6 | Influence of Parental Involvement on Implementation of CBC in Public Primary School in Makadara Sub-County | 68 |
| 4.7 | Perception of CBC Implementation in Public Primary School in Makadara Sub-County | 73 |
| 3.9 | Implementation of Competency-Based Curriculum..... | 77 |
| CHAPTER FIVE | | 80 |
| SUMMARY. CONCLUSIONS AND RECOMMENDATIONS | | 80 |
| 5.1 | Introduction | 80 |
| 5.2 | Summary of the Main Findings | 80 |
| 5.3 | Conclusions | 82 |
| 5.4 | Recommendations | 84 |
| 5.5 | Suggestions for Further Research | 85 |
| REFERENCES..... | | 86 |
| APPENDICES..... | | 105 |
| | Appendix 1: Self-Introductory Letter | 105 |
| | Appendix 2: Letter of Introduction..... | 106 |
| | Appendix 3: Ethical Approval | 107 |
| | Appendix 4: Research Permit | 108 |
| | Appendix 5: Research Authorization | 109 |
| | Appendix 5: Informed Consent Form..... | 110 |

Appendix 6(a): Questionnaire for Teachers..... 111

Appendix 6(b): Questionnaire for Parents 116

Appendix 6(c): Interview Guideline..... 99

Appendix 7: Projected Work Plan for Carrying Out Research 103

Appendix 8: Research Budget..... 104



LIST OF TABLES

| | |
|---|----|
| Table 1: Response Rate of Study Participants | 46 |
| Table 2: Demographic information of Respondents (parents) Whose Children are Undertaking the CBC Curriculum in Public Primary Schools in Makadara Sub-County..... | 47 |
| Table 3: Demographic features of Respondents (Teachers) in Public Primary Schools in Makadara Sub-County | 49 |
| Table 4: Responses of Teachers on In-Service Training and How It Has Influenced CBC Implementation | 51 |
| Table 5: Availability of Teaching and Learning Resources in Public Primary Schools in Makadara Sub- County | 58 |
| Table 6: Teachers' Perception of Community Engagement and Its Influence on CBC Implementation | 64 |
| Table 7: Characteristics of Parental Involvement on Implementation of CBC as Denoted by Respondents (Parents)..... | 68 |
| Table 8: Teachers' Views Parental Involvement on Implementation of CBC | 71 |
| Table 9: Parents' Perception of CBC Implementation in Public Primary Schools in Makadara Sub- County | 73 |
| Table 10: Teachers' Perception on CBC Implementation in Public Primary Schools in Makadara Sub- County | 74 |
| Table 11: Teachers Views on Implementation of CBC | 78 |
| Table 12: Parents Responses Regarding CBC Implementation..... | 79 |

LIST OF FIGURES

| | |
|---|----|
| Figure 1: Conceptual framework | 33 |
| Figure 2: Additional Resources Required to Implement CBC Within Public Primary Schools in Makadara Sub- County as Denoted by Respondents (Teachers)..... | 60 |
| Figure 3: Other Forms of Community Engagement Necessary for CBC Implementation as Highlighted by Respondents (Teachers)..... | 65 |
| Figure 4: Additional Support Parents Need to Be More Involved in CBC Implementation | 69 |



LIST OF ABBREVIATIONS AND ACRONYMS

| | |
|----------------|--|
| CBC | : Competence Based Curriculum |
| CBL | : Competency Based Learning |
| ECDE | : Early Childhood Education |
| KICD | : Kenya Institute of Curriculum Development |
| KISE | : Kenya Institute of Special Education |
| KEMI | : Kenya Education Management Institute |
| CEMASTE | : Center for Mathematics, Science and Technology Education in Africa |
| ICT | : Information and Communication Technology |
| USAID | : United States AID |
| ILO | : International Labour Organization |
| OECD | : Organization for Economic Cooperation and Development |
| CBET | : Competence Based Education and Training. |
| NACOSTI | : National Commission of Science Technology and Innovation. |

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter outlines the background to the study and statement of the problem. It also specifies the study purpose, objectives, research questions, significance, scope, limitations, delimitations, and assumptions and the operational definition of key term.

1.1 Background to the Study

A Curriculum is a composition of various courses or syllabi in an education system. Curriculum implementation on the other hand refers to the all-inclusive collaborative approach of instituting a set of courses or syllabi as indicated by Jadhav and Patankar (2013). This takes place when a learner obtains knowledge, skills and necessary attitudes that can help them work, communicate and interact efficiently and amicably once they become of age. The 21st has seen as a shift in education paradigms. It all emphasizes on critical thinking, acquisition of practical skills and problem-solving abilities.

Competency based education can be considered to be as old as education itself since no education curriculum can be based on incompetency. Competence-based learning (CBL) is an innovative method that gives emphasis practical application of knowledge rather than rote memorization. In this type of learning, much emphasis has been put on developing learner's skills, attitudes and knowledge which altogether align with the demands of modern society (Mogere & Mbataru, 2023). Additionally, competence-based education considers, in its curriculum, issues such as practical aptitudes, job search skills, practical job skills, survival skills, and entrepreneurial skills when determining capability for learner employment success.

Developed nations have been key to education transformation. Countries like Canada and Finland are focusing on the holistic development of learners, adaptable problem-solving, and critical thinking (Pietarinen, 2017). These countries are the beacons for education globally. Competence-based curriculum has its roots in the development of apprenticeship and vocational training programs in industrialized nations. Such approaches notably came to light initially in the 70's primarily within states in the USA (Barrick, 2016). Since its inception, CBC has undergone several modifications for optimization purposes. For instance, the Forum for Research and Policy in Communication in the US found that mathematics and reading subjects were successfully put into practice. This was particularly via the international student assessment test. Practical training was included into formal schooling as a result of the Industrial Revolution's desire for skilled workers. Afterwards, countries across the world started instituting CBC. In Canada, CBC was adopted as the national curriculum in 1992 (Christensen and Lane, 2016). Scotland's government introduced the CBC curriculum, and the assessment results on PISA tests were notably high, indicating success. Similarly, Finland also implemented the CBC curriculum and achieved top global rankings in 2016. The Progressive Education Movement of the early 20th century promoted experiential learning and emphasized the value of practical experiences for students (Theuri et al., 2020). Consequently, it was and is still adopted by developed nations; who incorporate it into their educational systems and policies. This method has been crucial in developing top-notch graduates equipped to handle real-world problems.

Towards the mid-20th century, the demand for mastery of practical skills in first world countries saw a shift towards outcome-based education systems whose center stage was competencies and specific outcomes (Katam, 2020). It made countries such as Canada institute competency-based learning reforms within their vocational education. Within the 21st century, further research and

evidence of significance of CBC has deepened the commitment of developed countries towards instituting such reforms within their education system; largely to address the evolving complexities of the global economy. Consequently, this has led to countries such as Singapore, which is known for its high-performing and effective education system, incorporate CBL reforms within their education curriculum. Correspondingly, alongside conventional topics, the Curriculum for Excellence, which was initially implemented in Scotland, places an emphasis on interdisciplinary learning, skill acquisition, and personal growth in the United Kingdom (Priestley & Humes, 2010). Similar to this, the Curriculum Framework in New Zealand incorporates important competences to promote holistic development (Falloon et al., 2010). Since then, such approaches have been developed and implemented in learning institutions across different countries worldwide (Sanchez & Romero, 2015).

Within the contemporary world, CBC is becoming more popular in developing nations as a way to improve socioeconomic development and career preparedness. For instance, the Malaysia Education Blueprint 2013–2025, which is dedicated to advance on critical thinking, problem-solving, and communication skills, places a lot of emphasis on competences (Ghavifekr & Rosdy, 2015).

Similarly, the education system in Peru has incorporate CBL reforms that focus on problem-solving, communication and teamwork among students (Félix-Herrán et al., 2022). Other developing countries including Pakistan have incorporated CBL reforms to ensure their students have the necessary relevant skills for employability (Iqbal et al., 2023).

Evidently, competence learning was in place in Africa long before colonization. The African traditional education systems utilized primarily a practical approach where what is taught was

based on societal and environmental demands. CBC was adopted and applied in South Africa in 1998, reflecting its implementation across Africa., owing to a serious shortage of qualified super practitioners at that time (Komba & Mwandangi, 2015). This was meant to expand the mindset of its citizens and prepare them for 21st century jobs. Similarly, Tanzania adopted a CBC teaching-learning approach in 2005 after 44 years of content-based curriculum instituted in 1961 immediate after independence (Kafyulilo et al., 2012). This paradigm shift in Tanzanian education system was driven by political, societal and economic changes. In Rwanda, the CBC implemented emphasizes on cognitive analysis and issue resolution while aiming to provide scholars endowed with skills pertinent to the local environment (Ministry of Education, Rwanda, 2015). Rwanda on the other hand adopted CBC as their national curriculum in 2015 as noted by Mbarushimana and Allida (2018).

Here in Kenya, CBC is being implemented to produce learners who are able to integrate their insights into real world settings by accentuating more on creativity, holistic development, practical skills and critical thinking (Kenya Institute of Curriculum Development, 2017). In this new curriculum, talents or as termed in the curriculum-competency of students are first identified after which the learners are free to develop their competencies at their own speed and with the help of a mentor. Evidently, the CBC authors posit that by the conclusion of each training span, trainees should have attained specific competencies in problem-solving, innovative thinking and imagination, learning to enhance learning, digital competence, self-trust in collaboration to communication (Kenya Institute of Curriculum Development, 2017). Currently the particular said CBC program is being implemented from ECD (early years), middle school, junior and then gradually to senior school level. However, to effectively ensure the curriculum attains its purpose and addresses challenges that faced its predecessor once it has been completely implemented, there

is need to correctly define and explore what hinders or enables the acceptance of CBC by stakeholders.

CBC has become recognized as a way to improve students' preparation for real-world difficulties because it is based on the principle of giving learners practical skills, critical thinking skills, and flexibility. The approval and participation of important stakeholders, notably teachers who act as the main implementers of educational changes, is necessary for the successful implementation of CBC. Factors such as perceived relevance, professional development, clear implementation guidelines and supportive leadership are key contributors to teachers' acceptance of CBC. Further, drawbacks such as heavy workload, lack of clarity and understanding, inadequate training and professional development, resource constraints, resistance to change and skepticism about outcomes often deter or prevent teachers from accepting implementation of such new educational reforms. As such, the assessment was designed to explore the determinants of CBC implementation within primary schools in Makadara sub county, Nairobi County, Kenya.

Effective learning involves utilization of teaching and learning resources. CBC is practical, oriented and requires all the necessary materials. Teaching and learning materials are, by definition, a variety of educational tools (Lewis, 2018). Lesson preparation emphasizes how teachers use their power to support students' particular learning goals in the classroom. Examples of these materials include project supplies, videos, games, and flashcards. Lewis also pointed out that activity-based learning, which emphasizes student involvement to improve learning, includes the utilization of teaching and learning tools as a fundamental component. Research was carried out to identify the issues involved in applying the Kuwait National Competency Board curriculum. in Kuwait by Alajmi (2021).

In any educational system, educators are essential. One important element in making sure the curriculum is implemented successfully is teacher training. Sufficient training for educators is important to promote the successful adoption of CBC. Using instructor manuals, financial resources, and instructional technologies are all part of the evaluation process. To achieve a seamless deployment, it is advisable to guarantee the availability of instructional technology, financial resources, and instructor manuals. Nevertheless, the CBC deployment in Makadara regional division presents obstacles for CBC implementation (Makadara Sub County Government, 2020).

1.2 Statement of The Problem

The 21st century has observed a tremendous change in the society not only in terms of industrial and technological development but also educational perspectives “(Alpaydın & Demirli, 2022). As a result, countries around the world have changed their national educational curriculum so that they churn out skilled and competent workforce for the 21st century (Hastedt & Care, 2022).

For instant, Finland (Lähdemäki, 2019) and New Zealand (Eley & Berryman, 2018) have adopted competency-based education which instead of focusing solely on traditional academic subjects, schools focus more on impacting problem-solving skills and critical thinking skill, to the students. Additionally, Singapore’s education system commonly termed as “Teach Less, Learn More” adopts a competency-based framework whereby education emphasis is on mastery of key competencies and skills rather than rote memorization (Elems-Ikwegbu, 2023). Evidently, this has brought the transition to a Competency-Based Curriculum (CBC) in Kenya. It was introduced in 2017 to replace such outdated 8-4-4 system, aiming to develop critical thinking, teamwork, and effective communication among students. However, its implementation in Makadara subcounty

endures substantial challenges stemming from insufficient resources, including a shortage of adequately trained teachers and (educational materials) 53.8% as well as limited community and parental involvement. As a developing country, Kenya struggles with resource constraints that necessitate sharing with other sectors, often leaving educational needs unmet. This has led to skepticism among stakeholders about the new curriculum, with little public action taken to address these concerns. To investigate these issues, the study will utilize a mixed-method approach with both simple random and purposive sampling to gather firsthand data on the determinants influencing the implementation of CBC in real-life educational this context. This study aimed to assess determinants influencing implementation of CBC across public primary schools in Makadara sub-county, Nairobi area, Kenya. In the investigation process, it was found out that the stakeholders can as well include sponsors and chiefs who enhance the CBC implementation through collaboration with external partners to provide additional support and resources. This promotes stakeholder involvements. The study therefore recommended that, the stakeholders like community representatives should fully participate through resource provision to implement the CBC system.

1.3 Purpose of the Study

The research study was an investigation of assessment of the determinants influencing the implementation of the CBC in public primary schools in Makadara Sub- County, Nairobi, Kenya.

1.4 Objectives of the Study

1.4.1 Specific Objectives

- i. To establish the influence of in-service-teacher training on implementation of CBC in public primary school in Makadara sub-county.

- ii. To examine the influence of availability of teaching and learning resources on implementation of CBC in public primary school in Makadara sub-county.
- iii. To determine the influence of community engagement on implementation of CBC in public primary school in Makadara sub-county.
- iv. To determine influence of parental involvement on implementation of CBC in public primary school in Makadara sub-county.

1.5 Research Questions.

- i. In what ways does the in-service-teacher training influence the implementation of CBC in public primary school in Makadara sub-county?
- ii. How does the availability of teaching and learning tools affect the implementation of CBC in public primary school in Makadara sub-county?
- iii. In what ways does the local community engagement determine implementation of CBC reforms in public primary institutions in Makadara sub-county?
- iv. What are the ways in which parental involvement determine the of implementation of CBC in public primary school in Makadara sub-county?

1.6 Justification for the Study

This integration of the Competence-Based Curriculum signified a shift during the process of learning framework, carrying implications for policy makers, educators, and stakeholders. Understanding the determinants that influence its implementation became paramount by ensuring that the curriculum change achieved its intended goals. The research outcomes suggested changes for policy decisions not only within Makadara Sub-County but also across other regions of Kenya. Understanding the determinants of implementation guided policy makers in refining curriculum

frameworks, allocating resources, and providing professional development support to educators. By identifying the factors influencing implementation success, the study contributed to efforts aimed at improving teaching and learning outcomes, fostering student engagement, and enhancing overall educational experiences. Implementing a new curriculum often presented challenges such as resource constraints, teacher training needs, and resistance to change. This study shed light on these challenges and offered recommendations to address them, thereby facilitating smoother transitions to the CBC and mitigating potential disruptions to the education system. Despite the widespread transition of competence-based approaches, in the education field, there was a dearth of empirical evidence regarding the factors influencing implementation in Makadara Sub-County. The study filled that gap by conducting empirical research and generating evidence-based insights that can enrich the broader academic discourse with respect to curriculum integration.

1.7 Significance of the Study

The noted vital benefit Concerning this research was to upgrade the educational equity in Makadara sub-county. This was to ensure that all learners in Makadara Sub- County have an equal opportunity to access and benefit from the quality education hence to prepare them for the 21st century challenges.

Educators and regionals education authority used the said insights to improve teacher training programs. The research indicated that teacher education, access to teaching tools and educational materials, parental involvement and community engagement had huge impact on effective integration of competency focused curriculum in the region. This was demonstrated through provision of educational tools and materials offered by parents together with community at large. The stakeholders like parents had huge influence on resource allocations, attending meetings and

other key duties for their children. The study outcome contributed and developed strategies which enhanced effective enhancement of CBC strategies in Makadara sub county. The findings derived from the study enabled the educational planners (KICD), to amend the weak areas in CBC syllabus resulting from the teacher's perception hence giving appropriate steps to be followed.

1.8 Scope of the Study

The researcher practitioner analyzed range of determinants that influence successful implementation of the CBC framework in government primary schools in Makadara subcounty Nairobi Kenya. This investigation was undertaken in the realm of Makadara Sub-County which is situated at Nairobi County, Kenya. The said sub-county hosted several public primary schools and had diverse educational context in terms of informal and formal settlements. Teachers, head-teachers, parents of students within government operated primary education settings in Makadara sub county and community representatives formed the group taking part in this study. Being the implementers of the new curriculum, it was easier to obtain an intensive complete exploration of the mentioned determinants. The study undertaken was conducted from May and August 2024.

1.9 Limitations of the Study

- i. Investigation was facilitated by data collected through questionnaires and interviews which could have limited the breadth of data as compared to other quantitative methods process and the mitigation measure could be the use of triangulation in future.
- ii. The study was limited to assess only the determinants influencing the implementation of CBC in Makadara subcounty.

- iii. The study was also limited to stakeholder Engagement: varying levels of involvement from parents and the community can lead to gaps in understanding the full context of CBC implementation and the mitigation was to implement community outreach strategies to encourage participation and gather broader perspectives.

1.10 Assumptions of The Study

- i. The study posited that, several governments funded primary schools in Makadara sub county had already initiated implementation of CBC reforms and that teachers within such schools had clear understanding of CBC reforms and what it entailed.
- ii. The accuracy and reliability of data collected through interviews, and questionnaires were presumed. Respondents provided truthful and candid responses, and therefore historical data and policy documents were complete and accurate.
- iii. The necessary resources included funding, research personnel, and equipment, which were available to facilitate data gathering, analysis and results reporting under the defined timeframe.
- iv. Findings from this study assumed to be contextually relevant to public primary schools in Makadara Sub- County, Nairobi, Kenya. The speculations suggested that the group of sampled parents, teachers, community leaders and one headteacher was reasonable representation of the Whole makadara subcounty
- v. It was anticipated that the determinants identified may have reflected unique educational, socio-economic, and cultural context of this Sub- County.

1.11 Operational Definition of Key Terms

| | |
|------------------------------------|---|
| Determinants | : resources that influence implementation of CBC. |
| Influence | : to hinder/delay, or promote/accelerate implementation of CBC. |
| Implementation | : practical aspect of CBC in day-to-day school activities. |
| Competence | : abilities/skills acquired while learning in the competency-based curriculum |
| In-service teacher training | : a professional educational exercise provided to teachers who are actively giving classroom instructions in public primary institutions to improve their pedagogical skills. |
| Teaching/learning resources | : materials required to support learning in the competency-based curriculum. |
| Community engagement | : Involving local residents around a public school environ |
| Parental involvement | : engaging parents of students in public primary schools. |

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This section highlighted on empirical assessment regarding the current literature on determinants influencing implementation of CBC in public primary schools. The review included, influence of in-service-teacher training, effects of the presence of instructional materials, influence of community engagement and influence of the engagement of parents in executing CBC in public primary school in Makadara sub-county. It also outlines a theoretical framework on which this research is grounded. Finally, this chapter concludes by providing a theoretical structure depicting the primary and secondary variables together with parameters of this study research.

2.1 Empirical review on the implementation of Competency-Based Curriculum.

In contemporary society, digitization and technological advancement, the world economy is rapidly evolving to the extent that traditionally acquired knowledge through schools is inadequate to comply with the standards expected in today's job market. Instead, fundamental skills linking to expertise are what is being sourced and looked at by recruiting agencies in majority of companies (International Labor Organization, 2021). As such, learners must acquire these skills and expertise for them to uphold their standards in today's job market. In the essence, subjects such as algebra, science, effective communication and vocabulary remain core and are necessary for one to excel in both their career and life. Competency-Based Curriculum (CBC) has emerged as a transformative educational approach designed to address these changing needs of the 21st-century workforce and provide students with practical skills and competencies (Akala, 2021). At its core, CBC is an educational framework that centers on the acquisition of specific, measurable

competencies or skills rather than traditional content-driven learning (Akala, 2021). This change in emphasis was made to make sure that students could apply their knowledge in practical settings in addition to being knowledgeable. A wide range of talents, including rational reasoning, problem resolution, sharing ideas, teamwork, plus flexibility are frequently included in competencies (UNESCO, 2017).

The curriculum is rooted in three main principles. Firstly, learner focused strategy where it positions the learner at the core of instructional system, granting the personalized and flexible learning pathways (Johnstone & Soares, 2014). Students' progress at their own pace, ensuring that they have a deep understanding of each competency before moving on. Secondly, it has clear learning outcomes in terms of competencies which are well-stated and observable, easing the process of student progress and mastery (Morcke et al., 2012). This clarity in learning outcomes contributes to a more transparent and accountable educational system. lastly, it incorporates a novel assessment for learning where assessment is not just for grading but also for guiding learning. Teachers use various assessment methods to provide feedback and help students improve (Johnstone & Soares, 2014).

These principles upon implementation enable teachers to convey knowledge, skills and expertise to learners. Transfer of knowledge was the main fundamental thing in the old traditionally school system where grading was based on how best a learner can retain information. In CBC, competences are assessed and a competency incorporates not only knowledge gain but also the gain of skills and expertise by the learner (Bral & Cunningham, 2016). Notably, it can be said that CBC curriculum has seven key competencies (Idrissi et al., 2017). At the forefront is academic competences which are related to subject-specific knowledge and skills;

That is to say, it includes a thorough comprehension of the fundamental field of study in the education system like science, arithmetic, language instructions and societal topics. (KICD, 2017). Second, the curriculum places a great emphasis on supporting students develop their reasoning and their problem-solving abilities to make practical use of their knowledge. This involves helping them examine material, think critically, and solve complicated problems (Idrissi et al., 2017). Effective communication, both oral and written is another key competency. Often, students are encouraged to express ideas clearly, listen actively, and engage in meaningful dialogues. Additionally, CBC recognizes the importance of collaborative skills, as many real-world challenges require individuals to work effectively in teams. Competencies in this area include cooperation, conflict resolution, and group problem-solving (KICD, 2017). Furthermore, creative thinking and fostering innovation are critical aspects of CBC. These competencies empower students to develop novel solutions and think outside the box. In today's digital age, students must be competent in navigating information resources and using technology for research, communication, and problem-solving. As such, CBC incorporates Information Literacy and Technology Skills as one of its core competencies. Lastly, Competencies related to cultural sensitivity and global awareness help students appreciate diversity, understand different perspectives, and function effectively in a multicultural world (KICD, 2017).

The concept of Competency-Based Curriculum has garnered global recognition as nations strive to harmonize their educational frameworks with the evolving demands of the contemporary era. Furthermore, the UNESCO's strategic action framework for education by 2030 which highlights such development of competences to support continuous learning, may be partially addressed by this (UNESCO, 2015). As a component of its program for Global Student Assessment under the OECD has created a global competency framework (OECD, 2018).

This framework evaluates students' intercultural understanding. Finland employs phenomenon-based learning in its successful education system (Symeonidis & Schwarz, 2016), allowing interdisciplinary exploration instead of traditional subjects. In Canada, provinces like Alberta use competency-based education (NAIT, 2018). New Zealand emphasizes key competencies alongside academic knowledge (New Zealand-Ministry of Education, 2020). The U.S. has seen skill-oriented programs in higher education that improve outcomes (Barrick, 2016). Paraguay also uses competency-based curricula to enhance workforce readiness (De las Nieves Pereira de Vallejos et al., 2017).

In Africa, uptake in relation to implementation of CBC is still at its younger stage. Relatively not many countries in Africa have implemented CBC with an appreciable success rate compared to the traditionally school system; mainly due to prevailing challenges (Ruth & Ramadas, 2019). Most notable are Kenya, Rwanda, South Africa, Nigeria, Ethiopia and Ghana. In a recent study conducted by Amofa and Musah in Ghana in 2019, the focus was on educational reforms related to functional development. The research underscored the universal significance of human resource capital quality in every nation.

Furthermore, it emphasized the ongoing need for high-quality and robust education accessible to all, which plays a crucial role in achieving low unemployment rates and fostering economic growth. Notably, empirical and scientific data reveal significant progress in this regard, with a considerable portion of the population meeting acceptable standards.

Comparably, Mulenga and Kabombwe facilitated a theoretical assessment in Zambian primary and secondary education institutions in 2019 with an emphasis on the Performance-Based Curriculum. The research explored primarily on the competency-based education curriculum design approach.

That introduction concerning the Competency-Based Curriculum in Zambia's educational system was thoroughly examined by the study's writers.

2.2 Influence of Teacher Training and Implementation of CBC

Educators constitute a critical human resource element within the framework of any educational system. Among the pivotal components facilitating the effective execution of the curriculum, teacher training stands as a central factor. Key individuals designated as master trainers, regarding the Competency-Based Curriculum, have been recognized, including entities such as the Education Ministry, Teacher Service Commission, Kenya Institute of Special Education (KISE), Kenya National Examination Council, Centre for Mathematics, Science, and Technology Education in Africa (CEMASTE), and the Kenya Education Management Institute (KEMI) (Ministry of Education - Kenya, 2022). There is a Change in Educational Approaches: Worldwide, numerous countries are moving away from conventional rote memorization to competency-based education (CBE), which emphasizes the cultivation of critical thinking and practical skills. For instance, the United States has experienced a notable transition to CBE in order to equip students for an evolving job market (Baker, 2020). Additionally, Finland's education system is frequently recognized as a benchmark for competency-based education (CBE), emphasizing the overall development of students and personalized learning experiences. Teacher training involves comprehensive professional development that equips educators to meet varied learning needs (Sahlberg, 2011). A cadre of CBC champion teachers has been identified and engaged in the role of instructing fellow educators. Training serves as a function in the execution of the Competency-Based Curriculum through ensuring that educators are well-versed in its principles and components. Equipping them with a comprehensive understanding of the CBC and its long-term advantages enables them to wholeheartedly embrace it and actively contribute to a deeper

comprehension, thereby evolving into advocates for this educational shift. Therefore, training acts as an essential instrument in facilitating the comprehension of a novel educational concept, ultimately demystifying it for all stakeholders, as emphasized by Burke (2005).

The significance of teacher training cannot be overstated in the realm of implementing the Competency-Centered Curriculum. In a study undertaken by Kabombwe and Mulenga in 2019, their research in Lusaka, the capital of Zambia revealed that 67% of history educators exhibited a deficiency in comprehension concerning the Competency-Based Curriculum (CBC) or the concept of outcome-based learning. Furthermore, the investigation unearthed that the educational practices within selected historical secondary schools suffered from a lack of adequate utilization of CBC or outcome-based strategies. This insufficiency was primarily attributable to a dearth of knowledge and experience among historical teachers in employing competence-based methodologies. Tanzania's implementation of a competency-based curriculum aligns with the initiatives seen in Kenya. Teacher training programs have been updated to facilitate this transition, emphasizing active learning and student involvement (Mhando & Mhando, 2020).

Uganda has adopted competency-based methods in its educational reforms, mirroring Kenya's CBC. Training programs are designed to provide teachers with the skills necessary to effectively assess and support a diverse range of learners (Kyeyune, 2021). In Kenya, a study was carried out by Momanyi and Rop (2019) assessing tutors' readiness for the implementation of competency-based education. The conclusions were that educators were inadequately trained and had poor comprehension of CBC implementation and how assessment was to be done.

In a same vein, Ondimu (2018) investigated the preparedness of educators to apply CBC in Dagoretti North Subcounty of Nairobi County's public and private schools. His findings made

clear the necessity of more professional development training for teachers so as to increase their comprehension of the new curricular model and their topic knowledge and ICT proficiency. A study regarding school aspects impacting the integration of CBC within public preschools in Garissa Subcounty of Garissa County, Kenya, was carried out by Abdullahi (2019). The conclusions were that a sizable portion of teachers lacked proper CBC training, especially with regard to ICT.

Waweru (2018) conducted research regarding the implementation of CBC in Nyandarua North Sub- County. His study identified the necessity for supporting teachers in incorporating creativity and imagination into their instructional practices. Additionally, Waweru observed a lack of instructional materials, especially for newly introduced subjects, which could aid teachers in their instruction. Overall, these studies have been done post-implementation of the initial phases of CBC and all echo the challenge of inadequacy of teacher-capacitation. Makadara Sub-County features a diverse population with different socio-economic backgrounds, which affects access to educational resources. Schools encounter difficulties such as overcrowded classrooms, which may impede the successful implementation of the CBC (Nairobi County Education Report, 2021). Consequently, poorly trained teachers insufficiently and directly affect the quality of education learners are receiving. This in turn, on a general perspective, reflects upon a population's education level thus risking having poorly knowledgeable youths once they finish school.

2.2 Influence of availability of Teaching/Learning Resources and implementation of CBC

Teaching resources are essential for conveying information in classrooms (Al-Awidi & Aldhfeeri, 2017). Access to these resources is vital for successfully implementing the Competency-Based Curriculum (CBC), which requires diverse materials to support active

learning and real-world applications. Key resources include digital platforms (e.g., Khan Academy), project kits (science, robotics), interactive e-books, teacher manuals, and local materials. The choice of resources depends on the subject and context. The Finnish education system is frequently recognized for its abundant resources, which facilitate personalized learning and actively engage students. Schools are provided with a variety of materials and technologies that improve the effectiveness of competency-based education (Sahlberg, 2011). In the United States, several states have created funding models that promote the fair allocation of resources among schools. For example, Massachusetts offers extra funding to schools with fewer resources, allowing them to obtain essential teaching materials and technologies necessary for successful implementation of competency-based education (Nagle, 2019). A study by Mwitwa and Onyango (2022) found a significant correlation (0.593) between resource availability and successful CBC implementation. Workshops are necessary for training, but quality education also relies on accessible teaching materials. Scholars such as Okafor and Edet (2008) concurred that effective teaching involved the extensive utilization of various resources, including texts, media, real-life materials, and other instructional materials that are tailored to address specific competencies. Indeed, Kopelman, Gardberg, and Brandwein (2011) contend that within the parameters of the Competency-Based Curriculum (CBC), teacher preparation played a pivotal role in shaping educators' proficiency in terms of teaching skills, instructional styles, adept utilization of materials, and the implementation of teaching tools. Consequently, teachers who undergo this preparation process acquire practical knowledge and competence in delivering the CBC curriculum. In line with the findings of Baumert et al. (2010), the absence of teaching and learning resources was deemed untenable in the educational context. Instructional materials for teaching and learning serve the critical functions of engaging students' attention, maintaining

their interest, and facilitating the discovery of their own capabilities and potential. Such Teaching aids enhance and convey information, making it more impactful for students. Additionally, the use of teaching materials alongside teacher's instructions was to motivate learners and make them think critically (Capper & Jamison, 2013).

However, there were notable hurdles including shortages of crucial resources such as study materials, textbooks and furniture which ultimately hinders the progress of learners (Bogliaccini, 2007). Teachers remain unable to effectively deliver information to learners in the absence of sufficient resources. Moreover, without such resources, the stress and anxiety level of teachers tend to increase (Mulaudzi, 2009). Evidently, within the setting of a resource-constrained country, coupled with the fact that the process of any change, including curriculum change, needed to be well and adequately resourced (Uiseb, 2007)); implementing such curriculum remained a bottleneck challenge. Notably, Rwezaura (2016) carried out research on the barriers of implementing CBC in primary schools within Kinondoni municipality in Dar as Salaam, Tanzania and found that a lot of challenges face CBC implementation such as persistent failure to provide textbooks that support a learner-centered approach. Similarly, here in Kenya, Waweru (2018) in their study on CBC implementation in Nyandarua North Sub- County, noted that there was evidently a lack of instructional materials, especially for newly introduced subjects, which could aid teachers in their instruction. Consequently, such challenge elicited the debate of whether the ongoing implementation of CBC curriculum was on the right path with respect to effective execution and educational effectiveness being dispensed to students which reflected upon the quality of education output of the curriculum. Makadara Sub-County features a combination of public and private schools, each with different levels of access to educational resources. Many

schools encounter issues such as overcrowded classrooms and insufficient materials, which can hinder the effective implementation of the CBC (Nairobi County Education Report, 2021).

2.3 Influence of Community Engagement and Implementation of CBC

Community engagement plays a multifaceted role in shaping and supporting CBC implementation. Most notable is the fact that there is a dearth of studies on influence of community engagement in CBC implementation. Rather, most studies delved upon influence of parental involvement in CBC implementation. Community engagement plays a vital but distinct role from parental involvement. In Australia, schools frequently work together with community groups and businesses to enhance educational experiences. For example, programs in New South Wales encourage partnerships that offer students practical learning opportunities, which improves the effectiveness of competency-based education (ACARA, 2020). In Canada, community engagement is seen as crucial for enhancing education. Programs such as community-based learning foster partnerships between schools and local organizations, thereby increasing resources and support available to students (Tupper & Dykeman, 2017).

It contextualizes the curriculum to local culture and values, helping adapt it to community needs (Bender, 2009). Communities can identify local resources, such as experts and traditions, to enrich education (Darling-Hammond et al., 2019). It also helps address barriers for vulnerable groups, ensuring equitable access to quality education (Hallmark et al., 2023). Additionally, communities can provide financial and in-kind support for curriculum implementation. In Tanzania, community engagement is essential for education, particularly in rural areas. Local committees frequently take part in school governance, resource mobilization, and decision-making, which helps ensure that schools meet local educational needs and effectively implement competency-based curricula

(Mhando & Mhando, 2020). For instance, community members contribute to creating school improvement plans that align with the new curriculum objectives.

In Uganda, there have been notable advancements in community participation in education. Parent-teacher associations (PTAs) play a key role in promoting collaboration between parents and schools. They assist in mobilizing resources, supporting school activities, and improving communication, all of which are vital for the successful implementation of the competency-based approach (Kyeyune, 2021). Programs like “Educate Uganda” further involve communities in educational reforms, focusing on local requirements and resources.

Effective community engagement follows principles and steps outlined by USAID (2011), but limited resources often hinder feedback incorporation, leading to distrust and low participation. Kahera (2010) highlighted that lack of local community support affects curriculum implementation in Kakamega South, emphasizing the need for responsive engagement to foster local ownership and heritage in the CBC curriculum. Local Initiatives: In Makadara Sub-County, local initiatives encourage community engagement by involving parents in school governance and support activities. Schools frequently hold forums and workshops to gather community feedback on educational practices and needs, fostering a sense of ownership and collaboration among stakeholders (Nairobi County Education Report, 2021).

There are Partnerships with NGOs. Organizations such as the Kenya Education Fund are essential in boosting community engagement. They collaborate with schools in Makadara to enhance resource availability and provide training for both teachers and parents, thereby cultivating a cooperative educational environment (Kenya Education Fund, 2021).

PTAs (Parent-teacher associations) in Makadara are crucial for fostering collaboration between families and schools. They help facilitate communication, organize community events, and mobilize resources, all of which strengthen the implementation of the CBC by ensuring that schools receive the necessary support (Makadara PTA Report, 2022). In conclusion, Community engagement is vital for the successful implementation of the CBC in Makadara Sub-County. Drawing on regional examples and building local partnerships can improve educational outcomes. Involving caregivers, local organizations, and community members allows stakeholders to establish a more supportive environment for students and educators, thereby enhancing the effectiveness of the CBC.

2.4 Influence of Parental Involvement and implementation of CBC

Competency-Based Curriculum stressed on fostering partnerships between schools, trainers, and caregivers to enhance the learning experience and outcomes of students (Jane et al., 2020). Parents played an important part in supporting their offspring's learning at home through: helping with homework, engaging in reading activities, and creating a conducive learning environment, which reinforces what students learn in school (Jane et al., 2020). Moreover, CBC promotes active and personalized learning. When parents are involved, they can better understand

CBC principles which encourage parents to help children develop logical reasoning, problem resolution, and creative expression. Parents should work together with teachers on personalized learning plans tailored to their child's strengths. In Finland, parental involvement is an essential aspect of the education system. Schools actively promote parents' participation in their children's education, creating a collaborative environment that enhances learning. Research shows that

parental engagement has a positive impact on student motivation and academic performance, which is vital for the successful implementation of the CBC (Sahlberg, 2011).

In the United States, research indicates that strong parental involvement correlates with improved student performance and overall school success. Initiatives like the “No Child Left Behind” Act highlight the significance of family engagement in education. Schools that incorporate parents into decision-making and classroom activities typically experience better educational outcomes, which supports the application of competency-based approaches (Epstein, 2018).

In Australia, parental engagement is considered crucial for improving student learning. Programs that encourage parents to take an active role in their children's education—such as school councils and parent workshops—are linked to enhanced student outcomes and increased effectiveness in implementing new educational frameworks like the CBC (ACARA, 2020). The Kenya Institute of Curriculum Development (KICD) stresses the crucial role of parents in child development, as outlined in their guidelines. It acknowledges that changing family dynamics, economic pressures, and technology have diminished parental involvement in education. Parents are the first educators and should identify their child's talents, providing a foundation for schools. Mwarari et al. (2020) found that while parents value home-school collaboration, it is hindered by time constraints, lack of CBC knowledge, and insufficient resources. Orina (2020) noted that the expanded role of parents has complicated CBC implementation in Nairobi, requiring additional financial support that burdens low-income families and those with limited literacy. Furthermore, public schools are still struggling to meet the required ICT standards for CBC.

In a similar vein, Ngigi (2014) observed that parents are rarely involved in the curriculum's implementation in public elementary schools, particularly in rural areas. Accordingly, Wairimu (2022) studied public primary schools in Lang'ata Sub County in order to evaluate parental involvement in the establishment highlighting the role of school and family partnerships in the deployment of competency-based curricula. She discovered that parental engagement and use of the CBC curriculum were positively correlated, however this relationship was significantly impeded by the parents' and instructors' inability to communicate with one another. As a result, the students' performance was frequently negatively impacted over time. In Makadara Sub-County, parental involvement is crucial for effectively implementing the CBC. Schools frequently host workshops and forums to inform parents about the new curriculum, helping them understand how they can support their children's learning (Nairobi County Education Report, 2021). Involving parents fosters a collaborative atmosphere that strengthens the principles of the CBC.

2.5 Theoretical Framework

This study was grounded on two theories: System theory and Curriculum theory as discussed below.

2.5.1 System theory

The Systems theory was advanced by Ludwig Von Bertalanffy between 1901- 1972. He focused on interrelated components and feedback loops (Lai & Huili Lin, 2017), whose idea is for analyzing curriculum implementation in education. It views schools as complex systems with interconnected elements like students, teachers, administrators, parents, policymakers, and the community, all affecting the Competency-Based Curriculum (CBC) implementation. Changes in one part impact the whole system, highlighting the need to consider both internal and external factors that influence CBC success. Key concepts of systems theory help structure the study of CBC implementation factors (Lai & Huili Lin, 2017). Schools consist of subsystems—students,

educators, administration, and infrastructure—that collectively impact implementation. Each subsystem has unique roles; for instance, teachers are essential for delivering the curriculum, while administrators provide necessary support and leadership. The effectiveness of CBC implementation relies on the interactions among all stakeholders.

For instance, teachers require adequate training and resources from educational authorities, and student engagement is impacted by family and community support. These interactions influence curriculum adoption, making a systems approach necessary to consider all connections among stakeholders. Systems theory also highlights the importance of inputs (resources, teacher training, curriculum materials), processes (teaching methods, student engagement strategies), outputs (student competencies, assessments), and feedback loops (evaluations, adjustments, and improvements) (Lai & Huili Lin, 2017). Examining how these elements are managed in Makadara Sub-County schools provides valuable insight into the CBC's implementation. Furthermore, systems theory considers boundaries and external environments that impact system operations. Factors such as government policies, community expectations, and cultural influences in Nairobi play a significant role in how CBC is implemented in public schools, as they shape the interactions within the school system.

Systems theory facilitates an in-depth analysis of various determinants influencing CBC implementation. Teachers are central actors in the education system, and their competence and preparedness significantly affect CBC delivery. Systems theory recognizes teacher training as an essential input into the system that influences other elements, such as student learning and curriculum engagement. Teachers' adaptability and knowledge of CBC principles, therefore, impact the curriculum's success and underscore the necessity for ongoing education and skill enhancement. Additionally, adequate resources—such as textbooks, teaching aids, classrooms,

and technology—are necessary inputs for effective curriculum implementation. Resource limitations within schools restrict the system's functionality, causing bottlenecks that hinder the process and ultimately affect outcomes (Lai & Huili Lin, 2017). Thus, systems theory allows us to assess resource distribution in Makadara Sub-County and its impact on CBC delivery. Leadership within schools has a major role in influencing the educational system's processes, with effective administration helping to align various subsystems, set clear objectives, provide teacher support, and ensure accountability. In CBC's context, the commitment of school administrators to create an environment that values and supports competency-based education is crucial to successful implementation.

The systems approach also highlights the significance of parental and community involvement in CBC implementation. Community support can significantly enhance curriculum adoption through parental engagement in education activities, supporting learning experiences for students in the home environment, and facilitating competency development. Systems theory suggests that the broader societal attitudes and values surrounding education can either support or constrain the curriculum's success (Lai & Huili Lin, 2017). Educational policies and regulations serve as guiding frameworks for CBC implementation in schools. Systems theory views policy as an external factor that sets system boundaries and influences internal processes. In this context, an analysis would examine how the Kenyan Ministry of Education's policies on CBC, including teacher certification requirements and curriculum guidelines, shape the processes in Makadara schools.

Systems theory also provides a framework for identifying potential challenges that may emerge from imbalances or misalignments within the system. For instance, if inputs in terms of resources and training are insufficient, the entire system struggles to deliver the curriculum effectively. Systems theory helps identify specific areas of need to enhance the system's functionality (Lai & Huili Lin, 2017). Teachers or community members may resist adopting the new curriculum due to unfamiliarity or skepticism. Systems theory suggests that such resistance can disrupt curriculum implementation and should be addressed through training, information dissemination, and involvement. Implementing a new curriculum requires coordination across multiple levels of the educational system, from national policymakers to local school administrators and teachers. Systems theory highlights the importance of well-structured coordination mechanisms to synchronize efforts and reduce friction in implementation.

Systems theory provides an ideal lens for studying implementation of CBC in Makadara Sub-County's public primary schools by enabling a multi-level analysis of the educational environment and interconnections among stakeholders. By emphasizing the interconnectedness of various components, it helps identify complex, interdependent challenges influencing CBC adoption. Systems theory offers both a holistic view and specific tools for analyzing CBC implementation, making it possible to address gaps, reinforce strengths, and foster a more supportive environment for competency-based learning (Lai & Huili Lin, 2017). This comprehensive approach supports practical analysis that could inform targeted interventions, policy adjustments, and capacity-building efforts to improve curriculum implementation in the education sector.

2.5.2 Curriculum theory

Curriculum theory was advanced by Ralph Tyler in the year 1949. Frequently regarded as the formalizer of modern curriculum theory, Tyler's influential work in the mid-20th century, especially his book "Basic Principles of Curriculum and Instruction" (1949), established a systematic approach to curriculum design that prioritized objectives and evaluation. He examined the purpose, design, and implementation of curricula in education (Beauchamp, 1982), analyzing the diverse influences on the application of the Competency-Based Curriculum (CBC) in schools. It considers not just content but also teaching practices, social contexts, and systemic structures that impact the curriculum's effectiveness. CBC shifts from rote memorization to practical skills, logical reasoning and decision-making. Curriculum theory explores how this shift is realized through educational content, delivery methods, and outcomes. The theory highlights the crucial role of teachers, who actively adapt and deliver the curriculum based on their knowledge and students' needs. It emphasizes factors like teacher training and support as vital for effective CBC implementation.

Additionally, curriculum theory evaluates how the CBC aligns with the developmental and social needs of Kenyan students, focusing on competencies like creativity and collaboration that prepare them for the workforce. It questions the feasibility of achieving these competencies given local resources and cultural contexts.

The community and cultural context of curriculum implementation are also important.

Successful education must resonate with students' social, economic, and cultural backgrounds. In Makadara Sub-County, CBC's success may depend on local cultural values and community support, as well as parents' capacity to interact with their children's learning outside of school.

Lastly, curriculum theory emphasizes the philosophical foundations of the curriculum, questioning how well the goals of CBC are understood by all stakeholders in Makadara, including teachers and parents. This analysis helps identify potential barriers to implementing CBC effectively.

2.6 Conceptual Framework

This conceptual framework outlines the independent and dependent variables under investigation in this study. It could be in a narrative forms or graphs. Four independent variables were derived from the study objectives: in-service teacher training, teaching & learning resources, community engagement and parent involvement. Similarly, there was only one dependent variable namely implementation of CBC.

In-service Teacher Training: This variable encompassed the training sessions and professional growth prospects available to teachers. It included the following elements: *Seminars:* Regular seminars provided teachers with opportunities to enhance their knowledge and teaching skills, aligning with CBC principles. *Workshops:* Workshops offered a hands-on learning experience and was focused on specific CBC-related topics or strategies. *In-Service Training:* Ongoing training ensured that teachers stayed updated with CBC requirements and best practices.

Teaching & Learning Resources: This variable related to the accessibility and sufficiency of educational resources. It included: *Sufficient and Adequate Textbooks:* it ensured that there were enough textbooks for students, aligned with CBC content and methodologies. *Teaching Aids:* Providing resources such as visual aids, technology, and hands-on materials to support CBC teaching.

Community Engagement: Community involvement in the education process is vital for successful CBC implementation. This variable included: *PTA Representation:* The Parent-Teacher

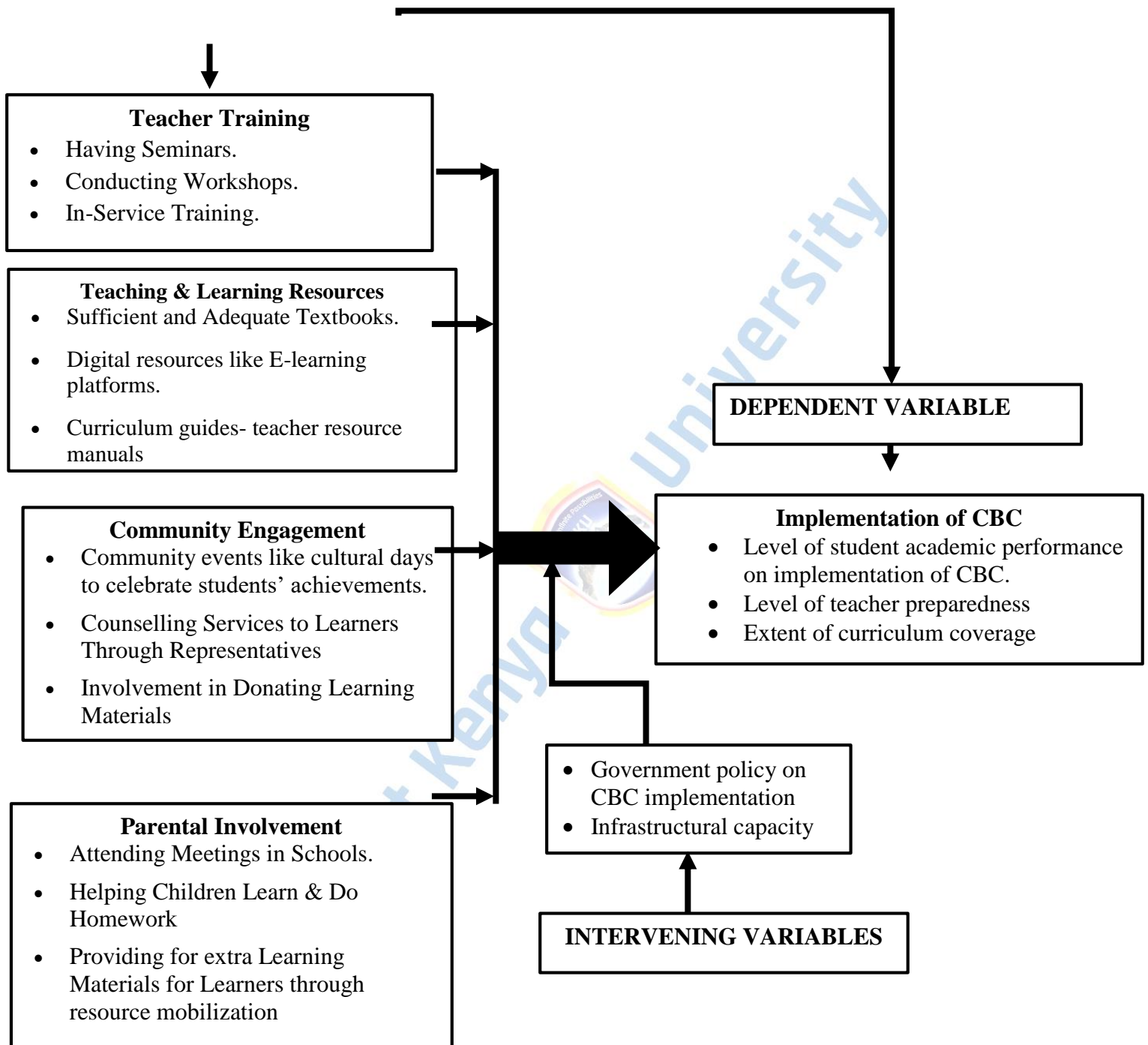
Association played a role in shaping school policies and practices, contributing to a supportive CBC environment. *Counselling Services to Learners through Representatives*: Provided emotional and academic support to students through counselors or representatives. *Donation of Learning Materials*: Community donors donated educational materials to the school, which contributed to the availability of resources.

Parental Involvement: Engaging parents' role in their children's education acts as crucial for CBC achievements. This variable comprised of: *Attending Meetings in Schools*: Parents participated in school meetings and discussions about curriculum and educational goals. They *Helped Children Learn & Do Homework*: Parents actively supported their children's learning, they assisted with homework. *Providing Learning Materials for Learners*: they ensured that students have access to necessary materials for their education.

Implementation of CBC: This serves as the primary outcome variable, manifesting the effective execution of the Competence-Based Curriculum. It was measured through several components: *Digital Literacy*: The degree to which students and teachers are proficient while incorporating digital tools and resources for learning. *Communication Skills*: Assessing students' ability to communicate appropriately, including both verbal and written communication. *Numeracy and Reading Skills*: Evaluating students' proficiency in mathematics and reading, which are core competencies in CBC. *Hygiene and Health*: Monitoring the health and hygiene practices of students, which are essential for overall well-being.

INDEPENDENT VARIABLES

Figure 1: Conceptual framework



2.7 Summary of Literature Review

This research chapter outlines the key elements of the research, including an assessment of relevant literature, the hypothetical framework that underpins the research and, and theoretical structure illustrating the study's indicators and parameters. Competency-Based Curriculum (CBC) was presented as adjustments to the transforming demands of the 21st-century workforce. Traditional knowledge-based education was no longer sufficient, as employers seek practical skills and competencies (Jones & Taylor, 2020). CBC focused on specific, measurable competencies rather than content-driven learning, with a significant focus on abilities like critical thinking, problem-solving, effective interaction and teamwork. It also incorporates innovative assessment methods to guide learning, aligning with the learner-centered approach.

The curriculum was rooted in three fundamental principles: learner-centered education, clear and observable learning outcomes, and assessment for learning (Johnson, 2021). These principles enabled teachers to convey knowledge, skills, and expertise to learners, shifting the focus from knowledge retention to competency gain (Miller & Adams, 2020). CBC encompasses seven key competencies, including academic competences, critical thinking, effective communication, collaborative skills, creative thinking, information literacy, and cultural sensitivity (Garcia, 2022). In Africa, the implementation of CBC is still emerging, with countries like Kenya, Rwanda, and South Africa making notable progress despite facing challenges (Ruth & Ramadas, 2019). Studies highlight the critical role of teacher training in the successful execution of CBC, revealing gaps in educators' understanding and application of competency-based methodologies (Kabombwe & Mulenga, 2019; Momanyi & Rop, 2019).

In-service teacher training was recognized as a critical factor in the implementation of CBC. Educators needed to be well-informed in CBC principles to successfully impart them to learners.

However, studies indicated that inadequacies in teacher training and comprehension of CBC, affected its implementation.

The availability of teaching and learning resources are essential for the success of CBC. These resources supported active learning, hands-on activities, and real-world applications, aligning with the curriculum's goals. Studies highlighted the positive correlation between the sufficiency of these resources and CBC implementation.

Community engagement has a significant impact on shaping and supporting CBC implementation. Communities provided contextual relevance, identify local resources, and helped address barriers to education. Engaging communities ensured that the curriculum aligns with local values and needs. Parental involvement was another significant determinant. Parents' support of their kids' education at home and collaboration with teachers enhance the learning experience. However, challenges like lack of time, inadequate resources, and limited training hindered effective parental involvement.

2.8 Literature Gap(s)

Current literature on CBC implementation in public primary schools highlights a few significant gaps that require further exploration. First, while existing studies emphasize the value of teacher training, there is limited study on the efficacy and content of these training programs. For example, studies from Kenya, Zambia, and other regions have underscored that inadequate training significantly affects CBC implementation, yet they do not provide detailed evaluations of training methodologies or their alignment with CBC principles. Furthermore, while several studies note a lack of readiness among teachers, more comprehensive analyses on how continuous professional development or mentorship might improve CBC application in classrooms are sparse. Another gap

is the inconsistent availability of instructional materials necessary for CBC delivery. Though existing literature points to a scarcity of CBC-aligned resources, especially for new subjects, there is limited empirical data on how this shortage affects students' learning outcomes or how schools are adapting to these material deficiencies. Moreover, while the literature acknowledges community and parental involvement as critical to CBC success, studies have yet to probe deeply into effective strategies for enhancing such engagement. Existing studies mention insufficient parental and community participation without analyzing factors that hinder involvement or assessing models for improving these connections.

Although the literature calls attention to the importance of instructional resources and learning aids, there is limited exploration of how specific resource types affect different CBC subjects and competencies. For example, it lacks detailed data on how the use of digital resources or practical kits, such as science experiment kits or e-books, plays a role in the advancement of particular skills like logical reasoning or collaborative issue resolution. Additionally, research on community engagement largely discusses general benefits but does not adequately examine community input beyond parental involvement. A gap exists in understanding how local communities, including cultural leaders or local artisans, could directly shape CBC implementation. The role of parental involvement is discussed primarily in terms of support and home-based engagement. However, limited focus is given to how socioeconomic factors influence parental involvement across different regions and school types. There is also insufficient attention to barriers preventing parents in rural or economically disadvantaged areas from contributing effectively to CBC, such as access to learning materials or ICT resources.

Lastly, the impact of teacher training, while well-examined in terms of its necessity, is not analyzed across different levels of teaching experience. Studies could examine if and how teachers' baseline experience affects their adaptation to CBC, potentially providing insights into tailoring training programs. Addressing these gaps could help create a more comprehensive and inclusive framework for implementing CBC in diverse educational settings, potentially increasing the effectiveness of the curriculum's rollout across Kenya. Addressing these gaps could improve CBC implementation by offering more contextually relevant strategies for teacher training, resource provision, and community engagement, ultimately leading to more effective and equitable CBC outcomes.



Mount Kenya University

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter summarizes the procedures and framework of the study. Contained in this section is the Research strategies, Study parameters, participant population, selected sample, and sampling techniques, data gathering methods, instruments, demographic focus, research methodologies, piloting, instrument validity and reliability, data collection strategies, and data analysis protocols.

3.1 Research Methodology

In this particular research investigation, mixed method approach was employed. According to Schoonenboom & Johnson (2017), mixed-method approach entails the dual qualitative research and quantitative methodologies. This was adopted because the quantitative section involved the use of questionnaires as study instruments to solicit data from parents and teachers. However, the qualitative techniques employed interviews to gather findings from school head-teachers and community representatives. This ensured an in-depth and rich content as data is obtained from the study participants.

3.2 Research Design

A study framework is stipulated as a master design and usually employed to specify the methods, procedures with the purpose of collecting and analyzing the information needed (Zikmund 2003).

The investigation adopted a descriptive survey design. According to Aguino (2018) This design allowed assembling both quantitative and qualitative information from the study participants ensuring a rich and in-depth information is obtained. By use of this study design, a comprehensive assessment of the determinants Promoting the adoption of CBC in public primary schools in

Makadara sub-county was assured. Moreover, the stipulated approach enhanced validity, reliability and credibility of the study findings.

3.1 Location of the Study

The research analysis was conducted Makadara Sub-County Nairobi County. It is among the administrative regions out of a total of seventeen sub-counties that make up Nairobi County, and each sub-county is subdivided into smaller administrative categories known as wards (NGCDF, 2015). It is situated in the eastern part of Nairobi County (Latitude: -1 17' 00" and Longitude: 36 53' 00") where it is bordered by Starehe regional subdivision to the west, Kamukunji Sub-County to the north, and Embakasi East subdivision to the east (NGCDF, 2015).

Like much of Nairobi, Makadara Sub-County is primarily a cosmopolitan urban center characterized by a mix of residential, commercial, and industrial areas and a population largely falling within lower to middle social classes (Kinuthia, 2019). The sub-county hosts 27 public primary schools that are densely populated with students (Kenya life, n.d.). These students are largely from informal settlements present in the sub-county such as Mukuru slums (Pashayan and Ordu, 2023). Despite this dense population, there has never been much significant improvement in public primary set up in that infrastructural development and distribution of human resource thus the student-teacher ratio is high (Kisia, 2022). Moreover, other aspects of CBC such as contents to be delivered to students when they are home is a challenge due to the living standards of communities in Makadara; whereby much priority by parents is mainly earn a living (Omariba, 2022). This leaves some of the students to undertake homework on their own yet parents should be involved. Thus, these challenges in Makadara present a concern affecting roll out of CBC in public primary education centers. Therefore, current research chose Makadara because of these prevailing challenges.

3.2 Target Population

The target population is described as the comprehensive subject of investigation according to Willie (2022). The focus group targeted in this study comprised of teachers, headteachers, parents and community representatives. Makadara sub-county has an estimated population of about 270 community representatives, 27 school head-teachers, and 452 public school teachers. Additionally, these 27 public schools have a combined total of 12, 317 students corresponding to the available pool of parents selected. As shown below in table 3.1, these were the results. Altogether this corresponds to the target group identified in this study.

Table 3.1: *Target Population for the Study*

| Target group | Target population (N) |
|---------------------------|-----------------------|
| School heads | 27 |
| Teachers | 452 |
| Community representatives | 270 |
| Parents | 12,317 |

3.3 Sampling Procedures and Techniques

In the field of research, a sample is a subset or a smaller, more manageable group of people, things, or things taken from a larger population according to Elfill and Negida (2017). In this study, teachers were selected by way of a simple random sampling technique together with parents. The sampling strategy minimized selection bias of study participants ensuring validity. Additionally, school head teachers together with community representatives were selected through a purposive sampling approach. Purposive sampling allowed the researcher to focus on specific individuals who could provide rich and detail insights for the phenomena (Campbell et al., 2020).

3.4 Sample Population

According to Mugenda and Mugenda (2003), 30% is acceptable for sampling population from a targeted population. All the 27 headteachers, were selected for the study using purposive sampling. Simple random sampling was used to select 136 teachers and 3695 parents. However, there were 27 sponsors, 27 BOM members and 216 PTA members who totaled to 270 community representatives. For the case of community representatives, purposive sampling was used to select 81 members in the target population. Additionally, 136 teachers and 3695 parents from grade one to grade seven were chosen randomly using simple random sampling to be integrated into the study as shown in table 3.2 below. Thus, in the study, there were sample participants as directed by table 3.2.

Table 3.2: *Sample Population for the research.*

| Target participant group | Target population | Sample population | Method of sampling |
|---------------------------------|--------------------------|--------------------------|---------------------------|
| School head teachers | 27 | 27 | Purposive sampling |
| Teachers | 452 | 136 | Simple random sampling |
| Parents | 12,317 | 3695 | Simple random sampling |
| Community representative | 270 | 81 | Purposive sampling |

3.5 Research Instruments

The study engaged questionnaires, interviews and document analysis as its research instruments.

In this research there was incorporation of the questionnaires and Interviews which were both

open-ended and closed ended to gather in-depth information and a variety of responses of the phenomena respectively. Questionnaires consisted of several specific and short questions that were asked verbally or self-administered during data collection as elaborated by Sharma (2022). Questionnaires bearing open-ended and closed ended questions were applied to obtain data from parents and teachers since no direct interaction between the researcher and the respondent hence reducing biasness which may influence responses. Additionally, data collection involved conducting interviews with school head-teachers and community leaders. Interviews offered an opportunity to extract detailed and elaborative information from the study participants as illustrated by Rutledge and Hogg (2020). It also gave a chance for deeper responses. Document analysis provided detailed information offering insights not captured through interviews.

3.6 Piloting of the Study

A pilot investigation was carried out in Starehe sub-county which neighbors Makadara sub-county to the west. Starehe sub-county was chosen because it displayed similar socio demographic characteristics as Makadara sub-county and that it grappled with almost similar challenges in the CBC implementation. The aim of the study pilot is to ensure such refined tools like questionnaires are effective during data collection. A sample population of 37 participants, corresponding to 10% of the sample population was used. According to Lewis et al. (2021), using ten percent of the sample size is sufficient for piloting in a certain study. To note, data from pilot testing was not to form part of the study results. There was one-week timeline to conduct interviews for the selected school headteachers and the community representatives.

3.6.1 Validity of instruments

Validity describes the extent in relation to how collected and analyzed results actually represent the phenomena under investigation (Andrade, 2018). Consequently, validity was guaranteed by having only objective questions guided by study objectives and conceptual framework being included in the study instruments. Additionally, content validity was achieved by engagements with the study supervisor and specialists in the field. There was utilization of validated theoretical framework in the study to help in selection of specific determinants for instance teacher training, parental engagement and also resource availability. This addressed construct validity.

3.6.2 Reliability of instruments

Consistency may be described as an indication of how well a research instrument generates consistent results ((Mohamad et al., 2015)). In this study, the reliability of the study tool was secured through pilot testing in a sample of schools in Starehe sub-county which were not included in the study but were more alike to those of Makadara. This enabled identification and removal of any ambiguous questions and that all questions in the research instruments aligns with the study objectives ensuring consistency is achieved. During data collection, there were some specific standard procedures followed and this ensured that the data collected was consistent across the schools which were participating. Cronbach's alpha test was also determined to evaluate the coherence of the study questionnaire. Correspondingly, test results returned an alpha value of 0.762; which is acceptable as per interpretation guidelines for Cronbach's Alpha (Taber, 2017). By implementation of this reliability measures, the aim was to produce dependable results while assessing the very determinants affecting implementation of CBC in Makadara sub-county.

3.7 Data Collection Methods and Procedure.

After the research analyst received a letter derived from Mount Kenya university graduate program, the researcher proceeded to request for NACOSTI. Therefore, the researcher made a visit to the regional director of education Nairobi Nyayo house to request for introductory letter to ease the data gathering process. After essential documents were gotten, the research analyst scheduled timings with the special school headteacher and teachers as expected.

Questionnaires and interviews were executed to acquire data in the study. The questionnaires had both open ended and close ended questions which aided in gathering data from parents and teachers. Open-ended questions facilitated a more detailed response from participants, while closed-ended questions kept the questionnaire organized and reasonable thus encouraging responses and validity. Additionally, data was gathered from school head-teachers and community leaders through interviews. Organized interview guidelines were formulated to obtain data related to study objectives. The specific data collected was finally analyzed through a specific software known as SPSS.

3.8 Data Analysis Techniques and Procedures

The research specialist used the collected data whereby it was converted it into digital form using Microsoft excel. There was a systematic procedure that included editing, coding, tabulation and synthesizing of the data. The incomplete and inaccurate information was erased hence correcting some data for quality improvement. Cleaned data was examined by use of both quantitative and qualitative approaches. For quantitative analysis, data was coded using the SPSS version 25 for analysis. Simple descriptive statistics was therefore used to analyze the data using percentages standard deviation and mean as displayed in the presented tables. For the interviews data was analyzed using qualitative analysis and presented thematically.

Ethical Consideration

- i. **Study permission:** Permission was granted to execute the research from the faculty of education, Mount Kenya University.
- ii. **Ethical approval(s):** Approval for ethics was acquired from the ethics panel Mount Kenya university. Consent for data gathering was gotten from the National Commission of Science, Technology and Innovation (NACOSTI).
- iii. **Study approval:** Thereafter, authorization to conduct research in public primary schools in Nairobi County was derived from respective education offices of county government.
- iv. **Informed consenting to the study:** All participants were duly and comprehensively informed on what the research was all about, and what was being conducted prior to data collection. Additionally, participants were to grant their consent to be involved in the specific study before data collection.
- v. **Participant confidentiality:** During data collection, data instruments were anonymized using codes to maintain confidentiality of study participants.
- vi. **Nature of participation in study:** The respondents who voluntarily took part in the study were subjected to trust, dignity, respect with their opinions and privacy was considered.
- vii. **Plagiarism:** The research was the researcher's original work without copying of data.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter reveals the findings from gathered data giving the presentation pertaining the results. Specifically, it elaborates on the distribution of research responses pertaining their demographic characteristics, and afterwards the results of each of the research objective. The investigation aimed to assess the following study goals, the influence of in-service-teacher training, the influence of availability of teaching & learning resources, the influence of community engagement and the effects of parental involvement on implementation of CBC in public primary school set up in Makadara sub-county.

4.1.1 Response Rate

The researcher employed questionnaires and undertook interviews. The response rate is displayed in Table 1.

Table 1: Response Rate of Study Participants

| Category | Responses | | | Non-responses | | |
|----------------|---------------------------|----------|-------------|---------------|------|------|
| | Expected | Observed | % | Frequency | % | |
| Questionnaires | Parents | 3695 | 1100 | 30.0 | 2595 | 70.0 |
| | Teachers | 136 | 136 | 100 | 0 | 0 |
| Interviews | School headteachers | 27 | 27 | 100 | 0 | 0 |
| | Community representatives | 81 | 81 | 100 | 0 | 0 |
| Total | | 3939 | 1344 | 34 | 2595 | 66 |

A total of 1100 questionnaires were collected back, completely filled which corresponds to a 30% response rate. This rate is found acceptable according to Mugenda and Mugenda (2003) who

reported denoting a response rate between 10 and 30% is sufficient for making inferences. Further, all the 136 teachers' questionnaires were answered and returned indicating a 100% response rate. 27 school headteachers and 81 community representatives were interviewed for qualitative response. Therefore, the overall response rate for this study was a sufficient to make inferences.

4.2 Demographic Characteristics of Respondents

In this research, the sample population was made up of parents), teachers, twenty-seven school headteachers and eighty-one community representatives. **Table 2** and **3** shows the demographic characteristics of the parents and teachers respectively. One female school head and one male community leader were interviewed during qualitative data collection. **Table 2** shows variations in terms of demographic parameters of the caregivers.

Table 2: Demographic information of Respondents (parents) Whose Children are Undertaking the CBC Curriculum in Public Primary Schools in Makadara Sub-County

| Demographic Characteristic | | Frequency (n) | Percentage (%) | Valid Percent (%) |
|----------------------------|------------------------|---------------|----------------|-------------------|
| Gender | Male | 600 | 54.5 | 60 |
| | Female | 400 | 36.4 | 40 |
| | Blanks | 100 | 9.1 | |
| Age (years) | 18-25 | 70 | 6.3 | 6.4 |
| | 26-35 | 350 | 31.8 | 32.11 |
| | 36-45 | 400 | 36.4 | 36.7 |
| | 46-55 | 250 | 22.7 | 22.93 |
| | 56 and above | 20 | 1.81 | 1.83 |
| | Blanks | 10 | 0.9 | |
| Level of education | Primary school level | 50 | 4.54 | 4.62 |
| | Secondary school level | 260 | 23.6 | 24.07 |

| | | | | |
|------------|-------------------------|------------|--------------|-------------|
| | Tertiary school level | 250 | 22.7 | 23.14 |
| | University level | 500 | 45.45 | 46.3 |
| | None | 20 | 1.81 | 1.85 |
| | Blanks | 20 | 1.81 | |
| | Employed | 600 | 54.45 | 55.6 |
| | Self-employed | 300 | 27.3 | 27.77 |
| Occupation | Unemployed | 150 | 13.6 | 13.9 |
| | Other | 30 | 2.72 | 2.7 |
| | Blanks | 20 | 1.81 | |

Evidently, majority: were aged between 36 to 45 years (36.7%), females were (36.4%), ,46.3% had completed university level education and were 55.6 % were employed. In terms of age, the majority were followed closed by those between 26 to 35 years (32.11%). Notably, respondents who had attained secondary education as their highest level of education came in second (24.07%) in terms of education level; followed closely by a few who had undertook tertiary education (23.14 %) other than university education. Lastly, half of the parents were self-employed (27.77 %). 13.9 % of caregivers who responded were unemployed.

These findings in table 2 are somewhat consistent with broader trends observed in educational settings, where female caregivers often play a dominant role in educational matters (Hernawati & Hernawati, 2020), and younger, educated parents figures are more actively involved in their children's education (Dubow et al., 2009). However, the finding that nearly one-third of caregivers had university-level education is somewhat surprising, given the overall educational attainment levels in many parts of Kenya. Studies such as by Munir et al. (2023) and Chemagosi (2020) indicate that in other regions, the percentage of parents with university education is lower, often due to socio-economic challenges. This discrepancy could be attributed to the specific urban

setting of Makadara Sub-County, where access to higher education and employment opportunities may be better compared to more rural areas. Another point of interest is the distribution of parents by occupation. While nearly half were employed, a significant proportion were self-employed. This aligns with national statistics that show a large part of Kenya's workforce operates in the informal sector (Cowling, 2023). This economic diversity among caregivers could influence their engagement with the CBC, as self-employed individuals might have more flexible schedules but also face economic pressures that limit their involvement. **Table 3** depicts the variation in terms of demographic segmentation of study participants (teachers).

Table 3: *Demographic features of Respondents (Teachers) in Public Primary Schools in Makadara Sub-County*

| Demographic characteristic | | Frequency (n) | Percentage (%) | Valid percent (%) |
|----------------------------|-------------------|---------------|----------------|-------------------|
| Gender | Male | 46 | 30.8 | 30.8 |
| | Female | 90 | 69.2 | 69.2 |
| Age (years) | 18-25 | 16 | 7.7 | 7.7 |
| | 26-35 | 40 | 30.8 | 30.8 |
| | 36-45 | 60 | 46.2 | 46.2 |
| | 46-55 | 20 | 15.4 | 15.4 |
| Teaching experience | 0-5 yrs. | 10 | 7.7 | 7.7 |
| | 6-10 yrs. | 20 | 15.4 | 15.4 |
| | 11-15 yrs. | 50 | 38.5 | 38.5 |
| | 16-20 yrs. | 20 | 15.4 | 15.4 |
| | 21 yrs. and above | 36 | 23.1 | 23.1 |
| | Diploma | 70 | 51.4 | 63.63 |
| Highest level of education | Bachelor's Degree | 40 | 29.4 | 36.36 |
| | Master's Degree | 0 | 0 | 0 |

Similar to the demographic distribution of parents, most of the teachers were females (69.2%), and aged between 36 to 45 years of age (46.2%). Additionally, the majority of teachers had attained diploma (63.63%). The highest level of education had a teaching experience between 11 to 15 years (38.5%). Further, nearly a quarter of the respondents (23.1%) had been teaching for more than 20 years. Notably, none of the sampled teachers had attained a masters' degree.

Notably, the majority were females, aged 36 to 45 years, with significant teaching experience, and holding diplomas as their highest educational qualification. This profile is consistent with the Kenyan education sector, where female teachers often outnumber their male counterparts, particularly in primary schools, as indicated in the report by Kenya Research Institute for Public Policy Analysis 2024). Such dominance of diploma holders among the teachers is also notable, reflecting the historical emphasis on diploma qualifications in teacher training colleges across the country (Nyankanga et al., 2013). In the current contemporary times, this is changing though at a very slow pace. The absence of teachers with a master's degree might raise concerns about the depth of expertise available for implementing a complex curriculum like CBC, which demands advanced pedagogical skills. This is particularly critical considering that other studies, such as those Porcenaluk et al. (2023), Stress the necessity of lifelong professional development for teaching staff in delivering new curricula. The study's findings regarding teachers' age and experience are also noteworthy. The fact that most teachers are in the mid-career stage (11 to 15 years of experience) suggests a workforce that is experienced but perhaps also at risk of stagnation if not provided with ongoing professional development opportunities. Comparatively, in regions where educational reforms have been more successful, as reported by Ngeno (2023), there is a

substantial correlation between the continuous upskilling of instructors and the successful implementation of new curricula.

4.3 Influence of In-Service-Teacher Training on Implementation of CBC in Public Primary School in Makadara Sub-County

The very first objective of this study was to establish the influence of in-service-teacher development on implementation of CBC in public primary school in Makadara sub-county. Data shown in table 4 was collected using questionnaires and interviews. Feedback is outlined in **Table 4**.

Table 4: Responses of Teachers on In-Service Training and How It Has Influenced CBC Implementation

| Variable | | Frequency | Percentage |
|--|------------------|-----------|------------|
| Have you attended any professional development training for CBC since its inception? | Yes | 136 | 100 |
| | No | 0 | 0 |
| Have you attended any professional development for CBC on the past year? | Yes | 133 | 97.79 |
| | No | 3 | 2.2 |
| How often do you attend in-service training programs | Never | 0 | 0 |
| | Rarely | 1 | 0.73 |
| | Occasionally | 135 | 99.26 |
| | Frequently | 0 | 0 |
| Rate the effectiveness of in-service training programs in improving your teaching skills | Very ineffective | 6 | 4.4 |
| | Ineffective | 1 | 0.7 |
| | Neutral | 1 | 0.7 |
| | Effective | 100 | 73.5 |
| | Very effective | 28 | 20.58 |

| | | | | | |
|---|-------------------------------|-----------------|-------------|----------|-----------|
| How often are seminars and workshops conducted in your school? | Monthly | 0 | 0 | | |
| | Quarterly | 22 | 16.2 | | |
| | Annually | 22 | 16.2 | | |
| | Sometimes | 70 | 51.4 | | |
| | Never | 22 | 16.2 | | |
| How has in-service training impacted your ability to implement the Competence-Based Curriculum (CBC)? | Significantly improved | 80 | 58.8 | | |
| | Improved | 56 | 41.2 | | |
| | No impact | 0 | 0 | | |
| | Deteriorated | 0 | 0 | | |
| | Significantly deteriorated | 0 | 0 | | |
| | SA | A | N | D | SD |
| In-service training has improved my teaching methods for CBC. | 70(51.5) | 40 (29.4) | 26(19.1) | 0 | 0 |
| The workshops conducted are relevant to the CBC curriculum needs. | 65(47.8) | 45(33.1) | 26(19.1) | 0 | 0 |
| There is adequate follow-up after training sessions to ensure implementation. | 35 (25.7) | 35(25.7) | 26(19.1) | 40(29.4) | 0 |

Strongly Agree (**SA**); Agree (**A**); Neutral (**N**); Disagree (**D**); Strongly Disagree (**SD**)

Table 4 shows that every sampled teacher had attended a continuous training for CBC since inception of the curriculum and that 97.79 % of them had attended the training within the past year. Further, and in terms of attendance frequency, majority of sampled teachers stated that they occasionally attend in-service training programs. However, 73.5% agreed that in-service training programs were effective in improving their teaching skills with an additionally 20.58% indicating that such programs were very effective for skill improvement. Often than not, these training programs are carried out in form of seminars and workshops. Remarkably, slightly behind half (51.4%) among the selected teachers indicated that their schools sometimes do conduct seminars

and workshops. However, 16.2% indicated that their schools never conduct seminars and workshops with a similar percent indicating that it is done either quarterly or annually. Overall, majority of teachers (51.5 %) indicated that such in-service trainings have significantly improved their ability to implement CBC. An additional 41.2% also agreed that the training have improved their ability to implement CBC. Lastly, the larger portion of the sampled teachers came into agreement that in-service training has improved their teaching methods for CBC (58.3%) and that workshops conducted are relevant to the CBC curriculum needs (47.8%). An equal percentage of said teachers strongly agreed (25.7%) and (25.7%) agreed respectfully that there is adequate follow-up after training sessions to ensure implementation

Further, when the sampled school headteachers were interviewed concerning teacher training; two main themes from their responses were obtained: in-service teacher training and implementation of CBC. Under the theme of in-service training, availability of training programs, perception of training effectiveness, and challenges in accessing training were identified as key subthemes. The interviewee emphasized the different types of Professional development training sessions available for teachers, such as online classes, workshops, and seminars. These programs seek to enhance educators with crucial abilities so as to implement the CBC effectively. This was endorsed by one of interviewees who declared the following,

"One of the in-service training programme that has been put in place is the online classes, whereby links are sent, and teachers join training through digital tools. We also have workshops where teachers attend. We also have seminars, which are called from time to time."

The interviewee perceived the training programs as effective, helping teachers to change from the older 8-4-4 system and embrace the CBC educational model. This positive perception had

contributed to a better attitude among teachers toward the new curriculum. This was echoed by an interviewee who conveyed that,

"The perception is positive because when this program was kick-started, there was a lot of negativities from teachers... Through these programs, teachers have developed even a positive attitude, and they have learned and are able to use the acquired knowledge in implementing the curriculum.

Teachers face several challenges in accessing in-service training opportunities, including resistance to change, lack of finances, and time constraints. These challenges hinder the full transition to and adoption of the CBC. Infact the sampled headteacher through the interview supported that by acknowledging this;

"There are teachers who have taught the 8-4-4 curriculum... they have not been able to fully adjust from 8-4-4 to the CBC curriculum... Another challenge is lack of finances. Teachers would really wish to equip themselves, but sometimes they don't have the funds to do so."

Secondly, the theme of CBC implementation also emerged from the interviewee responses with key subthemes being key aspects of CBC in training, learner-centered approach and resource challenges. as stipulated by the sampled school heads. The training programs covered several key aspects of the CBC, including communication, collaboration, digital literacy, and self-efficacy. These aspects are crucial for the implementation of the CBC in the classroom. This was supported by one the interviewee who had the following to say;

"We have aspects like communication and collaboration, the use of digital tools, that is digital literacy, self-efficacy, and several others... They have really been effective in the implementation."

Additionally, the CBC emphasizes a learner-centered approach, encouraging students to think critically and creatively. The interviewee highlights that students learn from each other and

sometimes even teach the teachers. This was supported by the interviewee who had the following to say;

"CBC mostly is not teacher-centered. It is learner-centered. So, they learn from each other... Sometimes even us as teachers, we learn from the learners themselves because these minds are still growing, and they think outside the box."

However, the interviewees also noted that there was a lack of resources necessary for the implementation of the CBC, such as digital tools, books, and laboratories. These resource limitations hinder the ability of schools to fully realize the CBC's goals.

"Resources are available, but inadequate... There are very many resources that we need in the implementation of the CBC curriculum... Digital tools, are not available in the school. They're very limited... We don't have a laboratory at the moment."

Overall, the above findings on influence of in-service teacher training on the implementation of the Competence-Based Curriculum (CBC) reveals a generally positive impact, but also expose several challenges that need to be addressed for the successful adoption of the new curriculum. The study shows that all the sampled teachers had attended in-service training since the inception of CBC, with the majority having participated in such training within the past year. This is encouraging, as it suggests a strong commitment to teacher development, which is crucial for the successful implementation of any educational reform. However, the study also found that while most teachers occasionally attend these programs, none of them reported frequent attendance. This raises concerns about the continuity and consistency of professional development, which are essential for keeping teachers up-to-date with evolving pedagogical strategies. Studies by Ventista & Brown (2023) and Nkundabakura et al. (2024) support the importance of ongoing training,

indicating that frequent and sustained professional development is more effective in fostering meaningful changes in teaching practices. The occasional nature of attendance reported in this study may limit the long-term impact of the training on the teachers' ability to implement CBC.

The findings also highlighted that a significant proportion of teachers found the in-service training to be either effective or very effective in improving their teaching skills, with 58.8% stating that these programs had significantly improved their ability to implement CBC. This positive assessment aligns with findings from other studies, such as one by Isaboke et al. (2021), which reported that in-service training significantly enhances teachers' competence in delivering CBC. However, it is noteworthy that a small percentage of teachers found the training to be ineffective or very ineffective. This discrepancy could be due to variations in the quality and relevance of the training programs attended, an issue also highlighted by Akala (2021), who found that the effectiveness of in-service training programs in Kenya is often compromised by inadequate content alignment with the curriculum's demands.

The study further reports that the majority of schools conduct seminars and workshops only occasionally, with some teachers indicating that their schools never conduct such programs or do so infrequently (quarterly or annually). This sporadic organization of professional development activities could weaken the potential benefits of the training. Research by Geletu (2023) has shown that regular, school-based professional development activities, such as peer coaching and collaborative planning, are critical for the continuous reinforcement of new teaching strategies introduced during formal training sessions. The infrequency of these activities in schools may therefore impede the full realization of CBC's objectives.

Qualitative results illustrated availability of various types of in-service training, such as online classes, workshops, and seminars. This variety is commendable and aligns with best practices in professional development, which advocate for diverse and flexible training modalities to accommodate different learning preferences among teachers. However, several challenges in accessing these training opportunities, including resistance to change, lack of finances, and time constraints were also noted. These barriers are consistent and strongly supports the findings of Opondo et al. (2023), which identified similar obstacles in the implementation of CBC in other Kenyan regions. The resistance to change, particularly among teachers accustomed to the 8-4-4 system, highlights the need for more targeted interventions to address mindset shifts. Additionally, the lack of financial resources is a significant barrier that can undermine the sustainability of in-service training programs, as echoed Zickafoose et al. (2024), who argue that financial constraints are a pervasive issue in the education system of Sub-Saharan countries, limiting access to quality professional development.

It was also evident from the interview that the training programs cover crucial aspects of CBC, such as communication, collaboration, digital literacy, and self-efficacy; the implementation is hampered by inadequate resources, such as digital tools, books, and laboratories. This lack of resources is a significant impediment to implementation of CBC; therefore, this concurs with Opondo et al. (2023) findings who found that resource limitations are one of the primary challenges facing CBC implementation in Kenya. The emphasis on a learner-centered approach in CBC requires adequate resources to facilitate hands-on learning and critical thinking, which are difficult to achieve without proper tools and materials.

4.4 Influence of Availability of Teaching & Learning Resources on Implementation of CBC in Public Primary School in Makadara Sub-County

The second objective aimed at examining influence of availability of teaching & learning resources on implementation of CBC in public primary school in Makadara Sub-County. Data was collected and analyzed from the sampled teachers [table 5] and also from the sampled school headteachers.

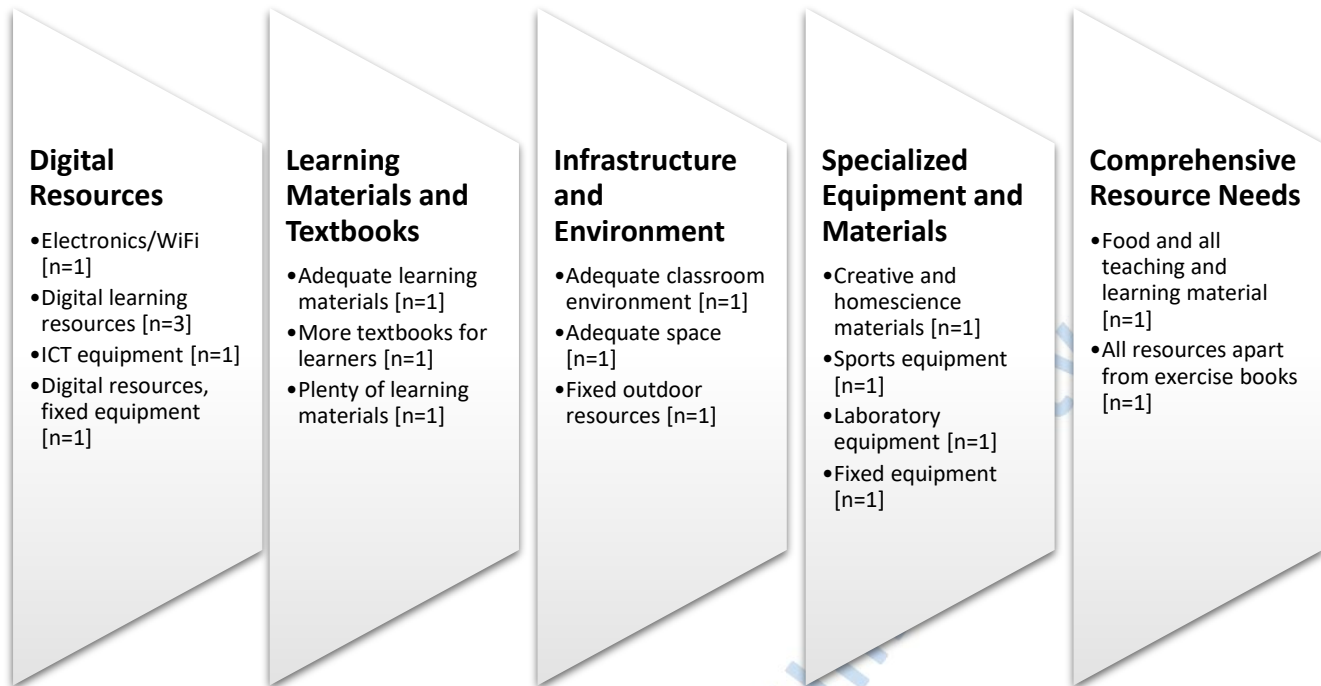
Table 5: Availability of Teaching and Learning Resources in Public Primary Schools in Makadara Sub- County

| Teaching Resource | | Frequency | Percentage |
|---|--------|-----------|------------|
| Subject textbooks sufficiently available | Yes | 76 | 55.8 |
| | No | 60 | 44.1 |
| Teachers' guides sufficiently available | Yes | 100 | 73.5 |
| | No | 36 | 26.4 |
| Supplementary reading materials sufficiently available | Yes | 50 | 36.7 |
| | No | 86 | 63.2 |
| Workbooks sufficiently available | Yes | 50 | 36.7 |
| | No | 86 | 63.2 |
| Exercise books sufficiently available | Yes | 86 | 63.2 |
| | No | 50 | 36.7 |
| Digital resources e.g. computers, e-learning platforms sufficiently available | Yes | 70 | 51.4 |
| | No | 66 | 48.5 |
| Stationeries sufficiently available | Yes | 110 | 80.8 |
| | No | 26 | 19.1 |
| Visual aids e.g. charts, diagrams posters sufficiently available | Yes | 80 | 58.8 |
| | No | 55 | 40.4 |
| | Blanks | 1 | 0.7 |

| | | | |
|---|------------|-----------|-------------|
| Science kits and lab equipment sufficiently available | Yes | 45 | 33.1 |
| | No | 90 | 66.1 |
| | Blanks | 1 | 0.7 |
| Library resources sufficiently available | Yes | 70 | 51.4 |
| | No | 66 | 48.5 |
| Sports and Physical Education Equipment e.g. Balls, skipping ropes sufficiently available | Yes | 70 | 51.4 |
| | No | 66 | 48.5 |
| Arts and Craft Supplies e.g. paints, crayons, clay, and paper sufficiently available | Yes | 66 | 48.5 |
| | No | 70 | 51.4 |

Consequently, **table 5** shows that majority of teachers agreed that the following teaching resources were sufficiently available in varying degrees: subject textbooks (55.8%), teachers' guides (73.5%), exercise books (63.2%), digital resources (51.4%), stationeries (80.8%), visual aids (58.8%), and sports and physical education equipment (53.8%). Nevertheless, majority of sampled teachers indicated the following resources as insufficiently available: supplementary reading materials (66.1%), workbooks (66.1%), science kits and lab equipment (66.1%), and arts and craft supplies (51.4%).

Further, when asked about additional resources required to implement CBC, sampled teachers listed various resource items. These items, upon analysis were grouped into one of the following categories: digital resources, learning materials and textbooks, infrastructure and environment, specialized equipment and materials or comprehensive resource needs as shown in **figure 2**.



“n” is the frequency by which resource item(s) were mentioned by the respondent

Figure 2: *Additional Resources Required to Implement CBC Within Public Primary Schools in Makadara Sub- County as Denoted by Respondents (Teachers)*

Lastly under objective 2, qualitative data was also obtained from the sampled school headteachers through interviews. After analysis of the interview responses, two major themes emerged relating to objective two namely resources need and challenges and stakeholder involvement. Specifically, the interviewee identified crucial resources needed for CBC implementation, including human resources (teachers), teaching and learning materials, and physical infrastructure like libraries and laboratories. This agrees with the interview carried out in relation to resources needed for implementation of CBC. This was supported by the interviewee who had the following to say;

"One of the crucial resources is human resource... teaching and learning resources, like books, curriculum resources... physical resources, for example, a library, digital room, laboratory."

However, a significant challenge in implementing the CBC, as identified by the interviewee, was lack of adequate funding, which affected the availability of resources and infrastructure development necessary for the curriculum. Infact the sampled headteacher through the interview strongly supported by saying;

"Inadequate funds... If you need a teacher in the school, funds need to be available to get that teacher... If you need a laboratory in the school, funds need to be available for that infrastructure."

The interviewee also mentioned initiatives to improve resource access, such as borrowing books from other schools, but acknowledged that financial constraints continued to be a major barrier. This was supported by the interviewee who had the following to say;

"I have borrowed books from different schools to ensure that my learners don't lose much... General, I would say lack of funds is a common disaster in our schools."

In terms of stakeholder involvement, the interviewee suggested of involving stakeholders, including sponsors, BOM chair, chiefs, to implement CBC. Collaboration with external partners could provide additional support and resources.

"I would also suggest for schools to bring in stakeholders, sponsors, and owners to be able to make the CBC curriculum more effective and well implemented."

Generally, results for objective two painted a mixed picture; with some critical resources adequately available, while others remained insufficient. The findings indicated that key teaching resources such as subject textbooks, teachers' guides, exercise books, digital resources, and stationeries are generally available in sufficient quantities in most schools. For instance, 76.9% of teachers reported that teachers' guides were sufficiently available, while 84.6% noted the adequate availability of stationeries. This is a positive finding as these resources are fundamental for day-

to-day teaching activities under the CBC framework, which emphasizes active learning and continuous assessment. The adequate provision of teachers' guides, in particular, is crucial as these materials provide educators with structured guidance on implementing the curriculum. Studies like that of Rupia (2020) have similarly found that the availability of core teaching materials is essential in enabling teachers to transition smoothly to CBC.

However, the study also revealed significant deficits in the availability of supplementary resources, such as supplementary reading materials, workbooks, science kits, and arts and craft supplies. Notably, 63.2 % of the teachers reported insufficient availability of supplementary reading materials and workbooks, while an equal percentage citing the lack of science kits and lab equipment. These findings are concerning because CBC's success hinges on a holistic approach that includes hands-on activities, creativity, and critical thinking—all of which require these supplementary materials. The absence of such resources can lead to a superficial implementation of the curriculum, where the focus might remain on traditional content delivery rather than the broader competencies that CBC aims to develop. Notably, similar challenges have been documented in studies like that of Cheruiyot (2024), who observed that inadequate access to science kits and other practical learning materials significantly hampers the implementation of CBC in Kenya.

The availability of digital resources, reported by 51.4 % of the teachers as sufficient, is a somewhat positive outcome, reflecting efforts to integrate technology into learning. However, the near-equal percentage of teachers who indicated a lack of digital resources points to disparities across schools. The integration of digital tools is vital in CBC, which places emphasis on digital literacy as a core competence. The study by Ogembo et al. (2012) corroborates these findings, emphasizing that

while digital resources are becoming more available in urban schools, many schools still face challenges in ensuring universal access to these tools. The variability in resource availability can create inequities in learning experiences, disadvantaging students in under-resourced schools.

Qualitative data from the school headteachers further emphasized the challenges related to resource availability, particularly highlighting inadequate funding as a critical barrier. This echoes findings from study by Cheruiyot (2024), who identified financial constraints as a significant hindrance to acquiring necessary resources and developing infrastructure like laboratories and digital rooms. The reliance on external borrowing of resources, as noted by the interviewee, is a stopgap measure that underscores the systemic underfunding of schools, which is a recurring issue in the Kenyan education system (Otieno, 2023). Without sufficient funding, schools struggle to maintain an environment conducive to the kind of interactive, student-centered learning that CBC envisions.

The interviewee's suggestion to involve stakeholders, including sponsors and donors, in addressing these resource challenges is a practical recommendation that aligns with broader strategies for resource mobilization in education. Collaboration with external partners can supplement government funding and provide additional resources, as supported by research from Haile & Mekonnen (2024), who found that schools that actively engage stakeholders tend to have better resource availability and more successful curriculum implementation. However, this approach also raises questions about sustainability and equity, as not all schools may have access to generous sponsors, potentially widening the gap between well-resourced and under-resourced schools.

4.5 Influence of Community Engagement and Implementation of CBC in Public Primary School in Makadara Sub-County

The third objective for this study was to evaluate the influence of community engagement on implementation of CBC. Data was collected from the teachers, and also qualitatively through an interview with the community representative's. **Table 6** depicts teachers' perception of community engagement and its influence on CBC implementation.

Table 6: *Teachers' Perception of Community Engagement and Its Influence on CBC Implementation*

| Variable | | Frequency | Percentage | | | |
|---|---------------------|-------------|-------------|----------|----------|-----------|
| How often does the community engage with the school through the PTA? | Never | 0 | 0 | | | |
| | Rarely | 40 | 29.4 | | | |
| | Occasionally | 80 | 58.8 | | | |
| | Frequently | 16 | 11.76 | | | |
| How effective are community representatives in providing counseling services to learners? | Very ineffective | 10 | 7.3 | | | |
| | Ineffective | 30 | 22.1 | | | |
| | Neutral | 43 | 31.6 | | | |
| | Effective | 43 | 31.6 | | | |
| | Very effective | 10 | 7.3 | | | |
| How often does the community participate in donating learning materials? | Never | 30 | 22.1 | | | |
| | Rarely | 66 | 48.5 | | | |
| | Occasionally | 40 | 29.4 | | | |
| | Frequently | 0 | 0 | | | |
| | | SA | A | N | D | SD |
| Community members provide counseling services to learners. | 0 | 60 | 30 | 16 | 30 | |
| | | 44.1 | 22.1 | 11.8 | 22.1 | |

| | | | | | |
|---|------------|-----------------|-----------|--------|------------------|
| The PTA is actively involved in school decision-making processes. | 16 (11.76) | 80 | 40(29.4) | 0 | 0 |
| | | (58.8) | | | |
| Local businesses and individuals donate learning materials to the school. | 0 | 50(36.7) | 16 (11.8) | 20 | 50 (36.7) |
| | | | | (14.7) | |

Strongly Agree (**SA**); Agree (**A**); Neutral (**N**); Disagree (**D**); Strongly Disagree (**SD**)

Evidently, they indicated that the community, through the PTA engages with the school occasionally and rarely participate in donating learning materials. Moreover, majority of sampled teachers were either neutral or suggested that community representatives are effective in providing counselling services to learners. Teachers also agreed that some aspect of community engagement were actively being undertaken by the community representatives when it came to CBC implementation. Other forms of community engagement listed by teachers either fell into one of the three categories after analysis: resource provision and development, community involvement and support, education and awareness as shown in **figure 3**.

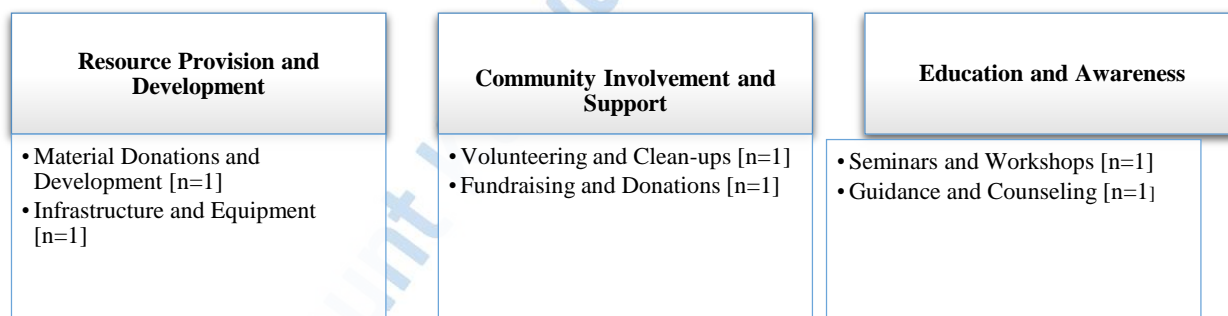


Figure 3: *Other Forms of Community Engagement Necessary for CBC Implementation as Highlighted by Respondents (Teachers)*

An interview with eighty-one of the community representatives were conducted to elucidate influence of community engagement on implementation of CBC. Community engagement, initiatives and leadership emerged as key themes. The interviewed community representatives

highlighted that despite CBC being a new program, there has been noticeable improvement and effort from the community to support its implementation. This was supported by another interviewee who had the following to say;

"Now I can see there's a lot of improvement, though the program is very new. But I can see they are working hard...

They are well and good."

This implies that community initiatives such as granting programs, field trips, and sports activities (e.g., swimming, football) are examples of community engagement. These activities promote practical learning and foster a collaborative environment between schools and the community.

"I can quote I about the granting where the community comes in and work together with the learners."

"There also, another one is about a game. You see parents putting effort in that program."

In terms of leadership and community initiatives, the interviewed community representative described initiatives led by community leaders to support CBC, including agricultural projects and plans for a swimming pool. These initiatives aim to enhance practical learning experiences for students. This was supported by an interviewee who had the following to say;

"Where necessary, we are usually involved in schools to just, initiate some programs like keeping, keeping poultry.

Even the rabbits."

Lastly, community representatives play a role in addressing social issues like indiscipline and delinquency. The interviewee collaborates with local authorities to maintain discipline, which indirectly supports a conducive learning environment for CBC.

"Because one thing for a land, those people, it's about discipline. In collaboration with the administration through chief."

Teachers' perceptions demonstrate irregular engagement of the community in school activities and resource provision. For instance, 48.5% of the teachers reported that the community rarely participates in donating learning materials. This reinforces the notion that there are some levels of engagement, which falls short of what is necessary for the robust implementation of CBC. Teachers also expressed neutrality or moderate agreement on the effectiveness of community representatives in providing support services like counseling, reflecting perhaps a cautious optimism tempered by the reality of inconsistent support.

Qualitative insights from the community representative interviewed in the study provided a better understanding of community engagement. The interviewee's responses highlighted several initiatives, such as agricultural projects and sports activities, which demonstrated the potential for community involvement to enhance practical learning experiences. This supports the findings from Ngwacho (2024), who argued that community-led initiatives can significantly enrich the educational experience by providing real-world learning opportunities that align with CBC's emphasis on practical skills. However, the community representative also acknowledges that these initiatives are still in their emerging stages and require more structured support to realize their full potential. A critical theme that emerges from the interview is the role of community leadership in addressing social issues such as discipline, which indirectly affects the learning environment. The leader's collaboration with local authorities to maintain discipline underscores the importance of a stable and supportive community environment in the successful implementation of CBC. This is supported by research from Olaoye & Potter (2024), who found that community leadership plays a crucial role in creating a conducive learning environment by addressing external factors that impact students' ability to learn.

4.6 Influence of Parental Involvement on Implementation of CBC in Public Primary School in Makadara Sub-County

The fourth and last objective of this study was to determine influence of parental involvement on implementation of CBC. Data was collected from the parents, teachers and also from the community representative through an interview. **Table 7** shows that majority of sampled parents indicated that they always attend school meetings (69.5%) and assist their children with their homework and learning activities (52.9%). Further, most viewed their involvement in enhancing CBC implementation as effective (35.6%) and also most strongly agreed that they are well-informed on CBC (47.5%), regularly communicated with their child's teacher (45.7%) and provides the necessary learning materials (69.6%).

Table 7: Characteristics of Parental Involvement on Implementation of CBC as Denoted by Respondents (Parents)

| Variable | Always | Often | Sometimes | Rarely | Never |
|--|------------------|-------------|------------|------------|----------------|
| | n (%) | n (%) | n (%) | n (%) | n (%) |
| How often do you attend school meetings? | 600 (54.5) | 400 (36.4) | 96 (8.7) | 4 (0.36) | 0 (0) |
| How often do you assist your child(ren) with their homework and learning activities? | 540 (49.1) | 250 (22.7) | 300 (27.3) | 10 (0.9) | 3 (0.27) |
| | Very Ineffective | Ineffective | Neutral | Effective | Very Effective |
| | n (%) | n (%) | n (%) | n (%) | n (%) |
| How effective is parental involvement in enhancing the implementation of CBC | 200 (18.18) | 100(9.1) | 200 (18.2) | 400 (36.4) | 300 (27.3) |
| | SA | A | N | D | SD |

| | n (%) | n (%) | n (%) | n (%) | n (%) |
|--|-------------------|--------------|--------------|--------------|--------------|
| I am well-informed about the CBC curriculum. | 600 (54.5) | 400 (36.4) | 60 (5.5) | 36 (3.3) | 4(0.4) |
| I regularly communicate with my child's teachers about their progress. | 550 (50) | 500 (45.5) | 30 (2.73) | 15(1.4) | 5 (0.5) |
| I provide the necessary learning materials for my child. | 650(59.1) | 300 (27.3) | 100 (9.1) | 20 (1.8) | 30 (2.7) |

Strongly Agree (SA); Agree (A); Neutral (N); Disagree (D); Strongly Disagree (SD)

Nevertheless, parents also indicated other support mechanism to be involved in CBC implementation. These support mechanisms are categorized and highlighted as shown in **figure**.

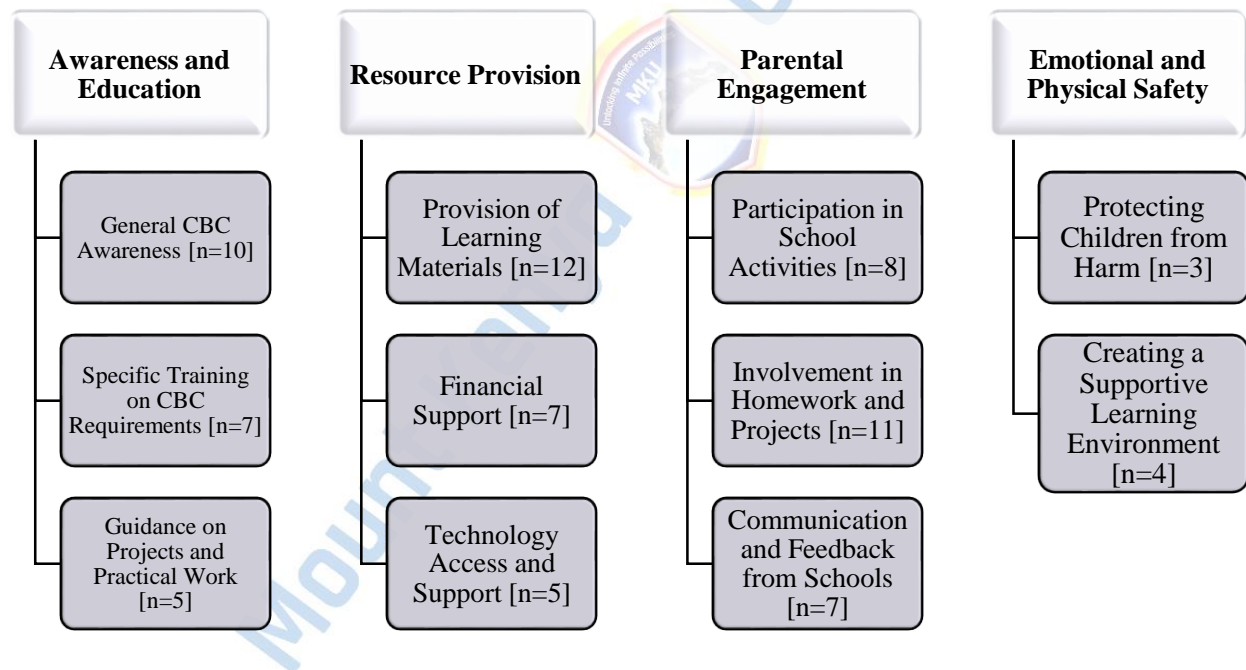


Figure 4: Additional Support Parents Need to Be More Involved in CBC Implementation

Evidently, above results show a generally positive complex picture of parental engagement. The data shows that majority of parents consistently attend school meetings (54.5%) and assist their children with homework (49.1%), indicating a commendable level of involvement. This implies

that effectiveness of this involvement and the depth of parental understanding of CBC varies, as evidenced by the 36.4% of parents who believe their involvement is effective and the 54.5% who feel well-informed about the curriculum. These supports the findings of Ngina (2024), which underscores the critical role of parental involvement in enhancing student outcomes in CBC. Ngina (2024) argues that parents who are well-informed and actively participate in their children's education significantly contribute to the successful implementation of CBC. However, the varying levels of effectiveness reported in the study suggest that some parents are fully engaged and supportive, while others may lack the necessary understanding or resources to be as effective as they could be. This variation in engagement levels may be influenced by socio-economic factors, as highlighted by the community representatives in the study, who pointed out that single parents, particularly mothers, often struggle to balance work and supporting their children's education.

The disparity between the parents' perceptions and the teachers' views was particularly highlighted. While 46.2% of teachers view parental involvement as effective, a notable 30.8% remain neutral, indicating uncertainty or variability in the impact of parental engagement. This aligns with findings from VanValkenburgh et al. (2021), who observed that teachers often have mixed perceptions of parental involvement due to inconsistent participation and the varying quality of parental support. In cases where parental involvement is more consistent and informed, teachers reported to be more significant to the implementation of CBC. Conversely, when involvement is sporadic or superficial, its effectiveness diminishes, leading to challenges in achieving the curriculum's goals.

The findings also revealed a disconnect in the perceived provision of learning materials. While 59.1% of parents strongly agreed that they provide the necessary learning materials, teachers were less convinced, with a significant portion expressing dissatisfaction with the contributions from local businesses and individuals as noted in **table 8**. This gap highlights a common issue in

educational reform where parents may believe they are providing adequate support, but this support may not fully meet the needs as identified by the educators.

Further, sampled teachers also provided views concerning parental involvement on implementation of CBC as illustrated in **table 8**.

Table 8: *Teachers' Views Parental Involvement on Implementation of CBC*

| Variable | | Frequency | Percentage | | | |
|---|---------------------|---------------|------------------|----------|-----------------|-----------|
| How often do parents attend school meetings? | Never | 0 | 0 | | | |
| | Rarely | 20 | 14.7 | | | |
| | Occasionally | 115 | 84.6 | | | |
| | Frequently | 1 | 0.7 | | | |
| How effective is parental involvement in enhancing the implementation of CBC? | Very ineffective | 2 | 1.4 | | | |
| | Ineffective | 0 | 0 | | | |
| | Neutral | 40 | 29.4 | | | |
| | Effective | 93 | 68.4 | | | |
| | Very effective | 1 | 0.7 | | | |
| | | SA | A | N | D | SD |
| Community members provide counseling services to learners. | 10 (7.3) | 50 | 50 (36.7) | 10 (7.3) | 16 (11.7) | |
| | | (36.7) | | | | |
| The PTA is actively involved in school decision-making processes. | 20 (14.7) | 70 | 36 (26.4) | 10 (7.4) | 0 | |
| | | (51.4) | | | | |
| Local businesses and individuals donate learning materials to the school. | 24 (17.6) | 25(18.4) | 12(8.8) | 25(18.4) | 50(36.7) | |

Strongly Agree (SA); Agree (A); Neutral (N); Disagree (D); Strongly Disagree (SD)

Majority of teachers indicated that parents occasionally attend school meetings (84.6%) and that their involvement is in enhancing CBC implementation (68.4%). However, most of sampled

teachers were neutral and others agreed that community members provide counseling services to learners (29.4 %) and that the PTA is actively involved in school decision-making processes (51.4 %). In contrast, majority of sampled teachers strongly disagreed that local businesses and individuals donate learning materials to the school (36.7 %) with an additional (18.4 %) disagreeing with the statement.

Qualitative data on parent involvement was also obtained from the sampled community representatives through interviews. The community representatives retorted that despite challenges, many parents actively participate in their children's education by buying materials and engaging in school activities. This was supported by the interviewee who had the following to say;

"In fact, many of the time, you see them working hard. You can see them in Duka, in shops buying materials."

However, the community representatives highlighted the fact that the level of parental involvement varies, with factors such as single parenthood impacting engagement. Single parents, especially mothers, may struggle more to balance work and supporting their children's education.

"It also depends with the parents. Some of them are single mothers. And they get she's busy out there for a daily bread."

All in all, the interviewees emphasized the importance of educating parents about CBC to foster understanding and cooperation to gain a complete understanding of the new curriculum. He argued that there is need to transit from 8-4-4 and fully understand CBC. This had the following to say;

"Maybe we can try to engage with the parents very much. Educate them or inform them about CBC program."

"To know this CBC more, to get more skills because initially, the 8-4-4, you were just theory, theory, theory."

Notably, from the interview, the observations about the challenges faced by single parents and the need for better education about CBC for parents are crucial insights. These points resonate with the findings of Omariba (2022), who stressed the importance of targeted support for single-parent

families and the need for ongoing education to help parents transition from the traditional 8-4-4 system to CBC. The emphasis on educating parents about the shift from theory-based to skills-based learning is particularly relevant, as it highlights the need for a broader cultural change in how education is perceived and supported by the community. Moreover, the suggestion that parental involvement is crucial for the success of CBC aligns with broader educational theories that emphasize the role of parents as partners in the learning process. This partnership is particularly important in the context of CBC, which requires a more hands-on, participatory approach from all stakeholders. When parents are actively involved and well-informed, the implementation of CBC is more likely to succeed. However, this requires a concerted effort to educate parents, provide them with the necessary resources, and create an environment where they can effectively contribute to their children's education.

4.7 Perception of CBC Implementation in Public Primary School in Makadara Sub-County

All respondents were asked to give their perception of CBC implementation. **Table 9** summarizes the views of the parents.

Table 9: *Parents' Perception of CBC Implementation in Public Primary Schools in Makadara Sub- County*

| Variable | Very | | Very | | |
|---|---------------|------------------|-----------|--------------|--------------|
| | satisfied | Satisfied | Neutral | Dissatisfied | dissatisfied |
| How would you rate your overall satisfaction with the CBC curriculum implementation in your child's school? | 300 (27.3) | 500(45.4) | 120(10.9) | 100 (9.1) | 80(7.2) |
| | SA | A | N | D | SD |

| | n (%) | n (%) | n (%) | n (%) | n (%) |
|--|------------------|-------------------|------------|-----------|----------|
| The school provides sufficient textbooks for my child. | 400(36.4) | 350 (31.8) | 200 (18.2) | 100 (9.1) | 50(4.5) |
| Teaching aids are effectively used in my child's classroom. | 300 (27.3) | 450(40.9) | 200(18.2) | 100 (9.1) | 50 (4.5) |
| There is adequate access to technological resources (e.g., computers). | 340 (30.9) | 480 (43.6) | 120 (10.9) | 90(8.2) | 70 (6.4) |

Strongly Agree (**SA**); Agree (**A**); Neutral (**N**); Disagree (**D**); Strongly Disagree (**SD**)

Majority of whom noted that they were satisfied with overall CBC implementation in their child's school. Further, slightly a third of the sampled parents strongly agreed (36.4%) that their child's school provides sufficient textbooks; with an additional majority of 40.9 % and 43.6% agreeing with the statements that teaching aids are effectively used in their child's classroom and that there is adequate access to technological resources respectively.

Similarly, **table 10** highlights perception of sampled teachers on CBC implementation within the public primary schools in Makadara Sub- County.

Table 10: *Teachers' Perception on CBC Implementation in Public Primary Schools in Makadara Sub- County*

| Variable | Excellent | Good | Fair | Poor | |
|--|--------------|------------------|------------------|--------------|--------------|
| How would you rate the current level of CBC implementation in your school? | 10 (7.3) | 100(73.5) | 26(19.1) | 0 | |
| | SA | A | N | D | SD |
| | n (%) | n (%) | n (%) | n (%) | n (%) |
| The CBC curriculum is effectively improving student academic performance. | 50 (36.7) | 30(22.1) | 55 (40.4) | 1 (0.1) | 0 |

| | | | | | |
|---|----------|------------------|-----------------|-----------|----------|
| Teachers are well-prepared to implement the CBC curriculum. | 30(22.1) | 31 (22.7) | 55(40.4) | 10(7.3) | 10 (7.3) |
| The curriculum coverage is on track as per the planned timelines. | 31(22.7) | 55 (40.4) | 20(14.7) | 20 (14.7) | 10 (7.3) |

Strongly Agree (SA); Agree (A); Neutral (N); Disagree (D); Strongly Disagree (SD)

Notably, majority (73.5%) rated the current level of CBC implementation in their school was good. A significant number (19.1 %) viewed it was fair. Further, majority were neutral when it came to rating level of effectiveness of CBC in improving student academic performance (40.4 %) and also their preparedness level to implement the curriculum (40.4 %). Notably, a combined majority were in agreement with the above statements and a combined remarkable percentage (44.8 %) were in agreement with the statement that the curriculum coverage was on track as per the planned timelines.

Sampled community representative, through the interview noted that CBC implementation faced some challenges, specifically financial, time, and ignorance and adaptation issues. He posited that financial challenges are major hindrance to implementation of CBC. Parents often lack the resources to purchase necessary materials for learning, which affects their ability to support their children’s education under the CBC framework. This was supported by the interviewee who had the following to say;

"One is finances... a parent may need to buy some materials. Lack of money."

He also argued that many parents face time constraints due to their work commitments, limiting their ability to engage with their children's education. This lack of time affects their involvement in school activities and their capacity to support learning at home.

"And also, time factor, when you say time factor, what do you mean? They have no time for their children. They are working for a daily bread."

Lastly, the transition from the 8-4-4 system to CBC presents challenges as parents and students adapt to a new learning approach. There is a need for education and sensitization about CBC to overcome ignorance and resistance to change. This was supported by the interviewee who argued that;

"And there is a lot ignorance since the program is very new with them... they view it as tiring and they complain that the programme is overworking them."

The study's findings on perceptions regarding CBC implementation in public primary schools in Makadara Sub-County present a relatively complex understanding of the stakeholders' experiences and attitudes. The majority of parents reported satisfaction with CBC implementation, with 45.4% indicating satisfaction and 27.3% expressing very high satisfaction. Moreover, the provision of textbooks was deemed sufficient by a significant portion of parents (36.4% strongly agreeing), while a substantial number also agreed that teaching aids were effectively used (40.9%) and that technological resources were adequate (43.6%). These results suggested a generally positive reception of CBC, particularly in areas where tangible resources like textbooks and teaching aids were concerned. However, the satisfaction reported by parents may not fully capture the complexities and challenges of CBC implementation, particularly when contrasted with the teachers' perceptions. A notable 73.5% of teachers rated the CBC implementation as good, but 19.1% viewed it as merely fair, with many expressing neutralities about its effectiveness in improving academic performance (40.4%) and their own preparedness to implement it (40.4%). These findings reflect a potential disconnect between the optimism of parents and the more cautious or critical perspective of teachers, who are directly involved in the day-to-day application of the curriculum. This dichotomy between parents' and teachers' perceptions is not uncommon in educational reform. A study by Syomwene (2022) similarly found that while parents often

express satisfaction with educational changes, teachers—who confront the practical challenges of implementing new curricula—tend to be more critical. This difference in perspective could be attributed to the fact that parents may judge the curriculum based on observable resources and their children's satisfaction, whereas teachers evaluate it based on the practicalities of teaching and student outcomes.

3.9 Implementation of Competency-Based Curriculum

Data on implementation of CBC was also collected from teachers and parents. Evidently, Teachers generally agreed that CBC had led to improvements in student academic skills and the practical application of knowledge, with over 70% indicating positive responses (SA + A) across related statements. However, a small but notable portion remained neutral or disagreed, suggesting that while CBC is effective in many areas, some teachers still saw room for improvement in student outcomes. Further, fewer teachers felt fully prepared to implement CBC effectively, with only around 55% responding with "Strongly Agree" or "Agree" to statements regarding their readiness. Resources and training were flagged as concerns, with nearly a third of responses falling into "Disagree" or "Strongly Disagree," highlighting a potential need for further support and resources for teachers. Lastly, mixed responses were received concerning curriculum coverage whereby about half of the teachers feel they could cover CBC curriculum adequately and at a manageable pace, while others found the curriculum demanding. This might have indicated that the curriculum requirements could be challenging to fulfill within the allocated timeframe, which could impact mastery of topics among students. **Table 11** below presents the teachers views on CBC implementation.

Table 11: Teachers Views on Implementation of CBC

| Statement | SA | A | N | D | SD |
|---|-----|-----|-----|-----|-----|
| Rate the following statements based on your perception of student academic performance under the CBC | | | | | |
| Students demonstrate improved academic skills due to CBC. | 35% | 40% | 10% | 10% | 5% |
| CBC has enhanced students' ability to apply knowledge practically. | 42% | 38% | 8% | 8% | 4% |
| Students' academic achievements have improved since CBC. | 30% | 45% | 10% | 10% | 5% |
| CBC has increased students' engagement and motivation in learning activities. | 33% | 40% | 12% | 10% | 5% |
| Indicate your level of agreement with the following statements related to teacher preparedness under CBC | | | | | |
| Teachers are well-prepared to implement CBC in the classroom. | 20% | 35% | 15% | 20% | 10% |
| Training provided to teachers has effectively enhanced their capacity to deliver CBC. | 18% | 32% | 20% | 20% | 10% |
| Teachers regularly update their skills to align with CBC requirements. | 25% | 30% | 20% | 15% | 10% |
| Teachers are equipped with the necessary resources to implement CBC effectively. | 15% | 25% | 20% | 25% | 15% |
| Please indicate your opinion on the following statements related to curriculum coverage under CBC | | | | | |
| CBC curriculum content is adequately covered within the academic year. | 25% | 30% | 15% | 20% | 10% |
| Teachers are able to cover all required CBC topics in a timely manner. | 20% | 28% | 18% | 22% | 12% |
| The CBC curriculum pace is manageable for both students and teachers. | 15% | 25% | 20% | 25% | 15% |
| Curriculum coverage under CBC allows for mastery of topics by students. | 18% | 30% | 20% | 20% | 12% |

Parents on the other hand generally showed a high level of satisfaction with CBC, with a majority believing that it benefited their child’s academic progress and practical skill development. However, concerns arose in perceptions of teacher preparedness and curriculum pacing, where only about half agreed that these aspects were meeting student needs effectively. **Table 12** below shows parents views on CBC implementation.

Table 12: *Parents Responses Regarding CBC Implementation*

| Statement | SA | A | N | D | SD |
|--|-----------|----------|----------|----------|-----------|
| I feel CBC has positively impacted my child's academic progress. | 40% | 35% | 10% | 10% | 5% |
| My child shows more interest in learning since the CBC implementation. | 38% | 40% | 8% | 8% | 6% |
| The practical skills taught through CBC are beneficial for my child. | 45% | 35% | 10% | 5% | 5% |
| I believe the teachers are well-prepared to teach under the CBC. | 25% | 30% | 15% | 20% | 10% |
| The pace of the CBC curriculum is suitable for my child’s learning. | 22% | 30% | 18% | 20% | 10% |

CHAPTER FIVE

SUMMARY. CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a summary of key study findings and thereafter, conclusions and recommendations derived from the study. The chapter closes by highlighting areas for further research.

5.2 Summary of the Main Findings

The purpose of current study was an investigation in assessment of the determinants influencing implementation of the CBC in public primary schools in Makadara sub county, Nairobi, Kenya. Four specific objectives were then established from the study purpose.

The first objective sought to establish the influence of in-service-teacher training on implementation of CBC in public primary school in Makadara sub-county. Correspondingly, it was established that 97.79 % of the sampled teachers had participated in CBC in-service training within the previous year. The majority of teachers, who attended these sessions occasionally, reported that they were either very effective (20.58 %) or effective (73.5 %) in helping them improve as teachers. Half of the teachers deemed the seminars and workshops relevant to the requirements of CBC though only 51.4 % of schools occasionally conducted them. Nonetheless, 51.5 % of the teachers reported improved teaching techniques as a result of such trainings. Furthermore, 58.5% of the teachers said they could now apply CBC with much more ease. Notably financial limits, time constraints, and aversion to change were challenges to training access; with inadequate labs and digital tools being among other resources that impeded the successful deployment of CBC.

The second objective aimed to examine the influence of availability of teaching & learning resources on implementation of CBC in public primary school in Makadara sub-county. The study indicated that subject textbooks (55.8%), teachers' manuals (73.5%), exercise books (63.2%), digital resources (51.4%), stationery (80.8 %), visual aids (66.1 %), and sports equipment (58.8%) were deemed sufficiently available by the majority of teachers. On the other hand, 51.4 % of teachers reported a shortage of craft items, and (66.1 %) of teachers felt that science kits, workbooks, and additional reading materials were insufficient. Notably, digital tools, educational resources, and infrastructure such as laboratories and libraries were emphasized as additional resources required for efficient implementation of CBC. Moreover, teachers also noted that availability of resources was hampered by issues including low funding; though some schools try to address this by borrowing items. Lastly it was argued that involving stakeholders could improve resource access and aid in the implementation of CBC.

The third objective evaluated the influence of community engagement on implementation of CBC in public primary school in Makadara sub-county. This was achieved by collecting data from the teachers and interviewing one of the community leaders in the sub-county. The findings indicated that teachers observed that the community, primarily through the PTA, engaged with schools occasionally (58.5 %) and rarely donated learning materials (48.5 %). The effectiveness of community representatives in providing counseling services was mostly rated as neutral or effective (31.6 % each). However, teachers agreed that community members sometimes contribute to CBC implementation, particularly through resource provision and support with initiatives like grants, field trips, and sports activities being noted as examples of community engagement. The interviewed community leader highlighted efforts in supporting CBC, including agricultural

projects and addressing social issues like indiscipline, which contribute to a positive learning environment.

The fourth and last objective of this study was to determine influence of parental involvement on implementation of CBC in public primary school in Makadara sub-county. Consequently, current study found that most parents help their kids with their schoolwork and other learning activities (49.1 %) and regularly attend school meetings (54.5%). The majority of parents felt well-informed about the curriculum (54.5 %) and their involvement in CBC implementation is effective (36.4 %). Furthermore, (59.1%) of parents supplied the required learning resources, and 50 % of parents often update teachers on their child's development. In addition, parents offered a number of ways to get more involved in the implementation of CBC, such as participation in school activities, and guidance on projects and practical work among others, demonstrating their steadfast support for their kids' education.

5.3 Conclusions

Based on the study findings presented and discussed in chapter four, this study concludes as follows:

- i. In regard to the influence of in-service teacher training on implementation of CBC is a critical determinant in Makadara Sub-County. While the training programs have had a generally positive impact on teachers' ability to implement the curriculum, the occasional nature of attendance, challenges in accessing training, and resource limitations pose significant barriers. The findings suggest that for CBC to be fully realized, there needs to be a more consistent and supportive approach to professional development, with adequate resources and efforts to address the financial and logistical challenges faced by teachers.

- ii. In light of influence of availability of teaching and learning resources on implementation of CBC, the study paints a picture of partial readiness in the implementation of CBC in Makadara Sub-County, where essential teaching resources are generally available, but significant gaps remain in supplementary and specialized resources. These deficiencies, compounded by inadequate funding, pose a challenge to the full realization of CBC's objectives. The findings suggested a need for more targeted interventions, including increased funding, equitable distribution of resources, and stronger stakeholder involvement, to ensure that all schools are equipped to deliver the CBC. The success of CBC will depend not only on the availability of core resources but also on addressing these broader systemic challenges to create a conducive learning environment for all students.
- iii. Regarding the influence of community engagement on implementation of CBC, the study revealed that there was a foundation of community engagement in supporting CBC implementation in Makadara Sub-County, the efforts were fragmented and insufficiently coordinated. The occasional participation and inconsistent contributions from the community indicate that there is significant room for improvement in mobilizing community resources and involvement. To enhance the effectiveness of CBC, there needs to be a more systematic approach to integrate the community engagement into school activities, perhaps through structured programs that ensure regular participation and contributions.
- iv. As concerns the influence of parental involvement on implementation of CBC, the study raised awareness on parents about the critical role they play in the educational process to help bridge the gap between their perceptions and the actual needs of the schools. Strengthening the collaboration between schools, community representatives , and local authorities could also provide the necessary support to address broader social issues that impact learning. The

study highlighted both the strengths and challenges of parental involvement in CBC implementation in Makadara Sub-County. While there is a solid foundation of parental engagement, there are clear gaps in understanding, consistency, and effectiveness that need to be addressed. The findings suggest that enhancing parental involvement requires a collaborative approach that includes better communication between parents and teachers, targeted support for single-parent families, and ongoing education to help parents adapt to the demands of CBC.

5.4 Recommendations

Based on the findings and conclusions, this study recommends that:

- i. Schools need to strategize in light of increasing the frequency and accessibility of CBC in-service training sessions to ensure all teachers receive adequate and consistent training. This could include online workshops and seminars to overcome time constraints. Furthermore, government and education stakeholders should allocate more funds to ensure that all teachers can attend these training sessions without financial strain. Additionally, investing in modern labs and digital tools would further support the training process and the application of CBC.
- ii. A strategic focus that is proactive on supplying schools with essential resources like science kits, workbooks, and additional reading materials, which were reported as insufficient, needs to be formulated and enforced. This could involve partnerships with NGOs, businesses, and community stakeholders to bridge the resource gaps. Schools should be equipped with digital tools, proper infrastructure, laboratories, and libraries to support CBC's practical and technology-driven approach. Regular maintenance and updates of these facilities should also be prioritized.

- iii. The study recommends intense sensitization of stakeholders' involvement. Schools should actively engage with the community representatives and the PTA to increase the frequency of resource donations and support services. Community representatives could also facilitate programs that involve service providing and organizations in contributing to educational resources and extracurricular activities. Additionally, community leaders need to be trained on the importance of their role in CBC implementation; so as to enhance their effectiveness in contributing to educational projects and addressing social challenges within the school environment.
- iv. The study recommends school policies pertaining parental involvement on implementation of CBC. Schools should organize workshops and information sessions to further educate parents about the CBC, helping them understand how to better support their children's learning. This could include guidance on assisting with homework, project work, and practical activities at home. Moreover, schools should create more opportunities for parents to engage in school activities, such as volunteer programs, mentorship roles, and involvement in school governance. This would reinforce the connection between home and school, promoting a collaborative environment for CBC implementation.

5.5 Suggestions for Further Research

From this study, further research is suggested in areas of:

Resource Allocation and Utilization in CBC Implementation. Conducting a comparative study on the effectiveness of resource allocation and utilization across different schools within the sub-county. This research could assess how varying levels of resource availability impact the quality of CBC delivery and identify best practices in resource management.

Strategies for Strengthening Community Engagement. Investigating the effectiveness of different strategies to strengthen

community engagement in CBC implementation; with a focus on the development of structured community programs that promote regular participation and the mobilization of local resources to support educational initiatives.

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APPENDICES

Appendix 1: Self-Introductory Letter

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT RESEARCH.

I am a student taking a course in Masters of Education in Educational Administration Leadership and Management at Mount Kenya University. My research topic is An assessment of determinants influencing implementation of Competence – Based Curriculum in public primary schools in Makadara sub-county Nairobi- Kenya. Being selected to take part in the study, Kindly, be assured that all the crucial information provided will be handled with confidentiality. Am also requesting you as a respondent to fully participate in this specific study. The information provided will be totally for academic purposes and mark you that your name will not be part and parcel of the report.

Your participation in this specific research will be highly appreciated.

Thank you and God bless you.

Yours faithfully,



Agnes Mukami Kithaka.

Appendix 2: Letter of Introduction



DIRECTORATE OF GRADUATE STUDIES

MED/2022/48256

13th June 2024

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

Dear Sir/ Madam,

RE: AGNES MUKAMI KITHAKA- REGISTRATION NO. MED/2022/48256

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 "An Assessment of Determinants Influencing Effective Implementation of Competence - Based Curriculum in Public Primary Schools in Makadara Sub-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 June, 2024 and August, 2024.


Any assistance accorded to the student will be highly appreciated.

Thank you.


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

Mount Kenya University
P. O. Box 342-01000, THIKA
Office of the Director,
Graduate Studies

Appendix 3: Ethical Approval



Mount Kenya University

REF: MKU/ISERC/3787
TO: AGNES MUKAMI KITHAKA
REG: MED/2022/48256

Date: 12 June 2024

Dear Sir/Madam,

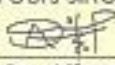
RE: AN ASSESSMENT OF DETERMINANTS INFLUENCING EFFECTIVE IMPLEMENTATION OF COMPETENCE- BASED CURRICULUM IN PUBLIC PRIMARY SCHOOLS IN MAKADARA SUB-COUNTY, NAIROBI, KENYA

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **2831**. The approval period is **12/06/2024 - 11/06/2025**.

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, 
The Chairman
Ethics Review Committee
P.O. Box 342 - 0100, Thika

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

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.
Cell: +254 709 153 000 | +254 709 153 200
Email: info@mku.ac.ke, Web: www.mku.ac.ke
Chartered and ISO 9001 : 2015 Certified Institution.
Unlocking Infinite Possibilities

Appendix 4: Research Permit

| | |
|--|--|
|  REPUBLIC OF KENYA |  NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION |
| Ref No: 338551 | Date of Issue: 05/July/2024 |
| RESEARCH LICENSE | |
|  | |
| This is to Certify that Mr.. Agnes Mukami of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: AN ASSESSMENT OF DETERMINANTS INFLUENCING EFFECTIVE IMPLEMENTATION OF COMPETENCE- BASED CURRICULUM IN PUBLIC PRIMARY SCHOOLS IN MAKADARA SUB-COUNTY, NAIROBI, KENYA for the period ending : 05/July/2025. | |
| License No: NACOSTI/P/24/37422 | |
| 338551 Applicant Identification Number |  Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION |
| | Verification QR Code  |
| NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application. | |
| See overleaf for conditions | |

Appendix 5: Research Authorization



Republic of Kenya

MINISTRY OF EDUCATION
STATE DEPARTMENT FOR BASIC EDUCATION

Telegrams: "SCHOOLING", Nairobi
Telephone: Nairobi 020 2453699
Email: rcenairobi@gmail.com
cdenairobi@gmail.com

REGIONAL DIRECTOR OF EDUCATION
NAIROBI REGION
NYAYO HOUSE
P.O. Box 74629 - 00200
NAIROBI

When replying please quote

Ref: RDE/NRB/RES/1/65 Vol.2 (21)

Date: 11TH JULY, 2024

Agnes Mukami Kithaka
Mount Kenya University
NAIROBI

*The head teacher
Makadara to assist the
student to undertake the
research.*
for
SM 426 K-6
12/7/2024

SUB-COUNTY DIRECTOR
OF EDUCATION
MAKADARA

RE: RESEARCH AUTHORIZATION

We are in receipt of a letter from National Commission for Science, Technology & Innovation, regarding research authorization in Nairobi County on the topic: *"An assessment of Determinants Influencing Effective Implementation of Competence-Based Curriculum in Public Primary Schools in Makadara Sub-County"* In Nairobi, Kenya for a period ending 05/07/2025.

This office has no objection and authority is hereby granted on the condition that the exercise will be carried out professionally. You are required to liaise with the Sub-County Director of Education- Makadara.

A report on the exercise will be required on completion.

HESBON NYAGAKA
FOR: REGIONAL DIRECTOR OF EDUCATION
NAIROBI



Appendix 5: Informed Consent Form

Participant Consent Form

Study Title: An Assessment of Determinants Influencing Implementation of Competence-Based Curriculum in Public Primary Schools in Makadara Sub-County, Nairobi, Kenya

Lead researcher : AGNES MUKAMI KITHAKA

Registration no : MED/2022/48256

Institution : Mount Kenya University

Introduction: I voluntarily agree to participate in the research study titled "An Assessment of Determinants Influencing Implementation of Competence-Based Curriculum in Public Primary Schools in Makadara Sub-County, Nairobi, Kenya". I understand the purpose and objectives of this study, as explained to me by the researcher.

Study Procedures: I understand that my participation will involve answering a questionnaire and/or participating in an interview. The questionnaire may contain both open-ended and closed-ended questions. The interview will be conducted by the researcher or a designated member of the research team.

Confidentiality: I understand that all information provided by me will be kept confidential. My responses will be anonymized, and only aggregate data will be reported. No personal identifying information will be disclosed without my explicit consent.

Voluntary Participation: I understand that my participation in this study is **VOLUNTARY**. I have the right to withdraw from the study at any time, without any consequences. My decision to participate or withdraw will not affect my relationship with the researcher or any associated institutions.

Ethical Considerations: I understand that this research has received ethical approval from the relevant authorities. The researcher has obtained all necessary permissions to conduct the study in public primary schools in Nairobi County.

Data Use: I understand that the data collected from me will be used solely for research purposes. It will be securely stored and may be used in academic publications or presentations. However, my identity will remain confidential at all times.

Consent: By signing this form, I acknowledge that I have read and understood the information provided above. I voluntarily agree to participate in the research study under the terms and conditions outlined.

Participant's Signature: _____ Date: _____

Researcher's Signature: _____ Date: _____

Appendix 6(a): Questionnaire for Teachers

(Tick [✓] your chosen box)

Section A: Demographic Information

1. Gender

- Male Female

2. Age (years):

- 18-25 26-35
 36-45 46-55
 56 and above

3. Years of Teaching Experience:

- 0-5 years 6-10 years
 11-15 years 16-20 years
 21 years and above

4. Highest Level of Education:

- Diploma Bachelor's Degree
 Master's Degree Other (Specify) _____

Section B: Influence of In-Service Teacher Training

1. Have you attended any in-service training for CBC since its inception?
 Yes
 No
2. Have you attended any in-service training for CBC in the past year?
 Yes
 No
3. How often do you attend in-service training programs?
 Never
 Rarely
 Occasionally
 Frequently
4. Rate the effectiveness of in-service training programs in improving your teaching skills.
 Very Ineffective
 Ineffective
 Neutral
 Effective
 Very Effective
5. How often are seminars and workshops conducted in your school?
 Monthly
 Quarterly
 Annually
 Sometimes
 Never

6. To what extent do you agree with the following statements regarding in-service teacher training? (tick [✓] your chosen box)

| Statement | SA | A | N | D | SD |
|---|----|---|---|---|----|
| In-service training has improved my teaching methods for CBC. | | | | | |
| The workshops conducted are relevant to the CBC curriculum needs. | | | | | |
| There is adequate follow-up after training sessions to ensure implementation. | | | | | |

Strongly Agree (SA); Agree (A); Neutral (N); Disagree (D); Strongly Disagree (SD)

7. How has in-service training impacted your ability to implement the Competence-Based Curriculum (CBC)?

- Significantly Improved
- Improved
- No Impact
- Deteriorated
- Significantly Deteriorated

Section C: Availability of Teaching & Learning Resources

1. Are the following resources sufficient and adequate in your school? (tick [✓] your chosen box)

| Teaching Resource | Yes | No |
|--|-----|----|
| Subject textbooks | | |
| Teachers' guide | | |
| Supplementary reading materials | | |
| Workbooks | | |
| Exercise books | | |
| Digital resources e.g. computers, e-learning platforms | | |
| Stationeries | | |
| Visual aids e.g. charts, diagrams posters | | |
| Science kits and lab equipment | | |
| Library resources | | |
| Sports and Physical Education Equipment e.g. Balls, skipping ropes | | |
| Arts and Craft Supplies e.g. paints, crayons, clay, and paper | | |

2. How adequate are the following resources for CBC implementation in your school? (tick [✓] your chosen box)

| Teaching Resource | VA | A | N | I | VI |
|--|----|---|---|---|----|
| Subject textbooks | | | | | |
| Teachers' guide | | | | | |
| Supplementary reading materials | | | | | |
| Workbooks | | | | | |
| Exercise books | | | | | |
| Digital resources e.g. computers, e-learning platforms | | | | | |
| Stationeries | | | | | |
| Visual aids e.g. charts, diagrams posters | | | | | |
| Science kits and lab equipment | | | | | |
| Library resources | | | | | |
| Sports and Physical Education Equipment e.g. Balls, skipping ropes | | | | | |
| Arts and Craft Supplies e.g. paints, crayons, clay, and paper | | | | | |

Very Adequate (VA) Adequate (A); Neutral (N); Inadequate (I); Very Inadequate (VI)

3. What additional resources do you think are needed to implement CBC?

Section D: Community Engagement

1. How often does the community engage with the school through the PTA?
 - Never
 - Rarely
 - Occasionally
 - Frequently
2. How effective are community representatives in providing counseling services to learners?
 - Very Ineffective
 - Ineffective
 - Neutral
 - Effective
 - Very Effective
3. How often does the community participate in donating learning materials?
 - Never
 - Rarely
 - Occasionally
 - Frequently

4. To what extent do you agree with the following statements regarding community engagement? (tick [✓] your chosen box)

| Statement | SA | A | N | D | SD |
|---|----|---|---|---|----|
| Community members provide counseling services to learners. | | | | | |
| The PTA is actively involved in school decision-making processes. | | | | | |
| Local businesses and individuals donate learning materials to the school. | | | | | |

Strongly Agree (SA); Agree (A); Neutral (N); Disagree (D); Strongly Disagree (SD)

5. What other forms of community engagement do you think are necessary for CBC implementation?

Section E: Parental Involvement

1. How often do parents attend school meetings?
 - Never
 - Rarely
 - Occasionally
 - Frequently
2. How effective is parental involvement in enhancing the implementation of CBC?

- Very Ineffective
- Ineffective
- Neutral
- Effective
- Very Effective

3. To what extent do you agree with the following statements regarding parental involvement?
(tick [✓] your chosen box)

| Statement | SA | A | N | D | SD |
|---|----|---|---|---|----|
| Community members provide counseling services to learners. | | | | | |
| The PTA is actively involved in school decision-making processes. | | | | | |
| Local businesses and individuals donate learning materials to the school. | | | | | |

Strongly Agree (SA); Agree (A); Neutral (N); Disagree (D); Strongly Disagree (SD)

Section F: Implementation of CBC

1. How would you rate the current level of CBC implementation in your school?

- Excellent
- Good
- Fair
- Poor

2. To what extent do you agree with the following statements about CBC implementation? (tick [✓] your chosen box)

| Statement | SA | A | N | D | SD |
|---|----|---|---|---|----|
| The CBC curriculum is effectively improving student academic performance. | | | | | |
| Teachers are well-prepared to implement the CBC curriculum. | | | | | |
| The curriculum coverage is on track as per the planned timelines. | | | | | |

Strongly Agree (SA); Agree (A); Neutral (N); Disagree (D); Strongly Disagree (SD)

3. Rate the following statements based on your perception of student academic performance under the CBC.

| Statement | SA | A | N | D | SD |
|---|----|---|---|---|----|
| Students demonstrate improved academic skills due to CBC. | | | | | |
| CBC has enhanced students' ability to apply knowledge practically. | | | | | |
| Students' academic achievements have improved since CBC implementation. | | | | | |
| CBC has increased students' engagement and motivation in learning activities. | | | | | |

Strongly Agree (SA); Agree (A); Neutral (N); Disagree (D); Strongly Disagree (SD)

4. Indicate your level of agreement with the following statements related to teacher preparedness under CBC.

| Statement | SA | A | N | D | SD |
|---|----|---|---|---|----|
| Teachers are well-prepared to implement CBC in the classroom. | | | | | |
| Training provided to teachers has effectively enhanced their capacity to deliver CBC. | | | | | |
| Teachers regularly update their skills to align with CBC requirements. | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| Teachers are equipped with the necessary resources to implement CBC effectively. | | | | | |
|--|--|--|--|--|--|

Strongly Agree (SA); Agree (A); Neutral (N); Disagree (D); Strongly Disagree (SD)

5. Please indicate your opinion on the following statements related to curriculum coverage under CBC.

| Statement | SA | A | N | D | SD |
|---|----|---|---|---|----|
| CBC curriculum content is adequately covered within the academic year. | | | | | |
| Teachers are able to cover all required CBC topics in a timely manner. | | | | | |
| The CBC curriculum pace is manageable for both students and teachers. | | | | | |
| Curriculum coverage under CBC allows for mastery of topics by students. | | | | | |

Strongly Agree (SA); Agree (A); Neutral (N); Disagree (D); Strongly Disagree (SD)



Mount Kenya University

Appendix 6(b): Questionnaire for Parents

(Tick [✓] your chosen box)

Section A: Demographic Information

1. **Gender:**

Male

Female

2. **Age (years):**

18-25

36-45

56 and above

26-35

46-55

3. **Level of Education:**

Primary

Tertiary

None

Secondary

University

4. **Occupation:**

Employed

Unemployed

Other (Specify)

Self-employed

Section B: Parental Involvement

1. How often do you attend school meetings?

Always

Often

Sometimes

Rarely

Never

2. How often do you assist your children with their homework and learning activities?

Always

Often

Sometimes

Rarely

Never

3. How effective is parental involvement in enhancing the implementation of CBC?

Very Ineffective

Ineffective

Neutral

Effective

Very Effective

4. To what extent do you agree with the following statements regarding your involvement in your child's education? (Tick [✓] your chosen box)

| Statement | SA | A | N | D | SD |
|--|----|---|---|---|----|
| I am well-informed about the CBC curriculum. | | | | | |
| I regularly communicate with my child's teachers about their progress. | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| I provide the necessary learning materials for my child. | | | | | |
|--|--|--|--|--|--|

Strongly Agree (SA); Agree (A); Neutral (N); Disagree (D); Strongly Disagree (SD)

5. What additional support do you think parents need to be more involved in CBC implementation?

Section C: Community Engagement

1. How frequently do you participate in school community activities?

- Frequently
- Occasionally
- Rarely
- Never

2. To what extent do you agree with the following statements regarding community involvement in schools? (Tick [✓] your chosen box)

| Statement | SA | A | N | D | SD |
|--|----|---|---|---|----|
| The local community supports the school with resources and materials. | | | | | |
| Community members provide mentorship and counseling to learners. | | | | | |
| The PTA is effective in representing parents' interests in the school. | | | | | |

Strongly Agree (SA); Agree (A); Neutral (N); Disagree (D); Strongly Disagree (SD)

3. How adequate are the learning resources provided to your child at school?

- Very Adequate
- Adequate
- Neutral
- Inadequate
- Very Inadequate

4. To what extent do you agree with the following statements regarding teaching and learning resources? (Tick [✓] your chosen box)

| Statement | SA | A | N | D | SD |
|--|----|---|---|---|----|
| The school provides sufficient textbooks for my child.. | | | | | |
| Teaching aids are effectively used in my child's classroom. | | | | | |
| There is adequate access to technological resources (e.g., computers). | | | | | |

Strongly Agree (SA); Agree (A); Neutral (N); Disagree (D); Strongly Disagree (SD)

5. How often does the local community engage with the school through the PTA?

- Never
- Rarely
- Occasionally
- Frequently

6. How effective are community representatives in providing support such as counseling services to learners?

- Very Ineffective

- Ineffective
 - Neutral
 - Effective
 - Very Effective
7. How often does the community participate in donating learning materials?
- Never
 - Rarely
 - Occasionally
 - Frequently
8. What other forms of community engagement do you think are necessary for CBC implementation?
-

Section D: Implementation of CBC

1. How would you rate your overall satisfaction with the CBC curriculum implementation in your child's school?
- Very Satisfied
 - Satisfied
 - Neutral
 - Dissatisfied
 - Very Dissatisfied

2. To what extent do you agree with the following statements about CBC implementation? (Tick [✓] your chosen box)

| Statement | SA | A | N | D | SD |
|--|----|---|---|---|----|
| The school provides sufficient textbooks for my child. | | | | | |
| Teaching aids are effectively used in my child's classroom. | | | | | |
| There is adequate access to technological resources (e.g., computers). | | | | | |

Strongly Agree (SA); Agree (A); Neutral (N); Disagree (D); Strongly Disagree (SD)

3. Rate the following statements based on your perception of student academic performance under the CBC.

| Statement | SA | A | N | D | SD |
|---|----|---|---|---|----|
| Students demonstrate improved academic skills due to CBC. | | | | | |
| CBC has enhanced students' ability to apply knowledge practically. | | | | | |
| Students' academic achievements have improved since CBC implementation. | | | | | |
| CBC has increased students' engagement and motivation in learning activities. | | | | | |

Strongly Agree (SA); Agree (A); Neutral (N); Disagree (D); Strongly Disagree (SD)

Appendix 6(c): Interview Guideline

Interview Guideline for School Principal

Introduction

- Introduce yourself and explain the purpose of the interview, which is to gather insights on the implementation of the Competence-Based Curriculum (CBC) in public primary schools in Makadara Sub-County.
- Assure confidentiality and seek consent from the school principal for participation in the interview.

1. Influence of In-Service Teacher Training

- Can you describe the in-service teacher training programs available for teachers in your school related to the CBC?
- How do you perceive the effectiveness of these training programs in preparing teachers for CBC implementation?
- In your opinion, what specific aspects of the CBC are covered in these training programs, and how do they contribute to implementation?
- Can you identify any challenges or limitations faced by teachers in accessing or benefiting from in-service training opportunities?

2. Influence of Availability of Teaching & Learning Resources

- How would you assess the availability of teaching and learning resources in your school, particularly in relation to the CBC?
- What types of resources do you believe are crucial for CBC implementation?
- Have there been any initiatives or efforts to improve the availability or access to teaching and learning resources in recent years?

- What are the primary challenges or barriers encountered in ensuring adequate provision of resources for CBC implementation in your school?

3. Implementation of CBC

- How would you describe the impact of the CBC on students' academic performance in your school?
- Are there specific areas where you feel CBC has made a noticeable difference in students' academic growth?
- What level of training and support have teachers received to implement CBC?
- How would you assess the teachers' readiness and ongoing preparedness to deliver the CBC curriculum?
- What resources or additional support do you believe teachers need to succeed in CBC implementation?
- Are teachers able to cover the entire CBC curriculum within the designated school year?
- Do you feel that the curriculum coverage pace allows students to fully understand and apply their learning?

Conclusion

- Thank the school principal for their time and valuable insights.
- Invite any additional comments or suggestions related to CBC implementation in their school.
- Reiterate the confidentiality of the information shared and provide contact details for further inquiries or clarifications.

Interview Guideline for the Community Leader

Introduction

- Introduce yourself and explain the purpose of the interview, which is to gather insights on the influence of community engagement on the implementation of the Competence-Based Curriculum (CBC) in public primary schools in Makadara Sub-County.
- Assure confidentiality and seek consent from the community leader for participation in the interview.

1. Influence of Community Engagement:

- How would you characterize the level of community engagement in supporting CBC implementation in public primary schools within Makadara Sub-County?
- Can you provide examples of community involvement or partnerships that have positively impacted CBC implementation?
- What strategies or approaches have been employed to foster collaboration between schools and the community?
- What are the main challenges or obstacles hindering effective community engagement in supporting CBC implementation?

2. Influence of Parental Involvement:

- From your perspective, how actively involved are parents in supporting their children's education, particularly related to CBC implementation?
- How does parental involvement influence CBC implementation, especially in terms of supporting students' learning at home?
- Have there been any specific initiatives or programs aimed at enhancing parental involvement in supporting CBC implementation?

- What are the primary factors that either facilitate or inhibit parental participation in supporting CBC implementation?

3. Implementation of CBC

- How would you describe the impact of the CBC on students' academic performance in your school?
- Are there specific areas where you feel CBC has made a noticeable difference in students' academic growth?

Conclusion:

- Thank the community leader for their time and valuable insights.
- Invite any additional comments or suggestions related to community support for CBC implementation.
- Reiterate the confidentiality of the information shared and provide contact details for further inquiries or clarifications.

Appendix 7: Projected Work Plan for Carrying Out Research

| | 2023 | | | | | | 2024 | | | | | | | | | |
|--|------|-----|------|-----|-----|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | JUL | AUG | SEPT | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUN | JUL | AUG | SEP | OCT |
| Topic identification & selection | █ | | | | | | | | | | | | | | | |
| Writing and approval of chapter 1 | █ | █ | | | | | | | | | | | | | | |
| Writing and approval of chapter 2 & 3 | | █ | █ | | | | | | | | | | | | | |
| Generation of research questionnaire | | █ | █ | █ | | | | | | | | | | | | |
| Compilation of final research proposal | | | | | █ | █ | █ | | | | | | | | | |
| Proposal defense | | | | | | | | █ | | | | | | | | |
| Corrections of proposal after defense | | | | | | | | | █ | █ | | | | | | |
| Ethical clearance | | | | | | | | | | | █ | | | | | |
| Data collection | | | | | | | | | | | | █ | | | | |
| Data analysis | | | | | | | | | | | | | █ | | | |
| Writing chapter 4 & 5 | | | | | | | | | | | | | █ | █ | | |
| Compilation of final full research project | | | | | | | | | | | | | █ | █ | █ | |
| Publication of research | | | | | | | | | | | | | | █ | █ | █ |

Appendix 8: Research Budget

| Item | Cost (KShs) |
|-------------------------|-----------------|
| Ethical clearance | 1,000/= |
| NACOSTI | 1,000/= |
| Data analysis | 5,000/= |
| Flash disk | 2,000/= |
| Printing and stationary | 20,000/= |
| Travelling expenses | 15,000/= |
| Binding | 3,000/= |
| Internet bundles | 10,000/= |
| Publication costs | 25,000/= |
| Total | 82,000/= |