

**INFLUENCE OF SCHOOL DYNAMICS ON THE IMPLEMENTATION OF
COMPETENCY-BASED CURRICULUM IN PUBLIC PRIMARY**

SCHOOLS IN NANDI EAST SUB COUNTY,

NANDI COUNTY, KENYA

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A Research Project Submitted in Partial Fulfillment of the Requirements for the Award of

Master of Education Degree in Curriculum Studies of


Mount Kenya University

September, 2024

DECLARATION

DECLARATION BY STUDENT

This thesis was written entirely by me and was not completed or submitted for credit to any educational establishment.

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APPROVAL BY SUPERVISORS

This thesis has been presented for examination with the permission of the University as my supervisor.

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DEDICATION

In writing this thesis, I thank my supervisors, Dr. Josephine Kagwiria Kirimi, David Melleni Tomno, and Dr. Abraham Murgor, who have been instrumental in preparing this study. I would like to thank my hubby as well., Simeon Kosgey, my three boys, Fidel Kiptoo Kosgey and Ryan Kimutai Kosgey, and my friend, Shadrack Kemei, for their help typing my work. I also want to express my gratitude to everyone who helped and encouraged me when I was writing my thesis.



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ABSTRACT

The quality of education given to students, which gives them a global perspective and promotes advancements in technology, health, agriculture, environmental protection, and government, is crucial to the development of a country's delicate educational system. Since Kenya's 2018 approval of the Competency-Based Curriculum (CBC), the government has worked hard to accelerate its implementation and improve the country's educational system. However, Nandi East in Nandi County is not exempt from the CBC's implementation. Finding the factors affecting the CBC implementation in Nandi East Sub County, Nandi County, is the aim of this study. The study's goals are to ascertain whether instructional strategies are relevant for implementing CBC in public primary schools, assess the effect of sufficient learning resources on CBC, ascertain the extent to which teacher preparation influences CBC, and look into the relationship between CBC and school infrastructure in public primary schools.. The study was founded on constructivist theory and visible learning, and it employed a descriptive correlational methodology. The study was carried out in the Nandi East Sub County, which is currently facing significant problems with the distribution of responsibilities among curriculum competency overseers for public elementary schools. Of the 5,170 learners in the target population, 491 students made up the sample size for this study. Stratified and essential random sampling were used in the study to divide the population. Focus groups and questionnaires with both closed-ended and open-ended questions are among the data collection tools used in this study. The data was analyzed using both descriptive and inferential statistics. Descriptive data analysis techniques included grouping data into tables and characterizing the dataset using means and standard deviations. The SPSS-26 software for inferential analysis was used to do a multiple regression analysis. The data under study was displayed in tables, pie charts, and graphs.

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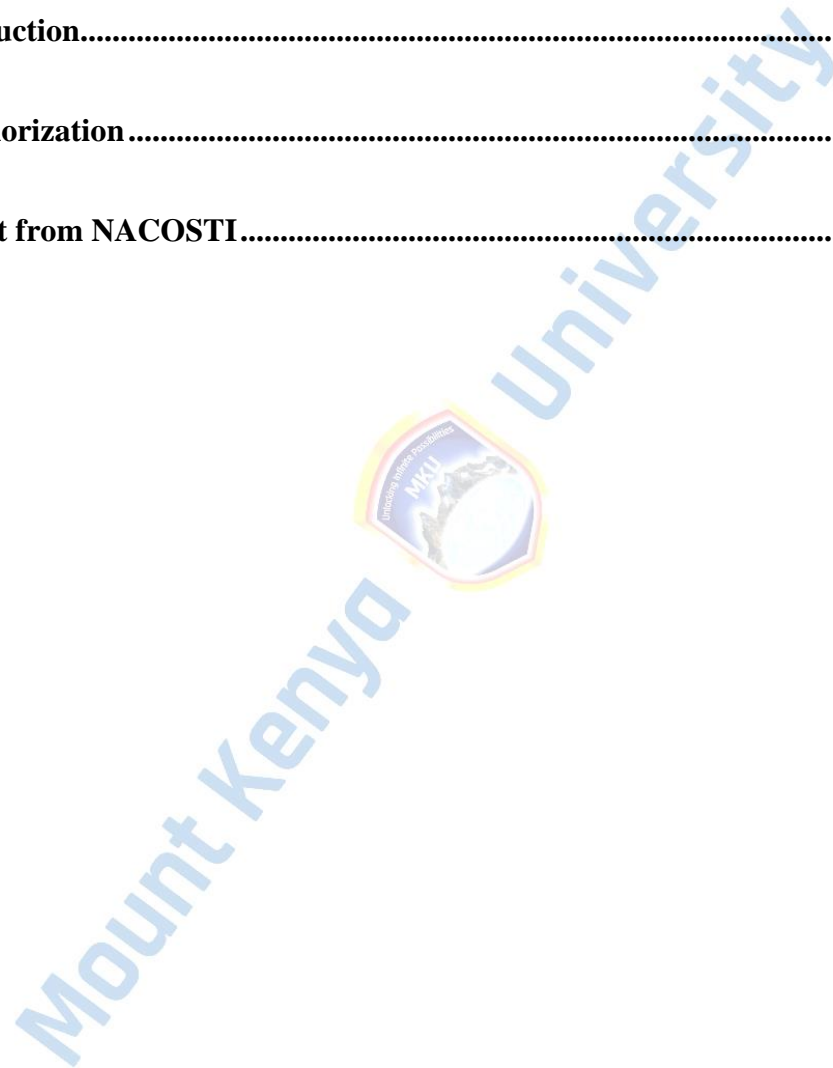
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ABBREVIATIONS AND ACRONYMS

CBC:	Competence Based Curriculum
FGD:	Focus Group Discussions
FPE:	Free Primary Education
ICT:	Information and Communications Technology
KICD:	Kenya Institute of Curriculum Education Development
KNUT:	Kenya National Union for Teachers
MoE:	Ministry of Education
SPSS:	Statistical Package for the Social Sciences
UNESCO:	United Nations Educational, Science and Cultural Organization
UPE:	Universal Primary Education
USAID:	United States Agency for International Development

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.0 Introduction

This chapter discuss the background, problem statement, purpose, target, research questions, significance, scope, limitations, delimitations, assumptions, and definitions of key terminology are all included in this chapter.

1.1 Background of the Study

A school dynamic is a goal-setting framework, academic assistance, administration, leadership, interpersonal interactions, and school climate. Change: A dynamic learning environment has elements of mobility and progress. It is designed to meet the needs of each student while challenging them to grow and dramatically exceed their present interests, knowledge, and skills. However, a competency-based program enables students to acquire predetermined competencies. (Isaboke, et al.,2021).

Aligning the Competency-Based Curriculum (CBC) with contemporary educational standards and resources is a significant concern. Tensions between innovation and accountability emerge as numerous schools struggle to reconcile the competency-based approach with standardized testing requirements and existing curriculum standards. This study aims to examine how specific school dynamics, including administrative support, teacher training, resource allocation, community collaborations, and parental engagement, impact the implementation of CBC in public primary schools across the United States. These are the areas the study aims to investigate to identify implementation barriers and facilitators of CBC, together with recommendations for improvement. Apart from presenting an untapped source of knowledge that affects evidence-based policies and

practices for national educational reform initiatives. Learning from what school dynamics have been doing to facilitate or hinder the implementation of CBC is the project's key focus: to enhance the educational outcome of all children in different diverse communities in the United States and enhance equal opportunity to quality education to all. Smith and Associates (2021)

Globally, CBC expanded to other European nations. However, research suggests that the program's initial implementation emphasized post-primary and tertiary education more than pre-primary education, leaving the foundation of CBC weak (Engelbrecht, Bergsten, & Kagesten, 2017). Here, CBC's primary goal was to address the widespread unemployment and economic collapse linked to the conventional theory-based curriculum. For instance, Turkey made CBC essential in all pre-schools by changing education legislation and giving precedence to ECD. Nonetheless, research shows that the government lacks the resources to ensure facilitators receive the necessary training. (Porter, 2016). To prepare students for self-employment, the UK, Australia, and Germany also implemented CBC; four studies have found indications of ECD neglect. Curriculum implementation initiatives are significantly shaped by educational policy and governance frameworks. Problems like unclear policy directives, unreliable financing sources, and bureaucratic roadblocks can hamper implementation effectiveness. Furthermore, shifting political backing and government leadership shifts could affect how long curricular reform programs last. (Anderson-Levitt, 2017).

Australia began the use of a competency-based curriculum during the late 1980s. The country faced skill deficiency, a necessary condition for industrialization. Consequently, the curriculum and courses are required to identify the needs of society and produce skilled workers capable of competing on the world market and meeting the demands of industrialization. (Hodge and

Associates, 2020). A significant challenge for curriculum implementation in Australia has been school dynamics, which limits the effectiveness of delivering competency-based content. According to Smith and Jones (2023), the following aspects fall under school dynamics: institutional culture and practices, teacher perceptions, administration and leadership, and resource allocation. The mode of delivery of curricula to students has a significant influence on these dynamics. As an illustration, poor leadership can impede the execution of the curriculum, while solid leadership is essential in setting the tone for the process (Johnson, 2022). Furthermore, how teachers feel about innovation and change can help or hinder the implementation of new teaching strategies. (Brown et al., 2021).

Li et al.'s research from 2023 emphasizes how crucial curricular alignment is to adopting CBC. The inability of many Canadian schools to incorporate CBC concepts into the curricula and standards already in place results in inconsistent teaching and evaluation practices. Additionally, a study by Singh and Jones (2022) emphasizes the need for comprehensive teacher training and professional development to support the implementation of CBC. Teachers' capacity to implement competency-based instruction and evaluate student learning outcomes may be compromised by inadequate training.

One way to effect social and economic change is through education. Because of this, curricula must be updated often to reflect the demands of a 21st-century workforce and the globalization of the labor market. Competency-based teaching and learning methods have replaced content-based curricula in several nations. Fein (2015) claims that the 1970s saw the introduction of competency-based teaching-learning methods in American teacher education. Since then, various professional domains and educational institutions across several nations have created and implemented

competency-based learning systems (Sanchez & Romero, 2015). IBE-UNESCO (2017) said that CBC uses learner-centered teaching to give students the tools to function practically and demonstrably. As a result, some nations have changed their curriculum to better align with the ideas of learning objectives and critical competencies. Furthermore, a Competence Curriculum (CBC) is a way for a country to provide its citizens with the values, information, and skills they need to live in the fast-changing, technologically advanced global community, according to UNESCO (2015)

In East Africa, particularly Kenya, the significant challenges that affect implementing curricula include inconsistencies, bureaucratic measures, and inadequate and/or poor funding. For example, Muthaa et al. (2020) found that Kenyan educators' confusion and implementation challenges stem from academically vague policy instructions and recurrent curricular reforms that affect CBC. These problems will require joint efforts from the members of Congress, school principals and teachers, parents, and other citizens. Suppose East African countries invest in the professional development of educators, providing sustaining measures and encouraging collaboration among all the partners. In that case, the quality of the competency-based curricula can significantly improve for everybody involved.

In Tanzania, the implementation of a Competency-Based Curriculum (CBC) happened after it was discovered that a content-based curriculum was highly written-based and had produced graduates who were hardly marketable in the job market. Therefore, the new competency-based curriculum was welcomed to meet the challenges; it was a basis that endowed the students with reasons and competitive knowledge and skills for employment in the Kenyan and international jobs market. It can be argued that a significant problem exists in Tanzania concerning the effect of school

dynamics on the general implementation of a curriculum based on competency within the schooling system, which is reflected in numerous challenges. The current studies show the importance of school leadership regarding curriculum implementation programs. Mwakaje and Nyange (2023) noted that leadership in Tanzanian schools for providing advice, support, and encouragement for teachers is paramount in realizing a competency-based curriculum. There are many leadership changes in schools in Tanzania, which usually causes many changes in implementation patterns and thus slows the growth of many institutions. From this, it is clear that leadership needs more commitment and consistency to ensure that all changes in the curriculum are implemented successfully. Curtailing these issues that hinder curriculum implementation in Tanzania requires understanding and a comprehensive plan that involves the dynamics of the school, resources, the attitude of the teachers, and the culture and beliefs in which the learners are brought up. Tanzania can improve the implementation of competency-based curricula and increase the achievement of education for all students in the school by rebuilding school leadership, supporting the professional growth of the teachers, managing resources effectively, and implementing culturally appropriate programs and practices. (Komba & Kiira, 2013)

The following event, for instance, which involved the introduction of the new CBC by KICD in 2019, is already changing the mode of the nation's educational system. The CBC nurtures critical thinking, teamwork, communication, and creativity skills, like most other education reforms worldwide (Okwach & Ayodo, 2020). However, several challenges threaten implementing of CBC properly in Kenya's first public schools. One includes the adequacy of physical facilities and other resources needed to support efficient delivery of CBC. Finally, there are two keys to CBC implementation: teacher readiness and capacity development. A related issue is that schools in Kenya largely lack necessities and technology, most importantly

teaching aids and textbooks (Ndirangu & Mutisya, 2021)., It is evident that many instructors in Kenya require both support and training (Mwiria, 2019). Moreover, parents and the community must embrace the implementation process of CBC and enhance positive learning outcomes (Kombo & Kariuki, 2020). To encourage a positive uptake of CBC policy and practice, we must embrace the perception of the opportunities and challenges in performing this function in Kenya. To gain essential insights into implementing CBC in public primary schools and suggest proper interventions for the challenges realized, this study will adopt the multiple viewpoints and experiences of educators, administrators, policymakers, and other stakeholders.

Since the implementation of CBC is gradually gaining ground internationally, it is still considered by Kenyan stakeholders as an expensive, manpower-intensive, dynamic, and time-consuming curriculum that needs the participation, dedication, coordination, and goal-oriented strategic vision of everybody in the education chain to work. This is why other complex approaches that reflect the relationships between school dynamic processes, teacher perceptions, available resources, and cultural environments are required to solve the implementation problems of curriculum in Kenya. Therefore, to successfully adopt competency-based curricula in Kenya and other African countries and enhance learner achievement, Kenya should support school leadership, help teachers in their professional learning, improve proper use of resources, and advocate for cultural sensitivity at schools. (Koster, et al.,2017).

Some stakeholders who have raised their voices concerning the high implementation costs of CBC include parents, teachers' unions, and religious leaders for the Nandi East Sub County in Nandi County of Kenya. According to Rop, in 2019, the public was angry that millions of young people now enrolled in the curriculum could be placed in jeopardy by inadequacies and vulnerabilities

within the system that stemmed from the SOP's lack of solid ground because it had been hastily implemented.

1.2 Statement of the Problem

Since implementing the competency-based curriculum (CBC) in public primary schools in Nandi East Sub County, several challenges have erupted, making the implementation process difficult. Authorities, teachers, and other related stakeholders have made numerous concerns about embracing the inadequacy of training, lack of resources, and infrastructural support despite CBC's efforts to improve the learners' skills and competency. When asked, students may experience dissatisfaction with the limited opportunities for the educator, which essentially limits the educator's capacity to promote the successful implementation of the curriculum. Parents and community members have also voiced their opinions on child education and worry over what they perceive as a fading out of quality education, which they question the viability of CBC as a regional educational blueprint.

This paper found that Nandi East Sub-County experienced confusion and opposition from educators and parents regarding implementing CBC. A lack of understanding of the requirements of the curriculum has led to irregular implementation in different schools. Failure to act ensures that educational disparities widen and children lag with their peers in other areas where CBC has yielded better results. This may continue the trend of poor academic performance, thus limiting the chances of the pupils and negatively affecting their future socio-economic status. From the findings, the advantages presented by CBC will not be achieved if teachers are not provided enough support and systematic training.

The general challenges of CBC implementation in the Kenyan context have been well documented in the literature. Still, little is known regarding the difficulties of the Nandi East Sub-County setting. Previous studies by Odhiambo (2021) and Mwangi (2022) focus on overall regional issues without focusing much on the socioeconomic and cultural factors influencing the acceptance of CBC locally. Thus, the provided findings underscore the importance of focused research to explore the unique challenges and facilitators of the application of CBC in this sub-county. Further research may provide more applied suggestions to enhance the outcomes of CBC and develop a better educational climate in Nandi County to address regional concerns and support the community's opinions.

1.3 Purpose of the study

This study investigates how certain school dynamics affect the implementation of CBC in public primary schools in Nandi East Sub-County, Nandi County.

1.4 Objectives of the study

- i. The study sought to investigate the effects of teacher preparation on the implementation of the Competency-Based Curriculum (CBC) in Nandi East Sub County, Nandi County's public primary schools.
- ii. The study aimed to determine the significance of instructional strategies in implementing the Competency-Based Curriculum (CBC) in public elementary schools located in Nandi East Sub County, Nandi County.

- iii. Look at how the availability of sufficient learning materials affects the implementation of the Competency-Based Curriculum (CBC) in public primary schools in Nandi East Sub County, Nandi County
- iv. To look into the infrastructure of the public primary schools in Nandi East Sub County, Nandi County, and how the Competency-Based Curriculum (CBC) is implemented there.

1.5 Research Questions

- i. To what extent are teachers equipped to assist public primary schools in Nandi East Sub County and Nandi County in implementing the Competency-Based Curriculum (CBC)?
- ii. How are instructional strategies used in the public primary schools of Nandi East Sub-County, Nandi County, to implement the Competency-Based Curriculum (CBC)?
- iii. How does the implementation of the Competency-Based Curriculum in the public primary schools of Nandi East Sub County depend on the availability of adequate learning resources?
- iv. How do public primary schools in Nandi East Sub-County, Nandi County, implement the competency-based curriculum (CBC) in relation to school infrastructure

1.6 Significance of the Study

The study's findings can help policymakers understand the barriers to and facilitators of CBC implementation. With a greater understanding of the distinct school dynamics that impact curriculum delivery, policymakers may develop more effective educational policies and support systems appropriate for local conditions.

School administrators might utilize the findings to establish a welcoming atmosphere for the CBC. When specific outcome indicators for relevant leadership practices, school climate, and resource

supply and use are more comprehensively understood, effective child learning is fostered through strategies geared toward a positive school climate.

Especially when it comes to identifying the nature of reforms in CBC, this study can provide answers that can help fill gaps in the research on Kenyan educational reforms more widely. Altogether, the study enhances knowledge of the link between the three aspects of students, teachers, and scholars by offering quantitative evidence and analysis of how curriculum implementation works in the school milieu.

1.7 Scope of the study

In light of these dynamic elements, this study aimed to determine the degree of CBC implementation in twelve public elementary schools in Nandi East Sub County, Nandi County, Kenya. To situate the findings within specific educational contexts and to determine region- or population-specific factors that may be relevant for those in need, the study that took place between February and June 2024 established its geographical boundary. Doe (2024)

1.8 Limitations of the Study

The validity of the responses may be impacted by the respondents' attitudes, over which the researcher has no influence.

1.9 Delimitation of the study

Data collection and analysis for the study were limited to a specific time frame. This included highlighting recent developments in Nandi East Sub-County's competency-based education, including initiatives put in place during the previous five years. The study's designation of a specific date allowed it to exclude potentially irrelevant historical data while providing insights into contemporary behaviors and trends.

1.10 Assumption of the study

- i. The presumption that, in terms of infrastructure, resources, teacher credentials, and student demographics, schools in the Nandi East Sub-County are somewhat homogeneous, enabling a comparative examination of their dynamics.
- ii. Though the extent of implementation may differ, it is believed that schools in the area are dedicated to implementing competency-based education in accordance with the national education policy framework.
- iii. The presumption that schools have access to the tools needed to conduct competency-based education successfully, including technology, instructional materials, and staff with the appropriate training.

1.11 Definitions of Key Terms

Competency-based curriculum: A curriculum that prioritizes the specification of distinct learning goals or competencies that students are required to demonstrate is referred to as a competency-based curriculum. These quantifiable and clearly defined competencies guide learning activities, assessments, and instruction. Competency-based curriculum prioritize the mastery of skills and information over the mere accumulation of classroom hours, in contrast to traditional approaches.

Implementation: The process of carrying out a plan or program is referred to as implementation. In the context of education, implementation involves the practical application of educational policies, strategies, or curricula in schools or educational settings. Some of its tasks are to coordinate resources in instructing, plan educational practices, teach teachers, and practice the planned interventions to accomplish the planned objectives.

Operationalization: This publication will in this study refer to it as competency-based curriculum, given that there is a curriculum framework that outlines and describes the basic competency that learners are supposed to achieve. It will involve the clarification of learning outcomes, alignment of assessments and teaching-learning undertakings to the established outcomes, and client-centered learning policies.

Operationalization: For the purposes of this study, instructional materials are defined as the tangible, intangible, or multimedia tools that educators utilize to present course material, clarify ideas, walk through steps, and offer chances for practice and application. It will entail determining and evaluating the kinds, accessibility, accessibility and effectiveness of the learning materials used while putting competency-based courses into practice

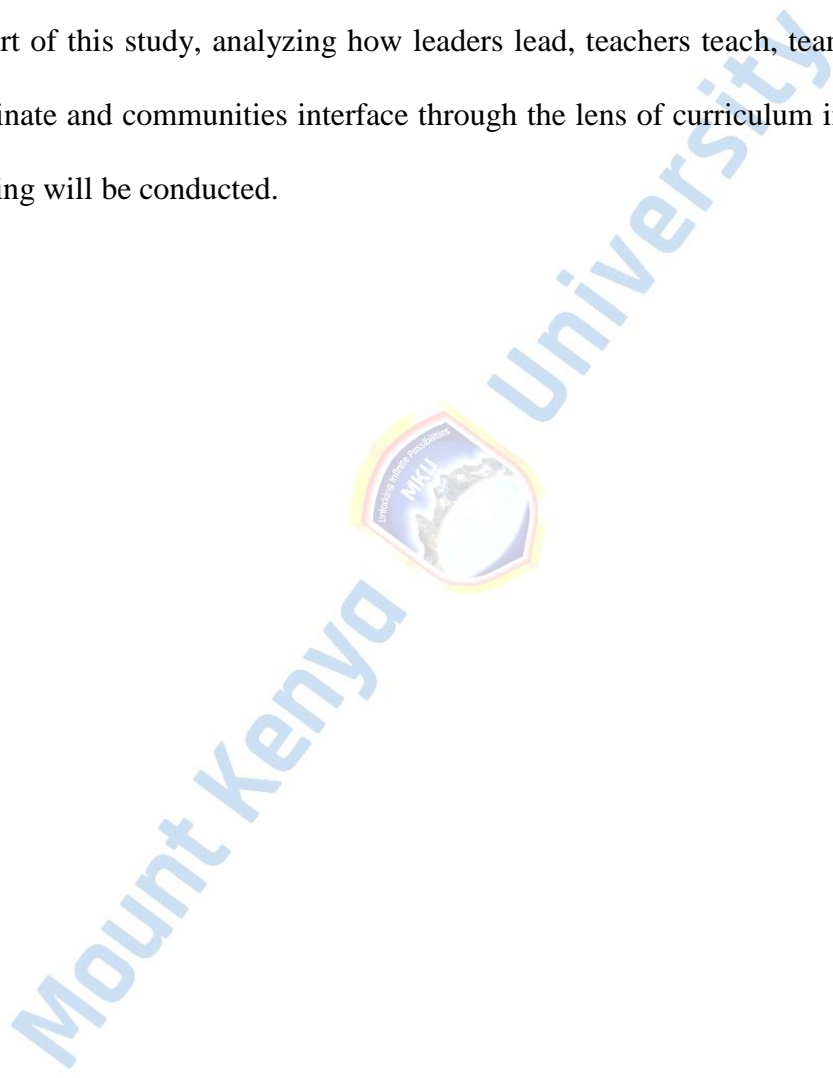
Learning resources: Materials, instruments, and other resources that help and improve students' learning are referred to as learning resources. Textbooks, library books, online databases, instructional websites, software, lab equipment, and other information-gathering, exploration-facilitating, and autonomous learning-promoting resources can all be considered among these.

Operationalization: The wide range of tools and materials that students can use to enhance their comprehension, expand their learning outside of the classroom, and supplement classroom instruction will be referred to as learning resources in this study. Examining how learning resources are used, relevant, accessible, and available to support students in acquiring competencies within the framework of competency-based curricula will be part of this process.

School Dynamics: School dynamics in this case imply the various connections, interconnections, systems, and processes to be found within institutions of learning that have teaching-learning implications. Other dynamic factors include communication behaviors; resource distribution; roles

of teachers and students; organizational environment; management and leadership approaches; and community engagements

Operationalization: The practice, culture, and structure of practice, associated with the teaching of competency-based curricula in the Study context shall be part of this work referred to as School Dynamics. As part of this study, analyzing how leaders lead, teachers teach, teams collaborate, resources disseminate and communities interface through the lens of curriculum implementation and student learning will be conducted.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The effectiveness of teaching strategies for implementing the Common Core State Curriculum (CBC) in public primary schools will be compared and contrasted in this chapter; it determines how adequate educational resources foster or hinder the processes and determines the level of teacher preparation affects the processes; and determine how school infrastructure affects the processes.

2.1 Concept of School Dynamics

In order to successfully implement the Competency-Based Curriculum (CBC) in Kenyan public elementary schools, this study makes the case that school dynamics are essential. The attitudes of parents, educators, administrators, and students are among the elements that influence curriculum utilization, and their interactions can influence how the change is implemented in the classroom. Improved stakeholder relations, greater collaboration, and leadership are a few of the elements that must be carefully taken into account in order to effectively manage the difficulties that arise during CBC implementation. Positive environments for stakeholders, school staff development, and support from a variety of stakeholders are likely to increase student learning and the alignment of the curriculum. By comprehending these connections, we may more effectively draw attention to

the difficulties and utilize the resources that will enhance the implementation processes based on the finding

2.2 Concept of implementation of CBC in public primary schools

In order to successfully implement the Competency-Based Curriculum (CBC) in Kenyan public elementary schools, this study makes the case that school dynamics are essential. The attitudes of parents, educators, administrators, and students are among the elements that influence curriculum utilization, and their interactions can influence how the change is implemented in the classroom. Improved stakeholder relations, greater collaboration, and leadership are a few of the elements that must be carefully taken into account in order to effectively manage the difficulties that arise during CBC implementation. Positive environments for stakeholders, school staff development, and support from a variety of stakeholders are likely to increase student learning and the alignment of the curriculum. By comprehending these connections, we may more effectively draw attention to the difficulties and utilize the resources that will enhance the implementation processes based on the finding.

2.2 Empirical literature

2.2.1 Teachers' Training and Implementation of Competence-Based Curriculum

The policies, procedures, and materials that give teachers the knowledge, dispositions, behaviors, and abilities they need to do their jobs in the classroom, school, and larger community are collectively called teacher training (Hardy, 2003). According to Utomo (2005), teacher training significantly improves the application of CBC. Continuous professional development and training are essential for all instructors. It is becoming increasingly important for teachers whose primary

education has been negatively impacted by study breaks. Research by Makunja (2012) indicates that most instructors implemented the CBC without prior training in the new methodologies.

According to Ngumbau (2022), the Kenya Institute of Curriculum Development (KICD) is responsible for creating the curriculum while teachers carry it out. Employee turnover at different educational institutions has decreased due to curriculum development being centralized under one authority, improving implementation procedures' efficiency. The TSC and the Ministry of Education have used a multi-sectoral approach to train staff members in charge of CBC implementation. According to earlier research, using a multi-sectoral approach to train staff members involved in CBC implementation at various levels is beneficial.

School administrators have received in-service training in this area, according to Ondimu (2018), preparing them to use the competency-based curriculum in later stages. School administrators must have a solid grasp of the curriculum, anticipate probable issues that teachers may face, and implement the required fixes to properly monitor, supervise, and help teachers implement the CBC curriculum (Gross, 1971). During the break, 91,000 elementary school teachers from public and private institutions participated in training to help them comprehend the curriculum standards and equip them with the mindsets, abilities, and knowledge necessary to successfully implement the CBC (Amunga et al., 2020).

The education prospective teachers undergo before being fully trained and held accountable as educators is known as pre-service training, according to Matara (2014). It mainly occurs in higher education-related environments. The continuous in-service teacher training program aims to equip educators with the modern skills necessary for effective implementation. The in-service training

programs equip instructors with the knowledge, skills, and mindset required to implement specific curricula and alert them of changes.

2.2.2 Relevance of instructional methods on implementation of CBC

CBC implementation have garnered significant interest in educational debate in China. This is because, as observed by Li and Zhang (2022), there is a focus on the instruction that enhances the implementation of CBC. As for the CBC's goals, they claim that such types of instruction as inquiry- and project-based learning sharpen students' competencies and help them develop new ones, which directly relates to the idea of the CBC. The shortfalls revealed by Li and Zhang highlight the need for teacher preparation programs to encourage educators to adopt the features of CBC needed to foster achievement.

Canada has been hard at work in finding educational strategies for mainstreaming CBC. Smith et al. noted in their most recent 2023 study on individualized education within the CBC system that serves students with differentiated learning needs. Teachers can intervene and increase children's participation and performance rates by deploying suitable class strategies about learning abilities of different students. Smith et al. (2023) also emphasize the need for additional professional development activities for educators to apply new pedagogical approaches that are compliant with the defined principles of CBC.

More and more Africans are starting to understand the role of teaching practices in achieving CBC goals. In their review of the literature published in 2023, Osei and his associates emphasize the importance of a culturally sensitive approach to the implications of CBC in various African settings. There is an opportunity for educators to build upon the fundamental competencies

described in the CBC framework while ensuring students' cultural connection and context through the application of Indigenous knowledge systems and community-based microteaching.

Some writers who have looked at the effectiveness of instructional strategies for implementing the CBC in Nigeria are Adekunle and Ibrahim (2022). As such, their findings can support calls for teacher capacity enhancement programs that develop teachers' competencies and pedagogical knowledge concerning the CBC. Adekunle and Ibrahim support consistent professional development programs to provide educators with appropriate tools and accessories to impart in their learning process through CBC goals and strategies.

Some rebukes with instructional styles that have addressed the current list on the implementation of CBC in the Ghanaian context include Mensah & Owusu (2023). Hence, their studies stress the active learning process strategies to increase students' knowledge retention and grasping skills, as the CBC highlighted below: Cooperative Learning. Mensah and Owusu emphasize the need for infrastructure improvement and government support to apply proper techniques in Ghanaian classrooms.

More recently, in Kenya, for instance, there has been growing concern in research on factors influencing the implementation of instructional practices that enhance the adoption of CBC. Chebet et al. (2024) pointed out that the Kenyan teacher remains central to learning when granted freedom and encouraged to be innovative in adapting approaches necessary for catering to diverse student needs in classrooms. By making classes friendly for the kind of teaching that allows for creativity and innovation, it will be easier to apply instructional strategies to enhance the adoption of a CBC-aligned curriculum.

Kiprop and Chemutai (2023) are among the local researchers who have evaluated the function of instructional approaches as a capability for the grassroots implementation of CBC in Nandi East Sub-County, Nandi County. The results highlight how crucial it is to involve community members and use their active participation to develop educational solutions that fit the caller's social, economic, and cultural context. Kiprop & Chemutai promote cooperation among the community, families, and schools to address issues impacting pupils in Nandi East Sub-County.

2.2.3 Sufficient Educational Materials and Application of Competency-Based Curriculum

In a way, when studying the factors affecting curriculum implementation in India, Chaudhary (2019) noted that a lack of resources hinders effective teaching; the same goes for the CBC. The Ministry of Education gives educational institutions the supplies they need, including textbooks, teaching aids, and stationery, so that the plan and the CBC may carry out the curriculum. The caliber and availability of resources significantly impact curriculum implementation. According to Eshiwani (1983), a lack of textbooks and other teaching resources makes teaching more complicated since it makes it more difficult for pupils to complete written assignments in class. Even though books are essential to implementing curriculum, Mwana (2013) claims that their lack hinders teaching and learning.

2.2.4 Infrastructure and Implementation of Competency-Based Curriculum.

The infrastructure of a school, encompassing classrooms, science laboratories, recreational areas, halls, sports equipment, dormitories, restrooms, and additional amenities, constitutes the foundation of its instructional program. Foth and Holmes (2017) identify several impediments to the effective implementation of CBC in Canada, including insufficient learning facilities, teachers' unpreparedness for CBC, oversized class sizes, a shortage of educators, inadequate teaching-learning resources, parental unawareness, and a lack of collaboration. A learning environment

necessitates buildings, classrooms, laboratories, and educational infrastructure, as per the World Bank (2021). Sossion (2019) recommends implementing lower class sizes in Kenya to promote individualized learning according to UNESCO standards. He also suggests that the government should provide relevant teaching facilities to increase student enrollment, including computer laboratories, workshops, libraries, and other additional classrooms. Additionally, he propounds the idea of absolute transfer from the primary to the secondary level.

As highlighted by Oluoch & Odundo (2022), well-implemented CBCs have positive relationships with the adequacy and availability of ICT laboratories. The competency-based curriculum is more implemented by educational institutions when well equipped and effectively with enough ICT resources like the ICT laboratories, as noted by Oketch & Mogere, 2021. Education institutions must ensure sufficient ICT resources to introduce the competency-based curriculum successfully.

Educated (2018) Continues arguing that classrooms are the foundation of education resources. This work further posits that schools should have enough pretty-looking classes with beautifully painted walls and enough space for the pupils. Syomwene (2013) asserts that sanitary facilities must be established to support the increasing enrollment, ensuring students' health, enhancement, and sufficiency. Insufficient restrooms, latrines, toilets, and water supply jeopardize students' health. Implementing the free primary education (FPE) program has elevated enrollment rates in Kenyan schools; nonetheless, the nation's water and sanitation infrastructure remains unaltered. This primarily affects adolescent females. Furthermore, the majority of classrooms lack visual aids such as chalkboards. (Syomwene, 2013).

2.3 Theoretical framework

The foundation of competency-based curricula is a variety of ideas that have developed throughout time and allowed educators to create instructional materials that students may use. The study will use the theories of social constructivism and visible learning.

2.3.1 Constructivism theory

Jean Piaget is credited with the theory's invention (1896–1980). Constructivism is an educational philosophy that values the information and understanding pupils have gained from their prior experiences outside the classroom. It asserts that people build new knowledge through their experiences. Constructivism is frequently linked to instructional strategies that encourage hands-on, active learning.

In a constructivist classroom, the instructor's job is to structure the material around overarching ideas that encourage students to generate fresh thoughts and connect to their prior knowledge. Because the exercises are learner-centered, students are encouraged to conduct their research, formulate their hypotheses, draw comparisons, and draw conclusions.

This theory benefited this study because it equips students with the knowledge and skills to assess their living conditions, solve problems, and then utilize those solutions to support their statements and actions. According to this notion, the teacher is a facilitator, shifting the emphasis from the instructor to the student and their learning. The instructor pushes the students by developing their capacity for critical thought. Brooks (1993) and Brooks.

This argument favoring the use of the CBC is based on encouraging students to find the information themselves. Rather than spoon-feeding information like empty vessels, educators can

use a wide range when working with students to help them discover instead of being spoon-fed. During the procedure, the instructor transforms into an expert learner, interacting with the learner continually and constructing a learning environment that is sufficiently flexible to accommodate the learner's changing needs. Of being spoon-fed information like empty vessels. The instructor takes on the role of an expert learner, facilitating learning by constant communication and designing a learning environment that is flexible enough to adapt to the student's needs during the procedure.

2.3.2 Curriculum Implementation Theory

Cf. Curricular Implementation Theory, which Michael Fullan constructed in early 1980, deals with the complex process of changing curricular policies into efficient teaching strategies. According to Fullan (1982), implementation should not be concerned with curriculum content alone but rather with person-context interactions between educators, students, administrative staff, and all the other human beings involved in the education system. He highlighted organisation culture, staff development, and educators' perspectives regarding the curriculum change. Some scholars criticized Fullan's theory for its complexity in the practical application, which may mask individual learning needs and the context within which it has to be implemented (Spillane, 2000). However, as helpful as the theory is, some critics have argued that it may lack the depth of detail necessary to help the practitioner overcome specific challenges while implementing the curriculum (Ainscow, 2016).

The Curriculum Implementation Theory affords the best guide to the process through which the CBC is implemented in public primary schools. This declared focus on skills, along with other composite elements of the CBC, mandates extensive changes in how instruction and delivery of skills occur in the classroom and the assessment of skills learned. Analyzing the situation with

CBC implementation in educational institutions, it is possible to consider Fullan's ideas as critical to Schweizerbild: collaboration, professional development, and leadership that implies involving all the stakeholders (Omondi, 2023).

2.4 Conceptual framework

According to Matula et al. (2018), a conceptual framework is a graphical representation of the primary idea or variables that are assumed to be related. The dependent variable in this study was the degree to which the curricula were used in the primary schools, as indicated by metrics like student test results and syllabus coverage. One of the independent variables in the framework was teacher preparation, which comprised infrastructure acquisition, managerial assistance, and the purchase of educational resources. The essential elements in the study were the stakeholders and the teachers' experiences. In reality, the objectives of the CBC are safeguarded by this theoretical lens, and it helps identify barriers or issues like a lack of resources or resistance to change, as well as guides educators and legislative bodies in developing the right plans to achieve successful implementation.

Teacher training

Teacher Training: teacher training programs are the basic step in preparing the educator to apply CBC effectively since the training's quality and intensity determine the kind of trainer produced. By improving the trainers' knowledge of the curriculum, teaching approaches, and assessments, well-designed training enables teachers to deliver better instructions consistent with CBC objectives.

Access to Induction Training: The ability or opportunity to undergo induction training was established as a crucial determinant in preparing new teachers to teach as per the CBC. When

teachers gain access to such training on time, they are in a better position to avert any hitches in curing the curriculum from the onset, hence improve their chances of engaging the students constructively and in the delivery of content.

Accessible In-Service Training: Because in-service training programs are available to teachers, it can be pointed out that teachers can improve their teaching skills and learn more CBC-related practices at any one time. These requirements are crucial because professional development is expected to occur continuously to meet the changes that are likely to happen in the curriculum implementation process and the problems encountered during these implementation processes.

Instructional Methods

In this context, selecting the instructional methods plays a significant role in CBC implementation. Strategies such as peer and student involvement, and those that enable the student to think critically nurture active forms of learning as embraced by the CBC system. In addition to promoting the content knowledge of an academic subject, effective instructional strategies must also develop the attributes required for learning in general.

Facilitation: School leadership and leadership are crucial in developing implementation for CBC. Safe Professional Environment involves cooperation from the leadership by offering teachers direction, training, and other tools they may require at their workplace. It has been observed that best practices required for successful implementation of curriculum and teachers introducing new methods to the classroom can only be achieved through effective facilitation.

School Climate: Staff and student support, collaboration between the school staff and students, and the community impact the implementation of CBC through the school climate. Even though the teachers feel that their autonomy is compromised as they are forced to implement others'

decisions, they are supported and valued, and they are building the foundation for innovation and change, embracing the new curriculum. A school climate allows behaviors that involve risk and ensures that there is constant learning, which plays a central role in implementing CBC given the number of risks involved.

Learning resources

The training materials CBC has available at its disposal are extensive and determine the success of its work. In service provision, teachers can employ other inputs such as computer-based activities, other forms of learning materials and textbooks to ensure differentiated teaching. The CBC explored if the justification of student resources to perform research would help them extend their understanding of a concept, increase critical thinking skills.

Books on Implementation of CBC: Particular books and literature on Community compel teachers to learn more and gain knowledge about the new concepts as well as samples of the best practices. These tools not only provide insight to the teachers about the curriculum but also provide the practical knowledge of how this curriculum is going to be implemented. By being informed on the general structure of the CBC, the teachers are likely to undertake practices in the classroom that are most appropriate.

Teaching Aids: Visual aids, objects and devices, computers and other forms of assistive technologies are commonly used teaching tools which aid in interactivity. These aids assist in providing clearer picture which makes learning interesting, fun and caters for learners with special needs. If teachers apply good teaching aids they would improve on their student's knowledge and grasp of the content being taught which can only be beneficial to the mission of the CBC.

Adequate Classrooms: Having enough stock of quality teaching aids and having well-equipped adequate teaching especially classrooms is something that is essential in light of implementing

CBC. Teaching spaces for face-to-face and collaborative and teamwork based settings enables flexible arrangement of furniture as a result of constructing the classrooms based on learner-centeredness of the CBC. If learning environments allow positive attitudes to teaching and learning strategies, then the children will be taught effectively, and therefore better results will be achieved.

Availability of Libraries: Libraries make it easier for students to learn independently, help in the development of reading skills, and provide documents with all sorts of information that can interest every learner. With reliable access to books and other digital sources which are not a part of the curriculum, students learn to investigate subject matters and improve their grasp of concepts as intended by the CBC.

Resource Centers: Implementing successful CBCs calls for resource centers heavily stocked with education material and technology equipment as well as support services. These centers offer extra instrumentation to the teachers as to enhance the methods being employed in teaching as well as the centre that students use. With resource centred models being in place, there is contact between the educators and this has an added value of fostering on the sharing of the best practices in enactment of the curriculum.

Enough Sports Fields: Appropriate sports facilities which are considered as the adequate infrastructure for sports practice are necessary for a healthy development of students, which is one of the most significant values of the CBC. It is a fact that physical education classes and sports form a significant part of students' training and have a most inspiring impact on students' physical, emotional, and social growth. When adequately provided with sports fields, a school should provide extra-curricular activities that enhance learning as encapsulated in the CBC to produce well-rounded individuals.

Infrastructure

Adequate Classrooms: The availability and adequacy of enough spacious and appropriately designed teaching spaces are prerequisite to the successful functioning of the CBC. Open and movable classroom infrastructure facilitates formative and integrative learning that are the key characteristics of the CBC approach. This means that preparation of classrooms for various approaches to teaching allows practitioners to have an improved contact with scholar and hence produce better results in their academic endeavors as well as increase their understanding of the subject.

Availability of Libraries: Availability of well endowed libraries is critical in improving the effectiveness of implementation of CBC. As students' educational and study centers, libraries offer students both prospects of easy access to an extensive array of books, sources of information and other related products. This availability does not restrict dependent learning and promotes critical thinking hence enabling the students to go deeper into topics of interest. The CBC's goals are met when students have a chance to reach these resources which will help them cope with the material.

Resource Centers: These are vital for implementing CBC since they provide products and service across educating apparels, technologies, and professional development resources. These centers also help teachers get critical materials for improving teaching practices besides offering collective workplaces for dissemination of practices. Resource centers strengthen the culture of improvement and innovation on curriculum delivery which is important for learning institutions.

Enough Sports Fields: This paper has further shown that the provision of adequate facilities in sports also has a significant role to play in the achievement of the holistic approach inherent in the CBC. Sport and games prevent childhood obesity, enhances students' physical fitness, develop teamwork, and promotes social skills. But if the schools are well endowed with the sports fields, then the institutions can offer a variety of programs that enrich the learning process, thus in line

with the CBC goals on producing all round individuals. The linkage between movement and lessons enhances the achievement of the CBC's vision by ensuring that the children learn in an appropriate and interesting way.

Implementation of CBC

Curriculum Alignment: To enhance the chances of the implementation of the curriculum, it is necessary to ensure it is goal and objectives of the CBC compliant. When the curriculum is well developed and organized it assists teachers in 'mapping' the intended learning and development of the lesson plans. This alignment guarantees that practice of teaching and learning fostering competencies as stimulated by the CBC is effectively directed towards the intended outcomes hence effective teaching practices.

Teacher Training and Professional Development: For effectiveness in implementation of CBC, it is a requirement that potential teachers be trained and undertook professional development continuously to gain updated knowledge on same. CBC-enhanced training programs, methods of instructions, and assessment methods prepare the teachers to modify them to fit the curriculum. Teachers who start their teaching practices better prepared are more confident and competent to handle teaching duties hence enhanced students learning achievements.

Instructional Practices: The kind of instructional practices used by teachers influence the implementation of the CBC since they determine whether those practices are diverse and effective. Techniques which allow the student to be more involved in the learning process, engage in problem solving, work in groups are concept based and thus enhance understanding of the presented material. Quite obviously, it is especially beneficial when teachers employ many different teaching methods because it allows all the students to be successful.

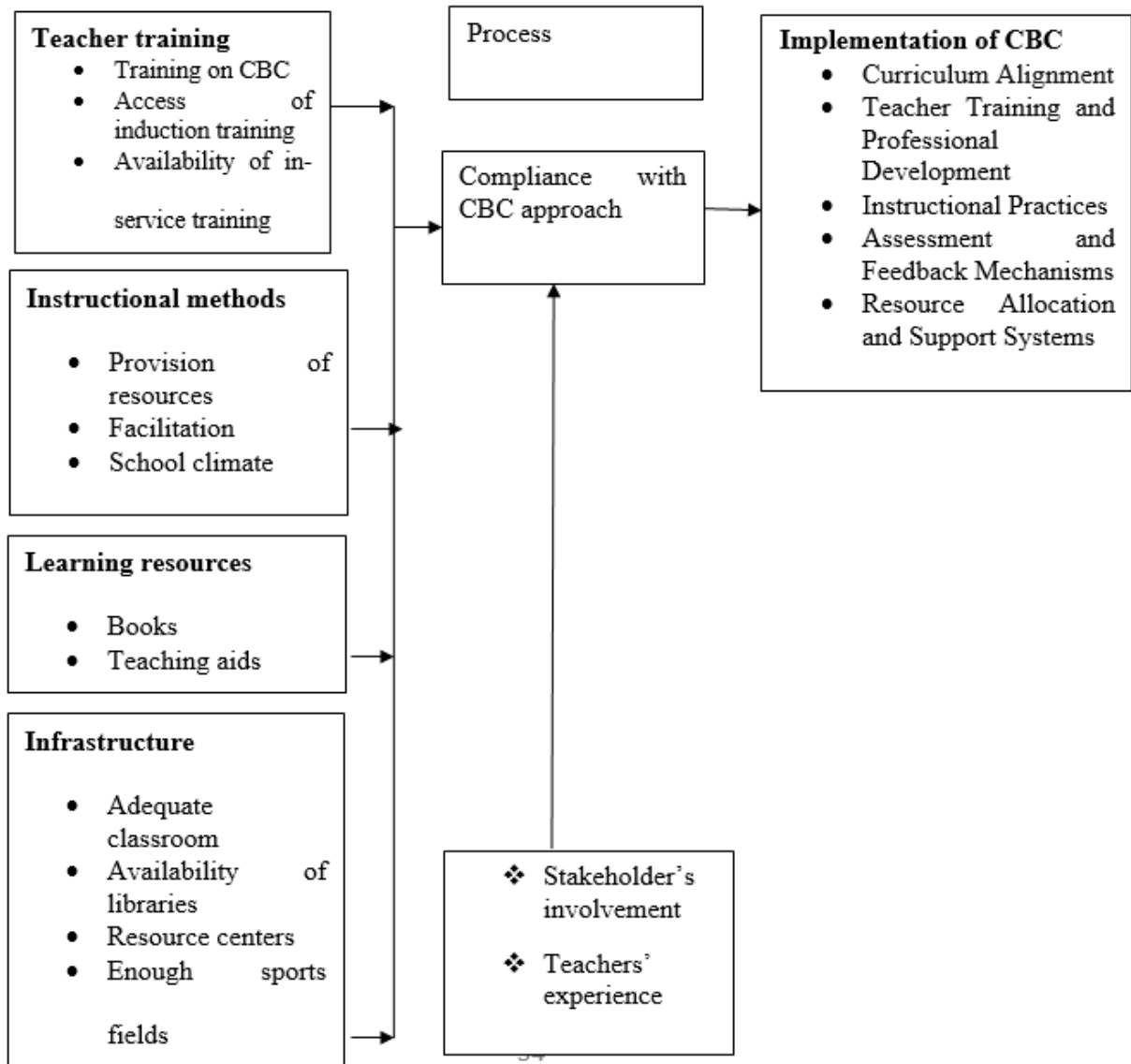
Assessment and Feedback Mechanisms: Effective processes of assessment and feedback are critical for tracking students' progress and making instructional decision. Examples of good practices include formative assessment and constructive feedback since they assist teachers to maintain interactivity and alter the subsequent teaching strategies based on students' knowledge and skills. In our context, consistent with the ideas presented in the Competency Based Curriculum, when the assessments give an indication of what students learning processes look like then we can be assured that education delivery objectives are being met.

Resource Allocation and Support Systems: No supporting care and measures will mean no sustainability of the CBC and therefore requires adequate care and support. Hypothesis II: Schools that have priorities in materials, technologies and support personnel for teaching and learning resource are well placed to support the teaching learning process. If teachers and students get to have the Corbett-supporting technologies they require, it increases correlation with curriculum and hence the improvement of the CBC.

Figure 2.1 Conceptual framework

Independent Variables

Dependent Variables



2.5 Summary of the literature review

Another study conducted by Kiptoo and Chemjor in 2023 finds out that preparation of teachers for implementation of CBC cannot be overemphasized. They argue that in order to prepare the teachers with both pedagogical and content knowledge that are required for effective implementation of CBC-aligned preparation, development that is both broad and ongoing is crucial. Kiptoo and Chemjor argue that there is need to implement and use the concepts and methods of CBC in pre-service teacher education programmes so as to enhance early professional orientation of newly posted teachers.

The choice of teaching approaches takes a huge chunk in the overall carrier of CBC in Nandi East Sub County. From the study by Bett and Langat (2024), learner-centered and participatory strategies that help in enhancing the students' activity and skills must be implemented. They favour 'inquiry' method of learning, peer 'cooperative' learning, and 'problem solving' approaches as methods of enthusing the kids and assist them to understand ideas and skills inherent to CBC more effectively.

Implementation of CBC requires quality input material and therefore there is need to provide quality educational material. According to the study by Chelule and Koech (2023), inadequate education resources as a major concern in Nandi East Sub County. Their research also clearly shows that funding of education resources, libraries, and ICT support, are crucial in the support of CBC implementation. Chelule and Koech further emphasizes the imperatives of engorging community participation in the Resource mobilization operations to balance the availability of educational resources among schools.

The physical inputs or structures that are available and the condition of these structures are important factors for consideration in the implementation of CBC. Kimutai et al. (2023) studies show that the schools in Nandi East Sub County have different infrastructures. Some of the propane teachers claim that lack of power supply, proper sanitation facilities, and classrooms compromises instruction. The same authors call for the government's intercession to upgrade infrastructural quality and get ready for learning environment to support CBC.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

As a result, comprehension of the contextual elements involved is necessary for the effective acceptance and implementation of educational innovations like the Competency-Based Curriculum (CBC) in certain educational environments. The study's conclusions indicate that improving the caliber and applicability of education in Nandi East Sub County, which is a component of Nandi County, Kenya, is crucial for the successful implementation of CBC in public primary schools.

3.2 Research methodology

This chapter describes the methods the researcher utilized for the study. The following subjects are covered by the researcher: Research questions, procedures for validity and reliability, instruments, methodology, sample plans and specifications, data collection methods, and data analysis methods

3.3 Research Design

Because the study integrated both qualitative and quantitative approaches, it used a mixed-method research design. This tactic expands on the benefits of both methods. Quality data, for instance, offers contextually assessed "thickness" or depth, while quantitative data offers "width" or "breadth." Consequently, this approach allows a researcher to examine complex issues. The researchers can support observations from different approaches and examine study topics from different angles by merging these kinds of data.

3.4 Study location

This study looked into how school characteristic variables affect the adoption of a competency-based curriculum in Kenyan public primary schools located in Nandi East Sub County. Rural, urban, and peri-urban environments are some of the several types of educational contexts. This makes it easier to distinguish between the effectiveness of CBC implementation in different station scenarios

3.5 Target Population

The target population, according to Mugenda & Mugenda (2003), is the total group to which the study's conclusions apply. Maintaining competency-based curricula in public elementary schools is proving to be challenging in Nandi East Sub County, where the project will be implemented. The purpose of this exercise is to ask the participants a few questions in order to gather their opinions on the new curriculum. Residents of Nandi East Sub County in Nandi County, 130 instructors, 40 head teachers, and 5,000 students made up the target.

Table 3.1 Target Population

Respondents	Target Population
No of head teachers in Nandi East Sub-County, Nandi County.	40
No of teachers in Nandi East Sub-County, Nandi County.	130
No of learners in Nandi East Sub-County, Nandi County.	5,000
Total	5,170

Source: (Nandi East Sub-County, Educational Statistics Report, 2024)

3.6 Sampling procedures and techniques

3.6.1 Sampling procedures

Krejcie and Morgan's approach is used to determine the sample size for this research endeavor. It is founded on the ideas of probability sampling and aims to obtain a representative sample from a larger population.

3.6.2 Sampling Techniques

To ensure a representative sample of teachers from various educational contexts, the study used stratified random sampling. According to relevant criteria, such as topic area, grade level, or school type (public, private, or faith-based), the teacher population was divided into distinct strata. The researchers were able to include the range of experiences and perspectives among educators in the Sub-County because to this stratification.

Once the population was separated into these strata, teachers within each category were chosen using simple random sampling. This approach reduced selection bias and enhanced sample dependability since every instructor in a stratum had an equal chance of being chosen. For instance, if instructors from other school types were included in the Nandi East Sub-County sample, the study could shed light on the variations in the application of the Competency-Based Curriculum (CBC) in these contexts.

3.7 Sample population

Table 3.2 Sample size

Respondent	Target Population	Sample size
No of head teachers in Nandi East Sub-County, Nandi County	40	36
No of teachers in Nandi East Sub-County, Nandi County	130	97
No of learners in Nandi East Sub-County, Nandi County	5,000	357
TOTAL	5,170	490

(Krejcie and Morgan's sample size determination approach, 1970)

3.8 Construction of research instruments

3.8.1 Questionnaires

According to Kothari (2018), a questionnaire is a set of questions typed or etched on one or more forms that are placed in a particular order. Participants were given closed-ended questions to fill out by the researcher. Because questionnaires are inexpensive, the researcher plans to use them. Regardless of the size and geographic dispersion of the population, large samples can increase the dependability of the results, participants have enough time to offer insightful input, and the population is free from bias. Because each item on the (Kothari, 2018) questionnaire is intended to address a particular study purpose, topic, or hypothesis, it is widely used to collect population data. In 2013, Mugenda & Mugenda. The equipment used to collect the data required to answer research questions are known as research instruments. Individual interviews, questionnaires, focus groups, and observational techniques are all used in the study. This aimed to collect factual complaints from all parties concerned.

3.8.2 Focus group discussion

A focus group discussion is used in this investigation. By gathering a small group of people to discuss a specific topic or issue, a focus group discussion is a qualitative research technique that

allows researchers to thoroughly examine participants' perspectives, attitudes, and experiences. In order to discover more about how the CBC affected their participation, learning experiences, and overall level of educational satisfaction, grade 3 students in Nandi East Sub-County took part in a focus group discussion.

3.9 Testing for validity and reliability/trustworthiness

To gather data and measure what needed to be measured, this study made sure the instruments were reliable and valid.

3.9.1 Validity of Measurements

Validity, according to Cooper and Schindler (2008), is the degree to which research tools accurately represent the topic under study. Content validity was used to evaluate the reliability of the research tools. Furthermore, experts and thesis advisors were consulted to determine the relevance of the questionnaire's inquiries. The validity of the questionnaire was enhanced via expert input. Additionally, the questionnaire's questions have been found to be in line with the study's objectives. The degree to which a measure's scores accurately represent the target variable is known as its validity. Put differently, it communicated the precision and pertinence of the information gathered by a specific instrument (Matula et al, 2018). Validity was guaranteed by the supervisor's credibility, and various adjustments were made to improve construct validity.

3.9.2 Reliability

Conversely, reliability is the degree to which a research instrument may yield consistent outcomes when used with a target population at various points in time (Latunde, 2016). Using the Cronbach's Alpha formula, a reliability test was performed on the questionnaires used in this investigation. When only one target group is utilized, this evaluates how well the findings produced by the

questionnaire items match up. Cronbach's Alpha coefficients of 0.7 were needed in this study as the analysis' reliability standard. (Mugenda & Mugenda, 2003).

All of the significant constructs pertinent to the research study's objectives were included in the questionnaires when they were created. Every one of those things was created with the intention of being understandable and pertinent to the intended audience. A small sample of the same target group was used to pre-test the questionnaires prior to the main study. During this stage, the researchers were able to find any issues with the questions and make the necessary adjustments. In order to evaluate the tools' initial efficacy, participants in the pilot testing phase had to fill out the created questionnaires.

Statistical software was used to run the Cronbach's Alpha test once the pilot data was collected. This required entering the answers from the pilot test into the program in order to determine the coefficient. In evaluating the Cronbach's Alpha coefficient, Mugenda & Mugenda (2003) emphasized a minimum threshold of 0.7. A coefficient below this cutoff would suggest that the same concept was not being reliably assessed by the questionnaire items. Based on the results of the reliability test, changes were made to the questionnaire items to increase their consistency and clarity.

3.10 Data collection methods and procedures

The study's goals and the intricacy of the research both had an impact on the method of data gathering that was used. Therefore, there will be no intervention (items or people) and the subjects' natural state will be used. This enables accurate data collection by enabling the investigator to witness events as they actually occur in real life. Participant observation, on the other hand, entails the observer becoming a member of the group they are observing. Prepared questions will be used at the interview; structured questions can also be asked and answered over the phone. Additionally,

we would like to use focus groups (FGD) for discussions. Focus group discussions, or FGDs, offer the advantage of rapidly gathering a lot of data from individuals who are assembled in one place and share comparable issues or traits. To describe the research topic and establish the research gap, this study requires primary data; interviews with a pre-selected sample size were conducted using standardized questionnaires.

3.11 Proposed data analysis techniques and procedures

Before starting any step of the data analysis process, including tabulation, report layout, coding, editing, and tabulation, it is essential to confirm that the data is accurate and comprehensive. The qualitative data was gathered and evaluated using cross tabulation analysis so that replies could be compared based on a number of parameters. The descriptive analysis also included weighted averages for percentages and frequency. Beri (2003) asserts that this will improve the accuracy of the instruments to be employed in the analysis of the results. Tables and graphs were used to display the data that would be gathered and examined. The quantitative data was analyzed using SPSS, and the results concentrated on how the new CBC affected student performance and competency.

3.12 Ethical consideration

i Confidentiality and Data Significance

Because it understands that the data gathered is sensitive, the study maintains a high degree of confidentiality. Researchers want to prevent people from giving their data out needlessly to third parties who might misuse it by classifying the data according to strategic relevance. More than just

protecting the identity of possible subjects, this emphasis on secrecy helps build respondents' trust by guaranteeing that their comments will be kept completely confidential.

ii Protection of Responders' Names

In order to minimize respondent disclosure, the study maintains respondent anonymity by withholding respondent names. This procedure is crucial for protecting the volunteers from any potential negative effects of taking part in the study. Because they are willing to speak openly and without bias, the researchers are able to express issues that people have while maintaining their anonymity, which greatly increases the value of the information they provide

iii Handling Identifiable Information:

The study takes the necessary steps to guarantee that such data is safeguarded as highly privileged in situations where specific responses may be linked to specific individuals. This handling of identifiable data reaffirms the researchers' positive attitude toward ethical standards and participant confidentiality. As a result, the study not only conforms with ethical standards but also has the potential to positively impact participants by communicating that their contributions will be respected and protected.

iv Voluntary Participation

One of the fundamental tenets of research methodology is voluntariness. Actually, before any participant participates in the study, the researchers try to explain their participation in it. This is essential for encouraging ethical research practices since it deters anyone from being involved in

questionable activity. Because no one is coerced into taking part in the research, the study encourages respondents' ownership and involvement.

v Informed Consent:

The emphasis on informed consent in particular should be seen as essential to maintaining the study's ethical foundation. By obtaining informed permission, the researchers ensure that participants consider the study and their rights while making decisions. Claiming to be able to maintain the validity of a study, it empowers participants and allows them to voluntarily participate knowing that their input is based on their own understanding, which increases the credibility and quality of the data gathered and the soundness and validity of the study's conclusio



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CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

This chapter explains the research findings in accordance with each study purpose. For each of the stated goals, the subsections in this chapter looked at the sample size response rates, respondent backgrounds, and descriptive and inferential statistical data.

4.2 Response Rate

A total of 490 surveys were sent, with 414 individuals completing and returning them for analysis. 84.49% of respondents responded. According to Connelly, Heberlein, Decker, and Allred (2019), a response rate of 70% or more is adequate for significant data analysis, which was true for the particular study. In Table 4, the study's response rate is displayed.

Table 4.1 Response Rate

Category	Frequency	Percentage
Administered	490	100.0
Returned	414	84.49
Unreturned questionnaires	76	15.51

4.3 Pilot Study Results

Before the primary inquiry, a pilot study was conducted to ascertain the validity and reliability of the research instruments. A pilot study is a preliminary research project that gathers respondent data that is comparable to that utilized in the larger study. The pilot study aimed to find any potential design issues by evaluating the validity and reliability of the research instrument. Ondiek (2008) states that the pilot study should comprise a minimum of 10% of the sample population.

4.3.1 Validity

Validity is the extent to which theory and data support the interpretation of test results after they have been given. Validity is the degree to which an instrument measures its intended concept accurately. Validity, according to Matt and Cook (2019), is concerned with the significance and precision of a study's conclusions. It is the extent to which the data analysis results accurately reflect the study's variables. The study tool's face validity and content were validated. The content-related technique assesses how well the question items represent the specific topics taught with input from specialists, including the supervisor.

4.3.2 Reliability

Dependability is the ability of an instrument to measure pertinent features over a long period reliably. It is the degree to which a research tool yields trustworthy data or outcomes over several tests. A test is deemed reliable if a test taker receives identical scores on the second administration as on the first (Loewenthal & Lewis, 2020). In order to determine the questionnaire's consistency in assessing the targeted items, the researcher evaluated its reliability. Internal dependability was measured using a statistical coefficient called Cronbach's alpha (α) (Cronbach, 1971). The study's findings are presented in Table 4.2.

Table 4.2 Reliability Test Results

Variables	N of Items	Cronbach's Alpha
Teacher's training	5	.736
Instructional methods	5	.718
Adequacy of learning resources	5	.730
School infrastructure	4	.713
Implementation of CBC	5	.736

The internal consistency of the items used to measure each variable is shown by Cronbach's Alpha coefficients for the various variables in the table. Three items—teacher preparation, the sufficiency of learning materials, and the application of CBC—each have five answers and shows good dependability, with Cronbach's Alpha values of .736. With a Cronbach's Alpha of .718, instructional approaches, which likewise have five components, exhibit slightly lower but still good reliability. With four components, Cronbach's Alpha for school infrastructure is .713, showing dependable internal consistency.

4.4 General Demographic Characteristics of the Respondents

An inquiry into the demographic data of the respondents is conducted in this section. These consist of years of operation or teaching experience, education, gender, and years of schooling.

4.4.1 Age bracket

The study's conclusions regarding the respondents' age range are given. We asked the responders to provide their ages. To enable a more nuanced understanding of the sample characteristics, to facilitate subgroup comparisons, to assess representativeness, As to uncover age-related information that can enhance the interpretation and use of the study's findings, the age data of the participants is gathered in Table 4.3.

Table 4.3 Age bracket

Age bracket	Frequency	Percent
Above 21-30 Years	141	32.5
Above 31-40 Years	120	29.0
Above 41-50 Years	87	21.0
Over 51 Years	66	15.9
Total	414	100.0

34.1% of respondents are between the ages of 21 and 30, according to Table 4.3. These respondents are followed by those who are between the ages of 31 and 40, those who are between the ages of 41 and 50, and 15.9% of respondents who are over the age of 50. This suggests that the study or survey collected information from people in a range of age groups, demonstrating how these groups are fairly represented in the sample of respondents. The study by Cesare, Lee, McCormick, Spiro, and Zagheni (2018) offers insights into the demographic makeup of the population studied, highlighting the age ranges that are more or less represented in the data gathered.

4.4.2 Gender

The study's conclusions about the respondents' gender characteristics are shown in Table 4.4.

Table 4.4 Gender of the respondent

Gender	Frequency	Percent
Male	230	55.6
Female	184	44.4
Total	414	100.0

Table 4.4 shows the gender representation in the study. 55.6% of the sample's respondents were male, making up the majority. Only 44.4% of respondents were female. The fact that the study's

conclusions about gender norms are free of bias suggests that the sample adequately represented both genders, ensuring that the research findings represent a fair perspective.

4.4.3 Education level

The study's conclusions regarding the respondents' level of education are shown in the table.

Table 4.5 Education level

Education level	Frequency	Percent
Secondary	26	6.3
Certificate level	95	22.9
Diploma level	117	28.3
Degree level	176	42.5
Total	414	100.0

According to Table 4.5, the bulk of respondents, 117 (28.3%), had a diploma, 176 (42.5%) had a degree, 95 (22.9%) had a certificate, and 26 (6.3%) had a secondary level. In this instance, the bulk of responders have diplomas, with lesser proportions having degrees and certificates. This distribution lets researchers think about how varying educational backgrounds might affect people's views, actions, or reactions to the variables they are studying. It also sheds light on the educational diversity within the sample group. This is consistent with the findings of Rowan, Bourke, L'Estrange, Lunn Brownlee, Ryan, Walker, and Churchward (2021) that student populations around the globe are diverse due to a variety of factors, including gender, sexual orientation, rurality, family structure, and socioeconomic status.

4.4.4 Teaching experience

Tables 4.6 present the study findings on the work experience level of the respondents.

Table 4.6 Teaching experience

Work experience	Frequency	Percent
Less than 5 Years	149	36.0
6 – 10 Years	113	27.3
11-15 Years	94	22.7
Over 16 Years	58	14.0
Total	414	100.0

Table 4.6 confirms that 36.0 percent had fewer than five years of experience, 27.3 percent had six to ten, 22.7 percent had eleven to fifteen, and 14.0 percent had more than sixteen. Researchers, organizations, and lawmakers could utilize this data to learn more about the distribution of teaching experiences among the populations under study. This aligns with the arguments made by Anwar and Abdullah (2021) regarding the use of work experience to inform workforce planning, recruitment strategies, training initiatives, and career development activities.

4.5 Teachers' demographic information

The following topics were discussed after examining the demographic statistics of the respondents who were teachers: Age range and gender characteristics of the responders.

4.5.1 Gender

The study's conclusions about the gender characteristics of teachers are shown in Table 4.7.

Table 4.7 Gender of the respondent

Gender	Frequency	Percent
Male	227	54.8
Female	187	45.2
Total	414	100.0

Table 4.7 shows that female respondents made up 45.2% of the sample, while male respondents, who made up the majority, made up 54.8%. Understanding the demographic makeup of the sample, evaluating the representation of various genders, and possibly examining any gender-related biases or discrepancies in the survey results all depend on this information.

4.5.2 Teachers Age bracket

The study's findings about the age range of teachers are shown in Table 4.8. According to Table 4.8, 44.4% of the respondents, or 184 people, are younger than 39. This suggests that there are more young people in this particular dataset, which is essential to understanding the sample's demographic characteristics.

Table 4.8 Age bracket

Age bracket	Frequency	Percent
Below 39 Years	184	44.4
40-49 Years	83	20.0
50-59 Years	83	20.0
Over 60 Years	64	15.5
Total	414	100.0

4.5.3 Professional qualifications on the implementation of competency-based curriculum.

A competency-based curriculum's (CBC) effectiveness is contingent upon the qualifications of its teachers. Competency-based education promotes a departure from conventional teaching techniques and emphasizes helping students acquire the knowledge and abilities they need to succeed. This section examines how professional credentials impact student learning outcomes and the overall efficacy of a competency-based curriculum, as well as the role they play in its implementation

4.4.3.1 Number of years you have taught lower primary grades

Finding out how many years they had finished the lower primary grades was the aim of the investigation. Table 4.9 shows that the majority of respondents, 189, or 45.7%, had less than five years of experience as lower elementary school teachers. Furthermore, 107 individuals (25.7%) reported teaching lower primary for more than ten years, whereas 108 individuals (28.5%) reported teaching lower primary for five to ten years. This suggests that responders in lower primary grades had a wide variety of instructional experiences. A sizable percentage have moderate experience, a sizable chunk have extensive experience, and the majority are relatively new to teaching these grades.

Table 4.9 Number of years you have taught lower primary grades

	Frequency	Percent
Below 5 Years	189	45.7
5 - 10 Years	118	28.5
More than 10 Years	107	25.8
Total	414	100.0

4.4.3.2 Professional qualification to teach the concerned grades

The study sought to establish if they have the professional qualification to teach the concerned grades in lower primary grades. The results are displayed in Table 4.10.

Table 4.10 Number of years you have taught lower primary grades

	Frequency	Percent
Yes	258	62.3
No	156	37.7
Total	414	100.0

According to Table 4.10, 258(62.3%) of the respondents revealed that they have professional qualifications, while 156(37.2%) revealed that they have no professional qualifications. This implies that a significant majority of the respondents possess professional qualifications, indicating a strong presence of formally trained individuals within the group. However, Heisig, Gesthuizen and Solga (2019) show that a considerable portion of the respondents lack professional qualifications, suggesting potential gaps in formal training or certification among the surveyed individuals.

4.4.3.3 In-service Training on CBC

Finding out if they had taken part in any CBC in-service training was the aim of the study. Table 4.11 presents the findings.

Table 4.11 Service training on CBC

	Frequency	Percent
Yes	270	65.2
No	144	34.8
Total	414	100.0

The majority of respondents, 270 (65.2%), had undergone service training on CBC, while 144 (34.8%) report not having done so, according to the results in Table 4.11. This suggests that even if the majority of respondents have received the training required to apply CBC, a sizable portion have not, which may have an effect on the overall efficacy and consistency of CBC implementation (Akhwesa, 2023).

4.4.3.4 Duration of the training

The study, however sought to establish the duration of the training of CBC. Table 4.12 illustrates the results.

Table 4.12 Duration of the training

	Frequency	Percent
One week	228	55.1
Two weeks	103	24.9
Three weeks	83	20.0
Total	414	100.0

Table 4.12 shows that the majority of the respondents, 228(55.1%), had one week of training in CBC. Also, 103(24.9%) had trained in CBC for a period of two weeks, and finally, 83(20.0%) revealed that they had trained in CBC for a period of three weeks. This indicates that most respondents have had a relatively short duration of training on CBC, with fewer having more extended training periods. According to the study by Sadeq, Akbar, and Al Wazzan (2021), ESL teachers had generally positive opinions about CBC. However, a number of barriers prevented CBC from being effective in Kuwaiti schools.

4.4.3.5 Fully equipped with subject content to implement the competency-based curriculum

Additionally, the study assessed whether they possess the subject-matter expertise required to implement the competency-based program. Table 4.13 presents the findings.

Table 4.13 Fully equipped with subject content to implement CBC

	Frequency	Percent
Disagree	112	27.1
Neutral	46	11.1
Agreed	256	61.8
Total	414	100.0

112 (27.1%) of the 414 (100%) participants did not agree that they had all the necessary subject-matter knowledge to carry out the competency-based program., while the majority of respondents (256, 61.8%) agreed. These study findings are shown in Table 4.13. This suggests that a smaller percentage of respondents still feel underprepared, even while the majority feel sufficiently prepared with the subject matter required for CBC implementation. According to a study by Nsengimana, Mugabo, Hiroaki, and Nkundabakura (2020), the scientific curriculum is being

taught using conventional methods even though the CBC was implemented in some SSA nations to improve educational quality.

4.4.3.6 Applicability of teaching strategies in CBC implementation

Additionally, the researcher aimed to evaluate how well teaching methodologies applied to the application of CBC. The results are displayed in Table 4.14.

Table 4.14 Applicability of Teaching Strategies in CBC

	Frequency	Percent
Relevant	352	85.0
Not relevant	62	15.0
Total	414	100.0

According to the findings in Table 4.14, Out of the total 414(100%) respondents, the majority of the respondents, 352(85.0%), reveal that the applicability of teaching strategies in CBC implementation was relevant. In comparison, 62(15.0%) revealed that the applicability of teaching strategies in CBC implementation was not relevant. This suggests that the majority of respondents think the instructional techniques used in CBC implementation are suitable and beneficial. According to Godfrey (2018), instructors may have an understanding of competence-based curriculum, but in practice, they do not apply CBC strategies for teaching and learning activities in the classroom.

4.5.4 Head teachers' response on the influence of adequacy of learning resources on the implementation of CBC.

The study's objective was to ascertain how the availability of adequate learning resources affected the adoption of CBC in public primary schools in Nandi East Sub-County, Nandi County.

4.4.5.1 Teacher's guide books

Additionally, the researcher wanted to determine if their teachers had textbooks on the subjects they taught. Table 4.15 presents the findings.

Table 4.13 Teacher's Guidebooks

	Frequency	Percent
Yes	366	88.4
No	48	11.6
Total	414	100.0

The majority of respondents (366, or 88.4%) have teacher's guidebooks for the subjects they teach, whereas 48, or 11.6%, also report having such books, according to the results in Table 4.15. Although a tiny minority of instructors still may not have access to these vital tools, this suggests that the majority of teachers are well-supported with the necessary teaching materials. According to Bettini, Nguyen, Gilmour, and Redding (2022), there are still notable differences in school-based resources and SETs in schools with higher levels of poverty are much more likely to operate in self-contained environments than those in schools with lower levels of poverty.

4.4.5.2 Lessons plans

The purpose of the study was to determine whether or not their teachers create lesson plans.

Table 4.16 presents the findings.

Table 4.16 Lesson plans

lessons plans	Frequency	Percent
Yes	350	84.5
No	64	15.5
Total	414	100.0

According to Table 4.16, the majority of the respondents, 350(84.5%) of the respondents reveal that their teachers prepare lesson plans for their lessons. In comparison, 64(15.5%) reveal that their teachers prepare lesson plans for their lessons. This implies that while most teachers are engaged in structured and organized teaching practices, there is a minority who may not be utilizing lesson plans, potentially impacting the effectiveness of their instruction. According to a 2018 study by Bottiani, Larson, Debnam, Bischoff, and Bradshaw, few teachers are prepared to overcome cultural differences and guarantee that every student has the chance to learn and achieve.

4.4.5.3 Availability of textbooks for each subject

The study sought to establish if they have textbooks for each subject. Table 4.17 shows the study results.

Table 4.17 Availability of textbooks for each subject

lessons plans	Frequency	Percent
Adequate	277	66.9
Not adequate	79	19.1
Not available	58	14.0
Total	414	100.0

Table 4.17 presents the study's findings, which demonstrate that 277 (66.9%) of the 414 (100%) participants believe their textbooks are sufficient for each subject, while 79 (19.1%) disagree.

Table 4.17 presents the study's findings, which demonstrate that 277 (66.9%) of the 414 (100%) participants believe their textbooks are sufficient for each subject, while 79 (19.1%) disagree.. Finally, 58(14.0%) reveal that textbooks are not available for each subject. This implies that while a majority of schools have sufficient textbooks for all subjects, there is still a significant proportion of schools where textbook availability is inadequate or entirely lacking, indicating a need for improvement in resource allocation. Lin's (2019) advantages of using OER include textbook cost savings, access to dynamic and plentiful OER materials, that OER enables mobile learning, and that OER fosters the development of self-directed skills.

4.4.5.4 Blackboard

However, the researcher wanted to know if there were blackboards in their classes. The majority of respondents, 370, or 89.4%, report that their courses have a blackboard, while 44, or 10.6%, report that their classes do not, according to the results in Table 4.18. The results are displayed in Table 4.18.

Table 4.18 Blackboard

	Frequency	Percent
Yes	370	89.4
No	44	10.6
Total	414	100.0

This suggests that while the majority of schools have blackboards, a tiny proportion do not have this essential teaching aid. According to Al Meajel and Sharadgah (2018), faculty perceptions of the obstacles to utilizing Blackboard in teaching and learning were statistically significantly impacted by academic rank, experience, gender, and training.

4.4.5.5 Chalks and dusters for the blackboard

The purpose of the study was to determine whether they had dusters and chalk for the blackboard. The results are displayed in Table 4.19. Table 4.19 indicates that the majority of respondents, 294(71.0%) of the respondent reveal that they have adequate chalk and dusters for the blackboard. In comparison, 68(16.4%) reveal that chalk and dusters for the blackboard are not adequate, and finally, 52(12.6%) reveal that chalk and dusters for the blackboard are not available. These findings imply that the majority of the schools have adequate chalk and dusters for the blackboard. These findings, agreed with Sekar, Varghese and Varma (2021), showed that there was no significant difference in exposure to PM while using ordinary and dustless chalks.

Table 4.19 Chalks and dusters for the blackboard

	Frequency	Percent
Adequate	294	71.0
Not adequate	68	16.4
Not available	52	12.6

4.5.5 Physical Facilities and Implementation of Competency-Based Curriculum

4.5.5.1 General condition of classes and school buildings

The survey also aimed to determine the overall state of classrooms and school buildings in terms of the materials used for ventilation, lighting, walls and floors, and roofs. The results are displayed in Table 4.20.

Table 4.20 General condition of classes and school buildings

	Frequency	Percent
Very Good	147	35.5
Good	49	11.8
Fair	190	46.9
Poor	28	6.8
Total	414	100.0

According to the findings, 190 respondents, or 45.9% of the total, said that the general state of the classrooms and school buildings was fair in terms of the materials used for the roofing, walls, and floors, as well as for ventilation and lighting. This was closely followed by 147 respondents, or 35.5%, who said that the condition was excellent. This suggests that even while many schools have adequate facilities, there is still much space for infrastructure development to improve the learning environment as a whole. According to Sadrizadeh, Yao, Yuan, Awbi, Bahnfleth, Bi, and Li (2022), inadequate management, operation, maintenance, and cleaning practices may be the cause of low indoor quality in these settings.

4.5.5.2 Size and space in classes

The study also aimed to determine the dimensions of the classrooms that students in the entire school use. Table 4.21 presents the findings.

Table 4.21 Size and space in classes

	Frequency	Percent
Adequate	366	88.4
Not Adequate	48	11.6
Total	414	100.0

Additionally, according to the results, the majority of respondents (366, or 88.4%) believe that the size and space of the courses used by students throughout the entire school are adequate, whereas 48, or 11.6%, believe that these factors are either inadequate or not adequate. This implies that while the majority of respondents are OK with the size of the classroom, a small percentage believe that larger learning spaces are necessary. According to Henning, Ballen, Molina, and Cotner (2019), children who may feel excluded in peer-learning settings will gain from focused efforts to enhance the classroom atmosphere, such as fair teaching practices.

4.5.5.3 School library equipped with reading tables and relevant books

The researcher, however, sought to know if their school library is equipped with reading tables and relevant books. According to the findings in Table 4.22, 143(34.5%) reveal that their school library is equipped with reading tables and relevant books; in comparison, 271(65.5%) majority of the respondent revealed that their school library is not equipped with reading tables and relevant books. The results are displayed in Table 4.22.

Table 4.22 School library equipped with reading materials

	Frequency	Percent
Yes	143	34.5
No	271	65.5
Total	414	100.0

According to these results, the majority of schools still struggle with a lack of library resources, even if the majority do not have well-stocked libraries. According to Mojapelo (2018), there are significant obstacles that prevent a school library and information service from being founded and maintained effectively.

4.5.5.4 General condition of desks and chairs for pupils in the entire school

Table 4.23 shows the findings of the researcher's attempt to evaluate the overall state of the school's tables and chairs for all of the students.

Table 4.23 Condition of desks and chairs

	Frequency	Percent
Very Good	103	24.9
Good	53	12.8
Fair	233	56.3
Poor	25	6.0
Total	414	100.0

The majority of respondents, 233 (56.3%), indicated that the overall state of the desks and chairs for students in the entire school is fair. In comparison, 103 (24.9%) indicated that the overall state of the desks and chairs for students in the entire school is very excellent, as shown in Table 4.23.

This suggests that while some schools have satisfactory furniture, many schools still have room for improvement to provide better-quality desks and chairs for pupils. These findings agreed with Ismail and Abdullah's (2018) physical classroom aspects like access and circulation, classroom proportion, furniture layout, and technology capability. as well as the functional characteristics of learning space involving the air quality and room temperature.

4.5.5.5 Fence

However, the researcher wanted to know if their school had a fence. Three hundred thirty-four respondents, or 80.7%, said their school had a fence, whereas 80 respondents, or 19.3%, said their school had not, according to the results in Table 4.24. Table 4.13 presents the findings.

Table 4.24 Fence

	Frequency	Percent
Yes	334	80.7
No	80	19.3
Total	414	100.0

This suggests that the majority of schools are enclosed, which adds an extra degree of security, but a sizable percentage of schools are not. According to Hošková-Mayerová, Bekesiene, and Beňová (2021), even if many schools have at least the most basic security features, organizational and systemic measures are insufficient for technical measures to be significant.

4.5.5.6 Playground

However, the researcher wanted to know if their school had a playground of its own. The results are shown in Table 4.25.

Table 4.25 Playground

	Frequency	Percent
Yes	346	83.6
No	68	16.4
Total	414	100.0

Findings in Table 4.25, the majority of the respondent, 346(83.6%), reveal that their school has its playground, while 68(16.4%) reveal that their school has its playground. This implies that most schools provide dedicated outdoor spaces for students to engage in physical activities and sports, although some schools still lack such facilities. The Sahrakhiz, Harring and Witte (2018) research reports that as a place of learning, play, exploration, and experience, the outdoor school offers formal and informal learning opportunities and allows children opportunities to engage with other children and the social and inanimate environment whilst challenging them physically, cognitively, perceptually and socially.

4.5.5.7 Games and sports equipment and materials

Additionally, the study aimed to determine whether their school had games and sports supplies.

The results are displayed in Table 4.26.

Table 4.26 Games and sport equipment

	Frequency	Percent
Yes	351	84.8
No	63	15.2
Total	414	100.0

According to the findings in Table 4.26, Out of the total 414(100%) respondents, the majority of the respondents, 351(84.8%), reveal that their school has games and sports equipment and materials. In comparison, 63(15.2%) reveal that their school does not have games, sports equipment or materials. This suggests that most schools are well-equipped for physical education and extracurricular activities, but a minority still need adequate sports facilities. Ayamga (2019) showed that the negative attitude of physical education teachers, large class sizes, inadequate school facilities and equipment, socio-cultural practices and religious practices do not enhance female students' participation in sports as well as the teaching of physical education lessons.

4.6 Descriptive Statistics Results

The descriptive information for the four study objectives—instructional strategies, the sufficiency of learning materials, teacher preparation, and school infrastructure in the execution of CBC—is provided in this section. A five-point Likert scale, with one standing for Strongly Agree, 2 for Agree, 3 for Fairly Agree, 4 for Fairly Disagree, and 5 for Strongly Disagree, is how I achieved this.

4.6.1 Teachers' training

The primary objective of the study was to ascertain the impact of teacher preparation on the CBC implementation at Nandi County's public primary schools in Nandi East Sub County. There were five points on the Likert scale: The letters SD stood for strongly disagree, D for disagree, UD for uncertain, A for agree, and SA for strongly agree. The results are shown in Table 4.27.

Table 4.27 Teachers' training

Statement	SA	A	N	D	SD	Mean	Sd
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1. Within the framework of CBC, training gives teachers the information, abilities, and tactics they need to support students' holistic development and meet their varied learning requirements.	F	117	189	13	50	45	3.68	1.30
	%	28.3	45.7	3.1	12.1	10.9		
2. Teachers have gained the fundamental knowledge and abilities required for the Competency-Based Curriculum's successful implementation through induction.	F	137	154	15	61	47	3.66	1.37
	%	33.1	37.2	3.6	14.7	11.4		
3. Teachers can now learn about the application of CBC thanks to the provision of in-service training.	F	123	174	16	60	41	3.67	1.30
	%	29.7	42.0	3.9	14.5	9.9		
4. I was sufficiently prepared by teachers' training to apply the Competency-Based Curriculum (CBC) in my classroom.	F	116	173	22	60	43	3.63	1.31
	%	28.0	41.8	5.3	14.5	10.4		

5. The knowledge and skills gained from teachers' training have positively impacted my ability to integrate CBC principles into daily lesson plans.	F	133	184	9	46	42	3.77	1.29
	%	32.1	44.4	2.2	11.1	10.1		

Results from Table 4.27 indicate that 306 (74.0%) of respondents concurred. In comparison, 95 (24.0%) disagreed that training equips instructors with the knowledge, skills, and strategies necessary to facilitate students' holistic development and address their diverse learning requirements within the CBC framework. The study's results indicated that, regarding mean and standard deviations, respondents concurred that training equips teachers with the knowledge, skills, and strategies necessary to facilitate students' holistic development and address their diverse learning needs within the CBC framework (mean=3.68, standard deviation=1.30). Cherotich's 2023 study indicates that educators necessitate further support to effectively include fundamental abilities, foster critical thinking, stimulate creativity, and promote student collaboration.

Furthermore, 291 (70.3%) concurred that induction equipped teachers with the fundamental skills and expertise necessary for the successful implementation of the Competency-Based Curriculum, whereas 108 (26.1%) dissented regarding the adequacy of induction in imparting these essential skills and expertise. Concerning the mean and standard deviations, participants concurred that the organization has to address the issue to mitigate pollution and waste (mean=3.66; standard deviation=1.37). Isaboke, Mweru, and Wambiri (2021) disclosed that 65.9% of teachers had not received training on CBC, whereas 34.1% had been trained. A substantial correlation was

identified between teachers' training level in CBC and their proficiency in curriculum implementation, as examined.

Furthermore, 297 respondents (71.7%) agreed, and 101 respondents (24.4%) disagreed that the availability of in-service training has made it easier for teachers to acquire the skills they need to implement CBC. According to the study's findings, participants agreed (mean=3.67, standard deviation=1.30) that in-service training has helped instructors develop the skills they need to apply CBC. The results are consistent with a study by Luembo, Opiyo, and Otieno (2023) that found adequate teaching and learning resources. An observation confirmed that some subjects had a substantially higher quantity of books than others.

According to the study, 289 participants, or 69.8%, thought that instructors were sufficiently prepared by their training to use the Competency-Based Curriculum (CBC) in the classroom. Regarding the suitability of teachers' preparation for implementing the Competency-Based Curriculum (CBC) in the classroom, 103 respondents, or 14.9% of the sample, disagreed. Furthermore, the participants thought their training sufficiently prepared them to use the Competency-Based Curriculum (CBC) in the classroom, according to the study's mean and standard deviation (Mean=3.63, standard deviation=1.31). However, according to a 2019 study by Sifuna and Obonyo, it was not methodically developed and executed, and the majority of teachers received little instruction on its pedagogical strategies and material, making it more difficult for them to apply the core knowledge and abilities of the curriculum.

Ultimately, 317 (76.5%) of the respondents concurred. In comparison, 88 (21.2%) dissented with the assertion that the knowledge and abilities acquired during teacher training have favorably influenced my capacity to incorporate CBC values into daily lesson planning. The survey results indicated that, on average, respondents concurred that the information and abilities acquired from teacher training have favorably influenced their capacity to incorporate CBC concepts into daily lesson plans (mean=3.77, standard deviation=1.29). These findings concur with Ngeno (2023) that the government should expedite the training of additional teachers and employ qualified educators who are already compliant with the CBC to address the shortage of instructors resulting from the increasing student population.



Linear regression model of Teachers training and implementation of the CBC.

The simple linear regression for teachers' training **and** implementation of the CBC **was carried out, and the results are presented in Tables 4.28, 4.29 and 4.30.**

Table 4.28 Regression Model Summary of Teachers Training

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.314 ^a	.099	.097	.92699

a. Predictors: (Constant), teachers training

According to Table 4.28's model summary results, R = 0.314 and R² = 0.099. The R number indicates a linear relationship between the CBC's implementation and teacher training. The independent variables' explanatory power is 0.099, according to the R². This indicates that teacher preparation accounts for roughly 9.9% of the difference in CBC implementation.

Table 4.29 Model Fitness Results

Model	Sum	ofdf	Mean Square	F	Sig.	
	Squares					
	Regression	38.837	1	38.837	45.196	.000b
1	Residual	354.036	412	.859		
	Total	392.873	413			

a. Dependent Variable: Implementation of the CBC

b. Predictors: (Constant), teachers training

The model's fitness is confirmed by the F-statistics generated ($F = 45.196$), which were significant at $p=0.000$, as shown in Table 4.29. Consequently, there is a statistically significant correlation between the CBC's implementation and teacher training. This indicates that the dependent variable (CBC implementation) is significantly predicted by the independent variable (teacher training). This demonstrates that the use of the Competency-Based Curriculum (CBC) and teacher training are statistically significantly correlated. The degree of CBC training instructors have and their capacity to carry out the curriculum are significantly correlated, according to Isaboke et al. (2021).

Table 4.30 Regression Coefficients

Model	Unstandardized	Standardized	t	Sig.
	Coefficients	Coefficients		
	B	Std. Error	Beta	

	(Constant)	3.065	.102		30.146	.000
1	Teachers training	.169	.025	.314	6.723	.000

a. Dependent Variable: implementation of the CBC.

Table 4.30's regression of coefficients results demonstrated that teacher training significantly and favorably affects CBC implementation ($\beta_1=0.169$, $p=0.000<0.05$). According to this, there was a 0.169-unit increase in CBC implementation for every unit increase in teacher training. The regression's ideal model was;

$$Y = 3.065 + 0.169X_1 \dots\dots\dots \text{Equation 4.1}$$

4.6.2 Instructional methods

Determining the importance of instructional strategies in the execution of the Competency-Based Curriculum (CBC) in public primary schools in Nandi East Sub-County, Nandi County, was the study's second specific goal. With SD standing for strongly disagree, D for disagree, UD for undecided, A for agree, and SA for strongly agree, a 5-point Likert scale was used. The results are shown in Table 4.31.

Table 4.31 Relevance of instructional methods

Statement		SA	A	N	D	SD	Mean	Sd
1. Through the provisional of enough resources in school the implementation of CBC has been achieved	F	148	152	20	69	25	3.79	1.26
	%	35.7	36.7	4.8	16.7	6.0		

2. The instructional methods used in my classroom align well with the goals and objectives of the CBC	F	129	188	11	52	34	3.79	1.24
	%	31.2	45.4	2.7	12.6	8.2		
3. The availability of learning facilities in school has enabled the teacher and education stakeholders to implement the CBC fully	F	115	165	25	72	37	3.60	1.30
	%	27.8	39.9	6.0	17.4	8.9		
4. The instructional methods employed effectively promote active student engagement and participation in learning under the CBC	F	134	173	21	52	34	3.78	1.25
	%	32.4	41.8	5.1	12.6	8.2		
5. The instructional methods are flexible enough to accommodate the diverse learning needs and abilities of students in the CBC framework	F	140	162	22	22	27	3.79	1.24
	%	33.8	39.1	5.3	15.2	6.5		

Table 4.31 indicates that 300 respondents, including 72.4%, concurred that the supply of enough resources in schools has facilitated the implementation of the CBC. Nevertheless, 94 (22.7%) of the respondents contended that the supply of enough resources in schools has not facilitated the successful implementation of the CBC. The survey results indicate that participants concurred, with a mean of 3.79 and a standard deviation of 1.26, that the supply of enough resources in schools

has facilitated the implementation of CBC. Benson and Njuguna (2023) indicate that the head teacher consistently monitors lesson attendance to ensure the efficient implementation of the CBC and engages quality assurance personnel in the school.

Furthermore, 317 (76.6%) of the participants concurred that the educational methods employed in our classroom closely align with the goals and objectives of the CBC. However, 20.8% (86) of the respondents contended that my classroom instructional approaches do not align effectively with the aims and goals of the CBC. A study of the mean and standard deviation revealed that respondents concurred that the instructional methods employed in their classroom align with the goals and objectives of the CBC (Mean = 3.79, Std. dev = 1.24). Manduku and Sang (2021) assert that by tailoring a Competency-Based Curriculum (CBC), educators guarantee that each student achieves complete mastery before progressing. Thus, the objective of justice is realized: students progress at their rates while all members of the class attain mastery.

Nonetheless, 280 (67.7%) of the participants concurred that the presence of learning facilities in schools has facilitated the comprehensive implementation of the CBC by teachers and educational stakeholders. Conversely, 109 (26.3%) of the participants contended that the provision of learning facilities in schools has not facilitated the complete implementation of the CBC by teachers and educational stakeholders. According to the survey's mean and standard deviation, participants agreed that teachers and other educational stakeholders have found it easier to fully implement the CBC when learning facilities are available in schools (Mean=3.60, standard deviation=1.30). The study was carried out by Akhwesa and colleagues (2023).

Moreover, it was proved that as many as 307 (74,2%) participants agreed that the instructional approach really enhances active students' engagement and participation in the learning process

within the CBC framework. However, it was found that 86 of the respondents disagreed that the instructional approaches adopted facilitate active students' engagement and participation within the CBC framework. The respondents' impression of the educational approaches used was in line with the study as they supported that the approaches used enhanced active student participation and learning within the CBC framework, scoring a mean of 3.78, SD/ = 1.25. According to Kimario and Otieno (2022), the teaching-making and learning processes involve learner-centered strategies, discussions, presentations, and assignments.

The findings indicate that while 90 respondents (21.7%) disagreed with the statement, 302 respondents (72.9%) agreed that the instructional approaches are sufficiently flexible to satisfy the different learning requirements and capacities of students within the CBC framework. The mean rating (mean=3.79, standard deviation=1.24) and standard deviation show that respondents agreed that the instructional approaches are adaptable enough to accommodate students' diverse learning needs and abilities within the CBC framework. These results are consistent with Ituma's (2022) assertion that teachers are guided in the development of an appropriate competence-based learning environment, which includes a thorough comprehension of integrated science curriculum design and competence-based pedagogical contexts; the construction of the learning environment and preparation of the resources; strategic planning for competence-based education; familiarity with a variety of heuristic teaching strategies, approaches, and methods; successful student interaction; and appropriate evaluation of performance.

Linear regression model of Instructional methods and Implementation of the CBC.

The simple linear regression for instructional methods **and** implementation of the CBC **was carried out, and the results are presented in Tables 4.32, 4.33 and 4.34.**

Table 4.32 Regression Model Summary of Instructional Methods

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.448 ^a	.201	.199	.87297

a. Predictors: (Constant), instructional methods

According to Table 4.32's model summary results, $R = 0.448$ and $R^2 = 0.201$. The R-value indicates a linear relationship between the CBC's implementation and teaching strategies. The independent variables' explanatory power is 0.201, according to the R^2 . This indicates that teaching methods account for roughly 20.1% of the variation in CBC implementation.

Table 4.33 Model Fitness Results

Model		Sum	ofdf	Mean Square	F	Sig.
		Squares				
	Regression	78.895	1	78.895	103.525	.000b
1	Residual	313.979	412	.762		
	Total	392.873	413			

a. Dependent Variable: Implementation of the CBC

b. Predictors: (Constant), instructional methods

The model's fitness is confirmed by the F-statistics generated ($F = 103.525$), which were significant at $p=0.000$, as shown in Table 4.33. Consequently, there is a statistically significant correlation between the CBC's implementation and teaching strategies. This indicates that the dependent variable (CBC implementation) is significantly predicted by the independent variable (instructional approaches). This suggests that the use of the Competency-Based Curriculum (CBC)

and teaching strategies are statistically significantly correlated. Morris, Wawire, Oh, and Muchira (2023) The results showed that the corrective feedback scheme (CBC) improved learners' autonomy, self-efficacy, and problem-solving abilities as well as their capacity for lifelong learning.

Table 4.34 Regression Coefficients

Model	Unstandardized		Standardized	t	Sig.
	Coefficients				
	B	Std. Error	Beta		
(Constant)	1.938	.176		11.004	.000
1 Instructional methods	.467	.046	.448	10.175	.000

a. Dependent Variable: implementation of the CBC.

Table 4.34's regression of coefficients results demonstrated that instructional approaches significantly and favorably affect CBC implementation ($\beta_2=0.467$, $p=0.000<0.05$). This suggested that a unit increase in teaching strategies corresponded to a 0.467 unit increase in CBC implementation. The regression's ideal model was;

$$Y = 1.938 + 0.467X_2 \dots\dots\dots \text{Equation 4.2}$$

4.6.3 Adequacy of learning resources

The study's third goal was to evaluate how the implementation of the Competency-Based Curriculum in public primary schools in Nandi East Sub County, Nandi County, was affected by the availability of adequate learning resources. A 5-point Likert scale (SD = strongly disagree, D

= disagree, UD = uncertain, A = agree, and SA = strongly agree) was used to capture the data.

Table 4.35 presents the findings.

Table 4.35 Adequacy of Learning Resources

Statement		SA	A	N	D	SD	Mean	Sd
1. The availability of adequate learning resources (e.g., textbooks, teaching aids) significantly enhances my ability to deliver CBC-aligned lessons effectively	F	128	167	16	61	42	3.67	1.32
	%	30.9	40.3	3.9	14.7	10.1		
2. Insufficient learning resources hinder the implementation of the CBC in my classroom	F	134	169	8	61	42	3.71	1.33
	%	32.4	40.8	1.9	14.7	10.1		
3. The quality and variety of learning resources provided are sufficient to support diverse learning needs under the CBC framework	F	137	194	16	34	33	3.89	1.19
	%	33.1	46.9	3.9	8.2	8.0		
4. Access to up-to-date and relevant learning resources positively impacts student engagement and learning outcomes in CBC subjects	F	134	172	17	48	43	3.74	1.30
	%	32.4	41.5	4.1	11.6	10.4		

5. Adequate funding and support for acquiring learning resources are essential for the successful implementation of the CBC in public primary schools	F	126	186	8	52	42	3.73	1.29
	%	30.4	44.9	1.9	12.6	10.1		

Table 4.35 indicates that 295 (71.2%) of respondents concurred that the presence of sufficient learning resources (e.g., textbooks, teaching aids) substantially improves their capacity to provide CBC-aligned lessons effectively. Conversely, 103 (14.8%) of the respondents contended that the presence of sufficient learning resources (e.g., textbooks, teaching aids) does not substantially improve their capacity to provide CBC-aligned courses effectively. According to the study's findings, participants agreed that having enough learning materials (such as textbooks and teaching aids) significantly enhances their ability to present CBC-aligned courses (Mean=3.67, standard deviation=1.32). Physical infrastructure had a moderately positive impact on CBC implementation, according to the study's findings, which were in agreement with Ngeno, Mweru, and Mwoma (2021). For head teachers, this effect was 0.336 with a p-value of 0.029, and for Grade 1 teachers, it was 0.285 with a p-value of 0.03.

Nevertheless, 303 (73.2%) of the respondents concurred that inadequate learning materials impede the execution of the CBC in our classroom. Of the responders, 103 (24.8%) disagreed with the assertion that inadequate learning materials impede the implementation of the CBC in our classroom. With an average score of 3.71 and a standard deviation of 1.23, the respondents agreed that insufficient instructional resources make it challenging to implement the CBC in our classroom. According to the study, 331 (80.0%) of the participants agreed that the variety and

caliber of learning materials offered are sufficient to satisfy different learning needs within the CBC framework. Sixty-seven (16.2%) respondents did not think that the variety and caliber of learning materials offered were sufficient to satisfy a range of learning needs within the CBC framework. According to the CBC framework, the respondents agreed that the variety and caliber of the available learning resources are sufficient to satisfy a range of learning requirements (mean=3.89, standard deviation=1.19). According to Kisirkoi and Kamanga's (2018) research, the results support the notion that pre-service and in-service training did not effectively prepare teachers to implement the new curriculum.

Additionally, other data revealed that 306 (73.9%) of the participants concurred that the availability of current and pertinent learning resources enhances student engagement and learning outcomes in CBC courses. Nonetheless, 91 (22.0%) of the respondents said that the availability of current and pertinent learning resources does not significantly influence student engagement and learning outcomes in CBC courses. According to the mean and standard deviation results (Mean=3.74, standard deviation=1.30), the majority of respondents concurred that up-to-date and pertinent teaching and learning resources contribute favorably to improving student interest and learning in CBC subjects. Charles, Song, and Khaing (2022) used the ABCM framework to determine that a number of factors, including stakeholder participation, resource availability, teacher training and development, and compliance with existing policies and government agendas, influenced the implementation of CBC.

Last but not least, 312 participants (75.3%) concurred with the assertion that sufficient funding and assistance for obtaining educational materials are necessary for the CBC to be successful in public primary schools. However, 94 (22.6%) of the respondents feel that sufficient funding and

assistance for the purchase of educational materials are not necessary for the successful execution of the CBC in public elementary schools. According to the study's findings, every respondent agreed that adequate funding and assistance in obtaining educational materials are required in order to conduct the CBC in public primary schools (Mean=3.73, Standard Deviation=1.29). The results of the study were in line with those of Mogere and Mbataru (2023), indicating that the training of teachers in CBC, the availability of educational materials, parental involvement, and the leadership style of the school all had a positive impact on the implementation of CBC in Nairobi County's public primary schools.

Linear regression model of Adequacy of learning resources and Implementation of the CBC.

The simple linear regression for adequacy of learning resources **and** implementation of the CBC was carried out, and the results are presented in Tables 4.36, 4.37 and 4.38.

Table 4.36 Regression Model Summary of the adequacy of learning resources

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.392 ^a	.153	.151	.89851

a. Predictors: (Constant), adequacy of learning resources

According to Table 4.36's model summary results, R = 0.392 and R² = 0.155. The R number indicates a linear relationship between the CBC's implementation and the quality of learning resources. The independent variables' explanatory power is 0.153, according to the R². This indicates that the adequacy of learning resources accounts for around 15.3 percent of the difference in CBC implementation.

Table 4.37 Model Fitness Results

Model		Sum. of Squares	df	Mean Square	F	Sig.
	Regression	60.260	1	60.260	74.642	.000b
1	Residual	332.614	412	.807		
	Total	392.873	413			

a. Dependent Variable: Implementation of the CBC

b. Predictors: (Constant), adequacy of learning resources

The model's fitness was confirmed by the F-statistics generated ($F = 74.642$), which were significant at $p=0.000$, as shown in Table 4.37. As a result, there is a statistically significant correlation between the CBC's implementation and the quality of learning resources. This indicates that the dependent variable (CBC implementation) is significantly predicted by the independent variable (adequacy of learning resources). This suggests a statistically significant correlation between the use of the Competency-Based Curriculum (CBC) and the quality of learning materials. Mutua (2023) found that the annual in-service training for teachers was sufficient. A high teacher-to-pupil ratio and a lack of sufficient learning and teaching resources were among the many obstacles that prevented effective implementation.

Table 4.38 Regression Coefficients

Model		Unstandardized		Standardized	t	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
	(Constant)	1.935	.206		9.383	.000
1	Adequacy of learning resources	.462	.054	.392	8.640	.000

a. Dependent Variable: implementation of the CBC.

Adequacy of learning resources has a favorable and significant impact on CBC implementation, according to regression of coefficients results in Table 4.38 ($\beta_3=0.462$, $p=0.000<0.05$). This suggested that a 0.462 unit increase in CBC implementation corresponds to a unit increase in the sufficiency of learning materials. The regression's ideal model was;

$$Y = 1.935 + 0.462X_3 \dots\dots\dots \text{Equation 4.3}$$

4.6.4 School Infrastructure

How much the school infrastructure affects the CBC's implementation in the public primary schools in Nandi East Sub County, Nandi County, was the fourth study question/objective examined. On a 5-point Likert scale, SD stands for strongly disagreed, D for disagreed, UD for undecided, A for agreed, and SA for strongly agreed. They were precise, as shown in Table 4.6.

Table 4.39 School Infrastructure

Statement	SA	A	N	D	SD	Mean	Sd
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1. The provision of sufficient classroom resources in schools has facilitated the smooth implementation of the Competency-Based	F	130	180	11	65	28	3.77	1.24
	%	31.4	43.5	2.7	15.7	6.8		
2. The establish of a resource center has enabled the education stakeholders to implement CBC easily	F	154	149	8	67	36	3.77	1.33
	%	37.2	36.0	1.9	16.2	8.7		
3. The accessibility and functionality of school infrastructure influence student engagement and overall success in CBC subjects	F	133	165	13	53	50	3.67	1.36
	%	32.1	39.9	3.1	12.8	12.1		
4. Upgrading and maintaining school infrastructure is crucial for ensuring equitable access to CBC-related resources and facilities	F	137	182	13	54	28	3.84	1.21
	%	33.1	44.0	3.1	13.0	6.8		

According to the survey results in Table 4.39, 310 respondents (74.9%) agreed and 93 disagreed that the availability of adequate classroom resources in schools has made it easier for the Competency-Based Learning approach to be implemented successfully. Additionally, according to the study's mean and standard deviation, the respondents concurred that having enough classroom supplies in schools has made it easier for the Competency-Based Learning approach to

be implemented successfully (mean = 3.77, standard deviation = 1.24). The results of the study supported Esongo's (2017) assertion that there is a substantial correlation between the effectiveness of the educational system and the availability of resources.

The study also showed that 303 participants, or 73.2%, agreed that the creation of the resource center had made it easier for education stakeholders to implement CBC. However, 103 respondents, or 24.9%, disagreed that the creation of the resource center made it easier for education stakeholders to implement CBC. Additionally, according to the study's mean and standard deviation, the respondents agreed that the creation of the resource center had made it easier for education stakeholders to implement CBC (mean = 3.77, standard deviation = 1.33). The results of the study agreed with those of Wambiya and Ogula (2023). Nandi East Sub County has not successfully adopted a competency-based curriculum.

Nonetheless, the study revealed that 298 participants, or 72.0%, agreed that the usability and accessibility of school infrastructure influence student engagement and overall achievement in CBC courses. Contrary to those results, 103 (24.9%) respondents believed that students' interest in and overall achievement in CBC courses was determined by the usability and accessibility of school facilities. Additionally, the study's mean and standard deviation showed that respondents generally felt that student involvement and overall achievement in CBC topics are somewhat impacted by the accessibility and functionality of school infrastructure (Mean=3.67, SD=1.36). According to Cherotich et al. (2023), additional interventions are needed to help teachers focus on the aforementioned vital competencies while also encouraging critical thinking, creativity, and teamwork among students.

Last but not least, 319 participants (77.1%) believed that maintaining and enhancing school-supporting facilities is critical to making CBC resources and facilities relevant to more children. 82 (9.8%) respondents disagreed with the statement that preserving and improving school infrastructures is crucial for equitable access to CBC-related resources and facilities, which contrasts with the aforementioned research papers. Furthermore, the study's mean and standard deviation revealed how respondents felt about the necessity of maintaining, updating, and renovating schools' physical spaces to increase fairness in access to CBC resources and facilities. $SD = 1.21$; $mean = 3.84$. These results are in line with Mogere et al.'s (2023) assertion that teachers ought to regularly participate in CBC training. As a result, the teachers would have ample time to comprehend the CBC pedagogy approach.

Linear regression model of School infrastructure and Implementation of the CBC.

The simple linear regression for school infrastructure of the CBC was carried out and the results are presented in Table 4.40, 4.41 and 4.42.

Table 4.40 Regression Model Summary of school infrastructure

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.556 ^a	.309	.308	.81161

a. Predictors: (Constant), school infrastructure

According to Table 4.40's model summary results, $R = 0.556$ and $R^2 = 0.303$. The R number indicates a linear relationship between the CBC's implementation and school infrastructure. The independent variables' explanatory power is 0.309, according to the R^2 . This indicates that school infrastructure accounts for around 30.9% of the difference in CBC implementation.

Table 4.41 Model Fitness Results

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	121.483	1	121.483	184.425	.000b
	Residual	271.390	412	.659		
	Total	392.873	413			

a. Dependent Variable: Implementation of the CBC

b. Predictors: (Constant), school infrastructure

The fitness of the model was confirmed by the F statistic that was produced which ($F = 184.425$) was significant at $p=0.000$ (Table 4.41). Consequently, school infrastructure and the CBC implementation are respectively significantly correlated statistically. Therefore, the implementation of the CBC as a dependent variable is significantly predicted by the school infrastructure. Accordingly, there is a statistically significant correlation between the implementation of the Competency-Based Curriculum (CBC) and school infrastructure (Ngeno, 2023).

Table 4.42 Regression Coefficients

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Beta	Std. Error	

	(Constant)	1.659	.154		10.792	.000
1	School infrastructure	.559	.041	.556	13.580	.000

a. Dependent Variable: implementation of the CBC.

Adequacy of learning resources has a favorable and significant impact on CBC implementation, according to regression of coefficients results in Table 4.42 ($\beta_4=0.559$, $p=0.000<0.05$). This suggested that the implementation of the CBC increased by 0.559 units for every unit increase in school infrastructure. The regression's ideal model was;

$$Y = 1.659 + 0.559X_4 \dots\dots\dots \text{Equation 4.4}$$

4.6.5 Implementation of the CBC

The CBC's implementation in Nandi East Sub County's public elementary schools was also examined. On a 5-point Likert scale, D represented disagreement, SD represented strong disagreement, A represented agreement, and SA represented strong agreement. The findings are shown in Table 4.43.

Table 4.43 Implementation of the CBC

Statement		SA	A	N	D	SD	Mean	Sd
1. The Competency-Based Curriculum (CBC) has been effectively integrated into the teaching practices at my school	F	121	182	24	54	33	3.73	1.23
	%	29.2	44.4	5.8	13.0	8.0		

2. The CBC framework has improved students' engagement and participation in learning activities	F	136	188	13	51	26	3.86	1.18
	%	32.9	45.4	3.1	12.3	6.3		
3. Teachers receive adequate support and training to implement the CBC effectively.	F	136	177	19	62	22	3.83	1.19
	%	32.9	42.8	4.1	15.0	5.3		
4. The CBC has positively impacted the development of critical thinking and problem-solving skills among students.	F	132	176	13	55	38	3.75	1.28
	%	31.9	42.5	3.1	13.3	9.2		
5. Overall, the implementation of CBC in our school has enhanced the quality of education compared to the previous curriculum.	F	144	180	10	45	35	3.85	1.24
	%	34.8	43.5	2.4	10.9	8.5		

313 (73.2%) of respondents agreed that the Competency-Based Curriculum (CBC) had been successfully integrated into their school's teaching practices, whereas 87 (21.0%) disagreed, according to the results shown in Table 4.43. According to the survey's mean and standard deviation, participants agreed that their school's teaching strategies have successfully integrated the Competency-Based Curriculum (CBC) (Mean=3.73, standard deviation=1.23). The study's conclusions were consistent with those of Sadeq, Akbar, and Al Wazzan (2021), who found that

although ESL teachers generally had favorable opinions of CBC, numerous obstacles prevented its implementation in classrooms.

According to the study, 324 (72.0%) of the participants agreed that the resources provided by the CBC framework have made it easier for students to participate in and be involved in class activities. On the other hand, 77 respondents (18.6%) argued that students' participation and engagement in learning activities have not improved as a result of the CBC framework. The mean and standard deviation of the survey show that respondents consistently showed that the CBC framework has improved student engagement and participation in learning activities (Mean = 3.86; standard deviation = 1.18). Additionally, research results supported Akala's (2021) claim that, as CBC is the core of innovation, schools must be adequately equipped, all stakeholders must be actively involved, and educators must receive CBC training and reskilling.

However, the survey found that 313 (75.7%) respondents agreed that teachers are adequately supported and trained to implement the CBC. 84 (20.3%) respondents, in contrast, argued that instructors do not receive enough training and assistance to implement the CBC adequately. With a mean of 3.83 and a standard deviation of 1.19, the study's findings showed that participants agreed that teachers got enough support and training to apply the CBC effectively. According to Ndiokubwayo, Nyirigira, Murasira, and Munyensanga (2020), SEOs are working well together with teachers, school administrators, and district education officials.

Likewise, 208 (74.4%) of the participants agreed that the CBC has assisted pupils in developing their critical thinking and problem-solving abilities. It's interesting to note that 93 (22.5%) of respondents said they disagreed with the claim that CBC has helped students improve their critical thinking and problem-solving abilities. Additionally, the respondents agreed that the CBC had had

a positive impact on student's development of critical thinking and problem-solving skills, as indicated by the mean and standard deviation (Mean=3.75, standard deviation=1.28). In order to guarantee the successful implementation of CBC, Benson and Njuguna (2023) found that the head teacher supervises lesson attendance and enlists the help of school quality assurance staff for oversight.

In summary, 80 respondents (19.4%) disagreed with the judgment that the introduction of CBC in our school has raised the standard of instruction in comparison to the prior curriculum, whereas 324 respondents (78.3%) agreed. According to the mean rating and standard deviation, respondents agreed that the implementation of CBC in our school had raised educational standards in comparison to the previous curriculum. 3.85 is the mean, and 1.24 is the standard deviation. These results supported those of Amutabi (2019), showing that principals used the money to buy their way up the ranks of KNEC officials. Leading schools varied among the top 10 rankings for both public and private institutions under a moderation system set up by KNEC.

4.7 Inferential Analysis

Correlation and regression analysis were presented in this section.

4.7.1 Correlation Analysis Results

Correlation analysis was carried out to determine the strength and the direction of the relationship between the independent and dependent variables of the study. The findings are presented in Table 4.44.

Table 4.44 Multiple Correlation Analysis Results

		Implementat ion of CBC	Teache rs Traini ng	Instructio nal methods	Adequa cy of learning resources	School of infrastru cture
Implementatio n of CBC	Pearson Correlati on Sig. (2- tailed)	1				
Teachers Training	Pearson Correlati on Sig. (2- tailed)	.314**	1			
Instructional methods	Pearson Correlati on Sig. (2- tailed)	.448**	.234**	1		
Adequacy of learning resources	Pearson Correlati on Sig. (2- tailed)	.392**	.148**	.449**	1	
School infrastruct ure	Pearson Correlati on Sig. (2- tailed)	.556**	.317**	.477**	.360**	1
	N	414	414	414	414	414

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

According to the study results in Table 4.44, there was a positive, moderate, and statistically significant association between teachers' training and CBC implementation ($r=.314^{**}$; $p<0.01$).

The study's results show a substantial, favorable, and statistically significant relationship between

CBC implementation and instructional approaches ($r=.448^{**}$; $p<0.01$). The study found that the adoption of CBC and the quality of learning resources had a substantial, positive, and statistically significant link ($r=.392^{**}$; $p<0.01$). The study found that the implementation of CBC and school infrastructure had a substantial, favorable, and statistically significant link ($r=.556^{**}$; $p<0.01$).

4.7.2 Multiple Regression Analysis

To determine how independent variables affected the dependent variable, multiple regression analysis was performed.

Table 4.45 Multiple Regression Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.623 ^a	.389	.383	.76631

The dataset's analysis of variance (ANOVA) was used to assess the multiple regression model. The results of the study in 4.45 produced a model summary that showed a correlation coefficient (R) of 0.623, which indicates the degree of association between the implementation of CBC and elements like teacher preparation, instructional strategies, the sufficiency of learning resources, and school infrastructure, as well as a coefficient of determination (R^2) of 0.623, which indicates the proportion of variance in the dependent variable that can be predicted from the independent variable.

The coefficient of determination, or R-squared, of 0.389 shows that this is accurate. While teacher preparation, instructional strategies, the quality of learning resources, and school infrastructure explain the variation in CBC implementation, CBC implementation itself explains 38.9% of the variance in the dependent variable. The findings show that the model used to associate the variables worked well.

Table 4.46 Multiple Regression Model Fitness Results

	Sum of Squares	df	Mean Square	F	Sig.
Regression	152.695	4	38.174	65.006	.000b
Residual	240.178	409	.587		
Total	392.873	413			

The results of the investigation showed that 65.006 was the F test value. Additionally, the study's findings showed that the model was suitable for fitting into a regression model because the significance value was less than 0.05. This suggests that the independent variables are reliable indicators of CBC adoption. This further suggests that the training of teachers, instructional

strategies, the sufficiency of learning resources, and school infrastructure may all be regressed against when CBC is implemented.

Table 4.47 Multiple Regression Model Coefficients

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.691	.203		3.398	.001
Teachers training	.071	.022	.132	3.228	.001
Instructional methods	.171	.049	.165	3.508	.001
Adequacy of learning resources	.192	.052	.162	3.685	.000
School infrastructure	.379	.046	.377	8.190	.000

The study's findings about the statistical significance of every single regression coefficient were reported. For multiple regression, the following β coefficients were significant: adequacy of learning resources ($\beta_3=.192$, $p<0.05$), instructional techniques ($\beta_2=.171$, $p<0.05$), teachers training ($\beta_1=.071$, $p<0.05$), and school infrastructure ($\beta_4=.379$, $p<0.05$). This implied that the implementation of CBC increased by 0.071 units for every unit increase in teacher training. The application of CBC increased by 0.171 units for every unit increase in teaching approaches. The implementation of CBC increased by 0.192 units for every unit increase in the adequacy of learning

resources and by 0.379 units for every unit increase in school infrastructure. Consequently, the coefficient, as indicated in equation 4.5, was used to build the multiple regression model equation;

$$Y = .691 + .071X_1 + .171X_2 + .192X_3 + .379X_4 \dots \dots \dots \text{Equation 4.5}$$



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This section summarizes the study's findings, offers recommendations, and draws conclusions. It also provides potential directions for additional research in the ensuing subsections.

5.2 Summary of the Study Findings

In line with the goals of the study, this section offers a summary of the findings.

5.2.1 Teachers Training.

Teachers have gained the fundamental knowledge and abilities required for the Competency-Based Curriculum (CBC) to be implemented successfully through induction, and the availability of in-service training has allowed teachers to further their education in CBC implementation. Lastly, the information and abilities that I learned from teachers' training have improved my proficiencies in integrating CBC principles into everyday lesson planning. Going to school, I felt adequately prepared to share the Competency-Based Curriculum (CBC) with the students I teach.

However, the vast majority of respondents concurred that induction had given teachers the necessary knowledge and abilities to apply competency-based curricula properly. They also agreed to the extent that training empowers educators with tools to meet each learning needs, as well as the personal development of students within the CBC model. Additionally, they said that the availability of in-service training has enabled instructors to gain knowledge on how to apply the CBC and that teachers' training has sufficiently prepared me to carry it out effectively. Most respondents said that their teaching experience had positively influenced their capacity to integrate Competency-Based Curriculum (CBC) ideas into their regular lesson planning. In my classroom,

I use CBC. The majority of respondents said that the knowledge and abilities they have gained from teacher training had improved their capacity to apply Competency-Based Curriculum (CBC) principles to their everyday lesson plans. I use CBC in my classroom.

5.2.2 Instructional method.

The study's second specific objective was to determine whether teaching methods for CBC implementation in public primary schools in Nandi East Sub-County, Nandi County, were applicable. The responders were asked the following questions: The CBC has been implemented thanks to the school's provision of sufficient resources; the teaching methods I use in my classroom align with the CBC's aims and objectives; and the existence of learning facilities in the school has enabled teachers to fully implement the CBC .Lastly, within the CBC framework, the instructional tactics employed are sufficiently flexible to accommodate the diverse learning demands and types of pupils. They effectively promote students' active involvement and engagement in the educational process.

The majority of respondents also said that adequate funding has allowed the CBC to successfully execute its aims and objectives in schools. They also concurred that the teaching methods used in my classroom are well suited to these goals. Last but not least, most respondents concurred that the instructional strategies employed successfully encourage active student participation and engagement in the CBC and that they are adaptable enough to take into account the various learning requirements and skill levels of students within the CBC framework. They also concurred that teachers and other education stakeholders had been able to completely implement the CBC thanks to the availability of learning facilities in schools.

5.2.3 Adequacy of learning resources

The third specific objective of the study was to ascertain the effect of sufficient learning materials on CBC implementation in public elementary schools in Nandi East Sub-County, Nandi County. The statement, "The availability of adequate learning resources (e.g., textbooks, teaching aids) significantly enhances my ability to deliver CBC-aligned lessons effectively," was posed to the responders. Inadequate educational materials impede the application of the CBC in my classroom, The quantity and caliber of learning materials offered are adequate to meet a range of learning requirements in accordance with the CBC framework. Student engagement and learning outcomes in CBC subjects are positively impacted by having access to current and pertinent learning resources, and lastly The CBC must be implemented successfully in public elementary schools in order to obtain sufficient financing and assistance for the acquisition of learning tools.

Most of the respondents provided a favorable response to the idea that access to adequate learning resources (textbooks, teaching aids, etc.) enhances their ability to teach according to CBC and with due reference to Common Core State Standards. They also noted that lack of adequate learning resources make it even hard to innovate and apply the CBC in class. The majority also responded in affirmative that availability of up to date and relevant learning materials enhance students attitude and achievement in CBC subjects. Lastly, as a result, they concluded that adequate funding and support in procurements of learning resources are crucial to implementing CBC in public primary schools. The following points agree with the quality and variety of learning resources as being enough rendered under the CBC framework to match the diversified learning needs.

5.2.4 School Infrastructure

The fourth particular purpose of the study was to ascertain the degree to which school infrastructure influences the effectiveness of CBC in the NSPCK&DE in Nandi East Sub County.

The assertion that the creation of a resource center has provided education stakeholders with a means of implementing competency-based curriculum (CBC) Having adequate resources for classrooms has helped schools better implement CBC. School infrastructure should be criticized and improved for equal access and functionality in CBC-related equipment and amenities.

The condition of school infrastructure affects students' receptiveness and achievement in CBC subjects. However, the majority of respondents concurred that the implementation of the Competency-Based Curriculum (CBC) among education stakeholders has been made easier by resource centers and the availability of sufficient teaching and learning resources in schools. Last but not least, most of the respondents indicated a possibility of school infrastructure degradation as a major concern inhibiting access to CBC related physical resources and amenities. They also agreed that accessibility and functionality of school infrastructure influence student engagement and overall success in CBC subjects.

5.3 Conclusion of the study

The study finds that public primary schools in Nandi East Sub-County in Nandi County implement the Competency Based Curriculum (CBC) differently, depending on how trained the teachers are. The respondents confirmed that the training delivered to the instructors provided them with the necessary information, abilities, methods and the status to systematically develop students within the context of the CBC framework. The importance of induction and in service training as important tools in the proper induction of instructors to CBC was noted as they improved instructors' capacity to apply ideas of CBC in their regular lesson plans.

The paper goes on to say that effective educational strategies are essential to the successful application of CBC. According to the respondents, successful teaching and learning practices are supported because the instructional approaches align well with CBC goals and objectives. It was also acknowledged that sufficient learning spaces are essential to promoting active student participation, facilitating complete CBC delivery, and meeting a range of learning requirements.

The study also concludes that adequate learning materials are necessary for CBC implementation in public elementary schools. The results showed that instructors' ability to provide CBC-aligned courses effectively is much improved when they have access to adequate and pertinent learning resources. On the other hand, insufficient resources were found to be a hindrance to the successful implementation of CBC, highlighting the necessity of better resource allocation and assistance to guarantee the best possible learning outcomes under the CBC framework

The study also finds that the results of CBC implementation are highly influenced by school infrastructure. To enable seamless CBC delivery, respondents emphasised the significance of having enough resources in the classroom and operational resource centres. Several studies have pointed out that students who access well-maintained and easily accessible facilities are more assured in their classes, resulting in better performance in CBC disciplines. This has brought about the need to renovate infrastructure to ensure everyone is equally availed of CBC-related resources and facilities.

5.3 Recommendation of the study

The following recommendations were made depending on the observations of the study;

- a) **Improve Programs for Teacher Training.** Develop sustained and comprehensive education programs for the teachers that focus on the pedagogy, strategies, and practices

under CBC. The steps in the first induction of new instructors and the other instances should be incorporated into such programs to ensure that trainers are always up to date on CBC methodology and policy. The Training Programs for Teachers Moreover, improving the above teacher training programs for the first induction of new instructors and other instances should be incorporated into such Programs. Ensure the delivery of intensive and sustained preparation for teachers with CBC pedagogy, strategies, and values. These programs should consist of the first induction of new instructors and possibilities for further professional development to be acquainted with CBC methodology and to receive information regarding the identified best practices.

- b) **. Encourage Adaptable and Successful Teaching Strategies.** Such teaching strategies should be urged in educational institutions in the near future, as they are strictly handcuffed in terms of flexibility and should meet the goals of CBC as closely as possible. This entails promoting student-centred learning strategies and techniques, focused instruction, and learner involvement to meet students' divergent learning needs.
- c) **Ensure Adequacy of Learning Resources.** Give educational institutions enough resources, including technology, teaching aids, and textbooks. To adapt to evolving CBC curriculum requirements and better teaching methods, it is advised that these resources be updated and added more regularly.
- d) **Invest in School Infrastructure.** Expend resources to improve school facilities to promote a learners' friendly environment. This also involves ensuring that classrooms have all the necessary facilities, setting up efficient resource centers, and managing all other structures that house largely or partially CBC-related activities and programs.

- e) Strengthen Collaboration and Support. Promote education stakeholder engagement comprising teachers, school leaders, parents, and community members in advancing CBC implementation. Establish arrangements for constant feedback, mentoring and supervision to overcome difficulties and enhance the outcome of implementation pertinence.

5.4 Suggestion for further studies

The primary suggestions for further studies are:-

Challenges & Barriers: Summarise and assess the specific challenges schools have faced when adopting or practising CBC. These could comprise issues related to transport, organisational culture, or resistance to new teaching or learning methods.

Longitudinal research: Longitudinal research should be conducted to track the evolution of the implementation of CBC in Nandi East Sub-County over time. This method may prove useful in understanding the sustainability and future effects of curriculum changes.

Assess the usable factors and Beautiful resources, such as structures, teaching materials, or beautify technical support. Discuss how these resources impact schools' abilities to embrace CBC in regions across the country.

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APPENDICES

Appendix I: Consent Form

The title of the proposal is: Effect of School Dynamics on the Adoption of a Competency-based Curriculum in Kenyan Public Primary Schools in Nandi East Sub County.

I'm a student at Mount Kenya University pursuing a master's degree in teaching with a focus on curriculum studies. I'm working on a research project in public primary schools in Nandi East Sub County, Nandi County, Kenya, as part of my coursework. A questionnaire will be used to gather data, which will be handled with the highest confidentiality and utilized exclusively for this research. The collected data will be securely stored before being erased at the conclusion of the study. Your responses will be kept confidential and used just to support the researcher's thesis; they will not be connected to you in any way.

The provided information will not be shared with any other parties and will only be utilized for the study's intended purpose. There will be no compromise on confidentiality. You are free to choose whether or not to respond to any questions. Your participation in this study is completely voluntary, and you can discontinue at any time by simply informing the researcher. For any inquiries concerning the study or its findings, please contact the researcher by phone at 0727445457 or by email at maggysef2019@gmail.com. To file a complaint, please contact Office of the Secretary

MKU Ethics Review Committee

P.O. Box 342 – 1000

Thika.

Consent

I have read and understood the following information, and I have had an opportunity to ask questions. I understand that participation is completely voluntary and that I may discontinue for any reason at any moment. I willingly consent to take part in this investigation.

Participant's signature _____ Date _____

Researcher's signature _____ Date _____

APPENDIX II

QUESTIONNAIRE

SECTION A: BACKGROUND INFORMATION

1. What age group do you belong to?

21-30 years

31-40 years

41-50 years

Over 51 years

2. What is your gender?

Male

Female

3. What is your level of education?

Secondary level

Certificate level

Diploma level

Degree level

Other specify.....

4. How long have you been working as a teacher in Nandi East Sub County, Nandi

County?

Less than 5 years

6-10 years

11-15 years

Over 16 years



Mount Kenya University

SECTION B: SPECIFIC INFORMATION

APPENDIX B: TEACHERS' QUESTIONNAIRE

The purpose of this study is to influence school dynamics on the implantation of a Competency Based Curriculum in Public Primary Schools in Nandi East Sub County, Nandi County, Kenya.

The provided information will be handled with the utmost secrecy

A. Background Information

1. What is your gender? Male Female
2. Please indicate your age in years. Age.....

B. Professional credentials for competency-based curriculum implementation

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

0-5 5-10 10 and above

4. Do you have professional qualifications to teach the concerned grades?

Yes No

5. Have you participated in any CBC in-service training?

Yes No

6. If 'yes' in No. 5, how long was the training?

One week Two weeks Three weeks

7. You have all the subject matter you need to put the competency-based curriculum into practice.

Disagree Neutral Agree

8 How do you rate the applicability of teaching strategies for CBC implementation in Nandi County's public elementary schools in Nandi East Sub-County?

Relevant (..)

Not relevant (..)



APPENDIX C: HEADTEACHERS' QUESTIONNAIRE

This questionnaire is exclusively for scholarly purposes. The purpose of this study is to evaluate how school dynamics affect the adoption of competency-based curricula in public primary schools in Kenya's Nandi East Sub County., Kenya. The provided information will be managed with the highest level of confidentiality.

A. The impact of sufficient learning materials on CBC implementation in Nandi East Sub-County, Nandi County's public primary schools.

1. Are there teacher's guides available for the subjects your teachers teach? (In the space provided on the right, check just the item that applies from the list below.)

Yes No

2 Do your instructors create lesson plans before class? (In the space provided on the right, check just the item that applies from the list below.)

Yes No

3. How accessible are the textbooks for every subject? (In the space provided on the right, check just the item that applies from the list below.)

Adequate Not adequate Not available

If adequate or not adequate, what is the pupil to text book ratio?

4. Is there a blackboard in your class? (In the space provided on the right, check just the item that applies from the list below.)

Yes No

5. How is the availability of chalks and dusters for the blackboard? (Tick only one of the options below which applies in the space provided to the right)

Adequate Not adequate Not available

B. Physical Facilities and Implementation of Competency-Based Curriculum

6 What is the overall state of the roofing, wall and floor materials, ventilation, and lighting in classrooms and school buildings?

(Tick only one of the options below which applies in the space provided to the right)

Very Good Good Fair Poor

How do students throughout the entire school use the size and layout of the classrooms? (In the space provided on the right, check just the item that applies from the list below.) 1. Sufficient
Insufficient

7 Is your school library furnished with appropriate books and reading tables? (Yes or No: In the space provided on the right, check just the option that applies from the list below.)

Yes No

8. How well-maintained are the student desks and chairs across the entire school? (In the space provided on the right, check just the item that applies from the list below.)

Yes No

9. Does the school have its own playground? (Tick only one of the options below which applies in the space provided to the right)

Yes No

If 'no' in 17 above, where do children play?

10. Does the school have games and sport equipment and materials?

Yes No

If yes, list some of the main equipment and materials.

THANKING YOU FOR PARTICIPATION

APPENDIX D: PUPILS' FOCUS GROUP DISCUSSION GUIDE

The following semi-structured questions constitute the items in the focus group discussion with the Grade 3 pupils in Nandi East Sub County, Nandi County, Kenya

Name of the school _____

Number of participants _____

Male _____ -

Female _____

1. How do you apply what you learn on CBC in day-to-day life? (Probe for the use of skills and knowledge acquired)
2. Are you provided with the adequacy of learning resources you need for learning CBC? (probe for availability of T/L materials)
3. Do you like what you are taught through CBC here? (Probe for the relevance of NFE...)
- 4 Do you believe that the availability of the school infrastructure influences the implementation of
CBC

THANK YOU FOR YOUR PARTICIPATION

The following statements are about instructional methods, adequacy of learning resources, teachers' training and school infrastructure on implementation of CBC in public primary schools.

Please tick the response which matches your opinion. Key: 1=(SD)- Strongly disagree, 2=(D)- Disagree, 3=(UD)-Undecided, 4=(A)- Agree, 5=(SA)- Strongly agree).

Statements	SA	A	UD	D	SD
a) The impact of teachers' training on the implementation of the Competency-Based Curriculum (CBC) in public elementary schools within Nandi East Sub-County, Nandi County.					
Training equips teachers with the necessary knowledge, skills, and strategies to foster holistic development and cater to the diverse learning needs of students within the framework of CBC.					
Teachers have gained the fundamental knowledge and abilities required for the Competency-Based Curriculum's successful implementation through induction.					
The availability of in-service training has enabled teachers to acquire on the implementation of CBC.					
I was sufficiently prepared by teachers' training to apply the Competency-Based Curriculum (CBC) in my classroom					

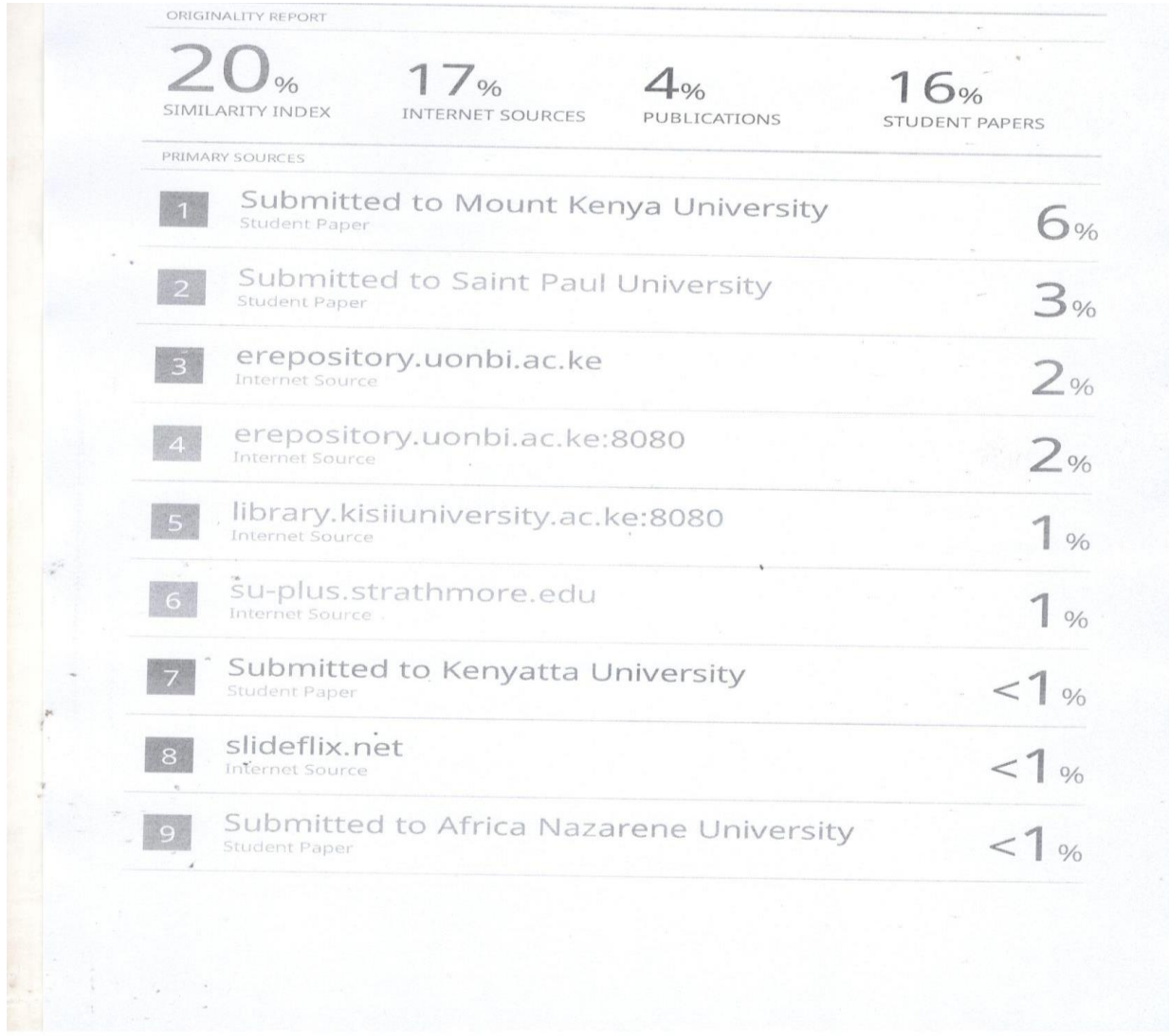
Knowledge and skills gained from teachers' training have positively impacted my ability to integrate CBC principles into daily lesson plans.					
b) Significance of pedagogical approaches in the execution of Competency-Based Curriculum in public primary schools within Nandi East Sub-County, Nandi County					
Through the provision of enough resources in school, the implementation of CBC has been achieved					
The teaching strategies employed in my classroom complement the CBC's aims and objectives.					
The availability of learning facilities in schools has enabled the teachers and education stakeholders to implement the CBC fully.					
The instructional methods employed effectively promote active student engagement and participation in learning under the CBC.					
The instructional methods are flexible enough to accommodate the diverse learning needs and abilities of students in the CBC framework.					
c) The impact of the sufficiency of educational resources on the execution of the Competency-Based Curriculum in public primary schools within Nandi East Sub-County, Nandi County.					

The availability of adequate learning resources (e.g., textbooks and teaching aids) significantly enhances my ability to deliver CBC-aligned lessons effectively.					
Insufficient learning resources hinder the implementation of the CBC in my classroom.					
The quality and variety of learning resources provided are sufficient to support diverse learning needs under the CBC framework.					
Access to up-to-date and relevant learning resources positively impacts student engagement and learning outcomes in CBC subjects.					
Adequate funding and support for acquiring learning resources are essential for the successful implementation of the CBC in public primary schools.					
d) The impact of school infrastructure on the implementation of Competency-Based Curriculum (CBC) in public primary schools within Nandi East Sub-County, Nandi County.					
Infrastructure					
The provision of sufficient classroom resources in schools has facilitated the smooth implementation of the Competency-Based.					
The establishment of a resource center has enabled the education stakeholders to implement CBC quickly.					

The accessibility and functionality of school infrastructure influence student engagement and overall success in CBC subjects.					
Upgrading and maintaining school infrastructure is crucial for ensuring equitable access to CBC-related resources and facilities.					
e) The implementation of a competency-based curriculum in public primary schools in Nandi East Sub-County, Nandi County, Kenya.					
At my school, the Competency-Based Curriculum (CBC) has been successfully incorporated into the instructional strategies. Students' participation and engagement in learning activities have increased thanks to the CBC framework.					
Teachers are given the assistance and training they need to successfully apply the CBC.					
Students' ability to think critically and solve problems has improved as a result of the CBC.					
In comparison to the prior curriculum, the introduction of CBC in our school has improved the overall level of instruction.					
In comparison to the prior curriculum, the introduction of CBC in our school has improved the overall level of instruction.					

THANK YOU FOR YOUR PARTICIPATION

Turnitin Report



Letter of introduction

Mount Kenya University



DIRECTORATE OF GRADUATE STUDIES

MED/2022/55798

19th June, 2024

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

Dear Sir/Madam,


RE: MARGARET JEPCHUMBA- REGISTRATION NO. MED/2022/55798

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 **"Influence of School Dynamics on the Implementation of Competency Based Curriculum in Public Primary Schools in Nandi East Sub County, Nandi County, Kenya."** It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **June, 2024 and August, 2024**.

Any assistance accorded to the student will be highly appreciated.

Thank you.


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

Mount Kenya University
P.O. Box 342 - 01000, THIKA
Deputy Director,
Graduate Studies

Enc.

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Chartered and ISO 9001 : 2015 Certified Institution.
Unlocking Infinite Possibilities

Field entry authorization



REF: MKU/ISERC/3807

TO: MARGARET JEPCHUMBA

Date: 14 June 2024

REG: MED/2022/55798

Dear Sir/Madam,

RE: INFLUENCE OF SCHOOL DYNAMICS ON THE IMPLEMENTATION OF COMPETENCY BASED CURRICULUM IN PUBLIC PRIMARY SCHOOLS IN NANDI EAST SUB COUNTY, NANDI COUNTY, KENYA

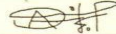
This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **2851**. The approval period is **14/06/2024 - 13/06/2025**.

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,



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

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Email: info@mku.ac.ke, Web: www.mku.ac.ke
Chartered and ISO 9001 : 2015 Certified Institution.
Unlocking Infinite Possibilities

Research permit from NACOSTI

 <p>REPUBLIC OF KENYA</p>	 <p>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION</p>
Ref No: 623759	Date of Issue: 04/July/2024
RESEARCH LICENSE	
	
<p>This is to Certify that Ms. Margaret Jepchumba 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 Nandi on the topic: INFLUENCE OF SCHOOL DYNAMICS ON THE IMPLEMENTATION OF COMPETENCY BASED CURRICULUM IN PUBLIC PRIMARY SCHOOLS IN NANDI EAST SUB COUNTY, NANDI COUNTY, KENYA for the period ending : 04/July/2025.</p>	
License No: NACOSTI/P/24/37393	
Applicant Identification Number 623759	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

