

**INFLUENCE OF SCHOOL MANAGEMENT DYNAMICS ON
IMPLEMENTATION OF COMPETENCY BASED CURRICULUM IN PUBLIC
PRIMARY SCHOOLS IN SAMBURU SUB-COUNTY,
KWALE COUNTY, KENYA**

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LEADERSHIP AND MANAGEMENT OF
MOUNT KENYA UNIVERSITY**

MAY 2025

DECLARATION AND APPROVAL \

Declaration by the Student

This research thesis is my original work and has not been presented in any other university or for any other award.

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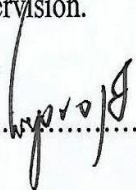
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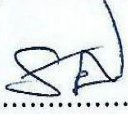
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DEDICATION

I dedicate this work to my wife, Halima Masha Kazungu and children for their support during my studies.



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I would like to thank various individuals who have been actively involved in the research process and various other stages that have culminated in the development of this thesis. I am greatly indebted to my supervisors, Dr. Benson Njoroge and Dr. Mary Mugwe Chui, for their invaluable input in compiling this document due to their several, but necessary corrections. I thank God for His immeasurable divine guidance and for giving me the spirit of commitment, patience and resilience in developing and eventual production of this piece of work. For my colleagues at Mount Kenya University whom I may not be able to thank in person, I owe all of you a lot of gratitude. Thanks, and may God bless you.



ABSTRACT

When implementing competency-based curriculum (CBC), school management dynamics have a significant role. Nevertheless, the CBC's adoption has not gone smoothly in Samburu Sub-county. Numerous learners have poor proficiency in important CBC learning domains. This research sought to evaluate how school management dynamics influence CBC implementation in public schools in Samburu Sub-county, Kwale County, Kenya. The goals were to evaluate how the adoption of competency-based learning programs in government-run schools was impacted by educator capacity building, instructional supplies, parent participation, and headteacher support. The curriculum implementation theory and the systems theory served as the research's compass. Both descriptive and phenomenological research approaches were used in this mixed technique study. A representative group of 368 interviewees was selected using Yamane's Formula from the target group of 4536 those surveyed, which included 87 administrators, 678 educators, 2 Curriculum Support Officers (CSOs), and 3769 third-graders. Using stratified sampling, two distinct strata were produced according to the number of zones in Samburu Sub-county. Purposive sampling was used to pick ten (10) administrators from each zone. For the purpose of the investigation, the CSOs were purposefully considered. However, simple random selection was used to choose 60 third-graders (6 per school) and 113 instructors from each zone. Twenty head instructors, 226 educators, two CSOs, and 120 third-graders made up the sample that was obtained through this sampling process. While data from administrators and CSOs were gathered using interview guidelines, data from instructors was gathered using surveys. Additionally, there was a document analysis guide for the investigator and an observation checklist for third-grade students. To assess the validity, reliability, trustworthiness, and dependability, thirty-seven participants from a sample of elementary educational institutions in Samburu Sub-county participated in a pilot study. Expert judgment was used to establish validity. The test-retest approach was used to assess reliability. The Cronbach Alpha Method yielded a reliability value of $r = 0.725$, indicating strong internal reliability. Data triangulation using various analysis and thorough documentation of every step of the data gathering procedure were used to determine credibility and dependability. Finding similar themes was the first step in the data analysis process. The objectives guided the thematic analysis of the qualitative data, which were then presented in narrative formats. With the use of SPSS Version 25, quantitative data were examined using descriptive statistics like frequencies and percentages as well as inferential analysis utilizing Pearson's Product Moment Correlation Analysis, which was then shown in tables. According to the research, Samburu Sub-county's public elementary schools have had difficulty implementing CBC. Grade III learners have inadequate learning abilities as a result of many instructors' inability to finish the material on time. School management are to blame for this. Thus, the Ministry of Education keep increasing teacher capacity. School managers should collaborate with stakeholders. In order to comprehend their crucial role in their children's education, parents should participate in school events. Administrators should keep holding seminars so that teachers may learn a lot about CBC.

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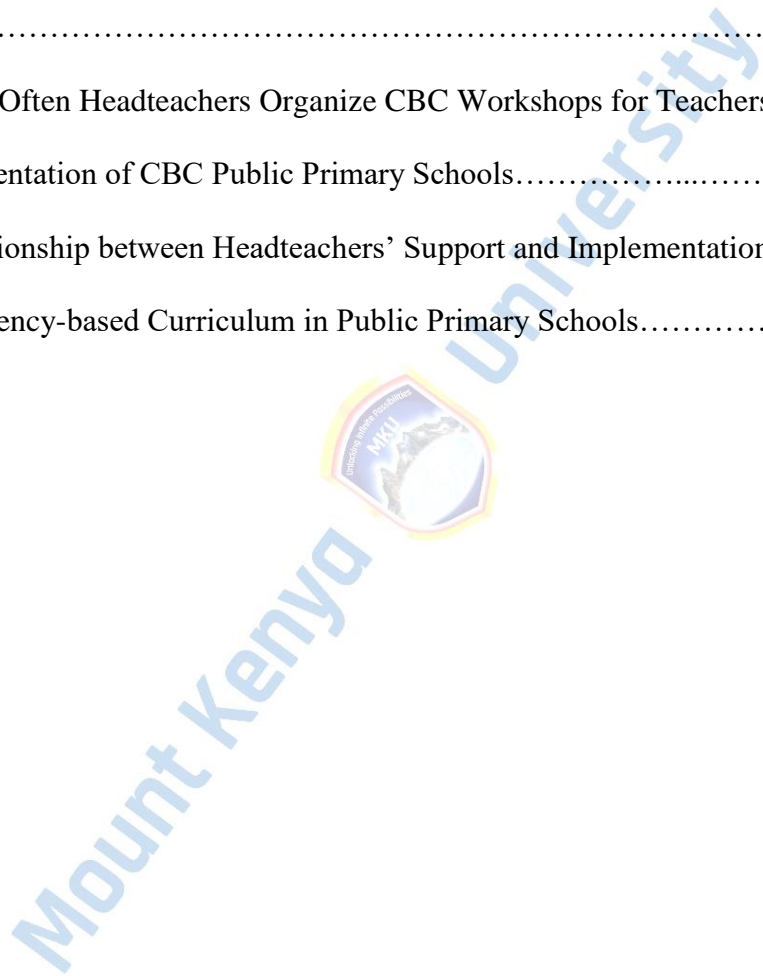
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LIST OF ABBREVIATIONS AND ACRONYMS

CBC	Competency Based Curriculum
CSOs	Curriculum Support Officers
IEBC	Independent Electoral and Boundaries Commission
KICD	Kenya Institute of Curriculum Development
KNBS	Kenya National Bureau of Statistics
NACOSTI	National Commission for Science, Technology and Innovation
NASMLA	National Assessment System for Monitoring Learning Achievement
OECD	Organization for Economic Cooperation and Development
REB	Rwanda Education Board
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background, research problem, study purpose, objectives, and research questions. It also outlines the rationale, significance, assumptions, scope, delimitations, and limitations of the study. Additionally, it includes operational definitions of key terms used throughout the research.

1.1 Background to the Study

Around the world, learning is seen as a crucial endeavor that helps students grow holistically and become accountable individuals of their nations. Instruction, as defined by UNESCO (2015), is a procedure by which every community consciously transfers principles, expertise, and abilities from a single era to the next. In order to fulfill this admirable function, several nations throughout the world are constantly modifying their educational structures and implementing student-focused curriculum reforms to accommodate the needs, passions, and taste as well as to utilize their skills and abilities at any given time. As an answer to the problems facing education, programs based on competencies have been adopted by several nations worldwide.

A competency-driven instruction, outlined by Bondi and Wiles (2014), is one that places more emphasis on the intricate results of the educational process—that is, the expertise, abilities, and mindsets that students will be able to apply—than it does on the conventional topics that students must acquire. Furthermore, according to the authors, a curriculum based on competencies is often created around a set of essential student capabilities that may be subject- or interconnected with curriculum. Edinger (2017) asserts, for instance, that in Finland, school administrators made the decision to advocate for the creation of targets in order to improve the framework of instruction due

to the prevalence of severe curriculum overburden in numerous school systems worldwide. Consequently, Edinger (2017) suggests that mastery remains the main option in this context, with an emphasis on an instructional system that focuses on what students in elementary education contexts can do pursuant to the information that they have been trained throughout the course of time. According to Bennett et al., (2016), a lot of effort has been made to implement the formally recommended topics manuals, and programs of study.

The actualization of a competence-based educational programs is impractical until the student has acquired the anticipated or designed instances, expertise, abilities, concepts, and viewpoints that are meant to allow that specific student to operate successfully in a community, as described by Bennett et al. (2016). Stated differently, the process by which instructors convert officially created academic programs into lesson plans, work schedules, along with courses for students is known as CBC execution. Its execution did not come without a fair number of difficulties, either. Just 23.9% of Latin American elementary educational institutions have successfully implemented CBC, and only 20.8% of students show improvements in their foundational vocabulary, mathematical concepts, and imaginative abilities (Hanushek and Luque 2018). In accordance with the investigators, a variety of variables, which involve school leadership characteristics, have been blamed for the inability to adopt CBC.

This bolsters the findings of Sturgis and Casey (2018), who noted that switching from the previous course of study to CBC in educational establishments like elementary schools necessitates high-level administration behavior, which are charged with overseeing the program's execution and final assessment. School leadership variability, as described by Rasinki et al., (2015), comprise a number of elements in schools that guarantee the achievement of the learning objectives of any curriculum.

To put it another way, these tactics include having qualified instructors on hand, curricular resources, infrastructure, parental participation, staff expertise and mindset change initiatives, and, most importantly, school administrators' commitment. The idea of school administration characteristics as the foundation of a top-notch educational system is best shown in the 2021 Global Competitiveness Report of the World Economic Forum, featuring Finland. A study from Islamia University of Bahawalpur demonstrates that in Pakistan, the educational organization is responsible for making sure that competent instructors, educational resources, and curriculum assistance resources are readily accessible and sufficient before starting the educational program execution procedure (Javed & Hamid, 2015). These claims highlight how important school administration dynamics are to CBC delivery.

As indicated by Nederstigt and Mulder (2011), the adoption of CBC in Indonesia has caused a shift in the responsibilities of many actors. Nederstigt and Mulder (2011) claim that CBC has changed the position of the instructor from headmaster to instructional facilitators, requiring instructors to take after caregivers, who are constantly in charge in the educational environment and must support students in setting objectives for learning. However, there have been a number of difficulties with the CBC's adoption in Indonesia.

According to an evaluation survey conducted by Musiman et al. (2020), nearly 59.4% of pupils in elementary schools in Indonesia continue to exhibit underdeveloped qualifications in critical subject areas like mathematical reasoning, science, and linguistics, despite the efforts made by the country's school administration. The situation is similar in many Sub-Saharan African nations, where CBC implementation has encountered and continues to meet severe difficulties. For example, though stakeholders such as school management and government having adopted a myriad of strategies,

implementation of CBC is still not devoid of numerous shortcomings. According to an evaluation conducted by Ajibola (2018), Nigeria's execution record remains at 39.5 percent rate of achievement since the CB was introduced. A number of elements of CBC, including the enhancement of student capabilities, are still far from being fully realized, according to Ajibola (2018). For example, 67.3 percent of participants are still unable to demonstrate excellent language skills, 77.3 percent are unable to succeed in arithmetic operations, 45.9 percent do not exhibit enhanced imaginative thinking, and 35.9 percent lack the expertise necessary to complete basic prevalent duties.

Muraraneza and Ntombifikile (2018) report similar incidents in South African schools in KwaZulu Natal Province, where adoption is still in its early stages. Muraraneza and Ntombifikile (2018) also claim that there are signs of significant progress in the execution of CBC in educational institutions where administration has been successful in including parents, changing staff attitudes, offering curricular resources, infrastructure, and educated instructors. According to these claims, the effective roll out of CBC depends on the education and preparation of educational professionals, their preexisting beliefs that align with the educational enlightenment sufficient instructional resources, buildings, and parental engagement.

In simple terms, educational organization dynamism is one of the numerous reasons why CBC has failed to achieve its goals. The CBC launched in Kenya as a remedy for the issues plaguing the 8.4.4 educational system. According to Ondimu (2019), the 8.4.4 framework was overloaded with curriculum material and failed to address student's urgent demands. CBC was implemented in 2018 with school administration at the core of the effort to use students' skills and abilities. In order to achieve this, the Ministry of Education started a program to increase instructional capacity, which included retraining instructors on CBC designs, providing instruction supplies to

educational institutions constructing additional classrooms and other structures and involving caregivers and other key players. According to an evaluation conducted in Nairobi County by Karimi (2020), there were difficulties in implementing CBC, since numerous students in public elementary schools had poor proficiency in management, artistic ability, mathematical skills, and interpersonal abilities. In a manner comparable to this, Uwezo (2016) revealed skills in key topics that fell short of expectations. The actualization of CBC is still lacking in Samburu Sub-county, where students find it difficult to finish assignments, solve issues, communicate clearly, show innovation, work with peers, and show governance. Only 19.4 percent of the sub-county's lower primary students exhibit increased reading, 11.9 percent are proficient in arithmetic, and 16.3 percent have acquired life skills like leadership and collaboration, according to NASMLA (2020). This investigation was motivated by the fact that, in spite of these worries, very little empirical work has looked at how school administration dynamics impact CBC adoption.

1.2 Statement of the Problem

The administration plays a critical role in implementing the CBC, which is beneficial for developing students' abilities and competences. The execution of CBC in government-run primary institutions in Samburu Sub-county has been difficult, though, since many lower elementary pupils continue to perform poorly in language, numeracy, creativity, and critical life skills. Only 19.4 percent of students show increased communication abilities, 11.9 percent are able to perform fundamental numerical assignments, and 16.3 percent exhibit important life skills like managerial competence and cooperation, as reported by NASMLA (2020). This suggests that learners' proficiency in fundamental subjects is still below par.

The investigation is necessary because, in spite of these problems, little research has examined the ways in which educational institution leadership dynamics impact CBC adoption.

1.3 Purpose of the Study

The purpose of the study was to investigate the influence of school management dynamics on the implementation of competency-based curriculum in public primary schools in Samburu Sub-county, Kwale County, Kenya.

1.4 Objectives of the Study

These objectives served as the study's compass:

- i. To investigate the influence of capacity building of teachers on implementation of competency-based curriculum in public primary schools in Samburu Sub-county.
- ii. To establish the influence of availability of curriculum support materials on implementation of competency-based curriculum in public primary schools in Samburu Sub-county.
- iii. To determine how involvement of parents influences implementation of competency-based curriculum in public primary schools in Samburu Sub-county.
- iv. To examine the influence of headteachers' support on implementation of competency-based curriculum in public primary schools in Samburu Sub-county.

1.5 Research Questions

These research questions served as the basis for this investigation:

- i. How does capacity building of teachers influence implementation of competency-based curriculum in public primary schools in Samburu Sub-county?
- ii. To what extent does availability of curriculum support materials influence implementation of competency-based curriculum in public primary schools in Samburu Sub-county?
- iii. What is influence of involvement of parents on implementation of competency-based curriculum in public primary schools in Samburu Sub-county?
- iv. To what extent does headteachers' support influence implementation of competency-based curriculum in public primary schools in Samburu Sub-county?

1.6 Rationale of the Study

There have been significant difficulties in implementing the CBC in public elementary schools, which has led to learning results that are largely ineffective. Numerous students in lower grades still struggle in critical domains including linguistics, imaginative thinking, mathematical skills, and vital life abilities. As mentioned earlier, NASMLA (2020) found that just 19.4 percent of students in Samburu Sub-county had greater ability to communicate, 11.9 percent could do simple math activities, and 16.3 percent had life skills including leadership and cooperation. These results demonstrate that student proficiency in foundational subjects is still below projections. Therefore, by examining how certain organizational dynamics affect the effective execution of CBC in elementary schools that are public, the present investigation aims to add to the body of information already in existence.

1.7 Significance of the Study

Students in elementary school may gain from this investigation by having the opportunity to receive high-quality instruction based on a well-planned program. The results might be used by administrators in schools to more effectively prepare for upcoming obstacles and apply efficient management techniques for an effective CBC deployment. While families, neighborhoods, and governmental entities might grow more conscious of their efforts to the effectiveness of the CBC procedure, educators may acquire a better awareness of their responsibilities in it. Given that CBC guarantees better learning results for their kids, parents more specifically could grow more confident and trusting of the organization. The conclusions may also be employed by KICD and MoE policymakers to solve execution problems that school administrators confront. Finally, scholars and researchers may expand on the work to support other studies in the field.

1.8 Scope of the Study

This research was conducted in Samburu Sub-county's public elementary schools to evaluate the ways in which managerial dynamics affect CBC adoption. It blended phenomenological and descriptive research approaches utilizing an a combination of methods methodology. Instructors were given forms to complete in order to collect statistical information, while CSOs and administrators were interviewed using interview guidelines to acquire qualitative data. Additionally, a document analysis guide and a checklist for monitoring for third-grade students were utilized. The study was carried out between October and December 2023.

1.9 Limitations of the Study

These limitations were faced by the investigator:

- i. Some participants refused to give accurate details regarding the status of execution of CBC in their institutions for fear of victimization. In this case, they were assured that their identities would not be revealed whatsoever.
- ii. Accessing critical documents such as records on learner competencies, especially those of grade III learners, to measure the status of the execution of CBC posed a challenge in many government-run primary institutions. In this instance, the investigator informed them that the material would be purely for educational use and that the aim of the investigation was to complement their efforts of improving execution of CBC in government-run primary institutions.
- iii. The results of the present investigation may not apply to other elementary schools since school administration may not be the only factor influencing the CBC's adoption. In this instance, the investigator suggested that more study be done on the use of CBC, but with an emphasis on factors different than those being studied.

1.10 Delimitations of the Study

These delimitations aided as the groundwork for the investigation:

- i. The study focused on school management dynamics reflected through capacity building of teachers, availability of curriculum support materials, involvement of parents and headteachers' support and how such dynamics influence the execution of CBC in government-run primary institution.
- ii. The details were collected from headteachers, teachers, the CSOs and third-graders in government-run elementary institutions.
- iii. The study focused on public elementary institutions in Samburu Sub-county.

1.11 Assumptions of the Study

The investigation assumed;

- i. That implementation of CBC has been a difficulty for elementary schools run by the government.
- ii. There accurate primary data on the status of implementation of CBC were available and accessible in public primary schools.
- iii. That school management dynamics serves a vital function in implementing CBC in government-owned elementary institutions.
- iv. That capacity building of teachers, availability of curriculum support materials, parental involvement and headteachers' support impact execution of CBC in government-owned elementary institutions.
- v. That responders would cooperate to offer trustworthy information.

1.12 Operational Definitions of Key Terms

Availability of Curriculum Support Materials: denotes the series of actions made by the management in the institutions to guarantee the convenience of pedagogical supplies to support the procedure of implementation of CBC in elementary institutions.

Capacity Building of Teachers: is the process of giving educators the abilities and information they need to apply CBC in elementary schools.

Headteachers' Support: refers to a series of actions by primary school heads to ensure that CBC is effectively and smoothly implemented.

Implementation of Competency-based Curriculum: is the process of putting into practice the educational objectives of competency-based curriculum in primary schools.

Involvement of Parents: refers to a process of engaging parents in learning activities of their children in public primary schools.

School Management Dynamics: refers to a set of activities and approaches which public primary schools undertake to implement CBC by providing the required resources such as capacity building of teachers, curriculum support materials and physical facilities.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter offers a review of the literature on school management dynamics and their influence on CBC implementation. It focuses on essential themes such as the implementation of the CBC, school management dynamics, teacher capacity building, curriculum support materials, parental participation, and headteacher support for CBC implementation. The chapter also describes the theoretical and conceptual underpinnings that guide the research and finishes with a summary of the gaps found in the evaluated literature.

2.1 Empirical Literature Review

Implementing a CBC, understanding educational organization dynamics, the impact of instructor capacity building, the accessibility of resources for curricular assistance, and the encouragement of administrators and parents are the foundations of empirical literature.

2.1.1 The Concept of Implementation of Competency-based Curriculum

In order to put into effect a curriculum based on competencies, the formally recommended topics, curricula, and programs to be taken must be followed. As the student gains the anticipated or designed encounters, information, abilities, concepts, and mindsets that are meant to enable a similar student to operate successfully in a community, it is important to remember that competency-based instructional design cannot occur (Beane, 2010). This suggests that CBC execution encompasses the process by which teachers convert the formally intended or intended course of study into lesson plans, work schedules, and educational programs that students will get. In accordance to the OECD (2020) in Bulgaria, CBC execution is regarded as a strategy

that gives students a set of behaviors, attitudes, and expertise that they can use to achieve results in a specific organization or professional role. These claims support the idea that the system of instruction and learning should create imaginative abilities, address the specific requirements of the new jobs that are expected to emerge, and improve the career prospects and adaptability of adults who are now employed. In order to keep up with the swift shifts in the financial system, manufacturing sector, and social context, modifications were desperately needed. Stated differently, the concept of competency is intended to consider these shifts and requirements.

When OBE was first implemented in South Africa in 1997, it was criticized for its complex processes for creating educational materials and its use of jargon-heavy, technical terminology (Christie, 2011). One factor contributing to the curriculum's difficulties was its quick implementation without sufficient training for educators in outcomes-based instruction and ongoing evaluation. The government first limited implementation to Grade 1 due to insufficient capability in provincial organizations and schools. Due to these flaws, a review committee was established, and as a result, the National Policy Statement (NPS), an improved OBE, was created.

2.1.2 The Concept of School Management Dynamics

In elementary schools and other educational institutions, school leadership characteristics are a collection of elements that facilitate the educational program execution procedure. They include the elements for which elementary schools have allocated the funds needed to begin the educational program execution procedure. These factors encompass parent participation, school administrator assistance, curricular aids and supplies, and instructor development or training in the framework of CBC deployment. To put it another way, Huff (2011) believes that school administration dynamics concern themselves with how educational organizations function through

management procedures like arranging, preparing, and controlling academic operations and additionally making efficient utilization of the resources to fulfill the objectives of the institutions of learning. Despite the allocation of enormous resources, a variety of schools worldwide are struggling to provide the desired results due to inadequate efficiency. The conclusions of a research on school management readiness in the US and Turkey by Fatos and Hasan (2014) are supported by these claims. The investigation aimed to identify the relationship between educational resources, structure of institutions, in-service instructor skill developing, staff communication, and administration procedures. Furthermore, in educational establishments that embraced Napoleonic management practices, centralized systems, a lack of teacher professional development, and a constrained budget made school management preparation less successful.

Suto (2020) asserts that the circumstances present in institutions are an especially crucial element in the CBC's execution, supporting the aforementioned findings. Febriya and Nuryono (2014) also point out that the accessibility of qualified instructors to carry out the curriculum determines its effectiveness. To put it another way, educators must be competent in creating learning resources, instructional designs, approaches to learning, and educational instruments; they must also be able to employ frameworks, tactics, and creative learning techniques; and they must have an approach to teaching that creates a welcoming and fulfilling setting for learning. For CBC to be successful, it must begin with solid execution and preparation.

The execution is linked to a program for training educators that follows the CBC execution framework, the accessibility of teacher and student manuals, the enhancement of educators competency, the bolstering of school administration capabilities, the development of an educational culture centered on locally relevant material, and the

guidance provided by educators in distributing the syllabus to be executed while involving pertinent key players, including caregivers, which is the primary focus of this investigation.

2.1.3 Capacity Building of Teachers and Implementation of Competency-based Curriculum

Developing the abilities of educators is essential to the effective adoption of CBC in classrooms. In light of this claim, Armstrong (2011) believes that educator enhancement and training will assist them get the essential abilities to enhance their comprehension of many facets that are required for innovative instructional techniques. This suggests that in order to implement real curricular improvements in schools, educator preparation has to be given top priority. Sturgis and Casey (2018) observe that the implementation of CBC completely altered the educational and instructional method, shifting the focus from instructor-centeredness to the student-centeredness.

Training centered on instructor ability and specialty is required since, according to Inandi and Gilic (2016), instructors are facilitators who solely direct the entire educational process. This suggests that a teacher, in their role as a guide, has to embrace a model in order to recognize and develop a student's natural talents. In order to do this, Zeiger (2018) suggests that educators need to possess significant knowledge and abilities, be able to interact with every student, set high goals, and select teaching materials that are appropriate for students of all skill sets.

Karia and Ahmad (2010) found in a Malaysian investigation that instructors' effectiveness as well as expertise are increased when their capacity to apply the curriculum is increased. Stated differently, educator training may be viewed as a gauge of how well instructors have learned the expertise necessary to provide instructional supervision in the classroom.

In response, the Ministry of Education organized teacher training courses for durations of one month, two months, or occasionally even longer, according to Stoll et al. (2011). Leithwood et al., (2013) discovered that in Estonia, instructors must complete a unique program that includes instruction on instructional techniques and a minimum of a five-year period of classroom practice. For the implementation of curriculum to be successful, these instructors need to have strong intellectual, social, tactical, and mental capacity abilities. Put another way, in order to ensure that CBC are implemented by educational institutions smoothly, instructors must possess the abilities they need to carry out their teaching duties more successfully. In other words, instructors are supposed to learn more and impart that information to their peers.

The state of South Africa prioritizes education for educators, with a focus on standardizing along with increasing academic credentials, enhancing managerial skills, and offering assistance. This supports UNESCO's (2015) claims that instruction gives educators the expertise they need to improve instructional delivery given that in the absence of these abilities, numerous educators become consumed by the demanding responsibilities for educational management.

The Rwanda Education Board (REB) (2018) states that in order to ensure continuous improvement of CBC and accomplishment, schools in Rwanda hold one-hour workshops every Friday. Accordingly, REB often prepares academic coaches and educational facilitators to deliver workshops. REB (2018) asserts that one effective strategy for addressing issues related to the implementation of the CBC techniques is for instructors and administrators to exchange innovative methods, achievements, and experiences learned. instructor's empowerment is considered a critical factor in the effective execution of CBC in Kenyan schools, according to Obuhatsa (2020). As a result, instructors must take into account the shift in obligations under CBC, which is

centered on the connection that is developed between the educational program and the students while they are being taught. Kwale County research by Mwashashu et al., (2020) found that instruction for teachers is essential because it helps instructors comprehend the theoretical foundation of any program as well as the potential effects of the freshly introduced curriculum on learners, their parents, executives, and other players. Additionally, Mwashashu et al. (2020) discovered that the course of study can include material that instructors have yet to teach in a long time, are inexperienced with, or are acquainted with but given in a novel way. The investigation also found that in order for instructors to successfully apply an educational program or syllabus, they must have a thorough understanding of its objectives and content. There is still more work to be done, though, since Mwashashu et al. (2020) and other evaluated research have not examined the ways in which certain teacher qualities affect the actualization of CBC in primary educational institutions.

2.1.4 Availability of Curriculum Support Materials and Implementation of Competency-based Curriculum

The materials that are necessary to support classroom instruction and education are known as educational assets. These resources, whether they are manufactured locally or commercially, are intended to improve the educational process, claims Abdullahi (2011). According to Isola (2013), interactive and immersive techniques including games, imaginative play, presentations, demonstrations, real-life scenarios, and figurative illustrations are also included in Austrian educational materials. Basic resources such as reference materials, internet-based resources, lesson plans, and course materials are essential for good instruction, according to Cramer and Castle (2014). Educators can communicate certain learning objectives with the help of these materials. To achieve educational objectives in the context of adopting the CBC, curricular

support resources are essential. A sufficient supply of these resources guarantees seamless information delivery and conceptual mastery. Furthermore, Riordan and Noyce (2013) stress that efficient utilization of instructional resources substantially enhances both the quality of education and students' comprehension of the topic. According to Russian research by Zamyatin (2012), curriculum implementation—like CBC—is more successful when instructors and students have adequate accessibility to educational resources, with students reaching proficiency levels of up to 79.1%.

In a similar disposition, the FDE (2013) highlights how the thoughtful application of instructional aids improves learning via lowering indifference, bolstering texts, igniting curiosity, and encouraging innovation. These results demonstrate how important educational resources are to improving instruction in the educational environment. Institutions ought to be urged to experiment and provide materials that are specific to the demands of each topic in the absence of such assets. In backing of this perspective, an investigation carried out in the Czech Republic by Bušljeta (2013) discovered that educational settings that are rich in exciting and captivating visual materials—used to convey between forty and fifty percent of content—help make educational experiences appealing to youngsters by lining up with media that they are already familiar with, such as the internet, video games, and television.

The research investigation found that students in schools with sufficient educational materials were able to understand topics faster than students in institutions with insufficient resources. The scenario is similar in Africa, where curricular support resources are seen as essential elements when CBC is implemented in classrooms. Baker et al., (2012) support this claim by stating that inadequate educational tools and poor utilization of educational assets are the causes of low student performance. In order to impart knowledge to be efficient, educational institutions and educators must be

well prepared in terms of planning, designing, producing, choosing, and using pertinent instructional resources. Moronfolo (2010) carried out research in the Local Government Area of Kwara State, Ilorin, Nigeria, which connected these to the accomplishments of pupils pursuing certain topics and the accessibility of instructional materials. The investigation found that pupil achievement in several subject areas is significantly impacted by the presence of sufficient instructional resources. Clotfelter et al., (2014) conducted study in South Africa that demonstrated that inadequate and poor use of teaching materials is the cause of inefficient mathematics adoption and low academic achievement in elementary levels.

In Kenya, mainly in Samburu Sub-county, the government started producing and supplying curricular instructional materials to institutions with the aim of improving the execution of the CBC. The MoE has supplied publications, study guides, and equipment to support educators in implementing CBC, NASMLA (2020) document. Notwithstanding these efforts, many interested parties have expressed concern about the curricular aids used by public elementary schools. The investigation was conducted because there aren't many empirical studies that examine how much the quality and sufficiency of curricular support materials affect the way CBC is implemented in primary schools owned by the government.

2.1.5 Involvement of Parents and Implementation of Competency-based Curriculum

Role of parents in curriculum execution cannot be wished away. According to Epstein (2009), Whenever educational institutions began, households and educational institutions have collaborated to deliver an excellent educational experience to youngsters. In the initial stages, it was the duty of households to provide their young ones with the skills they would need, and institutions took over with minimal help from

households. Nevertheless, educators and parents have partnered and shared responsibility for educational opportunities for children in more organized ways as a result of the CBC, increased accountability, and aspirations for youngsters to meet high academic standards. Davis (2013) posits that parents participate in the development of learning materials for learners, providing instructional resources and practically assisting learners in undertaking their assignments and homework. Domitrovich, Gest, Gill, Bierman, Welsh and Jones (2012) conducted a research in the Netherlands and found that school readiness involves parents visiting academic clinics to help their learner's tutelage, volunteering, parents' days and undertaking school feeding programmes.

Domitrovich et al (2012) revealed that parents can take an even greater part in assisting their youngsters do better academically by encouraging them, setting up a suitable investigation time and environment, setting an example of desired behavior patterns such as literature for enjoyment, keeping an eye on assignments, proactively tutoring their youngsters at home, and educating them for what they can anticipate in getting better grades. In the opinion of Hartley et al. (2010), factors related to family history have less of an impact on students' achievement than parental participation to master concepts under CBC. In circumstances where CBC has succeeded, schools have had to involve parents to encourage their children, help them develop learning materials and assist them with homework.

These results demonstrate that youngsters are more likely to excel academically when caregivers engage in regular communication and collaborate to promote learning. The US the federal government acknowledged the significance of parental participation in academic achievement through a federal law passed in 1994. The 2000 Goals were the focus of the declaration: According to the Educate America Act of 1994, all schools

must encourage parent-school cooperation by the year 2000 in order to boost parental involvement and engagement in the young people's psychological, social, and intellectual development (Weiss, Caspe & Lopez, 2012). This supports the assertions of Utah Education Association (2008) youngsters who do better academically when their caregivers participate actively in their education at their homes. This demonstrates even more how crucial it is to include parents in school administration initiatives. According to research conducted in Mozambique, Conenzio and French (2016) found parents constitute a critical component in the implementation of CBC since they provide scholastic materials, act as role models to learners and help learners undertake their homework activities.

In schools where parents are regularly involved in school management programmes, children register higher learning outcomes, greater cognitive competence, greater problem-solving skills, reduced behavioral issues at educational institutions, improved attendance, and increased school happiness. These results demonstrate that quality parent-school collaboration promotes positive relationships and valuable sharing of information, outcomes that affect parent satisfaction and may also contribute to child development and adjustment to new curriculum requirements.

In Rwanda, the Rwanda Education Board (2018) posits that parents are important in the implementation of CBC in providing instructional resources, physical facilities and monitoring children's behaviour patterns. They also take part in volunteering activities, such as school feeding programmes, development of learning materials and accompanying learners in field work activities (REB, 2018). In Kenya, involvement of parents is very important in the implementation of CBC to ensure ownership of the system as well as expressing their views especially on the best ways to implement and sustain it.

In addition to providing and developing curricular resources, a research investigation conducted in Nairobi County by Ngaruiya (2017) found that caregivers, when consulted, are essential to advancement of, execution, and administration of CBC. According to Njenga and Kabiru (2018), the successful assessments of primary students indicate that parental participation is a strong indicator of a learner's accomplishments in school. For example, a republication of his research work carried out in Uasin Gishu, Koech (2021) established that communication between staff and families can help promote learners' performance in school. Koech (2021) established that parent-teacher engagement in primary children's educational and learning experiences is critical to their success in academic performance and social-emotional skill development among elementary students.

Majibu (2021) investigated in Samburu Sub-county and discovered that when parents participate in school-related operations, their children's classroom participation, completing homework, learning behaviors, and regulation all enhance. This suggests that parents' participation in how their children are educated at home is a significant factor in raising the standard of instruction provided in institutions. In the words of Majibu (2021), parents must learn how to allocate their time and money to enhance the educational opportunities for their youngsters since everything that they engage in within their homes and at the educational institution have an impact on the level of instruction that their young ones acquire.

There is still more work to be done, though, since Majibu (2021) and other examined empirical research have not explained how parent participation in certain actions affects the execution of the CBC curriculum in elementary institutions that are publicly owned.

2.1.6 Headteachers' Support and Implementation of Competency-based Curriculum

Headteachers perform a crucial role in implementing CBC. In the words of Zepeda (2017), efficient curricular execution in any educational facility is dependent on the assignments of the headteacher, who must guarantee that student achievement improves by building effective leadership in educational settings. In essence, the headteacher must guarantee that their school's instructional objectives and methods of accomplishing them are clearly defined by the trained personnel. Headteachers are tasked with a raft of activities such as organizing for workshops for re-training of teachers, planning for meetings on CBC, supervising teachers, undertaking classroom observations as well as interpreting CBC guidelines to teachers.

Javed and Hamid (2015) discovered that in institutions where CBC is successfully utilized, headteachers offer educators with straightforward instructions, guidance, and oversight, encouraging both innovation and obedience. As executives, administrators must set responsibilities and monitor progress to maintain responsibility. Their cooperation is critical to the effective execution of CBC in elementary schools. In Sub-Saharan Africa, educators are seen as vital educational leaders who must be involved. Mestry and Singh (2014) discovered that in South Africa, headteachers oversee the development of CBC-aligned materials such lesson outlines, work schedules, and evaluation standards. This emphasizes their crucial role in monitoring instruction and policy adherence.

Samburu Sub-county is no different, with headteachers regarded critical to the successful execution of CBC. For instance, Watoro's (2011) study in Kwale County found that efficient curriculum implementation is inextricably linked to the institution's principal. Nevertheless, considerable work has to be done because Watoro (2011) and

other evaluated studies have not investigated how specific types of assistance offered by administrators effect CBC adoption in primary educational institutions.

2.2 Theoretical Literature Review

The investigation was motivated by two theories. These were as follows: the systems theory, the curriculum implementation theory.

2.2.1 The Systems Theory

The research involved centered on the concept of open systems proposed by Luhmann (2004). The open systems theory is a framework to institutions that associates them to organisms with inter-reliant elements, each with a distinct purpose and associated duties. Every aspect of the company is interrelated and interdependent. The educational institution as an entity is a democratic structure that interacts with its surroundings and constantly adapts and improves.

According to Luhmann (2004), successful interaction among school administrators, instructors, students, and stakeholders requires monitoring to produce an optimal atmosphere for learning. He contends that educational institutions must adjust to outside factors, such as policy or legal changes, in order to stay effective. In the present investigation, flexibility is critical to effective CBC adoption. The open systems theory emphasizes the relevance of elements like as teacher capacity development, curricular material availability, stakeholder participation, and headteacher support. As a result, Luhmann's theory is helpful in demonstrating that reaching CBC goals necessitates mobilizing all available assets and assistance systems.

2.2.2 The Curriculum Implementation Theory

Franklin Bobbit (1956) and Ralph Tyler (1949) proposed the curriculum implementation hypothesis, which guides this study. The notion says that, while human existence is diverse, it is made up of defined occupations, and education should

effectively prepare students for these jobs. In the words of Bobbit (1956), examining real-life events allows one to determine the mindsets, abilities, and information that individuals require, which then serve as the curriculum's objectives. Instruction therefore constitutes a sequence of encounters aimed at assisting students in achieving these well-defined objectives. Franklin Bobbit's (1956) organized and objective-driven strategy for designing educational programs elicited mixed responses. One prominent critique is the lack of a guiding social vision, which reduces curriculum development to a merely technical effort. As innovative and child-focused educational philosophies gained traction, Bobbit's rigorous emphasis on order and specified objectives seemed incompatible with more adaptable and integrated strategies to learning.

Nevertheless, Ralph Tyler's (1949) work has had a larger long-term influence on curricular thought and practice. His concept is built upon four essential questions: What educational objectives should schools pursue. What experiences of learning will help you reach your goals? How should these encounters be structured? And how can we determine whether the objectives have been met? These questions emphasize the fundamental elements influencing curriculum implementation and provide a realistic framework for educational planning and change.

2.3 The Conceptual Framework

The conceptual framework for the investigation was rooted in school management dynamics, represented by four key components: teacher capacity building, availability of curriculum support materials, parental involvement, and headteachers' support—serving as the independent variables. The adoption of the CBC in elementary institutions served as the dependent variable. Headteachers' management styles and staff attitudes were considered intervening variables, as illustrated in Figure 1.

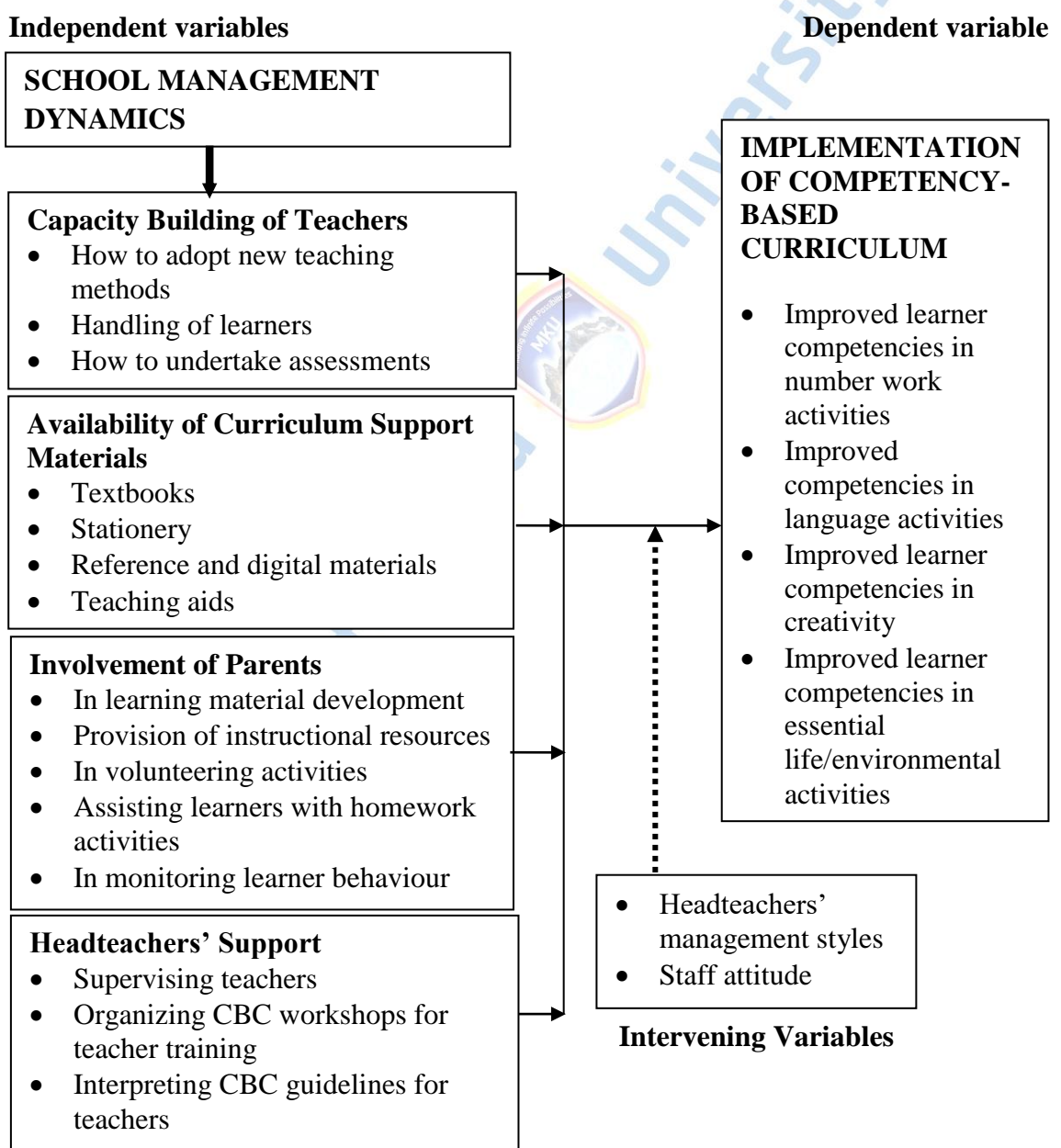


Figure 1: The Conceptual Framework
 Source: Researcher (2025)

2.4 Research Gaps

The research demonstrates that school leadership factors, such as instructor retraining, instructional supplies, family participation, and headmaster assistance are crucial to the CBC effective execution. Still, there are a number of investigation holes. Mwashashu et al. (2020), for example, stressed the value of educator development but did not investigate the ways in which instructor availability and specialized skills affect CBC execution. Similar to this, despite government attempts to provide educational resources, NASMLA (2020) found that nothing is known about how their quality and sufficiency affect CBC deployment. Majibu (2021) and other research have not expounded on the ways in which parental commitment is impacted by engagement with certain activities. Last but not least, although Watoro (2011) emphasized the assistance provided by administrators, the precise forms of support and their immediate impact on CBC were not investigated. The present investigation was founded on these gaps.

2.5 Summary of Literature Review

According to the literature, educational organization dynamics are essential to the CBC execution in elementary schools because they give executioners the expertise they need, supply facilities and instructional supplies, and involve stakeholders at every stage of the procedure. The foundation for this study came from the necessity for more research to ascertain how certain managerial patterns impact the executing procedure, given the ongoing difficulties with CBC adoption in public elementary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter covers the research approach that was employed to conduct the study. It focuses on research design, study location, target population, sample size, sampling methodologies, research instruments, instrument piloting, reliability and validity, data collecting and analysis procedures, and ethical issues.

3.1 Research Methodology

The two types of approaches were used in the investigation's hybrid approach. Given that the current investigation included the gathering and analyzing of qualitative as well as quantitative statistics in a single investigation, this methodology was appropriate. The strengths of the two kinds of techniques will be used in this investigation to support one another. Creswell (2014) states that a quantitative approach involves investigators asking targeted questions and gathering measurable information from an extensive range of individuals. In this instance, surveys were utilized to gather data. Simultaneously, qualitative information was gathered by depending on participant opinions and gathering information that was mostly composed of respondent words. In this instance, observation checklists and interviews were used to gather data.

3.2 Research Design

Two methods of investigation were used in the investigation to cover the two types of methodologies. These study designs were phenomenological and descriptive surveys. Quantitative methodologies were implemented using a descriptive survey study design. This is since, in accordance with Creswell (2014), the design of descriptive surveys employs a quantitative research method to gather quantifiable data for the sample's statistical analysis in order to meet the quantitative component.

This approach was suitable for the investigation as it used surveys to get quantitative results that were backed up. To support this, the exploratory component—which emphasizes common life experiences within a group—was conducted using a phenomenological research approach. Its primary objective, as explained by Creswell (2014), is to capture the fundamental characteristics of a certain phenomenon. Participants were given the chance to voice their thoughts and experiences about how school administration dynamics impact the adoption of CBC in this investigation. Both observations and interviews checklists were employed to collect qualitative statistics, and the outcomes of both techniques were combined and triangulated to improve the research variables' interpretation.

3.3 Location of Study

The investigation was carried out in Kwale County's Samburu Sub-county, which is 2,443.7 square kilometer in size and has an estimated population density of eighty-three persons per km², with a total demographic of about 202,235 (KNBS, 2019). The region's primary sources of income are subsistence farming and trading. Public elementary schools in the Sub-county continue to submit reports of inadequate student abilities in linguistics, imaginative thinking, basic mathematical skills, and interpersonal abilities despite CBC attempts to implement them. Only 19.4 percent of students exhibit greater abilities to communicate, 11.9 percent are able to manage simple math problems, and 16.3 percent have acquired critical life skills, according to NASMLA (2020). Samburu Sub-county was chosen as the research site in light of these difficulties.

3.4 Target Population

With 87 public elementary schools in Samburu Sub-county, the target group consisted of 4536 those surveyed, including 10 chief educators, 678 instructors, two CSOs, and 3769 third-graders, as indicated in Table 1:

Table 1: Target Population of the Study

Respondents	Target Population
Headteachers	87
Teachers	678
Curriculum Support Officers (CSOs)	2
Grade Three Learners	3769
Total	4536

Source: Samburu Sub-county Education Office (2025)

3.5 Sampling Procedures and Sample Size

The investigator used Yamane's Formula to determine a sample size that was appropriate for the goals of the investigation. This was appropriate because, as a formula determined by the desired demographic at a high degree of certainty, it produced an exact and limited sample size that was incredibly accurate. This was used in the manner described below:

$$N_0 = \frac{N}{1 + N(e^2)}$$

Here, N is the intended population, e is the 5% margin of error (0.05), and N_0 is the required sample size at a 95% confidence level. As a result, the ideal sample size is:

$$N_0 = \frac{4536}{1 + 4536(0.05)^2}$$

$$N_0 = 368 \text{ respondents}$$

Using stratified sampling, two separate strata were created according to the number of zones in Samburu Sub-county. From every region, ten chief educators were specifically chosen.

Purposive sampling, as explained by Creswell (2014), attempts to test evolving hypotheses regarding the context and comprehend variance in the phenomena of interest. Purposive sampling was also used to include all CSOs. To reduce bias, 60 third-graders (6 per school) and 113 instructors picked by simple random selection from each zone. As seen in Table 2, this sampling technique produced an aggregate group comprising 20 administrators, 69 educators, 2 CSOs, and 120 third-graders;

Table 2: Sampling Grid

Categories	Target Population	Sample Size	Sampling Techniques
Headteachers	87	20	Purposive sampling
Teachers	678	226	Simple random sampling
Curriculum Support Officers (CSOs)	2	2	Purposive sampling
Grade Three Learners	3769	120	
Total	4536	368	

Source: Researcher (2025)

3.6 Research Instruments

These are the instruments that were of use to collect data about the particular themes of the study goals. These comprised an educator survey and a CSO and headmaster interview guide. Additionally, an analysis of documents guides and a checklist of observations for third-grade students were provided so that the investigator could provide more data of both kinds, correspondingly.

3.6.1 Questionnaire for Teachers

To collect quantitative information from instructors, the investigator used a survey containing closed-ended questions. Surveys is a type of investigation instrument that consists of a list of cues and inquiries. designed to obtain data from those surveyed, usually for statistical analysis (Morse, 2010). The survey was divided into: collecting the demographic data of the participants, and including 5-point Likert Scale questions

that matched the goals of the research investigation. Furthermore, several of the concerns were designed to elicit numeric data from the instructors but lacked rating scales.

3.6.2 Interview Guide for Headteachers and Curriculum Support Officers (CSOs)

School administrators and CSOs participated in organized interviews using open-ended inquiries to gather qualitative information for the present investigation. According to Kothari (2005), the main objective of interviews is to comprehend the viewpoints of the participants while also attempting to grasp the deeper significance behind important topics in research. This approach was suitable as it offered the investigator the opportunity to investigate the interactions of participants with organizational dynamics and the ways in which different tactics impact CBC effectiveness in elementary schools that are public. Additionally, the interviews made it easier to go deeper into each research goal.

3.6.3 Observation Checklist for Grade Three Learners

The investigator created an observation checklist, which was followed for 40 days. With the aim of assess the degree of proficiency in fundamental language, mathematical skills, and inventiveness as well as the expression of critical life or ecological competences, the researcher observed the capacity of third-grade students to complete simple activities.

3.6.4 Document Analysis Guide for the Researcher

The evaluation of the documents guides in the present investigation included primary evidence to support the opinions of various respondents on the investigation's goals. With the aim of finding the degree to which primary school students exhibit varying levels of qualifications and the state of educational organization dynamics—including the quantity of teachers who have received CBC training, the availability and

sufficiency of curriculum-related supplies, the frequency of parental involvement in CBC execution, and the types of support that administrators offer—the investigators in this instance conducted an investigation of the institution's documents.

3.7 Piloting of Research Instruments

As recommended by Kothari (2005), 37 those surveyed, or ten percent of the sample size of 368, were selected from elementary schools that are public in Samburu Sub-county to pilot the investigation's tools. The pilot investigation's objectives were to examine the suitability of the language utilized in the tools, the importance of the details searched for, and the simplicity and applicability of the inquiries. The accuracy and dependability of the study instruments were also pre-tested and confirmed using the pilot findings. Potential problems, including as understanding questionnaire items and managing time during data collecting, were also identified by the procedure. To make sure that the inquiries were well-written and generated insightful answers, trial runs of the interview programs were also carried out. This helped to guide any necessary adjustments.

3.7.1 Validity

The investigator sought the opinions of educational administration specialists and university supervisors to guarantee the validity of the study tools. Their suggestions were integrated into the investigation to enhance the precision and reliability of the results. Expert comments are crucial for improving test items in research instruments, as Kothari (2005) highlights. In order to evaluate every component's significance and clarity, the examiner went throughout the equipment and looked for any statements that were confusing or contradictory. To improve responder comprehension, they were subsequently changed or reworded. The tools' overall functionality was further enhanced by substituting more suitable and exact inquiries for ambiguous ones.

3.7.2 Reliability

The same set of individuals was given the examination items twice in order to assess their reliability using the test-retest approach. The Cronbach Alpha technique was employed to find the reliability index between both sets of replies. Greater internal consistency between the items is indicated by an Alpha value that is nearer to 1. A coefficient of $r = 0.725$ was found in this investigation, indicating a high degree of internal dependability and being considered satisfactory. Kothari (2005) asserts that a tool's good internal consistency is indicated by any number between 0 and 1.

3.7.3 Credibility

Since those who participated or viewers were in the best position to judge the reliability of the results, data triangulation involving numerous analysts was used to verify the credibility of the investigation's tools. According to Creswell (2014), credibility is attained by making sure the findings are credible, which depends more on the breadth and depth of the data gathered than on its volume.

3.7.4 Dependability

Each step of the qualitative data collecting method in this study was documented in detail to ensure reliability and allow the researcher to replicate the investigation with comparable outcomes. Dependability guarantees that the study results are consistent and repeatable, as stated by Kothari (2005). The quality of the investigation's execution, analysis, and presentation served as a gauge for this. To help the investigator replicate the investigation and get comparable results, every step of the investigation was documented in detail.

3.8 Data Collection Procedures

The examiner received a study permission and authorization letter from NACOSTI, as well as an introduction letter from Mount Kenya University's School of Postgraduate

Studies. The Kwale County Commissioner and the County Director of Education were also asked to provide extra clearance. After obtaining these clearances, the investigator made meetings with participants to conduct interviews and administer surveys. A study assistant who had completed a three-day workshop on the contents of the survey helped administer the survey instruments used to collect the statistical information. Surveys that had been filled out were collected and safely kept for subsequent review. At the same time, the investigator used observation schedules to gather information from third-grade students and interviewed chief educators and CSOs.

3.9 Data Analysis Procedures

Finding similar themes was the first step in data analysis, after which pertinent data was divided into phrases or sentences that conveyed different concepts. Frequency counts were utilized to indicate broad patterns across the research variables and summarize answers after opinions on closed-ended items were processed and labeled. Qualitative details were subjected to a theme analysis and then narratively presented. With the use of the (SPSS Version 25), numerical information were examined using descriptive data, such as ratios and rates, and inferential statistics, such as Pearson's Product Moment Correlation Analysis. For evaluating how the two sets of variables are related, the Pearson correlation was suitable. Table 3 shows the tabular presentation of the quantitative data.

Table 3: Data Analysis Procedures

Research Questions	Independent Variable	Dependent Variable	Quantitative Data Analysis	Qualitative Analysis
What impact does educator training have on the CBC's adoption in elementary schools in the public sector?	<ul style="list-style-type: none"> Capacity building of teachers 	<ul style="list-style-type: none"> Implementation of CBC 	<ul style="list-style-type: none"> Descriptive statistics Pearson's Analysis of Product Moment Correlation 	<ul style="list-style-type: none"> Thematic analysis
How much does the CBC's adoption in government-run elementary schools depend on the availability of instructional supplies?	<ul style="list-style-type: none"> Availability of curriculum support materials 	<ul style="list-style-type: none"> Implementation of competency-based curriculum 	<ul style="list-style-type: none"> Descriptive statistics Pearson's Analysis of Product Moment Correlation 	<ul style="list-style-type: none"> Thematic analysis
What impact does parental engagement have on the CBC's deployment in elementary schools run by the government?	<ul style="list-style-type: none"> Involvement of parents 	<ul style="list-style-type: none"> Implementation of competency-based curriculum 	<ul style="list-style-type: none"> Descriptive statistics Pearson's Analysis of Product Moment Correlation 	<ul style="list-style-type: none"> Thematic analysis
How much does the backing of administrators affect the CBC's execution in elementary schools owned by the government?	<ul style="list-style-type: none"> Headteachers' support 	<ul style="list-style-type: none"> Implementation of competency-based curriculum 	<ul style="list-style-type: none"> Descriptive statistics Pearson's Analysis of Product Moment Correlation 	<ul style="list-style-type: none"> Thematic analysis

3.10 Ethical Considerations

In investigation, ethical issues include describing the study's objectives, volunteer requirements, informed permission procedures, and privacy measures.

3.10.1 Confidentiality and Privacy

Every data provided by those surveyed that impacted on their individual lives was treated as secret from others, the investigator made sure. Participants received guarantees that no written or other correspondence would disclose any personally identifiable information about them. Participants received assurances about confidentiality that the data they submitted would only be utilized for the original intent.

3.10.2 Anonymity

The responders were given the investigator's word that no information about their personal identities would be disclosed. Furthermore, no written or other correspondence would divulge any personally identifiable data about the person or the organization.

3.10.3 Informed Consent

The investigator gave the responders a description of the investigation's purpose and structure. In order to obtain the interviewees' approval, the investigator had them complete consent with knowledge forms (Appendix II). In order to let their children to participate in the study, administrators or guardians of the minors (pupils) had to fill out a written consent form (Appendix III).

3.10.4 Storage of Data Collected

For convenience, the obtained raw data was filed. Following analysis of the material, computer printouts were filed and electronic copies were kept on CDs and flash drives.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.0 Introduction

The outcomes of the investigation are presented in this chapter. It is organized in accordance with the four subject areas that the investigation aimed to address for the sake of simplicity and chronology. Nevertheless, since it may be relevant in evaluating the responses that those surveyed submitted, demographic data regarding them is included in the first section.

4.1 Response Rate

In the present investigation, 224 surveys were completed and returned by instructors after 226 were given to them. Similarly, the investigator observed 112 third-graders and conducted interviews with 16 chief educators and two CSOs. The resultant responses are displayed in Table 4.

Table 4: Response Rates

Respondents	Sampled Respondents	Those Who Participated	Achieved Return Rate (%)
Headteachers	20	16	80.0
Teachers	226	224	99.1
Curriculum Support Officers	2	2	100.0
Grade Three Learners	120	112	93.3
Total	368	354	96.2

Source: Field Data (2024)

The heads of schools recorded an eighty percent rate of response, instructors recorded a 99.1 percent responding rate, and third-grade students recorded a 93.3 percent reply rate, according to Table 4. Nonetheless, every single CSO (100.0%) participated in the research. In line with Creswell's (2014) claims that a reply rate more than 75 percent is sufficient, this produced a typical reply percentage of 96.2 percent.

Because it enabled the investigator to extrapolate the study's findings to the intended audience, that knowledge was crucial.

4.2 Respondents' Demographic Information

Participants were asked to provide information about themselves via the study tools. Sex and educational attainment were among them. This was required as this factor may affect their capacity to provide accurate details on the goals of the study.

4.2.1 Gender of the Respondents

Data on the interviewees' breakdown by gender was gathered, and Table 5 displays the findings:

Table 5: Distribution of the Respondents by Gender

Gender	Headteachers		Teachers		Curriculum Support Officers		Grade III Learners	
	f	%	f	%	f	%	f	%
Male	11	68.8	153	68.3	63	67.7	68	60.7
Female	5	31.2	71	39.9	30	32.3	32	39.3
Total	16	100.0	224	100.0	93	100.0	112	100.0

Source: Field Data (2023)

Table 5 exposes that 5 (31.2%) of the educators were female, whereas 11 (60.8%) were male, making up somewhat fewer than two-thirds. In the same vein, 71 (31.7 percent) of the elementary school instructors were female, while the bulk, 153 (68.0%), were male. Every CSO had a masculine gender. In a similar vein, over half of grade III students—68, or 60.7%—consisted male, while the remaining 32, or 39.3 %, were female. According to these findings, gender balance was sufficient at every level of the research, and both male and female players are quite concerned about how much educational leadership patterns affect the adoption of CBC in elementary schools.

4.2.2 Level of Education of Respondents

Details on the educational background of administrators, educators, and parents' advocates was also gathered using the study instruments. Table 6 displays the findings.

Table 6: Respondents' Level of Education

Level of Education	Headteachers		Teachers		Curriculum Support Officers	
	f	%	f	%	f	%
Certificate (P1)	0	0.0	106	47.3	0	0.0
Diploma	5	31.3	66	29.5	0	0.0
Bachelors' Degrees	8	50.0	43	19.2	1	50.0
Postgraduate	3	18.7	9	4.0	1	50.0
Total	16	100.0	224	100.0	2	100.0

Source: Field Data (2024)

Table 6 indicates that 8 (50 percent) of the administrators had bachelor's degrees, 5 (31.3%) had diplomas, and 3 (18.7%) had postgraduate degrees. 106 (47.3 percent) of the instructors had certificate-level (P1) credentials, preceded by 66 (29.5 percent) with diplomas, 43 (19.2 percent) with college degrees, and just 9 (4.0%) with post-graduate degrees. One (50 percent) CSO had an undergraduate degree, while the other (50 percent) had a postgraduate certificate. These results support the notion that those who took part were sufficiently prepared to offer knowledgeable answers regarding the ways in which school administration dynamics impact the execution of the CBC in elementary institutions, as they appear to have met the minimal educational requirements.

4.3 Status of Implementation of Competency-based Curriculum

The goal of the investigation was to evaluate how well the CBC was being implemented in Samburu Sub-county's public elementary schools. In accordance with the CBC rubrics, this was assessed by looking at how well students demonstrated their proficiency in important learning areas including linguistics, fundamental mathematical

skills, creativity, and critical life and outdoor talents. The findings are displayed in Table 7.

Table 7: Status of Implementation of Competency-based Curriculum

Learning Outcomes of Primary School Learners	Exceeding Expectations	Approaching Expectations	Below Expectations
	%	%	%
Learners' proficiency with numerical operations	31.3	17.9	50.8
Students can participate in oral, written, and reading language exercises	29.5	20.5	50.0
Proficiency in creative endeavors	45.5	25.9	28.6
Students can participate in vital environmental or life tasks	33.8	27.3	38.9

Source: Field Data (2023)

Based on Table 7, 31.3 percent of Grade III students' numeracy abilities surpassed their expectations, 17.9 percent came close to meeting them, and 50.8% fell short. In terms of linguistic proficiency, 50.0% fell short, 20.5 percent came close, and 29.5 percent surpassed expectations. In terms of originality, 28.6 percent fell short, 25.9 percent came close, and 45.5 percent surpassed expectations. 33.9 percent surpassed, 27.7 percent contacted, and 38.4 percent fell short of objectives for environmental or practical abilities. These results align with the NASMLA (2020) study, which noted that Samburu Sub-county had limited CBC execution, with just 19.4 percent of students demonstrating better reading, 11.9 percent performing exceptionally well in arithmetic, and 16.3 per cent gaining life skills like leadership and cooperation. Many students continue to struggle in the four primary CBC domains—numeracy, linguistics, imaginative thinking, and life skills—despite interventions.

4.3.1 Thematic Analysis

The head educators and parents' delegates who participated in the interviews also expressed support for the idea that many instructors do not always finish the syllabus on

time, and that many students have poor learning results in important CBC theme areas.

H1's headmaster observed:

Teachers at my elementary school seldom ever finish their curricula on time. In order to complete the curriculum, students are occasionally hurried through the material. The learning results of students in public elementary schools have suffered as a result.

The investigators also found that a lot of elementary school students struggle with fundamental numeral work activities including counting, identifying numbers, and subtracting and adding. The investigator noted

The majority of young children cannot articulate the significance of numbers, identify numbers from slabs, or perform simple addition or subtraction operations.

The study found that students in elementary school have trouble communicating, especially when it comes to comprehension, writing, and recognizing words. In spite of this, chief instructors and educators noted that a large number of students exhibit high levels of creativity, performing exceptionally well in tasks like coloring, sketching, pattern-making, and crayon carving. These results demonstrate how important school dynamics are to raising student achievement. Elementary school students continue to struggle in languages and arithmetic, but they are remarkably innovative and creative.

4.4 Capacity Building of Teachers and Implementation of Competency-based Curriculum

The goal of the investigation was to investigate how CBC in public elementary schools is impacted by capacities for educators building. Instructors' descriptive information was gathered, and the findings are shown in Table 8.

Table 8: Teachers' Views on the Influence of Capacity Building on Implementation of Competency-based Curriculum

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
Teachers have received training on instructional strategies to be applied in public elementary schools when CBC is implemented	51.8	11.5	5.8	5.8	25.1
In order to integrate CBC in public elementary schools, instructors have received training on how to interact with students	54.0	14.4	5.8	11.5	14.4
The many abilities needed for effective implementation of CBC in public elementary schools are not completely grasped by instructors	57.6	9.4	7.2	9.4	16.4
Instructors have gained new abilities to employ educational tools while instructing thanks to CBC coaching	48.2	8.6	5.8	20.9	16.4
Instructors have received instruction concerning how to evaluate students in order to enhance learner capabilities as intended under CBC	66.5	11.3	3.3	5.4	13.5

Source: Field Data (2024)

A disparity in educator preparedness is evident in Table 8, which shows that although the majority of instructors (51.8%) strongly felt they had undergone instruction in CBC methods of instruction, a sizable percentage (25.1%) expressed strong disagreement. Deeper development of capacity is required, as seen by the 57.6 percent who acknowledged they were still unfamiliar with CBC execution, even though more than half (54 percent) also verified receiving training on how to handle trainees. Researchers like Obuhatsa (2020) and Leithwood et al. (2013), who emphasize the value of providing instructors with pertinent instructional competencies and student-driven methods, concur with the results reported above. Contrary to research investigations like those by Mwashashu et al. (2020), there were inconsistencies, particularly with regard to the utilization of instructional tools and knowledge of new information, with some

instructors feeling underprepared. Interestingly, 66.2 percent of educators were convinced with the fact that they had received student evaluation training, supporting UNESCO's (2013) claim that teacher preparation is essential for implementing curricula successfully. In general, the findings show that even if there has been some improvement, thorough and regular training for educators is still essential for the CBC to be successfully implemented in primary schools run by the government.

4.4.1 Inferential Analysis

Data were collected from 16 selected government owned elementary institutions to verify the impact of educators training on the CBC execution. The information concentrated on the average level of required abilities displayed by Grade III students in the 2023 national exam, as well as the frequency with which instructors had completed CBC training. A scale with Below Expectations = 1, Approaching Expectations = 2, Meeting Expectations = 3, and Above Expectations = 4 was used to grade the learner abilities. Table 9 displays the results that have been summarized.

Table 9: Number of Times Teachers have been Trained and CBC Implementation

Number of Times Teachers have Undergone CBC Training	Levels of Competencies among Grade III Learners in 2023 National Assessments
1	3
10	2
12	4
13	2
11	2
7	4
8	2
3	1
5	4
12	3
4	2
17	4
10	3
13	4
12	3
8	3

Table 9 demonstrates that instructors' CBC training frequency has an impact on their students' performance on national tests. To put it another way, students who have received a lot of training from their professors tend to do quite well on national exams. Table 10 displays the results of applying Pearson's Product Moment Correlation Analysis to the data in Table 9:

Table 10: Relationship between Capacity Building of Teachers and Implementation of Competency-based Curriculum

		Capacity Building of Teachers	Implementation of CBC
Capacity Building of Teachers	Pearson Correlation	1	.536*
	Sig. (2-tailed)		.032
	N	16	16
Implementation of CBC	Pearson Correlation	.536*	1
	Sig. (2-tailed)	.032	
	N	16	16

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

In primary schools that are publicly funded, execution and instructor capacity building are positively correlated ($r(16) = 0.536$, $p = 0.032$ at $\alpha = 0.05$), according to Table 10's Pearson's Product Moment Correlation Analysis. This suggests that, in order to effectively utilize in elementary schools that are public, it is imperative that teachers' ability be built. This is demonstrated by the low learning results on national CBC exams.

4.4.2 Thematic Analysis

The administrators who participated in the surveys also expressed support for the idea that educators had received training on a number of topics that are essential to the execution of CBC in government owned elementary institutions. H2, the instructional leader said;

I have advised a good number of teachers at my elementary school to participate in CBC and learn how to put it into practice. The adoption of innovative teaching strategies and how to deal with students' learning difficulties have received a lot of attention. Additionally, they have received training on how to use instructional resources and create learning materials.

CSOs shared similar opinions, pointing out that several instructors have been added to CBC through ongoing retraining to aid them in clearly comprehending the demands of the program. Stated: CSO1

Instructors in my zone's public elementary schools have received training on how to instruct students in accordance with CBC. I've observed variations in their teaching strategies, assessment techniques, and utilization of educational materials.

They said that the instruction of the current instructors to provide them the necessary new skills for teaching is essential to the execution of CBC, despite the fact that it is fraught with new problems related to human resources. Stated: CSO2

The Ministry of Education's initial project was retraining the current pool of instructors from preschoolers through grade III prior to implementing the CBC in primary educational institutions. They learned new teaching techniques that need to be student-centered. Along with learning how to use educational tools and innovate, they also learned how to manage and evaluate students.

These opinions emphasize the vital role that educator capacity development plays in the successful execution of CBC, even if it hasn't been completely realized yet. They corroborate the quantitative results and bolster claims made by Leithwood et al. (2013), Obuhatsa (2020), and UNESCO (2013), all of whom stress the significance of giving educators the resources they need to meet curriculum goals. Notwithstanding current obstacles, the first step in implementing CBC successfully is teacher training. It helps instructors to use instructional resources efficiently, implement strategies that prioritize students, and provide tests that are in line with CBC rubrics. To put it simply, capacity building gives educators the tools they need to improve classroom pedagogy and facilitate the delivery of relevant curricula.

4.5 Availability of Curriculum Support Materials and Implementation of Competency-based Curriculum

The goal of the investigation was to evaluate how CBC execution in public primary schools is impacted by the accessibility of curriculum support resources. Educators' descriptive information was gathered, arranged, and condensed into distinct ideas. The findings are displayed in Table 11.

Table 11: Teachers' Views on the Influence of Availability of Curriculum Support Materials on Implementation of Competency-based Curriculum

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
Adequate texts are available in public elementary schools to help instructors implement CBC	29.4	13.6	7.2	38.1	11.5
Public elementary schools do not supply enough stationery for the implementation of CBC	50.4	14.4	5.8	20.1	9.3
Public elementary schools don't offer many reference resources, which has slowed down the adoption of CBC	48.2	6.5	4.3	14.4	26.6
Implementing CBC in public elementary schools has been difficult due to a lack of suitable digital learning resources	63.3	12.9	7.2	13.7	2.9
There are insufficient resources for teachers in public elementary schools to support instructional activities	50.4	10.8	3.6	33.1	2.1

Source: Field Data (2024)

According to Table 11, 66 (29.4 percent) of educators firmly believed that there are enough textbooks available in primary schools that are publicly funded to help instructors implement CBC, whereas 30 (13.6 percent) concurred 16 (7.2%) were unsure, 85 (38.1 percent) disapproved, and 26 (11.5 percent) severely opposed. Of the instructors, 32 (14.4 percent) concurred and 113 (50.4%) completely concurred that the stationery supplied by public elementary schools for deploying CBC is insufficient. Nonetheless, 21 (9.3%) were firmly opposed, 45 (20.1%) disapproved, and 13 (5.8%)

were unsure. The investigation found that insufficient teaching materials are impeding the adoption of CBC in public elementary schools. A sizable majority of the instructors identified the absence of digital learning resources as a primary obstacle, and almost half were convinced that the lack of materials for reference had slowed down the execution of CBC. In a similar vein, just over half acknowledged that there were not enough educational instruments available to assist instructional activities. These results support those of Baker et al. (2012), who highlighted the importance of proper planning and use of educational materials and contended that inadequate educational tools lead to subpar performance among pupils.

On the other hand, insufficient and improperly utilized training materials were the cause of South Africa's unsuccessful CBC adoption. This opinion is supported by the KNUT (2019) study, which points out that schools in Kenya, especially in Samburu Sub-county, lack the resources necessary to enable the hasty adoption of CBC. For instruction to be effective, Cramer and Castle (2014) emphasized that necessary teaching resources including educational materials, stationery, and notes for instruction need to be easily accessible. Additionally, the investigation found that institutions with sufficient curricular support resources reported greater student performance in accordance with CBC objectives, increased classroom methodology, and improved syllabus covering. This emphasizes how important it is for schools and other stakeholders to give adequate and pertinent teaching materials top priority in order to guarantee successful CBC adoption and enhanced learning results.

4.5.1 Inferential Analysis

The levels of adequacy (Adequate = 3, Not Adequate = 2, and Not Sure = 1) In the 2023 national evaluation, the average anticipated capabilities amongst grade III students and the availability of pedagogical assistance tools were quantified in terms of Below

Expectations = 1, Approaching Expectations = 2, Meeting Expectations = 3, and Above Expectations = 4. This was done in order to confirm the impact of curriculum support material availability on how government-funded primary institutions are implementing CBC. The outcomes are displayed in Table 12:

Table 12: Levels of Adequacy of Curriculum Support Materials and Implementation of CBC

Levels of Adequacy of Curriculum Support Materials	Levels of Competencies among Grade III Learners in 2023 National Assessments
3	3
2	2
2	4
2	2
2	2
2	4
1	2
1	1
2	4
3	3
1	2
2	4
2	3
3	4
2	3
3	3

Source: Field Data (2024)

Table 12 demonstrates that, in comparison to their peers in public primary schools with insufficient curriculum support resources, students in these schools had higher average learning results on national exams. In other words, students' learning outcomes on national examinations increase with the quality of curriculum support resources. Table 13 displays the findings of the Pearson's Product Moment Correlation Analysis performed on the data in Table 12:

Table 13: Relationship between Adequacy of Curriculum Support Materials and Implementation of Competency-based Curriculum

		Provision of Curriculum Support Materials	Implementation of CBC
Provision of Curriculum Support Materials	Pearson Correlation Sig. (2-tailed)	1	.549* .044
Implementation of CBC	N	16	16
	Pearson Correlation Sig. (2-tailed)	.549* .044	1
	N	16	16

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

In accordance with Table 13's Pearson's Product Moment Correlation Analysis, the adoption of competency-driven curricula in elementary schools that are public and the availability of curriculum support resources are positively correlated ($r(16) = 0.549$, $p = 0.044$ at $\alpha = 0.05$). This further suggests that instructional aides are crucial to the CBC's adoption in government owned elementary schools.

4.5.2 Thematic Analysis

The administrators who participated in the interviews expressed support with the idea that, while textbooks have been provided, they are insufficient for the effective introduction of CBC in elementary schools run by the government. Observed: Headteacher, H3

Despite the strenuous attempts to offer textbooks in important learning areas under CBC, there are still not enough of them at my elementary school. In order to provide high-quality education, the textbook supply has not yet met the recommended ratio of one student one book (1:1).

However, the Curriculum Support Officers (CSOs) responded on the contrary by stating that, despite a few errors, the government has ensured that all public primary schools have an adequate supply of textbooks. Notwithstanding these inconsistencies, these opinions highlight how important it is to have sufficient and pertinent textbooks available in order to successfully adopt CBC in classrooms.

Regarding stationery, administrators and CSOs said that the government-run elementary schools had provided sufficient supplies of it. Noted: Headteacher, H4

All of the students at my elementary school have access to enough stationery.

The larger number of interviewees, nevertheless, agreed that the lack of instructional aides and technological and reference tools offered by public elementary schools had slowed the speed of CBC adoption. H5's headteacher said

The MoE has only supplied course books for instruction at my elementary school; documentation, digital resources, and instructional aides are seldom available. In order to enhance, I have had to ask parents and other donations to help.

In conclusion, these opinions confirm that a crucial part of implementing CBC in educational institutions is the use of curricular support materials, including textbooks, stationery, digital resources, study guides, and lesson plans, among others. This suggests that, as previously said, the sluggish and poor adoption of CBC in government-run elementary schools has been caused by a lack of appropriate and pertinent books as well as other essential curricular support resources.

4.6 Involvement of Parents and Implementation of Competency-based Curriculum

The investigation pursued to survey the bearing of involvement of parents on accomplishment of CBC in institutions run by the government. The researcher collected descriptive data from educators, arranged them, and condensed them into distinct ideas.

Table 14 presents the results.

Table 14: Teachers' Views on the Influence of Involvement of Parents on Implementation of Competency-based Curriculum

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
In government owned elementary institutions, parents are often involved development of learning materials for students as a way of improving CBC implementation	49.6	5.0	4.3	33.8	7.2
Government owned elementary institutions usually involve parents in providing instructional materials for the learners	52.5	12.2	2.9	26.6	5.8
In government owned elementary institutions, parents usually volunteer to undertake school activities such as school feeding programmes to support CBC implementation	44.6	15.8	4.3	28.8	6.5
To improve learners' mastery of concepts under CBC, parents are always involved in assisting learners with their homework activities	59.7	7.9	5.8	21.6	5.0
Involving parents in monitoring learners' behaviour has made it easy to implement CBC in government owned elementary institutions	54.7	8.6	3.6	26.6	6.5

Source: Field Data (2024)

Table 14 shows that 111(49.6%) of educators completely concurred with the opinion that, in government owned elementary institutions, parents are often involved development of learning materials for learners as a way of improving CBC implementation whereas 11(5.0%) agreed, 10(4.3%) were undecided, 75(33.8%) disapproved whereas 16(7.2%) very opposed. 117(52.5%), of the educators completely concurred with the opinion that government owned elementary institutions usually involve parents in providing instructional materials for the learners whereas 27(12.2%) agreed, 6(2.9%) were undecided, 60(26.6%) of the teachers disapproved whereas 13(5.8%) very opposed. These results demonstrate that, despite their limited involvement, parents contribute significantly to the efforts made by institutions to create

educational resources for their young ones. This suggests even more that parents supply educational resources. The study revealed that 99(44.6%) of educators completely concurred with the opinion that, in government owned elementary institutions, parents usually volunteer to undertake school activities such as school feeding programmes to support CBC implementation while 35(15.8%) agreed, 10(4.3%) were unresolved, 65(28.8%) disapproved whereas 15(6.5%) extremely opposed. More than half, 134(59.7%) of educators completely concurred with the opinion that, to improve learners' mastery of concepts under CBC, parents are always involved in assisting learners with their homework activities while 18(7.9%) concurred, 13(5.8%) were undecided, 48(21.6%) disapproved whereas 11(5.0%) extremely opposed.

These results also corroborate the claims made by the Rwanda Education Board (2018) that parents are important in the implementation of CBC by taking part in volunteering activities such as school feeding programmes and accompanying learners in fieldwork activities. These results demonstrate that, though rarely undertaken, parents have a duty to take in the educational activities of their young ones as required under CBC. In other words, building solid parent-teacher relationships is becoming more and more recognized as a crucial part of tactics to enhance the process of implementation of CBC as well as learners' educational outcomes.

The study established that 123(54.7%) of educators completely concurred with the opinion that involving parents in monitoring learners' behaviour has made it easy to implement CBC in government owned elementary institutions while 19(8.6%) concurred, 8(3.6%) were undecided, 60(26.6%) disapproved whereas 9(6.5%) extremely opposed. These results support the conclusions of an examination carried out in Mozambique in which Conenzio and French (2016) found that parents constitute a critical component in the implementation of CBC since they provide scholastic

materials, act as role models to learners and help learners undertake their homework activities. These results demonstrate that parents are useful in promoting positive relationships and valuable sharing of information, outcomes that affect parent satisfaction and may also contribute to child development and adjustment to CBC requirements. Besides, these results confirm the notion that parents who maintain direct and regular contact with teachers have primary Youngsters who exhibit constructive interactions with peers, adults, and education, and therefore, experience minimal challenges at school. Hence, improving the involvement of the parents in school management activities improves children's attendance at the institution, their completion of their schoolwork, their academic behaviors, and their discipline.

4.6.1 Inferential Analysis

Data was gathered from the 16 government-owned institutions that were selected to confirm the impact of parental participation on the execution of CBC. The data included how frequently (Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2 and Never = 1) Parents participate in significant decision- making meetings with schools, and the average predicted abilities of grade III students in the 2023 national evaluation were calculated using (Below Expectations = 1, Approaching Expectations = 2, Meeting Expectations = 3 and Above Expectations = 4). Results are shown in Table 15:

Table 15: How Often Parents are Involved in School Decision-making and Implementation of CBC Public Primary Schools

How Often Parents are Involved in School Decision-making about CBC	Levels of Competencies among Grade III Learners in 2023 National Assessments
3	3
2	2
5	4
1	2
5	2
4	4
1	2
2	1
4	4
3	3
4	2
5	4
2	3
3	4
2	3
2	3

Source: Field Data (2024)

Table 15 illustrates that in government owned elementary institutions where caregivers are frequently intricate in key decision-making activities, learners register good grades in their CBC assessments. This indicates that the higher the frequency of parental participation in school administration initiatives, the higher the levels of competencies in national assessments. Table 16 displays the outcomes of applying Pearson's Product Moment Correlation Analysis to the data in Table 15:

Table 16: Relationship between Involvement of Parents and Implementation of Competency-based Curriculum

		Frequency of Parental Involvement	Implementation of CBC
Frequency of Parental Involvement	Pearson Correlation	1	.519*
	Sig. (2-tailed)		.039
	N	16	16
Implementation of CBC	Pearson Correlation	.519*	1
	Sig. (2-tailed)	.039	
	N	16	16

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

Parental participation and CBC educational programs in government-owned elementary schools are positively correlated, according to Table 16's Pearson's product-moment correlation Analysis ($r(16) = 0.519$, $p = 0.039$ at $\alpha = 0.05$). This suggests that parental participation has a big impact on how CBC are implemented in government-owned elementary schools.

4.6.2 Thematic Analysis

During the inquiries, administrators and the CSOs also stated that parents to the success of CBC and stated they are often involved development of learning materials for learners as a way of improving CBC implementation. Headteacher, H6, stated;

In my primary school, parents are usually invited to meetings with teachers to understand their value in their children's education and undertake activities such as learning material development.

The CSOs also stated that parental involvement in material development for learning is a requirement under CBC. Curriculum Support Officer, CSO3, noted;

Parents are required to help their children by taking part in the development and improvisation of learning materials

The interviewees also supported the view that government owned elementary institutions usually involve parents in providing instructional materials for the learners.

Headteacher, H7, noted;

In my primary school, parents are required to supplement the efforts of the Ministry of Education in guaranteeing that their children have adequate teaching and learning materials.

On their part, the CSOs also articulated similar opinions and stated that parents supplement the government's efforts in providing curriculum support materials. Just like Davis (2013), these views affirm the fact that young people's grasp of the subject increases with parental involvement in their education concepts and skills as envisaged under CBC. On the question of volunteering, contrary to the assertions by many teachers, most of the people who were interviewed expressed support for the idea that

parents usually volunteer to undertake school activities such as school feeding programmes to support CBC implementation. Headteacher, H8;

In my primary institution, parents are often intricate in activities such as cooking for their children under school feeding programmes

The Curriculum Support Officers (CSOs) also stated that parents are required to be active participants in their learner's academic undertakings by volunteering and performing hands-on tasks at school which motivates their children to value education. Just like quantitative findings, these views underscore the important role which parents play by volunteering to participate in school activities. On monitoring learners' behaviour, the interviewees also noted that involving parents in monitoring learners' behaviour has made it easy to implement CBC in government owned elementary institutions. Headteacher, H9, stated;

In my school, I always involve parents whenever I detect any misbehavior among their children. This has enabled them to develop desirable behaviour patterns.

The Curriculum Support Officers (CSOs) also stated that parents must be involved in monitoring the behaviour of their children at all times. These views also support the assertions of Conenzio and French (2016) that parents constitute a critical component in the implementation of CBC since they act as role models to learners and help shape their behaviour patterns. This indicates that parents are key pillars in primary schools in improving Presence at educational institutions, finishing assignments, enhanced learning behaviors, and even greater discipline among students.

4.7 Headteachers' Support and Implementation of Competency-based Curriculum

The goal of the investigation was to ascertain how headteacher support affects CBC execution in government-owned elementary schools. Instructors' descriptive

information was gathered, arranged, and condensed into distinct ideas. The findings are displayed in Table 17.

Table 17: Teachers’ Views on the Influence of Headteachers’ Support on Implementation of Competency-based Curriculum

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
In government owned elementary institutions, headteachers usually supervise how teachers undertake their teaching activities which has improved CBC implementation	55.4	14.4	5.8	16.5	7.9
In government owned elementary institutions, headteachers rarely organize workshops for teacher training which negatively affected implementation of CBC	59.7	7.2	3.6	26.6	2.9
Public primary school headteachers always take time to interpret CBC guidelines and what is expected of me which has improved CBC implementation of CBC	53.2	8.6	4.3	21.6	12.3
Primary school headteachers have ensured ensure educators with sufficient resources for instruction and learning to make their instruction smooth	51.8	13.7	3.6	27.3	3.6
In government owned elementary institutions, headteachers have often facilitated teachers to attend conferences on how to effectively implement CBC	45.3	6.4	2.2	42.5	3.6

Source: Field Data (2024)

Table 17 shows that 124(55.4%) of educators completely concurred with the opinion that, in government owned elementary institutions, headteachers usually supervise how teachers undertake their teaching activities which has improved CBC implementation while 32(14.4%) concurred, 13(5.8%) were undecided, 37(16.5%) disapproved whereas 18(7.9%) extremely opposed. These findings lend credence to the findings of a study carried out in KwaZulu Natal Province in South Africa in which Mestry and Singh (2014) found that headteachers supervise whether educators prepare specialized documents such as lesson plans, scheme of work, rubrics, portfolios in line with the

CBC. According to Mestry and Singh (2014), for successful CBC implementation, headteachers must ensure teachers' lesson plans and scheme books provided to the teachers are that of the CBC format. These results support the idea that learning institutions heads play diverse role including being responsible for effective education policy implementation and keeping track of all pedagogical activities taking place within the school.

The study revealed that 134(59.7%) of educators completely concurred with the opinion that, in government owned elementary institutions, headteachers rarely organize workshops for teacher training which negatively affected implementation of CBC while 16(7.2%) concurred, 8(3.6%) were unresolved, 60(26.6%) disapproved whereas 6(2.9%) extremely opposed. The investigation revealed that 119(53.2%) of educators completely concurred with the opinion that primary school headteachers always take time to interpret CBC guidelines and what is expected of me which has improved CBC execution of CBC while 19(8.6%) concurred, 10(4.3%) were unresolved, 48(21.6%) disapproved whereas 28(12.3%) extremely opposed.

These results support the conclusions of a research conducted in Pakistan in which Javed and Hamid (2015) revealed that schools which have witnessed effective implementation of CBC, headteachers have taken upon to proper instructions, They give instructors guidance and oversight, which means they make sure that leadership is used in the connection with personnel concerning individual and group objectives, duties, and actions, as well as the establishment of a constructive connection between inventiveness and uniformity. These results demonstrate that the kinds of support provided and activities undertaken by headteachers are vital regarding the effective adoption of CBC in the institutions. Majority, 116(51.8%), of educators completely concurred with the opinion that primary school headteachers have ensured ensure

educators with sufficient resources for instruction and learning to make their instruction smooth whereas 31(13.7%) concurred, 8(3.6%) were undecided, 61(27.3%) disapproved whereas 8(3.6%) extremely opposed. The study found that 101(45.3%) of educators completely concurred with the opinion that, in government owned elementary institutions, headteachers have often facilitated teachers to attend conferences on how to effectively implement CBC while 14(6.4%) concurred, 5(2.2%) were undecided, 95(42.5%) disapproved whereas 8(3.6%) extremely opposed.

These findings are consistent with those of an experiment conducted by Tschannen-Moran and Woolfolk in Australia (2017) which established that the administrator of the institution has a responsibility to choose and provide educational resources that support teachers in carrying out their responsibilities and enhance learning via efficient leadership. These results demonstrate that headteachers undertakes a critical duty in guaranteeing the CBC is fully executed in their schools. This implies that the kind of support they accord teachers and learners form a crucial foundation for successful CBC adoption in elementary institutions.

4.7.1 Inferential Analysis

Data on the frequency of CBC curricular adoption was gathered from 16 government-owned elementary schools in order to confirm the impact of headteacher assistance (Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2 and Never = 1) headteachers organize CBC workshops for teachers and average expected competencies among grade III learners in 2023 national assessment, which was measured in terms of Below Expectations = 1, Approaching Expectations = 2, Meeting Expectations = 3 and Above Expectations = 4). Results are shown in Table 18:

Table 18: How Often Headteachers Organize CBC Workshops for Teachers and Implementation of CBC Public Primary Schools

How Often Headteachers Organize CBC Workshops for Teachers	Levels of Competencies among Grade III Learners in 2023 National Assessments
3	3
2	2
5	4
1	2
5	2
4	4
1	2
2	1
4	4
3	3
4	2
5	4
2	3
3	4
2	3
2	3

Source: Field Data (2024)

Table 18 illustrates that, in government owned elementary institutions where headteachers provide all kinds of support such as frequently organizing and planning workshops for teachers to learn much about CBC, learners register good grades in their CBC assessments. This indicates that the higher the frequency of headteachers' support, the higher the levels of competencies in national assessments. Table 19 displays the outcomes of applying Pearson's correlation of product moment Analysis to the data in Table 18:

Table 19: Relationship between Headteachers' Support and Implementation of Competency-based Curriculum

		Headteachers' Support	Implementation of CBC
Headteachers' Support	Pearson Correlation	1	.511*
	Sig. (2-tailed)		.028
	N	16	16
Implementation of CBC	Pearson Correlation	.511*	1
	Sig. (2-tailed)	.028	
	N	16	16

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

Administrators' backing and the adoption of CBC in government-owned primary schools are positively correlated, according to Table 19's Pearson's Product Moment Correlation Analysis ($r(16) = 0.511$, $p = 0.028$ at $\alpha = 0.05$). This suggests that the introduction of competency-based curricula in government-owned elementary institutions is greatly aided by the assistance that head instructors offer.

4.7.2 Thematic Analysis

Interviews were conducted with the chief of instructors and the CSOs also responded in favour of the view that headteachers usually supervise how teachers undertake their teaching activities which has improved CBC implementation. Headteacher, H10, stated;

In my primary school, I frequently supervise how teachers organize their classes, teaching methods they in line with CBC requirements and how they deliver their lessons.

The CSOs noted that school heads are expected to monitor teaching activities taking place in their schools. This is key since it ensures prompt syllabus coverage and improved learner competencies. On the question of organizing workshops for teachers, the interviewees differed with the views expressed by the teachers and stated that there have been numerous workshops organized in schools for teachers to equip them with much information about CBC and how it should be implemented. Headteacher, H11, affirmed;

In my school, we have had many seminars and workshops for teachers to learn much about CBC and its implementation processes.

These views were supported by the CSOs who stated that workshops have become a common occurrence in all primary schools to update teachers on the new teaching approaches in line with CBC. Curriculum Support Officer, CSO4, stated;

In my zone, we have had many workshops on CBC where school heads and other experts take time to interpret CBC guidelines and what is expected of me which has improved CBC implementation of CBC.

Just like quantitative findings, these views further support the views expressed by Javed and Hamid (2015) that schools which have witnessed effective implementation of CBC, headteachers have taken upon to proper instructions and direction and control of teaching activities. Regarding instructional resources, headteachers stated that they have ensured that teachers possess sufficient resources for education and training to make their instruction smooth. Headteacher, H12, noted;

Despite challenges and constraints in finances, I have always attempted to provide teachers in my school with curriculum support materials.

CSOs reiterated these opinions, stating that attempts have been made to guarantee that all government-owned elementary educational institutions have sufficient educational materials. In summary, These results confirm the idea that headteachers play a key role in ensuring the CBC is fully implemented in their schools. In other words, the kind of support they accord teachers and learners form a crucial foundation for effective implementation of CBC in primary schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter summarizes the key study findings, conclusions, recommendations, and proposals for further research, as mentioned in the research goals.

5.1 Summary of Research Findings

This section offers an overview of the results of the investigation's goals, including; assessing the position of execution of CBC in government owned elementary institutions and the impact of educator training, availability of curriculum support materials, involvement of parents and headteachers' support on implementation of competency-based curriculum in government owned elementary institutions.

5.1.1 Status of Implementation of Competency-based Curriculum

In regards to the survey, government-owned elementary institutions in Samburu Sub-county continue to face difficulties adopting CBC. Low student learning results in important CBC learning areas are a result of many instructors' lack of timely syllabus coverage and poor instructional technique. According to the investigation's findings, a large proportion of students at government-owned elementary institutions struggle with fundamental math skills, fluent communication, reading, writing, sounding out words, and even stating their definitions. Nonetheless, a large number of elementary school students exhibit high levels of inventiveness. They had little trouble coloring shapes, creating patterns, drawing diagrams, and etching with crayons. The poor accomplishments of students on the grade III national evaluation served as proof of this.

5.1.2 Capacity Building of Teachers and Implementation of Competency-based Curriculum

The investigation found that the training of teachers has an immense impact on the execution of CBC in government owned elementary institutions. Through training and re-training, teachers acquire skills necessary to change from traditional methods, which were more teacher-centered, to learner-centered approaches. However, not all teachers have undergone CBC training on key thematic areas such as teaching approaches, how to undertake learner assessment and how to improvise and utilize instructional resources. This implies that effective CBC implementation of CBC is determined by capacity building of teachers. In other words, with training, instructional methods are transformed from being teacher-centered to learner-centered. To support this, Pearson's Product Moment Correlation Analysis was undertaken which generated a p-value, $0.032 < 0.05$). This further indicates that there is a significant influence of capacity building of teachers on the execution of CBC in government owned elementary institutions.

5.1.3 Availability of curriculum Support Materials and Implementation of Competency-based Curriculum

The investigation found that many government owned elementary institutions lack enough textbooks for the effective execution of CBC. That is, despite the concerted efforts to provide study manuals, their supply has been inadequate with many having challenges in terms of mixed content and repetitions. On the contrary, the provision of stationery to all government owned elementary institutions has been adequate with every learner having enough writing materials at their disposal but the provision of reference materials, digital tools and teaching aids has been inadequate. This implies that the inability of government owned elementary institutions to provide adequate

curriculum support materials such as textbooks, reference materials, digital tools as well as teaching aids has occasioned their inability to effectively implement CBC. This was supported by performing Pearson's Product Moment Correlation Analysis was undertaken which generated a p-value, $0.044 < 0.05$). This further shows that there is a significant influence of availability of curriculum support materials on implementation of CBC in government owned elementary institutions.

5.1.4 Involvement of Parents and Implementation of Competency-based Curriculum

The study revealed that parents to the success of CBC implementation by undertaking a series of activities. However, not all parents take part in activities such as the development of learning materials for learners but they provide instructional materials. Many parents take part in volunteering activities such as school feeding programmes, help their children with homework activities and constantly monitor their behaviour patterns. They participate in activities such as such as cooking and cleaning. This suggests that caregivers are beneficial because they support their youngsters in improving their academic performance by encouraging them, setting up a suitable study environment and time, exhibiting preferred conduct patterns such as perusing literature for satisfaction, keeping an eye on assignments, vigorously coaching their youngsters at home, and educating them for success in achieving better grades.

Though not all participate in school programmes, parents constitute a key component of school management and their participation is essential to the implementation's accomplishment. of CBC in government owned elementary institutions. This was supported by performing Pearson's Analysis of Product Moment Correlation was undertaken which generated a p-value, $0.039 < 0.05$).

This implies that there is a significant influence of involvement of parents on implementation of CBC in government owned elementary institutions.

5.1.5 Headteachers' Support and Implementation of Competency-based Curriculum

The investigation found that headteachers usually supervise how teachers undertake their teaching activities which has improved CBC implementation. This is key since it ensures prompt syllabus coverage and improved learner competencies. Headteachers frequently organize and plan workshops to equip teachers with much information about CBC and how it should be implemented. They also ensure that, despite the resource constraints, government owned elementary institutions have adequate provision of curriculum support materials. These mixed results confirm that headteachers play a critical part in ensuring the CBC is fully implemented in their schools. In other words, the kind of support they accord teachers and learners form a crucial foundation for effective execution of CBC in elementary schools. This was supported by performing linear regression analysis was undertaken which generated a p-value, $0.028 < 0.05$). This indicates that there is a significant influence of the headteachers' support on execution of competency-based curriculum in government owned elementary institutions.

5.2 Conclusions

The investigation found that the CBC's adoption in government-owned elementary schools is influenced by several elements of school methods. It is clear from the investigation's conclusions that Samburu Sub-county's government-owned elementary schools continue to struggle with CBC adoption. Low student learning results in important CBC areas of instruction are a result of many instructors' lack of timely syllabus coverage and poor classroom technique. Despite the admirable goal for educator capacity building, the investigation discovered that not all educators had

received CBC training on key thematic areas such as teaching approaches, how to undertake learner assessment and how to improvise and utilize instructional resources. According to the study, many government owned elementary institutions lack enough textbooks for the successful execution of CBC. That is, despite the concerted efforts to provide textbooks, their supply has been inadequate with many having challenges in terms of mixed content and repetitions. On the contrary, the provision of stationery to all government owned elementary institutions has been adequate with every learner having enough writing materials at their disposal but the provision of reference materials, digital tools and teaching aids has been inadequate.

From the study findings, not all parents take part with their children's educational endeavors. They rarely undertake learning material development, provision of instructional materials, volunteering activities nor do they fully monitor the behaviour of their children. The study also found that headteachers usually supervise how teachers undertake their teaching activities which has improved CBC implementation. Headteachers frequently organize and plan workshops to equip teachers with much information about CBC and how it should be implemented. They also ensure that, despite the resource constraints, schools have adequate provision of curriculum support materials.

5.3 Recommendations for Practice

This section outlines the investigation recommendations in terms of practice, policy and further research.

5.3.1 Recommendations for Practice

These suggestions are made by the investigation:

1. On educator training and execution of CBC in government owned elementary institutions, the MoE should keep continuing education for educators, according to the research.
2. On the accessibility of curriculum support tools and execution of CBC, in order to guarantee that government-owned elementary institutions have sufficient academic assistance tools outside of manuals, the report advises educators in charge to collaborate with other stakeholders, including Public Benefits Organizations and funders. These might contain, among other things, aids for instruction, lesson plans, previous papers, reference resources, and revision books.
3. On the involvement of parents and execution CBC, the report advises parents to effectively manage their time and attend school functions and meetings where they can learn their role in their children's education and why it is necessary for them to undertake activities such as learning material development, provision of instructional materials, volunteering and monitoring of their children's behaviour.
4. On the headteachers' support and execution of CBC in government owned elementary institutions, the study recommends that headteachers should continue with their tasks of supervising teachers and organizing workshops in partnership with other stakeholders to prepare teachers with pre-requisite abilities to apply CBC in elementary schools owned by the government.

5.3.2 Recommendations for Policy

To improve CBC implementation, the MoE should create policy rules that allow various stakeholders to collaborate with school administration.

5.3.3 Recommendations for Further Research

1. Research has to be conducted to determine the degree to which headteachers' attitudes impact the execution of CBC in government owned elementary institutions.
2. Research could be led to survey the influence of educator dynamics on the execution of CBC in government owned elementary institutions.
3. A research ought to be undertaken to assess how social and economic dynamics influence the execution of CBC in government owned elementary institutions.



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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

August 2023

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT RESEARCH

I am a learner taking a Master of Education in Educational Administration, Leadership and Management of Mount Kenya University. I intend to submit as parts of my research work assessment, study on: **Influence of School Management Dynamics on the Implementation of Competency-based Curriculum in Public Primary Schools in Samburu Sub-county, Kwale County, Kenya**. You were picked to take part in an investigation in order to do this. I respectfully ask that all responders take part in the investigation. Your identity will not appear in the assessment, and the details will only be used for educational uses. You will get access to the investigation's results upon demand.

Your input and backing will be greatly valued.

Thank you in advance.

Yours faithfully,

Hassan Ndaikwa Mrina

APPENDIX IV
QUESTIONNAIRE FOR TEACHERS

Dear interviewee,

The investigator is enrolled at Mount Kenya University's Master of Education program in Educational Management, Leadership, and Administration. My area of study is: **Influence of School Management Dynamics on the Implementation of Competency-based Curriculum in Public Primary Schools in Samburu Sub-county, Kwale County, Kenya.** The material you offer will be confidential and utilized for the study's interests only.

Section A: Demographic Information

Instructions: Kindly mark the box next to the response that best fits your response and fill in the blanks.

1. Gender: Male Female
2. Education Level
Certificate Diploma Degree Post-graduate
3. Duration of teaching (years)
Below 1 1-5 6-10 Over 10

Section B: Implementation of Competency-based Curriculum

1. In a scale of 1-4, how would you rate the extent to which CBC has been implemented in your school?

No.	Test Items	Great Extent	Fair	Low Extent	Not Sure
		4	3	2	1
1	Improved learner competencies in number work skills				
2	Learners are able to do linguistic exercises including writing, reading, and speaking				
3	Increased capacity for inventiveness among students				
4	Learners are able to undertake tasks in life or environmental activities				

Section C: Capacity Building of Teachers and Implementation of

Competency-based Curriculum

1. Have you ever undergone CBC training? Yes [] No []
2. If question one is Yes, indicate how many times you have completed CBC training.
3. What are some of the skills that you have been trained on under CBC?
.....
4. Rate to what extent You concur with these claims on how your training has affected the institution's adoption of a CBC

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

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	I've received training on instructional strategies to apply when CBC is implemented in the institution where I teach					
2	at order for deploying CBC at my institution of learning, I have not received any training on how to deal with students					
3	I have mastered different skills on how to effectively implement CBC in my school					
4	I've learned new techniques for using educational materials when instructing thanks to my CBC program					
5	I have received instruction on how to evaluate students in order to enhance my learner competencies as defined by CBC					

Section D: Availability of Curriculum Support Materials and Implementation of

Competency-based Curriculum

1. Please, tick some of the available curriculum support materials in your primary school
 Textbooks [] Stationery [] Reference materials []
 Digital materials [] Teaching aids [] Others (Specify).....

2. On a scale of 1-3, how would you rank the quality of your institution's curricular assistance supplies?

3. What is your elementary institution's student-to-book ratio?

4. Kindly state your degree of concurrence with these assertions on the impact of curricular assistance materials available in your school on implementation of CBC

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	In my primary institution, we have been provided with adequate textbooks to enable us to implement CBC					
2	Stationery provided by my primary school to implement CBC is adequate					
3	There are few reference materials provided by my primary school which has lowered the pace of CBC implementation					
4	Digital materials provided for learning has made it easy to implement CBC in my primary school					
5	In my primary school, there no enough teaching aids to supplement my teaching activities					

Section E: Involvement of Parents and Implementation of Competency-based

Curriculum

1. Please, mark the specific activities parents are involved to undertake in your school with regard to CBC implementation

In learning material development []

Provision of instructional resources []

In volunteering activities []

Assisting learners with homework activities []

In monitoring learner behaviour []

2. On a scale of 1-3, rate how often parents are involved in the implementation of CBC in your primary school

Often (3) []

Rarely (2) []

Never (1) []

3. Rate to what degree you concur with the subsequent claims on how parental participation affects the way CBC is carried out at the institution you attend

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	In my primary institution, parents are often involved in development of learning materials for learners as a way of improving CBC implementation					
2	My primary school usually involves parents to provide instructional materials for the learners					
3	In my primary school, parents usually volunteer to undertake school activities such as school feeding programmes to support CBC implementation					
4	To improve learners' mastery of concepts under CBC, parents are always involved in assisting learners with their homework activities					
5	Involving parents to monitor learners' behaviour has made it easy to implement CBC in my school					

Section F: Headteachers' Support and Implementation of Competency-based

Curriculum

1. Kindly, state some of the forms of support and activities which your headteacher provides or undertakes towards implementation of CBC in your school

Supervising teachers []

Organizing CBC workshops for teacher training []

Interpreting CBC guidelines for teachers []

Others (Specify).....

2. Rate to what extent you concur with these claims on the impact of your headteacher's backing on implementation of CBC in your elementary school

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	In my school, the headteacher usually supervises how I undertake my teaching activities which has improved CBC implementation					
2	In my school, the headteacher rarely organizes workshops for teacher training which negatively affected implementation of CBC					
3	My headteacher always takes time to interpret CBC guidelines and what is expected of me which has improved CBC implementation of CBC					
4	My headteacher has ensured that I have adequate teaching and learning materials to make my instruction smooth					
5	In my school, the headteacher has often facilitated me to attend conferences on how to effectively implement CBC					

Thank you, Hassan Ndaikwa Mrina

APPENDIX V

INTERVIEW GUIDE FOR HEADTEACHERS

Dear interviewee,

The investigator is enrolled at Mount Kenya University's Master of Education program in Educational Management, Leadership, and Administration. My area of study is: **Influence of School Management Dynamics on the Implementation of Competency-based Curriculum in Public Primary Schools in Samburu Sub-county, Kwale County, Kenya.** Your submitted details will be kept private and utilized just for this research.

Section A: Demographic Information

1. Gender: _____
2. What is the highest level of education? _____
3. For how long have you been a school head? _____

Section B: Implementation of Competency-based Curriculum

1. How would you rate the extent to which CBC has been implemented in your primary school in terms improving learner competencies in key learning areas?

Section C: Capacity Building of Teachers and Implementation of Competency-based Curriculum

1. Have teachers in your school ever undergone CBC training?
2. How many times have educators in your institution undergone CBC training?
3. What are some of the skills your teachers have been trained on under CBC?
4. How has capacity building of teachers influenced implementation of CBC in your school?

Section E: Involvement of Parents and Implementation of Competency-based

Curriculum

1. What are the specific activities which parents always undertake in your school with regard to CBC implementation?
2. How often parents are involved in the implementation of CBC in your primary school?
3. How has involving parents influenced implementation of CBC in your school?

Section F: Headteachers' Support and Implementation of Competency-based

Curriculum

1. Which kinds of support do you often provide towards implementation of CBC in your institution?
2. To what degree has the support you provide influenced implementation of CBC in your primary school?

Thank you,

Hassan Ndaikwa Mrina

APPENDIX VI

INTERVIEW GUIDE FOR CURRICULUM SUPPORT OFFICERS (CSOs)

Dear interviewee,

The investigator is enrolled at Mount Kenya University's Master of Education program in Educational Management, Leadership, and Administration. My area of study is: **Influence of School Management Dynamics on the Implementation of Competency-based Curriculum in Public Primary Schools in Samburu Sub-county, Kwale County, Kenya.** Your submitted details will be kept private and utilized just for this research.

Section A: Demographic Information

1. Gender: _____
2. What is the highest level of education? _____

Section B: Implementation of Competency-based Curriculum

1. How would you rate the extent to which CBC has been implemented in government owned elementary institutions in your sub-county?

Section C: Capacity Building of Teachers and Implementation of Competency-based Curriculum

1. How many times have teachers in your sub-county undergone CBC training?
2. What are some of the skills the teachers have been trained on under CBC?
3. How has capacity building of teachers influenced implementation of CBC in elementary institutions in your sub-county?

Section D: Availability of Curriculum Support Materials and Implementation of Competency-based Curriculum

1. What are some of curriculum support materials which have been provided to primary school to support CBC implementation in your sub-county?

2. How would you rank the curricular support resources' degrees of adequacy you have supplied to primary schools in your sub-county?
3. To what degree has availability of curriculum support materials influenced implementation of CBC in your sub-county?

Section E: Involvement of Parents and Implementation of Competency-based

Curriculum

1. What are the specific activities which parents always undertake with regard to CBC implementation?
2. How often parents are involved in the execution of CBC in primary institutions in your sub-county?
3. How has involving parents influenced implementation of CBC in your sub-county?

Section F: Headteachers' Support and Implementation of Competency-based

Curriculum

1. Which kinds of support do headteachers provide towards implementation of CBC in your sub-county?
2. To what extent has the support headteachers provide influenced implementation of CBC in your sub-county?

Thank you,

Hassan Ndaikwa Mrina

APPENDIX VII

OBSERVATION CHECKLIST FOR GRADE THREE LEARNERS

A. Basic Numeracy Skills

Aspects of Basic Numeracy Skills	Observation	
	Can Attempt	Cannot
Recognizing numbers		
Sequencing and counting		
Rote counts		
Fundamental functions		
Numerical valuation		

B. Language Skills

Aspects of Language Skills	Observation	
	Can Attempt	Cannot
Comprehension abilities such visual devouring literature or identification, understanding of phonetics, and vocabulary		
Writing abilities including word formation, joining together syllables, and arrangement of sentences		
Oral abilities like news reporting and narration		

C. Creativity Skills

Aspects of Creativity Skills	Observation	
	Can Attempt	Cannot
Adding color		
Writing patterns		
Sketching and mapping		
Printing, such as crop of potatoes, branch, and printmaking by hand		
Crayon and pencil etching		

D. Essential Environmental Skills

Aspects of Essential Environmental Skills	Observation	
	Can Attempt	Cannot
Ability to tell their names for identity		
Identify their sex for self-awareness		
Identify their body parts (heads, hands, legs etc.)		
Identify objects within their environment (home and school)		

Thank you, Hassan Ndaikwa Mrina

APPENDIX VIII

DOCUMENT ANALYSIS GUIDE FOR THE RESEARCHER

A. Basic Numeracy Skills

Aspects of Basic Numeracy Skills	Levels of Learner Competencies			
	Excellent 4	Good 3	Fair 2	Below Average 1
Recognizing numbers				
Sequencing and counting				
Rote counts				
Fundamental functions				
Numerical valuation				

B. Language Skills

Aspects of Language Skills	Levels of Learner Competencies			
	Excellent 4	Good 3	Fair 2	Below Average 1
Reading abilities such visual reading or identification, phoneme awareness, phonetics, and vocabulary				
Writing abilities including word formation, syllable joining, and sentence structure				
Oral abilities like news reporting and narration				

C. Creativity Skills

Aspects of Creativity Skills	Levels of Learner Competencies			
	Excellent 4	Good 3	Fair 2	Below Average 1
Adding color				
Writing patterns				
Sketching and mapping				
Printing, such as crop of potatoes, branch, and printmaking by hand				
Crayon and pencil etching				

D. Essential Environmental Skills

Aspects of Essential Environmental Skills	Levels of Learner Competencies			
	Excellent 4	Good 3	Fair 2	Below Average 1
Ability to tell their names for identity				
Identify their sex for self-awareness				
Identify their body parts (heads, hands, legs etc.)				

Identify objects within their environment (home and school)				
SCHOOL MANAGEMENT PREPAREDNESS				
Variables	Available	Not Available	Adequate	Not Adequate
Teacher Training				
• Number of teachers				
• Number of teachers trained on CBC				
Curriculum Support Materials				
• Textbooks				
• Stationery				
• Reference and digital materials				
• Teaching aids				
Involvement of Parents	Often	Some times	Rarely	Never
• In learning material development				
• Provision of instructional resources				
• In volunteering activities				
• Assisting learners with homework activities				
• In monitoring learner behaviour				
Headteachers' Support				
• Number of teacher supervision headteachers undertake				
• Number of CBC workshops for teacher training organized by headteachers				
• How often headteachers interpret CBC guidelines for teachers				

Thank you

Hassan Ndaikwa Mrina

APPENDIX IX

ETHICAL CLEARANCE FROM MOUNT KENYA UNIVERSITY



REF: MKU/ISERC/3158
TO: HASSAN NDAIKWA MRINA

Date: 28 September 2023

REG: MED/2018/33442

Dear Sir/Madam,

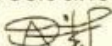
RE: SCHOOL MANAGEMENT DYNAMICS INFLUENCING ON IMPLEMENTATION OF COMPETENCY BASED CURRICULUM IN PUBLIC PRIMARY SCHOOLS IN SAMBURU SUB-COUNTY, KWALE COUNTY, KENYA

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **2202**. The approval period is **28/09/2023 - 27/09/2024**.

This approval is subject to compliance with the following requirements:

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

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

Yours sincerely,

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

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

APPENDIX X

INTRODUCTION LETTER FROM THE SCHOOL OF POSTGRADUATE
STUDIES OF MOUNT KENYA UNIVERSITY



DIRECTORATE OF GRADUATE STUDIES

MED/2018/33442

29th September, 2023

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

Dear Sir/Madam,


RE: HASSAN NDAIKWA MRINA - REGISTRATION NO. MED/2018/33442

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 "School Management Dynamics Influencing on Implementation of Competency Based Curriculum in Public Primary Schools in Samburu Sub-County, Kwale 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 **October, 2023 and December, 2023**.






Any assistance accorded to the student will be highly appreciated.

Thank you.


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

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

APPENDIX XI
AUTHORIZATION LETTER FROM NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY AND INNOVATION, NACOSTI

 <p style="text-align: center;">REPUBLIC OF KENYA</p> <p>Ref No: 946461</p> <p style="text-align: center;">RESEARCH LICENSE</p>  <p>This is to Certify that Mr.. HASSAN MRINA NDAIKWA 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 Kwale on the topic: SCHOOL MANAGEMENT DYNAMICS INFLUENCING ON IMPLEMENTATION OF COMPETENCY BASED CURRICULUM IN PUBLIC PRIMARY SCHOOLS IN SAMBURU SUB-COUNTY, KWALE COUNTY, KENYA for the period ending : 10/October/2024.</p> <p style="text-align: center;">License No: NACOSTI/P/23/30275</p> <p style="text-align: center;">946461 Applicant Identification Number</p> <p style="text-align: center;">NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p> <p style="text-align: center;">See overleaf for conditions</p>	 <p style="text-align: center;">NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION</p> <p style="text-align: right;">Date of Issue: 10/October/2023</p> <p style="text-align: center;">  Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION </p> <p style="text-align: center;">Verification QR Code</p> 
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APPENDIX XII

RESEARCH AUTHORIZATION LETTER FROM COUNTY COMMISSIONER,
KWALE



OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION

Email: cckwale@yahoo.com
Telephone: Kwale 4105
When replying please quote

THE COUNTY COMMISSIONER
P.O. BOX 1
KWALE

Ref. No. ADM.15/7/4 CC VOL.III/165

16th January, 2024

The Deputy County Commissioner
SAMBURU SUB COUNTY

RE: RESEARCH AUTHORIZATION
HASSAN MRINA NDAIKWA– LICENSE NO. NACOSTI/P/23/30275

The above named person is a student at Mt. Kenya University Campus pursuing Masters of Education in the Department of Educational Management and Curriculum Studies in the School of Education.

He intends to carry out research on "**School Management Dynamics Influencing on implementation of Competence Based Curriculum in Public Primary Schools in Samburu Sub County**" for a period ending **10th October, 2024**.

Kindly accord him necessary support.

A handwritten signature in blue ink, appearing to read 'Meru M. Mwangi', written over a horizontal line.

MERU M. MWANGI
COUNTY COMMISSIONER
KWALE COUNTY

Copy to:
Hassan Mrina Ndakiwa
MOUNT KENYA UNIVERSITY

APPENDIX XIII

RESEARCH AUTHORIZATION LETTER FROM COUNTY DIRECTOR OF
EDUCATION, KWALE



REPUBLIC OF KENYA
MINISTRY OF EDUCATION
State Department for Basic Education

Telegrams: "EDUCATION", Kwale
Telephone: Kwale 040-2104010
Email Address: kwalecde@gmail.com
Please when replying quote

THE COUNTY DIRECTOR OF EDUCATION
P.O BOX 20 – 80403
KWALE

REF: KWL/CDE/A/VOL.II/147

16th October 2023

Hassan Mrina Ndaikwa
MOUNT KENYA UNIVERSITY

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on **School Management Dynamics Influencing on implementation of Competence Based Curriculum in Public Primary Schools in Samburu Sub County, Kwale County**. I am pleased to inform you that you have been authorized to carry out the research.

You are advised that this program should not interfere with normal school learning activities.

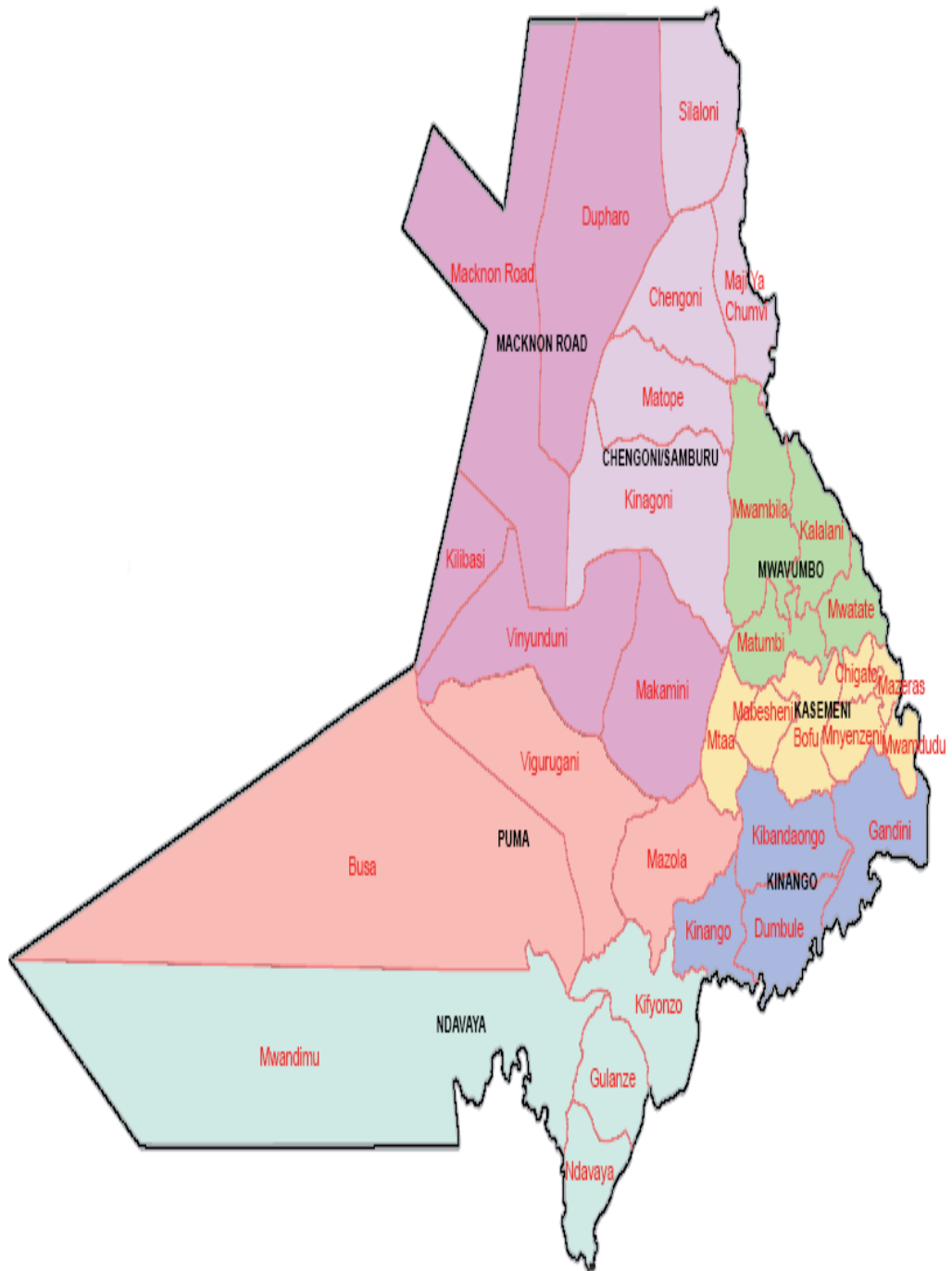
Thank you.

A handwritten signature in black ink, appearing to read 'Ahmed Abdi', written over a circular stamp.



AHMED ABDI
COUNTY DIRECTOR OF EDUCATION
KWALE COUNTY

APPENDIX XIV
THE MAP OF KINANGO CONSTITUENCY SHOWING SAMBURU SUB-COUNTY



Source: IEBC (2012)

APPENDIX XV

SIMILARITY INDEX REPORT

INFLUENCE OF SCHOOL MANAGEMENT DYNAMICS ON IMPLEMENTATION OF COMPETENCY-BASED CURRICULUM IN PUBLIC PRIMARY SCHOOLS IN SAMBURU SUB-COUNTY, KWALE COUNTY, KENYA

