

**INFLUENCE OF TEACHER PREPAREDNESS ON IMPLEMENTATION
OF COMPETENCY BASED CURRICULUM IN PUBLIC PRIMARY
SCHOOLS IN KHWISERO SUB-COUNTY, KAKAMEGA COUNTY,
KENYA**

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MOUNT KENYA UNIVERSITY

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DECLARATION AND APPROVAL

Declaration

This thesis/project is my original work and has never been presented for any academic award in any institution.

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DEDICATION

This project is dedicated to my wife Violet and son Nelson, who together provided me with a warm environment that I desperately needed throughout my study.



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I would like to express my sincere gratitude to God for his love and mercy which enabled me go through the study. I also owe special thanks to my supervisor, Dr. Silas Chepkwony whose guidance gave me a golden opportunity to undertake this proposal. My parents John Mashemo and Martha Mashemo for their parental love, spiritual and financial support. My friends Malika Wilfred and Godfrey Okeno for their great encouragement throughout the study. My fellow students at MKU-MED class; Briston and Melisa whose closeness was a driving force throughout the study. Bonface Otieno the cyber man at Yala for his technological support; colleagues and finally my lecturer Dr. Kikechi and my uncle Jeremiah Otinga whose emotional and intellectual support enabled me to finalize the proposal within the required time frame.



ABBREVIATIONS AND ACRONYMS

BECF	-	Basic Education Curriculum Framework
CBC	-	Competency Based Curriculum
CBE	-	Competency Based Education
CSO	-	Curriculum Support Officer
EYE	-	Early Year Education
JSS	-	Junior Secondary School
KICD	-	Kenya Institute of Curriculum Development
KNUT	-	Kenya National Union of Teachers
MOE	-	Ministry of Education
OECD	-	Organization for Economic Cooperation and Development
PWPER	-	The Presidential Working Party on Education Reforms
QASO	-	Quality Assurance and Standards Officer
SSS	-	Senior Secondary School
SPSS	-	Statistical Package for Social Services
TSC	-	Teachers Service Commission
UNESCO	-	United Nations Educational, Scientific, and Cultural organization
USA	-	United states of America

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ABSTRACT

Kenya has embarked on curriculum reforms to improve the quality of education. An important shift has been to move away from knowledge and skills acquisition to knowledge creation and application. The purpose of the study was to investigate influence of teacher preparedness and implementation of Competency Based Curriculum in public primary schools in Khwisero Sub-county, Kakamega County, Kenya. The following objectives will guide the study: to determine the influence of teacher competence on implementation of Competency Based Curriculum, to determine the influence of instructional materials on implementation of Competency Based Curriculum, to examine the influence teacher's mode of assessment on implementation of Competency Based Curriculum and to assess the influence professional responsibilities of the teacher on implementation of Competency Based Curriculum (CBC). The research employed cross-sectional descriptive survey research design where the researcher used questionnaires and key informant interview guides to collect data which were used to describe how teacher preparedness influence competency based curriculum implementation. The study utilized purposive, cluster and simple random sampling techniques. The target population included all the teachers teaching grade 1 to 6 in all the 70 public primary school in Khwisero Sub-county, head teachers, the 2 Curriculum Support Officers in charge of the two zones in Khwisero Sub-County and 1 Quality Assurance and Standard Officer. Data analysis was done using the Statistical Package for Social Services (SPSS) percentages. The theory of constructivism by Levi Vygotsky guided the research based on the proponent that human construct knowledge from their experiences. The study findings shows that teachers with strong subject knowledge, classroom management, and instructional skills were more effective in using CBC's student-centered approaches. Formative assessments and diverse teaching methods also played key roles, while access to current and relevant instructional materials, including digital resources, was vital for fostering student engagement. However, challenges like teacher shortages and insufficient resource distribution hindered full CBC implementation. The study concludes that teacher competence, access to relevant instructional materials, and effective assessment strategies are essential for CBC success. Ongoing teacher training and better curriculum planning are recommended, along with improved resource accessibility to address challenges and ensure CBC's potential is realized.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Growing demands for the acquisition of 21st century skills and the introduction of technology to the everyday life as well as globalization of the labor market have affected the nature and meaning of learning and teaching process and this has brought about the need to guarantee everybody achievement of new key competencies for their personal and social development (Pamier, 201 (Abazaoglu, Yildirim , & Yildizhan, 2014) (Abazaoglu, Yildirim , & Yildizhan, 2014)7). Claro, (2009) defines competencies as knowledge, skills and attitudes required for successful life in a knowledge based society. The Spanish Education Act 2006 provides that Competency Based Curriculum (CBC) is the one that incorporates core competencies as one of the elements of the curriculum and evaluation. The curriculum is defined by a series of outcomes, basic skills, content and criteria of assessment (Ananadiu 2009). Milkman (2007), explains that Competency Based Education (CBE) sets a mastery of discrete knowledge and skills as the gateway for learners to progress to more advanced content. As opposed to traditional education which was based on fixed length of academic terms, CBC allows learners to move at their own pace, spending as much or as little time on each strand necessary to demonstrate mastery of desired competencies.

Competency Based Curriculum has been researched on from the early 1970s when the USA first engineered it (Richard and Rogers, 2001). Competency Based Curriculum was introduced due to concern about how student achievement and poor quality of teacher and training. It was thought that the approach would improve the effectiveness of schools, teachers, and teacher educators and serve to address society's concern about unsatisfactory performance in the development of

programs in teacher education in USA. The education goals are defined in form of accuracy in measuring descriptive skills, behavior and knowledge among students. Such measurable objectives are to be obtained at every completion stage in student's studies (Wolf, 2001). This was followed by its spread as a movement among nations such as United Kingdom and Germany in Europe. Sacto et al. (2018) observed that CBC concept moved to European countries due to the economic recession caused by the widespread unemployment among the youth in the United Kingdom. In 1990s it was adopted by Australia and later spread to other countries of the world. Countries were obliged to adopt the curriculum as a result of the conditions of the demands of the global markets and the dynamic nature of the emerging technologies.

African countries as well adopted the curriculum, starting with South Africa in 1998(The "Africanized" CBC: 21st century strides). Introduction of CBC in Cameroon was created by the need to produce school leavers' capabilities in phases of knowledge, skill and attitudes useful for solving social and economic challenges of the contemporary society (The "Africanized" CBC: 21st century strides). Rwanda has made considerable strides to implement CBC, (Hammand, 2012). An important move has been to move away from content acquisition to knowledge and skills application. This is aimed at developing the competencies that are relevant in today's knowledge based competitive economy where everyone is trying to become relevant (Scardamalia et.al..2012). Tanzania development and adoption of CBC resulted from the problem arising in the training system that negatively affected the quality of graduates to the job market. The-existing education system did not specify the required competencies to be attained by students by the end of the course of study (The "Africanized" CBC: 21st century strides).

In Kenya, the Basic Education Curriculum Framework was designed to actualize curriculum reforms (Jengere, 2016). Ji (2007) explains that CBC is a curriculum that emphasizes what the

learner is expected to know. It is aimed at helping learners acquire competencies in order to produce solutions to problems in real life contexts. Teacher competence on delivery of CBC is a priority (Gatun, 2009). For the paradigm shift to CBC to be effective, teachers must make a good choice of instructional strategies they use in order to enable learners engage and interact with knowledge with minimum supervision (Kafyalulo, 2012). In line with the current curriculum reforms, the teacher has put in mind teaching and learning resources to be used as well as preparing learning activities that will suit the ability of individual learners (Cyphan, 2007). Teaching and learning resources used during instruction should bring-out learners competencies as opposed to outdated methods where the teacher was the know-it-all. The teacher should now assume the role of a coach (Duffy, 2007). Assessment of learners' progress is also key in any educational curriculum. With the paradigm shift to the new curriculum, there is need to align assessment to ongoing emphasis on competencies (O' Connor, 2009).

The Competency Based Curriculum (CBC) came into being in Kenya to fill the gaps in education and training which were identified in the outgoing 8-4-4 system which was introduced by 1985. According to (KIE, 2009), the content of the 8-4-4 curriculum and its implementation was basically academic and exam-focused. In addition to the curriculum being so overloaded, several schools faced the challenge of poor equipment and lack of trained teachers to facilitate development of practical skills. Moreover, development had emerged as a result of report to align the education sector as outlined in Vision 2030 and the Kenyan Constitution, 2010. The government went ahead to develop the Sessional Paper No.2 of 2015 of Kenya reforms. Some of its key recommendations included; the new CBC, a national system to cover the national assessment, talent identification and nurturing from early stage, conception of national values and cohesion, which was to be integrated in classroom learning and teaching. The government of

Kenya, through the Ministry of Education (MoE) came up with guidelines for implementation of the CBC within the reformed 2-6-3-3 structure as the knowledge based curriculum within the 8-4-4 structure was being phased out. The Basic Education Curriculum Framework (BECF, 2017) provided the organization of Basic Education, which is conceptualized into 3 tiers under the 2-6-3-3 structure. These are Early Year Education (EYE) comprising of 2 years of Pre-primary Education (PP1 & PP2) and 3 years of Lower Primary Education (Grades 1-3). This is followed by 3 years of Upper Primary (Grades 4-6) followed by 3 years in Junior Secondary School (Grades 7-9); the Senior Secondary School (SSS) comprises of 3 years (Grades 10-12). At Senior Secondary School (SSS), the CBC provide 3 pathways: Arts and Sports Science, Social Sciences, and STEM (Science and Technology, Engineering and Mathematics).

(Opondo, Afwande, & Kamau, 2023) Postulate that the CBC curriculum employs the utilization of both Formative and Summative assessment. The former is where there is involvement of information gathering on the learners' progress during the learning process by utilizing assessment tools. The objective here is to offer prompt feedback to the learners so as to enhance the achievement of the learning outcomes. The two categories of formative CBC assessment include assessment for learning and assessment as learners. Summative assessment is designed to determine student learning and achievement in academics at the end of the term, semester or year by measuring it against a universal standard. They take place in controlled environments, are significantly visible, and pride to possess a high point value.

A study on CBC done in Nairobi County, in Kenya, to determine the challenges in the implementation of the curriculum revealed the following: there is a sluggish transition of the learners in the 2.6.6.3 CBC with uncertainty in transition after grade 6, there are unclear educational policies for proper implementation of the CBC curriculum, there is no reliability and

validity of learners' scores, there is ill development in ICT infrastructure, lack of properly trained instructors, and poor attitude of the stakeholders on the CBC curriculum (Kubai, 2023).

The first cohort of CBC transited Junior Secondary School (JSS-Grade 7) in 2023. The transition adopts recommendations of the Presidential Working Party on Education Reforms (PWPER, 2023) regarding the domiciling of JSS in primary schools. This implies that the categorizing of secondary schools as National, Extra-county, County and Sub-county schools did not apply for JSS. This is a critical first step towards ensuring equity in education provision in Kenya. Besides that, domiciling JSS in primary schools set the stage for Day Secondary Schooling, which has been proven to have multiple benefits worldwide. The age group of transitioning learners coincides with rapid physical, cognitive, psychosocial and emotional growth and developmental transformations. This calls for parental involvement in the children's learning and development, a critical factor for learners' psychosocial well-being at this stage (MOE Guidelines for Implementation of Junior Secondary Education, 2023) (PWPER, 2023).

In a nutshell, planning is an important component of successful teaching which involves the art of combining a number of different task into a coherent whole that learners can identify with and which students can recognize, work with and react to (Harmer, 2006). International Bureau of Education UNESCOs report on the implementation of the new curriculum states that despite the shift of the education system in Kenya from content based to competency based, various stakeholders claim that the shift has been hurriedly done without due consideration to preparing teachers properly, inadequate instructional materials and due process has been compromised.

1.2 Statement of the Problem

Implementation of CBC has faced many challenges since the Kenyan government introduced it after the piloting stage was done starting from the pre-school to Grade 3, in 2018. The degree of teacher preparedness on implementation of the CBC is still low despite the effort by the Kenya Institute of Curriculum Development (KICD) putting measures to train teachers for a week during holidays. Many groups like the Teacher Unions and Parents-teachers' associations including the Ministry of Health have identified varied gaps in this curriculum thus prompting investigations into what could be affecting its implementation. The Kenya Publishers Association Chairman had raised doubts about the implementation of the new curriculum saying materials had not been published. The researcher had seen no evidence of the presence of instructional materials in schools except for Mathematics and Language activities. Moreover, a letter by KNUT (KNUT/EDU/45/27/2017) addressed to the cabinet secretary of education in December 2017 feared that the new system was hurriedly done without appropriate designs, pupils' books were also ill-prepared. The trade union called for an overhaul of the whole process.

In a study that was conducted among selected counties within Mount Kenya Region by UNESCO, it was identified that the level of acceptance of the CBC by parents, teachers, pupils and the community at large is unquestionable. Success was recorded in that region given the feedback of the teachers. These results however do not reflect other testimonies received from Teachers Union, Head Teachers Association and the general public from other regions. An extended report by IBE-UNESCO,(2017) revealed that teachers of Nyeri County, subject to a case study on CBC raised alarm over the too much time lesson planning was taking which compromised time for instruction; it was also noted that teachers could not construct assessment rubrics hence knowledge gap. During the 2022 presidential campaigns, the two major coalitions:

AZIMIO and Kenya Kwanza through their manifestoes vowed to restructure the CBC to suit the needs of Kenyans and also to make it affordable. This was due to public outcry on the high cost of teaching and learning resources parents were supposed to provide to support the implementation of the CBC. When finally Kenya Kwanza government ascended to power, the president, Dr. William Ruto, formed a commission namely The Presidential Working Party on Education Reforms (PWPER) which has made far reaching recommendations on the education sector in the country. The recommendations include the scrapping of the categorization of secondary schools into National, Extra-county, County and Sub-county schools with 8-4-4 system. Instead, under the CBC system, the schools will be categorized in line with the career pathways of learners. The PWPER further recommends that the Nursery, Primary and Junior Secondary to be merged to one unit encompassing all the 3 levels known as Comprehensive School headed by one principal. The Principal would be assisted by 3 Deputy Principals in-charge of nursery, primary and JSS. The PWPER is winding up its work with a presentation of a raft of measures that could change the education in Kenya from ECDE to university.

This would mean that at the start of CBC implementation in 2017, several challenges were encountered within the local school context. CBC had faced a number of challenges in Kenya and Khwisero Sub County of Kakamega County is not exceptional. All these factors and records prompted the need for the proposed study to carry out an investigation the influence of teacher preparedness on implementation of Competency Based Curriculum in public primary schools in Khwisero Sub-County in Kakamega County.

1.3 Purpose of the Study

The purpose of this study was to assess the influence of the Teacher Preparedness on implementation of the Competency Based Curriculum in public primary schools in Khwisero Sub-county, Kakamega County, Kenya.

1.4 Research Objectives

The study was guided by the following objectives: -

- i. To examine the influence of teacher competence on implementation of competency based curriculum in public primary schools in Khwisero Sub-County.
- ii. To determine the influence of the use of instructional materials on implementation of competency based curriculum in public primary schools in Khwisero Sub- County.
- iii. To investigate the influence of teacher's assessment mode on implementation of competency based curriculum in public primary schools in Khwisero Sub- County.
- iv. To establish the professional responsibilities of teachers on implementation of competency based curriculum in public primary schools in Khwisero Sub- County.

1.5 Research Questions

- i. In what ways does teacher competence influence implementation of competency-based curriculum in public primary schools in Khwisero Sub-County?
- ii. To what measure does the use of instructional materials influence the implementation of competency-based curriculum in public primary schools in Khwisero Sub-County?
- iii. To what extent does teacher's mode of assessment influence the implementation of the competence-based curriculum in public primary schools in Khwisero Sub-County?
- iv. To what degree does the commitment of teachers towards their professional responsibilities influence the implementation of the competency-based curriculum in public primary schools in Khwisero Sub-County?

1.6 Significance of the Study

The study sought to investigate the influence of teacher preparedness on implementation of the new competency based curriculum in public primary schools in Khwisero Sub-County, in Kakamega County, Kenya. The findings of the study would be of great benefit to teachers and other stakeholders in education sector as the government through the Ministry of Education would consider training teachers adequately on the new curriculum to enable smooth implementation of the CBC. Field officers, especially Curriculum Support Officers (CSOs) and Quality Assurance and Standards Officers (QASOs) would find the research useful as it may assist them in determining areas of focus when giving feedback to practicing teachers in their respective zones. Researchers, students and other scholars would also get knowledge to supplement the existing research. The MOE would also find it necessary to restructure primary teacher's education to be CBC compliant so as to give pre-service training to teachers on the paradigm shift and therefore, avoid duplication of resources. Moreover, the proposed study would contribute to giving hints towards additional aspects of CBC implementation that require further study.

1.7: Limitations and Delimitations of the Study

1.7.1 Limitations of the study

Limitations refers to aspects of the study which may influence the results but which the researcher has absolutely no control over (Mugenda and Mugenda, 2007). This study was confined only to Khwisero Sub-County and the findings cannot be generalized to the whole country. Due to financial constraints, the researcher limited the study to Khwisero Sub-County.

1.7.2: Delimitations of the study

The scope of this specific study is public primary schools of Khwisero Sub-County, Kakamega County. Private schools in Khwisero Sub-county would be of no interest for the study.

Although there are many factors which influence the implementation of CBC such as head teachers' leadership style, teachers' pedagogical methods, computer literacy among others but this study will be based on teacher competence, instructional materials, teacher's mode of assessment, and the professional responsibilities of teachers. The researcher sought to carry out the study since the inception of CBC between January 2018 up to December 2023 and May 2024.

1.8: Operational Definitions of Terms

Competence: This is the ability of the teacher to effectively perform his responsibilities in school.

Competency: Ability to do something efficiently.

Competency Based Curriculum: It is a curriculum emphasizing talent exploitation by learners as opposed to content-based learning.

Curriculum: A system or a course of study in a school or college.

Implementation: It is the actual adoption of the new curriculum after phasing out the 8-4-4 system of education.

Instructional materials: Resources that guide the teachers on what to teach and how to teach.

Professional responsibilities: Duties assigned to the teacher as specified by the employer- TSC.

Preparedness: The readiness of the teacher to handle the learners assigned to him.

Rubrics: This is an assessment tool used by the instructors in assessing learners.

1.9: Assumptions of the study:

The following are assumptions of the study:

- i. All public primary schools in Khwisero Sub-county adhere to CBC requirements in regard to preparation of schemes of work, lesson plans and assessment rubrics.
- ii. All learners in public primary schools learn under same environment in terms of physical resources and appropriate methods of teaching.
- iii. The selected teachers that provided qualitative data through KII and questionnaires are honest and answered questions correctly without being bias.



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CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter discusses relevant literature to investigate teacher preparedness and its influence on implementation of competency based curriculum. It also offers both theoretical and conceptual framework on which the study is based on. The review is organized as per the objectives of the study is based on: An overview of competency based curriculum, teacher competence on implementation of competency based curriculum, instructional materials on implementation of competence based curriculum, teacher's mode of assessment on implementation of competence based curriculum and professional responsibilities of the teacher on implementation of competency based curriculum.

2.2 An Overview of Competency Based Curriculum

Intrinsic desire to continuously seek knowledge is key. Deliberate initiative to integrate competency often concentrate on nurturing skills that cut across all sectors or soft skills such as the ability to communicate, collaborate , think rationally and to look at problems critically (Sullivan and Bruce, 2014). Given the fact that learners have diverse abilities, it is vital for them to comprehend and actualize that competency based learning requires that the activities are hand on not learning just by observation (Jeng'ere, 2017). In practice, the success of any education programme largely depends on the underlying philosophy and the curriculum design it adopts (Sudsomban, 2007). As observed by Chondara, 2008, the competency based inquiry learning is the only way to link education product with the job market. Therefore, to cut on the youth unemployment levels which is quite rampant in African countries, consideration of “occupational specific” learning must be captured in curriculum design and its implementation,

(Sudsomboan,2007) the competency based approach to learning revisits the entire elements of the design , looks at the end product against prevailing system and shifts the concept of learning to acquisition of key competencies as paradigm shift towards acquiring 21st century skills, (Edward, et.al..2009).

In practice, competency is the ability to apply skills, knowledge, ethics and attitudes adequately in various defined real life contexts (Jengere, 2007). In the competency based approach, learners are expected to be presented with resources with which they interact and construct meaning out of them. This way, they are perceived not only as consumers of knowledge but as active producers of knowledge (Barman, 2011). In fact, competency based inquiry approach is considered the way to go in terms of involvement since it emphasizes the integrated nature of learning tasks not only for the labor market but also for life (Edward et.al..2009).

2.3 Influence of Teacher competence on implementation of the competency based curriculum in primary schools

The teacher's role is to provide opportunity for the learner to realize and develop full potential (Stronge et al. 2011). This type of approach to teaching and learning changes the teacher's responsibility from a monopoly of the instructional programme to a facilitator whose task is to drive and guide the learning process (Sturgis, 2010). In the context of 21st century skills acquisition, the facilitator has to adopt a paradigm shift in way of conceptualizing the learner as having innate abilities whose role is to nurture. This is the foot path to which education reforms seeks to follow (Gatt, 2009). Teachers therefore, need significant knowledge and skills, ability to interact with all learners, setting manageable standards and choosing instructional materials that can accommodate learners at different levels (Zeiger, 2018).

Competence simply means the ability to do something successfully or efficiently. Competence is developed through acting and interacting with both formal and informal education and professional context, and require going beyond the mere production of acquired knowledge. A competent teacher is therefore, the one who demonstrates mastery of subject matter and has the ability to transmit these communicatively to learners. The expanded learning or pathways for target learners beyond the dated content full product attracts a system of education focused on knowledge, abilities and attitudes whose combination leads to efficient task performance (Jones, 2012). The move from content based to competency based inquiry approach was an attempt to improve the quality of education by enabling learners to acquire the requisite competencies relevant in different spheres of life (Komba, 2016). Consequently, teachers should receive adequate training on the new curriculum in the form of professional development to enable them effectively deliver their mandate (Kelly, 2018). Edibile (2009) note that a functional system of education should involve consistent retraining of teachers for efficient implementation of the curriculum. Schools effectiveness is enhanced by the nature of the teacher in terms of the skill possessed by the teacher; a teacher who is well versed by the needs of the learner is able to attain more learner achievement.

In Kenya, TSC coordinates the function of the quality assurance which ensures the quality of teaching is adhered to in schools. In addition, professional skills and development of values were found to be critical to teacher's professionalism (KICD, 2016). Moreover, teachers require important knowledge, skills and ability to interact with all the learners, setting manageable standard and choosing instructional materials that promotes learning that is practical even in their future lives. In recent years, the acquisition of competences has become a central issue in post-secondary education. The traditional emphasis on factual knowledge no longer meet the

requirements of a changing society. Even the training of well-defined skills, to apply this knowledge in an appropriate and productive way seems to be insufficient to start as a professional worker (Kirschner et.al. 1997). Employers demand graduates that are able to operate in complex environments that is characterized by ill-defined problems, contradictory information, informal collaboration and abstract, dynamic and highly integrated processes. The concept of competence is strongly associated with the ability of mastering such complex situations.

Naturally, the word competence is attractive for both educators and employers, because it is easily identified with valued capabilities, qualifications and expertise. Currently, competences are embraced by policy makers, educators and personnel officers as a new standard for curriculum design, training and professional development. In order to facilitate the development of the full range of competences required in employment, the Organization for Economic Co-operation and Development (OECD) advocates for an appropriate mix of academic (remedial or basic) education, occupational skills and work-based learning. It should be noticed that the concept of competence is not exclusively reserved for education, but is widely used in the domains of professional practice, personnel management and business administration (Bos, 1998). From a theoretical perspective, competence is conceived as a cognitive structure that facilitates specified behaviors. From an operational perspective, competences seem to cover a broad range of higher order skills and behavior that represent the ability to cope with complex and unpredictable situations.

2.4 Influence of Instructional materials on implementation of competency based curriculum in primary schools

Instructional materials, also known as teaching/learning materials are the basic channel of communication in the classroom for the purpose of experiencing effective teaching and learning (Mundia, 2017). It is unrealistic to do without instructional materials in the teaching and learning process. They capture learners to discover themselves and their abilities (Adedapo, 2006). Teaching resources can either be two-dimensional objects like pictures, drawings, graphics, posters and text books. They could also be real objects, models or audio-visuals like television and video (Ekiei et al. 2014). This study supports the findings of Kurtdede-Fidans (2008), which suggests that the level of the use of instructional resources alongside classroom teaching has yielded success during classroom instruction.

According to (Miller and Seller 1990), instructional materials are needed for effective content delivery, they are a part of the programme which ensures an effective education system. They provide an easy way to help learners to easily understand what they learn in class, content alone is not sufficient. (Wilkin, 1994) as well supports the notion that resources available to support teaching and learning in classroom facilitate attaining the objectives set by the teacher. Without this supporting materials, then students cannot fully understand what they are supposed to learn. (Clarke, 2008) in his survey found-out that there was a limitation to finding most appropriate materials which would act as an aid to teaching.

It is held that good teaching resources can never replace the teacher but the teacher uses them to achieve the teaching and learning objectives. This has been emphasized by a number of scholars. Lockheed (1991) adds that instructional materials are critical ingredients in learning and that curriculum could not be easily implemented without them. Kochhar (1991) adds that a teacher

who has adequate and relevant instructional materials is more confident, effective and productive. Instructional materials are also essential since they help the teacher and learner avoid overemphasis on recitation and rote-learning during teaching and learning process. Moreover, the work of Sampath (1990) graphically explain people learn more through the senses of sight and hearing compared to other senses. The study will seek to find-out weather instructional materials have been adequately available to learners and if yes, are they are maximally utilized. The theory of social constructivism by Levi Vygotsky further emphasizes the importance of instructional materials on the proponent that humans (learners) construct knowledge in groups as they interact with their environment and materials (instructional materials), they come up with creative solutions to tasks thereby building on their competencies.

2.5 Influence of Teacher's mode of assessment on implementation of competency based curriculum in primary schools

There are two main types of assessment, formative and summative. Formative assessment is broadly considered as the process by which teachers draw-out and respond to students' thinking in the course of instruction (Randy et.al, 2011. Furtak and Herodia (2014), describe formative assessment as the administration of tools that enable the teacher to draw-out students' thinking while learning is in progress or the activities in which teachers and students engage for the purpose of drawing-out conclusion about the cognitive and psychological levels of the learner. It is important to think about embedded formative assessment which pays keen attention to scope and sequence of a given curriculum as well as the learner's entry behavior and experience of tasks (Kelly, 2008). Sudha (2018), emphasizes that it is important to develop capacity in teachers to develop valid rubrics for assessment. This requires a complete preview to the learning outcomes, identify ability levels of the learners and demonstrate the ability to develop an array of

assessment ratings. Brookhart (2014) asserts that teachers should be skilled after sufficient training in designing assessment rubrics which are more than just grading or scoring. They give a reflection of individual learner's level of progress and areas of attention can be diagnosed for a specific learner and not collectively. The skill of designing rubrics is complex and requires that teachers are properly trained, guided and given formative feedback. The tasks and rubrics are crafted with specific questions and prompts that draw-out students' thinking relevant and relative to what students have learnt and where they are headed (Barman, 2011).

KICD (2017) provides that learning outcomes are realized through administration of assessment rubrics. A rubric refers to assessment tasks derived from a certain scope of content geared towards gauging learner's ability to understand and perform a task. The teacher is expected to decide his or her own ratings, for example, Exceeding Expectations, Meeting Expectations, Approaching Expectations and Below Expectations based on how effectively a learner can demonstrate a competency. Kelly (2011), suggested a paradigm shift to an assessment which is embedded in different stages of instruction, informs the next instructional step and engages learners in critical thinking about their own ideas. In using assessment rubrics, teachers are able to obtain evidence of a learner acquiring a specific competency from formal and informal learning contexts such as observation, questioning, extended work, peer and self-assessment discussions, demonstrations, projects, portfolio, performance and development of success criteria and rubric (Jeng'ere, 2017).

2.6 Influence of teacher's professional responsibilities on implementation of the competency based curriculum in primary schools

A teacher should be a prospector looking for gold (Branden, 1995). Efumbi (2002) suggested that instead of a teacher being authoritative and a strict disciplinarian who punishes children if

they talked in class, he should be a guide and facilitator. He should organize group activities and also allow the pupils to initiate their own activities. A good teacher is one who is creative in selecting appropriate teaching-learning strategies that motivate the interest of his or her learners. A teacher must certainly control the way time is used in the classroom. Effective teachers systematically and carefully plan for productive use of institutional time. The teacher performs the role of a designer and implementer of instruction. Teachers at every level prepare plans that aid in the organization and delivery of their daily lessons. Regardless of the format, all teachers need to make wise decisions about the strategies and methods they will employ to help students move systematically toward learner's goals. A teacher needs to develop a plan to provide direction towards the attainment of the selected objectives. The more organized the teacher is, the more effective the teaching and thus the learning is. Writing daily lesson plan is a large part of being organized.

The sense of responsibility cannot be developed unless the individual is given an opportunity to make decisions and to be responsible for the consequences of the decisions. In this regard, teachers have quite an important role in taking responsibility to teach well and instill it to the child the right knowledge (Perring, 2009; Macready, 2009; Abazaoglu et al., 2014. According to Jensen and Kiley, (2000), a teacher having the responsibility of educating a person, has a wide spectrum of teaching abilities and skills to use these abilities appropriately. For instance, if a responsible teacher has a command of his or her subject area and is very confident, this will definitely be realized by the students. Thus, there will be an effective communication between learners and the teacher, and hence the learners will trust their teacher. Responsibility of learning and teaching are essential components which complement one another. If a teacher does not take

the responsibility for teaching, he or she cannot expect the learners to learn how to be responsible for learning, and cannot motivate them to be successful.

Teacher educators not only need to understand and know how to teach their professional education content, but they must also know how to create and perpetuate effective teacher education programs. This means, they need the skills to work collaboratively in departmental meetings in order to continue the development and evaluation of teacher education programs (Darling-Hammond, 2006). They also need to know how to integrate field experiences with coursework and how to work with other departments and schools; this requires them to have the skills required of a teacher, supervisor, advisor, mentor, collaborator and advocate. Lastly but not least, if teacher educators want to truly affect the learning and teaching that take place in classrooms, they must practice what they preach (teach). If they want to change the beliefs and behaviors of the learners, then they must change how they treat them. Teachers must model the importance of acquiring new skills in order to deal effectively with dilemmas of teaching in becoming adaptive experts. They must model that teaching is a profession beyond the classroom.

2.7 Gaps of Review of Related Literature

Review of related literature has been done on teacher competence, the use of instructional materials, mode of assessment of the teacher and professional responsibilities of the teacher and implementation of the competency based curriculum. Komba (2006), found that the level of teacher's competence influence implementation of any curriculum. Jalek (2017), expressed concern that teachers were incompetent in some subjects like creative arts and music and which they were expected to deliver. According to Eggen and Sahak (2001). On the use of instructional materials, (Mundia 2007), explains that instructional materials also known as teaching/learning

resources are the basic channel of communication in the classroom for the purpose of effective learning process.

On teacher's mode of assessment, Jeng'ere (2016) explains that teachers should ensure quality formative assessment which should provide individual learner formative feedback to express a learner's individual level of achievement in the curriculum. IBE-UNESCO External Report for the Implementation of competency based curriculum, however, expressed concerns that teachers were not actually competent in constructing structural assessment rubrics, since they had not been effectively guided. In-order to attract, develop and retain effective teachers, the Presidential Working Party on Education Reforms (PWPER) proposed that there should be one-year mandatory retooling programme for all graduates of pre-service training to be CBC compliant and one-year mandatory internship programme upon completion of pre-service training before being registered into teaching profession. This clearly indicates that both the pre-service and in-service teachers have not been adequately trained to be able to implement the CBC hence justifying the significant of the study, and lastly on teacher professional responsibilities, Efumbi (2002) suggested that instead of a teacher being authoritative and strict disciplinarian who punishes children, he should be a guide and facilitator.

Kumar (2019) observes that most of the educationists Support community participation in school as it enhances the quality of education. He further argues that community participation is important for the school governance and its impact is positive. It is therefore counterproductive to ignore parents at the point of curriculum preparation.

2.8 Theoretical Framework

The study adopted the constructivism school of thought whose proponent is Lev Vygotsky, a Russian psychologist and teacher. It is based on the proponents that human beings construct knowledge and meaning from their experiences. The focus tends to shift from the teacher to the learner, who is the central focus of any learning situation (Kelly, 2009). Learners are argued to be actively involved in the process of teaching (Roy, 2011). The learner acquires abilities and access their understanding and thereby their learning. One huge role of the teacher is that of a coach, guide, mentor and the learner's job becomes that of "asking good questions" that prompt learner's curiosity to work with resources and construct meaning out of them.

In a constructivist classroom, both teachers and learners think of knowledge not as abstract facts to be memorized, but as a dynamic, ever changing view of the world we live in and the ability to successfully reach out and explore that view (Bram, 2017). Learning in a constructivism environment is where the teachers set the materials in order and ignites learner's mind by using inquiry methods, guide learners create their own understanding of concepts and draw individual conclusions and application of the knowledge gained (Saver, 2014). According to this theory, learners learn by building on the previous knowledge and experience by actively interacting with content and materials instead of receiving knowledge passively through lectures. Constructivism has the following strength: teaching is effective for learners who learn better by doing and helps learners to better make the information learnt relevant in the classroom to their lives, the method caters for students prior knowledge, motivates teachers to focus on important and relevant concepts, learners work in groups and in pairs and therefore, learn coping skills, support each other's learning process and value each other's opinion, input and ideas. Constructivism, however, is faced with some weaknesses; lack of developmental categories can make the

theory's application more difficult for educators. Further, Vygotsky theory is difficult to test objectively as children environments and social situations are all different and variable. Finally, depending on the group, some learners may not be motivated enough to actively engage in the learning process. Students need guidance and direction, rather than being told that they can create their own meanings.

The theory of constructivism is quite relevant to the study since Competency Based Curriculum focuses on developing competencies such as critical thinking, creativity, communication and collaboration and digital literacy rather than memorizing factors and figures. CBC also emphasizes on learner-centred approach, inclusivity and caters for the diverse needs and abilities of learners.

The study is also pinned on the Scientific Management Theory by Frederic Taylor. While working at a steel manufacturing, he noted several hiccups; there was little specialization of labor or tools, work shifts were randomly assigned, tools were crude and there wasn't single best measure for the workers to aspire. Additionally, Taylor noted the disconnection between the management and the workforce seen in the fact that the managers were completely unaware of how the workers' assignments were performed and therefore could not offer suggestions on improvement. Consequently, Taylor designed several remedies to cure the problems; he designed specialized shovels and other tools, suggested matching of responsibilities with workers corresponding talents, and trained managers in his methodologies to be efficient in scientific management theory implementation (Villanova University, 2022). The outcome was a significant positive shift in productivity in the American workforce.

It is quite imperative to examine how equipped the workforce is to deal with the gaps and increase the overall productivity of the employees. From the theory, it is also observed that there

must be a close working relationship between the employees and their supervisors for enhanced performance. Ideally, the management should have been trained and performed similar tasks as their employees for enhanced understanding of what is expected of their juniors. This is highly applicable in the teaching profession as school managers start their careers as classroom teachers before their elevation to management. This study seeks to examine the school environment concerning concepts brought to the fore from Taylor's Scientific Management Theory; whether teachers' tasks match their training, the level of management efficiency in supervising teachers, and the performance standards expected of the teachers in their roles.

2.9 Conceptual Framework

A conceptual framework refers to a diagrammatic representation of the relationships among the variables under study, (Mugenda and Mugenda, 2007). The dependent variable is implementation of the Competency Based Curriculum in public primary schools. The independent variables are teacher competence, instructional materials, teacher's mode of assessment and teacher's professional responsibilities.

Figure 2.1

Conceptual Framework

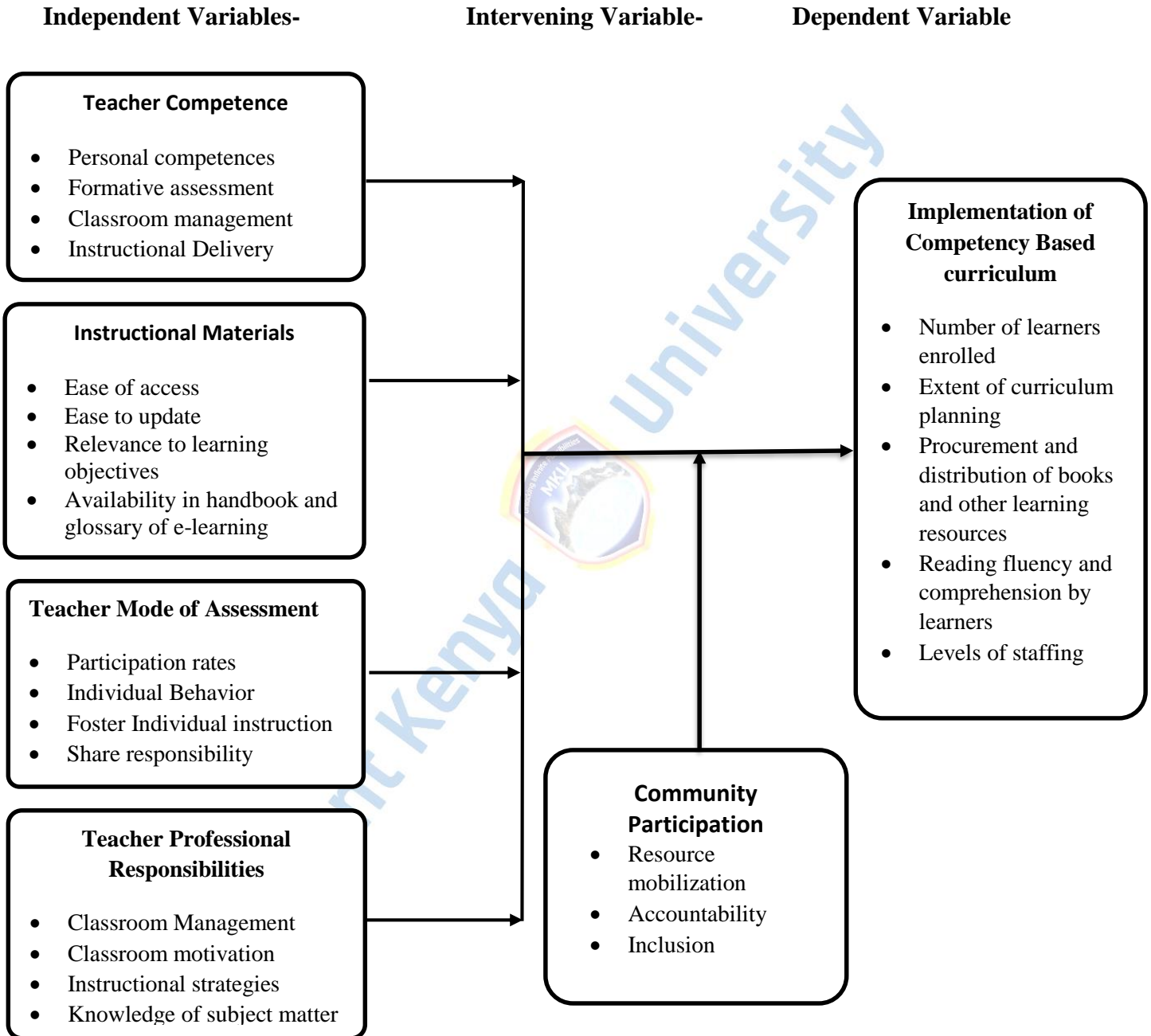


Figure 2.1: Represents the relationship between teacher preparedness and implementation of Competency Based Curriculum. The figure indicates that implementation of CBC is dependent on the following: teacher competence which entails personal competences, classroom management and instructional delivery in the classroom. Secondly, instructional materials which involve ease of access, ease to update and relevance to learning objectives. Thirdly, teacher mode of assessment which involve participation rate, individual behavior and share responsibility. Moreover, teacher professional responsibilities which include classroom motivation, instructional strategies and knowledge of subject matter influence the implementation of CBC.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research design and methodology the researcher addressed in his investigation. It described the target population, sample size and procedure, validity, and reliability of the instrument data collection procedure, data analysis techniques and consideration of ethical issues.

3.2 Research Design

The study employed descriptive survey research design. Cooper and Shinier (2003) assert that research is descriptive when it is concerned with why and how a variable influences another variable and survey if it uses questionnaires, interview guide and checklists in an attempt to collect data. Orodho, 2004 notes that descriptive survey research involves the collection of information by interviewing the respondents or by administering questionnaires to the target population.

This design collects data from a sub-section of the entire population with respect to one or more variables, (Mugenda and Mugenda, 2007). Descriptive survey research design was deemed appropriate for the study so as to establish the influence of teacher preparedness and implementation of competence-based curriculum in public primary schools in Khwisero Sub-county since it allows data to be collected, analyzed and reported within a prescribed period of time for academic reasons. One of the biggest advantage of descriptive research design is that it allows you to analyze facts and help you in developing an in-depth understanding of the research problem. Moreover, it is cost-effective and quick. It can also be used for many different purposes which makes it a very versatile method of gathering information. This enabled the researcher to

gather the necessary data that helped fill the gaps in the implementation of CBC quickly and at a lower cost.

3.3 Location of the Study

Khwisero Sub-County is located in the Western parts of Kenya, in Kakamega County. It borders Butere Sub-County and Lurambi Sub-County of Kakamega County. It is also located at the border of Kakamega County and two counties namely Siaya County and Vihiga County.

It lies on latitude 0.1462° N and longitude 34.5861° E. It experiences a cool and wet climate with mean annual temperatures of approximately 21°C . It also experiences two rainy seasons: long rains between the months of March and June and short rains between the months of September and November.

3.4 Target Population

A target population sums up the total number of individuals to whom the research results are generalized, (Mugenda & Mugenda, 2003). Target population refers to the portion of entire population in which the researcher is interested, has access to or is more likely to get the required data from (Patron, 2017). Frankel & Willen (2006) explain that the researcher is more confident in making generalization if the target population is homogeneous. Khwisero Sub-county has 70 public primary schools. The target population for this study involved the whole population for the primary school teachers in Khwisero Sub-county in Kakamega County. All the teachers teaching grade 1 to 6 and all the head teachers in the 70 public primary schools in Khwisero Sub-county were involved. Khwisero Sub-County has an average of 8 teachers per school and 1 head teacher, therefore a total 560 teachers and 70 head teachers were involved in the study because they are key players in the implementation of CBC. All education officers who include the 2 CSOs in charge of the two zones in Khwisero Sub-counties and 1 Quality Assurance and

Standard Officer (QASO) were subjected to key informant interviews. This comes to a target population of 633. The teachers are very critical in giving first-hand information of how they are managing the processes in the implementation of CBC Curriculum. Education officers are responsible for implementation of education policies hence critical participants in curriculum implementation. The QASO are mandated with ensuring quality in the education system and their views are significant in this study.

3.5 Sample Size and Sampling Procedures

Kombo and Tromp (2011) define sampling technique as a definite plan for obtaining a sample from a given population. It refers to the technique or procedure the researcher would adopt in selecting items for the sample. The study utilized purposive, cluster and simple random sampling techniques. To get respondents from the general population, the researcher would first cluster the population in wards, and then undertake simple random sampling from each ward to allow every school an equal chance of participating. This is such that the sampling meets scientific guidelines. Once identified, all the teachers and all the head teachers in the sampled schools that are responsible for learning from grade 1 to grade 6 are eligible for the study. The key informants like the CSOs and the QASO will be purposively selected. This is because they are deemed to have critical information geared towards the study.

A sample size of 10% - 30% of the target population is sufficient to make generalization, (Mugenda & Mugenda, 2003). The sample size and sampling procedures to be employed are shown in table 3.1.

Table 3.1: Sample Size

Respondents	Target population	Sample size	Percentage
Head teachers	70	8	10.0
Teachers	560	56	10.0
CSOs	2	2	100.0
QASO	1	1	100.0

Table 3.1 shows the sample size for the study. The research used 10 percent of the public primary school head teachers in the sub-county which comes to approximately 10 head teachers and 10 percent of the teachers which is approximately 56 teachers. 2 CSOs representing 100% of the total and 1 QASO representing 100% of the total target population were selected.

3.6 Research Instruments

3.6.1 Questionnaires

Research instruments can be defined as the techniques and materials that are employed in data collection (Patron, 2017). Both quantitative and qualitative data was collected in this study. The qualitative data was collected from the key informants and by using the unstructured questions in the questionnaire. The questionnaires was divided into five parts, ABCD and E, each of the sections addressed issues with regard to implementation of CBC. Part A had Background information, Part B addressed Teacher competence, Part C Availability of instructional materials, Part D addressed teachers' mode of assessment while Part E addressed Professional responsibilities of teachers on implementation of CBC as shown in Appendix 2. The instructors were subjected to questionnaire as they play an important role in the implementation of CBC.

3.6.2 Key Informant Interview Schedules

The key informant interviews constitute a set of questions that was administered to the respondents deemed to have vast knowledge on the subject matter under investigation. The key informants in this study were the head teachers, CSOs and the QASO. A total of 12 key informant interviews were therefore conducted to gather the views of the officers on implementation of CBC as shown in Appendix 3.

3.7 Piloting

Piloting, also known as a feasibility studies, refers to small scale versions or trials done in preparation of the major study (Polit, 2001). Piloting allows for pretest of the tools so as to be confident as it identifies shortcomings that are potentially able to spoil the real data collection exercise (Saunders, 2017). The pilot study assesses the effectiveness and the validity of the research tools. It provides opportunity for researchers to test their confidence in identifying shortcomings that may affect the actual collection of useful data. A pilot mainly targets the refinement of the steps and the instruments, but not necessarily to collect data. Detection and remedying of potential pitfalls such as questions that are misunderstood or that are irrelevant is central in helping the researcher to drop them. For this study, a small sample of 14 questionnaires were administered to 12 teachers and 2 head teachers in two schools in Butere sub-county which is an immediate neighbor of Khwisero sub-county and hence shares similar characteristics. The researcher then updated those questions that appear to be misunderstood by the respondents and also remove the questions that appear unnecessary to the study.

3.8 Validity and Reliability of Research instruments

3.8.1 Testing for Validity of Research instruments

Validity instruments refer to the degree to which a research instrument measures. According to Orodho (2003), validity test is purely a measure of how best a test were able to measure what it is meant to measure. The validity is at two levels which are content validity and face validity. For content validity, the experts in the area from Mount Kenya University were consulted as they are regarded to have superior knowledge and highly reliable. Face validity were done through piloting.

3.8.2 Reliability of the instruments

Reliability instruments measures the degree to which the research instrument gives consistent results in subsequent trials (Orodho 2004). Kothari (2014) defines a reliable instrument as one that gives consistence results. This refers to the consistency of an instrument in measuring what is measuring. It focuses on the degree to which an instrument measures the same way each time it is used under the same conditions with the same subjects. The reliability coefficient was calculated and a score of 0.7 is deemed sufficient for the use of the instruments as asserted by patron (2017). Likert type questions required Cronbach's Coefficient Alpha to be calculated for each item. An alpha value less than 0.7 are regarded unacceptable for the tools (Oso & Onen, 2015). The instruments were subjected to pre-test to guarantee the correct reliability.

3.9 Data Collection Procedures

In data collection the researcher foremost sought for a letter from Mount Kenya University School of Postgraduate Studies allowing him to undertake the process. He then applied for a research permit from National Commission for Science, Technology and Innovation, a commission that is charged with authorizing all research work in the country. He printed the

tools for field work. The researcher had to train research assistants for he required assistance in data collection. The team made appointments with the key informants so that they prepare for them. While undertaking the data collection the team always strived to seek for consent from potential interviewees before commencement of the interviews. For the key informant interviews, the researcher kept probing so that he gets as exhaustive a response as possible. Each questionnaire was coded; the coding technique only be used for the purpose of matching completed questionnaires with those that was delivered to the respondents. The research team ensured that the completed tools are in safe custody so that none gets lost or the information passed to third parties in raw form.

3.10 Data Analysis Technique

Data analysis involves generating information by reducing accumulated data to manageable size, developing summaries, looking for patterns and applying statistical techniques. Data cleaning began immediately all data has been collected. This involved the identification of incomplete or inaccurate responses which were rectified in order to improve the quality of the responses. Scaled responses on questionnaires and other instruments were analyzed to derive various functions as well as explore relationships among variables. The information were coded and then categorized according to the items in the questionnaire and interview guide. The data were entered, organized and analyzed using the statistical package for social sciences (SPSS) version 20.0 which is recommended for use due to its accuracy and speed processing. Descriptive data analysis technique were used to determine the frequency and percentages of demographic characteristics. The results of the analyzed data will then be presented using visual diagrams like charts and tables.

Quantitative data on teacher competence were converted to frequency distribution table and analyzed using graphs and pie-charts. Data on the instructional materials were organized into tables and analyzed using graphs and pie-charts. Data on teacher mode of assessment were converted to frequency and percentages and then presented to graphs and pie-charts. The researcher finally used Monte Carlo Simulation to analyze the quantitative data on the teacher professional responsibilities.

Data collected from interview schedules administered to administrators were analyzed using thematic analysis.

3.11 Ethical considerations

Research ethics refers to an intangible set of values, standards and institutional schemes that help establish and control scientific activities (Matula et al 2018). The researcher, therefore, sought the consent of the respondents to participate in the study by informing them the general purpose and importance of the research and any other possible factor that could affect their willingness to participate explained. Moreover, the researcher assured them not to mention their names and that the information they provided was used only for research purpose. The researcher was truthful to the respondents and did not put them into situations where they might be endangered as a result of their participation in this research. The principle of voluntary participation was adhered to throughout the study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, AND DISCUSSION

4.1 Introduction

This chapter outlines the analysis, presentation, and interpretation of the data on the influence of Teacher Preparedness on Implementation of Competency Based Curriculum in Public Primary Schools in Khwisero Sub-County, Kakamega County, Kenya.

4.2 Response rate

The response rate for each type of respondents is shown in Table 4.1 below.

Table 4.1 Response Rate		Target	Number responded	Response rate (%)
Valid	Head Teachers	8	8	100%
	Teachers	56	56	100%
	CSOs	2	2	100%
	QASO	1	1	100%
	Total	67	67	

Source: (Data, 2024)

The results from Table 4.1 reflects the response rate of key respondents in assessing the influence of teacher preparedness on the implementation of the Competency-Based Curriculum (CBC) in public primary schools in Khwisero Sub-County, Kakamega County, Kenya. The study targeted head teachers, teachers, Curriculum Support Officers (CSOs), and Quality Assurance and Standards Officers (QASO), achieving a 100% response rate across all respondent categories.. According to Mugenda and Mugenda (2003), a response rate of 70% or higher is considered excellent for research in the social sciences, as it ensures that the data is representative and provides a solid foundation for analysis. Achieving a 100% response rate

ensures that the findings from the study are comprehensive and reflective of the real challenges and experiences faced by key stakeholders in implementing the CBC in Khwisero Sub-County (Mugenda & Mugenda, 2003).

4.3 Demographic profile

The demographic profile of the participants in the study on the influence of teacher preparedness on the implementation of the Competency-Based Curriculum (CBC) in public primary schools in Khwisero Sub-County, Kakamega County, Kenya, provides essential understandings into the characteristics of the respondents such as their age of respondent, level of education, and years of professional experience.

4.3.1 Age brackets

The study sought to establish the age brackets of the respondents. The results is as shown in table 4.2 below.

Table 4.2 Age of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-27Years	18	26.9	26.9	26.9
	28-37 Years	30	44.8	44.8	71.6
	38-47 Years	15	22.4	22.4	94.0
	Above 48 Years	4	6.0	6.0	100.0
	Total	67	100.0	100.0	

Source: (Data, 2024)

The results from Table 4.2 above presents the age distribution of teachers involved in the study on the influence of teacher preparedness on the implementation of the Competency-Based Curriculum (CBC) in public primary schools in Khwisero Sub-County, Kakamega County, Kenya. The largest group of respondents, 44.8%, falls within the 28-37 years age range. This

cohort represents a significant portion of the teaching workforce and is likely composed of teachers who have several years of experience but are still relatively young and adaptable. Teachers in this age group are typically in the prime of their careers, combining experience with the flexibility needed to embrace curriculum reforms like the CBC. Research suggests that younger and mid-career teachers are often more open to adopting innovative teaching strategies and technology, which are key components of CBC implementation (Vescio, Ross, & Adams, 20021).

26.9% of respondents are between 18 and 27 years old. This younger group of teachers may be recent graduates who have been exposed to modern teaching methods aligned with the principles of the CBC during their training. Their preparedness could be relatively higher in terms of technical skills and openness to learner-centered approaches. However, research shows that younger, less experienced teachers may face challenges in classroom management and practical application of theoretical knowledge, which could impact their readiness to implement the CBC effectively without adequate support (Darling-Hammond, 2022).

Teachers aged 38-47 years constitute 22.4% of the respondents. This group represents more experienced educators who have witnessed various education reforms throughout their careers. While experience is an asset, older teachers may be more set in traditional teaching practices, making it difficult to adapt quickly to new curricula that require a shift in pedagogy, such as the CBC. Studies have shown that experienced teachers can be resistant to change unless provided with sufficient training and resources to support the transition (Fullan, 2021).

6.0% of respondents, is above 48 years. These teachers are likely to be nearing the end of their teaching careers and may have significant experience in traditional teaching methods. However, research suggests that older teachers may face difficulties in adapting to the new demands of

curriculum reforms, especially if those reforms involve technology integration or learner-centered teaching methods (Hargreaves, 2020).

4.3.2 Level of education

The study sought to establish the level of education of the respondents. The results is as shown in Table 4.3 below.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid High School Certificate	4	6.0	6.0	6.0
P1	8	11.9	11.9	17.9
Diploma	34	50.7	50.7	68.7
Degree	21	31.3	31.3	100.0
Total	67	100.0	100.0	

Source: (Data, 2024)

Table 4.3 above presents results on the highest level of education attained by teachers involved in the study. The majority of teachers, 34 out of 67 (50.7%), hold a diploma. This indicates that most of the teaching staff in Khwisero Sub-County have undergone specialized teacher training beyond the basic certification level, equipping them with practical skills and pedagogical knowledge. Diploma holders are often better prepared to implement new curriculum reforms, as they have received focused training in teaching methodologies that align with current educational demands. This finding is consistent with research suggesting that teachers with advanced training are more likely to successfully implement changes in the classroom, such as the learner-centered approaches emphasized in the CBC (Orodho, 2024).

31.3% of the respondents hold a bachelor's degree. Teachers with degrees are generally considered to have a more in-depth theoretical foundation in education, which can enhance their

ability to understand and implement complex curriculum changes. Degree holders are likely to be better equipped to handle the conceptual and instructional shifts required by the CBC, especially in terms of integrating critical thinking, creativity, and technology into their teaching. Research indicates that higher education levels correlate with greater teacher efficacy and confidence in adopting new curricula (Darling-Hammond, 2022).

Teachers with a P1 certificate make up 11.9% of the respondents. While P1 certificate holders have received basic training in teaching, they may not have been fully exposed to the more advanced methodologies required for the successful implementation of the CBC. As the CBC emphasizes competency-based teaching over rote learning, additional training and professional development for this group will be crucial to ensure they can meet the curriculum's demands. Studies suggest that teachers with basic certification may struggle with curriculum reforms unless they receive targeted professional development (Orodho, 2024).

6.0% of respondents reported having only a high school certificate. This group represents the least formally trained teachers, and their preparedness for implementing the CBC may be significantly limited. Without formal teacher training, these educators may face challenges in understanding and applying the new curriculum's principles and methodologies. According to research, teachers with lower educational qualifications may struggle with curriculum changes unless they are given substantial support through continuous professional development and mentorship (UNESCO, 2024).

4.3.3 Years of professional experience

The study sought to establish the years of professional experience of the respondents. The results is as shown in table 4.4 below.

Table 4.4 Years of professional Experience

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-10 Years	49	73.1	73.1	73.1
11-20 Years.	14	20.9	20.9	94.0
21-30 Years	2	3.0	3.0	97.0
31 and above	2	3.0	3.0	100.0
Total	67	100.0	100.0	

Source: (Data, 2024)

The results from Table 4.4 reveals that majority of the respondents, 73.1%, have between 1 and 10 years of professional experience. This relatively younger group of teachers represents those who are either in the early or mid-stages of their careers. Research shows that early-career teachers tend to be more adaptable and open to innovative teaching strategies, which is vital for implementing a new curriculum such as the CBC (Darling-Hammond, 2021). However, they may still require support, mentorship, and professional development to effectively translate CBC's learner-centered approach into classroom practice, as they may not yet have the extensive teaching experience needed to handle complex classroom dynamics.

A significant portion of the respondents, 20.9%, fall within the 11-20 years' experience range. These teachers are likely to be more established in their careers, having gathered a wealth of practical experience in teaching. Their deeper understanding of classroom management and instructional strategies, combined with their experience in adapting to previous education reforms, makes them well-positioned to implement the CBC. However, they may also face challenges in shifting from traditional to competency-based approaches, particularly if they have become accustomed to older methods of teaching (Fullan, 2022).

Teachers with 21-30 years of experience constitute 3.0% of the respondents. This group, though small, represents highly experienced educators who have witnessed and adapted to numerous educational changes over their careers. While their experience is invaluable, research indicates that teachers in this category may find it more challenging to adopt radical shifts in pedagogy, such as those required by the CBC, without substantial professional development and support (Hargreaves, 2021).

While 3.0% of the respondents have over 31 years of teaching experience. These highly seasoned teachers are likely nearing the end of their careers. Although their extensive experience can provide insights into long-term educational trends, they may face difficulties in embracing newer approaches like CBC, particularly if they have primarily used traditional teaching methods throughout their careers (Orodho, 2024).

4.4 The influence of teacher competence on implementation of competency based curriculum in public primary schools in Khwisero Sub-County.

The study sought to examine the influence of teacher competence on implementation of competency based curriculum in public primary schools in Khwisero Sub-County. The results is as shown in table 4.5 below.

Table 4.5 teacher competence		SDA	DA	A	SA
A	The level of personal competence of the teacher influence the implementation of CBC in primary schools.		11.9	44.8	43.3
B	The extent of formative assessment influences the implementation of CBC in primary schools.		6	67.2	26.9
C	The degree of classroom management influence the implementation of CBC in primary schools	3	11.9	29.9	55.2
D	Quality of instructional delivery influences the implementation of CBC in primary schools.	3	11.9	38.8	46.3

Source: (Data, 2024)

The results shows that 44.8% of respondents agreed and 43.3% strongly agreed that the level of personal competence of the teacher influences the implementation of CBC. Teacher competence, which includes professional skills, subject knowledge, and the ability to inspire students, is a critical factor in determining how effectively teachers implement the curriculum. Only 11.9% of respondents disagreed, with no one strongly disagreeing, suggesting a general consensus on the importance of personal competence in CBC implementation. Studies emphasize that teacher competence directly affects student learning outcomes and the quality of education provided (Shulman, 2022). A teacher's ability to adapt, be creative, and apply various instructional strategies is essential for the successful delivery of CBC, which focuses on developing students' practical skills and competencies (Kennedy, 2020).

67.2% of respondents agreed and 26.9% strongly agreed that formative assessment plays a vital role in the implementation of CBC. Formative assessment allows teachers to continuously monitor students' progress and adapt their teaching strategies accordingly. Only 6% disagreed, showing strong agreement that effective assessment is integral to CBC. This aligns with findings from Harlen (2021), who points out that formative assessment provides immediate feedback to students and helps in adjusting the learning process to meet the needs of individual learners. In the CBC framework, which emphasizes personalized learning, formative assessment ensures that students are developing the required competencies effectively.

55.2% of respondents strongly agreed and 29.9% agreed that classroom management significantly influences CBC implementation. Effective classroom management ensures that the learning environment is conducive to the learner-centered approaches required by the CBC. A small portion of respondents (11.9% disagreed and 3% strongly disagreed) may not fully recognize the impact of classroom management on CBC, but the majority view aligns with other

research findings. Classroom management has been shown to be critical in maintaining student engagement and facilitating interactive, competency-based learning experiences (Emmer & Sabornie, 2022). Teachers who manage their classrooms effectively create environments where students feel comfortable collaborating, problem-solving, and engaging in critical thinking—all of which are core competencies in the CBC framework (Brophy, 2021).

Instructional delivery emerged as another key factor, with 46.3% strongly agreeing and 38.8% agreeing that it influences the implementation of CBC. Effective instructional practices involve engaging students through a variety of methods that cater to different learning styles, ensuring that all students are able to develop the necessary competencies. Only 11.9% disagreed, and 3% strongly disagreed, indicating strong recognition of the importance of high-quality teaching. Instructional delivery that fosters student engagement, encourages critical thinking, and integrates real-world problem-solving skills is fundamental to the CBC, as highlighted by Moeller and Reitzes (2021), who argue that effective instructional strategies are key to fostering 21st-century skills in students.

4.4.1 Interview

The study sought to present the results of interviews conducted to assess the influence of teacher competence on implementation of competency based curriculum in public primary schools in Khwisero Sub-County.

“The success of the CBC really hinges on how well teachers understand their subjects and how they apply that knowledge in the classroom. I’ve seen that when teachers are well-prepared and confident, they can create more interactive lessons that truly engage students. However, many of us struggle with insufficient training on the CBC, which makes it hard to implement the curriculum effectively. Ongoing professional development is crucial to enhancing our teaching skills”

4.5 The influence of the use of instructional materials on implementation of competency based curriculum in public primary schools in Khwisero Sub County

The study sought to determine the influence of the use of instructional materials on implementation of competency based curriculum in public primary schools in Khwisero Sub County. The results is as shown in table 4.6 below.

Table 4.6 Instructional materials		SDA	DA	A	SA
A	The ease of accessibility to instructional materials influences the implementation of CBC in primary schools.	3	14.9	34.3	47.8
B	The ease of updating the instructional materials influences the implementation of CBC in primary schools.		19.4	56.7	23.9
C	The degree of relevance of learning objectives influences the implementation of CBC in primary schools.	3	6	47.8	43.3
D	The availability of instructional materials in hand book and glossary of e-learning influences the implementation of CBC primary schools.		20.9	29.9	49.3

Source: (Data, 2024)

The results from Table 4.6 above reveals that 47.8% of respondents strongly agreed and 34.3% agreed that the ease of accessibility to instructional materials significantly influences the implementation of CBC in primary schools. Only 14.9% disagreed, and 3% strongly disagreed with this statement, illustrating a consensus on the importance of accessibility. Research has shown that when teachers and students have easy access to instructional materials, it enhances engagement and promotes active learning, which are essential components of CBC (O’Sullivan, 2021). Additionally, accessibility ensures that teachers can effectively integrate various resources into their lesson plans, catering to diverse learning needs (Eshiwani, 2023).

Regarding the ease of updating instructional materials, 56.7% of respondents agreed, and 19.4% strongly agreed that it plays a significant role in CBC implementation. This indicates a recognition that regularly updated materials reflect current knowledge and practices, which is

vital for effective teaching. Only 23.9% disagreed with this assertion. The ability to update instructional materials is crucial for maintaining the relevance and applicability of the curriculum, as it allows teachers to incorporate new information and pedagogical techniques that align with CBC goals (UNESCO, 2015). Research suggests that dynamic instructional materials support differentiated instruction, enabling teachers to tailor their approaches to meet individual student needs (Tomlinson, 2024).

The degree of relevance of learning objectives was acknowledged by 43.3% of respondents as a strong influence on CBC implementation, with 47.8% agreeing. Only 6% disagreed and 3% strongly disagreed, suggesting that the connection between instructional materials and learning objectives is crucial for effective curriculum delivery. Instructional materials that align closely with relevant learning objectives facilitate meaningful learning experiences and help students develop the competencies outlined in the CBC framework (Wiggins & McTighe, 2005). When materials are relevant, they foster student engagement and enhance the effectiveness of teaching strategies (Hattie, 2019).

Regarding the availability of instructional materials in handbooks and e-learning formats, 49.3% of respondents agreed and 20.9% disagreed. The emphasis on e-learning materials is particularly relevant in today's educational context, as it supports flexible learning environments and addresses diverse learning styles. This aligns with findings that suggest the integration of technology in education enhances learning outcomes and aligns with the principles of CBC, which promotes collaborative and interactive learning experiences (Bates & Poole, 2023).

4.5.1 Interview

The study sought to presents the results of interviews conducted to assess the use of instructional materials on implementation of competency based curriculum in public primary schools in Khwisero Sub-County.

“Access to good instructional materials has a huge impact on how we implement the CBC. When we have relevant textbooks and digital resources, it makes it easier to engage students and meet their learning needs. Unfortunately, many schools face challenges in obtaining up-to-date materials, which limits our ability to provide a comprehensive learning experience. We need more support in this area to enhance the implementation of the Competency Based Curriculum.”

4.6 The influence of teacher’s assessment mode on implementation of competency based curriculum in public primary schools in Khwisero Sub-County

The study sought to examine the influence of teacher’s assessment mode on implementation of competency based curriculum in public primary schools in Khwisero Sub-County. The results is as shown in table 4.7 below.

Table 4.7 Teacher’s assessment mode		SDA	DA	A	SA
A	The degree of teacher individual behaviour influences the implementation of CBC in primary schools.	6	29.6	41.8	25.4
B	The degree of classroom motivation influences the implementation of CBC in primary schools.	3	14.9	41.8	40.3
C	The quantity of instructional strategies influences the implementation of CBC in primary schools.		11.9	56.7	31.3
D	The quality of knowledge of the teacher on subject matter influences the implementation of CBC in primary schools.	3	3	38.8	55.2

Source: (Data, 2024)

The results from Table 4.7 above shows that that 41.8% of respondents agreed and 25.4% strongly agreed that the degree of individual behavior of teachers significantly influences the implementation of CBC in primary schools. Conversely, 29.6% disagreed with this assertion, while 6% strongly disagreed. These results indicate a mixed perception regarding the influence of teachers' personal behavior on CBC implementation. Research has shown that teacher behavior, including attitudes, motivation, and engagement, plays a critical role in shaping the learning environment and outcomes for students (Emmer & Evertson, 2023). A supportive and positive teacher behavior encourages student participation and fosters an effective learning atmosphere, essential for successful CBC implementation.

On classroom motivation, 41.8% agreed and 40.3% strongly agreed that the degree of motivation provided by teachers significantly influences the implementation of CBC. Only 14.9% disagreed and 3% strongly disagreed with this assertion. This high level of agreement underscores the importance of teacher-driven motivation in the classroom. Research supports this notion, highlighting that motivated teachers foster higher levels of student engagement, which is critical for effective teaching and learning (Ryan & Deci, 2020). A motivational classroom environment is especially pertinent in a competency-based curriculum, where active student involvement and ownership of learning are paramount.

56.7% of respondents agreed and 31.3% strongly agreed that the quantity of instructional strategies employed by teachers influences the implementation of CBC in primary schools. Only 11.9% disagreed with this statement, suggesting a consensus on the necessity of diverse instructional strategies for effective CBC implementation. According to Darling-Hammond (2020), using various instructional strategies accommodates different learning styles and needs,

which is essential for the success of CBC, as it aims to address the diverse competencies of students.

55.2% of respondents strongly agreed and 38.8% agreed that the quality of the teacher's knowledge regarding the subject matter significantly impacts CBC implementation. Only 3% disagreed with this statement, indicating a strong consensus on the importance of subject matter expertise. This aligns with existing literature, which posits that teachers with a deep understanding of the content can better facilitate student learning, adapt their teaching methods, and effectively implement the curriculum (Shulman, 2021).

4.6.1 Interview

The study sought to present the results of interviews conducted to assess the influence of teacher's assessment mode on implementation of competency based curriculum in public primary schools in Khwisero Sub-County.

"I believe that how we assess students directly affects their learning outcomes. Formative assessments allow us to adapt our teaching strategies based on student progress. When I use varied assessment methods, I can cater to different learning styles, which helps all my students succeed. However, some teachers still rely heavily on traditional testing methods, which may not fully capture student competencies. We need training on effective assessment techniques that align with the CBC"

4.7 Assess the professional responsibilities of teachers on implementation of competency based curriculum in public primary schools in Khwisero Sub County

The study sought to assess the professional responsibilities of teachers on implementation of competency based curriculum in public primary schools in Khwisero Sub County. The results are as shown in table 4.8 below.

Table 4.8 Professional responsibilities of teachers		SDA	DA	A	SA
A	There is a high number of children enrolled in primary schools			41.8	58.2
B	There is high quality of curriculum planning in implementation of CBC in primary schools.	26.9	29.9	28.4	14.9
C	There is efficiency in procurement and distribution of books and other cognitive resources meant for implementation of CBC in primary schools.	20.9	35.8	31.3	11.9
D	There is high quality of reading fluency and comprehension by learners in implementation of CBC in primary schools.	29.9	26.9	31.3	11.9
E	There are high levels of staffing in the implementation of CBC in primary schools.	44.8	31.3	17.9	6

Source: (Data, 2024)

The results from Table 4.8 shows that 58.2% of respondents strongly agreed and 41.8% agreed that there is a high number of children enrolled in primary schools. This demonstrates that the successful implementation of CBC is supported by high enrollment rates, which can be attributed to government initiatives such as the Free Primary Education (FPE) program. Research suggests that high enrollment rates enhance inclusivity and access to education, which are key components of the CBC framework (UNESCO, 2020).

On curriculum planning, 26.9% of respondents strongly disagreed and 29.9% disagreed that there is high-quality curriculum planning in CBC implementation. On the other hand, 28.4% agreed, and 14.9% strongly agreed with this assertion. The mixed responses indicate that while some teachers feel that curriculum planning is adequate, others believe there are gaps that need to be addressed. According to Komba and Nkumbi (2019), effective curriculum planning is crucial in ensuring that teachers are well-prepared and that the curriculum objectives are met.

20.9% strongly disagreed and 35.8% disagreed with the statement that there is efficiency in the procurement and distribution of books and other cognitive resources for CBC implementation. However, 31.3% agreed, and 11.9% strongly agreed. The disagreement among respondents highlights concerns about inefficiencies in resource allocation, which may negatively impact the

delivery of CBC. According to research by Republic of Kenya (2019), the timely and equitable distribution of learning materials is essential for ensuring that students can engage fully with the curriculum.

29.9% of respondents strongly disagreed, and 26.9% disagreed that there is high quality of reading fluency and comprehension by learners in CBC implementation. 31.3% agreed, and 11.9% strongly agreed with this statement. These findings suggest that while some students demonstrate strong reading skills, there are still significant challenges in achieving consistent fluency and comprehension across all learners. Research indicates that reading comprehension is a critical skill that underpins the development of other competencies within the CBC framework (Pretorius & Lephala, 2021).

44.8% strongly disagreed and 31.3% disagreed, that there are high levels of staffing to support CBC implementation. Only 17.9% agreed and 6% strongly agreed. This significant level of disagreement reflects the persistent issue of teacher shortages in many public primary schools. Inadequate staffing levels can lead to larger class sizes and heavier workloads for teachers, which in turn can impact the quality of CBC delivery. Adequate staffing is crucial for personalized attention and for fostering a competency-based approach, as highlighted by studies on effective teaching practices (OECD, 2019).

4.7.1 Interview

The study sought to presents the results of interviews conducted to assess the influence of professional responsibilities of teachers on implementation of competency based curriculum in public primary schools in Khwisero Sub-County.

“As teachers, our responsibilities have expanded significantly with the CBC. We’re expected to not only deliver lessons but also to foster a supportive learning environment. However, many of us are overwhelmed by large class sizes and administrative tasks,

which can detract from our ability to focus on student needs. To implement the CBC effectively, we need support in managing our workloads and ensuring we have time for collaborative planning and professional development”

4.8 Multiple regression on the influence of Teacher Preparedness on Implementation of Competency Based Curriculum in Public Primary Schools in Khwisero Sub-County, Kakamega County, Kenya.

The study sought to establish the Influence of Teacher Preparedness on Implementation of Competency Based Curriculum in Public Primary Schools in Khwisero Sub-County, Kakamega County, Kenya using multiple linear regression. The results is as shown in table 4.9 below.

Table 4.9 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Change	Change Statistics F Change	df1	df2	Sig. F Change
1	.512 ^a	.262	.245	2.37158	.262	11.253	1	66	.001
2	.678 ^b	.460	.441	2.38885	.198	16.582	1	66	.000
3	.789 ^c	.623	.604	2.39690	.163	14.354	1	66	.000

a. Predictors: (Constant), Teacher’s assessment mode

b. Predictors: (Constant), Teacher’s assessment mode , Instructional materials

c. Predictors: (Constant), Teacher’s assessment mode , Instructional materials , Professional responsibilities

d. Dependent Variable: Implementation CBC of Competency Based curriculum

Source: (Data, 2024)

The results from table 4.9 shows that in the first model, only the teacher’s assessment mode was considered as a predictor. The analysis showed a moderate positive correlation with an R value of .512 between teacher assessment practices and the implementation of CBC. The R Square value of .262 suggests that 26.2% of the variation in CBC implementation could be explained solely by the way teachers assess their students. This highlights the importance of teacher

assessment in the CBC framework, where continuous assessment is emphasized to gauge student progress. The significance of this model, indicated by the F Change value of 11.253 and p-value of .001, demonstrates that teacher assessment mode is a critical factor in curriculum success. Studies such as those by Shulman (2021) emphasize that formative assessments are crucial in enhancing the teaching-learning process, and this is consistent with the findings in Khwisero Sub-County.

The second model introduced instructional materials as an additional predictor. This caused the R value to rise to .678, indicating a stronger relationship between the two predictors (teacher assessment mode and instructional materials) and the implementation of CBC. The R Square value of .460 indicates that 46.0% of the variance in CBC implementation could be accounted for by these two factors combined. The increase in explanatory power highlights the critical role of instructional materials in effective curriculum delivery. Instructional resources, such as textbooks and teaching aids, enable teachers to better deliver the competencies required by the CBC. This finding aligns with Ball and Cohen's (2019) research, which stresses that access to up-to-date instructional materials is a key driver in effective curriculum implementation. The model remained significant with an F Change of 16.582 and a p-value of .000, reaffirming the impact of instructional materials.

In the final model, professional responsibilities were added alongside teacher assessment mode and instructional materials. This resulted in the highest R value of .789, signifying a very strong correlation between teacher preparedness and CBC implementation when professional responsibilities are also taken into account. The R Square value of .623 indicates that 62.3% of the variation in CBC implementation could be explained by the combined effect of these three factors. This suggests that professional responsibilities such as curriculum planning, classroom

management, and teacher motivation significantly contribute to how well CBC is implemented. Darling-Hammond (2020) points out that teachers who are well-prepared and committed to their professional responsibilities are more effective in implementing new educational programs, and this is evident in the Khwisero findings.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1 Introduction

This chapter presents the summary of the study's findings, conclusions, recommendations, and suggestions for further research with regards to influence of Teacher Preparedness on Implementation of Competency Based Curriculum in Public Primary Schools in Khwisero Sub-County, Kakamega County, Kenya.

5.2 Summary of findings

5.2.1 Demographic profile

The study achieved a 100% response rate across all respondent categories, including head teachers, teachers, Curriculum Support Officers (CSOs), and Quality Assurance and Standards Officers (QASOs). A 100% response rate ensures that the findings are comprehensive and reflective of the real challenges faced by these key stakeholders in implementing the Competency-Based Curriculum (CBC). According to Mugenda and Mugenda (2003), a response rate above 70% is considered excellent for research.

The majority of respondents (44.8%) were between 28 and 37 years old, representing a group of relatively young teachers who are experienced yet adaptable. This group is likely to be open to curriculum reforms, such as the CBC, which requires flexibility and innovative teaching methods. However, 26.9% were younger (18-27 years) and may face challenges related to practical experience, although they are generally more exposed to modern teaching methods. A smaller group of teachers (22.4%) aged 38-47 years may find adapting to new pedagogies more difficult but bring valuable experience to the classroom. Only 6% were above 48 years, a group that may struggle the most with adapting to CBC reforms.

The study found that 50.7% of teachers held a diploma, showing that the majority of the teaching workforce in Khwisero Sub-County had undergone specialized training. Teachers with higher education levels, such as those holding diplomas and degrees (31.3%), are typically better prepared to implement curriculum changes, such as CBC, which emphasizes critical thinking and learner-centered teaching methods. Teachers with basic certifications, such as P1 (11.9%) or high school certificates (6.0%), may face more challenges in adapting to the CBC without additional training and support.

The majority of respondents (73.1%) had between 1 and 10 years of professional experience, indicating a relatively younger workforce. These teachers are more adaptable to new teaching strategies but may need further support to fully implement CBC in the classroom. Teachers with 11-20 years of experience (20.9%) are more established and bring valuable classroom management skills, but they may struggle with transitioning from traditional methods to the competency-based approach. Teachers with over 20 years of experience (6%) bring a wealth of knowledge, though they may require significant professional development to effectively implement the CBC.

5.2.2 Teacher competence on implementation of competency based curriculum

The study explored the influence of teacher competence on the implementation of the Competency-Based Curriculum (CBC) in public primary schools in Khwisero Sub-County. Teacher personal competence emerged as a significant factor, with the majority of respondents agreeing (44.8%) or strongly agreeing (43.3%) that teachers' professional skills, subject knowledge, and ability to inspire students directly influence CBC implementation. Teachers who are competent in their subject areas and possess strong instructional skills are more likely to

deliver the curriculum effectively, focusing on student-centered approaches that the CBC emphasizes.

Formative assessment was highlighted as essential, with 67.2% of respondents agreeing and 26.9% strongly agreeing that it plays a critical role in the CBC framework. Formative assessment allows teachers to continually monitor student progress and tailor their teaching methods to meet individual learner needs. This aligns with the CBC's goal of developing student competencies through personalized learning.

Classroom management was identified as another critical component. Over half of the respondents (55.2%) strongly agreed, and 29.9% agreed that effective classroom management is essential for creating a conducive learning environment that supports CBC's learner-centered approaches. Teachers who manage their classrooms well enable better engagement, collaboration, and interaction among students, fostering the development of competencies such as critical thinking and problem-solving.

Instructional delivery was recognized as a key influence on CBC implementation. The majority of respondents (46.3% strongly agreed and 38.8% agreed) acknowledged that the quality of instructional delivery significantly impacts how well the CBC is implemented. Teachers who use diverse and engaging teaching strategies that cater to various learning styles are better equipped to help students develop the practical skills and competencies emphasized in the curriculum.

5.2.3 Instructional materials on the implementation of the Competency-Based Curriculum (CBC).

The study aimed to assess the influence of the use of instructional materials on the implementation of the Competency-Based Curriculum (CBC) in public primary schools in

Khwisero Sub-County. The findings, as presented in Table 4.6, reveal several key aspects related to instructional materials that significantly affect CBC implementation.

The ease of accessibility to instructional materials was highlighted as crucial, with 47.8% of respondents strongly agreeing and 34.3% agreeing that easy access to these materials facilitates the effective implementation of CBC. Only 14.9% disagreed, and 3% strongly disagreed. This demonstrates a consensus that accessible instructional materials are critical to engaging both teachers and students, enabling them to effectively implement the curriculum. Research supports the idea that access to diverse resources enhances engagement and fosters active learning, which is central to CBC (O'Sullivan, 2021).

The ease of updating instructional materials was also seen as important, with 56.7% of respondents agreeing and 19.4% strongly agreeing. The ability to keep materials up to date ensures that they remain relevant and reflect the latest knowledge and teaching practices, which is essential for CBC. Only 23.9% disagreed with this assertion. Regular updates to instructional materials allow teachers to incorporate new information and innovative pedagogical methods that support the curriculum's focus on practical skills and competencies (UNESCO, 2015).

The relevance of learning objectives in instructional materials was acknowledged by 43.3% of respondents as having a strong influence, while 47.8% agreed. Only 6% disagreed, and 3% strongly disagreed. This suggests that when instructional materials are closely aligned with the learning objectives, they help create meaningful learning experiences that facilitate the development of competencies required by the CBC. The relevance of these materials ensures that students are engaged and that teaching strategies are effectively aligned with the goals of the curriculum (Wiggins & McTighe, 2005).

The availability of instructional materials in handbook and e-learning formats was recognized as a significant factor, with 49.3% agreeing and 20.9% strongly agreeing. The growing emphasis on e-learning materials reflects the need for more flexible and technologically integrated learning environments, which accommodate diverse learning styles. This is especially relevant in the modern educational context, where the integration of technology enhances collaboration, interactive learning, and overall educational outcomes (Bates & Poole, 2023).

5.2.4 Instructional materials on the implementation of the Competency-Based Curriculum (CBC)

A majority of respondents (47.8% strongly agreed and 34.3% agreed) felt that ease of access to instructional materials plays a critical role in the successful implementation of CBC. Only a small percentage (14.9% disagreed and 3% strongly disagreed) did not share this view. The consensus underscores that when teachers and students have easy access to learning materials, it boosts engagement and promotes active learning.

The majority of respondents (56.7% agreed and 19.4% strongly agreed) indicated that the ability to update instructional materials is essential for CBC implementation, as it reflects current knowledge and practices. Regularly updated materials help maintain the curriculum's relevance and support the integration of up-to-date pedagogical techniques. Only 23.9% disagreed, indicating general agreement on this point.

A significant number of respondents (43.3% strongly agreed and 47.8% agreed) believed that the relevance of learning objectives is crucial for effective CBC implementation. When instructional materials align with clear learning objectives, they foster meaningful learning experiences and help students acquire the competencies required by the CBC framework. The availability of instructional materials in both handbook and e-learning formats also emerged as an important

factor, with 49.3% agreeing and 29.9% strongly agreeing. E-learning materials, in particular, support flexible learning environments, which are increasingly important for addressing diverse learning styles and promoting interactive and collaborative learning.

5.2.5 Teacher's assessment mode on implementation of competency based curriculum

The study aimed to investigate the influence of teacher's assessment mode on the implementation of the Competency-Based Curriculum (CBC) in public primary schools in Khwisero Sub-County. Regarding the degree of individual behavior of teachers, 41.8% of respondents agreed, and 25.4% strongly agreed that it significantly influences the implementation of CBC. However, 29.6% disagreed, and 6% strongly disagreed, indicating mixed perceptions. This reflects the nuanced role that teacher behavior plays in shaping the learning environment. Research supports the notion that positive teacher behavior, including attitudes and motivation, fosters an engaging and supportive classroom environment, which is crucial for CBC implementation.

On the degree of classroom motivation, 41.8% of respondents agreed, and 40.3% strongly agreed that teacher-driven motivation significantly influences the success of CBC implementation. Only 14.9% disagreed, and 3% strongly disagreed. This overwhelming agreement highlights the importance of motivating teachers, who in turn motivate students. Research suggests that motivated teachers create classrooms where students are more engaged and invested in their learning, which is essential in a curriculum that focuses on developing practical skills and competencies.

The quantity of instructional strategies was also recognized as a critical factor, with 56.7% agreeing and 31.3% strongly agreeing that the use of diverse instructional strategies by teachers significantly impacts CBC implementation. Only 11.9% disagreed. This reflects the necessity of

employing various teaching methods to cater to different learning styles, which is a core element of CBC. Studies have shown that diverse instructional strategies help accommodate the varying needs and competencies of students, promoting a more inclusive and effective learning experience.

The quality of a teacher's knowledge of the subject matter was identified as a major influence, with 55.2% strongly agreeing and 38.8% agreeing that it significantly affects the implementation of CBC. Only 3% disagreed, indicating a strong consensus on the importance of subject matter expertise. Teachers with a deep understanding of their content are better equipped to deliver effective instruction, adapt their teaching to meet students' needs, and ensure the curriculum is implemented successfully.

5.2.6 Professional responsibilities of teachers on implementation of competency based curriculum

The high enrollment rates in primary schools were viewed positively by a vast majority of respondents, with 58.2% strongly agreeing and 41.8% agreeing that there is a high number of children enrolled. This finding indicates that government programs like Free Primary Education (FPE) have contributed significantly to enhancing access and inclusivity in education, which aligns with the goals of CBC.

Staffing emerged as a critical issue, with 76.1% of respondents expressing concerns about inadequate teacher numbers. This shortage has been highlighted as a key obstacle to effectively delivering CBC, as larger class sizes and teacher workloads can undermine the individualized and competency-based approach that CBC aims to achieve.

5.3. Conclusion

5.3.1 Teacher competence on implementation of competency based curriculum

The study concludes that teacher competence is a fundamental factor in the successful implementation of the Competency-Based Curriculum in public primary schools. Personal competence, effective formative assessment, strong classroom management, and high-quality instructional delivery are all critical for ensuring that the CBC is implemented effectively. Teachers must be equipped with the necessary skills and strategies to foster a learning environment that aligns with the curriculum's focus on practical, competency-based learning.

5.3.2 Use of instructional materials on the implementation of the Competency-Based Curriculum (CBC)

The study concludes that instructional materials play a pivotal role in the successful implementation of the Competency-Based Curriculum in public primary schools. Key factors such as the ease of accessibility, regular updating of materials, alignment with relevant learning objectives, and the availability of both physical and e-learning resources are critical for ensuring that the curriculum is effectively delivered. Teachers' access to high-quality instructional materials that are current and relevant to CBC objectives is essential for fostering student engagement and promoting competency development.

5.3.3 Teacher's assessment mode on implementation of competency based curriculum

The study concludes that various elements of a teacher's assessment mode, including individual behavior, classroom motivation, instructional strategies, and subject matter knowledge, play a crucial role in the successful implementation of the Competency-Based Curriculum in public primary schools. Teachers who exhibit positive behaviors, employ diverse instructional methods, motivate students, and demonstrate strong subject knowledge contribute significantly to the

effectiveness of CBC implementation. Teachers should be adequately guided on construction of assessment rubrics. They should also be empowered cognitively on how to design a suitable rating to suit certain areas of interest.

5.3.4 Professional responsibilities of teachers on implementation of competency based curriculum

The study concludes that while high enrollment rates have provided a solid foundation for the implementation of the Competency-Based Curriculum (CBC) in public primary schools in Khwisero Sub-County, significant challenges persist. These challenges include insufficient curriculum planning, inefficiencies in the distribution of instructional materials, variability in students' reading fluency, and teacher shortages. These factors present serious obstacles to the effective implementation of CBC, and unless they are addressed, the full potential of the curriculum may not be realized.

5.4. Recommendation

5.4.1 Teacher competence on implementation of competency based curriculum

The study recommend that there is a need for continuous teacher training programs to enhance teachers' personal competence, particularly in subject knowledge and innovative teaching methods that align with CBC's learner-centered approach.

5.4.2 The use of instructional materials on the implementation of the Competency-Based Curriculum (CBC)

The study recommends that schools and education stakeholders should ensure that both teachers and students have easy access to a wide range of instructional materials, including textbooks, digital resources, and teaching aids, to enhance curriculum implementation.

5.4.3 Teacher's assessment mode on implementation of competency based curriculum

The study recommends that there should be continuous professional development programs to improve teacher behavior, motivation, and engagement in the classroom, which are essential for fostering an environment conducive for implementation of CBC. The competency based assessment of using assessment rubrics is good. However, it should be made practically possible within the context of learners across the nation. Rubrics is not practically possible in most schools in Kenya where one class has more than 60 learners. More teachers should be employed and more classrooms built to achieve the international requirement of 40 learners against one teacher.

5.4.4 Professional responsibilities of teachers on implementation of competency based curriculum

The study concludes that there is a need for enhanced curriculum planning, including more detailed guidance and additional training for teachers. This would better equip them to understand and implement the CBC framework effectively, ensuring that all learning objectives are met.

5.5. Suggestion for future study

Future research could explore the effectiveness of pre-service and in-service teacher training programs in preparing teachers for the implementation of the Competency-Based Curriculum (CBC) in Khwisero Sub-County. This would assess whether the training adequately equips teachers with the skills and knowledge needed for CBC delivery.

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APPENDICES

APPENDIX 1: I INFORMED CONSENT

TITLE OF STUDY

[Influence of Teacher Preparedness on Implementation of Competency-Based Curriculum in Public Primary Schools in Khwisero Sub-County, Kakamega County, Kenya.]

PRINCIPAL INVESTIGATOR

[Anyehere M. Geoffrey]

[Department] Educational Management and Curriculum Studies.

[Address] BOX 801 YALA.

[Phone] 0713765118

[Email] anyeheregeofrey@gmail.com

PURPOSE OF STUDY

You are being asked to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information.

The purpose of this study is to [determine the Influence of Teacher Preparedness on the Implementation of the CBC Curriculum].

STUDY PROCEDURES

I request about 25 minutes of your time to ask you a few questions. The information you share with me will only be shared in aggregate form but not in individual form.

RISKS

This study has no known risks.

You may decline to answer any or all questions and you may terminate your involvement at any time if you choose. Your responses to this [survey] will be anonymous. Please do not write any identifying information on your [survey]. OR For the purposes of this research study, your comments will not be anonymous. Every effort will be made by the researcher to preserve your confidentiality including the following:

Participant data will be kept confidential except in cases where the researcher is legally obligated to report specific incidents. These incidents include, but may not be limited to, incidents of abuse and suicide risk.

CONTACT INFORMATION

If you have questions at any time about this study, or you experience adverse effects as the result of participating in this study, you may contact the researcher whose contact information is provided on the first page. If you have questions regarding your rights as a research participant, or if problems arise that you do not feel you can discuss with the Primary Investigator, please contact:
AnyehereGeofreyMachemo;Phone.no.0713765118.

VOLUNTARY PARTICIPATION

Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

CONSENT

I have read and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Participant's signature _____ Date _____

Investigator's signature _____ Date _____

APPENDIX II: QUESTIONNAIRE

I, Anywhere M. Geoffrey, a Masters student at Mt. Kenya University pursuing a course in education. I am carrying out data collection to help me make conclusions on my research study titled: Teacher Preparedness on the Implementation of CBC Curriculum in public primary schools in Khwisero Sub-County, Kakamega County, Kenya. You have been selected to participate as an important stake holder in implementation of CBC Curriculum in this school. I request to ask you a few questions in this regard. The responses you offer will be held in confidence and will only be shared in aggregate form. Your participation in this is voluntary and with no coercion whatsoever.

With your consent we can now start the interview.

Age of Respondent (Tick)

- 18-27Yrs [] 2. 28-37 Yrs. [] 3. 38-47 Yrs. [] 4 Above 48 yrs. []

Highest level of Education (Tick)

- High School Certificate [] 2. P1 [] 3. Diploma [] 4. Degree []

Years of professional Experience (Tick)

- 1-10 Yrs [] 2. 11-20 Yrs. [] 3. 21-30 Yrs. [] 4. 31 and above []

Kindly rate the statements using the following scale (Please tick in the appropriate box)

1. Strongly disagree [] 2. Disagree [] 3. Agree [] 4. Strongly Agree []

Q1		1	2	3	4
A	1 The level of personal competence of the teacher influence the implementation of CBC in primary schools.				
B	1. The extent of formative assessment influences the implementation of CBC in primary schools.				
C	1. The degree of classroom management influence the implementation of CBC in primary schools				
D	1. Quality of instructional delivery influences the				

	implementation of CBC in primary schools.				
Q2		1	2	3	4
A	2.The ease of accessibility to instructional materials influences the implementation of CBC in primary schools.				
B	2.The ease of updating the instructional materials influences the implementation of CBC in primary schools.				
C	2.The degree of relevance of learning objectives influences the implementation of CBC in primary schools.				
D	2.The availability of instructional materials in hand book and glossary of e-learning influences the implementation of CBC primary schools.				



Q3		1	2	3	4
A	3.The degree of teacher individual behaviour influences the implementation of CBC in primary schools.				
B	3.The degree of classroom motivation influences the implementation of CBC in primary schools.				
C	3.The quantity of instructional strategies influences the implementation of CBC in primary schools.				
D	3.The quality of knowledge of the teacher on subject matter influences the implementation of CBC in primary schools.				

Q4		1	2	3	4
A	4. There is a high number of children enrolled in primary schools				
B	4. There is high quality of curriculum planning in implementation of CBC in primary schools.				
C	4. There is efficiency in procurement and distribution of books and other cognitive resources meant for implementation of CBC in primary schools.				
D	4. There is high quality of reading fluency and comprehension by learners in implementation of CBC in primary schools.				
E	4. There are high levels of staffing in the implementation of CBC in primary schools.				

Q5		1	2	3	4
A	5. There is a high level of accountability among the community members in the implementation of CBC in primary schools				
B	5. The level of inclusion of the community members in the school activities has a high impact on implementation of CBC in primary schools				
C	5. There is a high extend of resource mobilization from the community in implementation of CBC in primary schools.				

APPENDIX III: KEY INFORMANT INTERVIEW (KII) GUIDE

I, Anywhere M. Geoffrey, a Masters student at Mt. Kenya University pursuing a course in education. I am carrying out data collection to help me make conclusions on my research study titled: Teacher preparedness and the Implementation of CBC Curriculum in primary schools in Khwisero Sub-County, Kakamega County, Kenya. You have been selected to participate as a key informant by virtue of your position as a key stakeholder in education sector. I assure you of confidentiality in using the information you offer as it can only be shared in aggregate form.

I now request to ask you a few questions in this regard if you consent to this request.

Rank of Officer.....

Station.....**Date**.....

- How is the teacher competence affecting implementation of CBC curriculum in primary schools in Khwisero sub-county, Kakamega County, Kenya?
- What aspects of the teacher instructional materials influence the implementation of CBC curriculum in primary schools in Khwisero Sub-County, Kakamega County, Kenya?
- How is the teacher assessment influencing the implementation of CBC curriculum in Khwisero Sub-County, Kakamega County, Kenya?
- How is teacher professional responsibilities impacting implementation of CBC curriculum in Khwisero Sub-County, Kakamega County, Kenya?
- How, if at all, is community participation influencing the implementation of the CBC curriculum in primary schools in Khwisero sub-county, in Kakamega County, Kenya?
- How is the children enrolment in CBC curriculum at primary schools in Khwisero Sub-County, Kakamega County, Kenya?
- How is the level of reading fluency and comprehension in primary schools in Khwisero Sub-County, Kakamega County, Kenya?

- Please describe the staffing scenario in primary schools in Khwisero Sub-County, Kakamega County, Kenya.
- Please explain the situation of procurement and distribution of other cognitive resources in primary schools in Khwisero Sub-County, Kakamega County, Kenya.
- In your view how is the community involved in the school activities and how this affect implementation of CBC Curriculum in does schools inn Khwisero Sub-County, Kakamega County, Kenya.



APPENDIX IV: ERC CLEARANCE



REF: MKU/ISERC/4380
TO: ANYEHERE M. GEOFREY

Date: 11 September 2024

REG: MED/2022/45180

Dear Sir/Madam,

RE: Influence of Teacher Preparedness on Implementation of Competency Based Curriculum in Public Primary Schools in Khwisero Sub-County, Kakamega County, Kenya.

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **3100**. The approval period is **11/09/2024 - 10/09/2025**.

This approval is subject to compliance with the following requirements;

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

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

Yours sincerely,



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

APPENDIX V: INTRODUCTORY LETTER



DIRECTORATE OF GRADUATE STUDIES

MED/2022/45180

12th September, 2024

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

Dear Sir/Madam,

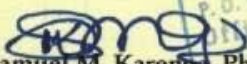
RE: ANYEHERE M. GEOFREY- REGISTRATION NO. MED/2022/45180

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

The title of the research is **"Influence of Teacher Preparedness on Implementation of Competency Based Curriculum in Public Primary Schools in Khwisero Sub-County, Kakamega County, Kenya."** It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **September, 2024 and November, 2024.**


Any assistance accorded to the student will be highly appreciated.

Thank you.


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


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

APPENDIX VI: NACOSTIC LICENCE


REPUBLIC OF KENYA

Ref No: 839488

RESEARCH LICENSE




This is to Certify that Mr. GEOFFREY MACHEMO ANYEHERE 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 Kakamega on the topic: INFLUENCE OF TEACHER PREPAREDNESS ON IMPLEMENTATION OF COMPETENCY BASED CURRICULUM IN PUBLIC PRIMARY SCHOOLS IN KHWISERO SUB COUNTY, KAKAMEGA COUNTY, KENYA. for the period ending : 02/October/2025.

License No: NACOSTI/P/24/40551


839488

Applicant Identification Number



Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

See overleaf for conditions

APPENDIX VII: AUTHORIZATION LETTER

REPUBLIC OF KENYA



**MINISTRY OF EDUCATION
STATE DEPARTMENT FOR BASIC EDUCATION**

Telephone:
Fax:
E-mail: wespropde@yahoo.com
When replying please quote our Ref.

County Director of Education
Kakamega County
P. O. BOX 137 - 50100
KAKAMEGA

REF: KAKA/C/GA/29/17/VOL.VI/348

4th October, 2024

MR GEOFFREY MACHEMO ANYEHERE
MOUNT KENYA UNIVERSITY
THIKA

RE: RESEARCH AUTHORIZATION

Reference is made to a letter from NACOSTI Ref No: NACOSTI/P/24/40551 dated 2nd October, 2024 concerning subject matter.

This is to inform you that you have been authorized to carry out research on **'Influence of teacher preparedness on implementation of Competency Based Curriculum in Public Primary Schools in Khwisero Sub-county, Kakamega County'** for the period ending 2nd October, 2025.

Please accord him/her any necessary assistance he/she may require.


FOR
COUNTY DIRECTOR OF EDUCATION
KAKAMEGA COUNTY

P.P
HELLEN NYANG'AU
COUNTY DIRECTOR OF EDUCATION
KAKAMEGA COUNTY

APPENDIX VIII: TURNITIN REPORT

INFLUENCE OF TEACHER PREPAREDNESS ON IMPLEMENTATION OF COMPETENCY BASED CURRICULUM IN PUBLIC PRIMARY SCHOOLS IN KHWISERO SUB-COUNTY, KAKAMEGA COUNTY, KENYA

ORIGINALITY REPORT

14 %	26 %	17 %	30 %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

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3	Submitted to Mount Kenya University <small>Student Paper</small>	2 %
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