

Influence of teachers' preparedness on implementation of competency-based curriculum (CBC) in public primary schools in Bomet east sub-county, Kenya

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Abstract

The government of Kenya embarked on curriculum reform from the 8.4.4 system of education to Competency Based Curriculum in order to change from knowledge and skills acquisition to knowledge creation and application. The study was undertaken to establish the influence of teachers' preparedness on the implementation of Competency Based Curriculum (CBC) in public primary schools in Bomet East Sub County, examine the influence of teachers' training, teachers' mode of assessing learners, teachers' preparation on utilization of CBC instructional resources and how effectively the lesson can be prepared in the implementation of the CBC. The knowledge development theory was adopted in the study. The study adopted descriptive survey research design which involved the use of questionnaires and interview schedules for data collection. Results show that teachers need support in infusing core competencies, infusing critical thinking and problem solving, in creativity and imagination and in infusing communication and collaboration. Head teachers and Curriculum support officers expressed serious concerns on the availability of instructional materials. Results further showed that teachers need support in designing assessment criterion, support in constructing assessment rubrics and support in keeping assessment records for summative reporting. In conclusion teachers need more support to fully implement CBC curriculum. Study recommends further training and capacity building for teachers involved in CBC implementation.

Key words: Competency Based Curriculum; Teachers preparedness; Bomet County

Introduction

Competency Based Curriculum (CBC) currently appears to be gaining ground in basic, technical and higher education across the world. The driving force is the purpose of connecting the education initiatives with labour markets and the dynamic societal demands (Mulder *et al.*, 2018). A distinctive factor of the CBC is that it is designed to be specific and applicable to every learner's situation, entry behavior and learning style. Critical to the CBC is an evaluation practice which precisely and dependably identifies the learner's capability to accomplish a task (Kasten *et al.*, 2018). By focusing on an individual in a group, CBC stands out to spark intrinsic motivation characterized by learner's possession of an internal drive to engage in their education as they come into contact of hands-on experience with learning by engaging their senses of taste, smell, touch, sight and hearing with learning. This is referred to as pragmatic learning (Oldehaver, 2018).

The Kenyan CBC is a system of education designed by Kenya Institute of Curriculum Development (KICD) team in 2017 which is different from 8.4.4 (Munyasia & Olel, 2020; Ongesa, 2020). CBC focuses in a change of emphasis from the tradition of chalk-and-talk teaching to focusing on the learner by learning in groups and not just memorizing facts, but developing competencies and understanding core values and important issues. In CBC school is being restructured from 8-4-4 to 2-6-3-3-3. All learners take 2 years of pre-primary, then 6 years of primary, and then 3 years of junior secondary school. If the learner passes the grade 9 exams at the end of junior school, he or she can then go on to take 3 years of senior secondary school. University under CBC will be 3 years instead of 4 years. This CBC is designed to emphasize the significance of developing skills such as communication and collaboration, critical thinking and problem

solving, imagination and creativity, citizenship, learning to learn, self-efficacy and digital literacy (Sifuna & Obonyo, 2019; Syomwene, 2022). These competencies are be applied into real life situation.

Administration of assessment rubrics should be emphasized which are tasks tailored towards individual learner's proficiency to practice what they have acquired to practical situations (Jeffery, 2009). The paradigm shift from mastery towards CBC program implies that the role of the teacher is slowly changing from giving notes to being a facilitator, the learner taking the centre stage (Muraraneza & Mtshali, 2018; Njagi, 2020). In addition, many countries across the world are emphasizing on the introduction of technological sciences into school learning process. Stakeholders are ensuring ICT is integrated at all levels of learning and teaching. Teachers are also being trained in order to develop competencies and skills to use and apply in digital learning. Ouma *et al.*, (2013), assert that teachers are expected to create a technology based environment to facilitate teaching and learning. Kenya has a policy that all schools should integrate ICT in learning in order to realize vision 2030 (Mugalavai, 2012).

Use of instructional materials should allow for ease of interpretation of the curriculum design by way of scope and sequence charts which direct course books on the relevant age appropriate content. Instructional materials should be designed such that they allow learning process as opposed to the traditional approach where the learner was a passive recipient of knowledge. It is against common best practice for outdated instructional materials to be adapted alongside the new curriculum they do not match (Mundia, 2012). Furthermore, assessment of learner's level of mastery of competencies is important in the CBC (Akala, 2021; Ndiokubwayo & Habiyaremye, 2018).

A study by Momanyi & Rop, (2020) on teacher preparedness for the integrated English curriculum in Kenya, concluded that curriculum outcome is impacted by teacher preparedness. Unprepared teachers are impediment to the successful implementation of a curriculum. The introduction of CBC in Kenya has raised a question on the capacity and teachers' preparedness to implement it. Execution of the CBC program in its first phase is facing quite a number of challenges. Competency Based Curriculum has been rolled out despite a lot of challenges and limitations that include heavy transitional spending and inaccessibility of teaching and learning resources. The process of piloting the new curriculum began by selecting schools from every county from pre-school, grade one, two and three. For teachers to fully implement CBC they need to have acquired knowledge, skills and competencies to implement the curriculum through further trainings, seminars and workshops. Teachers must be prepared adequately and also have positive attitude towards implementation. At the time of rolling out CBC for pre-primary, grade one to three; there was no Sessional Paper to guide the process, hence the roll out tended to be deficient of clear policies. The needs assessment was not properly conducted by the ministry of education. The summative evaluation which was conducted in 2016 could not be the basis for reforming the curriculum in 2018. Apparently, there is no research to support the argument that implementation of CBC was rushed into before adequate preparation. The learning facilities are somewhat inadequate, parents, pupils and even teachers are not yet prepared. Therefore this study fills this knowledge gap by establishing the level of teachers' preparedness on implementation of Competency Based Curriculum in public primary schools in Bomet East, Sub- County, Kenya.

Materials and methods

Research design

The researcher used descriptive survey research design. Descriptive survey research involves to a scientific technique or approach involving the observation and description of behaviors of subjects in a study without influencing them in any way (Creswell & Creswell, 2017).

Study area and target population

The county of study borders Kericho County to the North Eastern, Narok County to the South Eastern, Nyamira County to the North West and Nakuru County to the East. It covers an approximate area of 2,037.4 Kilometers square. Bomet County is divided into five sub-counties namely: Sotik, Chepalungu, Bomet East, Bomet Central, and Konoin (Bomet County Development, Profile 2013). The study was done in Bomet East sub-county. The researcher has chosen this sub-county because the schools are homogenous and accessible.

The research proposal involved all the head teachers, all grade one, grade two and grade three and the Curriculum Support Officer (CSO) in the implementation in the zone. All these made a target population of one hundred and ten (110) head teachers, three hundred and thirty (330) grade one to grade three teachers and four (4) CSO representing the Sub-County. Therefore the target population was four hundred and forty four (444) respondents.

Sample size and sampling procedure

Taro Yamane’s formula (Yamane, 1973), was used in getting the sample size, since the target population of the study was relatively small. The formula used is as shown in the equation below:

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

$$n = \frac{444}{1 + (444)0.05^2} = 210$$

n = sample size

N = population

e = error of sampling method = 0.05

Table 1: Sample Size

Respondents	Target Population	Sample Size
Head teachers	110	52
Teachers	330	156
Curriculum Support Officers	4	2
Total	444	210

Source: Authors’ Computation

Sampling procedure

A stratified random sampling procedure was used to obtain the sample size in the whole Sub County. Stratified random sampling since the sample was divided into stratus that is head teachers, teachers and curriculum support officers and can aid in providing greater precision. A proportionate sampling procedure was used to pick the head teachers and teachers for the study. A list of both head teachers and teachers was obtained from CSO’s of each of the public primary schools in the five zones. The names of CSOs, head teachers and teachers in the lists was serially numbered first and then randomly ordered and picked using a simple random sampling technique. The 52 head teachers, 156 teachers and 2 CSOs was selected to be a

representative of the target population. This technique gave each respondent an equal opportunity of being selected and therefore increase the chances of obtaining an appropriate and representative sample size. This was advantageous in the sense that the sample frame was already available in the form of a list (Kothari, 2004).

Data collection

This study used primary data only. The study utilized close ended questions in questionnaires which was administered to grade one to grade three teachers. The questionnaire was used because they can be completed by the respondents at their convenient time. Again they can facilitate an easier analysis as they are in immediate useable form. Questionnaires enabled the collection of quantitative data.

The study used open ended questions in the interview guides and the authority of scale was likehert scale that is 1-to no extent, 2- to little extent, 3- to some extent, 4-to a large extent and 5- to a very large extent. These was administered to the head teachers and CSOs to collect qualitative data. The head teachers are the supervisors of CBC implementation in their respective schools while the CSOs do the same work in the whole zone. Therefore the interview guide was used to collect data on teacher's training, utilization of CBC instructional resources, teachers' mode of assessment and teachers lesson preparation.

The two instruments was divided into five sections A, B, C, D and E. Each of these sections was addressing different issues regarding the implementation of CBC. Section A dealt with background information, section B addressed teachers' training, section C dealt with the issue of utilization of CBC instructional resources, section D addressed the issue of teachers' mode of assessing learners and section E dressed teachers lesson preparation and the implementation of CBC.

Data Analysis and Presentation

Receipt of the filled interview schedules and questionnaires, initial screening of data was done by sorting, coding, and cleaning. Incomplete data sources were discarded. The other pieces were then numbered and coded using a coding frame ready for entry and analysis. For the determination and description of elements of independent variables, descriptive statistics was used for the dependent variable. Editing, organizing, and analysis of data collected was done with the aid of IBM SPSS version 25 statistical package software. Closed ended questions was analyzed using descriptive statistics as tables. Qualitative data was analyzed through sequences, regularity and patterns of words and phrases for coding purposes which was then exposed to quantitative interpretations of frequencies and percentages. Open ended questions were analyzed by identification of the response and representing the data visually.

Results and discussion

The research results presented are on the respondents' response rate of research instruments, demographic data of the respondents who consisted of teachers, head teachers and Curriculum Support Officers. The research further presented and discussed teachers' competence, availability of instructional materials, teachers' lesson planning and head teachers and Curriculum Support Officers' mode of assessment as issues on the implementation of Competence Based Curriculum.

Demographic data of the respondents

The background data analyzed herein consists of gender, age and experience in teaching of the respondents and consisted of the head teachers, teachers and the curriculum support officers of the zones of the sampled public primary schools

The results revealed that a majority of teachers teaching lower primary grades were females (51.9%) while

the male teachers were 48.1% (Table 2). The results in table show that the majority of grade one to grade two teachers are aged between 31-40 years (43.8 %). Only 24.2 percent are between 20-30 years.

Table 2 Respondent’s Age bracket

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	(20-30)	31	24	24.2	24.2
	(31-40)	56	43.4	43.8	68
	(41-50)	41	31.8	32	100
	Total	128	99.2	100	
Missing	System	1	0.8		
Total		129	100		

Teaching experience of teachers of teachers was also acquired and is as shown in table 3.

A lower primary teaching experience of 0-4 years occupy the highest percent (54.8 percent). Those with an experience of 5-8 years are 43 occupying a level of 34.1 percent. The lowest percentage is the teachers with an experience of over 9 years.

Table 3 Teaching experience in lower grades

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	(1-4 years)	69	53.5	54.8	54.8
	(5-8years)	43	33.3	34.1	88.9
	(> 9 years)	14	10.9	11.1	100
	Total	126	97.7	100	
Missing	System	3	2.3		
Total		129	100		

Influence of teachers’ training on implementation of CBC in public primary schools

The researcher was interested in finding out the following: Training on the competency-based curriculum, the duration of training, frequency of training and infusion of core competencies.

The results showed that almost all teachers (94.6 percent) attended workshops on CBC training and the

paradigm shift from teaching to learning. The 4.7 percent who did not train could be attributed to the nature of their work and the fact that such trainings are planned during holidays.

Thirty-two (32) head teachers and two (2) curriculum support officers were also interviewed on the Influence of teachers' training on implementation of CBC in public primary schools. The group confirmed that 100% of teachers had received training on CBC. It was also established that 58.8% of the trained teachers were competent to give instruction in all areas according to CBC, while 41.2 percent were incompetent. It was also reported that 89.9 percent of respondents attended a one week training on the Competency Based Curriculum. Morrison, (2018), however, cautions that this duration is not adequate and affirms that a competent teacher is critical to learners' achievement. Teachers must adequately train for two years and must receive ongoing trainings even as they work in the classroom. This give teachers the background information they will need in the classroom.

The results on the frequency of the training of teachers on CBC showed that most of the teachers 32.3 percent have attended trainings at least twice while 29.1 percent have attended it thrice. Only 19.4 percent have attended it once while 18.6 percent have attended more than three times. Teachers in Competency Based Approach need to be specialists in learner-centered pedagogical experience in order to adopt the paradigm shift from teaching to learning.

Most of the respondents had the following content covered in their CBC training

- Portfolio and Assessment rubrics
- CBC teaching strategies
- Guiding principles for value based education
- Curriculum design including for special need learners
- Core competent values
- Assessment tools

When it comes to materials used for training, most of the respondents used the following

- Computers and laptops and projectors
- Stationeries
- Mobile phones and other digital devices

The methodology used in the training was mostly discussion method. However some respondents used the following

- Lectures
- Demonstrations
- Formal learning
- Digital learning

From these results it is apparent that Bomet East is going in the right direction towards training teachers in CBC, however researchers have shown that for a teacher to fully implement CBC, trainings should be done for not less than 2 years. It was recommended that the ministry of education and all stakeholders should further provide enhanced training building programs for preschool teachers to prepare them fully for the new curriculum.

Infusion of core competencies during instruction

The research instruments sought data on the degree to which teachers were able to infuse core competencies during instruction i.e. communication and collaboration, thinking and problem solving, imagination and

creativity, citizenship, learning to learn and digital literacy. The responses are summarized as shown in table 4.

Table 4. Degree to which teachers were able to infuse core competencies during instruction

	Communication & collaboration	Thinking & problem solving	Imagination & creativity	Citizenship	Learning to learn	Digital literacy	Digital literacy
no extent	4.7	0.8	2.3	2.3	2.3	7.8	7.8
little extent	5.4	10.9	14.7	3.9	6.2	21.7	21.7
to some extent	36.4	45	42.6	46.5	39.5	42.6	42.6
large extent	41.1	38	32.6	30.2	40.3	21.7	21.7
very large	12.4	5.4	7.8	17.1	11.6	6.2	6.2
Overall rating	70.22	67.32	75.78	71.18	70.48	59.36	59.36

A majority of the teachers felt that they overly had the ability to appropriately inculcate communication and collaboration during instruction, (70.22%), inculcate critical thinking and problem solving (67.32%), inculcate imagination and creativity (65.78%), inculcate citizenship (71.18%), inculcate learning to learn (70.48%) and inculcate digital literacy during instruction (59.36%) According to the HTs and CSOs, there were also challenges encountered to infuse during instruction at 90.9% while only 9.1 percent did not have challenges.

Core competencies that are challenging to infuse during instruction

According to responds head teachers and CSOs, Digital literacy was the most challenging to infuse at 63.3% while critical thinking, problem solving and communication and collaboration were the least at 6.7%. the results are summarized in table 5. Infusing digital literacy was a real challenge for majority of teachers with most of the teachers needing support in the delivery of digital literacy. These shows that teachers had difficulties in teaching digital activities. The materials needed for digital learning as well as the competency of teachers seems to be a contributing factor. Digital learning gives challenges to the successful implementation of CBC. The ministry of education and the county governments should enhance the provision of the necessary ICT instructional resources in public primary schools in order to promote and enhance the implementation of the curriculum.

Table 5. Core competencies that are challenging to infuse during instruction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Digital literacy	19	55.9	63.3	63.3
	communication and collaboration	2	5.9	6.7	70
	critical thinking and problem solving	2	5.9	6.7	76.7
	citizenship	3	8.8	10	86.7
	learning to learn	4	11.8	13.3	100
	Total	30	88.2	100	
Missing	System	4	11.8		
Total	34	100			

Teachers’ mode of assessment and implementation of Competency Based Curriculum

This study sought to also assess the influence of teachers’ mode of assessments on implementation of CBC. The researcher sought to find out whether the teachers were competent in designing criterion (rating system), construct assessment rubrics (tasks) and report learners progress after formative assessment and if they kept assessment records for summative reporting. The research findings are indicated as shown in table 6. The results indicated that most of the teachers felt competent in designing assessment criterion or assessment rating with an overall rating of 63.7 per cent. Most of the teachers to a large extent 94.6% could design a CBC rating system with only 3.9% unable to design. Teachers also to a larger extent of 86.0% were able to design and make assessment rubrics while only 2.3% being unable. The rubric’s is a way to measure how a student/learners are able to do perform in assignments allocated. The results obtained clearly showed that most of teachers 83.7% to a large extent could keep assessment records and 86.8% to a large extent could report performance after formative and summative assessment.

Table 6: Teachers mode of assessment and implementation of CBC

	design rating system	make assessment rubrics	keep assessment records	report performance after formative and summative assessment
no extent	3.9	2.3	2.3	1.6
little extent	22.5	10.9	9.3	9.3
to some extent	60.5	53.5	48.8	44.2
large extent	94.6	86.0	83.7	86.8
Overall rating	63.7	69.5	71.18	71.66

According to the head teachers and curriculum support officers 64.7 % of teachers were able to some extent develop assessment methods while 8.8 % have no ability to develop assessment methods (table 7). Only 11.8 percent were fully able to develop assessment methods.

Table 7: Ability of teachers to develop assessment methods

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no extent	3	8.8	8.8	8.8
	little extent	3	8.8	8.8	17.6
	to some extent	22	64.7	64.7	82.4
	large extent	2	5.9	5.9	88.2
	very large	4	11.8	11.8	100.0
	Total	34	100.0	100.0	

HTs and CSOs provided information that 76.5% of teachers that had undergone CBC training could develop assessment rubrics while, 23.5% however cannot develop assessment rubrics and that 94.1 percent of trained CBC teachers were able to keep assessment records, but only 5.9 percent did not have the ability to keep assessment records.

Head teachers and CSOs ascertained that 94.1% of teachers had the ability to keep summative assessment records for the learners. The ability to keep these records is important in tracking and understanding learner’s weaknesses and strengths. The results further indicated that 5.9% of the teachers according to CSOs and HTs still require training and facilitation to achieve a 100% in keeping learners assessment record.

Utilization of CBC instructional resources on implementation of CBC in public primary schools

Instructional resources are methods, ways and materials required to implement successful curriculum. According to Chen and Wei 2015, these are what an instructor or teacher use make an abstract concept to be practical to a learner. These are used to pass on disseminate information to learners while promoting closer and clear information sharing and communication between the teacher and the learner.

The third objective of the study was to examine influence of availability of instructional materials on implementation of Competency Based Curriculum. The researcher sought to investigate whether course books and teachers guides were available for instruction and if handbooks used to expound the designs had been received for use. The results of the study are shown below the extent of utilization of instructional materials on a scale of 1 to 5. 1 = to no extent, 2 – to little extent 3 – to some extent, 4 – to a large extent and 5 – to a very large extent. The study found that CBC books was the most used instructional material being used by to a very large extent of 28.1%, to a large extent of 41.4% and to no extent of 1.6%, with an overall rating of 76.46 percent. Teaching and learning aids was used at an overall rating of 69.14%, while digital devices was 55.86%, teachers facilitating learning at 71.62% and learners interacting with instructional material resources at 71.36% as shown in Table 8. Teacher facilitated learning seem to be preferred choice for most of teachers with 35.2%, using it to some extent, 43.0% using to large extent, 13.3% using it at a very large extent and 0% to no extent. Results from Table 8 show that teachers were not using competency-based approaches of teaching and learning. This indicates that teachers should be given in-service training for competency-based approaches for teaching and learning. CBC curriculum insists on a learner – centered approach which is different from traditionally known methods.

Table 8: Utilization of CBC instructional

	CBC coursebooks	Teaching and learning aids	Digital devices	Teachers facilitate learning	Learners interact with instructional resources
no extent	1.6	8.6	12.5	0	0.8
little extent	9.4	44.5	22.7	8.6	9.4
to some extent	19.5	36.7	42.2	35.2	38.3
large extent	41.4	10.2	16.4	43.0	32.8
very large	28.1	8.6	6.3	13.3	18.8
Overall rating	76.46	69.14	55.86	71.62	71.36

Availability of CBC instructional material

The availability of instructional material is important in meeting the requirements of any curriculum. Head teachers and CSOs were interviewed and according to 76.5% of them they believe there are enough CBC books, while 23.5 % believe there are no enough CBC books. HTs and CSOs believe that 91.2% of teachers prepare learning and teaching aids, 61.8% use digital devices, 79.4 % prepare lesson plans, 61.8% are able to present all lessons in time and 97.1 % of teachers are able to infuse lessons with CBC aspects as shown in table 9. The use of a particular instructional material is dependent in several factors such as the age of the learners, the objective, the physical skills, level, and social situation of the learners among other factors. Instructive assets / resources usage is vital in educational plan execution. Learning would be challenging to prompt extremely durable difference in conduct without the utilization of satisfactory informative materials in teaching.

Table 9: Availability of CBC instructional material

	Yes (%)	No (%)
Are there enough CBC course books for the learners	76.5	23.5
Do teacher prepare learning and teaching aids	91.2	8.8
Do teachers use digital devices	61.8	38.2
Are teachers able to prepare lesson plans	79.4	20.6
Are teachers able to present all lessons in the time	61.8	38.2
Are teachers able to infuse lessons with CBC aspects	97.1	2.9

Teacher’s lesson planning and implementation of Competency Based Curriculum.

The objective of this study also was to determine influence of teacher’s lesson planning on implementation of CBC to learning. The study focused in finding out if teachers: prepared lesson plans in all activity areas, prepared schemes of work, prepared assessment rubrics, presented all the lessons per day in the time table according to CBC and if they infuse lessons with CBC aspects lesson. The results in Table 10, revealed that a majority of teachers felt incompetent and needed support in designing lesson plans with all CBC aspects and in presenting competency based lessons systematically (42.0 percent). 95.1 percent of the teachers indicated that it was impossible to prepare lesson plans for all lessons. Only 4.9 percent felt otherwise. Most of the teachers (42.0 percent), felt that lesson planning consumed much time and went into teaching time. From the results it is noteworthy to say that teachers have not engaged themselves to planning and see it a

waste of time rather than focusing on its advantages such as the beneficial outcomes for their own skills. According to Saidu and Saidu (2014), to carry out educational plan, requires prepared educators that are fit for conveying satisfied with pertinent and satisfactory instructive materials.

Table 10: Lesson planning and implementation of Competency Based Curriculum

	prepare lesson plans in all activity areas	prepare scheme of work	prepare assessment rubrics	present all the lessons in the time table per day according to CBC	infuse lessons with CBC aspects
no extent	1.6	0.8	0	3.1	1.6
little extent	12.5	4.7	11.7	14.1	10.2
to some extent	39.1	30.5	44.5	35.9	46.5
large extent	35.2	39.1	31.3	32.8	29.1
very large	11.7	25.0	12.5	14.1	12.6

Conclusion

In conclusion its note while to say that teachers are incompetent in delivering to learners using Competency based approach. Teachers have undergone minimal training on CBC curriculum and as such have challenges in infusing core competencies during instruction i.e. communication and collaboration, thinking and problem solving, imagination and creativity, citizenship, learning to learn and digital literacy. Stakeholders should consider retraining and training of teachers accordingly. Infusing digital literacy was a real challenge for majority of teachers with most of the teachers needing support in the delivery of digital literacy. These shows that teachers had difficulties in teaching digital activities. The materials needed for digital learning as well as the competency of teachers seems to be a contributing factor. Digital learning gives challenges to the successful implementation of CBC

Influence of teachers' mode of assessments on implementation of CBC was poor. A few of the teachers were incompetent in designing criterion (rating system), construct assessment rubrics (tasks) and report learners progress after formative assessment and poor in keeping assessment records for summative reporting. Teachers were also not using competency-based approaches of teaching and learning. This indicates that teachers should be given in-service training for CBC approaches for teaching and learning. CBC insists on a learner-centered approach which is different from traditionally known methods.

It can also be concluded that most of the teachers felt incompetent and needed support in designing lesson plans with all CBC aspects and in presenting competency based lessons systematically. Teachers in Competency Based Approach need to be specialists in learner-centered pedagogical experience in order to adopt the paradigm shift from teaching to learning.

The availability of instructional material was not fully met in Bomet East County. As such the ministry of Education in conjunction with the county government and other stake holders should enhance the provision of instructional materials. Instructive resources is vital in administering the curriculum. Learning would be challenging without the utilization of satisfactory instructional tools.

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