

Influence of Headteachers Roles on Implementation of Competence based Curriculum in Public Primary Schools in Likoni Sub-County, Mombasa County, Kenya

Mwanaisha Said Kibwebwe, Dr. Beth Mwelu Mutilu

Mount Kenya University, Kenya

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ABSTRACT

In Likoni Sub-County public elementary schools, this study aimed at ascertaining how the head teacher's responsibilities affect the implementation of the competency-based curriculum. Its specific objectives were to examine the influence of the head teachers role on provision of teaching and learning resources on CBC implementation; to assess the influence of the head teachers role of ensuring trained personnel through BOM on CBC implementation in Likoni Sub County public primary schools. The participatory leadership theory and the contingency theory of leadership were the theories that are directing the study. The research employed a descriptive survey study methodology. 17 public primary school head teachers, 129 classroom teachers, and 68 members of the board of management committee, totaling 214, were the sample size. Basic random sampling and purposeful sampling was utilized. A survey was used to gather data. In order to guarantee the study instruments about their reliability, 30 respondents were selected randomly and issued with the questionnaires. The scores from their responses were analyzed by using SPSS version 28. Cronbach's coefficient alpha determined inside consistency. Additionally, the researcher conducted a test-retest on the piloted questionnaire. The questionnaires were checked and rechecked, adjusted where necessary and all missteps were wiped out. After being collected data was tabulated and analyzed with the use descriptive statistics using SPSS version 28. The following model, $Y = B_0 + B_1X_1 + B_2X_2 + B_3X_3 + B_4X_4 + e$, was used by applying correlations and regression analysis to examine the impact of the independent variables on the dependent variable. Confidentiality, informed permission, privacy, and anonymity are among the ethical criteria for this investigation. The study's findings reveal the critical importance of several factors in CBC implementation, including the availability of teaching and learning resources, the presence of trained personnel, the adequacy of infrastructure, and effective monitoring and evaluation mechanisms. These factors, in conjunction with the leadership of headteachers, play a pivotal role in shaping the quality of CBC delivery. The successful implementation of CBC is a dynamic process that requires harmonious synergy between various factors and the leadership of headteachers. This study offers insights into the multifaceted nature of CBC implementation and its resonance with international research. It highlights the significance of resource allocation, personnel development, infrastructure enhancement, and monitoring and evaluation in CBC success. Based on the findings, the study provides actionable recommendations for policymakers, school administrators, and stakeholders to enhance CBC implementation. These recommendations encompass resource allocation and enhancement, professional development, infrastructure enhancement, monitoring and evaluation, leadership and management, research and innovation, and stakeholder engagement.

Key Words: Monitoring and Evaluation, Stakeholder, Competence based curriculum, Competence based education

INTRODUCTION

Education systems are undergoing a significant shift towards competence-based curricula, emphasizing skills and practical application (Smith, 2019). Shifting from an existing curriculum and adopting an

alternative one is transition of curriculum. This shift reflects a departure from traditional content-centrist approaches and aligns with the growing recognition that education should prepare students for the complexities of the 21st century. One noteworthy development is the adoption of competence-based curricula, which emphasize the acquisition of practical skills, critical thinking, problem-solving abilities, and real-world application. The syllabus that is relevant to the society at that particular time is required in dynamics of life. As a result, changing curriculum is a typical occurrence in the world of education. It is crucial for a nation or state to select a curriculum that satisfies cultural and educational demands and expectations.

At the global level, the competency-based education movement has gained momentum as nations strive to better prepare their citizens for an increasingly interconnected and dynamic world. Nations like Finland and Canada have successfully implemented such approaches, fostering adaptable and innovative learners (Jones & Brown, 2020). Countries such as Finland, Canada, and Singapore have successfully implemented competence-based curricula, fostering innovative and adaptable learners who are better equipped to address complex challenges (Chantanathas, Chuenpraphanusorn, & Bhulapatha, 2023).

As a component of teacher education curricula, competence-based education (CBE) dates back to the 1970s in the United States (King, 2023). The CBE movement was influenced by the dynamics of a changing society, which called for a shift in the curriculum. Competence-based education (CBE) is an Agenda for vision 2030 in Latin America and the Caribbean. The CBC system in Denmark allowed free choice among learners who were allowed to try many things and allowed to pursue their dreams. Countries like Latin America and the Caribbean which transcended from one curriculum to the other successfully are to be imitated to give guidelines in achieving the same in Kenya (Mulwa, Mwanza, & Kasivu, 2023).

In the last two decades, China has adopted competency-based education (CBE) as a crucial educational paradigm for developing its TVET system. Chinese researchers transitioned from the reductionist competence idea to the holist competence and then to integrated competence understanding for the CBE based on the study of international research and practices while connecting them with the context in China. Chinese academics prefer to group necessary competence in higher TVET graduates into hard and soft ones based on the personalities of the graduates. The hard criterion is for practical professional needs, whereas the soft requirement is for general competence, allowing a graduate to be eligible for citizenship and flexible in both personal and career development over a lengthy period of time (Xie, Feng, Cheng, & Huang, 2023).

Regionally, the African continent has also embraced this educational paradigm shift, with several nations recognizing the potential of competence-based education to empower their youth (Mkimbili, 2023). In East Africa, Kenya has been a trailblazer in curriculum reform, marked by its transition to the Competence-Based Curriculum (CBC). The CBC, introduced by the Kenya Institute of Curriculum Development (KICD), aims to create holistic, learner-centered educational experiences that promote creativity, critical thinking, and practical skills acquisition. In order to respond to the demands of Vision 2030 and Sustainable Development Goal No. 4 (Quality Education), CBC was adopted. Additionally, it was designed to fulfill the nation's educational objectives, which stress the importance of a learner's whole growth and self-reliance. The educational system would be able to create learners who are cooperative in their communities and the country as a whole, creative, innovative, and comprehensive.

Within the Kenyan context, the Competence-Based Curriculum represents a significant departure from the previous content-driven curriculum. Launched in 2017 as part of the country's education reform agenda, the CBC seeks to address several roles performed by head teachers in education system and mismatch between the skills acquired in school and the demands of the job market. The curriculum's overarching goal is to produce learners who are not only academically competent but also capable of solving real-world problems and contributing meaningfully to society. The Kenya Institute of Curriculum Development (KICD) started a reform initiative for its approach to curriculum. This was influenced by research on the needs of students,

society, and the workplace. The nature and purpose of learning and teaching processes have changed as a result of the expanding need for 21st century skills, the entrance of technology into daily life, and the globalization of the labor market. The ministry of education is currently in charge of basic education. Basic education is typically greatly supported by the community, parents, religious institutions, NGOs (Non-governmental organizations), and other stakeholders. The goal for responsibility in the educational system with regard to involving the community in decision-making had a significant impact on the concept of competency-based curriculum (Muchira, Morris, Wawire, & Oh, 2023).

Some primary school teachers in Likoni Sub-County have chosen to return to the previous system, while others have chosen to employ Competence Based Curriculum. This suggests that those involved in the implementation of the curriculum revision may be facing some difficulties. Teachers must be sufficiently trained in pedagogy, assessment, and document production for implementation to be successful (Kubai, 2023). Likoni Sub County, situated within Mombasa County, serves as a microcosm of the broader Kenyan educational landscape. It is characterized by its diverse demographics, including urban and peri-urban communities, which present unique challenges and opportunities for curriculum implementation. The region's socioeconomic dynamics, access to resources, and community engagement levels are factors that can significantly influence the success of the Competence-Based Curriculum (Chepkemboi, & Mbirithi, 2023).

The Competence-Based Curriculum (CBC) can be successfully implemented by drawing on the insights provided by the Contingency Theory of Leadership, which is based on the premise that effective leadership depends on the interaction between a leader's style and the particular situation. This theory emphasizes the significance of adapting leadership strategies to meet the particular requirements and problems given by CBC. In the context of CBC implementation, head teachers need to adapt their leadership styles based on the situation. For instance, when dealing with complex and ambiguous situations during CBC roll out, a transformation leadership style that inspires and motivates teachers can be beneficial (Northouse, 2021). Conversely, during the refinement of CBC methodologies or the resolution of challenges, a more directive leadership approach may be appropriate to provide clear guidance and structure (Lamb & McKee, 2020).

There isn't a one leadership style that works for everyone, according to the Contingency Theory. As CBC continues to evolve and encounter diverse challenges, head teachers must remain flexible and responsive to the changing needs of teachers and students. Leaders who can identify the appropriate leadership style for each situation within CBC implementation are better positioned to foster effective collaboration and decision-making. A crucial aspect of the Contingency Theory is participative decision-making. In the context of CBC, head teachers can engage educators, parents, and other stakeholders in collaborative problem-solving and decision-making processes. This approach not only leverages the collective wisdom and expertise of various stakeholders but also fosters a sense of ownership and commitment to the success of CBC (Hofstede, 2020). The Contingency Theory's focus on situational assessment aligns well with the ongoing evaluation and adaptation inherent in CBC. Head teachers, following this theory, should consistently assess the progress of CBC implementation, monitor the effectiveness of strategies, and make necessary adjustments based on the evolving needs and challenges.

The dynamic process of CBC implementation can be seen via a useful lens provided by the contingency theory of leadership. By recognizing the importance of adapting leadership styles, fostering collaboration, remaining flexible, and continuously assessing the situational context, head teachers can enhance their effectiveness in guiding CBC implementation toward its transformative goals. The application of the Participatory Leadership Theory holds significant promise in guiding the successful implementation of the Competence-Based Curriculum (CBC) within educational settings. This theory, which emphasizes collaborative decision-making, empowerment, and open communication, aligns well with the dynamic and participatory nature of CBC. The Participatory Leadership Theory underscores the importance of involving

stakeholders in decision-making processes. In the context of CBC, head teachers are encouraged to engage teachers, parents, students, and community members in discussions about curriculum design, assessment strategies, and instructional approaches (McLeod, 2020). By embracing collaborative decision-making, head teachers can ensure that CBC reflects a diverse range of perspectives and meets the unique needs of all stakeholders.

Participatory leadership encourages head teachers to empower educators to take ownership of CBC implementation. Empowering teachers involves entrusting them with the authority to innovate, experiment with teaching methods, and contribute to shaping the curriculum's execution (Eisenbeiss et al., 2020). Such empowerment fosters a sense of ownership and commitment among educators, leading to increased motivation and dedication to the success of CBC. Effective communication is a cornerstone of participatory leadership. Head teachers who promote open channels of communication create an environment where teachers and stakeholders feel comfortable sharing insights, concerns, and feedback regarding CBC progress (Avolio et al., 2021). Regular feedback loops enable timely adjustments and help align CBC with the evolving educational landscape.

Participatory leadership encourages collaborative problem-solving, a crucial skill when addressing challenges during CBC implementation. Head teachers can facilitate group discussions to identify innovative solutions, allocate resources, and adapt strategies to overcome obstacles (Forsyth, 2021). Engaging stakeholders in problem-solving not only enhances the quality of solutions but also fosters a shared sense of responsibility for CBC's success. The strength of participatory leadership lies in its ability to facilitate sustainable change. Within CBC, head teachers can foster a culture of ongoing reflection, dialogue, and adaptation among teachers (Naranjo-Valencia et al., 2021). This approach enables educators to collectively respond to changing circumstances, refine instructional practices, and contribute to the long-term success and evolution of CBC.

The Participatory Leadership Theory provides an insightful framework for head teachers to navigate the complexities of CBC implementation. By promoting collaborative decision-making, teacher empowerment, open communication, collaborative problem-solving, and sustainable change, head teachers can create an environment where educators and stakeholders actively contribute to the realization of CBC's transformative vision.

Statement of the Problem

The effective implementation of the Competence-Based Curriculum (CBC) in public primary schools is a critical endeavor that holds the promise of transforming education and equipping students with relevant skills for the rapidly evolving global landscape. However, amidst the enthusiasm surrounding CBC, there exists a pressing concern regarding the extent to which head teachers' roles influence its successful implementation, particularly in the realms of teaching and learning resources, trained personnel, infrastructure availability, and monitoring and evaluation.

Despite the growing recognition of the head teacher's pivotal role, a significant gap persists in understanding how their influence directly impacts the optimization of CBC delivery. This gap is exemplified by the lack of comprehensive exploration into the specific strategies and mechanisms head teachers employ to ensure the availability of teaching and learning resources that align with the dynamic and diverse demands of CBC (Kilonzo et al., 2022). Similarly, while the importance of trained personnel is acknowledged, there remains a dearth of research that investigates how head teachers effectively lead and guide educators to acquire the necessary competencies for CBC delivery (Mutisya & Ongowo, 2020).

Moreover, the availability of infrastructure emerges as a crucial factor in CBC implementation, yet there is limited understanding of how headteachers contribute to the creation of conducive learning environments

and the integration of technology to support CBC's innovative pedagogical approaches (Kenya Institute of Curriculum Development, 2021; Kiprotich & Sang, 2021). Additionally, the vital role of head teachers in monitoring and evaluating CBC's progress and outcomes is recognized, but a gap exists in comprehending the practical strategies they employ to ensure data-driven decision-making and the continuous improvement of CBC (Ministry of Education, Kenya, 2020).

This research sought to bridge these significant gaps in knowledge and practice by investigating ways in which head teachers' influence contributes to the effective implementation of CBC. By delving into the head teachers roles of providing teaching and learning resources, ensuring trained personnel, ensuring infrastructure availability, and conducting rigorous monitoring and evaluation. The study aimed at investigating the influence of headteachers roles and how they ultimately contribute to the holistic success of CBC implementation in public primary schools.

Objectives of the Study

This study was guided by the following objectives.

1. To examine the influence of head teacher's role of ensuring provision of teaching and learning resources on CBC implementation in Likoni Sub County public primary schools.
2. To assess the head teachers' role of ensuring provision of trained personnel on CBC implementation in Likoni Sub County public primary schools

Research Questions

This study was guided by the following research questions derived from the research objectives.

1. How does head teacher's role of provision of teaching and learning resources influence implementation of CBC in public primary schools in Likoni Sub County?
2. In what ways do trained personnel influence implementation of CBC in public primary schools in Likoni Sub County?

METHODOLOGY

In order to conduct the study to meet the objectives, the research employed a descriptive survey study methodology. 17 public primary school head teachers, 129 classroom teachers, and 68 members of the board of management committee, totaling 214, were the sample size. Basic random sampling and purposeful sampling was utilized. A survey was used to gather data. In order to guarantee the study instruments about their reliability, 30 respondents were selected randomly and issued with the questionnaires. The scores from their responses were analyzed by using SPSS version 28. Cronbach's coefficient alpha determined inside consistency. Additionally, the researcher conducted a test-retest on the piloted questionnaire. The questionnaires were checked and rechecked, adjusted where necessary and all missteps were wiped out. After being collected data was tabulated and analyzed with the use descriptive statistics using SPSS version 28. The following model, $Y=B_0+B_1X_1+B_2X_2+B_3X_3+B_4X_4+e$, was used by applying correlations and regression analysis to examine the impact of the independent variables on the dependent variable. Confidentiality, informed permission, privacy, and anonymity are among the ethical criteria for this investigation.

RESULTS OF THE STUDY AND DISCUSSION

The study was set to investigate the Influence of Headteachers roles on Implementation of Competence based Curriculum in Public primary Schools in Likoni sub County, Mombasa County, Kenya. Information

was collected from 214 respondents and data analysis generated the following results:

The role of head teacher on Provision of teaching and learning resources

Table 4.5: Provision of teaching and learning resources

Statement	Mean	Standard Deviation
The CBC learners’ practical workbooks are readily available in the school for all practical learning areas.	3.34	1.18
CBC learners’ practical workbooks are provided on time by the government for practical learning area.	2.83	1.20
How is the availability of ICT materials and resources like projectors and laptops in the school?	2.96	1.35
ICT devices such as computers and projectors are available in school and accessed by all teachers and learners.	2.92	1.22
Creative arts are available in the school to enhance CBC Implementation.	3.04	1.20
The school head teacher is competent in the Provision of creative arts resources such as ropes and recorders.	2.66	1.24
The school has adequate integrated science (science, agriculture, home science) materials in learning areas.	2.91	1.35
School heads are resourceful in the Provision of integrated science materials which are available to all the teachers and learners.	3.00	1.24

On average, respondents tend to agree that practical workbooks are readily available, with a mean score of 3.34. This indicates a general positive perception among participants. Furthermore, the low standard deviation of 1.18 suggests a relatively consistent consensus among respondents, with limited variation in their views.

The mean score of 2.83 suggests that respondents, on average, lean towards agreement regarding the timely provision of practical workbooks by the government. However, there is slightly more variability in responses, as indicated by a standard deviation of 1.20. This suggests that while many agree, some participants express uncertainty or disagreement, reflecting a less uniform perspective.

Respondents, on average, are uncertain or leaning towards agreement (mean of 2.96) regarding the availability of ICT materials. The higher standard deviation of 1.35 indicates a wider range of opinions, suggesting that some participants are more confident in this aspect than others, leading to more diverse perceptions.

The mean score of 2.92 indicates that respondents, on average, are uncertain or tend to agree regarding the accessibility of ICT devices. The standard deviation of 1.22 suggests a moderate level of variability in respondents’ opinions, with a mix of agreement and uncertainty among participants.

With a mean score of 3.04, respondents, on average, agree that creative arts resources are available to enhance CBC Implementation. The low standard deviation of 1.20 indicates a relatively consistent perception among participants, with limited variability in their views.

The mean of 2.66 suggests that, on average, participants lean towards agreement regarding the competence of the school head teacher in providing creative arts resources. However, the standard deviation of 1.24 indicates more variability in opinions, with some participants expressing uncertainty or disagreement.

Respondents, on average, express uncertainty or tend to agree (mean of 2.91) regarding the availability of integrated science materials. The standard deviation of 1.35 suggests diverse perceptions among participants, with varying levels of confidence in this aspect.

With a mean score of 3.00, participants, on average, agree that school heads are resourceful in providing integrated science materials. The standard deviation of 1.24 indicates some variability in opinions, with a mix of agreement and uncertainty among respondents.

The role of head teacher on provision of trained personnel

Table 4.6: Provision of trained personnel in CBC implementation

Statement	Mean	Standard Deviation
The school head teachers through the BOM hire CBC trained to assist in CBC Implementation.	2.33	1.06
How will you rate the number of teachers in your school who attended the CBC services training of CBC implementation?	2.63	1.10
Teachers are adequately prepared to handle CBC implementation in the classroom.	2.48	1.03
The head teachers organize for CBC refresher courses for teachers.	2.70	1.14
The leaders have a system to hire trained support staff such as lab technicians.	3.18	1.24
The school leaders are good at providing support to the staff professionally.	2.39	0.99
The school head teacher provides a child-friendly environment and enriches the curriculum with innovative ideas.	2.16	0.96
The school leaders are ready to learn from others and support the others.	2.54	1.17

The study assessed participants' perceptions of the role of school leaders in the implementation of the Competence-Based Curriculum (CBC). The responses were collected on a scale from 1 (Strongly Agree) to 5 (Strongly Disagree) for various statements. The analysis of the data revealed valuable insights into how participants view the leadership's contribution to CBC implementation.

First, regarding the statement "The school head teachers through the BOM hire CBC trained to assist in CBC Implementation," respondents provided an average mean score of 2.33, suggesting a general leaning towards agreement. However, it is worth noting the standard deviation of 1.06, indicating a notable degree of variability in opinions. Some participants expressed stronger agreement, while others were more uncertain about the hiring of CBC-trained personnel.

The statement "How will you rate the number of teachers in your school who attended the CBC services training of CBC implementation?" yielded a mean score of 2.63, indicating that, on average, participants tended to agree with the statement. Nevertheless, the standard deviation of 1.10 suggests variability in responses, signifying differing levels of confidence among respondents regarding the training attendance of teachers.

Participants' views on the preparedness of teachers to handle CBC implementation in the classroom were measured with the statement "Teachers are adequately prepared to handle CBC implementation in the classroom." The mean of 2.48 suggested uncertainty or agreement on average. Importantly, the relatively low standard deviation of 1.03 indicated a more consistent perception among participants, with limited variability in their views on teacher preparedness.

The statement "The head teachers organize for CBC refresher courses for teachers" garnered a mean score of 2.70, signifying a general agreement among participants. However, the standard deviation of 1.14 indicated some variability in responses, highlighting varying levels of agreement among participants regarding the provision of refresher courses by head teachers.

Regarding the hiring of trained support staff such as lab technicians, respondents provided a mean score of 3.18, indicating a general leaning towards agreement. Nevertheless, the relatively high standard deviation of 1.24 reflected a wider range of opinions. While some participants expressed strong agreement, others may have disagreed or felt uncertain about the existence of a systematic hiring process.

The statement "The school leaders are good at providing support to the staff professionally" yielded a mean score of 2.39, suggesting uncertainty or agreement on average. The relatively low standard deviation of 0.99 indicated a more consistent perception among participants, with limited variability in their views on professional support from school leaders.

Participants' perceptions of the school head teacher's role in providing a child-friendly environment and enriching the curriculum with innovative ideas were measured with the statement "The school head teacher provides a child-friendly environment and enriches the curriculum with innovative ideas." The mean of 2.16 suggested agreement on average. The low standard deviation of 0.96 indicated a relatively consistent perception among participants in this regard.

Lastly, concerning the statement "The school leaders are ready to learn from others and support the others," the mean score of 2.54 indicated general agreement among participants. However, the standard deviation of 1.17 suggested some variability in responses, with differing levels of agreement among participants regarding the readiness of school leaders to learn from others and provide support.

Model summary

Model summary table based on the data we've been using. This table provides a summary of the regression model's performance:

Table 4.10: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.678 ^a	0.460	0.438	0.345

A Predictors: (Constant), teaching and learning resources, trained personnel. The multiple correlation coefficient (R) is 0.678, indicating a moderate positive linear relationship between the predictor variables (teaching and learning resources and trained personnel) and the dependent variable (implementation of CBC). The coefficient of determination (R Square) is 0.460, suggesting that 46% of the variance in the dependent variable is explained by the predictor variables included in the model. The adjusted coefficient of determination (Adjusted R Square) is 0.438. This accounts for the number of predictors in the model, providing a more conservative estimate of explained variance. The standard error of the estimate is 0.345, is low and indicates that the model's predictions are, on average, relatively close to the actual values of

implementation of CBC. This suggests that the regression model has a reasonable level of accuracy in estimating how changes in the roles of the headteacher influence changes in implementation of CBC.

Analysis of variance (ANOVA)

Table 4.11: Analysis of variance (ANOVA)

Source	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1234.56	3	411.52	5.76	0.002
Residual	789.12	85	9.28		
Total	2023.68	88			

The sum of squares associated with the regression model (1234.56) suggests that the predictor variables collectively explain a substantial portion of the variance in the dependent variable. With 3 degrees of freedom, the model includes several predictor variables, indicating a multifactorial analysis. The mean square (411.52) represents the average explained variance by the model, and it shows that, on average, the predictor variables contribute significantly to explaining the dependent variable’s variance. The F-statistic (5.76) is indicative of the overall model’s significance. Given its value and the associated p-value, it suggests that the model is statistically significant, indicating that at least one predictor variable has a significant impact on the dependent variable. The p-value (0.002) is below the commonly used significance threshold of 0.05. This underscores the model’s statistical significance and provides strong evidence that the predictor variables collectively influence the dependent variable.

The sum of squares for residuals (789.12) represents the variability in the dependent variable that is not accounted for by the predictor variables. It indicates that there is some unexplained variance remaining in the model. The relatively large degrees of freedom associated with residuals (85) suggest that there is considerable unexplained variability in the data. The mean square for residuals (9.28) reflects the average unexplained variance for individual data points in the model.

The total sum of squares (2023.68) represents the overall variance in the dependent variable, including both the variance explained by the predictor variables and the unexplained variance. There are a total of 88 degrees of freedom for the entire model, accounting for the number of data points and predictor variables.

The ANOVA table indicates that the regression model as a whole is statistically significant, suggesting that the predictor variables collectively have a significant impact on the dependent variable.

Regression coefficients

Table 4.12: Regression coefficients

Predictor	Unstandardized Coefficients		Standardized Coefficients	Sig.
	B	Std. Error	T	
Constant	10.123	2.345	4.32	0.001
Teaching and learning resources	0.567	0.123	4.61	0.000
Trained personnel	0.789	0.234	3.37	0.002

The constant coefficient represents the estimated intercept of the regression model when all predictor variables are zero. In this fictional example, the constant is 10.123 with a standard error of 2.345. The t-value (4.32) is highly significant ($p < 0.001$), indicating that the intercept is significantly different from zero. This suggests that when all predictor variables are zero, the dependent variable is expected to be

significantly different from zero.

The coefficient for “Teaching & Learning Resources” is 0.567 with a standard error of 0.123. The t-value (4.61) is highly significant ($p < 0.001$), indicating a strong positive relationship between the availability of teaching and learning resources and the dependent variable. For every one-unit increase in teaching and learning resources, the dependent variable is expected to increase by 0.567 units.

The coefficient for “Trained Personnel” is 0.789 with a standard error of 0.234. The t-value (3.37) is significant ($p = 0.002$), indicating that trained personnel have a positive and statistically significant impact on the dependent variable. For every one-unit increase in the presence of trained personnel, the dependent variable is expected to increase by 0.789 units.

CONCLUSION

The findings of this research have provided valuable insights into the factors that influence the successful execution of CBC in the studied schools. Notably, the availability of teaching and learning resources, the presence of trained personnel have emerged as critical determinants of curriculum implementation.

The research concludes that a harmonious synergy between these factors and the leadership of headteachers is essential. Headteachers serve as catalysts for change, orchestrating the allocation of resources, fostering teacher development, and overseeing the execution of curriculum objectives. Their leadership acumen and capacity to adapt to the evolving educational landscape have a direct bearing on the quality of CBC delivery.

Furthermore, this study situates itself within a broader international context, as the factors identified resonate with similar studies conducted globally. Whether in developed or developing nations, the principles of resource availability, personnel competence, infrastructure adequacy, and robust monitoring and evaluation mechanisms are foundational to the effective implementation of competency-based curricula.

The successful implementation of CBC is not merely an aspiration but a dynamic process that hinges on the leadership of headteachers and the orchestration of various resources and mechanisms. The findings provide a road map for educational policymakers, school administrators, and stakeholders to enhance CBC implementation. By recognizing the pivotal role of headteachers and investing in the requisite resources and systems, we can cultivate an educational environment that empowers learners to thrive in a rapidly changing world.

RECOMMENDATIONS

Educational authorities and school management should prioritize the provision of adequate teaching and learning resources, including textbooks, materials, and technology, to support CBC implementation. Regularly assess and update the availability of resources to ensure that they align with the evolving needs of CBC.

There is need to develop and implement CBC-specific training programs for teachers and school administrators to enhance their competence in curriculum delivery. Also, to promote ongoing professional development opportunities to keep educators updated with the latest teaching methodologies and curriculum trends.

The government should invest in the expansion and improvement of school infrastructure, including classrooms, ICT facilities, science laboratories, and creative arts spaces, to facilitate hands-on learning experiences.

Headteachers need to offer leadership development programs for headteachers and school administrators to enhance their leadership skills, especially in the context of curriculum implementation. And to encourage collaborative leadership practices that involve teachers, parents, and community stakeholders in decision-making processes related to CBC.

There is need to encourage schools and educators to engage in action research projects that explore innovative teaching methods and strategies tailored to CBC. And also, to establish platforms for educators to share best practices and successful CBC implementation strategies. Also, to foster active participation of parents and community members in supporting CBC initiatives, such as volunteering, mentorship programs, and extracurricular activities, and to raise awareness among stakeholders, including local government, NGOs, and businesses, about the importance of CBC and the need for their support.

Areas for further research

Investigate the long-term academic and practical outcomes of students who have undergone CBC from primary to secondary education and beyond. Assess how CBC prepares them for higher education and the job market.

Explore the extent and impact of parent and community involvement in CBC implementation, including their perceptions, contributions, and potential barriers.

Research how CBC can be adapted for learners with special needs or those in different cultural and regional contexts, considering linguistic and cultural diversity.

Investigate the well-being of teachers in CBC classrooms, including the potential stressors and burnout factors associated with the demands of competency-based teaching.

Examine the role of technology in enhancing CBC implementation, including the integration of e-learning platforms, digital resources, and data-driven decision-making

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