

Competency Based Curriculum in Kenya: Impact of Resources on Implementation of the Programme

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ABSTRACT

The objective of the investigation was to ascertain the impact of competency-based curriculum (CBC) implementation on the preparedness of teachers, the physical infrastructure of schools, and instructional materials in public and private primary schools in Kenya. More specifically, it examined the factors that influence the implementation of CBC in public and private primary institutions in the South Kinangop sub-county. The literature review addressed three distinct components: instructional materials, instructors' preparedness, and the physical infrastructure of the school. The theory of change and the theory of implementation were both implemented in the investigation. A total of 508 respondents, were the focus of a descriptive survey design. The survey emphasized the physical infrastructure deficiencies of public primary schools in comparison to private ones. The study suggests that in order to improve the implementation of CBC, instructors in both public and private primary schools should participate in additional workshops, seminars, in-depth training, and continuous professional development.

Keywords: Implementation, Instructional Materials, School infrastructure, Teacher preparedness

INTRODUCTION

Kellie (2019) defines competence as the capacity to effectively complete tasks. Knowledge and abilities must be integrated into the behavior of pupils in order to foster a sense of empowerment. CBC has been in effect in the United States of America since 1980. Bristol and Patrick (2021) noted that the concept of CBC originated in the United States and was subsequently adopted in other Western nations as a consequence of the recession, which was precipitated by concerns regarding low student achievement, a high youth unemployment rate, and inadequate teacher preparation. The educational system in the United States has made significant strides. Competency-based curricula have gained popularity in numerous countries as a result of globalization and the need for skills that are pertinent to the twenty-first century (Isaboke, Mweru, & Wambiri, 2021). Educational systems encounter numerous obstacles in the twenty-first century. One such challenge is the integration of classroom learning with the demands and regulations of the real world.

Finland had to adopt it and according to PISA(2017), it was among the most effective education systems in the world. Valtonen et al. (2021) attribute the Finnish educational system's success to the government's implementation strategies (Sahlberg, 2016). The government allocates substantial funding to teacher preparation, and the community places a high level of trust in the administration and instructors to develop an acceptable curriculum. The Finnish educational system's success is significantly influenced by the government's commitment to optimizing the capabilities of its educators. Additionally, the government selects the most outstanding high school graduates and provides them with free postsecondary education through master's degrees to enable them to become educators (Bristow & Patrick, 2014). Finland's approach refrained from discussing the potential impact of direct government involvement on the approval of a new educational framework.

Sub-Sahara Africa had also to adopt CBC. In 1998, South Africa became the first country in Africa to implement a Competency-Based Curriculum. Mulenga and Kabombwe (2019). Besides, in 2013, Zambia transitioned from a curriculum that was knowledge-based to one that was skills-based (Zulu, 2015). According to Kanyonga et al., 2019, Tanzania introduced CBC in 2005. The implementation of the CBC system has significantly enhanced Tanzanian education (Kanyonga et al., 2019). Tanzania, like numerous other nations, implemented the CBC system in response to political, economic, and cultural paradigm shifts. In an effort to enhance the quality of education in Kenya, CBC has been rolled out (Andiema, 2020). Subsequently, Kenya adopt CBC in 2017

The Competency-Based Curriculum (CBC) is designed to provide students with a comprehensive education that will prepare them for future success by advancing their abilities. The CBC endeavors to bridge the divide between the theoretical knowledge students acquire in school and the expenses associated with entering the workforce by implementing concepts across a variety of subjects. Sistermans (2022) asserts that the CBC curriculum specifies specific learning outcomes to underscore the competencies that students are expected to develop. Competency, as defined by the European Qualifications Framework, is the ability to leverage one's skills, knowledge, and abilities to advance one's career and oneself. This, therefore, requires careful consideration of a variety of factors, notably in the private and public schools of Kinangop Sub County, such as teacher preparation, attitudes, and resources.

Objectives of the study

- i. Determine the influence of the school instructional materials on the implementation of CBC in the public and private primary schools.
- ii. Establish the influence of the school physical infrastructure on the implementation of CBC in the public and private primary schools.
- iii. Assess the Influence of teachers' preparedness on the implementation CBC in the public and private primary schools.

Problem Statement

Competency-based curriculum was introduced in Kenya in 2017, The Government of Kenya laid down strategies for implementation through the necessary legal frameworks. The Government of Kenya was therefore obliged to provide the necessary resources for implementation of the programme. However, there has been an outcries from the public on lack of resources for implementation of the CBC. The study. therefore, examined the impact of resources in implementation of CBC in the public and private elementary institutions of the southern Kinangop Sub-County.

LITERATURE REVIEW

School Instructional materials on the Implementation of CBC

The primary method of communication in the classroom for the purpose of effective teaching and learning is instructional materials (Ndethiu, 2019). There are two categories of instructional resources: material objects, such as books, paintings, posters, grass, and photographs. They may consist of tangible objects, models, or audio-visual aides such as televisions and videos (Shabiralyani, Hasan, Hamad, and Iqbal, 2015). The instructional process should make use of the resources that are currently available. The results of the current study are in agreement with those of Robertson, Gray, Lovegren, Killough, and Wenzinger (2021), who found that the degree to which curriculum implementation was incorporated with instructional resources was a critical factor in successful classroom instruction.

Mwita and Yambo (2022) investigated the impact of instructional resources' availability and utilization on the competency-based curriculum that teachers of grades 1, 2, and 3 implemented in public primary schools in Migori County. The survey was designed using a descriptive approach. Eight sub-county quality assurance and

standards officers, 604 chief teachers from all of Migori County's sub-counties, and 1812 grade 1-3 teachers comprised the study's participants. In the classroom, instructional materials are the primary method of knowledge transmission in order to facilitate effective teaching and learning, as per Al-Awidi and Aldhafeeri (2017). Instruction is impossible without the utilization of teaching and learning resources, according to Baumert et al. (2010). In addition to maintaining their motivation and engagement, these tools assist children in identifying their own identities and abilities. Capper and Jamison (2013) concur with this perspective, contending that instructional tools, when implemented in conjunction with instructor instruction, also contribute to the cultivation of students' motivation and critical thinking skills.

It is imperative to underscore the appropriate utilization of a diverse array of resources when elucidating and engaging in a classroom discussion regarding a phenomenon (Chandrasegaran, Treagust, and Mocerino, 2007). Students can derive substantial advantages from employing educational instruments. Instructional materials can facilitate a diverse range of learning styles, foster curiosity and interest in students, reduce verbalism or repetition, assist students in developing a more positive attitude, enhancing their enjoyment and appreciation of their subjects, fostering the development of practical knowledge and manipulative skills, enabling students to visualize or experience a concept, and reducing verbalism or repetition, as per Genlott and Gronlund (2013). Additionally, they can assist students in developing a greater sense of autonomy in their learning.

The learner-centered approach is typically an activity-based method that necessitates a substantial quantity of instructional materials. According to Clerk (2003), instructional resources are essential for a successful educational system, as they facilitate students' comprehension of the material that is taught in the classroom. When selecting or creating instructional materials, it is crucial to take into account a variety of factors related to the learning and teaching environment. The efficient utilization of educational resources is essential for the successful implementation of courses. In the absence of adequate instructional materials, it is unlikely that learning would result in a lasting behavioral change. Musset (2016) posits that the implementation of curricula requires the employment of qualified educators who are capable of delivering content using appropriate and adequate teaching resources. Instructional tools can facilitate the integration of students into the learning process, which is one of the most effective teaching methods. It is effortless for students to neglect the material they are instructed in and effortlessly recall the accomplishments they have made. The student's senses are stimulated in a variety of ways when instructional materials are employed to teach. Consequently, the relevance of learning is enhanced when a pupil employs a variety of senses. Musset (2016) also noted that in order to enhance student retention, it is essential for each class to have exceptional teaching materials.

School Infrastructure

The effectiveness of the implementation of new curricula may be influenced by the quality of the infrastructure in existence. The Competency-Based Curriculum (CBC) cannot be successfully implemented without the presence of skilled and informed facilitators, an adequate supply of resources, and institutions that are adequately equipped, as per Abuya (2017). Akala et al. (2021) underscores the necessity of teachers' readiness, attitude, and training for the successful implementation of CBC, as well as the transition from solely teaching to coaching and facilitation. Reveres (2014) acknowledges the significant impact of teacher quality and underscores the importance of teacher training. The efficacy of teachers is directly influenced by effective leadership in curriculum implementation. According to Valtonen (2021), in order for a student to achieve success, the professionalism, preparedness, attitude, and availability of resources of a teacher are essential. The correlation between the abilities of education professionals and the achievements of pupils is stronger than that of other factors, such as the amount of money spent on teacher salaries.

Kenya replaced its eight-four-four curriculum, which had been in use since 1985, with a competency-based curriculum in 2017. Despite the fact that the modifications were intended to cultivate self-sufficient individuals, they were unsuccessful in this objective. The impetus for these significant developments was the aspiration to cultivate learners who are comprehensive in their values, competencies, talents, and knowledge, and who are equipped to succeed in the current, fiercely competitive environment. The competency-based education approach was purported to replace conventional chalk-and-talk methods, which prioritized memorization, by prioritizing the development of skills and competencies in students that are pertinent to real-world situations (Akala, 2021). Competency-Based Curriculum (CBC) is a novel educational approach that has

rapidly acquired popularity in African countries. One of the critical components of the CBC's transformative approach is the transition from traditional teacher-centric methods to learner-oriented strategies. In terms of educational objectives, the Kenya Institute of Curriculum Development (KICD 2009) emphasizes competency over content in CBC. Formative assessment is the primary method employed to evaluate development, as opposed to summative evaluation.

CBC system emphasizes skills in and across topic areas, enabling significant linkages, as stated by the Ministry of Education, Republic of Kenya (2017). Fundamental abilities are acquired, and subjects are consistently taught over time. Lower elementary subjects encompass reading, writing, arithmetic exercises in Kenyan sign language (Kiswahili) and the sign language of the deaf learners, nutrition and hygiene, native language, movement, religious instruction, environmental education, and creative activities. The following skills should be present in the student after they have completed the first three grades of schooling: the ability to communicate effectively in a variety of contexts through spoken and/or nonverbal means, the ability to behave appropriately in social situations, the ability to solve problems creatively and rationally, the ability to explore the world of instant learning and fun, the provision of cleanliness, nutrition, and protective skills to improve wellness and health, the acquisition of spiritual, mental, physical, artistic, and moral growth for a healthy lifestyle, and the ability to illustrate an appreciation for the peaceful coexistence of the nation's diverse and rich cultural heritage.

Teacher preparedness

The implementation of a new curriculum may present significant challenges for the instructor. Kenyan instructors are alleged to lack sufficient training and expertise in the Competency-Based Curriculum (CBC), as noted by Ndori et al (2024), Mackatiani & Ejore (2024), Mackatiani et al (2023), Fundia et al (2023), and Rweyemamu (2017). Despite the constraints of resources, educators are still obligated to enhance the competencies of their students. According to Reverses (2014), the purpose of the implementation of CBC was to address economic challenges, improve student achievement, and improve the quality of teacher preparation in order to elevate school standards and increase teacher effectiveness in the United States. Nevertheless, CBC is not frequently implemented in elementary institutions in the United States. The UK's economic downturn and juvenile unemployment issues served as catalysts for the implementation of CBC in European nations. The European educational system is demonstrating optimistic advancements that enable graduates to acquire the skills required for the labor market with the introduction of CBC.

Ndori et al (2024) emphasizes the importance of subject-matter competence for educators, as it enables them to ask meaningful questions and provide perceptive assessments that facilitate students' learning. Jodama (2014) argues that the extent to which a teacher is proficient in a particular subject is indicative of their ability to instruct the curriculum. The importance of resources in educational institutions is immeasurable, as they are essential for the instruction of curriculum content. There is a growing need for qualified educators who can effortlessly integrate information and communication technologies into the classroom, as the Competency-Based Curriculum (CBC) incorporates these technologies. However, a pertinent inquiry is raised: Do all educators possess the necessary knowledge and qualifications to effectively utilize technology? The emphasis is on the importance of resource availability and in-depth in-service training for teachers in Tanzania's experience with the CBC, emphasizing the necessity for teachers to be adequately prepared to effectively implement pedagogical concepts. The Kenyan Curriculum (CBC) was developed by the Kenya Institute of Curriculum Development (KICD) committee in 2017 and its emphasis shifted from the conventional chalk-and-talk method to the learner, who acquires knowledge in groups, cultivates competencies, and comprehends critical subjects and fundamental principles in addition to facts. Cherotich, Kaptingei, and Rotumoi (2023) have emphasized the significance of the development of skills such as digital literacy, self-efficacy, imagination and creativity, critical thinking and problem-solving, communication and collaboration, and citizenship.

The implementation of the Competency-Based Curriculum (CBC) is facilitated by resources, as noted by various studies eg Ngeno and Mwonu (2021) and Mackatiani et al (2023). The objective of this investigation was to assess the efficacy and accessibility of resources in the private and public educational institutions of Kinangop Sub-County. That being said, Sadeq and Wazzan F (2021) underscore the significance of instructors

adopting a positive attitude toward the implementation of CBC, a sentiment that is also echoed by Kuwaiti educators. The objective of this investigation was to evaluate the preparedness of educators in both public and private institutions in Kinangop Sub-County.

Various studies (Mackatiani et al,2023; Koskei & Chepchumba; Sifuna & Obonyo 2019; &Sossion, 2017) indicate that the implementation of the CBC in primary schools is plagued by substantial issues. Mackatiani et al (2023) argue that the CBC trial program in 2017 was hurried and brief, lasting only ten weeks. The studies expressed apprehensions regarding the availability of resources, teacher preparation, and attitudes that impede curriculum implementation. This study contrasts the variables that influence the implementation of CBC in Kenyan primary schools, with a particular emphasis on South Kinangop in Nyandarua County. This is due to the lack of sufficient evidence regarding the roles that public and private schools play in the implementation of CBC.

Theoretical construct

According to curriculum implementation theory, a number of prerequisites must be met before an organization's innovation, such as a new curriculum, can be effectively implemented. According to the theory, the successful implementation of educational courses necessitates the support of the school administrative teams, as well as the competency, capacity, and attitude of the instructor. In order to effectively administer the curriculum, Hawes (1979) underscored the importance of instructors maintaining a positive attitude. Consequently, the effectiveness and outcome of the implementation process are significantly influenced by the attitudes of the implementers. The competencies that teachers must possess demonstrate the critical importance of their continued growth and development in order to effectively manage the new curriculum. To promote the efficiency of the Competency Based Curriculum's implementation, instructors require training that will improve their capacity and render them more effective implementers of the curriculum. Some strategies for enhancing the capacity of teachers include the organization of conferences, workshops, training seminars, short-term in-service training, school-based seminars, and mentorship programs.

This concept clarifies the manner in which educators integrate the curriculum into the classroom. This hypothesis posits that the successful implementation of a new educational innovation in the classroom is contingent upon the support of other stakeholders, such as the school administration. This is the reason why curriculum implementation theory is so effective in recognizing the efforts and contributions of other stakeholders who have assisted in the implementation of the curriculum. Consequently, it endeavors to improve the collaboration between school management and instructors in order to benefit the student. Conversely, the curriculum implementation hypothesis is predicated on research conducted in high-achieving nations that employ innovative teaching methods and have a higher proportion of teachers who are well-trained. It disregards the fact that curriculum is typically developed by non-elected committees and politicians. It also fails to consider the fact that educators are compelled to implement curricula that they did not create for their students. The study addresses this lacuna by employing the concept of change to substantiate this concept. Nevertheless, the researcher exploited the theory's advantages to evaluate the proficiency, awareness of curriculum revisions, clarity of information, and willingness and capacity to teach the course of instructors.

METHODOLOGY

The descriptive survey research design was selected for this investigation. The selection of this technique was motivated by the prerequisite for a comprehensive descriptive study that would clarify the factors that influence the implementation of the CBC in the public and private primary schools of Kinangop Sub-County.

The study adopted a sample size of 10% to 30% as suggested by Mugenda et al (2016). From a target population of 508, the study employed a combination of random and stratified sampling procedures to obtain a sample of 45 teachers from public primary schools and 15 teachers from private primary schools; two Curriculum Support Officers; five head teachers from private primary schools and ten head teachers from public primary schools.

In order to accumulate data, the investigation implemented an interview guide and questionnaires. The selection of these two instruments was determined by their complementary characteristics. In order to obtain the perspectives of 15 head teachers and 2 Curriculum Support Officers, in-depth interviews were conducted. Semi-structured or unstructured one-on-one conversations with a set of themes or subjects were the basis of in-depth interviews. This method is considered appropriate because it can be applied to sensitive subjects in which participants may provide evasive or potentially false responses when posed direct questions.

A variety of descriptive statistical methods, such as frequency and percentage distributions, were employed to analyze quantitative data. In order to facilitate reporting, frequency tables and bar graphs were implemented to illustrate the results of this investigation. Qualitative analysis was conducted on the data obtained from the interview guide and document analysis. Content analysis was employed to categorize, classify, summarize, and tabulate the data from the verbal interviews. Discourse analysis was implemented to analyze the data obtained from the document analysis. Discourse analysis was primarily employed to examine spontaneous discussions that occurred in a variety of textual content. Afterward, the qualitative data was subjected to a systematic analysis using preset framework analysis, which involved the identification of topic frameworks, familiarization, classification, and interpretation.

DATA ANALYSIS AND DISCUSSIONS

School Instructional Materials and the Implementation on CBC Data

The study analysed data on objective one in reference to instructional materials on the implementation of the Competency-Based Curriculum (CBC) in public and private primary schools in South Kinangop Sub County. The responses are reflected in table 1 which pertain to their responses.

Table4.3: Responses of Teachers on the Instructional Materials Availability

Response	Public Primary schools						Private Primary schools					
	Head teachers		Teachers		C.S. O		Head teachers		Teachers		C.S. O	
	n	%	n	%	n	%	n	%	n	%	n	%
Adequate	3	30	15	33.3	0	0	4	80	12	80	0	0
Inadequate	7	70	30	66.7	2	100	1	20	3	20	2	100
Total	10	100	45	100	2	100	5	100	15	100	2	100

The data in Table 4.3 clearly demonstrates that the resources accessible for teaching in South Kinangop Sub County's public and private elementary schools differ. In public primary schools, only 30% of head instructors reported that their instructional resources were sufficient, while 70% disagreed. In contrast, eighty percent of the principals of private elementary schools reported that their classrooms were adequately furnished with instructional materials.

In public institutions, 33.3% of instructors reported that their work was satisfactory, while 66.7% reported that it was inadequate. Conversely, 80% of educators in private schools reported that they were satisfactory. Additionally, the County Education Office (CSO) observed that elementary schools operated by both public and private organizations lacked sufficient teaching resources. The results of this study are in agreement with Ajayi's (2009) discovery that the government's budgetary constraints have an impact on the availability of

educational resources in public institutions. However, findings don't concur with Gagne (2010) who noted that materials can be summarized in methodologies.

Infrastructure in Public and Private Primary Schools

The study also aimed to gather additional information from participants at elementary schools that were both public and private regarding the availability of physical infrastructure, including classrooms, laboratories, and school libraries. The information collected is summarized in Table 2

Table 4.4: Participants response on available physical infrastructure

Response	Public Primary schools						Private Primary schools					
	Head teachers		Teachers		C.S.O		Head teachers		Teachers		C.S.O	
	n	%	n	%	n	%	n	%	n	%	n	%
Adequate	2	20	5	11.1	0	0	3	60	11	73.3	0	0
Inadequate	8	80	40	88.9	2	100	2	40	4	26.6	2	10
Total	10	100	45	100	2	100	5	100	15	100	2	10

The statistics in Table 4.4 demonstrate that the physical infrastructure of public and private primary schools differs in terms of their ability to implement the Competency-Based Curriculum (CBC). In particular, sixty percent of head teachers in private primary schools and twenty percent of those in public primary schools reported that their institutions had adequate physical infrastructure for the implementation of CBC. On the other hand, 40% of head teachers in private schools and 80% of head teachers in public elementary schools reported that their institutions lacked the requisite tangible infrastructure for CBC implementation.

Additionally, the absence of physical resources for the implementation of CBC was a source of concern for 89.9% of public-school teachers and 26.7 percent of private school teachers. The majority of educators in both public and private education are represented by these instructors. The results were verified by the curriculum support staff, who observed that neither private nor public primary schools possess the requisite physical infrastructure to implement CBC.

In conclusion, the evidence suggests that public primary schools face a greater number of challenges than private primary schools in terms of the tangible infrastructure required for the proper implementation of CBC. These findings are in accordance with previous research conducted by Ashiono (2018) and Mackatiani (2018), which demonstrated a consistent disparity in the availability of physical facilities between public and private institutions. However, this is not consistent with Williams (2014) who observed that a teacher's communication skills are better than resources.

Teachers' Preparedness and Implementation of CBC

The research was conducted to determine the impact of teacher preparedness on the adoption of the Competency-Based Curriculum (CBC) in public and private primary schools in South Kinangop Sub County, Kenya, in pursuance of the third study objective. The investigation specifically examined whether instructors have participated in CBC in-service training or courses to enhance their readiness for CBC implementation. Teachers' responses regarding their instruction status are summarized in Table 3

Table 4.5: Teachers views CBC Training

Response	Public Primary schools		Private Primary schools	
	Teachers		Teachers	
	n	%	n	%
Trained	40	88.9	13	86.7
Not Trained	5	11.1	2	13.3
Total	45	100	15	100

The data presented in Table 4.5 suggests that a significant number of primary school teachers in South Kinangop Sub County, including both private and public schools, have successfully completed CBC in-service training. More specifically, these training sessions have been attended by 86.7% of educators in private schools and 88.9% of educators in public schools. This implies that the government is exerting significant effort to ensure that educators are adequately prepared for the implementation of CBC through training programs. 11.1% of teachers in public primary schools and 13.3% of teachers in private schools reported that they had not participated in any CBC training classes. In general, the findings indicate a trend of enhanced teacher preparedness for the region's CBC implementation, which is in accordance with government initiatives to enhance the quality of education through training initiatives, as noted by Chemagosi (2020). However, the findings don't concur with Makunja's (2016) who noted that teachers must ought to accurately interpret curriculum modifications and implement learner-centric teaching and learning methodologies and assessment models provided by policy makers.

MAJOR FINDINGS OF THE STUDY

There were disparities in instructional materials and resources between public and private elementary schools underscore the importance of ensuring that all students have equal access to learning resources in order to ensure the successful implementation of CBC in all schools.

It was evident that private primary schools had a greater number of classrooms and physical infrastructure than public primary schools when the availability of classrooms and physical infrastructure was compared.

The study also indicated that a significant number of primary school instructors, irrespective of the type of school, lacked the necessary training in CBC-compliant approaches and tactics for enhancing subject matter competency.

CONCLUSION OF THE STUDY

The study concluded that in a comparison of private and public elementary schools, private schools provide superior instructional resources, which leads to a more successful implementation of CBC.

It was also concluded that private primary schools are more prepared and capable of instituting CBC than public schools, which may be attributed to factors such as technological integration, adequate infrastructure, and resource availability. Last but not least, it was concluded that the successful implementation of CBC in all schools are pivot on professional training of teachers..

RECOMMENDATIONS OF THE STUDY

The study recommended that the government and educational stake holders should prioritize the investment in resources, which involves instructional materials, ICT infrastructure, and physical amenities, to ensure equal access in all institutions. This would enhance the implementation of CBC and facilitate the closure of the resource disparity between public and private entities.

It was also recommended that teachers in both public and private institutions should be provided with comprehensive training programs to enhance their understanding of CBC-aligned curriculum and instructional strategies.

Ethical Considerations

The researcher was granted a research permit by NACOSTI. The entire research process, from planning to analysis and interpretation, adhered to ethical research methodologies. The primary ethical considerations in this study were informed consent, privacy, confidentiality, anonymity, and the researcher's responsibility.

Limitation of the Study

This study like any other studies had limitations. This implied that the empirical literature on this new educational system in the local area did not provide all of the necessary information for the investigation. The implementation of CBC in Kenya is hazardous due to legal concerns. This implied that there was a scarcity of information. Teachers may have neglected to disclose pertinent information due to their apprehension regarding the disclosure of their qualifications and preparation, as well as their own comprehension of the CBC curriculum and the leadership of their school. Nevertheless, the researcher endeavored to establish the participants' confidence by emphasizing the importance of the study and offering guarantees regarding the privacy and confidentiality of the data they provided.

Significance of the Study

In light of the increasing apprehensions among education stakeholders regarding the inaccurate and sluggish implementation of CBC, this investigation might be deemed necessary. Consequently, the study's results may provide novel insights into the application of CBC by the Education Ministry, educational institutions, and the community. This research could be advantageous to schools and educators, who are the primary stakeholders in the curriculum-changing process. The results may have the potential to enhance our understanding of the implementation of novel curricula, particularly CBC. This study is a body of knowledge and might contribute to growth of knowledge in education.

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