

Competency Based Curriculum (CBC) Implementation and Teachers' Level of Preparedness: A Case of Public Primary Schools in Mwala Sub-County, Machakos County, Kenya

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ABSTRACT

Competency Based Curriculum was rolled out in Kenya's public primary schools in 2019 with the main objective of improving the quality education, acquisition of competencies and skills among pupils. Despite great efforts that the government of Kenya has made towards successful implementation of Competency Based Curriculum in many public primary schools, the curriculum has not been fully implemented due to existence of various hindrances. This study sought to investigate how teachers' level of preparedness influences the implementation of Competency Based Curriculum in public primary schools in Mwala Sub-County, Machakos County, Kenya. Descriptive survey research design was employed; the target population of the study was 2,016 respondents. Proportionate sampling technique was employed to get the sample size; 20 headteachers and 228 teachers participated in the study. Validity of the research instruments was done through review and analysis by experts in the field. To intensify the reliability of the instruments, test re-test method was employed.

Questionnaires were used to collect qualitative and quantitative data from the respondents. Data analysis was done by use of the Statistical Package for Social Sciences (SPSS) programme where data was coded, fed into the computer, analyzed descriptively, and presented using frequency distribution tables. The study established that there is need to provide teachers with adequate CBC pre-service training and expose them to timely and quality CBC in-service training to ensure that they are well prepared for the implementation of Competency Based Curriculum. Continuous retooling of teachers was also found vital in determining the teacher's preparedness and implementation of Competency Based Curriculum. Teacher training institutions should ensure that teachers are equipped with ICT skills for CBC uptake as well as training them on the appropriate CBC pedagogical approaches for full implementation of the curriculum. The study recommended that the Ministry of Education (MOE) and other educational training agencies should ensure quality CBC pre-service training, continuous retooling and CBC in-service training for all teachers. Curriculum planners and designers should engage all education stakeholders at all levels for smooth curriculum transition.

Keywords: Competency Based Curriculum, Pre-Service, In-Service, Competence, Preparedness.

INTRODUCTION

Education is an essential constituent of society as it provides skills and knowledge for individual and national development. Quality and competent education is among the significant concerns of life with regards to advancement of a person; It empowers and equips citizens with knowledge and skills for critical reasoning to adopt well in the technologically advanced world (Hairon, 2018). Competency Based Curriculum (CBC) aims to outfit learners with the 21st century competencies; communication, collaboration, critical thinking, problem solving, creativity, imagination, digital literacy, self-efficacy and learning to learn (Kipsang, 2019). It is a well-outlined curriculum centrally focused on the improvement of skills, development of abilities and nurturing of talents, important to guide learners live productively in society. It extends beyond the ordinary dissemination of information to the progression of moulding up a wholesome learner (López, 2016). This is on the grounds that any countries education curriculum should ensure that the citizens acquire the basic qualities, information, mentalities and competencies for individual and national improvement (Mulder, 2017).

The desire for teaching pupils' competent skills in education has been featured legitimately in various International Conventions on Children Rights advocating for quality skilled training as a fundamental human right; that education should concentrate on attainment of fundamental abilities and competencies for all pupils from all corners of the world (Katam, 2020). Competency refers to proven capacity to apply knowledge, information and individual skills in various work circumstances (Cebrián et al, 2015). Curriculum is a program of all encounters in which the learner goes through under the guidance of a school (Griffin et al, 2018). Thus, Competency Based Curriculum is education that tries to create learners' capacity to apply suitable abilities and skills to conduct tasks effectively; it focuses on the diversification of skills and knowledge to modern life experiences (Martin, 2017).

Internationally, countries like USA, Canada, and Australia have ensured the implementation of Competency Based Curriculum in the education structure to change conventional training frameworks, which do not match with modern life experiences and dynamic economic conditions (Kuboja, 2016). Al-Yateem (2018) posits that in Africa many nations, for example, Egypt and Morocco have implemented the Competency Based Curriculum in their education systems as a measure to impart students with competencies such as; digital proficiency, communication and collaboration skills, self-viability, inventiveness, innovativeness, critical thinking, basic reasoning and learning to learn essential for individual and community advancement. In a bid to prepare students for the impediments in the rapidly changing world, East African countries have realized the need to reform their education systems to competency based with a common goal of providing quality education to the pupils. Tanzania has made significant steps to actualize Competency Based Curriculum by shifting from provision of content-based knowledge to competence-based knowledge; to ensure full exploitation of the abilities and skills of all learners and develop a learned society to meet global job industrial needs (Mafumiko, 2018).

In Kenya, the government recognizes primary education as the most significant indicator for measuring the acquisition of fundamental education. The Kenya's Basic Education Curriculum Framework (BECF) has outlined the implementation procedures for elemental educational curriculum changes. A report by the Kenya Institute of Curriculum Development (KICD) on the need's evaluation for educational program attested the need for a primary school curriculum that incorporates and furnishes learners with aptitudes pertinent in real life circumstances locally and internationally (KICD, 2017). Assessment reports indicate that appropriate execution of the Competency Based Curriculum has been faced by challenges such as; inadequate teacher training and preparedness, inappropriate and insufficient learning resources, poor teacher attitudes, lack of support by the administration, financial constraints, and lack of stakeholder's consultation and involvement (Katam, 2020).

Further, a study conducted by Kithungu, R. M., Kasivu, G. M. (2026) showed that teacher retention is key in order to curb massive teacher movement and ensure continuous learner character formation. Schools leadership therefore have a major role in making sure that the school environmental conditions and infrastructural facilities are well managed for teacher retention and thus good academic performance thus curriculum implementation. Despite the successes associated with the curriculum change in Kenya, several challenges have also been encountered; majority of the teachers do not understand the new education system due to unpreparedness, insufficient in-service training, inadequate infrastructural facilities, lack of administrative support, lack of adequate induction and knowledge on the parental role in CBC which has inhibited successful implementation of Competency Based Curriculum in most primary schools in the country. Teachers being the implementors of any curriculum require to be prepared thoroughly through pre-service and in-service training; lack of teacher preparedness is one of the impediments to successful curriculum implementation at all levels (Momanyi and Rop, 2020).

The effectiveness and efficiency of any school curriculum is affected by various components among others; availability of teaching and learning materials, teacher retention rate, teacher training, students' and teachers' perceptions towards curriculum programmes. Any school that does have well maintained infrastructural components like; classrooms, offices, staffroom, washrooms and even the kitchen face challenges related to teacher retention (Kithungu, R. M., Kasivu, G. M., 2026). Therefore, the successful implementation of Competency Based Curriculum at all education levels will be determined by the level of teacher preparedness and understanding in terms of relevant skills, competences, knowledge and attitudes. This study, therefore,

sought to establish how teachers' level of preparedness influences the implementation of Competency Based Curriculum in public primary schools in Mwala Sub-County, Machakos County, Kenya

Statement of the Problem

Competency Based Curriculum engages learners with hands on activities and exposes them to real-world experience; learners are promoted to higher levels after mastering various skills and competencies satisfactorily as opposed to examination performance. The purpose of CBC is development of learners' skills such as critical thinking, problem solving, decision making, collaboration, learning to learn, stress management, communication, assertiveness and interpersonal relationships. The curriculum if well implemented will propel Kenya towards achieving Vision 2030 and ensure skilled workforce with globally recognized competencies. Teachers are the core facilitators and implementors of curriculum, this demands that they should be adequately skilled and knowledgeable to transfer the right and relevant content to the learners. Countries which have recorded higher attainments in education ensure that the instructors are exposed to adequate pre-service and in-service training to acquire all current trends.

In Kenya, the MOE has ensured continuous Teacher Professional Development (TPD) training programs for in-service training to retool teachers for successful implementation of CBC. Despite the endeavour studies show that CBC implementation has been faced by obstacles as; lack of teacher involvement in decision-making regarding CBC adoption, inadequate digital literacy skills to integrate ICT in classroom activities besides being a core competence of CBC, insufficient educational resources, poor teacher retention rate, and high teacher pupil ratio cause disparities in the level of teachers' execution of CBC in primary schools. In Machakos County, similar teacher related impediments have been recorded and reported to have slowed down CBC implementation efforts in the public primary schools. This study investigated how teachers' level of preparedness influences the implementation of Competency Based Curriculum in public primary schools in Mwala Sub-County, Machakos County, Kenya

Research Objective

The study was guided by the following objective;

To determine how teachers' level of preparedness influence the implementation of Competency Based Curriculum in public primary schools in Mwala Sub-County, Machakos County, Kenya.

Research Question

The study sought to answer the following research question;

To what extend does teachers' level of preparedness influence the implementation of Competency Based Curriculum in public primary schools in Mwala Sub-County, Machakos County, Kenya.

REVIEW OF RELATED LITERATURE

Teachers' Level of Preparedness and Implementation of Competency Based Curriculum

Teacher preparedness is the practice of ensuring that educators acquire sufficient knowledge, skills and competencies required for effective teaching of the subject matter. Teachers are the curriculum implementors thus should be equipped with quality skills required for CBC implementation in primary and secondary schools. The paradigm shift to Competency Based Curriculum demands pedagogical changes which calls for comprehensive teacher induction for proper actualization of the curriculum (Chemagosi, 2020). According to Zeiger (2018) education change is procedural and involves incorporation and coordination of numerous elements in all aspects of the education system, failure to incorporate some elements interferes with the implementation of any curriculum. Educators with inadequate training will utilize inappropriate methods, dispense the wrong content thus low performance and poor implementation of the curriculum; meaning it is fundamental that high level training be instilled to the instructors through pre-service and in-service training

programs. A study conducted by Kithungu, R. M., Kasivu, G. M. (2026) described good institutional practices as the approach that can influence teachers' stay, produce good academic results and improve on operations of an institution. Teacher retention is affected by the kind approach of its leadership in aspects of administrative motivation and policy strategies which influence curriculum implementation.

Teachers are the core implementors of the curriculum; therefore, they need to have significant knowledge, skills, abilities, attitudes and competencies to enable them to actualize all the components of the curriculum, maintain good teacher-learner interaction, apply the best pedagogical skills, create a conducive learning environment, and improve the quality of education (Zeiger, 2018). Research done in Tanzania by Myalla (2014) on curriculum implementation strategies revealed that adequate teacher preparation enhances their capacity and competence enabling them to impart relevant content, skills and knowledge to pupils through utilization of appropriate pedagogical techniques. Teacher professional training programs both pre-service and in-service should be well developed, have adequate curriculum materials for preparing instructors who are competent to undertake all subject matters contained in the curriculum (Carter, 2016). Gorozidis (2014) asserts that for efficient implementation of educational programs quality instructor training systems are fundamental components which will guarantee achievement of the intended objectives. He adds that there is need for thorough analysis of the attitude, skills, knowledge and capabilities of the instructors for successful implementation of the curriculum and avoid failure of the education system.

Notably, incredible models of teacher training do not equip the educators with the right pedagogical skills, competencies, and knowledge which inhibits successful implementation of the curriculum at all levels resulting to low quality of education. A study conducted by Kizito et al (2019) on drawbacks of implementing the Competency Based Curriculum in Rwanda affirmed that insufficient pre-service and in-service training of instructors greatly influence the efficient implementation of the curriculum at all levels; The instructors displayed lack of readiness in the utilization of the new pedagogical skills which affected the teaching and learning process. Timely and quality in-service training is valuable to the instructors, it improves the teachers' knowledge, provides thorough background of the curriculum leading to comprehension of the content, ensures understanding of the teaching subject matter, improves professionalism, and leads to quality education (Nyale, 2018).

Education is dynamic, and curriculum reforms require that educators be provided with extra training to acquire new skills, be empowered to ensure that they embrace the new pedagogical approaches, and educational changes without resistance. A study on administrative motivational practices and teacher retention in public primary schools in Machakos County, Kenya, showed majority, of the headteachers 88.8% gave a YES response in support to the statement while only 11.2% of the headteachers gave a NO response to the statement. This is a clear indication that headteachers heavily agree that administrative motivational practices influence teacher retention in public primary schools which impacts on curriculum implementation (Kithungu, R. M., Kasivu, G. M., 2026). This implies that the Heads of Institutions should engage proper practices to ensure a conducive environment for teachers to undertake their roles well.

Teachers' pedagogical competencies are core for the effective implementation of curriculum reforms at all levels of education, thus for full CBC implementation at primary school level, teachers need to fully conceptualize all aspects of the paradigm shift. Teachers need to be provided with adequate ICT knowledge and skills to enable them apply the appropriate pedagogical approaches, prepare quality assessment tools, develop lesson plans, and choose the right instructional materials that can accommodate pupils at different levels (Carter, 2016). This study thence intended to determine how teachers' level of preparedness influence the implementation of Competency Based Curriculum in public primary schools in Mwala Sub-County, Machakos County, Kenya.

METHODOLOGY

Research Design

The research design adopted for the study was descriptive survey research design. This design enables the collection of information about people's attitudes, opinions, values and behaviours on educational or social

issues (Croswell, 2018). It is a systematic method of studying behaviours that cannot be observed or experimented without manipulating the environment. This design is suitable in investigating and collecting information about the attitudes, opinions and experiences of teachers and principals on the influence of teachers' level of preparedness on the implementation of Competency Based Curriculum.

Target Population

This is a large population from which a sample population is to be selected (Kothari, 2019). The target population for the study was drawn from headteachers and teachers in the eight zones of Mwala Sub-County which has 200 public primary schools with 200 headteachers and 1816 teachers. The universal target population was 2016.

Sample Size and Sampling Procedure

This is the technique the researcher applies to arrive at an appropriate group of people for the study from the target population (Kothari, 2019). The sample size of the headteachers was gotten by sampling 10% of the schools/headteachers as suggested by Gray and Arasian (2003). This gave a sample size of 20 schools/headteachers.

To calculate the sample size for teachers, Yamane (2007) formula was used to determine the number of teachers to participate in the study. This formula is preferred because it gives a fair representation of a large number of respondents as follows: -

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

Where;

n = sample size

N= Population size

e = the level of precision (sample error) where confidence level is 95% and

p= 5%.

$$n = 1816 \quad \frac{n = 1816}{1 + 1816(0.05^2)}$$

The sample size for the teachers was 228.

Proportionate sampling technique was employed to get the sample size of teachers per zones. The sample size for the teachers was calculated using a proportion of the target population of the teachers (N =1816) against (×) the sample size of the number of sampled teachers (n=228) as derived from Yamane's formula. Proportional sampling method was applied to select teachers in each school. Random sampling technique was used to sample out the schools and teachers to participate in the study considering gender as indicated in table 3.1. The study sampled 20 headteachers, 228 teachers giving a total of 248 respondents.

Table 3.1 Headteachers and Teachers Sampled for Study Per Zones in Mwala Sub-County

Zones in Mwala Sub- County	Number of Schools/ Headteachers	Targeted Teachers	Schools/ Headteachers Sampled	Teachers Sampled Size (N/1816) ×228= n
Masii	40	389	4	48
Kathama	20	175	2	22
Mwala	35	336	4	43
Yathui	21	185	2	23

Kibauni	28	261	3	33
Muthetheni	22	186	2	23
Mbiuni	14	110	1	14
Wamunyu	20	174	2	22
Total	200	1816	20	228

Research Instruments

The study used questionnaires to gather data from the respondents. The questionnaires consisted of closed ended items which yielded quantitative data from the headteachers and the teachers. The questionnaires were structured to cover the study objective and all relevant information for the study

Validity of Research Instruments

Validity is the degree to which an instrument measures what it purports to measure (Creswell, 2018). For content validity the instruments were subjected to analysis by experts in the area of study. Experts were engaged to rate each item in the instruments based on relevance to the study objectives using a four-point scale: 1 = not relevant, 2 = somewhat relevant, 3 = quite relevant, and 4 = highly relevant. Items rated 3 or 4 were considered valid. The item-level content validity index was calculated by dividing the number of experts rating an item as relevant by the total number of experts. The scale-level content validity index was calculated as the average of all item-level indices. A content validity index of 0.80 and above was considered acceptable. Construct validity was ensured by aligning each item in the research instruments with the study variables and objectives. They also assessed the relevance of the content in the instruments, offered structural advice for the purpose of improvement of the instruments before the actual data collection. Based on the analysis of the pre-test, the researcher made corrections, adjustments and additions to the research instruments.

Reliability of Research Instruments

To ascertain reliability of the instruments a pilot study was conducted. The study used test-retest technique to ascertain the coefficient of reliability. The research instruments were administered to 2 headteachers and 10 teachers, the scores were recorded. After a span of two weeks the instruments were administered again to the same respondents. The responses were then scored again. The scores from both trial sessions were then correlated to obtain the co-efficient of stability using the Pearson's Product Moment. According to Creswell (2018), a co-efficient of stability of between 0.5 and 0.99 is sufficient to offer reliable results.

Data Collecting Procedures

The researcher sought a permit from the National Commission of Science, Technology and Innovation (NACOSTI). Permit was also sought from the office of the Mwala Sub-County Director. After approval, the researcher booked appointments with the headteachers visited the schools, sought for authorization from the administrators to collect data and agree on the dates of data collection. On the agreed dates, the researcher visited the school's created rapport with the respondents, explained the need of the study and issued the instruments. Questionnaires were distributed to the respondents by research assistants, and the researcher. Respondents were assured of confidentiality and that their participation will be voluntary. Completed questionnaires were collected immediately after they were filled for safe keeping.

Data Analysis Techniques

This is the process of summarizing the collected data and putting it together so that the researcher can meaningfully organize, categorize and synthesize information from the data collecting tools (Kothari, 2019). The collected data was analyzed by organizing the responses from the questionnaires, cleaning the data, coding

the variables and preparing them for statistical interpretation with the aid of statistical package SPSS for social sciences version 29. Descriptive statistics was used to analyze the quantitative data obtained from the respondents. The data was presented using frequency tables, percentages and descriptive measures to illustrate the distribution of responses and highlight emerging trends.

Ethical Considerations

The study upheld the following ethical issues; the researcher will obtain a research permit from the National Commission for Science, Technology and Innovation (NACOSTI) to authorize data collection in the targeted area. Additional authorization letters will be sought from the Mwala Sub-County Director of Education and the respective school heads before engaging respondents. It ensured justice and respect of human dignity by maintaining honesty and openness with the respondents. The researcher obtained informed consent and voluntary participation by creating rapport with the respondents and explaining to them the purpose of the study. The researcher also ensured confidentiality and anonymity by assuring the respondents that their identities would not be publicized. Observed the principle of beneficence by informing the respondents the results and findings of the study.

Research Findings

The study's objective was to determine the influence of teachers' level of preparedness on implementation of Competency Based Curriculum in public primary schools. The research gathered information by using questionnaires for headteachers and teachers.

Analysis of Headteachers' Views on Teachers' Level of preparedness and Implementation of Competency Based Curriculum

The headteachers were asked to respond to statements related to teachers' level of preparedness and implementation of Competency Based Curriculum. They were requested to indicate their responses as; SA=Strongly Agree, A=Agree, D=Disagree, and SD=Strongly Disagree. The headteachers' views on their level of agreement with statements were summarized in Table 4.1.

Table 4.1 Headteachers Views on Teachers' Level of Preparedness and Implementation of Competency Based Curriculum

Responses	SA		A		D		SD		Total	
	n	%	n	%	n	%	n	%	n	%
Teachers are offered adequate CBC pre-service training	6	30	8	40	3	15	3	15	20	100
Teachers are exposed to timely and quality CBC in-service training	2	10	5	25	7	35	6	30	20	100
Teachers are continuously retooled to understand the CBC subject matters	1	5	3	15	7	35	9	45	20	100
Teachers are equipped with ICT skills for CBC uptake	0	0	1	5	2	10	17	85	20	100
Teachers are trained on CBC pedagogical approaches/ and motivated/limited transfer rates	3	15	5	25	6	30	6	30	20	100
Teachers are involved in curriculum changes	0	0	0	0	2	10	18	90	20	100

The analysis indicated in Table 4.1 on headteachers' views on teachers' level of preparedness and implementation of Competency Based Curriculum showed that 30 percent and 40 percent of headteachers strongly agreed and agreed with the statement that teachers are offered adequate CBC pre-service training. Only 15 percent disagreed and strongly disagreed with the statement. This shows that to some extent efforts to provide CBC pre-service training are expedited by the responsible trainers. The results testify the study conducted Momanyi and Rop (2020) who found that teachers being the implementors of any curriculum require to be prepared thoroughly through pre-service and in-service training; lack of teacher preparedness is one of the impediments to successful curriculum implementation at all levels

The information also showed that 10 percent of the headteachers strongly agreed and 25 percent agreed with the statement that teachers are exposed to timely and quality CBC in-service training. Whereas 35 percent and 30 percent disagreed and strongly disagreed with the statement that teachers are exposed to timely and quality CBC in-service training respectively. Further, 15 percent of the strongly agreed and 25 percent agreed with the statement teachers are trained on CBC pedagogical approaches/ and motivated/limited transfer rates that teachers are continuously. On the same statement 35 percent and 45 percent disagreed and strongly disagreed that teachers are continuously retooled to understand the CBC subject matters respectively. This indicates that timely and quality CBC in-service training and retooling of teachers on CBC was inadequately carried out to ensure successful implementation of the curriculum.

The findings confirm a study conducted by Kithungu, R. M., Kasivu, G. M. (2026) which revealed that there was statistical relationship between administrative motivational practices and teacher retention, which was positive and moderate. The researcher noted that some public primary schools were practicing main determinants of teacher retention which resulted to majority of the teachers to comfortably remain working hard and not opting to seek for transfers, which was made possible through awards to teachers, teacher recognition after any good work attempt, awards to learners, stakeholders' educational tour practices and retreat to teachers. This seemed to be the reason behind some of the teachers overstaying in one station for even over ten years thus improving educational standards.

Further, none of the headteachers strongly agreed with the statement that teachers are equipped with ICT skills for CBC uptake, while 5 percent agreed with the statement. 10 percent disagreed and 85 percent strongly disagreed with the statement that teachers are equipped with ICT skills for CBC uptake. This implies that inadequate teachers ICT skills might be an impediment for CBC implementation. This confirms a study which revealed that majority of schools are upgrading required modern social amenities that accommodate modern technology. In the modern world, learning and teaching is changing to virtual and therefore it is encouraging to find many schools having facilities to accommodate such. Schools in both the rural and urban have computer services which otherwise act as a key main determinant to retain teachers in rural schools for effective implementation of curriculum. From the study findings majority 68.1% of the teachers and 48.8% of the headteachers concurred with this view. This is because teaching and learning can easily access utility or services within. Again, the study reported that good and clean environment conducive for teaching and learning as one of the factors that attract and maintain teachers for improved performance. This is a factor which can initiate successful implementation of Competency Based Curriculum in most primary schools in the country (Kithungu, R. M., Kasivu, G. M., 2026).

The data also indicated that 15 percent strongly agreed and 25 percent of the headteachers agreed with the statement that teachers are trained on CBC pedagogical approaches. 30 percent disagreed and strongly disagreed with the statement that teachers are trained on CBC pedagogical approaches. Therefore, they lack the appropriate pedagogical approaches required in CBC. In addition, none of the headteachers strongly agreed and agreed with the statement that teachers are involved in curriculum changes. 10 percent and 90 percent of the headteachers disagreed and strongly disagreed with the statement respectively. This was an indicator that teachers are not at the core of curriculum changes being the key implementors, which might be a drawback towards the successful realization of endeavor. This confirms a study by Chemagosi, (2020) which found that the paradigm shift to Competency Based Curriculum demands pedagogical changes which calls for comprehensive teacher induction for proper actualization of the curriculum.

The study further sought the views of the teachers concerning their level of preparedness and implementation of Competency Based Curriculum. They were requested to indicate their responses as; SA=Strongly Agree, A=Agree, D=Disagree, and SD=Strongly Disagree. The results were as contained in Table 4.2

Table 4.2 Teachers Views on their Level of Preparedness and Implementation of Competency Based Curriculum

Responses	SA		A		D		SD		Total	
	n	%	n	%	n	%	n	%	n	%
Teachers are offered adequate CBC pre-service training	88	38	90	40	30	13	20	9	228	100
Teachers are exposed to timely and quality CBC in-service training	58	25	69	30	70	31	31	14	228	100
Teachers are continuously retooled to understand the CBC subject matters	90	40	85	37	31	13	22	10	228	100
Teachers are equipped with ICT skills for CBC uptake	20	9	25	11	96	42	87	38	228	100
Teachers are trained on CBC pedagogical approaches/ and motivated/limited transfer rates	60	26	75	33	46	20	47	21	228	100
Teachers are involved in curriculum changes	0	0	0	0	109	48	119	52	228	100

The data captured in Table 4.2 teachers' views on their level of preparedness and implementation of Competency Based Curriculum indicated that 38 percent and 40 percent of teachers strongly agreed and agreed with the statement that they are offered adequate CBC pre-service training. On the contrary, 13 percent and 9 percent disagreed and strongly disagreed with the statement respectively. This shows that majority of teachers acquire pre-service training on CBC skills in teacher training institutions, which is paramount towards the implementation of the curriculum. The results testify a study which showed that timely and quality in-service training is valuable to the instructors. It improves the teachers' knowledge, provides thorough background of the curriculum leading to comprehension of the content, ensures understanding of the teaching subject matter, improves professionalism, and leads to quality education (Nyale, 2018).

The analysis also showed that 25 percent of teachers strongly agreed, and 30 percent agreed with the statement that teachers are exposed to timely and quality CBC in-service training; 31 percent of the teachers disagreed, and 14 percent strongly disagreed with the statement that they are exposed to timely and quality CBC in-service training. In addition, 40 percent of the teachers strongly agreed, and 37 percent agreed with the statement that teachers are continuously retooled to understand the CBC subject matters. 13 percent of the teachers disagreed, and 10 percent disagreed with the statement that they are continuously retooled to understand the CBC subject matters. This showed that in-service training and retooling for teachers was conducted though not satisfactorily; there two are needed for CBC implementation to be fully accomplished. This shows that educators with inadequate training will utilize inappropriate methods, dispense the wrong content thus low performance and poor implementation of the curriculum; meaning it is fundamental that high level training be instilled to the instructors through pre-service and in-service training programs.

Further, 9 percent and 11 percent of the teachers strongly agreed and agreed with the statement that teachers are equipped with ICT skills for CBC uptake respectively; while 42 percent of the teachers disagreed and 38

percent strongly disagreed with the statement that teachers are equipped with ICT skills for CBC uptake. The high percentage of negativity was an indication that the levels of ICT skills amongst the teachers was questionable in terms of content preparation and delivery for smooth CBC implementation. This supports the findings that teachers need to be provided with adequate ICT knowledge and skills to enable them apply the appropriate pedagogical approaches, prepare quality assessment tools, develop lesson plans, and choose the right instructional materials that can accommodate pupils at different levels (Carter, 2016).

The findings also indicated that 26 percent strongly agreed, and 33 percent of the teachers agreed with the statement that teachers are trained on CBC pedagogical approaches and motivated/limited transfer rates. While 20 percent disagreed and 21 percent strongly disagreed with the statement that teachers are trained on CBC pedagogical approaches and motivated/limited transfer rates. This implied that some teachers were deficient of the appropriate pedagogical strategies to use while interacting with learners which may impact negatively on the implementation levels. These findings are in line with a study conducted by Kithungu, R. M., Kasivu, G. M. (2026) which revealed that majority of public primary schools were very committed to maintaining attractive, good and decent looking schools infrastructure. Teachers like other government officers need working environment which is decent. This statement was strongly agreed upon by majority 59.4% of the teachers and 62.5% of the headteachers supported the statement. The findings further indicated a positive and moderate statistical relationship between institutional related conditions and teacher retention. In addition, research done in Tanzania by Myalla, (2014) on curriculum implementation strategies revealed that adequate teacher preparation enhances their capacity and competence enabling them to impart relevant content, skills and knowledge to pupils through utilization of appropriate pedagogical techniques.

None of the teachers strongly agreed and agreed with the statement that teachers are involved in curriculum changes. 109 percent and 119 percent of the teachers disagreed and strongly disagreed with the statement that teachers are involved in curriculum changes respectively. This leads to resistance and negative attitude among the teachers towards the uptake and implementation of curriculum changes, there is need for needs assessment and consultation of the key players before any curriculum change.

CONCLUSION AND RECOMMENDATIONS

Based on the data analysis and the major findings of the study, the following conclusions were drawn. There is need to provide teachers with adequate CBC pre-service training and expose them to timely and quality CBC in-service training to ensure that they are well prepared for the implementation of Competency Based Curriculum. This is indicated by the greater percentage of headteachers and teachers who strongly agreed and agreed with the statement thus of great importance. Continuous retooling of teachers was also found vital in determining the teacher's preparedness and implementation of Competency Based Curriculum. Teacher training institutions should ensure that teachers are equipped with ICT skills for CBC uptake as well as training them on the appropriate CBC pedagogical approaches for full implementation of the curriculum. Lastly, all education stakeholders, including teachers, should be consulted to ensure incorporation of their opinions for successful curriculum change.

The study recommends that; The Ministry of Education (MOE) and other educational training agencies should ensure quality CBC pre-service training, continuous retooling and CBC in-service training for all teachers. The Ministry of Education (MOE) and other ICT training agencies should ensure that all teachers are exposed to in-service ICT training to gain the technological expertise for CBC implementation. Curriculum planners and designers should engage all education stakeholders at all levels for smooth curriculum transition.

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