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**CHALLENGES FACING THE IMPLEMENTATION OF COMPETENCY BASED
CURRICULUM IN JUNIOR SECONDARY SCHOOLS, KIRINYAGA WEST SUB -
COUNTY KIRINYAGA COUNTY, KENYA**

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**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE
DEGREE OF BACHELOR OF EDUCATION (ARTS) OF GREYSA UNIVERSITY**

DECEMBER ,2024

DECLARATION

DECLARATION

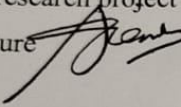
This research project is my original work and has never been presented for an award of a degree or for any similar purpose in any other institution

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ACKNOWLEDGEMENT

The successful completion of the research study has been through the significant contributions of several people whose tireless efforts yielded this success. I thank the almighty for giving me the wisdom and knowledge during the time of study. My parents Mr and Mrs Gatimu for providing me with the resources and finances to complete the study. To my supervisor Dr Joel Kiambi for correcting me step by step and overseeing my work. Appreciation to Gretsia university and all others who helped me walk this journey.

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ABBREVIATIONS

C.B.C-Competency Based Curriculum

K.I.C.D-Kenya Institute of Curriculum Development

K.N.E.C -Kenya National Examination Council

T.V.E.T-Technical and Vocational Education and Training

DEFINATION OF TERMS

Education -It is the process of acquiring skills, values, knowledge, beliefs and habits

Challenge-It refers to something that needs greater mental or physical effort in order to be done successfully

Implementation-It is the process of putting a decision or plan into effect

ABSTRACT

The main purpose of the this study is to investigate the challenges facing the implementation of CBC in junior secondary schools in Kirinyaga west subcounty ,Kirinyaga county .The objective of the study is to evaluate the readiness of the teachers in the implementation of the new curriculum, understand how inadequacy of infrastructure and teaching learning resources is a challenge in the implementation of the new curriculum and understand the role of the parents cooperation in the implementation of the CBC. The study is guided by the following research questions; how are the teachers prepared for the implementation of CBC, what are the infrastructural and teaching learning resources used during the implementation of the new curriculum and how are the parents cooperating in the implementation of the new curriculum. The study used vygotsky theory . The study used descriptive research design The target population was both the teachers and headteachers.The data was collected using simple random sampling techniques .Questionnaires were used to collect information .Qualitative data was analysed as per the objectives of the study .Finding showed that the schools have inadequate infrastructures for facilitating learning .Teachers have inadequate knowledge and the parents do not fully cooperate to promote effectiveness of the new curriculum ..The study concluded that teachers are not fully prepared for the new curriculum, the schools have inadequate infrastructure and teaching learning resources and the parents are not fully cooperating with the teachers .The study recommended the government through the ministry of education to provide adequate teaching learning resources and infrastructure ,employ more teachers ,and make arrangements for continuous action research to enhance improvements in the new curriculum

CHAPTER ONE: INTRODUCTION

1.0 .Introduction

This chapter entails background of the study , statement of the problem , purpose of the study ,conceptual framework , objectives of the study ,research questions ,significance of the study and assumptions of the study

1.1: Background of the Study

Education before independence was informal whereby children were taught by their elders, that is boys were taught by their fathers and grandfathers while girls were taught by their mothers and grandmothers. The girls were mostly taught the house chores while boys were taught how to hunt and gather fruits and roots.

After some time, upon the arrival of the missionaries, they introduced education in Kenya. The missionaries-built schools in Kenya to facilitate easier learning. The first school to be built by the missionaries was at Rabai in Mombasa. The missionaries taught Kenyans on how to read and write.

After the attainment of independence, the 7-4-2-3 system was introduced, that is learners had to study 7years in primary level,4 years in secondary school level ,2 years in advanced secondary and 3 years in university or college (Ominde, 1964). The ominde report emphasized more on an education system that fostered a sense of nationhood and national unity. (Ominde 1964)

Later there was the reintroduction of the 8-4-4 system that is 8 years in primary school level ,4 years in secondary level and 4 years in university level. Numeracy and literacy skills would be taught in the first six years (Mackay report, 1985).

The 8-4-4 system was replaced by the competence-based curriculum that is 2-6-3-3-3 system whereby learners would study 2 years in preprimary,6 years in primary level ,3 years in junior secondary level ,3 years in senior secondary level and 3 years in university level (Amutabai, 2019). The origin of C.B.C focused on flexible learning and the learner at the center of the learning process rather than the teacher (Hell wig, 2011).

According to the C.B.C system ,every learner had to transit a minimum of 17 years .The first class is the PP1(pre-primary 1) followed by PP2 .The lower level has 3 grades ,grade 1,2 and

3 .The transition to middle school is marked by the Kenya National Examination Council Assessment .The grade 6 are assessed through a test known as Kenya Primary School Education Assessment (KPSEA)and transit to junior secondary .Junior secondary entails grade 7,8,9 then the KNEC assesses the learners and are eligible to join the senior secondary .In the senior secondary is also known as the specialization stage ,learners specialist in their career choice .The careers are grouped into STEM (Science ,Technology ,Engineering and Mathematics),arts and sports ,science and social science .The learners then transit to grade 10,11 and 12.Upon completion the learners join university or Technical and Vocational Education Training (TVET)depending on the career choice.(KICD,2021)

According to KICD (2021) the core competencies of CBC are communication and collaboration, critical thinking and problem solving, imagination and creativity, citizenship, learning to learn, self-efficiency and digital literacy. The core pillars of CBC are content, audience and business.

A CBC is an approach to learning where students work at their own pace to demonstrate mastery in the competency aligning with their chosen field of study (Grube, 2018)

Due to the large numbers of learners in junior secondary school there are many challenges facing the teaching process. Such challenges include inadequate teaching learning resources, unpreparedness of teachers since most teachers are not familiar with the content involved in teaching CBC and in most cases, teachers trained for teaching CBC are few compared to the large number of students. (Edwin K .2023)

Wanjohi (2017) there are gaps identified in 8-4-4 system and the CBC introduced by the government through the ministry of education in 2017 will train holistic learners and equip them with the 21st century skills for the job market

1.2 Statement of the Problem

Education is the process of acquiring skills, values, knowledge, beliefs and habits. Basically, CBC is skill based. It nurtures the skills, talents and interests of learners. (Jane A, Dinah W and Irene A,2020)

The implementation of CBC In Kenya has faced many challenges that are hindering its success execution. These challenges include inadequate cooperation from parents, inadequate teaching learning resources and unpreparedness of teachers. (Edwin K ,2023)

The research will show how these challenges affect the successful execution of the CBC. It will help to address the possible solution to these challenges.

1.3 Purpose of the Study

The purpose of the study was to establish the challenges facing the implementation of CBC in junior secondary schools in kirinyaga west subcount

1.4 Conceptual Framework

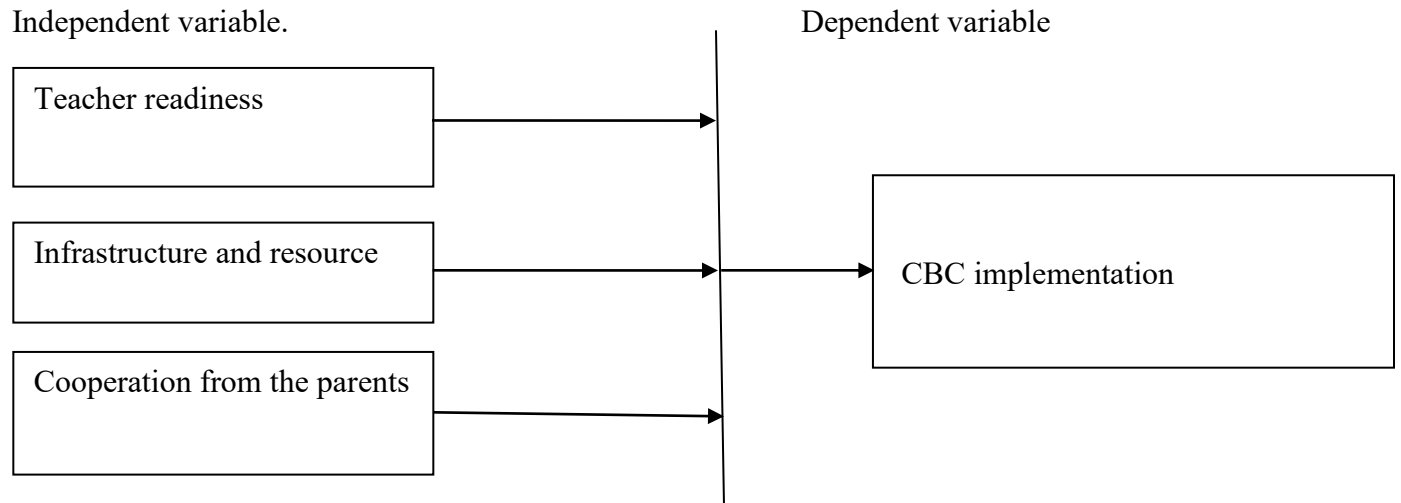


Figure 1 Conceptual Framework

1.5 General objective

To understand the challenges facing the implementation of CBC in Kirinyaga west sub-county, Kirinyaga county

1.5.1 Specific Objectives

1.To evaluate the readiness and preparedness of the teachers in CBC implementation in junior secondary schools in Kirinyaga weat subcounty

2.To establish the adequacy of infrastructure and teaching learning resources in the implementation of CBC in junior secondary schools in Kirinyaga westsubcounty

3.To evaluate the cooperation of parents in the implementation of CBC in junior secondary schools in Kirinyaga west sub county

1.6. Research Questions

1.How are the teachers prepared for the implementation of CBC in junior secondary schools in kirinyaga west sub county?

2.What are the infrastructural teaching learning resources used during the implementation of CBC in junior secondary, Kirinyaga westsub county?

3.How are the parents cooperating in the implementation of CBC in junior secondary schools in kirinyaga west sub county?

1.7 Significance of the Study

The study intended to provide crucial information about the challenges faced during the implementation of CBC. The findings of the research will help to understand better about the CBC and how to make it more effective.

1.8 Limitation of the Study

Financial constraints. There was need for a considerable sum of money for printing and typing of the research.

1.9 Scope of the Study

The goal of the research was to learn more about the challenges facing the implementation of the CBC in kirinyaga subcounty.Kirinyaga west subcounty has a large number of both public and private junior secondary schools.

1.10 Assumptions of the Study

The researcher assumed that the interviewers will give the correct information or answers in the questionnaires that were given.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter provides a wide range of the literature relating to the competency-based curriculum from other researchers and materials that have carried out research on the same topic.

2.2 An overview of Competency-Based Curriculum

Competency-Based Curriculum (CBC) is a contemporary approach to education that focuses on the development of specific skills and competencies in students. CBC has gained prominence in recent years as a response to the evolving needs of learners in the 21st century. The successful implementation of CBC relies on several critical factors, including the readiness of teachers, the availability of infrastructure and teaching-learning resources, and the cooperation of parents. This literature review explores the existing research and insights on these three key aspects of CBC.

The government through KICD introduced CBC because the 8-4-4 system was more of examination oriented at the expense of learner's interests and abilities and therefore there was need for a curriculum that would cater for the interests, abilities and talents of the learners and making the education system more learners centered.

Learners have diverse abilities, it is vital for them to comprehend and actualize that competency-based learning requires that the activities are hands and not just learning by observation (Jeng'ere, 2017)

According to Choudana, (2008), the competency-based inquiry learning is the only way to link education product with the job market.

2.3 Literature Review on Teacher's Readiness and Preparedness

The country has initiated a curriculum that will improve the quality education. This is an important step towards developing a knowledge-based curriculum. Teachers are the facilitators of the learning process. They deliver concepts to learners and therefore teachers ought to be well prepared.

The readiness of teachers plays a pivotal role in the effective implementation of CBC. It involves their preparedness, knowledge, and skills to align their teaching methods with the principles of CBC.

According to Koskei and Chepchumba (2020), there is need of adequate and effective training of facilitators and consistent training sessions and retraining of teachers for efficient implementation of the new curriculum .Most of the teachers are not trained enough on the CBC especially in digital learning .Majority of the teachers are not exposed to ICT and most of them are not competent as they lack technological skills(Ondimu,2018).Teachers should undergo complex Training: Research by Smith and Jones (2017) emphasized the need for teachers to receive comprehensive training in CBC methodologies. Teachers must be equipped with the knowledge and skills to design competency-based assessments, set learning objectives, and adapt to a learner-centered approach.

Continuous training can enhance their confidence and competence in implementing CBC.KICD and the ministry of education are recommended to have plans for more training sessions to enhance effective implementation of the curriculum (Momanyi , Rop ,2021) Research done by Mary Mundine (2022)there should be a consistent retraining of teachers for effective implementation of the new curriculum .Learners at TVETs and university level should also undergo CBC training while in those institution for effective implementation of the curriculum. Marion (2020) argues that there is need for continuous training of teachers on measurement and evaluation to improve their psychometric skills of assessment for effective implementation of CBC in Kenya

2.4 Literature Review on Infrastructure and Teaching Learning Materials

Infrastructure and teaching learning resources are the things that enable learning such as the buildings, books, enough furniture

The successful implementation of CBC is contingent on adequate infrastructure and teaching-learning resources. Adequate infrastructure and teaching learning resources will offer a conducive environment for the learner and therefore schools should be well equipped to ensure effective implementation of the curriculum. According to Kuria (2022), the government and the ministry of education have the role to ensure a provision of sufficient infrastructure including

telecommunications, internet, lighting and security to ensure the efficient implementation of CBC.

There is resource Shortages: According to Gupta and Patel (2018) underscored the challenges posed by a lack of teaching materials, textbooks, and technology. Inadequate access to these resources can hinder the effective delivery of CBC content.

Schools have inadequate classroom Facilities: According to Anderson et al. (2020), issues related to overcrowded classrooms, inadequate seating, and outdated facilities. These issues can hinder the implementation of practical, hands-on components of CBC.

There is the need of government to increase the size of the ICT infrastructure in schools so as to make it easier for the teachers to download assessment tools and upload scores of candidates (Mulenga and Kabombwe ,2019)

2.5 Literature Review on the Cooperation from Parents

Parents plays a vital role during the implementation of the CBC. Parents are the first teachers of a child. Parents are supposed to assist their children in doing the assigned activities at home given at school. According to Mwarari, et al (2020), the learners future does not depend on teachers effort only but also a greater extent is determined by parents as educators., Lack of cooperation from parents is dependent on some factors

Parents cooperation with schools in implementing CBC has been impeded by time constraints, an absence of inductions on CBC, inadequate skills and knowledge to assist children in their homework, insufficient resources, and also a negative parental attitude (Mwarari et al., 2020)

According to Atanasia and Kirimi (2023) the cooperation of parents in CBC is greatly challenged by a lack of sensitization on the implementation of CBC and perceive CBC as expensive, demanding and time consuming. Parents. tend to think that CBC is more expensive compared to 8-4-4 system as the schools demands learning materials such as books

According to Atanasia and Kirimi (2023) the cooperation of parent in CBC is greatly challenged by a lack of sensitization on the implementation of CBC and perceived the curriculum as expensive, demanding and time consuming. Parents perceive CBC was more expensive since the school demands learning materials such as books

2.6 Theoretical framework

2.6.1 Social Constructivism's Theory

It is associated with Lev Vygotsky. It emphasizes the role of social interactions between learners and teachers who are the facilitators of learning process. Vygotsky believed that social interaction is necessary for a lifelong personality and character development

Social constructivism is a teaching technique that emphasizes student participation, discussion and sharing. This teaching technique allows for several groupings and interactive tactics. Whole class conversation, small group, discussion and student involvement on specific topics. Students share ideas and brainstorm to find causes. And effect links, answers to problems or just something new to add to their existing knowledge (Al Qaysi, Mohammad Nor din and El Emran ,2021)

According to this theory learner learn knowledge through experience by actively interacting with content and materials instead of being spoon-fed by teachers. Challenges in the implementation of the new curriculum, CBC, maybe as a result of teachers unreadiness to facilitate student centered learning and provide timely feedback.

2.7 Summary of the Literature Review

The discussed challenges facing the implementation of CBC in junior secondary schools needs a comprehensive strategy to overcome the challenges and become a success. The new curriculum is more learner centered and believes in nurturing of the learners interests and talents, unlike the other curriculums before, CBC is more competent. Since the teachers are the facilitators of education, the ministry of education should ensure that teachers are fully trained for a successful curriculum implementation.

2.8 Summary of Identified gaps

Lack of Adequate Learning Facilities: Many public pre-primary schools face a shortage of classrooms and other essential facilities, hindering effective CBC implementation.

Insufficient Teacher Training: Teachers often lack adequate training on how to implement the CBC effectively. This gap affects their ability to use appropriate teaching and learning approaches.

Large Class Sizes: Overcrowded classrooms make it challenging for teachers to provide individualized attention and implement learner-centered approaches.

Inadequate Teaching-Learning Materials: A shortage of teaching resources, including textbooks and other materials, affects the quality of CBC delivery.

Lack of Cooperation from Parents: Parental involvement is crucial for successful curriculum implementation. However, some parents may not fully understand or support the CBC, impacting its effectiveness

Resource Deficiencies: Administrative support, access to teaching technologies, and teacher expertise gaps contribute to the challenges faced during CBC implementation.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1: Introduction

This chapter comprises of the methods used to collect and analyses data. It also contains the identification of a research design, study area, target population, sampling technique, sample size, measurement of variables, research instruments, validity and reliability of measurements, data collection techniques, data analysis and logistical and ethical consideration.

3.2 Research Design

The research used the descriptive research design. Descriptive design is a design applied to describe persons or organizations from collected data (Cress well,2003)

Decriptive design involves the answering of questionnaires and observation

3.3 Study Area

The study was conducted in Kirinyaga West subcounty, Kirinyaga county. The subcountyhas a wide range of both private and public secondary schools.

3.3Target Population

The target population in the research were the teachers and headteachers of both private and public schools.The subcounty has 73 schools .The research targeted both private and public junior secondary schools .51 respondents answered the questionnaires ,that is 45 teachers and 6 headteachers

3.6 Sampling Technique

This is the act of selecting a suitable or a representative part of a population for the purpose of determining characteristics of the whole population (Frankel and wallen 2008).Simple random sampling was used in selecting teachers and headteachers in Kirinyaga West subcounty and their responses were used to represent the general view regarding the challenges facing the implementation of CBC .

3.7 Sample Size

The sample size for this study was determined based on Cochran's formula for estimating proportions which was founded by William Cochran in the 1950 . Cochran's formula is a statistical formula used to determine the sample size required for a given population size and level of precision.

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

n = sample size
 N = the population size (target population size)
 e = level of precision / acceptable sampling error ($e = 0.05$)

As the population size is known to be 90, the level of precision (e) will be set at 0.05, which is a commonly used level of precision in social science research.

Using Cochran's formula, the sample size required for this study will be:

$$n = 90 \div \{1 + 90(0.0025)\}$$

$$90 \div 1.225$$

$$73.46$$

Therefore 73 teachers were selected to fill in the questionnaires.

3.7 Measurement of Variables.

Variable	Measurement	Measurement scale
Teacher readiness	Teacher preparedness	Ordinal

Infrastructure and resources	No of classrooms Human capacity	Ratio
Cooperation from parents	Support	Ordinal
CBC implementation	Effectiveness of CBC	Ordinal

Table 1: Measurement of Variables

3.8 Research Instruments

The research study used questionnaires and observation .This aimed at getting firsthand information from the respondents.

3.9 Validity of Measurements

Mugenda & Mugenda, (2003) if data is a true reflection of the variables then the inferences based on such data are accurate and meaningful.

Orodho, (2004) defines validity as the degree to which an instrument measures the intended concept.

To ensure the validity of this study, the researcher consulted the supervisor as well as review of what other scholars have done.

3.10 Reliability of Measurements

Reliability is the extent to which the research instruments maintains consistent results (Mugenda and Mugenda, 2004)

Reliability was ensured by the use of test and re-test approach where a subset of participants will complete the questionnaires or be interviewed twice within a specific time frame.

3.11Data Collections Techniques

Data collection involves gathering of information. Questionnaires were used to gather information from teachers and headteachers.

3.11 Data Analysis

The data was collected and recorded quantitatively, analyzed and presented through pie charts and tables. Quantitative data of the questionnaire were analysed using descriptive statistics where measures like frequency and percentage of the values were indicated.

3.12 Logistical and Ethical Considerations

Ethical considerations was followed throughout the research process. There was full consent from the respondents in order to carry out the research. The researcher granted the respondents full confidentiality and anonymity throughout the data collection period.

CHAPTER FOUR: DATA ANALYSIS ,PRESENTATION,INTERPRETATION AND DISCUSSION

4.1 .Introduction

This chapter is a presentation and discussion of the research results for the study of the challenges facing CBC in junior secondary schools .The research results presented are on the respondents response ,rate of research instruments ,demographic data of the respondents who consisted of teachers and head teacher

4.2.Response Rate of Research Instruments

There was a total of 73questionnaires sent out and questionnaires were answered and returned 51 of the questionnaire were answered and returned but 22 were not returned

Description	Frequency	Percentage
No of questionnaires returned	51	69.86
No of questions not returned	22	30.14

Table 2. Table of the respondents rate

From table 4.1 the researcher administered questions and a turnout of 69% was observed .

4.3.1Distribution of the Respondent's by Gender

The researcher identified that most of the respondents were females .

Description	Frequency	Percentage
Male	21	41.18
Female	30	58.82

Table 3Distribution of the respondents by gender

From the table above ,the researcher noted that there were more females than males ,females were 30(58.82%)and males were 21(41.18%)

4.3.2Distribution of the Respondents by Age Bracket

The researcher sought to know how the respondents are distributed by age

Age bracket	No of respondents	Percentage
Above 50	0	0.00
41-50	3	5.88
31-40	15	29.41
20-30	33	64.71

Table 4Distribution of the respondents by age bracket

As table 4.3 shows ,teachers who are above 50 are 0(0.00%),on the range of 41-50 there are 3 (5.88%),31-40(29.41%) and between 20-30 years (64.71%) .The researcher observed that junior schools are taught by the young people aged between 20 -30 years

4.3.3Distribution by the State of School

The researcher gave out questionnaires to both private and public institutions

Description	No of teachers	%
Private	Male -6	11.76
	Female -10	19.61
Public	Male -15	29.41

	Females 20	39.21
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Table 5 Distribution by the state of school

From the table above ,the researcher observed that there were more public school teachers compared to the private institution teachers .The females in both private and public institution were many compared to the males .The male teachers in the private schools were 6 (11.76%)and the females were 10(19.61%) ,in the public junior secondary school the males were 15 (29.41%)and the females were 20(39.21%)

4.3.4.Respondents Education Qualification

The researcher sought to know the teachers and headteacher education qualifications.

Highest education level	Headteachers		Teachers	
	Frequency.	Percentage	Frequency.	Percentage
Masters	0.	0.00	0.	0.00
Bachelors degree	2.	40.00	32	71.11
Diploma	3.	60.00	11.	24.44
Certificate	0.	0.0	2.	4.44

Table 6 Respondents education qualification

The data presented on table 4.4 shows that none of the headteachers had a masters ,only 2 (40.00%) had a bachelor degree ,3 (60.00%) headteachers had diploma in education and none had a certificate that is P1 .On the teachers side none of the teachers had masters ,32 (71.11)

teachers had a bachelor degree ,11 (24.44%) underwent diploma studies and 2 (4.44%) had their certificates

4.4 .School Preparedness and Effective Implementation of CBC

The main reason was to understand how well the school is prepared for the effectiveness of CBC.The respondents were asked for information about physical infrastructure and human capacity

4.4.1 Physical Infrastructure

The researcher investigated how the school that is ,the primary schools are prepared interms of physical facilities and how they affect the effectiveness of the new curriculum.The physical infrastructure include the classrooms ,laboratories (both the science and computer laboratories) ,desks ,computers .The respondents were asked if the schools were fully equiped and the research observed that most of the schools lacked enough infrastructure

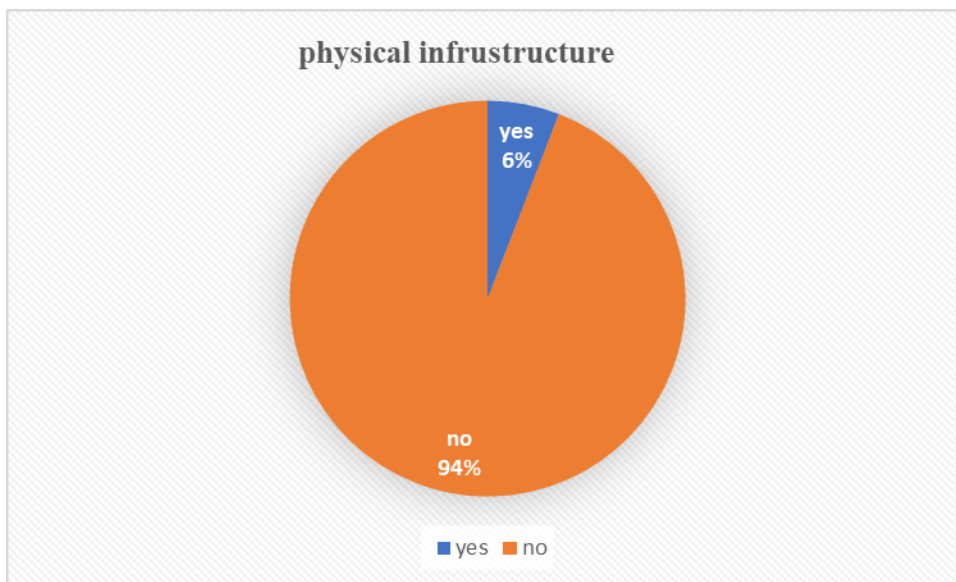


Figure 2Physical Infrastructure

As shown in figure 4.1,48 teachers (94.12%)stated that the school does not have adequate physical infrastructure necessary for the implementation of cbc while 3 teacher (5.88%) indicated that the schools have necessary physical infrastructure

The respondents were also required to indicate the level of agreement or disagreement in each item on the scale .The scale ranged from 1-5 with 1 representing strongly disagree ,2 representing disagree,3 representing undecided ,4 representing agree and representing strongly agree

Description		5	4	3	2	1
There is adequate instructional materials for teachers		0.	2	17	12	20
		0.00	3.92	33.35	23.52	39.21
There is adequate learning materials for learners		8	13	23	4	3
		15.68	25.49	45.10	7.84	5.88
There is adequate facilities such as laboratories ,internet		5	16	19	5	6
		9.80	31.37	17.65	9.80	11.76
The school has adequate classroom ,desks		3	0	37	3	8
		5.88	0.00	72.55	5.88	15.68
The school has enough fields for physical activities		1	9	12	22	7
		1.96	17.65	23.25	43.13	13.72

Table 7 Adequacy of instructional materials

Table 4.5 shows how the respondents agreed or disagree .On the adequacy of instructional materials for teachers that is the guiding materials for the teachers ,none of the teacher strongly agreed there is adequacy of the materials ,2(3.92%)agreed there is adequate materials ,17 teachers (33.35%) were not decided if the instructional materials were adequate or not ,12 (23.52)disagreed and 20 teachers (39.21%) disagreed on the adequacy of the materials .on the adequate learning materials ,8(15.68%)strongly agreed there is adequate learning materials ,,13(25.49%) agreed ,23 (45 10)were not decided ,4(7.84%) agreed that the materials were adequate and 3(5.88%)strongly agreed on the adequacy of the learners learning materials .5(9.80%)teachers strongly disagree on the adequacy of the facilities such as laboratories ,they said the facilities were inadequate ,16(31.37%)disagreed ,19(17.65%) were undecided ,5(9.80%)agreed that the schools have adequate facilities and 6(11.76%)strongly agreed .On the matter of adequate classroom ,desks ,the researcher observed that 3(5.88%) strongly disagreed ,none of the teacher disagreed ,37(72.55%) were undecided ,3(5.88%) teachers agreed the classroom were not enough compared to the high number of learners while 8(15.68%) strongly agreed .The researcher also noted that 1(1.96%) of the respondents confirmed that the schools have inadequate fields for physical education ,9(17.65%) disagreed ,12(23.25%) were not decided ,22(43.13%) agreed that the schools have adequate room for physical eduaction and 7(13.72%) strongly agreed

The researcher noted that the private schools had more facilities compared to the public schools .

4.4.2. Human Capacity and Effectiveness of CBC

The research sought to understand how human capacity contribute to the effectiveness of CBC in junior schools classrooms

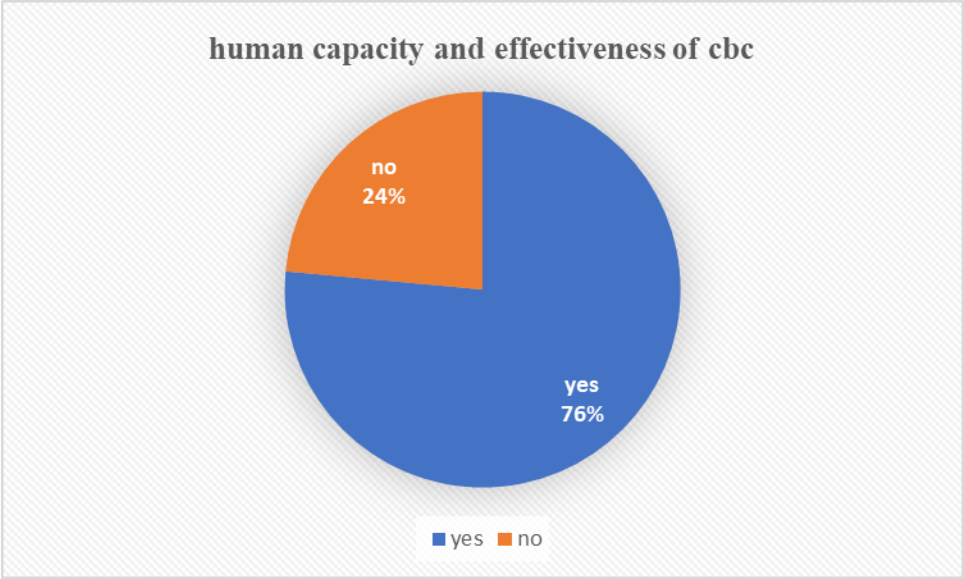


Figure 3. Human Capacity and Effectiveness of CBC

As shown in the figure above ,39 teachers (76.47%) indicated that the school has many learners compared to the available teaching learning resources while 12 teachers (23.53%) indicated that the ratio between the number of learners and the learning resources are equal.

The researcher noted that many schools in the region have a high number of learners in the classroom compared to the learning resources such as books ,desks ,computers .The ratio of 1:1 that is one learner one book ,is not yet achieved in public schools .On the contrary the private schools are well prepared in terms of enough learning materials for all the learners

4.5. Teacher Preparedness in Effectiveness of CBC

The researcher sought to understand the preparedness and readiness of the teachers to fully implement CBC.

The respondents were also required to indicate the level of agreement or disagreement in each item on the scale .The scale ranged from 1-5 with 1 representing strongly disagree ,2 representing disagree,3 representing undecided ,4 representing agree and representing strongly agree

Knowledge on CBC		5	4	3	2	1
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I am completely aware of cbc(competencies)		0	3	30	17	1
		0.00	5.88	58.82	33.33	1.96
I am confused by the new terminology of cbc(merging learning areas)		2	5	10	27	17
		3.92	9.80	19.61	52.94	33.33
My knowledge for cbc is good		1	6	11	25	8
		1.96	11.76	21.57	49.02	15.69
My knowledge for assessment techniques is good		2	6	20	19	4
		3.92	11.76	39.22	37.25	7.84
The learners are having challenges adapting to the new curriculum		3	10	7	11	20
		5.88	19.61	13.73	21.57	39.22
Parents are supportive of the new curriculum and fully cooperating		3	19	21	8	0
		5.88	37.25	41.18	15.69	0.00
I am fully trained and prepared for facilitating CBC		0	4	29	16	2
		0.00	7.84	56.86	31.37	3.92

Table 8 Teachers and headteachers response on their knowledge on CBC

The researcher noted that both the headteachers and the teachers have insufficient knowledge on CBC ,0(0.00%) strongly disagreed ,3 teachers d(5.88%) disagreed ,30 (58.82 %) were not

decided ,17 (33.33%) agreed they are completely aware of CBC and 1 (1.96%) agreed on having complete awareness of cbc .

2(3.92 %) are strongly disagree on being confused by the cbc ,5(9.80%)disagree ,10 (19.61%)were not decided ,27(52.94%) agree and 17(33.33%) agree that they are confused by the new terminology.The researcher also noted that the teachers knowledge on assessments methods had challenge ,2(3.92%) strongly disagreed ,6(11.76%) disagreed 20(39.22%) were not decided 19(37.25%) agree and 4(7.84%) strongly agree that their assessment methods has no challenge .3(5.88%) respondents noted that the learners have no challenge adapting to the new curriculum thus strongly disagreed,10(19.61%) disagreed ,7 (13.73%) were undecided,11(21.57%) agreed and 20 (39.22%) strongly agreed that learners have a challenge in adapting to the new curriculum .Parents especially in private schools are supportive compared to those in public school ,3(5.88%) of the respondents strongly disagreed ,19(37.25%) disagreed 21 (41.18%) of the respondents were undecided and 8(15.69%) agreed that parents were cooperating with the facilitators of CBC .The researcher observed that none of the respondents claimed to be untrained,4(7.84%) disagreed ,29(56.86%) were undecided if they are fully trained or not ,16 (31.37%) agreed that they were fully trained .The research observed that the teachers had been trained several times but felt the number of times they were trained is not enough

4.6 Parents Cooperation in the Implementation of CBC

The third objective was to understand the role and cooperation of the parents .Parents are the first teachers of the learners and play a key role in the studies of learners.To address this ,the teachers were asked to rate the cooperation of the parents

Description	No of respondents	%
Parents are cooperative	13	25.49%
Parents are not cooperative	38	74.51%

Table 9 Teachers and headteachers response on their knowledge on CBC

Table 4.7 shows that 13(25.49%) parents are cooperative and 38 (74.51%)are not cooperative .Parents in the private schools are cooperating while those in public schools are not

cooperating .The respondents stated that the parents tend to view cbc as more expensive compared to the 8.4.4 system as they are asked to buy more resources for learning or contribute money occasionally for learning purposes

CHAPTER FIVE:SUMMARY ,CONCLUSIONS AND RECOMMEDATIONS

5.1 .Introduction

In this chapter ,summary of the findings ,conclusion and recommendations are made

5.2 .Summary

The main purpose of the study was to find out the main challenges facing the implementation of CBC in junior secondary schools in kirinyaga west subcounty ,kirinyaga county.

5.2.1 Effects of Available Infrastructure on the Implementation of CBC

The study noted that most of the schools lacked adequate teaching learning resources especially the infrastructure needed for the effectiveness of the new curriculum .The main issued addressed were inadequate learning materials ,large number of learners compared to the number of classroom,lack of laboratories and internet for ICT as well as the computers .

The findings were supported by the headteachers of different schools who added that the learning materials such as enough books have not been disbursed by the government through the ministry of education

Also the ratio of learners is to the available resource is not equal .The schools especially in public school have a high number of grade 7 and 8 learners ,the number is bigger than the maximum required number of learners in a given classroom

5.2.2Teachers Preparedness and Readiness on the Implementation of CBC

The researcher noted that majority of the teachers in junior schools were trained for several weeks by the ministry of education but did not understand the new terminologies of the new curriculum .The teacher refer it as the most difficult curriculum as it is emphasizing on learning unlike the8.4.4 system that was emphasizing on schooling.

The teacher also stated that they are forced to teach in learning areas different from their specialised subjects .This is a challenge since the teachers have no knowledge of the other learning areas apart from her /his subjects

The researcher also noted that the teachers are discouraged by the curriculum design brought forth by the ministry of education .The merging of different learning areas to become one is a challenge to the teachers to fully implement the CBC .for instance agriculture and homescience have been integrated into one composite subject referred to as agriculture and nutrition ,the teacher may be trained for homescience but have no idea about agriculture .This is hindering the effectiveness of the new curriculum

The respondent revealed that the schools have inadequate teachers for the CBC .The teachers in junior schools are overloaded with many learning areas to teach

5.2.3parents Cooperation on the Implementation CBC

The researcher noted that the parents are not willing to cooperate to ensure the effectiveness of the new curriculum .The parents are reluctant to offer support to the learners by providing the needed materials for their projects or in a learning activity

5.3Conclusion

Based on the findings of the study ,the following conclusions were made :

The teachers as the key facilitators and implementors of CBC are not fully prepared for the new curriculum .They feel it is difficult to adapt in it .The schools have shortage of teachers.

The teaching learning materials and infrastructure are inadequate .The ratio of the materials to the number of learners is not equal .The classrooms are congested due to the high number of learners

Parents are not fully cooperating and supporting the new curriculum as they refer it as the most expensive curriculum compared to the 8.4.4 system .The parents have no knowledge about the new curriculum

5.4.Recommendations of the Study

From the conclusions presented above ,the following recommendation are made

The government through the ministry of education should provide adequate teaching learning materials and ensure the schools have enough infrastructures through construction of more classrooms to curb congestion ,laboratories and ICT

The KICD should design a well detailed and simple syllabus of each subject independently and not merge two subjects as one learning area

The government through the ministry of education should organise seminars in the communities for parents to be taught on their roles and how the new curriculum is beneficial to their children so that they can provide the school with the needed learning materials

The ministry of education through the TSC should employ more teacher and organise more workshops for them to be fully trained .The teachers should be allowed to teach in the learning areas of their specialization

The government through the ministry of education should make arrangements for continuous actions research to enhance improvement in the CBC

5.5 Recommendation for Further studies

A study on challenges facing students in the adaption of the competency based curriculum

A similar research can be conducted in other counties in kenya to ascertain the findings of the research

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APPENDICES

APPENDIX I: QUESTIONNAIRE

Teachers questionnaire

n the questionnaire honestly.All responses will be treated with confidentiality

Please tick where possible

Section A:Background information

1.What is your gender ?

Male (). Female ()

2.What is your age bracket ?

20-30(). 31-40(). 41-50(). Above 50 ()

3.What is your level of education?

Masters ()

BED ()

Bachelor degree ()

Diploma ()

4.What category of school are you currently teaching in ?

Private ()

Public ()

SECTION B :UNDERSTANDING AWARENESS

1.Are you completely aware with CBC?

2.How would you describe your understanding of cbc

3. Are there any challenges you personally face as a facilitator of CBC ?

If yes ,explain

Section c .physical infrastructure

What is your level of agreement with the following statements that relate with the physical infrastructure and effectiveness of CBC ? Use a scale of 1-5 with 1 representing strongly disagree,2 rep disagree ,3 rep undecided ,4 rep agree and 5 rep strongly agree

Description	5	4	3	2	1
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There is adequate instructional materials for teachers					
There is adequate learning materials for learners					
There is adequate facilities such as laboratories ,internet					
The school has adequate classroom ,desks					
The school has enough fields for physical activities					

Section D .Teachers preparedness and readiness

What is your level of agreement with the following statements that relate with the physical infrastructure and effectiveness of CBC ? Use a scale of 1-5 with 1 representing strongly disagree,2 rep disagree ,3 rep undecided ,4 rep agree and 5 rep strongly agree

Knowledge on CBC	5	4	3	2	1
I am completely aware of cbc(competencies)					
I am confused by the new terminology of cbc(merging learning areas					
My knowledge for cbc is good					
My knowledge for assessment					

techniques is good					
The learners are having challenges adapting to the new curriculum					
Parents are supportive of the new curriculum and fully cooperating					
I am fully trained and prepared for facilitating CBC					

Section E.suggestions and recommendation

What kind of support or resources do you believe would help to overcome tje challenges of cbc?Give a suggestion for each

a)ministry of education

b)headteachers

c)teachers

d)parents

OBSERVATION CHECKLIST

1.Are there enough books for both teachers and learners?

2.Does the schools have necessary infrastructure

Classrooms

Desks

Laboratories

Computers

Internet

3. Does the school have many or few learners
4. What is the maximum workload of the teachers
5. How many teachers are in a school teaching JSS