

TEACHER PREPAREDNESS AND IMPLEMENTATION OF COMPETENCY BASED CURRICULUM IN JUNIOR SCHOOLS IN MARSABIT COUNTY, KENYA

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ABSTRACT

The Competency-Based Curriculum (CBC) implementation in Kenyan Junior Secondary Schools (JSS) represents a major educational transformation because it replaces traditional content-based teaching methods with a system that prioritizes student competencies and the development of practical abilities. The study investigated how teacher preparedness in terms of teacher training, teaching resources, teachers' lesson planning practices and teachers' professional development programs impacts CBC implementation in Marsabit County Junior Secondary Schools. The study used Curriculum Implementation Theory and Constructivism Theory as its foundational research framework. The researchers used a descriptive study design, which focused on 362 teachers and five education directors who worked to implement the CBC in Junior Schools (JSS) across Marsabit County. The study involved 198 respondents who provided data through structured questionnaires and interview guides. The researchers used structured questionnaires and an interview guide to collect primary data. The researchers analyzed questionnaire data through descriptive and inferential statistics. The researchers used thematic analysis to examine all interview responses that school administrators provided. The study found that teachers have succeeded in adopting learner-centered teaching methods, and they worked hard to create their lesson plans, while they face multiple administrative duties and lack vital physical and digital resources. The strong predictive power of lesson planning and initial training shows that the teaching workforce needs to handle all curriculum operational needs, because government organizations fail to provide sufficient teaching materials and ongoing training support. The study recommended that the Ministry of Education and the Teachers Service Commission implement a mentorship program that starts in schools and clusters instead of their current training method, which requires all educators to attend single training events.

Keywords: CBC Implementation, Teacher preparedness, Teacher Training, Teaching Resources, Teachers' Lesson Planning Practices, Teachers' Professional Development Programs.

INTRODUCTION

Curriculum reform has become a central strategy through which education systems respond to changing social, economic, and labour-market demands. A curriculum provides the planned sequence of knowledge and skills that learners are expected to acquire in school (UNESCO, 2018). Curriculum reform has moved beyond content coverage and examination preparation toward competency-based approaches that emphasize the application of knowledge, critical thinking, collaboration, creativity, communication, and problem solving. This global shift reflects the expectation that schooling should prepare learners not only to pass examinations but also to participate productively in changing communities and economies.

Teacher preparedness is widely recognized as a decisive condition for successful curriculum implementation. Preparedness involves teachers' training, pedagogical competence, lesson planning, assessment literacy, and access to appropriate teaching and learning resources. Evidence from education systems in the United States and Australia shows that teachers who receive sustained professional development and institutional support are better positioned to interpret curriculum reforms, apply learner-centred pedagogies, and improve learning outcomes (Darling-Hammond et al., 2017; Kraft & Papay, 2019; AITSL, 2021). However, curriculum implementation is often uneven, where teachers have limited preparation, where resources are inadequate, or where schools operate in disadvantaged rural contexts (Lamb et al., 2020; Podolsky et al., 2022). These concerns are particularly relevant to competency-based reforms because such reforms require teachers to shift from transmission-based instruction to facilitation, formative assessment, differentiated learning, and practical demonstration of competencies.

African experiences with competency-based curriculum reforms similarly show that policy ambition does not automatically translate into classroom practice. In Morocco, weak alignment between school levels, financial limitations, and limited institutional support constrained the implementation of ability-based education (Cisneros-Chernour, Cisneros, & Moreno, 2014). In South Africa, competency-oriented reforms under the Curriculum and Assessment Policy Statement have promoted learner-centred instruction and practical skill development, yet implementation has been affected by insufficient teacher preparation and disparities in school resources, especially between urban and rural areas (DBE, 2021; Maree, 2022; Spaull & Jansen, 2019). Rwanda's Competency-Based Curriculum, introduced in 2015, has also emphasized innovation, entrepreneurship, and problem solving, but rural schools continue to face challenges linked to infrastructure, materials, and uneven teacher readiness (Ministry of Education, 2019; Nsengiyumva & Uwizeye, 2021; Nizeyimana et al., 2022). These examples suggest that teacher capacity and resource availability remain central to the success of curriculum reform.

Kenya introduced the Competency-Based Curriculum in 2017 to replace the 8-4-4 system, which had been criticized for its examination orientation and limited emphasis on practical skills. Developed through the Kenya Institute of Curriculum Development, CBC seeks to nurture learners' competencies progressively from early years education through secondary schooling (KICD, 2017; Gikandi, 2020). Its purpose is to develop well-rounded learners capable of critical thinking, creativity, collaboration, communication, innovation, and responsible participation in society (Njoroge, 2021). CBC also promotes formative assessment and flexible learning pathways intended to respond to learners' diverse abilities and contexts (Kaimenyi & Muli, 2020; Odinga, 2022). Despite this promise, implementation has faced persistent concerns regarding teacher training, teaching resources, lesson preparation, assessment practices, and consistency of classroom application, particularly in remote and underserved areas (Kamau & Mugo, 2022; Ochieng, 2023; Oduor, 2024).

The implementation of CBC in Junior Schools has intensified these concerns because teachers are expected to translate competency-based principles into subject instruction, practical activities, assessment tasks, and learner support. Existing Kenyan studies have identified teacher training gaps, resource shortages, and the importance of

lesson planning in CBC implementation, but many have focused on general national challenges or better-resourced contexts (Waweru, 2021; Ndegwa & Kariuki, 2022; Kibet et al., 2023). Less attention has been given to how teacher training, resource availability, lesson planning, and professional development jointly influence CBC implementation in marginalized counties. Marsabit County presents a context because schools operate within infrastructural, economic, geographical, and cultural constraints that may affect both teacher preparedness and curriculum delivery. This study, therefore, examines the effect of teacher training, availability of teaching resources, teachers' lesson planning, and professional development programmes on the implementation of CBC in Junior Schools in Marsabit County.

LITERATURE REVIEW

Empirical Review

The empirical literature on the implementation of the Competency-Based Curriculum (CBC) in Kenya shows that teacher preparedness, teaching resources, lesson planning, and professional development remain central determinants of curriculum success. Existing studies indicate that CBC requires more than policy adoption; it depends on teachers' ability to translate competency-based principles into learner-centred instruction, formative assessment, practical activities, and effective classroom support. Abdullahi (2019), for instance, found that although most public pre-primary teachers in Garissa Sub-County had general teaching qualifications, 68% had not received training on the new curriculum. The study also reported inadequate instructional resources, including limited digital equipment. While the findings are useful, the focus on pre-primary schools leaves a gap concerning Junior Secondary Schools, where CBC implementation requires advanced resources, subject-specific planning, and broader assessment strategies.

Similarly, Mogere and Mbataru (2023) established that CBC training, learning resources, parental participation, and school leadership influenced CBC adoption in public primary schools in Starehe District, Nairobi County. Their findings confirm that implementation is shaped by both teacher-related and institutional factors. However, the Nairobi setting differs from Marsabit County in terms of infrastructure, geography, and school conditions. Ngeno (2023) also found a statistically significant positive relationship between teacher training and CBC implementation among public primary school teachers, with stronger implementation among trained teachers. Ondimu (2018) reached a related conclusion in private preschools in Dagoretti North, where limited exposure to CBC in-service training affected teachers' ability to use assessment rubrics effectively. Together, these studies show that training improves teacher readiness, but they do not sufficiently address Junior Secondary Schools in remote counties.

The availability of teaching resources is another major theme in the reviewed literature. Too, Kipkoech and Keter (2024) found significant infrastructure and resource gaps in public primary schools in Baringo County, including inadequate classrooms, laboratories, outdoor play areas, and subject resources. Maiyuria, Mackatiani, and Gakunga (2024) also reported that public primary schools experienced more severe facility and resource shortages than private schools. Mwita, Yambo, and Onyango (2022) further demonstrated that the adequacy of teaching and learning resources had a positive and significant relationship with CBC implementation among Grade 1 to 3 teachers in Migori County. Abuko (2023) added that learning materials, formative assessment, and learner-centred methods influenced learning outcomes in lower primary schools. These studies confirm the role of resources, but most focus on lower or primary levels rather than Junior Secondary Schools, where laboratories, curriculum designs, textbooks, digital tools, and assessment materials are especially important.

Lesson planning also emerges as an important but less directly examined factor. Chemagosi (2020) found that teacher readiness influenced CBC implementation in public primary schools in Kilifi and Nandi counties. Isaboke,

Mweru, and Wambiri (2021) reported that many pre-primary teachers had not received CBC training, although trained teachers showed stronger implementation skills. Koskei and Chepchumba (2020) similarly found that teacher competence affected CBC implementation in lower primary schools in Nakuru County. However, these studies mainly discuss readiness and competence without giving adequate attention to lesson planning as a practical mechanism through which teachers organize activities, align competencies with learning experiences, prepare assessment tasks, and manage classroom delivery.

Professional development further strengthens or limits CBC implementation. Koskei and Chepchumba (2024) emphasized teacher competency in lower primary CBC implementation, while Origa, Kamau, and Wambiya (2023) found that professional development in Homa Bay Town Sub-County was often too brief to prepare teachers adequately. Their study also identified overcrowded classes, inadequate resources, and insufficient training as barriers, despite teachers' positive attitudes toward CBC. Njiru and Odundo (2024), though focused on universities, showed that competency-based approaches can improve engagement, creativity, and practical knowledge application. Overall, the reviewed studies provide strong evidence that teacher training, resources, lesson planning, and professional development shape CBC implementation. Nevertheless, most studies focus on pre-primary, lower primary, primary, urban, or postsecondary settings. This creates a clear research gap on how these factors affect CBC implementation in Junior Secondary Schools in Marsabit County, a marginalized context with distinct infrastructural, economic, geographical, and educational challenges.

Theoretical Review

The current study is anchored on Curriculum Implementation Theory and Vygotsky's Constructivism Theory. The Curriculum Implementation Theory and Vygotsky's Constructivism Theory are relevant to the current study because they explain how teacher-related and school-based conditions influence the implementation of the Competency-Based Curriculum (CBC) in Junior Secondary Schools in Marsabit County. Curriculum Implementation Theory, developed by Rogan and Aldous (2005), directly applies to the study because it views curriculum implementation as a practical process shaped by teacher competence, resource availability, institutional support, and the ability of schools to adapt curriculum demands to local conditions. This makes the theory suitable for examining teacher training, teaching resources, lesson planning, and professional development as key variables affecting CBC implementation. In the current study, teacher training is relevant because CBC requires teachers to shift from content-based teaching to competency-based instruction. Therefore, teachers need adequate preparation to interpret curriculum designs, select learner-centred methods, and assess competencies effectively.

The theory also supports the variable of teaching resource availability because CBC cannot be implemented effectively where schools lack textbooks, digital tools, laboratories, practical materials, and assessment resources. In Marsabit County, where schools may face infrastructural and geographical challenges, the theory helps explain why resource gaps can weaken curriculum delivery. Lesson planning is also linked to this theory because curriculum implementation depends on how teachers organize learning activities, align objectives with competencies, and prepare assessment tasks. Professional development is equally relevant because it strengthens teachers' capacity to adjust to curriculum changes over time.

Vygotsky's Constructivist Theory is also relevant because CBC emphasizes learner-centred, interactive, and practical learning. The theory explains that learners construct knowledge through social interaction, guidance, collaboration, and scaffolding. This applies to CBC because teachers are expected to guide learners through activities that develop problem-solving, communication, creativity, and critical thinking. The theory is especially relevant to professional development because teachers require continuous training to use collaborative learning, scaffolding, inclusive methods, and culturally responsive teaching. It also supports lesson planning because

teachers must design activities that move learners from assisted performance to independent competence. In Marsabit County, Vygotsky's emphasis on cultural context is important because CBC lessons should connect learning to learners' lived experiences. Together, the two theories provide a strong foundation for examining how teacher preparation, resources, planning, and professional development influence CBC implementation.

Figure 1 shows the study's conceptual framework.

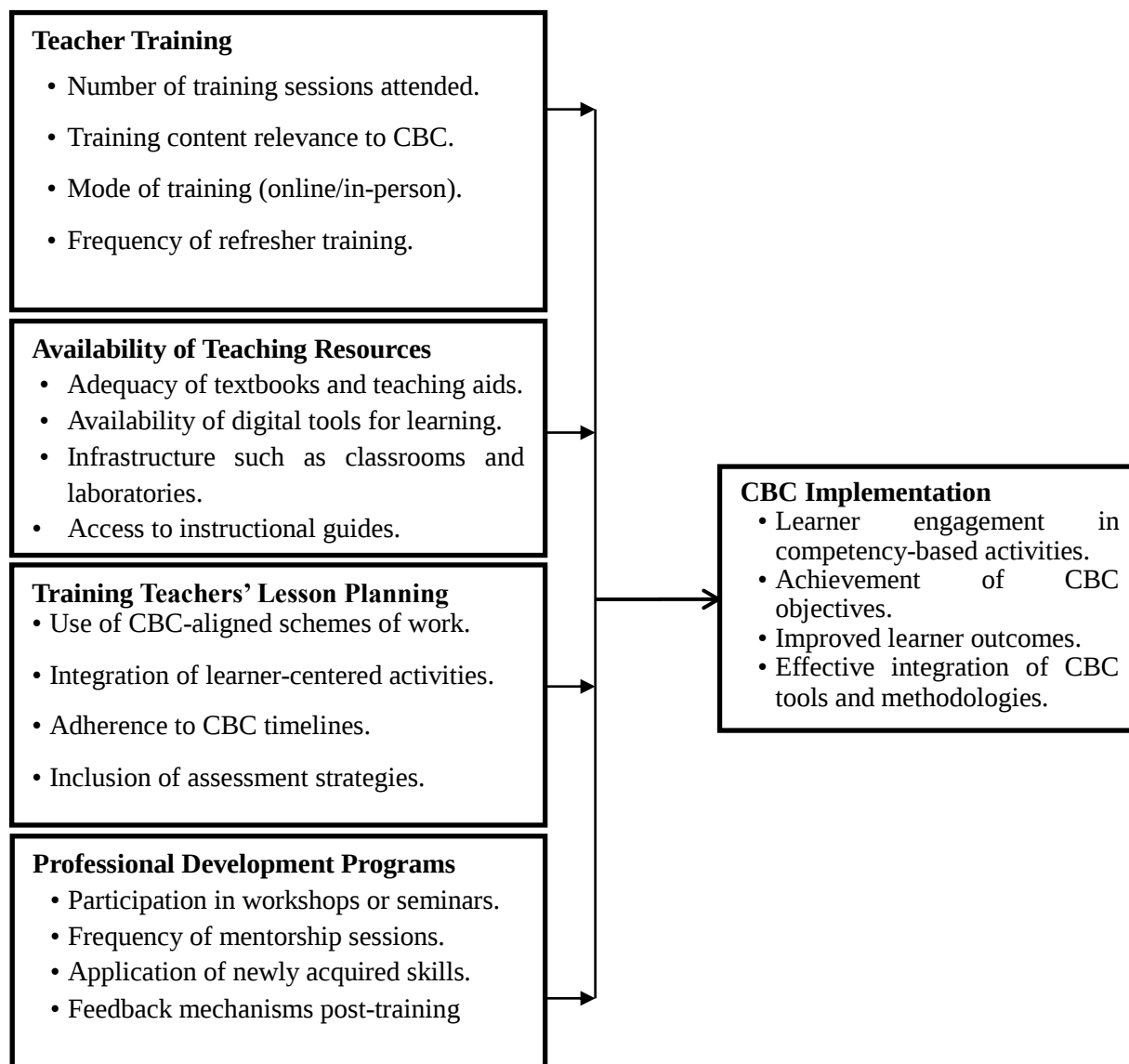


Figure 1: Conceptual Framework

METHODOLOGY

The research used a descriptive survey method to study how teacher readiness affects the implementation of CBC programs in Junior Secondary Schools. Questionnaires were distributed to 196 sampled teachers out of a total of 362 in Junior Schools across the County, while all five directors of education were interviewed. Descriptive statistics were used to analyze quantitative data collected from the questionnaires, especially the mean and the standard deviation. Inferential statistics was employed in identifying underlying patterns and determining relationships among variables in the wider population. The researchers used SPSS (Statistical Package for the

Social Sciences) to perform correlation and regression analysis as their inferential analysis method because they wanted to study how teacher preparedness factors linked to the successful implementation of CBC. The model was specified as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$$

Where Y = CBC Implementation, X1 – Teacher Training, X2 – Lesson Planning, X3 – Teaching Resources, and X4 – Professional Development, and ϵ was the error term.

Thematic analysis enabled the researcher to conduct an in-depth analysis of qualitative responses through the creation of thematic elements, which described the difficulties and methods used to execute CBC.

FINDINGS AND DISCUSSION

These findings are based on 191 questionnaire responses by teachers and the five interviews conducted with directors of education. Descriptive and inferential statistics are presented and discussed.

Descriptive Analysis

The first objective of this study was to assess the effect of teacher training on the implementation of the CBC in Junior Schools in Marsabit County. Teacher training serves as the foundational pillar for any pedagogical shift, as it equips educators with the necessary conceptual understanding and practical skills to navigate a new curriculum. To achieve this objective, the researcher used a series of eight statements which participants evaluated through a 5-point Likert scale that ranged from Strongly Disagree (1) to Strongly Agree (5). The analysis used descriptive statistics to display response distribution through percentage frequencies and to calculate the central tendency of agreement for each statement through mean values, and to ascertain participant consensus through standard error measurements, which used standard deviation as a basis.

Table 1: Descriptive Statistics for Teacher Training

Statement on Teacher Training	SA%	A%	N%	D %	SD %	Mean	Std Dev
1. CBC training has improved my ability to deliver CBC content effectively.	6%	22%	21%	33%	18%	3.35	1.18
2. Training programs have adequately prepared me for competency-based assessments.	5%	13%	29%	29%	24%	3.54	1.14
3. The frequency of CBC training sessions is sufficient for skill development.	20%	22%	33%	15%	10%	2.73	1.23
4. Training materials provided are relevant and applicable to CBC teaching.	8%	16%	21%	37%	18%	3.41	1.19
5. CBC training has clarified the goals and objectives of the curriculum.	3%	13%	13%	37%	34%	3.86	1.12
6. The training emphasizes innovative teaching methods aligned with CBC.	5%	16%	20%	33%	26%	3.59	1.18
7. Training sessions provide opportunities for teachers to share experiences.	3%	22%	30%	33%	12%	3.29	1.04
8. I feel confident implementing CBC after attending training sessions.	2%	17%	22%	37%	22%	3.60	1.07
Overall Mean						3.42	

Teachers in the study view training as an effective resource that helps them achieve a better understanding, according to Table 1. Statement 5, which required respondents to explain their understanding of curriculum goals,

received the highest average score of 3.86 because 71 percent of the participants showed agreement with the statement. The training sessions proved their effectiveness because they successfully delivered information about CBC training. The statement about teacher confidence, which required assessment, yielded a mean value of 3.60 with 59 percent agreement from respondents. The two statements show standard deviations of 1.12 and 1.07, which indicate people reached agreement about training programs that provide the necessary skills for their work implementation. The study found a major problem because the programs had insufficient organizational structure and their operational schedule needed improvement. The participants showed the lowest rating for training frequency requirements according to their assessment of Statement 3 about training frequency needs. The sessions received enough participant attendance, according to 42 percent of the participants who disagreed with the statement, while 33 percent of the participants showed no opinion. The statement that teachers made about their training access showed the highest standard deviation of 1.23 because Marsabit teachers from various sub-counties used different methods to evaluate their access to training. The content that users find valuable through Statement 4 shows a mean value of 3.41 because users believe that the model that produces content through the delivery system needs more time to achieve complete skill development.

Teachers assess the technical quality of their training, which includes assessment methods and innovative teaching approaches, according to the results from Statement 2 (Mean = 3.54) and Statement 6 (Mean = 3.59). More than half of the participants confirmed that these subjects received adequate coverage. The results for Statement 1 and Statement 7 showed slightly lower means of 3.35 and 3.29. The results for Statement 7 indicate that 45% of respondents believe sessions enable experience sharing, while 30% of respondents remain neutral because they think the training environment sometimes operates as a top-down system that uses lectures instead of collaborative methods. The objective achieves its mean score of 3.42, which shows moderate success for teacher training programs in Marsabit County.

The current finding that CBC training has significantly clarified the goals and objectives of the curriculum (Mean = 3.86) is consistent with the research conducted by Ondimu (2021). Ondimu discovered that primary school teachers in Kenya used government-led induction programs to learn about the transition from the 8-4-4 system to the 2-6-3-3-3 structure. The current study supports Ondimu's claim that initial training enables educators to understand theoretical concepts, though they face challenges when trying to implement those concepts in real classroom situations. The current study results show that training frequency needs improvement because participants evaluated it with a mean score of 2.73.

Waweru (2018) demonstrated that "one-off" or "crash-program" training systems do not work for complex curriculum transformations, which he described in their research. The study conducted by Waweru showed that teachers in Kenyan schools need ongoing professional development instead of one-time training sessions. The current study found strong disagreements about training frequency needs, which Waweru discovered because teachers in Marsabit and other remote areas require different developmental training than what the current program offers.

The study discovered that teacher confidence in the present study (Mean = 3.60) showed only minor differences when compared to Amutabi's (2019) research results. Amutabi reported that a vast majority of teachers felt "grossly underprepared" and lacked the confidence to implement CBC, citing poor training quality. The current findings from Marsabit County show that teachers have developed better confidence levels than they demonstrated during the initial years of the CBC implementation. The training material quality and focus on innovative teaching methods have developed into better training support systems, which offer more effective assistance than what existed during the first implementation period.

The research conducted by Kinyua (2020) confirmed that training materials showed a relevance rating of 3.41. Kinyua found that the KICD provided appropriate manuals, yet remote areas still faced difficulties accessing these resources. The present research supports Kinyua's findings because the data reveal that materials are seen as relevant, yet their actual use in practice stays at intermediate levels because Junior Schools in Marsabit face obstacles that reach beyond their theoretical content.

The study tested its second objective by assessing how teaching resource availability impacts Junior Schools in Marsabit County through their implementation of the Competency-Based Curriculum system.

Table 2: Descriptive Statistics for Availability of Teaching Resources

Statement on Teaching Resources	SA%	A%	N%	D%	SD%	Mean	S.D.
1. My school provides adequate teaching materials for CBC implementation.	13%	24%	32%	20%	11%	2.92	1.19
2. Digital resources are readily available to support CBC teaching.	39%	27%	17%	7%	10%	2.22	1.31
3. There are sufficient textbooks aligned with CBC in my school.	16%	19%	38%	18%	9%	2.85	1.17
4. Teaching aids for practical lessons are readily accessible.	17%	27%	27%	20%	9%	2.77	1.21
5. The government provides sufficient resources for CBC implementation.	31%	32%	20%	9%	8%	2.31	1.23
6. Inadequate resources hinder the effective delivery of CBC lessons.	5%	4%	10%	40%	41%	4.08	1.06
7. Collaboration with other teachers compensates for limited resources.	14%	23%	34%	19%	10%	2.88	1.17
8. The availability of resources enhances students' understanding of CBC concepts.	2%	9%	8%	45%	36%	4.04	0.99
Overall Mean						3.01	

Table 2 shows that schools have a considerable shortage of essential resources that people believe should be present. The highest average value of 4.08 occurred when research assessed whether insufficient resources restricted teachers from delivering their lessons. The statement received agreement from 81% of the respondents who selected agree or strongly agree, which shows that educators experience widespread frustration. The statement received agreement from 81% of teachers who believe that resource availability directly affects student learning, according to Statement 8, which has a mean score of 4.04. The two statements show low standard deviations because they have values of 1.06 and 0.99, which demonstrates that people who took the survey believe that missing materials is the main challenge that affects educational achievement.

The data for Statements 2 and 5 shows that essential systems of the organization have major operational defects. The digital resource availability at schools has a very low average value of 2.22 according to Statement 2 because 66% of teachers at the school doubted that digital resources were accessible. This matter holds high importance because the CBC requires schools to teach students about digital literacy. The government support received a negative assessment from respondents who rated it at 2.31 according to Statement 5 because 63% of the respondents found state resource distribution to be inadequate. The high standard deviations here (1.31 and 1.23) reflect varying levels of deprivation, but the overall trend shows that schools in Marsabit County receive insufficient external assistance.

The assessment of basic materials, which includes textbooks (Statement 3) and practical aids (Statement 4), shows results below the neutral midpoint because textbooks received a mean score of 2.85 and practical aids received a mean score of 2.77. Only 27% of teachers agreed that they have enough textbooks, while a large plurality (38%)

remained neutral, perhaps indicating inconsistent supply chains where some subjects are better catered for than others. Peer collaboration (Statement 7, Mean = 2.88) serves as a minor mitigating factor because teachers need more than teamwork to substitute for missing physical materials. The overall mean for this objective is 3.01, which establishes resource availability at a critical "Neutral-to-Low" level that endangers the curriculum's future sustainability. The research conducted by Momanyi and Gichobi (2020) shows that digital resources in Marsabit County are extremely deficient, which leads to the result of Mean = 2.22. The study analyzed by them recognized that rural and marginalized areas required electricity, devices, and internet access in order to implement the curriculum's ICT integration pillar. The current study agrees with Momanyi and Gichobi, confirming that for remote regions like Marsabit, the digital expectations of the CBC remain largely unfulfilled.

The research findings about government resource allocation (Mean value of 2.31) matched the results that Sifuna and Obonyo (2019) observed. The Kenyan government implemented CBC through a "top-down" system, which required schools to follow directives, yet did not provide extra funding for building projects and educational resources. The study results showed that researchers disagreed about government assistance because they wanted to prove Sifuna and Obonyo's point that the government created a resource shortage, which forced schools and their students to implement programs without proper support.

The current study results show complete agreement with Njeng'ere's (2017) study about how lesson delivery depends on available resources, which are needed for educational purposes (Mean = 4.08). Njeng'ere stated that any competency-based system requires educational institutions to replace "chalk and talk" teaching methods with "hands-on" learning, which needs proper teaching tools. The research study shows a high average score for this statement, which proves that teachers will return to outdated teaching methods because schools have not provided them with essential resources, according to the results of the study.

The finding about insufficient textbooks (Mean = 2.85) shows a slight difference from the Ministry of Education (2023) official reports, which stated that schools had achieved a 1:1 student-to-textbook ratio in most parts of the country. The current research results contradict national statistics, which show that Marsabit County has experienced successful distribution of educational materials to distant schools, according to reports. This discrepancy highlights the unique challenges of educational logistics in arid and semi-arid lands (ASAL) compared to more urbanized or central regions of Kenya.

The third objective of the study examined the effect of teachers' lesson planning on the implementation of CBC in Junior Schools in Marsabit County. The research team conducted a study that examined how teachers created their lesson plans for Competency-Based Curriculum (CBC) implementation in Junior Schools throughout Marsabit County. According to CBC requirements, lesson planning functions as an administrative task, but it serves as the fundamental teaching structure that determines whether teachers guide their classes or students learn through self-directed study. The teachers evaluated eight statements that demonstrated their planning practices, the obstacles they face, and the assistance they receive. Table 3 offers a descriptive explanation of how teachers in Marsabit County fulfill the demanding planning requirements of the new curriculum.

Table 3: Lesson Planning

Statements on Lesson Planning	SA%	A%	N%	D%	SD%	Mean	S.D
1. I develop lesson plans that align with CBC requirements.	4%	14%	17%	43%	22%	3.65	1.10
2. Lesson planning has become more time-consuming under CBC.	3%	1%	5%	36%	55%	4.39	0.87
3. The lesson plans emphasize learner-centered approaches.	2%	6%	26%	45%	21%	3.77	0.92
4. Planning includes practical activities to enhance student skills.	11%	11%	31%	26%	21%	3.35	1.24
5. Lesson plans incorporate formative assessment strategies.	6%	11%	15%	49%	19%	3.64	1.10
6. I face challenges adapting lesson plans to CBC requirements.	3%	11%	10%	46%	30%	3.89	1.05
7. Peer collaboration supports effective lesson planning for CBC.	9%	13%	35%	23%	20%	3.32	1.20
8. I receive adequate guidance in lesson planning for CBC.	17%	34%	18%	19%	12%	2.75	1.28
Overall Mean						3.60	

The data presented in Table 3 demonstrates that teacher workload and teaching methods experienced a substantial transformation under the CBC framework. The statement that identified lesson planning as requiring additional time for implementation received the highest agreement rate among participants, who assigned a mean score of 4.39 to this statement. A combined 91% of respondents agreed or strongly agreed with this, and the low standard deviation of 0.87 points to a near-universal experience among teachers in Marsabit regarding the increased administrative and creative demands of the new curriculum. The teachers who completed Statement 6 confirmed that their time requirements matched their task difficulties, because 76% of them reported encountering problems with their planning process for CBC implementation, according to the mean score of 3.89. Teachers face multiple challenges, but they are gradually moving toward implementing the essential principles established by the curriculum. The mean score of 3.77 for Statement 3, which presents information about learner-centered approaches, received agreement from 66% of the people who participated in the research study. The mean score of 3.64 for Statement 5, which demonstrated formative assessment strategies, requires teachers to implement formative assessment strategies that function as essential components of CBC. The teachers successfully implemented the required curricular pedagogical changes because they experienced schoolwide implementation of CBC barriers, which they considered to be their primary challenge, and they achieved this through their current ability to transform their lesson plans into CBC formats (Statement 1, Mean = 3.65).

The most significant problem emerges from the data because institutions fail to provide the necessary support. The measurement of Statement 8, which assessed lesson planning guidance, received the lowest value of 2.75. The data shows a major "support gap" because 51% of respondents declined to agree that they received adequate assistance. The school employs peer collaboration as a second support system, which functions under Statement 7 with a Mean value of 3.32. The high standard deviation for guidance (1.28) shows that teachers receive support in different ways depending on their particular school leadership, rather than using a county-level support system, which provides consistent backing for all teachers. The finding that lesson planning requires more time to complete (Mean = 4.39) matches the results of Mukhwana's (2020) research, which compared the teacher workload between the 8-4-4 and CBC educational systems. Mukhwana demonstrated that teachers face a "workload crisis" because schools now demand them to create exact lesson plans which match their teaching

competencies when class sizes remain high. The current study concurs with Mukhwana, highlighting that the increased time spent on paperwork, while educationally sound in theory, is a major source of stress for educators in Marsabit County.

The research proves that teachers effectively moved their teaching methods to learner-centered approaches while they developed formative assessment methods, which resulted in their assessment of Mean values of 3.77 and 3.64. The research conducted by Otieno examined classroom methods used by Kenyan teachers who worked in resource-deficient environments to demonstrate their high capacity for "pedagogical resilience," which they used to adopt new educational planning tools after they understood their curriculum objectives. The current study agrees with Otieno because it proves that teachers in schools modify their teaching methods to promote student engagement through active learning activities instead of using traditional memorization methods, which require administrative approval to implement.

Ngware (2022) established that lack of guidance has a direct impact on the study results, which showed a Mean value of 2.75. According to Ngware, teachers working in remote areas of Kenya face challenges because they must independently interpret complicated curriculum circulars due to insufficient oversight from Quality Assurance and Standards Officers (QASO). The current study confirms Ngware's observation that schools experience a "guidance vacuum," which forces teachers to depend on their informal peer networks instead of formal professional oversight. This explains the guidance variable, which shows a high standard deviation.

The research shows that teachers need assistance to create lesson adaptations because their working conditions earn a rating of 3.89. Teachers found the adaptation process to be easy because KICD provided them with pre-designed templates, according to the report by Kariuki. The evidence shows that Kariuki's earlier report found that the curriculum development process, which advanced into advanced Junior School requirements, made the initial templates inadequate to support effective planning because teachers encountered more difficulties based on the results of this research study.

The study also investigated how teachers' professional development programs impact their ability to implement the Competency-Based Curriculum in Junior Schools of Marsabit County. Professional development requires teachers to continue their learning process throughout their entire career.

Table 4: Professional Development

Statements on Professional Development	SA%	A%	N%	D%	SD%	Mean	S.D.
1. Professional development sessions address challenges in CBC teaching.	9%	27%	28%	24%	12%	3.03	1.17
2. I regularly attend professional development programs focused on CBC.	10%	17%	44%	16%	13%	3.05	1.12
3. These programs improve my pedagogical skills for CBC implementation.	8%	13%	37%	34%	8%	3.21	1.04
4. There is ongoing support for teachers through professional development.	18%	36%	19%	23%	4%	2.59	1.15
5. I apply knowledge gained from these programs in my teaching.	6%	18%	31%	29%	16%	3.31	1.13
6. Professional development programs emphasize technology integration.	29%	23%	35%	12%	1%	2.33	1.05
7. Rural teachers have equal access to professional development opportunities.	46%	33%	10%	7%	4%	1.90	1.10
8. Continuous training helps me stay updated on CBC implementation trends.	9%	18%	24%	32%	17%	3.30	1.21
Overall Mean						2.84	

The professional development system in Marsabit County shows major structural problems according to the information found in Table 4. The assessment of statement 7, which evaluated equal access for rural teachers, resulted in the lowest average score of 1.90 for the entire research study. The statement received overwhelming rejection from 79% of respondents who disagreed or strongly disagreed with it, while only 11% of respondents believed they had fair access to the service. The low Standard Dev of 1.10 confirms a broad consensus among teachers that geography remains a profound barrier to their professional growth. The situation worsens because of Statement 6, which shows that 52% of teachers believe the PD programs fail to provide adequate training on technology integration, which represents a fundamental requirement of CBC. Statement 4 indicates that 54% of teachers do not receive continuous support because of their low rating of 2.59. The neutral sentiment in Statement 2 shows that 44% of participants maintain a neutral opinion about program attendance because they find it hard to attend events that their organizations do not schedule and which require them to travel from their homes in the county. The findings present a picture of a system that currently exists in a state of crisis because it can no longer maintain the professional energy that its teachers possess.

The respondents acknowledge that the knowledge they receive possesses value despite the access and resource challenges they face. Teachers understand that learning requires ongoing development, and their research shows that teachers who studied in Statements 5 and 8 created positive assessment results. The content quality does not drive learning problems because participants showed between 50 and 50 percent agreement that programs help them develop new abilities. The professional development programs show their weakest point through their average score of 2.84, which represents the weakest link in CBC implementation throughout the region. The finding that rural teachers lack equal access to professional development (Mean = 1.90) is in complete agreement with the work of Oduor (2020). Oduor's research on teacher equity in Kenya showed that professional development models operate through urban centers, which effectively make it impossible for teachers in Arid and Semi-Arid Lands (ASAL) to access training. The current study concurs with Oduor because the centralization of opportunity creates a professional plateau for teachers in Marsabit who need to access learning networks to advance their careers.

The studies of Musyoka and Githua (2021) show that current research findings about PD technology integration, which received a score of 2.33, match their study results. The Kenyan government has distributed digital devices to schools, according to its report. The training program needs to provide educators with "pedagogical technology training," which will enable them to use devices for CBC-based instruction. The current study agrees with Musyoka and Githua, noting that without this specific technical training, digital tools remain underutilized assets in the classroom. The finding that teachers want to use what they learned in PD despite facing access difficulties, which received a score of 3.31, matched the findings of Kithaka's research from 2019. Kithaka emphasized that Kenyan teachers have "intrinsic motivation" because they pursue personal development opportunities that government entities fail to offer. The current study agrees with Kithaka's observation that teachers maintain strong professional dedication to their work even when institutions stop providing support. This study shows that teachers need to modify their teaching methods because they lack institutional support for curriculum development.

The study results show that teachers need permanent assistance, which results in a mean score of 2.59, which conflicts with the statements made by the Teachers Service Commission (TSC) in their annual report on Teacher Professional Development (TPD) from 2022. The TSC report claimed that the rollout of TPD modules has been effective nationwide. The current study disagrees with this assertion because Marsabit County teachers view these modules as unhelpful and untrustworthy for their actual teaching situations. The module rollout process shows

incomplete execution because the system failed to provide operational services in remote counties despite all documentation being finished.

The final section of the study analyzed the overall effectiveness of CBC implementation in Junior Schools in Marsabit County, which served as the dependent variable. The research team used six effectiveness statements to evaluate student engagement, practical skill demonstration, individualized learning, and stakeholder collaboration. The analysis provides a critical look at whether the curriculum's core promises are being fulfilled on the ground.

Table 5: CBC Implementation in Junior Schools

Statements on Professional Development	SA%	A%	N%	D%	SD%	Mean	S.D.
1. CBC implementation has improved student engagement in learning.	7%	16%	21%	37%	19%	3.45	1.18
2. Students demonstrate practical skills as intended by CBC.	8%	17%	19%	32%	24%	3.47	1.25
3. CBC allows for a more individualized learning approach.	13%	13%	35%	31%	8%	3.08	1.13
4. The curriculum addresses the diverse needs of learners effectively.	19%	27%	36%	14%	4%	2.57	1.08
5. CBC implementation has improved my teaching effectiveness.	15%	18%	28%	32%	7%	2.98	1.18
6. Collaboration with stakeholders enhances CBC implementation.	9%	18%	33%	27%	13%	3.17	1.15
Overall Mean						3.12	

The CBC implementation effectiveness study demonstrates "moderate success" because the system fails to meet various student requirements, which prevents students from achieving their expected behavioral improvements. The respondents showed their actual skill levels through practical skill demonstration, which received Statement 2, the highest mean score of 3.47. The first statement achieved a mean score of 3.45, which shows that 56% of teachers reported better student participation. The students show active classroom participation because their standard deviations of 1.25 and 1.18 show that they interact with the curriculum material. The analysis shows major problems that exist for CBC to reach its "inclusivity" objective. The lowest average score of 2.57 occurred for Statement 4, which measured the curriculum's effectiveness in fulfilling the learning needs of various student groups. Nearly half (46%) of the teachers disagreed or strongly disagreed that the curriculum effectively addresses diversity, while 36% remained neutral. The finding shows that average student engagement increases, but students with special requirements and those facing extreme economic challenges in Marsabit will experience educational difficulties. The perceived lack of inclusivity appears again in Statement 3 (Mean = 3.08), which shows that 35% of respondents stayed neutral about the actual nature of the personalized approach.

The teacher's self-assessment of their teaching abilities (Statement 5) shows a value of 2.98, which exists between neutral and effectiveness assessment through specific curriculum elements. The research shows that educator professional satisfaction declines because resource shortages and planning demands create "implementation stress," according to the analysis from earlier sections. The collaboration with stakeholders (Statement 6, Mean = 3.17) demonstrates moderate agreement, which shows that both parents and community members participate, but the partnership lacks sufficient strength to overcome implementation obstacles. The implementation effectiveness assessment shows an overall average score of 3.12, which indicates that student outcomes show promise, but their sustainability and inclusivity remain uncertain during this transitional period.

The finding that CBC has improved student engagement (Mean = 3.45) is consistent with the research of Muricho and Chang'ach (2022). The researchers demonstrated that student interest and participation rates increase when education moves from teacher-centered methods to learner-centered approaches. The current study agrees with Muricho and Chang'ach, as Marsabit data shows that students respond better to their active classroom responsibilities than they did under the previous 8-4-4 system.

The current study identified practical skills demonstration results that reached a score of 3.47 and matched the findings of Akala (2021). Kenyan schools train students in competencies through their curriculum, which teachers teach by demonstrating practical work. The current study exists to prove Akala's theory that educational standards produce positive results for students who live in areas with limited resources and their educational facilities. The finding that the curriculum fails to meet different student requirements (Mean = 2.57) confirms the problems UNESCO (2021) identified about CBC implementation in developing countries. UNESCO reported that competency-based education systems create disadvantages for students who come from marginalized backgrounds because they need local content and specific resources to succeed. The research results support UNESCO's claim, which shows that Marsabit County implemented a "one-size-fits-all" educational model that failed to address the specific cultural and economic differences in the area.

The research results about teacher effectiveness showed an average score of 2.98, which differs from Syomwuo's 2020 study, which found that most teachers became more effective after they implemented CBC. The current study disagrees with Syomwuo's findings, likely because the environmental constraints in Marsabit, which include the severe lack of professional development resources and training facilities, received a rating of 2.84 and 3.01, respectively, and function as "effectiveness suppressors." Teachers in urban areas experience empowerment, while ASAL region teachers in Marsabit face structural support limitations that prevent them from achieving their full potential.

Inferential Statistics

The final stage of the statistical analysis involved conducting Pearson correlation and multiple regression analyses to determine the strength, direction, and predictive effect of the independent variables on the implementation of the Competency-Based Curriculum in Junior Schools in Marsabit County.

Table 6: Correlation

Variables	Teacher Training	Teaching Resources	Lesson Planning	Prof. Dev.	CBC Impl.
Teacher Training	1.000				
Teaching Resources	0.411	1.000			
Lesson Planning	0.593	0.426	1.000		
Prof. Development	0.714	0.362	0.441	1.000	
CBC Implementation	0.568	0.519	0.633	0.420	1.000

The correlation matrix shows that all four independent variables have a significant positive relationship with CBC implementation at the 0.01 level of significance. This means that teacher training, teaching resources, teachers' lesson planning, and professional development are all important factors in improving CBC implementation in Junior Schools.

Teachers' lesson planning had the strongest relationship with CBC implementation, with a correlation value of $r = 0.633$. This means that when teachers prepare clear and effective lesson plans, CBC implementation improves. The result suggests that lesson planning is very important because CBC requires teachers to organize learning

activities, prepare suitable assessment methods, and guide learners through practical tasks instead of only delivering content.

Teacher training also had a strong positive relationship with CBC implementation, with a correlation value of $r = 0.568$. This shows that teachers who have received proper training are more likely to understand CBC requirements and apply them effectively in the classroom. Training helps teachers understand how to use learner-centred methods, assess competencies, and manage curriculum activities.

Teaching resources had a moderate positive relationship with CBC implementation, with a correlation value of $r = 0.519$. This means that the availability of teaching and learning materials supports CBC implementation. However, resources alone may not be enough. They become more useful when teachers are well-trained and able to plan lessons effectively.

Professional development had a moderate positive relationship with CBC implementation, with a correlation value of $r = 0.420$. Although this was the weakest relationship among the four variables, it still shows that continuous teacher development contributes to CBC implementation. The lower correlation may suggest that teachers in Marsabit County have limited access to regular professional development opportunities.

Overall, the results show that improving any of the four areas can support better CBC implementation. However, lesson planning and teacher training appear to have the greatest influence. This means that schools and education stakeholders should give more attention to strengthening teachers' planning skills, improving training, providing adequate resources, and increasing access to professional development programmes.

Table 7 presents the model summary for the multiple regression analysis.

Table 7: Model Summary

Model	R	R Square	Adjusted R-Square	Std. Error of Estimate
1	0.715	0.511	0.490	0.656

The model summary shows that the four independent variables jointly explained 51.1% of the variation in CBC implementation, as shown by the R Square value of 0.511. This means that teacher training, teaching resources, lesson planning, and professional development account for slightly more than half of the changes observed in CBC implementation in Junior Schools in Marsabit County. The remaining 48.9% may be explained by other factors not included in the model, such as school leadership, parental involvement, learner characteristics, infrastructure, government support, or community-related factors.

The ANOVA results in Table 8 tested the overall significance of the regression model.

Table 8: ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	42.675	4	10.669	24.795	.000
Residual	40.877	95	0.430		
Total	83.552	99			

The ANOVA results show that the regression model was statistically significant, $F(4, 95) = 24.795$, $p < 0.001$. This means that the four independent variables jointly had a significant effect on CBC implementation. Therefore, the model was suitable for explaining how teacher training, teaching resources, lesson planning, and professional development influence CBC implementation in Junior Schools in Marsabit County.

Table 9 presents the individual contribution of each teacher preparedness variable to CBC implementation in Junior Schools in Marsabit County.

Table 9: Regression Coefficients

Variable	B (Unstandardized)	Std. Error	Beta (Standardized)	t-value	Sig.
(Constant)	0.190	0.290		0.655	.514
Teacher Training	0.232	0.108	0.247	2.146	.034
Teaching Resources	0.289	0.090	0.261	3.199	.002
Lesson Planning	0.361	0.087	0.384	4.171	.000
Prof. Development	-0.018	0.098	-0.019	-0.189	.851

Based on the unstandardized coefficients (B), the regression equation was:

$$Y = 0.190 + 0.232X_1 + 0.289X_2 + 0.361X_3 - 0.018X_4$$

Where Y represents CBC implementation, X_1 represents teacher training, X_2 represents teaching resources, X_3 represents teachers' lesson planning, and X_4 represents professional development.

The results show that teachers' lesson planning was the strongest predictor of CBC implementation. It had a standardized beta value of $\beta = 0.384$, $t = 4.171$, and $p < .001$. This means that lesson planning had the greatest effect on CBC implementation compared to the other variables. The unstandardized coefficient of $B = 0.361$ means that when lesson planning improves by one unit, CBC implementation improves by 0.361 units, when the other factors are kept constant. This shows that teachers who prepare lessons well are more likely to implement CBC successfully. Good lesson planning helps teachers organize learning activities, prepare assessment tasks, and guide learners through practical and learner-centred activities. This finding agrees with Jensen et al. (2016), who noted that careful teacher planning improves classroom teaching and learner outcomes.

Teaching resources were the second strongest predictor of CBC implementation. They had a standardized beta value of $\beta = 0.261$, $t = 3.199$, and $p = .002$. The unstandardized coefficient of $B = 0.289$ means that when teaching resources improve by one unit, CBC implementation improves by 0.289 units, when other factors are held constant. This means that textbooks, digital tools, laboratories, practical materials, and other teaching aids are important in supporting CBC implementation. The finding agrees with Odundo and Gunga (2020), who found that teaching aids improve teaching and learning, especially in schools with limited resources. In Marsabit County, this means that providing enough resources can improve the way CBC is implemented.

Teacher training also had a positive and significant effect on CBC implementation. It had a standardized beta value of $\beta = 0.247$, $t = 2.146$, and $p = .034$. The unstandardized coefficient of $B = 0.232$ means that when teacher training improves by one unit, CBC implementation improves by 0.232 units, when other factors are kept constant. This shows that trained teachers are better able to understand CBC requirements and use the right teaching and assessment methods. The finding agrees with Darling-Hammond et al. (2017), who argued that well-prepared teachers are important for better learning and successful curriculum implementation.

Professional development had a negative and insignificant effect on CBC implementation. It had $B = -0.018$, $\beta = -0.019$, $t = -0.189$, and $p = .851$. Since the p-value is greater than 0.05, professional development was not a significant predictor in this model. This means that professional development did not make a clear separate contribution to CBC implementation after teacher training, teaching resources, and lesson planning were considered. This finding differs from Borko (2014), who argued that continuous professional development is important in supporting curriculum reform. The difference may be because professional development

opportunities in Marsabit County are limited, irregular, or not practical enough to strongly affect CBC implementation.

The findings show that lesson planning, teaching resources, and teacher training had a significant effect on CBC implementation in Junior Schools in Marsabit County. Lesson planning had the strongest effect, followed by teaching resources and teacher training. Professional development was not statistically significant in this model. Therefore, CBC implementation in Marsabit County can be improved by supporting teachers to plan lessons better, providing enough teaching resources, strengthening teacher training, and improving the quality and accessibility of professional development programmes.

CONCLUSION AND RECOMMENDATIONS

The implementation of the Competency-Based Curriculum in Junior Schools in Marsabit County is currently in a state of moderate progress, because teachers work with high dedication, while the system faces major operational challenges. The study shows that teachers have succeeded in adopting learner-centered teaching methods, and they worked hard to create their lesson plans, while they face multiple administrative duties and lack vital physical and digital resources. The strong predictive power of lesson planning and initial training shows that the teaching workforce needs to handle all curriculum operational needs, because government organizations fail to provide sufficient teaching materials and ongoing training support.

The sustainability of CBC in this marginalized area depends on creating a solution that connects curriculum requirements with actual conditions in the community. The research shows that "distance barrier" and "digital divide" constitute the main limitations that stop rural teachers from participating in professional development, while they lack essential tools for effective modern teaching. The implementation of educational programs will remain inconsistent until support services are decentralized and resources are allocated equally to all regions, especially to arid and semi-arid areas.

The study therefore recommended that supervisors be trained as workplace coaches, regular micro-learning sessions be introduced, post-training assessments be made compulsory, a clear training policy be developed, and a digital Learning Management System be adopted to support continuous staff development.

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