

INFLUENCE OF CAPACITY BUILDING OF TEACHERS ON IMPLEMENTATION OF COMPETENCY BASED CURRICULUM IN PUBLIC PRIMARY SCHOOLS IN SAMBURU SUB COUNTY, KWALE COUNTY, KENYA

^{1*}Hassan Ndaikwa Mrina, ²Dr. Benson Njoroge & ³Dr. Mary Mugwe Chui

*Email of the corresponding author: mrinahassan@gmail.com

Publication Date: June 2024

ABSTRACT

Purpose of the Study: To establish the influence of capacity building of teachers on implementation of competency-based curriculum in public primary schools in Samburu Sub-County, Kwale County, Kenya.

Statement of the Problem: Capacity building of teachers plays an important role in the implementation of competency-based curriculum (CBC) in primary schools. However, in Samburu Sub-County, implementation of CBC has not been smooth. Many learners in public primary schools' manifest low competencies in key learning CBC learning areas.

Methodology: The research adopted mixed methodology and applied both descriptive and phenomenological research designs. The target population was 4536 respondents which comprised 87 headteachers, 678 teachers, 2 Curriculum Support Officers (CSOs) and 3769 grade three learners from which a sample of 368 respondents was determined using Yamane's Formula. Stratified sampling was used. Questionnaires were used to collect data from teachers whereas interview guides were used to gather data from headteachers and CSOs. There was also an observation checklist for grade three learners and document analysis guide for the researcher. Qualitative data were analyzed thematically and presented in narrative. Quantitative data were analyzed using descriptive statistics and inferentially using Pearson's Product Moment Correlation Analysis. Statistical Package for Social Sciences Version 25 was used.

Findings: The study found that implementation of CBC has faced challenges in public primary schools in Samburu Sub-County. Many teachers are incapable of completing syllabus in time, thus causing low learning competencies among grade III learners. This is attributed to the inability of schools to equip teachers with pre-requisite skills.

Conclusion: The study concludes that the persistent issues in the implementation of the CBC in Samburu Sub-county's public primary schools are multifaceted and deeply rooted. The lack of comprehensive training for all teachers on crucial aspects of the CBC is a major contributing factor to the observed deficiencies in teaching and learning outcomes.

Recommendations: The Ministry of Education should continue with training and re-training of teachers. The Ministry of Education should formulate policy regulations through which different stakeholders can partner with school management to enhance the implementation of competency-based curriculum.

Keywords: *Capacity building of teachers, implementation of competency-based curriculum, public primary schools, Kenya*

INTRODUCTION

Globally, education is considered a key activity aimed at promoting wholistic growth and development of learners and become responsible citizens of their countries. According to United Nations Educational, Scientific and Cultural Organizations (2015), education is regarded as the process through which every society intentionally imparts knowledge, skills and values from generation to generation. To achieve this noble role, different countries in the world continually change their education systems and undertake learner-centered curricula reforms to suit the needs, interests, preferences of learners and to tap on their talents and competencies at any given moment. This has seen many countries across the world adopt competency-based curriculum as a panacea to education challenges.

Bondi and Wiles (2014) define a competency-based curriculum as one that emphasizes the complex outcomes of a learning process, including knowledge, skills, and attitudes to be applied by learners, rather than primarily focusing on what learners are expected to learn in terms of traditionally-defined subject content. Competency-based curriculum is usually designed around a set of key learner competencies that can be cross-curricular or subject-bound. In Finland, for instance, Edinger (2017) asserts that due to the excessive program overload in many educational institutions worldwide, education policymakers decided to push for the formulation of objectives to improve the structure of education. In this respect, therefore, Edinger (2017) posits that proficiency becomes the primary alternative with the focus on a training programme regarding what learners in primary school settings are able to do based on what they were taught over the years.

Bennett, Swanson, Schaefer, and Falbe (2016) emphasize that the implementation of a competency-based curriculum cannot occur without the learner acquiring the planned or intended experiences, knowledge, skills, ideas, and attitudes necessary to function effectively in society. In other words, implementation of CBC entails how officially designed academic programmes are translated by teachers into syllabuses, schemes of work and lessons to be delivered to learners. However, its implementation has not been without its fair share of challenges. In the Latin America, Hanushek and Luque (2018) note that only 23.9% of primary schools have been able to implement CBC with a paltry 20.8% of learners manifesting improved basic numeracy, language and creativity skills. The researchers opine that failure to implement CBC has been attributed to a multiplicity of dynamics including school management dynamics.

This brings into question the ability of schools to equip teachers with skills and competencies through effective capacity building. Capacity building of teachers plays a pivotal role in the successful implementation of competency-based curriculum in schools. Given such an assertion, Armstrong (2011) opines that professional development and capacity building of teachers help them acquire pre-requisite skills to improve their understanding of different aspects which are necessary for new approaches in classroom pedagogy. This indicates that capacity building of teachers must be prioritized so as to make actual curriculum reforms in schooling. With the introduction of CBC, Sturgis and Casey (2018) note that teaching and learning approach totally changed the teachers' role from the monopoly of teacher-centeredness to learner-centeredness.

In a study conducted in Malaysia, Karia and Ahmad (2010) revealed that capacity building of teachers on curriculum implementation skills increase efficiency and competency. In other words, capacity building of teachers can essentially be thought of as a measure of the extent to which the teachers have acquired pre-requisite skills for availability of instructional supervision in school. Stoll, Bolam, and Collarbone (2011) conducted a study in the Netherlands which found that change requires strategic initiatives to improve the capacity building of teachers to expedite the implementation of the curriculum. Stoll et al (2011) revealed that Ministry of Education responded by organizing training courses for teachers for periods ranging between one month, a fortnight or sometimes two months.

In Estonia, Leithwood, Day, Sammons, Harris and Hopkins (2013) found that teachers have to follow a special course to become teachers with at least five years of teaching experience being required coupled with training on teaching approaches. Such teachers must manifest sound cognitive, interpersonal, strategic and emotional intelligence skills for effective curriculum implementation. In other words, teachers need to be well-equipped with necessary skills to undertake their instructional activities more effectively to guarantee smooth implementation of competency-based curriculum in schools. That is, teachers are expected to increase their knowledge as educators and share their knowledge with colleagues. In South Africa, the government has priorities in teachers' training which is centered on the standardization and upgrading of academic qualification, improving administrative experience and providing support. This corroborates that assertions of UNESCO (2015) that training equips teachers with skills necessary to enhance curriculum implementation since, without these skills, many teachers find themselves overwhelmed by the challenging tasks of leadership in schools.

In Rwanda, Rwanda Education Board (REB) (2018) indicates that schools organize training sessions for one hour every Friday to guarantee incessant enhancement of CBC and assurance of success. Trainings are conducted by School Based Mentors and School Based Trainers whom Rwanda Education Board normally trains for this reason. According to REB (2018), the sharing of best practices, successes and lessons learnt between teachers and headteachers, is a real way of dealing with problems surrounding the execution of the CBC methods.

In Kenya, Obuhatsa (2020) notes that capacity building of teachers is regarded as key determinant to successful implementation of CBC in schools and, thus, under CBC, teachers must have in mind the change of responsibilities focused on the relationship built between the curriculum and the pupil during teaching. In Samburu Sub-County in Kwale County, the situation is not different since implementation of CBC is still ineffective with many learners still showing inability to complete tasks, inability to identify problems and solve them, poor communicative competency, lack of creativity, poor team building with peers and low leadership skills. For example, a report by National Assessment System for Monitoring Learning Achievement (NASMLA) (2020) shows that, despite the introduction of CBC in primary schools, its implementation is still at lower levels since only 19.4% of learners in lower primary schools in Samburu Sub-county manifest improved literacy and communicative competency, 11.9% can undertake mathematics activities while only 16.3% have mastered essential life skills such as team building and leadership competencies.

In a study carried out in Kwale County, Mwashashu, Muli and Mwawasi (2020) revealed that training of teachers is crucial since it enables teachers to understand both the philosophy behind any curriculum and how the new programme may impact learners, parents, administrators and other stakeholders. Mwashashu et al (2020) further found that teachers may find the curriculum introduces content with which they are unfamiliar, which they have not taught in a while or is familiar but presented in an unfamiliar way. The study further established that teachers should understand the goals and content of a curriculum document or syllabus well in order to implement it effectively. However, much still needed to be since Mwashashu et al (2020) as well as other reviewed studies have not interrogated how specific skills required by teachers influence the implementation of CBC in primary schools.

STATEMENT OF THE PROBLEM

Competency-based curriculum is important because it benefits learners by tapping on their talents and competencies with the role of capacity building of teachers being paramount. However, in Samburu Sub- County, the situation since implementation of CBC in public primary schools has not been smooth to realize the intended objectives. Many learners in lower public primary schools still manifest low learning outcomes and competencies in number work, language, creativity and essential life skills. As indicated earlier in the background, a report by NASMLA (2020) also found that the implementation of CBC is still at lower levels since only 19.4% of learners in public primary schools in Samburu Sub-county manifest improved communicative competency, only 11.9% can undertake basic number work activities while 16.3% have mastered essential life skills such as team building and leadership competencies. In other words, mastery of concepts in key learning areas among learners in public primary schools is still below expectations. Despite this state of affairs, few empirical studies had interrogated the extent to which capacity building of teachers influence implementation of competency-based curriculum in public primary schools, thus, the study.

OBJECTIVES OF THE STUDY

The study was guided by the following objectives:

- i. To assess the status of the implementation of competency-based curriculum in public primary schools in Samburu Sub-county.
- ii. To examine the influence of capacity building of teachers on implementation of competency-based curriculum in public primary schools in Samburu Sub-county;

THEORETICAL FRAMEWORK

This study was based on the open systems theory which was postulated by Luhmann (2004). According to Luhmann (2004), the theory is applicable in a school set up as an organization in that the school as an open system receives inputs from the environment. This implies that learners from the larger societal environment go to school with a host of their own beliefs, goals and hopes, but become changed individuals as a result of educational experiences in school which are acquired through interaction with the school management and teachers. Luhmann (2004) asserts that the interaction between school managers, teachers and learners as well as other stakeholders also incorporates monitoring activities which are undertaken in schools to ensure that teaching and learning take place in a conducive environment.

In the context of this study, some of the changes may include policy changes, policy requirements and legislative requirements that may require schools' appropriate response for effective implementation of competency-based curriculum which could improve learner competencies. To achieve these objectives, open systems theory underscores the vitality of school management dynamics or factors such as capacity building for teachers. Thus, the relevance of Luhmann's (2004) theory in this study is that, in order to realize educational goals of competency-based curriculum, the school management must ensure that trained teachers are available and adequate.

This study was also anchored on the curriculum implementation theory which was postulated by Franklin (1956). This theory is anchored on the assumption and belief that any curriculum worth being implemented should prepare learners for their future roles in the new industrial society and thus, influenced school curriculum by showing how teaching classical subjects should be replaced by teaching subjects that correspond to social needs. According to this theory, a curriculum has to adapt to the needs of an individual and the needs of the new industrial society, people should not be taught what they would never use. In this study, the theory fits in that implementation of curriculum considers learners' strengths, weaknesses, needs and preferences and advocates for change in teaching methods. It taps into learner competencies and mastery of subjects and examinations.

RESEARCH METHODOLOGY

The research adopted mixed methodology and applied both descriptive and phenomenological research designs. The target population was 4536 respondents which comprised 87 headteachers, 678 teachers, 2 Curriculum Support Officers (CSOs) and 3769 grade three learners from which a sample of 368 respondents was determined using Yamane's Formula. Stratified sampling was used to create two different strata based on the number of zones in Samburu Sub-County. From each zone, ten (10) headteachers were selected using purposive sampling. The CSOs were purposively considered for the study. However, from each zone, 113 teachers and 60 grade three learners (6 per school) were selected using simple random sampling. This sampling procedure realized a sample of 20 headteachers, 226 teachers, 2 CSOs and 120 grade three learners. Questionnaires were used to collect data from teachers whereas interview guides were used to gather data from headteachers and CSOs. There was also an observation checklist for grade three learners and document analysis guide for the researcher. Qualitative data were analyzed thematically based on the objectives and presented in narrative

forms. Quantitative data were analyzed using descriptive statistics such as frequencies and percentages and inferentially using Pearson's Product Moment Correlation Analysis using help of Statistical Package for Social Sciences (SPSS Version 25) and presented using tables.

RESULTS AND DISCUSSIONS

This section presents the findings of the study based on the objective. It also outlines the methods of presentation of the study findings and discussions.

RESPONSE RATES

In this study, 226 questionnaires were administered to teachers and in return, 224 questionnaires were filled and returned. Besides, the researcher interviewed 16 headteachers and 2 Curriculum Support Officers and also undertook observation of 112 grade three learners. This yielded response rates shown in Table 1.

Table 1: Response Rates

Respondents	Sampled Respondents	Those Who Participated	Achieved Return Rate (%)
Headteachers	20	16	80.0
Teachers	226	224	99.1
Curriculum Support Officers	2	2	100.0
Grade Three Learners	120	112	93.3
Total	368	354	96.2

Source: Field Data (2024)

Table 1 shows that headteachers registered a response rate of 80.0%, teachers registered 99.1% whereas grade three learners registered a response rate of 93.3%. However, all (100.0%) of the Curriculum Support Officers (CSOs) took part in the study. This yielded an average response rate of 96.2%, which is consistent with the assertions of Creswell (2014) that a response rate above 75.0% is adequate. This information was important since it allowed the researcher to generalize the study outcomes to the target population.

Status of Implementation of Competency-based Curriculum in Public Primary Schools

The study sought to assess the status of implementation of competency-based curriculum in public primary schools in Samburu Sub-County. This was measured by assessing learners' manifestation of competencies in key learning areas in line with the CBC rubrics such as basic numeracy, language, creativity skills and essential life and environmental skills. Results are shown in Table 2.

Table 2: Status of Implementation of Competency-based Curriculum in Public Primary Schools

Learning Outcomes of Primary School Learners	Exceeding Expectations	Approaching Expectations	Below Expectations
	%	%	%
Learner competencies in number work skills	31.3	17.9	50.8
Learners can undertake language tasks such as reading, writing and oral activities	29.5	20.5	50.0
Competencies in creativity activities	45.5	25.9	28.6
Learners can undertake tasks in essential environmental or life activities	33.8	27.3	38.9

Source: Field Data (2024)

Table 2 shows that slightly less than a third, 35(31.3%), of the grade III learners manifest basic numeracy skills such as number recognition, ordering and basic operations which exceed expectations, 20(17.9%) indicated approaching expectations whereas slightly more than half, 57(50.8%) indicated below expectations. Table 2 also shows that only 33(29.5%) of the grade III learners exceed expectations in language skills such as reading, writing and speaking, 23(20.5%) approach expectations whereas 56(50.0%) of the learners manifest language skills which are below expectations. Table 2 further shows that 51(45.5%) of the primary school learners manifest creativity skills such as drawing, coloring, etching, painting and pattern formation which exceed learning expectations, 29(25.9%) approach expectations whereas 32(28.6%) are below expectations. On essential environmental or life skills, 38(33.9%) of the primary school learners can undertake tasks in essential environmental or life activities, 31(27.7%) approach expectations whereas 43(38.4%) are below expectations.

These findings support those of a report done by National Assessment System for Monitoring Learning Achievement (NASMLA) (2020) which showed that implementation of CBC is still at lower levels since only 19.4% of learners in lower primary schools in Samburu Sub- County manifest improved literacy and communicative competency, 11.9% can undertake mathematics activities while only 16.3% have mastered essential life skills such as team building and leadership competencies. This implies that, despite the efforts by different stakeholders to improve the learning outcomes of learners in public primary schools, many

primary school learners still register low grades in key learning areas under CBC, that is, basic numeracy, language, creativity and essential environmental or life skill activities.

Thematic Analysis

During the interviews, the headteachers and parents' representatives also responded in favour of the view that many teachers rarely cover syllabus in time with many learners registering low learning outcomes in key CBC thematic areas. Headteacher, H1, noted:

In my primary school, teachers rarely complete their syllabi on time. Sometimes, learners are rushed through the content just to cover the syllabus. This has hurt the learning outcomes of learners.

The researcher also observed that many primary school learners have challenges with solving basic number work tasks such as number recognition, counting and basic operations like addition and subtraction. The researcher observed;

Majority of the primary school learners recognize numbers from slabs, cannot add or subtract operations like with ease nor are they able to state the values of numbers.

The researcher also observed that the ability of primary school learners to communicate fluently is a real problem. That is, many primary school learners could not read, write or sound specific words or even state the meanings of words. However, just as indicated by headteachers and primary school teachers, the researcher noted that many primary school learners manifest good levels of creativity. They could colour shapes, form patterns, draw diagrams with ease and undertake crayon etching with little difficulty. These views further point to the fact that dynamics within schools are key in enhancing primary school learners' performance. In other words, primary school learners still register low grades in basic numeracy and language skills, though their level of creativity and innovativeness is good.

Capacity Building of Teachers and Implementation of Competency-based Curriculum in Public Primary Schools

The study sought to examine how capacity building of teachers influences implementation of competency-based curriculum in public primary schools. Descriptive data were collected from teachers and results are presented in Table 3.

Table 3: Teachers' Views on the Influence of Capacity Building on Implementation of Competency-based Curriculum in Public Primary Schools

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
Teachers have been trained on teaching methods to be used in the implementation of CBC in public primary schools	51.8	11.5	5.8	5.8	25.1
Teachers have been trained on how to handle learners as a way of implementing CBC in public primary schools	54.0	14.4	5.8	11.5	14.4
Teachers have not fully mastered different skills on how to effectively implement CBC in public primary schools	57.6	9.4	7.2	9.4	16.4
Through CBC training, teachers have acquired new skills on how to use instructional resources while teaching	48.2	8.6	5.8	20.9	16.4
To improve learner competencies as envisioned under CBC, teachers have undergone training on how to assess learners	66.5	11.3	3.3	5.4	13.5

Source: Field Data (2024)

Table 3 shows that 116(51.8%) of teachers strongly agreed with the view that teachers have been trained on teaching methods to be used in the implementation of CBC in public primary schools as did 26(11.5%) who agreed, 13(5.8%) were undecided, 13(5.8%) disagreed whereas 56(25.1%) strongly disagreed. These findings corroborate the findings of a study conducted in Estonia in which Leithwood et al. (2013) revealed that, for the realization of curriculum aims of education, teachers need to be equipped with teaching approaches and methodologies that are in line with the requirements of the curriculum being taught. These findings are indicative of the fact that, although almost half of the teachers indicated that they have not been trained on how to acquire new teaching approaches, teachers need to be well-equipped with the necessary skills to undertake their instructional activities more effectively to guarantee smooth implementation of competency-based curriculum in schools.

This implies that teachers must acquire new teaching methods and approaches quite different from the traditional teaching methods which were more teacher-centered in comparison to competency-based curriculum. The study also found that slightly more than half, 121(54.0%) of the teachers strongly agreed with the view that teachers have been trained on how to handle learners as a way of implementing CBC in public primary schools while 32(14.4%) agreed.

However, 13(5.8%) were undecided, 26(11.5%) disagreed whereas 32(14.4%) strongly disagreed. These findings support the assertions of Obuhatsa (2020) notes that capacity building of teachers equips teachers with the capacity to understand the strengths, needs and preferences of learners as well as having in mind the change of responsibilities focused on the relationship built between the curriculum and the pupil during teaching. The study found that 129(57.6%) of the teachers strongly agreed with the view that teachers have not fully mastered different skills on how to effectively implement CBC in public primary schools while 13(9.4%) agreed. However, 10(7.2%) were undecided, 13(9.4%) disagreed whereas 23(16.4%) strongly disagreed.

These findings, however, are inconsistent with the findings of a study carried out in Kwale County in which Mwashashu et al (2020) revealed that training of teachers is crucial since it enables teachers to understand both the philosophy behind any curriculum and how the new programme may impact learners, parents, administrators and other stakeholders. According to Mwashashu et al (2020), teachers may find the curriculum introduces content with which they are unfamiliar, which they have not taught in a while or is familiar but presented in an unfamiliar way. Despite these contradictions, these findings point to the fact that teachers need adequate training to be in a position to understand the goals and content of a curriculum document or syllabus well to implement it effectively.

The study revealed that 108(48.2%) of the teachers strongly agreed with the view that, through CBC training, teachers have acquired new skills on how to use instructional resources while teaching whereas 19(8.6%) agreed, 13(5.8%) were undecided, 47(20.9%) disagreed and 37(16.4%) strongly disagreed. This contradicts the findings of Leithwood et al. (2013) who noted that training is an undertaking that equips teachers with teaching skills such as how to design and use instructional resources and other forms of curriculum support materials. Though not supported by many teachers, these findings imply that CBC training regards the use of instructional resources as an educational component to be key in its implementation.

Majority, 148(66.2%), of the teachers strongly agreed with the view that, to improve learner competencies as envisioned under CBC, teachers have undergone training on how to assess learners whereas a paltry 26(11.5%) agreed. At the same time, 8(3.6%) were undecided, 13(5.8%) disagreed whereas 29(12.9%) strongly disagreed. This corroborates the assertions of UNESCO (2013) that training equips teachers with the skills necessary to enhance curriculum implementation since, without these skills, many teachers find themselves overwhelmed by the

challenging tasks of leadership in schools. In a nutshell, these findings point to the fact that capacity building of teachers constitutes a very critical undertaking if CBC implementation is to succeed in schools. Through capacity building, teachers acquire pre-requisite skills to improve their understanding of different aspects which are key for new approaches in teaching.

Inferential Analysis

To verify influence of capacity building of teachers on implementation of competency-based curriculum, data were collected from 16 sampled public primary schools on the number of times teachers have undergone CBC training and the average expected competencies among grade III learners in 2023 national assessment, which was measured in terms of Below Expectations = 1, Approaching Expectations = 2, Meeting Expectations = 3 and Above Expectations = 4). Results are shown in Table 4.

Table 4: Number of Times Teachers have been Trained and Implementation of CBC Public Primary Schools

Number of Times Teachers have Undergone CBC Training	Levels of Competencies among Grade III Learners in 2023 National Assessments
1	3
10	2
12	4
13	2
11	2
7	4
8	2
3	1
5	4
12	3
4	2
17	4
10	3
13	4
12	3
8	3

Source: Filed Data (2024)

Table 4 shows that the number of times teachers have undergone CBC training contributes to how their learners perform in the national assessments. In other words, teachers who have been trained many times have their learners register fairly good grades in the national assessments. The results in Table 4 were subjected to Pearson's Product Moment Correlation Analysis and the results are shown in Table 5.

Table 5: Relationship between Capacity Building of Teachers and Implementation of Competency-based Curriculum in Public Primary Schools

		Capacity Building of Teachers	Implementation of CBC
Capacity Building of Teachers	Pearson Correlation	1.000	
	Sig. (2-tailed)		
	N	16	
Implementation of CBC	Pearson Correlation	.536*	1.000
	Sig. (2-tailed)	.032	
	N	16	16

*. Correlation is significant at the 0.05 level (2-tailed).

Table 5 shows Pearson's Product Moment Correlation Analysis which indicates a positive correlation between capacity building of teachers and implementation of competency-based curriculum in public primary schools ($r(16) = 0.536$, $p = 0.032$ at $\alpha = 0.05$). This indicates that the role of capacity building of teachers cannot be overlooked as a key step towards effective implementation of competency-based curriculum in public primary schools, manifested through low learning outcomes in national CBC assessments.

Thematic Analysis

During the interviews, the headteachers also responded in favour of the view that teachers have been trained on several thematic which are key to the implementation of CBC in public primary schools. Headteacher, H2, stated;

In my primary school, I have recommended a fair number of teachers to take part in CBC and how to implement it. Much focus has been on new teaching methods to be adopted, how to handle learners and their learning challenges. They have also been trained on how to develop learning materials and utilize instructional resources.

On their part, curriculum support officers expressed similar views by stating that many teachers have been inducted into CBC through constant re-training as a way of improving their mastery of the requirements of the programmes. Curriculum Support Officer, CSO1, noted;

In public primary schools in my zone, teachers have been trained on how to teach learners in line with CBC. I have seen a difference in the methods they use while teaching, different methods of assessments and how they use instructional resources.

They also stated that the success, though full of emerging human resource challenges, implementation of CBC is dependent on the training of the available teachers to equip them with pre-requisite new pedagogical skills. Curriculum Support Officer, CSO2, noted;

Before rolling out the competency-based curriculum in primary schools, the first undertaking the Ministry of Education engaged in was re-training of the available teachers right from pre-primary to grade III. They were taught new teaching methods which must be learner-centered. They were taught how to handle and assess learners as well as how to improvise and use instructional resources.

Though not fully realized, these views further underscore the vitality of capacity building of teachers as a key tool for the effective implementation of CBC in schools. This implies that teachers must be, first of all, well-equipped with the necessary skills to undertake their instructional activities more effectively using learner-centered teaching approaches, assessment in line with CBC rubrics and effective utilization of instructional resources to guarantee successful CBC implementation in schools. In other words, by undergoing re-training or capacity building, teachers master important skills necessary for understanding new teaching approaches as well as learner assessment which are crucial to improved classroom pedagogy.

SUMMARY OF FINDINGS

In summary, the study findings reveal that the implementation of the competency-based curriculum (CBC) remains a significant challenge in public primary schools in Samburu Sub-County. Many teachers struggle to cover the syllabus on time, leading to gaps in students' learning. Classroom pedagogy remains unimproved, with low learning outcomes in key areas such as numeracy, language, creativity, and essential life skills. The study found that, despite the crucial role of capacity building for teachers, not all educators have undergone comprehensive CBC training. This includes training on effective teaching approaches, learner assessment techniques, and the improvisation and utilization of instructional resources. Additionally, there is a lack of continuous professional development opportunities for teachers, which hampers their ability to adapt to the CBC framework. The existing challenges indicate a need for systematic support and resources to ensure effective curriculum implementation. Without addressing these issues, the CBC's objectives cannot be fully realized, leaving learners at a disadvantage.

CONCLUSION

The study concludes that the persistent issues in the implementation of the CBC in Samburu Sub-county's public primary schools are multifaceted and deeply rooted. The lack of comprehensive training for all teachers on crucial aspects of the CBC is a major contributing factor to the observed deficiencies in teaching and learning outcomes. Furthermore, the delays in syllabus coverage and the ineffective classroom practices highlight the need for improved

instructional strategies and resource allocation. The study also underscores the importance of ongoing professional development for teachers to keep up with the evolving demands of the CBC. Without addressing these foundational problems, the curriculum's potential to enhance students' competencies and skills remains unfulfilled. Therefore, a holistic approach that includes training, support, and resource provision is essential for overcoming these challenges and ensuring the CBC's success.

RECOMMENDATIONS

The study recommends that the Ministry of Education should intensify efforts in training and retraining teachers to ensure they are well-equipped with the necessary skills and knowledge for the CBC. This includes providing regular professional development workshops and courses focused on effective teaching methodologies, learner assessments, and the use of instructional materials. Additionally, the Ministry should develop and enforce policy regulations that facilitate partnerships between various stakeholders, including school management, parents, and community organizations, to support the effective implementation of the CBC. Schools should also be provided with adequate resources and infrastructure to facilitate a conducive learning environment. Moreover, establishing a monitoring and evaluation framework to assess the progress of CBC implementation and identify areas for improvement is crucial. These initiatives are essential for addressing the current challenges and enhancing the overall quality of education in public primary schools in Samburu Sub- County.

REFERENCES

- Armstrong, H. (2011). *Principles of Best Value*. London, HMSO
- Bennett, S., Swanson, K., Schaefer, M.B., & Falbe, K. (2016). *Curriculum integration*. Retrieved from <http://mlersig.net/research/mler-sig-research-agenda>.
- Bondi, J., & Wiles, J. (2014). *Curriculum development: a guide to practice*. Upper Saddle River New Jersey: Prentice Hall
- Creswell, J. (2014). *Research design: qualitative, quantitative and mixed methodology*. Thousand Oaks, California: Sage Publications.
- Edinger, M. M. (2017). Online teacher professional development in gifted education: Examining the impact of a new pedagogical model. *Gifted Child Quarterly*, 61(4).
- Franklin, B. (1956) and Ralph, T. (1949). *Curriculum Theory and Practice*. McGraw Hill Publishing House.
- Hanushek, E. A. & Luque, J. A. (2018). Efficiency and equity in schools around the world, *Economics of Education Review*, 22, 481-502.
- Karia, N. & Ahmad, Z. (2010). Quality practices that pay: Empowerment and teamwork. *Malaysian Management Review*, 35(2), p.66-76.
- Leithwood, K., Day, P. Sammons, A. & Hopkins, D. (2013). *Successful School Leadership: What It Is and How It Influences Pupil Learning*. Nottingham.
- Luhmann, N. (2004). *Systems Theory*. Suhrkamp.
- Mwashashu, R. C.; Muli, S & Mwawasi, B. M. (2020). Teacher factors influencing implementation of curriculum learning outcomes in public primary schools in Ndavaya Zone, Kwale County, Kenya. *Journal of popular education in Africa*. 4(9).
- National Assessment System for Monitoring Learning Achievement (NASMLA) (2020). *Monitoring of learning achievement at class three level fo primarype ducation in Kenya*. Nairobi: Washington, DC: National Institute for Literacy.
- Obuhatsa, S. D. (2020). *Teacher Related Factors Influencing Implementation of Competency Based Curriculum at Primary in Luanda Sub-County, Vihiga County Kenya*. Master of Education in Curriculum Studies, University of Nairobi.
- Rwanda Education Board (2018). *Implementing CBC: Successes and challenges. Urunanarw'barezi*. Retrieved from: <http://www.rwanda.vvob.be/publications>
- Stoll, L., Bolam, R. & Collarbone, P. (2011). *Leading for Change: Building Capacity for Learning*. Kluwer Academic Publishers, Dordrecht, Netherlands.
- Sturgis, C. & Casey, K. (2018). Quality principles for competency-based education. Vienna, VA: iNACOL.
- UNESCO (2015). *A report on World Conference on Education for All*, Jomtien, Thailand.