



# Influence of School Dynamics on the Implementation of Competency Based Curriculum in Public Primary Schools in Nandi East Sub-County, Kenya

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**Abstract:** *The purpose of this study was to investigate influence of school dynamics on implementation of CBC in public primary schools in Nandi East Sub-County, Nandi County .The specific objectives of the study include; to establish relevance of instructional methods on implementation of CBC in public primary schools; determine the influence of adequacy of learning resources on implementation of CBC in public primary schools; determine extent to which teachers' training influence implementation of the CBC in public primary schools and to establish extent to which school infrastructure influence the implementation of CBC in public primary schools. This study was based on constructivism theory and visible learning theory. A descriptive correlational research strategy was used for the investigation. The target is 5170 respondents with sample size of 490 respondents. Stratified random and simple random sampling method was used in this study, research used focus groups discussion and questionnaires which includes open ended and close ended questions as the data collection tools. Data analyses were done by use of both Descriptive and Inferential statistics. Descriptive data analysis consisted of summarizing the data into tables and describing characteristics of the data set using means and standard deviations. Inferential analysis was done by use of a multiple regression analysis program in SSPS-26 Software. The analyzed data was presented using, graphs, pie chart and tables. The study recommends that curriculum resources and materials such as textbooks and digital materials should be enhanced to supports teachers in delivering the curriculum and helps the students in active learning.*

**Keywords:** School dynamics, Influence, Implementation of Competency Based Curriculum

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## I. Introduction

Globally CBC expanded to other European nations. However, research suggests that the program's initial implementation placed more of an emphasis on post-primary and tertiary education than it did on pre-primary education, leaving the foundation of CBC weak (Engelbrecht, Bergsten, & Kagesten, 2017). Here, CBC's primary goal was to address the widespread unemployment

and economic collapse that were linked to the conventional theory-based curriculum. For instance, Turkey made CBC essential in all pre-schools by changing education legislation and giving precedence to ECD. Nonetheless, research continues to show that the government lacks the resources necessary to ensure that facilitators receive the necessary training. (Porter, 2016). In an effort to prepare students for self-employment, the UK, Australia, and Germany also implemented CBC; nonetheless, four studies

have found indications of ECD neglect. Curriculum implementation initiatives are significantly shaped by educational policy and governance frameworks. Implementation effectiveness can be hampered by problems like unclear policy directives, unreliable financing sources, and bureaucratic roadblocks. Furthermore, shifting political backing and shifts in the government's leadership could have an effect on how long curricular reform programs last. (Anderson-Levitt, 2017).

In Australia, during the late 1980s, the competency-based curriculum was first implemented. The country was experiencing a shortage of skilled workers, which was a prerequisite for industrialization. As a result, the curriculum needed to be changed to better serve the requirements of society and provide skilled workers who could both compete on the world market and satisfy the demands of industrialization (Hodge and associates, 2020). The successful implementation of competency-based curriculum in Australia is hindered by school dynamics, which is a significant hurdle in curriculum implementation. A recent study by Smith and Jones (2023) claims that a variety of elements, including institutional culture, teacher attitudes, leadership styles, and resource availability, are all part of school dynamics. The way a curriculum is implemented has a major impact on these dynamics. As an illustration, poor leadership can impede the execution of the curriculum, while strong leadership is essential in setting the tone for the process (Johnson, 2022). Furthermore, how teachers feel about innovation and change can help or hinder the implementation of new teaching strategies. (Brown et al., 2021).

Li et al.'s research from 2023 emphasizes how crucial curricular alignment is to the adoption of CBC. The inability of many Canadian schools to incorporate CBC concepts into the curricula and standards already in place results in inconsistent teaching and evaluation practices. Furthermore, to support the implementation of CBC, a study by Singh and Jones (2022) highlights the necessity of thorough teacher training and professional development. Teachers' capacity to implement competency-based instruction and evaluate student learning outcomes may be compromised by inadequate training.

Education is a means of bringing about social and economic transformation. Because of this, it is essential that curricula be updated often to reflect the demands of a 21st-century workforce and the globalization of the labor market. Competency-based teaching and learning methods have replaced content-based curriculum in several nations. Fein (2015) claims that the 1970s saw the introduction of competency-based teaching-learning methods in American teacher education. Since then, a variety of professional domains and educational institutions across several nations have created and implemented competency-based learning

systems (Sanchez & Romero, 2015). IBE-UNESCO (2017) said that CBC uses learner-centered teaching to provide students with the tools they need to function practically and demonstrably. As a result, some nations have changed their curriculum to better align with the ideas of learning objectives and critical competencies. Furthermore, Competence Based Curriculum (CBC) is a way for a country to provide its citizens with the values, information, and skills they need to live in the fast changing, technologically advanced global community, according to UNESCO (2015)

Despite challenges like antiquated physical facilities, a lack of understanding of the character of African classrooms, and the demise of curricular support resources, CBC has been implemented in East Africa. Without a doubt, educational institutions in Africa are outfitted with enough furniture and have appropriate physical infrastructure that meets regulatory requirements. Although this is true for developed countries, things are different in African nations. Most research findings on the use of CBC often highlight shortcomings. (Boachie, 2018). In East Africa, particularly Kenya, inconsistent policies, administrative roadblocks, and a lack of funding frequently impede the successful implementation of curricula. For instance, research by Muthaa et al. (2020) discovered that ambiguous policy instructions and regular modifications to curricular guidelines in Kenya have caused educators' uncertainty and impeded the seamless implementation of CBC. It will take a team effort from legislators, school administrators, educators, and community members to address these issues. East African nations can improve the implementation of competency-based curricula and raise the quality of education for all students by giving educators access to professional development opportunities and continuous support, guaranteeing fair access to resources, and encouraging cooperation among all parties involved.

In Tanzania, following the discovery that the content-based curriculum was examination-focused and produced graduates who were underprepared for the workforce, CBC was implemented. Therefore, it was thought that the new competency-based curriculum would be a solution, giving students the necessary knowledge and abilities to compete on a local and international job market. In Tanzania, the influence of school dynamics on the implementation of competency-based curriculum is a significant concern, evident through various challenges encountered in the education system. Recent research underscores the critical role of school leadership in driving curriculum implementation efforts. Mwakaje and Nyange (2023) highlight the importance of effective leadership in Tanzanian schools for providing guidance, support, and motivation to teachers, which are fundamental for the successful execution of competency-based curriculum. However, leadership turnover and instability in some

Tanzanian schools often disrupt the continuity of implementation efforts, hindering progress. This highlights the need for sustained leadership commitment and stability to ensure the effective implementation of curriculum reforms. An all-encompassing strategy that takes into account the interactions between school dynamics, teacher attitudes, resource availability, and cultural contexts is needed to address Tanzania's curriculum implementation issues. Tanzania can promote the successful implementation of competency-based curricula and improve educational outcomes for all learners by bolstering school leadership, assisting with teacher development, optimizing resource allocation, and encouraging culturally relevant practices. (Komba & Kiira, 2013)

Kenya, like many other countries, has been undergoing significant educational reforms aimed at modernizing its education system and preparing students for the demands of the 21st century. One of the key reforms introduced in Kenya is the Competency-Based Curriculum (CBC), which aims to shift the focus from content-driven instruction to competency-based learning experiences tailored to the needs of individual students. Through an analysis of the viewpoints and experiences of educators, administrators, policymakers, and other relevant parties, this research aims to provide significant understanding into the intricacies of implementing CBC in public primary schools and to guide the development of evidence-based approaches to tackle the identified obstacles.

Although CBC is becoming more and more popular worldwide, it is still regarded in Kenya as an expensive, labor-intensive, dynamic, and time-consuming curriculum that requires the cooperation, commitment, organizational alignment, and goal-oriented development perspective of all parties involved in education to be successfully implemented. Implementing such a comprehensive curriculum is the largest issue facing emerging nations; it requires careful planning, prompt funding, and significant investment, particularly at the Early Childhood Development (ECD) stage, which serves as the foundation for all future educational levels. A comprehensive strategy that takes into account the interactions between school dynamics, teacher attitudes, resource availability, and cultural contexts is needed to address the difficulties associated with curriculum implementation in Kenya. Kenya can promote the successful implementation of competency-based curricula and improve educational outcomes for all learners by bolstering school leadership, assisting with teacher development, optimizing resource allocation, and encouraging culturally relevant practices. (Koster, et al., 2017).

Parents, teachers' unions, and religious leaders are among the groups in Nandi East Sub County, Nandi County,

Kenya that have voiced concerns with the high implementation expenses of CBC. The public is furious that millions of youngsters who are now enrolled in the curriculum could be put in risk due to flaws and weaknesses in the program that resulted from its hurried implementation without a strong foundation. (2019, Rop).

## 2. Literature Review

The implementation of a Competence-Based Curriculum (CBC) has become a focal point in educational reforms globally, emphasizing the need for teachers to adapt their training and instructional methods. This approach shifts the focus from traditional rote learning to fostering critical thinking, problem-solving, and practical skills among students. Teachers play a crucial role in this transition, requiring them to undergo specialized training that equips them with the necessary pedagogical skills and understanding of the CBC principles. Adesina, (2022).

The policies, practices, and resources created to provide educators the information, attitudes, behaviors, and abilities they need to carry out their jobs in the classroom, school, and larger community are referred to as teacher training (Hardy, 2003). According to Utomo (2005), the application of CBC is significantly aided by the training of instructors. All educators require continual professional development and training. More than ever, it is necessary for teachers whose initial preparation has been harmed by disruptions in their own education. According to a Hardy (2003) Canadian study, pre-service and in-service teachers believed they lacked the ICT competencies necessary to effectively manage and utilize technological tools for a successful integration of technology in the classroom. According to research done by Makunja (2012), the great majority of instructors used the CBC without receiving any training in the new techniques.

Ngumbau (2022) states that in Kenya, instructors are in charge of carrying out the curriculum, while KICD is in charge of creating it altogether. Having a single organization in charge of creating the curriculum as a whole has decreased staff turnover across different educational organizations, resulting in more efficacy and efficiency in the implementation procedures. A multi-sectoral approach has been used by TSC and the Ministry of Education to train staff members in charge of CBC implementation. Previous research has shown that it is advantageous to teach staff involved in the CBC implementation at several levels using a multi-sectorial approach.

According to Ondimu (2018), school administrators have received in-service training in this area, enabling them to carry out the competency-based curriculum in the subsequent stages. School administrators must have a deep

understanding of the curriculum, be able to predict issues that teachers will likely encounter and be able to implement the necessary solutions in order to monitor, supervise, and support teachers who implement the CBC curriculum effectively and efficiently (Gross, 1971). In order to help them understand the curriculum standards and equip them with the knowledge, skills, and mindsets necessary to successfully implement the competency-based curriculum, 91,000 elementary school teachers from both public and private schools took part in training during the break (Amunga et al., 2020).

Pre-service training is the education that teachers attend before becoming fully qualified and accountable educators, according to Matara (2014). It mostly occurs at higher education settings. Conversely, in-service teacher training is an ongoing course designed to provide instructors with updated skills to support effective implementation. The in-service training programs offer teachers the information, abilities, and mindset needed to carry out any particular educational program and make them aware of any curriculum modifications.

Kanyonga, Mtana, and Wendt (2019) conducted a study on the application of competence-based curriculum in technical institutions, with an emphasis on Arusha City, Tanzania. The study provided a thorough understanding of the CBET implementation process by combining a qualitative approach with a case study methodology. The findings demonstrated that, despite most of the trainers having completed in-service training, more than half of them had no idea what the CBET curriculum meant or how to use it. In addition, the trainers' proficiency with CBET teaching and learning techniques and their ability to evaluate and analyze students' progress were lacking. Urunana (2018) asserts that most teacher training programs take place on holidays, even though teachers are legally entitled to paid time off. Some educators refuse to go because they claim they lack motivation. Maluei (2019) argues that the government, through the Ministry of Education, has begun an induction of teachers at all levels on the new curriculum through primary education in order to train educators in the field on methodological techniques utilized in teaching numeracy and literacy. This initiative is backed by the World Bank. The majority of the assessed research contained methodological, contextual, and conceptual flaws. Furthermore, the study was unable to give a comprehensive account of how teacher preparation influences the application of CBC in public primary schools.

### 3. Methodology

The objective of this study is to characterize two or more variables and their relationships through the use of a descriptive correlational research technique. According to Orodho (2004), data collection for a descriptive correlational research design entails surveying and interviewing the target population. Since the study entails describing, documenting, assessing, and reporting conditions as they already exist, the descriptive technique was chosen for the investigation.

The study has the practical application of identifying correlations between variables and making data collecting for the purpose of identifying demographic characteristics easier. The total group to which the study's conclusions are applied is known as the target population (Mugenda & Mugenda, 2003). Nandi East Sub County, one of the Sub Counties that is having significant difficulties keeping competency-based curricula in public primary schools, will host the project. This exercise also attempts to collect detailed information and feedback regarding their experiences with the new curriculum. The target population in Nandi East Sub-County, Nandi County, consisted of 40 head teachers, 130 teachers, and 5,000 students. The study was based on stratified random sampling and simple random sampling method. This study used questionnaire, focus group discussion as the data collection instrument tools. Before conducting data analysis, which includes tabulation, report layout, coding, editing, and further tabulation, it is crucial to ensure that the data is accurate and complete. To compare responses based on various factors, cross-tabulation analysis was employed to gather and evaluate the qualitative data. Additionally, descriptive analysis was applied using weighted averages for frequency and percentages, enhancing the accuracy of the instruments used in the outcome analysis, as noted by Beri (2003). Graphs and tables were utilized to present the gathered data effectively. The quantitative data was analyzed using SPSS, focusing on how the new Competency-Based Curriculum (CBC) affects student performance and competence.

### 4. Results and Discussion

Table 1 presents the results of the analysis on teachers' training. The first specific objective of the study was to determine extent to which teachers' training influence implementation of the CBC in public primary schools in Nandi East Sub-County, Nandi County. A 5-point Likert scale was used where SD symbolized strongly disagree, D symbolized disagree, UD symbolized undecided, A symbolized agree and SA symbolized strongly agree. The results were as presented in Table 1.

**Table 1: Teachers' training**

<b>Statement</b>		<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>	<b>Sd</b>
1. Training equips teachers with the necessary knowledge, skills, and strategies to foster holistic development and cater to the diverse learning needs of students within the framework of CBC.	F	117	189	13	50	45	3.68	1.30
	%	28.3	45.7	3.1	12.1	10.9		
2. Through induction, teachers have acquired the essential skills and expertise necessary for the successful implementation of the Competency-Based Curriculum.	F	137	154	15	61	47	3.66	1.37
	%	33.1	37.2	3.6	14.7	11.4		
3. The availability of in-service training has enable teachers to acquire on the implementation of CBC.	F	123	174	16	60	41	3.67	1.30
	%	29.7	42.0	3.9	14.5	9.9		
4. Teachers' training adequately prepared me to effectively implement the Competency-Based Curriculum (CBC) in my classroom.	F	116	173	22	60	43	3.63	1.31
	%	28.0	41.8	5.3	14.5	10.4		

5. The knowledge and skills gained from teachers' training have positively impacted my ability to integrate CBC principles into daily lesson plans.	F	133	184	9	46	42	3.77	1.29
	%	32.1	44.4	2.2	11.1	10.1		

According to Table 1 findings indicates that 306(74.0%) of the respondents agreed and 95(23.0%) of the respondents disagreed that training equips teachers with the necessary knowledge, skills, and strategies to foster holistic development and cater to the diverse learning needs of students within the framework of CBC. Moreover, the study's findings revealed that the respondents agreed in terms of mean and standard deviations the respondents agreed that training equips teachers with the necessary knowledge, skills, and strategies to foster holistic development and cater to the diverse learning needs of students within the framework of CBC (mean=3.68 standard deviation=1.30). According to the study done by Cherotich, (2023) emphasized the need for additional support for teachers to effectively integrate core competencies, foster critical thinking, stimulate creativity, and promote collaboration among learners.

Furthermore 291(70.3%) agreed that through induction, teachers have acquired the essential skills and expertise necessary for the successful implementation of the Competency-Based Curriculum while 108(26.1%) disagreed that through induction, teachers have acquired the essential skills and expertise necessary for the successful implementation of the Competency-Based Curriculum. In terms of mean and standard deviations the respondents agreed that the organization implement measures to prevent pollution and waste (mean=3.66, standard deviation=1.37). The study by Isaboke, Mweru and Wambiri, (2021) showed that majority (65.9%) of the teachers had not received any training on CBC, whereas 34.1% of the teachers were trained. The study established a significant relationship between the teachers' extent of training in CBC and their ability to implement the curriculum.

Further, 297(71.7%) of the respondents agreed and those who disagreed 101(24.4%) that the availability of in-service training has enable teachers to acquire on the implementation of CBC. Furthermore, the study's findings revealed that participants agreed (mean=3.67, standard deviation=1.30) that the availability of in-service training has enable teachers to acquire on the implementation of

CBC. These findings are consistent with the study done by Luembo, Opiyo and Otieno, (2023) revealed that the teaching and learning resources are adequate. An observation confirmed that some subjects had so many books as compared to others.

The study further revealed that 289(69.8%) of the respondents agreed that teachers' training adequately prepared them to effectively implement the Competency-Based Curriculum (CBC) in their classroom. However, 103(14.9%) of the respondents disagreed that teachers' training adequately prepared them to effectively implement the Competency-Based Curriculum (CBC) in their classroom. Additionally, the study results on mean and standard deviation revealed that the respondents agreed that that teachers' training adequately prepared them to effectively implement the Competency-Based Curriculum (CBC) in their classroom (Mean=3.63, standard deviation=1.31). However, a study by Sifuna and Obonyo, (2019) establishes that it was not systematically planned and implemented; with minimal the training of a majority of teachers on its contents and teaching methods which tends to hinder their application of essential knowledge and skills of the curriculum.

Finally, 317(76.5%) of the responders agreed and 88(21.2%) disagreed that the knowledge and skills gained from teachers' training have positively impacted my ability to integrate CBC principles into daily lesson plans. The study results showed in terms of mean and standard deviations that the respondent agreed the knowledge and skills gained from teachers' training have positively impacted my ability to integrate CBC principles into daily lesson plans (mean=3.77, standard deviation=1.29). These findings agreed with Ngeno, (2023) that the government should fast-track more teachers' training and employ upgraded teachers who were already CBC compliant to meet the gap of insufficient teachers due to high population of learners.

**Linear regression model of Teachers training and implementation of the CBC.**

The simple linear regression for teachers training and implementation of the CBC was carried out and the results are presented in Table 2

**Table 2 Regression Model Summary of teachers training**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.314 <sup>a</sup>	.099	.097	.92699

a. Predictors: (Constant), teachers training

The model summary results in Table 2 indicated that R = 0.314 and R<sup>2</sup> = 0.099. R value gives an indication that there is a linear association between teachers training and implementation of the CBC. The R<sup>2</sup> indicates that

explanatory power of the independent variables is 0.099. This means that about 9.9 percent of the variation in implementation of the CBC is explained by teachers training.

**Table 3 Model Fitness Results**

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	38.837	1	38.837	45.196	.000b
1	Residual	354.036	412	.859		
	Total	392.873	413			

a. Dependent Variable: Implementation of the CBC

b. Predictors: (Constant), teachers training

Table 3 indicated that the F-statistics produced (F = 45.196) which was significant at p=0.000 thus confirms the fitness of the model. Therefore, there is statistically significant association between teachers training and implementation of the CBC. This means that the independent variable (teachers training) is a significant predictor of the dependent variable (implementation of the

CBC). This confirms that there is a statistically significant association between teachers' training and the implementation of the Competency-Based Curriculum (CBC). Isaboke *et al*, (2021) reveals that there is a significant relationship between the teachers' extent of training in CBC and their ability to implement the curriculum.

**Table 4: Regression Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.065	.102		30.146	.000
1 Teachers training	.169	.025	.314	6.723	.000

a. Dependent Variable: implementation of the CBC.

Regression of coefficients results in table 4 showed that teachers training has a positive and significant effect on implementation of the CBC ( $\beta_1=0.169$ ,  $p=0.000<0.05$ ). This implied that a unit increase in teachers training lead to 0.169 units increase in implementation of the CBC. The optimal model of regression was.

$$Y = 3.065 + 0.169X_1 \dots \text{Equation 4.1}$$

## 5. Conclusion and Recommendations

### 5.1 Conclusion

According to the study's findings, the Competency-Based Curriculum (CBC) is implemented differently in public primary schools in Nandi East Sub-County, Nandi County, depending on how well-trained the teachers are. The training provided instructors with the requisite information, abilities, and methods for comprehensive student development within the context of the CBC framework was confirmed by the respondents. It was noted that induction and in-service training were essential for adequately preparing instructors for the application of CBC, which in turn improved their capacity to incorporate CBC ideas into regular lesson plans.

The paper goes on to say that effective educational strategies are essential to the successful application of CBC. As a result of the instructional approaches' good alignment with CBC goals and objectives, successful teaching and learning practices are supported, according to the respondents. It was also acknowledged that having sufficient learning spaces is essential to promoting active

student participation, facilitating complete CBC delivery, and meeting a range of learning requirements.

The study also comes to the conclusion that adequate learning materials are necessary for CBC implementation in public elementary schools. The results showed that instructors' ability to effectively provide CBC-aligned courses is much improved when they have access to adequate and pertinent learning resources. On the other hand, insufficient resources were found to be a hindrance to the successful implementation of CBC, highlighting the necessity of better resource allocation and assistance to guarantee the best possible learning outcomes under the CBC framework

### 5.2 Recommendation of the study

The study made the following recommendations based on the study findings.

1. **Ministry of Education:** The national and local education authorities were encouraged to take the lead in developing and funding comprehensive teacher training programs focused on the Competency-Based Curriculum (CBC).

2. **School Administrators:** Principals and school leaders were urged to foster an environment that encouraged teachers to experiment with and share effective teaching strategies. They were also advised to allocate time for collaboration and professional development, as well as to motivate teachers to implement adaptable teaching strategies that aligned with CBC goals.



3. **Local Education Authorities:** Local Education Authorities were recommended to allocate sufficient resources to schools to ensure access to adequate learning materials, such as textbooks, teaching aids, and technological resources. They were also advised to regularly update and expand these resources to meet the evolving requirements of the CBC and enhance teaching effectiveness.

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