Competency Based Curriculum Implementation and Teacher Preparedness in Public Schools in Moiben Sub-County, Uasin Gishu County, Kenya

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Abstract: A competency-based curriculum aims to equip learners with skills rather than theoretical learning. Consequently, competency-based curriculum implementation describes executing, running and managing the curriculum to ensure the successful acquisition of specific competencies or skills rather than simply progressing through a predetermined set of content. However, numerous challenges in Moiben Sub-County have bogged down this process. Thus, this study aimed to investigate teacher preparedness's influence on implementing CBC in public pre-schools in Moiben Sub-County, Kenya. This research was guided by Critical Social Theory. The study adopted the descriptive survey design and targeted 605 respondents comprising 120 headteachers, 480 pre-primary teachers and 5 Curriculum Support Officers. Questionnaires were used to gather data from pre-primary school teachers, while interview schedules were utilized to collect data from head teachers and Curriculum Support Officers. Quantitative data from questionnaires were analyzed descriptively and inferentially using the Statistics Package for Social Science. Inferential data were analyzed using correlation analysis. Qualitative data were analyzed thematically. The study revealed that most teachers could not integrate educational technology in learning and instruction delivery, with a mean of 2.45 and a standard deviation of 1.48. Teachers' enumerated workload and inadequate preparation are some challenges impeding the delivery of quality education within the context of the CBC. A major recommendation was that there is a need to develop and upgrade educational infrastructural facilities to make them child and disability-sensitive and provide safe, inclusive and effective learning environments for all learners in ECDE Centres as envisaged in the competency-based curriculum.

Keywords: Competency Based Curriculum, Teacher, Public Schools, Implementation, Uasin Gishu

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1. Introduction

Competency-Based Curriculum is a learner-centered curriculum that designed to ensure that learners achieve a well-defined set of skills and knowledge by the end of their educational experience (Keshmiri, Gandomkar, Hejri, Mohammadi & Mirzazadeh, 2019). The implementation of curriculum in Kenya required a shift in teaching methods and assessment practices to those that put the learner at the centre of learning, thereby necessitating the need for teachers to be equipped with the knowledge and skills necessary for effectively implementation of the curriculum (Boahin, 2018).

Adequate resources, including materials and infrastructure, are also essential to sustain the implementation of a competency-based curriculum.

Without these resources, teachers may struggle to provide the necessary learning experiences, which can hinder the curriculum's success. Additionally, strong leadership and stakeholder buy-in, including support from educational authorities and policymakers, are crucial for the long-term viability of a competency-based curriculum in public pre-schools. Overall, the effective implementation of such a curriculum hinge on a holistic approach that considers the curriculum's design, teacher capacity, resources, and support from various stakeholders (Parson, Childs & Elzie, 2018).

Competency-based education typically allows for flexibility in pacing and allows learners to advance as they demonstrate mastery of each competency, catering to individual learning needs and progress. The effective implementation of a competency-based curriculum in public pre-schools depends on a complex interplay of several determinants. Ensuring that the curriculum is closely matched to the particular requirements and circumstances of the pre-school setting is of utmost importance when implementing the Competency-Based Curriculum (CBC). This involves careful consideration of the age group of the children, their developmental stages, and the socio-cultural factors that influence their learning. A curriculum that takes into account these factors is more likely to be sustainable, as it will be seen as relevant and valuable by teachers, parents, and the community at large (Swanzen, 2018).

Teacher preparedness plays a pivotal role in the effective implementation of Competency-Based Curriculum (CBC) by serving as the linchpin that bridges educational policy and effective classroom practice (Shedrack, 2021). Well-prepared teachers, armed with the requisite training, curriculum knowledge, and pedagogical skills aligned with CBC principles, can meaningfully engage learners in competency development, fostering critical thinking, problem-solving, and collaborative skills. Their ability to assess and adapt instruction, cater to diverse learning needs, and leverage student-centered approaches empowers learners to thrive in CBC environments. Furthermore, teacher preparedness cultivates a culture of continuous improvement and fosters the necessary buy-in and support from learners, parents, and the broader community, thus ensuring the long-term viability and success of CBC as an innovative and sustainable educational framework (Rege, 2021). Hence, the need to determine the role of teacher-preparedness on CBC implementation in Moiben sub-county, Uasin Gishu County, Kenya

Yet the implementation and practice of the competency based curriculum is bogged by varied contextual challenges worldwide (Mulenga & Malambo, 2019; Oranga et al., 2022), making it necessary to undertake the current study, with the ultimate aim of determining the role of teacher-preparedness in the implementation of CBC in Moiben sub-county, Uasin-Gishu county, Kenya.

1.2. Statement of the Problem

Kenya's aspiration to achieve the vision 2030 objectives is pegged on the quality of her human capital development, yet Kenya's human capital is largely dependent on the type of curriculum offered in the country's education system. The competency-based curriculum that replaced the 8.4.4 curriculum is perceived as the driver to relevant human capital development in Kenya. However, there has been an outcry concerning resource availability and teacher preparedness in the implementation of the CBC curriculum (Njura, 2020). Furthermore, its implementation in Moiben Sub-County, Kenya has been bogged by challenges (Interview with Curriculum Support Officer, 2022). It has been reported that teachers still use the old unresponsive pedagogical strategies that relegate the learner at back of the learning process (Nyarango, 2021), thus, negating the very essence of CBC. This study, therefore sought to establish the influence of teacher preparedness on implementation of CBC in public pre-schools in Moiben Sub-County, Kenya. Moreover, there is no known study focusing on CBC that has been conducted in Moiben Sub-County"

2.1 Theoretical Review

This study identifies with the Critical social theory as postulated by Tarr (2017). Critical theory critiques and changes society by identifying ideals and comparing what is, what might, and what ought to be. The current study aligns with this theory because CBC aims to bring about relevant, positive, and responsive change in Kenya's human capital development by equipping Kenyan learners with the knowledge, skills, and attitude needed to achieve the seven core competencies in the Kenya basic education curriculum framework despite many challenges (Heto, Odari & Sunu, 2020).

Furthermore, the study analyzed the dynamics at play in the CBC implementation process. This included examining the role of the government, school administrators, and teachers in shaping the implementation of CBC, as well as the impact of the curriculum on learners and their communities to help bring about positive change in human capital development of the country by equipping learners with requisite, relevant, knowledge, skills and attitude necessary for engaging globally in 21st century and beyond.

Critical social theory encourages an analysis of the social structures that shape the implementation of CBC. This could include examining the impact of factors such as teacher preparedness, adequacy of teaching and learning resources, school infrastructural development, and teacher attitude towards CBC on the effective implementation process.

Critical social theory encourages critical reflection on how teachers' social and cultural backgrounds shape their preparedness to implement the curriculum. It examines if pre-service and in-service training adequately equips teachers with the necessary competencies and if there are any biases or constraints that hinder their ability to deliver the curriculum effectively. CST scrutinizes the availability, accessibility, and appropriateness of teaching and learning resources. It questions whether resource allocation is equitable and if marginalized groups have equal access to quality resources. CST also analyzes the cultural relevance and representation in the resources provided. CST investigates if school infrastructure, such as classrooms, playgrounds, and sanitation facilities, is adequate and conducive for effective implementation of the competency-based curriculum. It examines if the facilities are accessible to all students, including those with disabilities, and if they promote inclusivity and equity.

2.2 Teacher Preparedness with regard to CBC Implementation

Before beginning the teaching - learning process in the classroom, teachers prepare lesson plans (Maba, 2017). The lesson plans include the criteria for attitude, knowledge skills, and social assessments. Teachers in Tanzania encounter a range of obstacles that prevent the effective implementation of competence - based curricula in education and learning. Preparing learners for the CBC in the early grades would improve CBC prospects nationwide (Makunja, 2016). Currently, the majority of their elementary school exams call for pupils to submit brief answers with little or no explanation. The CBC is not receptive to such direction (Garbacz, Jordan, Novotnak, Young, Zahn, & Markham, 2022). However, the study was conducted in Tanzania rather than the current study in Moiben Sub-County, Uasin Gishu County, Kenya.

Teachers' competency significantly influenced the implementation of the competency-based curriculum and the implementation of the competency- based curriculum was hurriedly done before the majority of the teachers were trained on its contents and teaching methods (Koskei & Chepchumba, 2020). Teachers were not prepared in implementing the competency-based curriculum since they were concerned that preparing lesson plans for all lessons was impossible owing to the much time writing a single lesson plan was taking (Waweru, 2018). Nevertheless, the study informed the current study on the use of interviews in data collection.

The competence - based curriculum was rapidly implemented before the bulk of instructors received training on its contents and teaching techniques, and teachers' competency had a considerable impact on how well it was implemented (Koskei & Chepchumba, 2020).

Long-term, a third of the training that teachers sorely need has been covered by in-service teacher education (INSET) (Gorev et al., 2018). Teachers claimed to understand what CBC is, but when CBC was really implemented in the classroom, these teachers struggled and switched back to the previous curriculum, which they felt more at ease teaching. The study was conducted in Ghana, but the present study took place in Kenya. Averaging 67.88% of instructors (Jeanne & Mukamazimpaka, 2020), felt that implementing a competence-based curriculum could be accomplished through excellent class delivery, competence-based techniques, and learners' enrollment in boarding primary schools. The findings by Mokoro (2020) also revealed that effective teachers' preparedness improves the level of competence-based curriculum implementation. While this study focused on teachers' preparedness for CBC, the current study examined teachers' implementation of CBC. Teachers needed in service training on the aspect of assessment as far as the competency-based curriculum was concerned (Njagi, 2020; Oranga & Matere, 2023). Teachers have been trained to infuse ICT with competency-based curriculum. However, the study informed the current study on the research design.

Teachers had been adequately prepared and equipped with subject content knowledge. Majority of the teachers had not been exposed to ICT and most of them were not competent as they lacked technological skills. The findings also indicated that majority of the teachers had a positive attitude towards the competency-based curriculum (Ondimu, 2018 & Oranga et al 2020). Nonetheless, factors like limited in-service trainings, inadequate learning materials, and many records to keep, a lot of workloads, lack of ICT skills among the teachers and lack of parental support were hindering effective implementation of the competency-based curriculum. However, the study did not state clearly on the targeted population for the study, the current study filled the gap by stating clearly on the targeted population.

Teachers are inadequately prepared, their knowledge of CBC is low, and this has hampered their delivery and evaluation (Momanyi & Rop, 2020). It is also recommended that KICD and ministry of education plans for more training sessions to bridge capacity gaps highlighted in pedagogy, Assessment and preparation of teaching documents. Teachers had received in-service training in readiness for implementation of alternative assessment; that the teachers had confidence in application of assessment strategies to a moderate extent and that teacher agreed with the perception areas on alternative assessment to a great extent (Mutiso, 2020). Nevertheless, the study did not state the kind of research design it employed; the current study will fill the gap by stating the design clearly.

Many teachers report feeling inadequately prepared to implement CBC due to insufficient training. Momanyi and Rop (2020) revealed that teachers' knowledge of

CBC is vague, leading to difficulties in delivery and evaluation of the curriculum. The study recommends increased training sessions to bridge identified gaps in pedagogy and assessment methods.

Isaboke, Mweru and Wambiri (2021) indicates that continuous professional development is crucial for effective CBC implementation. Trainers often lack a comprehensive understanding of the curriculum, which adversely affects their teaching methods. Regular in-service training is recommended to equip teachers with the necessary skills and knowledge.

Koros and Achieng (2023) examining teachers' perceptions in both public and private schools found that while resources for CBC exist, they are often inadequate, particularly in public schools. The findings suggest a need for ongoing training and better understanding of CBC assessment rubrics among teachers.

3. Methodology

3.1 Research Design

Research design is the strategy and approach of investigation which constitute an outline for the collection, measurement and analysis of data so as to gain answers to research questions (Saharan et al. 2020). The study adopted a descriptive survey design. Descriptive survey design described the existing research by asking individuals about their perceptions, attitudes and values or through observation. The design enabled the collection and analysis of both quantitative and qualitative data. It also gave a detailed description of the determinants for effective implementation of competency-based curriculum in public pre-schools in Moiben Sub-County, Uasin Gishu County, Kenya.

3.2 Target Population

Moiben Sub County has 120 pre-primary schools. The research involved all the head teachers in the 120 pre-primary schools as they are tasked with supervising curriculum implementation in their respective schools. All the Pre-primary teachers in all the 120 schools in Moiben Sub County. Curriculum Support Officers (CSOs) were also involved as they oversee curriculum implementation in the zones. Therefore, a target population of 120 head teachers, 480 pre-primary teachers and 5 CSO s representing the five zones making the sub county; hence a target population of 605.

3.3 Sample Size and Sampling Procedure

The researcher obtained sample size of (Headteachers and Pre-primary Teachers) using Yamane formulae (1967).

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

Where n is the sample size required

N is the population size =600

e is the level of precision =0.05

n =600/ (1+600*0.05^2)

n = 240 respondents

Therefore, the sample size for headteachers and pre-primary teachers was 240 respondents and 5 CSOs.

The study stratified the population into 3 strata because the study needed to categorize the respondents into three homogeneous groups for data collection. First stratum was Headteachers, 2nd stratum Pre-primary Teachers and 3rd stratum Curriculum Support Officers (CSOs). The 48 head teachers and 5 Curriculum Support Officers (CSOs) was purposively. The 192 teachers from the sampled schools were selected as respondents through simple random sampling in each zone in order to accord them an equal chance of being selected hence eliminating sampling bias. Denscombe (2008) noted that simple random sampling is where every individual has an equal chance of being selected in the sample from the population. The advantages of this method are that minimal knowledge of the population is required, the internal as well as external validity is high, and it is easy to analyses data. The researcher used these techniques to avoid bias and to make the results reliable, detailed and effective (Pedhazur & Schmelkin, 2013).

3.4 Data Collection Instruments

Questionnaires and interview guides were used to collect data.

3.4.1 Questionnaires

The researcher used questionnaire instrument to collect primary data. The study utilized questionnaire that was developed for generating information on study objectives from the target respondents in the study. The questionnaire consisted of open and closed ended questions. All the variables were measured on a 5-point Likert scales that was anchored by 1=Strongly Disagree

2= Disagree 3= Undecided 4=Agree 5= Strongly Agree. The respondents were asked to indicate the extent to which they agree or disagree with various statements. The questionnaire was designed to address the specific objectives. The questionnaire is the most suitable research tool as it permits the researcher to gather information from a large sample with diverse backgrounds

3.4.2 Interview Schedule

The interview schedule is a data collection instrument where participants responded to research questions orally. Yin (2003), states that meeting is one of the most significant wellsprings of information and characterizes the meeting as a two-way discussion that offers the researcher the chance to take part effectively in the meeting. A structured interview guide enabled the researcher to collect data from head-teachers and Curriculum Support Officers (CSO). The advantage of using an interview guide is that it allowed the respondents to express in-depth information based on the research objectives. The interview guide was constructed based on research objectives.

3.5 Data Collection Procedures

The researcher obtained a letter of introduction from Kisii University. Once the thesis has been approved, a research permit from the National Council of Science and Technology Innovations (NACOSTI) was obtained. Then the researcher proceeded to the County Director of Education, Area Chiefs and Primary School Headteachers to seek consent to conduct the research. Once the permission is granted, the researcher visited each of the targeted sampled primary schools, zones and locations of Moiben Sub County for familiarization purposes. When their participation was confirmed, a date was set, and an appointment booked with school authorities. The participants were given time to respond

to all the items in the research tool. After all the research instruments had been filled well, they were collected and presented for analysis.

3.6 Data Analysis and Procedures

Data processing and analysis refer to the process of inspecting, cleansing, transforming, and modelling data to discover useful information, suggestions, conclusions, and supporting decision-making (Zohuri & Moghaddam, 2017). Both quantitative and qualitative data were collected and analyzed. The quantitative data from questionnaires were analyzed using both descriptive and inferential statistics with the aid of statistics package for social science (SPSS version 24). Descriptive statistics involves the use of frequency and percentages. Inferentially data were analyzed using correlation analysis. Qualitative data analysis was done using the thematic method. In-depth interviews and focus group discussions generated sizeable amounts of qualitative data. The thematic analysis strategy was used to identify themes from this data. Qualitative analysis entailed the following steps: all interview transcripts were read to comprehend their overall meanings. Relevant statements to study objectives were then captured. Meanings of the extracted statements were articulated. Data was structured into bands of themes and authenticated. These findings were unified into an exhaustive description of the topic. The researcher then summarized the exhaustive description down to short, highly descriptive statements that capture just those characteristics deemed to be essential in understanding the study variables.

4. Results and Discussion

4.1 Response Rate

The study evaluated the respondence rate and the results are presented in Table 1.

Table 1 Response Rate

Responses	Frequency	Percentages
Responded	162	84.4
Not responded	30	15.6
Administered questionnaires	192	100

The study findings in Table 1 revealed that out of 192 administered questionnaires 162 were dully filled and returned. This gave a response rate of 84.4%. The study revealed that there was a high response rate, which means that the results are likely to be representative of the population that was studied. A response rate of 84.4% is considered to be excellent, and it is higher than the

average response rate for surveys of this type. This suggests that the study was well-designed and that the participants were engaged with the topic. This was in consistent with Fincham (2008) who indicated that a response rate of approximately 60% is a reasonable goal for most research studies. Hardigan, Popovici and Carvajal (2016) emphasized that for research intended to

represent all the whole population, a response rate of at least 80% is expected.

4.2 Influence of Teacher Preparedness on Implementation of CBC

The study evaluated influence of teacher preparedness on implementation of CBC in public pre-schools in Moiben Sub-County, Kenya. Responses were elicited on a 5-point Likert scale of 1-5 where: 1–strongly disagree; 2–disagree; 3-neutral; 4-agree; 5-strongly agree. Analysis of the response mean scores was conducted on the continuous scale <1.5 represents strongly disagree; with 1.5-2.4 disagree; while 2.5-3.4 neutral; with 3.5-4.5 being agree and finally >4.5 represented strongly agree. The findings were presented in Table 2.

Table 2 Influence of Teacher Preparedness on Implementation of CBC

Statement		SA	A	UD	D	SD	Mean	Std
1. I am able to maintain order and discipline in classroom during class activities	f %	54 33.3	68 42.0	10 6.2	7 4.3	23 14.2	3.75	1.34
2. I am able to implement new teaching methods in class	f %	80 49.5	51 31.5	7 4.3	8 4.9	16 9.9	4.05	1.27
3. I am able to implement CBC and performance standards	f %	58 35.8	39 24.1	25 15.4	29 17.9	11 6.8	3.64	1.31
4. I am able to integrate educational technology into the subject taught	f %	23 14.2	26 18.0	15 9.3	36 22.2	62 38.3	2.45	1.48
5. I am able to establish workable routines in class	f %	71 43.8	48 29.6	17 10.5	11 6.8	15 9.3	3.91	1.28
6. Am able to give clear direction before and not during activities	f %	98 60.5	30 18.5	6 3.7	21 13.0	7 4.3	4.17	1.23
7. Can create a friendly and positive classroom climate	f %	23 14.2	45 27.8	24 14.8	47 29.0	23 14.2	2.98	1.30
8. Teachers content knowledge influence how teachers evaluate and use instructional resources	f %	59 36.4	43 26.5	4 2.5	16 9.9	40 24.7	3.40	1.63

The study results in Table 2 showed that majority 122(75.3%) of the respondents agreed that they are able to maintain order and discipline in classroom during class activities. On contrary, 30(18.5%) of the respondents disagreed that they are able to maintain order and discipline in classroom during class activities. Further, the study results also showed, in terms of mean and standard deviation that the respondents agreed they are able to maintain order and discipline in classroom during class activities (Mean=3.75, standard deviation=1.34). These findings agreed with the previous research by Golann (2015) on the paradox of success at a no-excuses school that schools develop worker-learners' children who monitor themselves, hold back their opinions, and defer to authority rather than lifelong learners.

The study findings from the interviews revealed that teacher preparedness improves classroom management.

> *"Prepared teachers can manage their classrooms effectively, creating a conducive learning environment and reducing disruptions, this fosters stability and allows for consistent implementation of programs."(Headteacher 15)*

Also, the study findings noted that 24(14.8%) of the respondents disagreed and a vast majority 131(81.0%) agreed that they are able to implement new teaching methods in class. Further, the study results also showed, in terms of mean and standard deviation that the respondents agreed with the statement that they are able to implement new teaching methods in class

(Mean=4.05, standard deviation=1.27). According to the study by Gilboy, Heinerichs and Pazzaglia (2015) the effectiveness of solely relying on classroom lectures has been questioned by numerous individuals, as it is deemed as an inefficient means of facilitating learners' acquisition of essential knowledge and skills.

Responses from Curriculum Support Officer [2] interviews showed that.

> "Well-prepared teachers have a deeper understanding of the curriculum, leading to more effective implementation and ultimately, better learning outcomes for children." (Curriculum support officer 2)

The study further revealed that, 97(59.9%) of the participants agreed that they are able to implement CBC and performance standards. On contrary to that, 40(24.7%) of the respondents disagreed they are able to implement CBC and performance standards. Further, the study results also showed, in terms of mean and standard deviation that the respondents agreed with the statement that they are able to implement CBC and performance standards (Mean=3.64, standard deviation=1.31). These findings align with the study by Ndihokubwayo, Nyirigira, Murasira and Munyensanga (2020) which revealed that the effective implementation and monitoring of the Competency-Based Curriculum (CBC) at the sector level can prove to be valuable, provided that the government sets aside a specific budget for this purpose. In order to ensure the successful integration of CBC, school leaders play a crucial role by allocating timetables for school-based in-service teacher training and encouraging peer learning among teachers within their respective schools.

The study findings from headteacher [7] revealed that:

> "Well-prepared teachers can effectively implement the Early Childhood Development and Education (ECDE) curriculum," said Headteacher [7]. "This leads to better learning outcomes for children, which motivates parents and the community, creating a cycle of support for sustained implementation."(Head teacher 7)

The study nonetheless showed that 49(32.2%) of the participants agreed that they are able to integrate educational technology into the subject taught. On contrary to those findings most 98(60.5%) of the respondents disagreed that they are able to integrate educational technology into the subject taught. Further, the study results also showed, in terms of mean and standard deviation that the respondents disagreed with the statement that they are able to integrate educational technology into the subject taught (Mean=2.45, standard deviation=1.48). However, these findings agree with Saundarajan, Osman, Kumar, Daud, Abu and Pairan (2020) who revealed that the application of Photo math significantly enhances the learning of algebraic equations among Form Two learners.

The study findings from interviews revealed that there are resource constraints.

> "Limited access to teaching materials, technology, and infrastructure can hinder teachers' ability to deliver quality education, this creates challenges for sustained implementation." (Headteacher [11]).

On top of the above findings, another 26(16.1%) disagreed that they are able to establish workable routines in class. However, majority of the respondents 119(73.4%) that they are able to establish workable routines in class. Further, the study results also showed, in terms of mean and standard deviation that the respondents agreed they are able to establish workable routines in class (Mean=3.91, standard deviation=1.28). These findings are consistent with the findings done by Kundu, Bej and Rice (2021) which revealed that blended learning ambience increases learners' classroom engagement in an elementary classroom when teachers were supported with necessary proficiencies.

CSO [13] indicated that:

> "Limited access to professional development opportunities for pre-school teachers in Moiben can hinder preparedness."(CSO, 13)

Furthermore, it was noted from the study that 128(79.0%) of the participants agreed, however, 28(17.3%) disagreed that they are able to give clear direction before and not during activities. Further, the study results also showed, in terms of mean and standard deviation that the respondents agreed with the statement that they are able to give clear direction before and not during activities (Mean=4.17, standard deviation=1.16). This study aligns with the study by Lapitan, Tiangco, Sumalinog, Sabarillo and Diaz (2021) in an effective blended online teaching and learning strategy during the COVID-19 pandemic indicated that most of the learners are satisfied with the DLCPA strategy. Hence, this strategy is considered a manageable and effective alternative that can be adapted to full online instruction to other undergraduate Chemistry lecture courses.

> CSO [16] indicated that
>
> "Teacher preparedness fosters confidence and ownership, crucial for sustained adoption of new curriculum practices."

Furthermore, it was noted from the study that 122(75.3%) of the participants disagreed, however, 36(22.2%) agreed that they can create a friendly and positive classroom climate. Further, the study results also showed, in terms of mean and standard deviation that the respondents disagreed they can create a friendly and positive classroom climate (Mean=2.34, standard deviation=1.24).

From interviews it was revealed that prepared teacher can enhance community engagement.

> *"Teachers who are confident and knowledgeable can better engage with parents and the community which can create a friendly and positive classroom climate" shared Headteacher [2]. "This builds trust and encourages collaboration, which is crucial for long-term sustainability." (*Headteacher [2]).

Finally, majority of the respondents 127(83.4%) agreed that teachers content knowledge influence how teachers evaluate and use instructional resources. However, 33(20.4%) of the respondents disagreed that teachers content knowledge influence how teachers evaluate and use instructional resources. Further, the study results also showed, in terms of mean and standard deviation that the respondents agreed with the statement that teachers content knowledge influence how teachers evaluate and use instructional resources (Mean=3.71, standard deviation=1.25).

The findings from interviews revealed that there are limited knowledge and skills:

> *"Some teachers lack sufficient training and resources, making it difficult to implement the curriculum effectively," expressed Headteacher [21]. "This can lead to inconsistencies and gaps in learning, hindering sustainability."*

5. Conclusion and Recommendations

5.1 Conclusion

The study concluded that teacher-preparedness was a determinant of CBC implementation in public pre-schools in Moiben Sub-County, Kenya. Accordingly, teachers still faced challenges in integrating technology and creating a positive classroom climate, ultimately impacting CBC implementation negatively. Furthermore, the study highlighted the importance of teachers' content knowledge in shaping their evaluation and utilization of instructional resources.

5.2 Recommendations

Based on the conclusions drawn from the study, it is recommended that the county government should organize more workshops and training in order to support teachers and headteachers in implementing the competency based curriculum in their various schools in Moiben sub-county. These training sessions should be tailored to different grade levels and subject areas and be offered online as well to avail flexible learning opportunities for teachers. The training sessions should be comprehensive in nature and endeavour to cover CBC competencies, instructional-material development and the integration of technology into the classroom.

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