FACTORS AFFECTING THE IMPLEMENTATION OF COMPETENCE BASED EDUCATION IN KENYA.
A CASE STUDY OF MANGA SUB-COUNTY, NYAMIRA COUNTY.

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A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF MANAGEMENT AND LEADERSHIP IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF BACHELOR OF EDUCATION (ARTS) OF THE MANAGEMENT UNIVERSITY OF AFRICA.

SEPTEMBER, 2025

DECLARATION

I attest that this submission is entirely my original work and has not been presented previously for any academic credit.

Signature…… **Date……**

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BEDK/2/00063/3/21

SUPERVISOR'S DECLARATION

Having examined this project, I'm happy to give it my full support as the overseeing supervisor

Signature…… **Date……**

Ms. Gladys Nafula Mabonga

The Management University of Africa

DEDICATION

I am profoundly thankful for my family; their unwavering love and encouragement were pivotal to my achievements in education. I extend heartfelt gratitude to my mother, Joyce Pamela, as well as to my uncle John Bogonko, and my brothers, Ronald Isoe and Duke Nyachio. Their sacrifices and consistent encouragement have provided a constant wellspring of motivation and determination as I've pursued my studies.

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ABSTRACT

This essay delves into the factors influencing the uptake of Competence-Based Education (CBE) within Manga Sub-County, Nyamira County, Kenya. The central concern revolves around the fact that despite CBE's introduction as a replacement for the 8-4-4 system, numerous rural schools continue to face significant obstacles. The move towards competency-based education (CBE) isn't without its hurdles, and these could very well trip up its implementation. We're talking about things like teachers possibly not feeling up to the task, a shortage of essential resources, a lukewarm embrace from parents, and maybe not enough support from the schools themselves. This particular research endeavor sought to dig into how teacher readiness, resource accessibility, how involved parents were, and whether the curriculum had backing, all impacted the introduction of CBE. Researchers opted for a descriptive survey approach, collecting intel from a pool of 500 people. Within that group, 222 participants were selected via a combination of sampling strategies. The main methods for gleaning information were questionnaires and interviews. The data that was gathered got a once-over using descriptive statistics, Pearson correlation, and thematic analysis. Findings indicated that a substantial number of educators didn't believe they were fully equipped for this shift. They exhibited a lack of confidence in learner-centered teaching approaches and expressed uncertainty regarding continuous assessment practices. Moreover, the study revealed a scarcity of essential resources, including textbooks, technology, and adequate classroom space. Parental involvement was found to be moderate, with parents primarily offering support through resource provision and homework assistance, while demonstrating less participation in school-related meetings. Curriculum support systems were weak, with limited training, irregular supervision, and insufficient curriculum guides. Correlation analysis confirmed that all factors significantly influenced CBE implementation, with teacher preparedness having the strongest effect, followed by availability of resources, curriculum support systems, and parental involvement. The study concluded that successful implementation of CBE requires urgent investment in teacher professional development, provision of adequate resources, strengthening of curriculum support systems, and enhanced parental engagement. It therefore recommends prioritizing intensive teacher training, equitable resource allocation, structured professional support, and parental sensitization as key measures to ensure effective and sustainable implementation of CBE in rural Kenya.

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ACRONYMS AND ABBREVIATIONS

CBE – Competence-Based Education

CBC – Competency-Based Curriculum

MOE – Ministry of Education

KICD – Kenya Institute of Curriculum Development

TSC – Teachers Service Commission

KNEC – Kenya National Examinations Council

PTA – Parents Teachers Association

BOM – Board of Management

SMC – School Management Committee

TPD – Teacher Professional Development

CPD – Continuous Professional Development

ICT – Information and Communication Technology

UNESCO – United Nations Educational, Scientific and Cultural Organization

UNICEF – United Nations International Children's Emergency Fund

OPERATIONAL DEFINITION OF TERMS

Competence-Based Education (CBE)	An approach to teaching and learning that focuses on the acquisition of competencies such as knowledge, skills, values, and attitudes that learners must demonstrate in real-life contexts.
Teacher Preparedness	The extent to which teachers are trained, skilled, and ready to implement CBE effectively through learner-centered pedagogies and assessments.
Teaching and Learning Resources	The instructional materials, facilities, and tools such as textbooks, ICT devices, classrooms, and laboratories required to support CBE implementation.
Parental Involvement	The active participation of parents in supporting their children's education by providing resources, encouraging learning, and collaborating with.
Curriculum Support Systems	Institutional structures and interventions such as teacher training, policy guidelines, supervision, and provision of materials that enhance effective CBE implementation.

Implementation	The process of translating curriculum policies into actual teaching, learning, and assessment practices in schools.
Stakeholders	Individuals or groups with vested interests in education who influence or are affected by CBE, including teachers, administrators, parents, curriculum developers, and education.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The following section will delve into crucial facets of this research endeavor. We'll begin by exploring its background and genesis, then pinpoint the precise problem under scrutiny. Following that, the objectives of the research will be outlined, alongside the specific queries it hopes to address. Furthermore, the significance of this study will be discussed, and finally, the parameters of the investigation will be established. To wrap things up, a concise recap of the chapter's principal arguments will be provided.

1.1 Background of the study

Education is often considered key to societal advancement and economic prosperity. Across the globe, it fosters economic expansion, promotes social cohesion, and sparks innovation. Through education, people acquire the knowledge and competencies required to be active participants in the modern workforce. Furthermore, it equips nations with the tools to thrive and maintain a competitive edge in the international arena. Over the past two decades, there has been a global paradigm shift away from traditional, examination-driven models of learning toward learner-centered approaches that prioritize creativity, collaboration, critical thinking, problem-solving, and adaptability (UNESCO, 2017; World Bank, 2018). Developed nations such as Finland, Singapore, and Canada have pioneered Competence-Based Education (CBE) frameworks, demonstrating that such systems can

equip learners with 21st-century skills required in dynamic labour markets (Sahlberg, 2018). However, even in these high-resource contexts, research has consistently shown that the success of CBE reforms depends heavily on teacher preparedness, availability of learning resources, and the existence of supportive policy and institutional environments (Fullan, 2016; Darling-Hammond et al., 2020).

In Africa, the adoption of CBE has largely been motivated by the urgent need to reduce unemployment and underemployment by bridging the gap between school outcomes and labour market needs. The Continental Education Strategy for Africa (CESA 2016–2025) underscores the importance of competency-based curricula in nurturing innovative, resilient, and ethical citizens capable of driving the continent's transformation (African Union, 2016). Countries such as Rwanda, Tanzania, and Uganda have attempted major curriculum reforms to embrace competence-based models, but evidence shows that their implementation processes have faced significant setbacks. In Rwanda, teachers reported challenges in aligning pedagogy and assessment to competency-based standards due to insufficient training and limited access to teaching materials (Ndayambaje, 2019). Tanzania's long-standing competency-based reforms, initiated in 2005, continue to be constrained by resource shortages, overcrowded classrooms, and lack of institutional support (Tesi, 2020). Similarly, Uganda's outcome-based approaches have been weakened by socio-economic barriers, including low parental literacy levels and poor home-school collaboration, which undermine sustained implementation (Nakabugo & Siebörger, 2015; Ssentongo, 2021). These regional experiences demonstrate that while policy aspirations are laudable, effective implementation of CBE requires strong teacher capacity, resource mobilization, institutional leadership, and meaningful stakeholder engagement.

Kenya's educational reforms mirror these global and continental trends. Persistent dissatisfaction with the 8-4-4 system, criticized for its excessive focus on examinations, academic rigidity, and neglect of learners' diverse talents, informed the launch of the Competency-Based Curriculum (CBC) in 2017 (Republic of Kenya, 2017). The CBC emphasizes seven core competencies: communication and collaboration, critical thinking and problem-solving, creativity and imagination, citizenship, digital literacy, self-efficacy, and learning to learn (KICD, 2017). The shift represents an ambitious effort to align education with the demands of the 21st century, yet several implementation challenges have surfaced. Teachers, often regarded as the cornerstone of reform, received only brief training sessions, leaving many inadequately equipped to embrace learner-centered pedagogies (Wasanga, 2020; Ngugi & Mumiukha, 2021). Other studies report a shortage of teaching and learning resources, overcrowded classrooms, weak assessment frameworks, and disparities in parental understanding of CBC goals, particularly in rural and marginalized areas (Abuya et al., 2020; KNBS, 2021; Nyang'au, 2023). These challenges raise questions about whether the transition from 8-4-4 to CBC is being effectively managed and equitably experienced across the country.

At the local level, Nyamira County-Kenyaand specifically Manga Sub-County-reflects these national challenges in a more pronounced manner. Schools in the region grapple with persistent shortages of textbooks, inadequate digital infrastructure, and overcrowded classrooms, resulting in high pupil–textbook ratios and constrained learning spaces (Nyamira County Education Report, 2022). Teachers in Manga often lack adequate in-service training and ongoing professional development on CBC delivery, which

undermines their confidence and ability to apply learner-centered methods effectively (Nyakundi, 2021). Moreover, socio-economic constraints such as widespread poverty, child labour, and early pregnancies reduce learners' school attendance and engagement, further weakening the impact of CBC. Parents in the sub-county, many of whom have low literacy levels, struggle to support their children's education and may hold entrenched expectations of examination-focused teaching, thereby resisting the new competency-based orientation (Oduor, 2019; Ondieki, 2022).

These realities highlight the complexity of translating curriculum reform into classroom practice in rural Kenya. While CBC promises to deliver holistic, skills-oriented education, its success in regions like Manga Sub-County is threatened by a combination of inadequate teacher preparedness, limited teaching and learning resources, weak institutional support, socio-economic constraints, and cultural resistance. Against this backdrop, there is a pressing need to examine the specific factors affecting CBE implementation in Manga Sub-County, Nyamira County, in order to generate context-sensitive recommendations that can bridge the gap between curriculum policy and classroom practice, ultimately ensuring equitable access to quality education.

This particular study will concentrate on educators, parents, school administrators, and educational authorities currently engaged with Competency-Based Education within Manga Sub-County, Nyamira County. Teachers are absolutely key to this research, as they are the ones who will be responsible for delivering instruction and assessing pupils within the framework of the revised curriculum. Parents also play a vital role, as their

comprehension, backing, and engagement in school activities have a bearing on how successfully pupils adjust to and excel within the new system. School leaders, including principals and deputy principals, are essential for directing instruction, overseeing resources, and ensuring that teachers and students are provided a nurturing environment to thrive in the CBE context. In addition, educational officials such as curriculum support officers and sub-county education officers are central to policy interpretation, training, supervision, and monitoring of curriculum implementation at the local level. Together, these groups represent the interconnected stakeholders whose perspectives and actions shape the success or limitations of Competence-Based Education in Manga Sub-County.

1.2 Statement of the problem

There's a global push for Competence-Based Education (CBE), which many believe is the key to arming students with the practical skills, core values, and ways of thinking essential for thriving in today's world.Research shows that traditional education systems emphasizing rote memorization and high-stakes examinations are increasingly being replaced with learner-centered models that foster problem-solving, creativity, and collaboration (UNESCO, 2015; World Bank, 2016). Countries such as Finland, Singapore and Canada have reported success in implementing CBE through strong teacher training, adequate resourcing and supportive policy frameworks (Sahlberg, 2018). Despite these successes, studies caution that without adequate teacher preparedness and resources, reforms risk being only partially realized (Fullan, 2016).

Across Africa, similar efforts have been made to reform education by embedding competencies in curricula. Rwanda revised its curriculum in 2015, while Tanzania undertook competency-based reforms earlier in 2005. However, studies in these countries show persistent challenges, including inadequate teacher training, insufficient learning resources, and resistance from stakeholders accustomed to traditional systems (Ndayambaje, 2019; Tesi, 2020). The African Union's *Continental Education Strategy for Africa (CESA 2016–2025)* underscores the urgency of aligning education with labor market needs, yet evidence suggests that many African countries still struggle to translate policy into practice (African Union, 2016).

In Kenya, concerns about the limitations of the 8-4-4 system led to the introduction of the Competency-Based Curriculum (CBC) in 2017. The new system was intended to nurture competencies such as communication, critical thinking, digital literacy, and citizenship (Kenya Institute of Curriculum Development [KICD], 2017). However, research shows that implementation has been uneven. Many teachers received only short orientation sessions instead of comprehensive training, limiting their confidence in applying learner-centered pedagogy (Wasanga, 2020; Ngugi & Mumiukha, 2021). Studies also highlight resource shortages, overcrowded classrooms, and high pupil–textbook ratios, especially in rural areas (Abuya et al., 2020; Kenya National Bureau of Statistics [KNBS], 2021). Parents, whose involvement is crucial under CBC, often face socio-economic and literacy barriers that hinder their participation (Oduor, 2019; Abuya et al., 2020).

At the local level, Nyamira County-and particularly Manga Sub-County reflects these challenges in more pronounced ways. Schools face shortages of textbooks and ICT infrastructure, overcrowded classrooms, and inadequate teacher training opportunities (Nyamira County Education Report, 2022; Nyakundi, 2021). Families in the area experience high levels of poverty, which restricts their ability to support children's learning at home, despite parental involvement being a central pillar of CBC (KICD, 2017). Although some research has examined CBC nationally, little attention has been paid to rural sub-counties like Manga, where socio-economic conditions and infrastructural constraints uniquely shape implementation. Furthermore, existing studies often isolate single factors such as teacher preparedness or resource adequacy, while few have explored the combined effect of multiple variables, including curriculum support systems.

Unless these localized barriers are addressed, CBC risks entrenching inequalities by benefiting well-resourced urban schools more than disadvantaged rural ones. This study therefore investigates the factors affecting the implementation of Competence-Based Education in Manga Sub-County, Nyamira County, focusing on teacher preparedness, availability of teaching and learning resources, parental involvement, and curriculum support systems.

1.3 Objectives of the study

1.3.1 General objective

This study primarily aimed to investigate the factors impacting the implementation of competence-based education within Manga sub-county, situated in Nyamira County.

1.3.2 Specific objectives

i. To determine the impact of teacher preparedness on the implementation of Competence-Based Education in Manga Sub-County, Nyamira County.
ii. To examine the effect of availability of teaching and learning resources on the implementation of Competence-Based Education in Manga Sub-County, Nyamira County.
iii. To assess the role of parental involvement in supporting the implementation of Competence-Based Education in Manga Sub-County, Nyamira County.
iv. To evaluate the effect of curriculum support systems on the implementation of Competence-Based Education in Manga Sub-County, Nyamira County.

1.4 Research questions

i. What is the influence of teacher preparedness on the implementation of Competence-Based Education in Manga Sub-County, Nyamira County?
ii. How does the availability of teaching and learning resources affect the implementation of Competence-Based Education in Manga Sub-County, Nyamira County?
iii. What role does parental involvement play in supporting the implementation of Competence-Based Education in Manga Sub-County, Nyamira County?
iv. How do curriculum support systems influence the implementation of Competence-Based Education in Manga Sub-County, Nyamira County?

1.5 Justification of the study

This research endeavor yielded positive outcomes for numerous individuals who stood to profit from its findings. Crucial players encompassed instructors, pupils, parents or guardians, those responsible for shaping curricula, individuals within the Education Department, and academics conducting further studies. To teachers, the study was vital in highlighting the importance of preparedness, including adequate training, professional development, and pedagogical support in facilitating the successful implementation of Competence-Based Education. Teachers in Manga Sub-County and beyond stood to benefit from the insights into the challenges and strategies that can enhance their instructional effectiveness in delivering CBE.

For learners, the findings of this research were important since they shed light on how availability of teaching and learning resources, teacher competence, and supportive systems directly impact their academic growth and acquisition of twenty-first-century skills. A properly implemented CBE framework ensures that learners become more competent, innovative, and employable, thus enhancing their future prospects.

Parents also benefited from the study as it underscored their role in supporting the implementation of CBE. The findings sensitized them on the need to provide moral, financial, and material support to ensure that their children thrive in a competency-based learning environment. By understanding their involvement in education, parents could play an active role in bridging gaps left by schools or government support.

This study provided crucial insights for Kenyan officials and the government, shedding light on areas needing improvement in teaching resources, curriculum support, and teacher

training. These revelations could enable the government to formulate better policies, allocate funds wisely, and strengthen support mechanisms. Ultimately, this could play a key role in the effective implementation of CBE across all of Kenya's regions. The study's findings also provided valuable insights for curriculum designers, particularly those at the Kenya Institute of Curriculum Development (KICD). This information gave them specific details about the challenges faced by educators and students in the field. This evidence could inform continuous review and improvement of the curriculum, ensuring it remains relevant and responsive to learner needs.

This research was also important to other academics, as it expanded on what was already known about changes in education in Kenya, particularly the roll-out of CBE. Since educational reforms are a relatively new thing in the country, the study gave a foundation for future research into how different factors influence the curriculum's successful implementation.

In addition, the study held significance for the inhabitants of Manga Sub-County and the larger Nyamira County. When CBE is properly implemented, it helps produce competent graduates who can contribute to the social and economic advancement of their communities. Consequently, the findings provided guidance for community members to understand the importance of supporting educational initiatives for sustained development.

1.6 Scope of the study

The scope of this study covered the factors affecting the implementation of Competence-Based Education (CBE) in Manga Sub-County, Nyamira County, with a focus on selected schools including Nyaisa Manga, Sengera, and Morako secondary, junior secondary, and

primary schools. The study concentrated on four key factors: teacher preparedness, availability of teaching and learning resources, parental involvement, and curriculum support systems. It targeted a population of approximately 500 respondents drawn from teachers, school administrators, parents and education officials, since these groups directly influence or are impacted by the implementation process. Data collection and stakeholder engagement were carried out within a period of six months.

1.7 Chapter summary

This section introduced the topic, "Factors Affecting the Implementation of Competence-Based Education in Kenya: A Case Study of Manga Sub-County, Nyamira County." The chapter provided a background of the study, highlighting the global, regional, national, and local perspectives on Competence-Based Education (CBE) as an education reform aimed at improving learning outcomes and equipping learners with practical skills. It identified the problem statement, emphasizing the persistent challenges in the implementation of CBE in Kenya, particularly in Manga Sub-County, where issues such as teacher preparedness, inadequate resources, limited parental involvement, and insufficient curriculum support systems hinder effective delivery.

This section expanded upon the aims of the research, clarifying the particular inquiries that the investigation sought to address. The primary goal of this study was to explore how teacher preparation, access to learning resources, parental involvement, and the support provided by curriculum developers and educational bodies influence the implementation of Competency-Based Education. The significance of the study was discussed, explaining

its relevance to teachers, school administrators, parents, policymakers, curriculum developers, and future researchers interested in strengthening education reforms in Kenya.

Furthermore, the scope of this investigation was defined, specifically focusing on secondary, junior secondary, and primary schools within Manga Sub-County, Nyamira County, from April to September of the year 2025.The aim is to engage approximately 500 participants. This cohort will encompass educators, parents, school administrators, and representatives from educational bodies. The intention is that this diverse assembly will offer a comprehensive perspective on the factors influencing the practical application of Competency-Based Education (CBE).

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this segment, we'll delve into a collection of previously published studies and the perspectives of other academics who've trod similar paths. It's all about synthesizing the empirical investigations, the theoretical discussions, and, of course, pinpointing those gaps where further exploration could be beneficial.

2.1 Theoretical literature review

2.1.1 Diffusion of Innovation Theory

The Diffusion of Innovation (DOI) Theory, originally proposed by Everett Rogers in 1962 and subsequently updated in 2003, offers a helpful model for comprehending how innovations—be they novel ideas, behaviors, or technological advancements—gain widespread acceptance within a given population. This theory is particularly applicable when considering curriculum reforms, which essentially represent alterations in the approaches educators employ in teaching and the ways in which students acquire knowledge. DOI posits that this dissemination occurs over time through communication exchanged amongst individuals within a social context. The rate at which an innovation is adopted, along with the extent of its adoption, is contingent upon several factors: the inherent characteristics of the innovation itself, the specific individuals embracing it, and the broader environment in which it is introduced

Rogers (2003) identified five attributes that influence adoption: relative advantage (the perceived benefits of the innovation compared to existing practices), compatibility (alignment with existing values and needs), complexity (ease of understanding and implementation), trialability (opportunity to test before full adoption), and observability (visibility of results). In the context of CBC, teachers are expected to perceive the curriculum as advantageous compared to the 8-4-4 system, compatible with their professional values, and feasible to implement with the available resources. Parents and learners also act as adopters, whose willingness to engage with new modes of assessment and home support determines the pace of diffusion.

DOI also identifies adopter categories: innovators, early adopters, early majority, late majority, and laggards. In Kenya, some schools and teachers have embraced CBC as innovators and early adopters, experimenting with learner-centered pedagogies and continuous assessment. However, a significant proportion of teachers, particularly in rural areas like Manga Sub-County, may fall into the late majority or laggard categories due to limited resources, inadequate training, or resistance to change (Ng'ang'a, 2021).

Empirical applications of DOI in education demonstrate its utility. For example, Fullan (2016) applied DOI to analyze education reforms in Canada and found that reforms succeeded when teachers were supported through professional learning communities and clear policy communication. Similarly, Ng'ang'a (2021) applied DOI in Kenya and concluded that complexity and lack of compatibility with existing practices were major barriers to CBC adoption. These insights are directly applicable to Manga Sub-County,

where resource shortages and limited awareness among parents complicate the diffusion of CBC practices.

Overall, DOI provides a framework for understanding how CBC spreads among teachers, parents, and learners. It highlights the importance of training, communication, and support systems in ensuring that CBC is perceived as advantageous and implementable, particularly in rural contexts.

2.1.2 Constructivist Learning Theory

Constructivist learning, at its heart, proposes that students are not passive recipients of information. Instead, they are actively involved in the construction of their own knowledge. This is achieved through engagement in real-world experiences, collaborative discussions, and critical reflection on the learning process. Pioneering figures like Jean Piaget and Lev Vygotsky are instrumental in shaping our understanding of constructivism. Piaget, for instance, highlighted the developmental stages of cognitive growth, proposing that learning involves both incorporating new information into existing frameworks (assimilation) and adjusting those frameworks to accommodate new insights (accommodation). Vygotsky (1978), on the other hand, stressed the social dimension of learning, introducing the concept of the Zone of Proximal Development (ZPD), where learners achieve more with guidance from teachers and peers than independently.

Competence-Based Education is firmly grounded in constructivist principles. By prioritizing learner-centered pedagogy, continuous assessment, problem-solving, and collaboration, CBC seeks to move away from rote memorization towards practical skills and competencies (Republic of Kenya, 2017). Constructivism supports the idea that

learners should be actively engaged in meaningful tasks that mirror real-life situations, thereby nurturing critical thinking, creativity, and lifelong learning.

Empirical evidence underscores the relevance of constructivism in curriculum reforms. Fosnot (2013) argued that constructivist classrooms promote deeper learning when teachers act as facilitators who guide learners in knowledge construction. In Tanzania, Tesi (2020) found that constructivist approaches under CBE improved learner engagement but required teachers to undergo intensive pedagogical training. Similarly, in Rwanda, Ndayambaje (2019) observed that constructivist-based teaching enhanced learners' problem-solving skills but faced resistance from teachers who were accustomed to traditional methods.

In Kenya, the CBC embodies constructivist ideals by promoting interactive and practical learning. However, implementation challenges persist. Wasanga (2020) noted that many Kenyan teachers lacked sufficient training in constructivist pedagogy, resulting in reliance on teacher-centered instruction. This suggests that while the curriculum is theoretically sound, successful implementation depends heavily on teacher preparedness, resource availability, and parental support.

Constructivist Learning Theory is therefore critical to this study as it provides a pedagogical rationale for CBC. It emphasizes the need for teacher facilitation, resource provision, and active parental involvement to ensure learners in Manga Sub-County can construct meaningful knowledge and competencies.

2.1.3 Systems Theory

Systems Theory, developed by Ludwig von Bertalanffy in the 1950s and later applied to education by scholars such as Bronfenbrenner (1979), views organizations and societies as interconnected systems where the functioning of each part affects the whole. Bronfenbrenner's ecological systems model offers a useful framework for exploring human development, emphasizing the varied layers of influence shaping an individual's growth. These layers function as interconnected systems. At the core lies the microsystem, encompassing a person's immediate environment, such as their family and educational setting. Moving outward, the mesosystem highlights the interactions between these environments, for example, the relationship between a child's home and school. The exosystem then introduces external factors that exert an indirect impact; consider governmental policies. Finally, the macrosystem represents the broadest context, encompassing the overarching culture and societal structures within which a person's life unfolds.

Applied to education, Systems Theory highlights that successful curriculum implementation requires coordination among multiple actors, including teachers, learners, parents, policymakers, and curriculum support agencies. The microsystem of the classroom must align with the mesosystem of home support, while exosystem policies from institutions such as the Teachers Service Commission (TSC) and Kenya Institute of Curriculum Development (KICD) provide resources and training. The macrosystem, which includes cultural values and societal expectations, also shapes attitudes toward education reforms.

In Kenya, challenges in CBC implementation reflect systemic misalignments. For example, Ngugi and Mumiukha (2021) observed that inadequate communication between curriculum developers and teachers led to confusion over assessment methods. Similarly, Nyakundi (2021) noted that parental involvement in Nyamira County was constrained by socio-economic barriers, weakening the home-school mesosystem link. Without systemic harmony, CBC risks partial or ineffective implementation.

Globally, systems approaches have proven valuable in sustaining education reforms. In Singapore, Tan and Low (2017) found that strong linkages among schools, parents, and government support systems enabled smooth integration of competencies into the education system. Conversely, in Tanzania, weak systemic support limited the effectiveness of CBE (Tesi, 2020).

For this study, Systems Theory provides a holistic lens to analyze CBC implementation in Manga Sub-County. It underscores the need to examine not only teacher preparedness and resource adequacy but also parental involvement and curriculum support structures as interconnected components of a larger educational ecosystem.

2.2 Empirical Literature Review

2.2.1 Teacher Preparedness and Implementation of Competence-Based Education

Teacher preparedness is widely recognized as a cornerstone of curriculum reform success. In Finland, Sahlberg (2018) investigated how teacher education supports the implementation of CBE. His findings showed that teacher education programs emphasize

research-based training, reflective practice, and continuous professional development, ensuring that teachers are competent in both subject mastery and learner-centered instruction. The study used document review and policy analysis of teacher training frameworks. However, it did not explore how such practices translate into resource-constrained rural contexts like those in developing countries, leaving a gap for localized research.

In Rwanda, Ndayambaje (2019) examined teachers' readiness to apply CBE principles. The study found that while teachers supported the curriculum, many lacked the pedagogical training required to implement learner-centered approaches. Using surveys and interviews with teachers, the study provided valuable insights into teacher attitudes. Nevertheless, it did not address how infrastructural challenges and socio-economic barriers influenced preparedness, particularly in rural areas.

In Tanzania, Tesi (2020) investigated how teacher training influenced classroom practices under CBE. Findings indicated that inadequate training left teachers uncertain about assessment techniques and instructional strategies, leading to inconsistent implementation. The study employed a mixed-method approach involving questionnaires and classroom observations. However, it focused mainly on urban schools, leaving gaps in understanding how rural teachers cope with similar challenges.

In Kenya, Wasanga (2020) studied government-led training initiatives for CBC teachers. He found that most teachers only attended short orientation sessions instead of receiving comprehensive training, which left them ill-prepared to implement learner-centered

pedagogy. Using case studies and surveys, the research highlighted the inadequacy of existing training models but did not explore county-level variations. Similarly, Ngugi and Mumiukha (2021) investigated classroom practices under CBC and found that many teachers reverted to rote-learning due to low confidence in applying learner-centered methods. Their study used interviews and classroom observations but was limited by its focus on selected schools, overlooking rural counties such as Nyamira. The Teachers Service Commission (TSC, 2020) also reported, through administrative data, that less than 50% of teachers had undergone in-depth CBC training, but the report lacked qualitative insights into teachers' lived experiences.

2.2.2 Availability of Teaching and Learning Resources

Resource adequacy is critical to the success of CBE since the curriculum emphasizes hands-on and practical learning. In South Africa, Maringe and Prew (2015) investigated how availability of resources influenced curriculum reforms. Their findings revealed that schools with sufficient instructional materials recorded higher learner engagement and improved outcomes. The study relied on school surveys and case studies of selected institutions. However, it did not analyze rural contexts, leaving a gap in understanding how resource shortages in marginalized areas affect reform implementation.

A study was carried out in Tanzania by Tesi back in 2020. The goal was to understand the effects of resources used in teaching and learning, and how they influenced the execution of Competency-Based Education (CBE). He found that shortages of textbooks, laboratories, and ICT tools were key obstacles to learner-centered pedagogy. The research adopted a mixed-method design involving questionnaires and classroom observations.

Nonetheless, it concentrated mainly on urban and peri-urban schools, failing to capture the experiences of rural schools facing even greater shortages.

In Kenya, Abuya et al. (2020) investigated resource availability in rural primary schools. Their findings showed persistent shortages of textbooks, overcrowded classrooms, and limited digital infrastructure. They used surveys of teachers and document analysis of school inventories. However, their work provided general national statistics, without disaggregating results at sub-county levels such as Manga. Similarly, the Kenya National Bureau of Statistics (KNBS, 2021) investigated educational infrastructure and reported that only 35% of public primary schools in rural areas had adequate teaching and learning materials, while less than 20% had digital facilities. KNBS used a large-scale national survey methodology, which was comprehensive but too broad to account for local-level disparities.

In Nyamira County, the County Education Report (2022) assessed learning conditions in public schools. The report found that pupil-to-textbook ratios reached as high as 1:5, and overcrowded classrooms averaged 60 learners per class. This forced teacher to rely on lecture methods, contrary to the interactive pedagogy envisioned in CBC. Although informative, the report was based mainly on administrative statistics, leaving out qualitative insights into teachers' and learners' experiences. Nyakundi (2021) also investigated teacher instructional practices under CBC and found that resource shortages compelled teachers to adopt lecture methods. Using classroom observations and

interviews, the study offered useful evidence, but its focus on a few schools limited the generalizability of findings across the county.

2.2.3 Parental Involvement in Implementation of Competence-Based Education

Parental involvement is a cornerstone of CBC, emphasizing shared responsibility between schools and families in nurturing competencies. In Canada, Epstein (2018) investigated the role of home-school partnerships in CBE. He found that strong parental engagement enhanced learner motivation and academic achievement. The study used longitudinal surveys and interviews with parents and educators. However, it was conducted in a developed context, and thus its findings may not be directly transferable to resource-constrained rural settings.

In the United States, Henderson and Mapp (2002) explored the link between parental involvement and learner performance. Their findings demonstrated that engaged parents contributed to better learner attitudes and higher academic outcomes. The research employed meta-analysis of multiple studies. Yet, it did not account for cultural and socio-economic variations that could shape parental involvement in African settings.

In Rwanda, Ndayambaje (2019) examined parental support for CBE. Findings revealed that although parents expressed willingness to participate, they lacked resources and understanding of their role. The study used surveys and interviews with parents. However, it did not propose strategies for bridging the knowledge gap or overcoming resource limitations in rural households.

In Uganda, Nakabugo and Siebörger (2015) investigated how socio-economic conditions affect parental participation in educational reforms. They found that poverty and low literacy levels limited parental involvement. The study employed interviews and focus group discussions. However, it generalized findings to national levels without highlighting local variations in parental engagement.

In Kenya, Oduor (2019) investigated parents' awareness of CBC principles. Findings indicated that many parents were confused about continuous assessment and home-based assignments. The study relied on interviews and focus groups. Nonetheless, it did not consider rural counties where literacy levels are lower. Abuya et al. (2020) examined parental participation in rural Kenya and found that over 60% of parents felt unable to support their children due to limited literacy and financial challenges. They used household surveys, but their study did not offer practical strategies to address these constraints.

In Nyamira County, Nyakundi (2021) investigated parental involvement in CBC implementation. Findings showed that socio-economic barriers constrained parents' ability to provide learning materials or actively participate in education. The study used interviews and classroom observations, but its limited scope left gaps in understanding the broader situation across the sub-county.

2.2.4 Curriculum Support Systems and Implementation of Competence-Based Education

Curriculum support systems-including training programs, instructional supervision and policy frameworks are vital for curriculum reform. In Singapore, Tan and Low (2017) investigated the effectiveness of institutional support for CBE. They found that structured

professional development, regular supervision, and strong resource provision enabled smooth adoption of competencies in schools. The study used policy analysis and case studies of schools. However, it did not explore contexts where institutional support is weak, making the findings less applicable to developing countries.

In Tanzania, Tesi (2020) studied institutional support for teachers in CBE implementation. He reported that weak institutional backing hindered effective adoption of the curriculum. Using surveys and interviews with teachers, the study offered valuable insights but focused narrowly on policy structures, without considering how teachers in rural areas adapt to limited support.

In Kenya, Wasanga (2020) investigated training programs and supervision provided by KICD and TSC. He found that training sessions were often short and lacked follow-up, leaving teachers inadequately prepared. The study employed surveys and case studies of teacher training programs. However, it did not address how support systems vary across rural and urban contexts. The Nyamira County Education Report (2022) investigated teacher training and supervision within Manga Sub-County. It found that teachers received limited in-service training and minimal supervision, reducing their ability to adapt to CBC. The report relied on administrative data but lacked qualitative evidence from teachers themselves.

2.3 Summary and Research Gaps

Table 2.1: Summary and Research Gaps

Author & Year	Focus of the Study	Methodology	Findings	Research Gaps	Focus of Current Study
Sahlberg (2018)	Teacher education and CBE in Finland	Policy analysis, document review	Strong teacher training enhanced CBE implementation	Did not examine resource-constrained rural settings	Investigates how teacher preparedness affects CBE in rural Kenya
Ndayambaje (2019)	Teacher readiness for CBE in Rwanda	Surveys, interviews	Teachers supported CBE but lacked pedagogical training	Did not address rural socio-economic barriers	Examines preparedness of teachers in rural Nyamira
Tesi (2020)	CBE implementation in Tanzania	Mixed-method (surveys, observations)	Shortages of resources and teacher training hindered CBE	Focused on urban schools, neglecting rural contexts	Explores implementation challenges in rural Manga Sub-County
Abuya et al. (2020)	Resource availability in rural Kenya	Surveys, document analysis	Persistent shortages of textbooks, overcrowded classes	Provided national statistics, not county-specific	Analyzes local-level resource gaps in Nyamira
Wasanga (2020)	Teacher training for CBC in Kenya	Case studies, surveys	Teachers attended short, inadequate training	Did not assess rural variations	Assesses teacher preparedness in Manga Sub-County
Oduor (2019)	Parental awareness of CBC in Kenya	Interviews, focus groups	Many parents were confused about CBC roles	Focused on urban parents, limited rural context	Examines parental involvement in rural Nyamira
KNBS (2021)	Educational infrastructure in Kenya	National survey	Only 35% of rural schools had adequate resources	Broad national survey, lacked localized insights	Provides localized evidence from Manga Sub-County

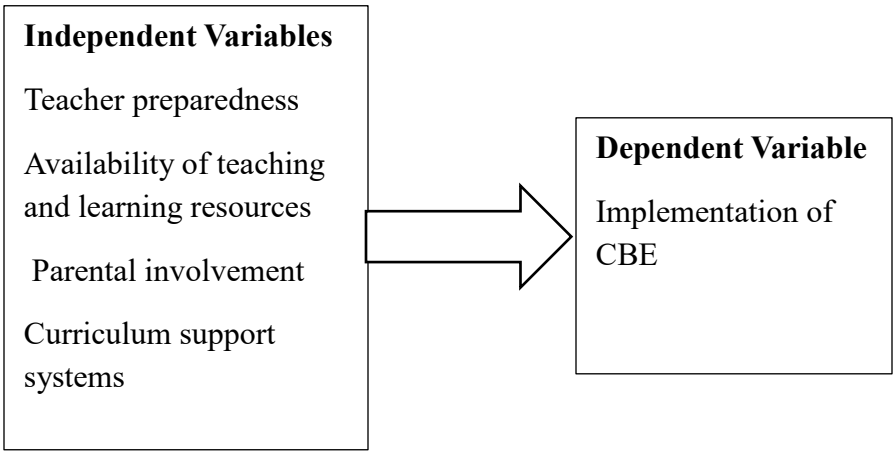
Author & Year	Focus of the Study	Methodology	Findings	Research Gaps	Focus of Current Study
Nyakundi (2021)	Teacher practices and parental involvement in Nyamira	Interviews, classroom observations	Resource shortages and socio-economic constraints limited implementation	Limited to a few schools, lacked broader analysis	Expands evidence to multiple schools in Manga Sub-County

Source: Researcher (2025)

2.4 Conceptual Framework

(Kombo and Tromp, 2019) A conceptual framework is a compilation of key concepts and principles that are derived from relevant fields of research and applied to create an upcoming presentation. This conceptual framework is used to construct the presentation. In addition, the presentation employs a conceptual framework in order to organize its contents. This research study was guided by a conceptual framework that demonstrated the relationship between the independent variables- Teacher preparedness, Teaching and learning resources, parental involvement and curriculum support systems -and the dependent variable, implementation of CBE.

Figure 2.1: Conceptual Framework



Source: Researcher (2025)

2.5 Operationalization of Variables

The operationalization is the breakdown of variables into measurable terms or words (Copper & Schindler, 2013). The purpose of breakdown of variables in this study was to help develop terms that could be used to measure these variables.

Table 2.2: Operationalization of Variables

Variable	Type	Indicators	Measures / Scales	Sources of Data
Teacher Preparedness	Independent Variable	- Level of CBC training - Pedagogical skills - Teacher confidence	- Number of teachers trained - Likert scale (1–5) on confidence and skill application	Teacher questionnaires, TSC reports
Teaching and Learning Resources	Independent Variable	- Availability of textbooks - ICT facilities - Classroom infrastructure	- Pupil-textbook ratio - ICT access per learner - Class size records	School records, headteacher interviews
Parental Involvement	Independent Variable	- Awareness of CBC - Participation in assignments - Provision of materials - Attendance at school meetings	- Parent survey responses (Likert scale) - Frequency of involvement in homework support	Parent surveys, FGDs
Curriculum Support Systems	Independent Variable	- Frequency of in-service training - Instructional supervision - Availability of support materials	- Number of training sessions attended - Teacher perceptions of supervision adequacy (Likert scale) - Document reviews	KICD reports, teacher interviews

Implementation of CBE	Dependent Variable	- Integration of competencies - Use of continuous assessment	- Observation checklist of teaching practices - Learner participation scores	Classroom observation, teacher/learner feedback

Source: Researcher (2025)

2.6 Chapter Summary

This section presents an in-depth review of prior studies focused on factors that shape the implementation of the Competency-Based Curriculum (CBC) within Manga Sub-County. The foundational theory delves into the Diffusion of Innovation Theory, Constructivist Learning Theory, and Systems Theory. Each of these offers insights into how educational shifts are adopted and sustained over the long run. The empirical review examined global, regional, and local studies on teacher preparedness, resource adequacy, parental involvement, and curriculum support systems, highlighting methodologies used and identifying gaps.

The review revealed that while significant work has been done on CBC, localized studies in rural contexts such as Manga Sub-County remain scarce. The structure of the research, encompassing the definitions and applications of the various elements, functioned as a guide, demonstrating the relationships between the influencing elements and the final result under investigation. Insights gained from this examination are critical to the research methodologies, which are thoroughly presented in the third chapter.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGIES

3.0 Introduction

This section of the essay will delve into the strategies employed to examine the factors impacting the adoption of Competency-Based Education (CBE) within Manga Sub-County, situated in Nyamira County. It meticulously outlines the research design, the specific population under scrutiny, the sampling methods utilized, and the instruments deployed for data collection. Moreover, it provides insights into the pilot study's execution, the data gathering procedures, the methodologies applied for data analysis and presentation, the ethical considerations upheld, and a concise overview of the chapter's contents.

3.1 Research Design

For this investigation, a descriptive survey approach was employed. According to Kothari (2014), this kind of survey is particularly fitting when a study's goal is to collect information about people's opinions, perspectives, knowledge, or characteristics. We opted for this approach because it allows for the collection of both quantitative and qualitative data from a large number of individuals all at once, which is perfect for looking into factors that affect how CBE is implemented. The research project employed a mixed-methods approach, weaving together statistical analysis with qualitative insights. We opted for structured questionnaires to collect quantifiable data. These surveys proved instrumental

in assessing various factors. For example, we gauged the preparedness of educators, the availability of resources, parental engagement levels, and the degree of support the curriculum received. Qualitative data were obtained through interviews to provide deeper insights into participants' experiences and perspectives. This triangulation enhanced the validity and reliability of the findings (Creswell, 2018).

3.2 Target Population

According to Mugenda (2008), a target population refers to a well-defined collection of individuals or objects that are believed to possess specific characteristics selected for a particular study. The focus of this particular investigation was on those at the forefront of implementing the Competency-Based Curriculum (CBC) within Manga Sub-County. This encompassed a range of people: teachers, school administrators, parents, and education officials all operating within Manga Sub-County, which is part of Nyamira County. The reason for selecting these individuals was straightforward; they either directly influenced or were directly affected by the implementation of CBC. According to data from the Nyamira County Education Office from 2024, Manga Sub-County had approximately 170 educators across elementary, junior secondary, and high schools, along with 80 school administrators like principals and headteachers, not to mention 230 parents who were active in school committees and Parent-Teacher Associations (PTAs), and lastly, 20 education officials from the Sub-County Education Office. Putting it all together, the total estimated population that this study targeted was about 500 people.

Table 3.1: Target Population

Group	Target Population (N)	Percentage (%)
Teachers	170	34.0
Administrators	80	16.0
Parents	230	46.0
Education Officials	20	4.0
Total	**500**	**100.0**

Source: researcher (2025)

3.3 Sampling Technique and Sample Size

3.3.1 Sampling Technique

The sampling technique is the strategy for sample selection (Cooper & Schindler, 2013). Stratified random sampling was used to select teachers and administrators to ensure representation from primary, junior secondary and senior secondary schools. Purposive sampling was used to select education officials due to their specific roles in curriculum supervision. Parents were selected using systematic sampling, with every fifth parent in school records included in the study. This combination of techniques ensured representativeness and reduced sampling bias.

3.3.2 Sample Size

Using Yamane's formula (1967) for sample size determination at a 95% confidence level and 0.05 margin of error:

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

Where:

n = sample size

N = population size (500)

e = margin of error (0.05)

$$n = \frac{500}{1+500(0.05)^2}$$

n = 222 respondents

Teachers: $\frac{170}{500} \times 222 = 75$

Administrators: $\frac{80}{500} \times 222 = 36$

Parents: $\frac{230}{500} \times 222 = 102$

Education Officials: $\frac{20}{500} \times 222 = 9$

Table 3.2: Sample Size

Group	Target Population (N)	Sample Size (n)
Teachers	170	75
Administrators	80	36
Parents	230	102
Education Officials	20	9
Total	**500**	**222**

Source: researcher (2025)

3.4 Research Instruments

The instruments in this study are students' questionnaires and interviews.

3.4.1 Questionnaires

Educators, school administrators, and parents were all given surveys that included both structured and open-ended questions. The questionnaires were divided into sections that corresponded with the study's core themes: teachers' preparedness, the availability of resources, parental participation, and the degree of support provided by the curriculum. When quantifying responses, we employed a rating scale, allowing participants to indicate their levels of agreement.

3.4.2 Interview guides

Semi-structured interview guides were used with education officials from the Sub-County Education Office. These interviews provided qualitative insights into curriculum support, teacher training and policy interventions.

3.5 Pilot Study

Before delving into the main investigation, a small-scale preliminary effort was undertaken. This was done at two schools located beyond the immediate target zone in Nyamira County. The primary intention was to gauge the reliability and precision of the instruments intended for the study. A total of twenty individuals participated in this initial phase, encompassing ten educators, five parents, and five administrative staff.

3.5.1 Validity

Validity is the accuracy level of research instrument to produce correct and precise information for which it is intended to produce (Kothari, 2014). To ensure the research's

integrity, the questionnaire and interview questions were carefully aligned with the study's core objectives and areas of inquiry. Experts, including two university supervisors and education authorities, scrutinized these instruments to assess their clarity, relevance, and completeness. Any suggestions or critiques they provided were then incorporated to refine the research tools.

3.5.2 Reliability

Reliability refers to the degree to which a particular measuring procedure gives similar results over a number of repeated trials (Orodho, 2008). Reliability was tested using Cronbach's alpha coefficient, which measures internal consistency. A coefficient of 0.7 and above was considered acceptable (Mugenda & Mugenda, 2003). The pilot data yielded alpha values of 0.82 for teacher preparedness, 0.79 for resources, 0.81 for parental involvement, and 0.84 for curriculum support systems, confirming that the instruments were reliable.

3.6 Data Collection Procedure

To get things started, we obtained an introductory letter from the Management University of Africa and sought authorization from the Nyamira County Education Office. The questionnaires were then distributed in person to teachers, administrators, and parents. Alongside this, interviews were scheduled with education officials, and these were set to occur at their respective places of employment.The researcher personally administered and supervised the data collection process to maximize response rates.

3.7 Data Analysis and Presentation

To begin with, the collected data underwent a thorough review to confirm completeness. Following this, the information was prepared for detailed analysis. Statistical analysis of the survey results was conducted using SPSS, version 25. We calculated descriptive statistics, including frequencies, percentages, means, and standard deviations to gauge the data's dispersion. Correlation analysis was subsequently employed to explore the relationships within the data. This approach enabled an assessment of the associations between the independent variables-the factors under investigation-and the dependent variables, which represented the outcomes measured. Interview data was subjected to thematic analysis, a process which involved transcribing the responses, assigning labels to them, and subsequently categorizing these labels into overarching themes that aligned with the study's core objectives. The findings were presented employing a multifaceted approach. Numerical data was conveyed via tables and graphs, while interview responses were presented in written format, interspersed with direct quotes to offer illustrative examples of participant viewpoints. This combined method of presentation, integrating both quantitative and qualitative data, was designed to ensure a comprehensive and easily understandable representation of the study's results.

3.8 Ethical Considerations

3.8.1 Informed Consent

Prior to participation, each person received a comprehensive overview of the study's objectives. They then formally agreed to participate, indicating their understanding and consent by signing the appropriate paperwork.

3.8.3 Voluntary Participation

Taking part in the research was completely up to each person; they could pull out whenever they wished, and it wouldn't cause any problems for them.

3.8.3Confidentiality

The confidential information was exclusively employed for investigative purposes and academic exploration.

3.8.4 Privacy

No personal identifiers such as names were recorded in questionnaires.

3.8.5 Anonymity

Codes were used instead of names to ensure anonymity.

3.9 Chapter Summary

The strategies used to investigate the impacts on Competence-Based Education within Manga Sub-County, Nyamira County, are detailed here. A mixed-methods approach was chosen for the research, incorporating both quantitative and qualitative data gathering methods. The intention was to gather insights from diverse perspectives. Teachers, school administrators, parents, and educational officials were the focus of the study. A thoughtful sampling approach was adopted to select 222 participants, aiming for a representative group mirroring the overall population. This involved the use of stratified, purposive, and systematic sampling techniques. Questionnaires and interviews were the primary instruments used by the researchers to collect data. Prior to use, these tools underwent a pilot study to evaluate their validity and reliability, thereby ensuring their dependability. Statistical methodologies were employed to analyze the acquired data, which aided in

describing the information gathered, as well as drawing conclusions. Qualitative data was reviewed through thematic analysis. Ethical considerations were of paramount importance throughout the research process. This encompassed obtaining informed consent from participants, ensuring voluntary involvement, safeguarding confidentiality, respecting privacy, and promising anonymity. The following chapter will present the findings of the research and offer an interpretation of the results.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.0 Introduction

This segment of the essay delves into the outcomes of a research endeavor. The focus was on exploring the factors affecting the implementation of Competence-Based Education (CBE) within Manga Sub-County, which is situated in Nyamira County. Data was sourced from a diverse group of participants: educators, school leaders, parents, and educational officials. The researchers employed questionnaires and one-on-one interviews to gather information. To present the findings in a clear manner, descriptive statistics were utilized. This encompassed tallies, percentages, mean values, and metrics illustrating the dispersion of data. The results are presented in tables alongside visual tools, such as graphs. The chapter also integrates qualitative insights from interviews to complement quantitative findings. The presentation follows the study objectives, focusing on teacher preparedness, availability of teaching and learning resources, parental involvement, and curriculum support systems in relation to the implementation of CBE.

4.1 Presentation of Research Findings

4.1.1 Response Rate

Out of the 213 distributed questionnaires, 154 were completed and returned, representing a response rate of 72.3%. 59 questionnaires were not returned, accounting for 27.7% of the

total sample. According to Mugenda & Mugenda (2003), a response rate above 70% is considered adequate for analysis, indicating that the data collected is reliable.

Table 4.1: Response Rate

Category	Frequency	Percentage (%)
Questionnaires returned	154	72.3
Questionnaires not returned	59	27.7
Total	**213**	**100**

Source: Researcher (2025)

4.1.2 Demographic Information of Respondents

The data below shows that both genders were well represented. Parents formed the majority, consistent with the study's sampling strategy.

Table 4.2: Gender Distribution of Respondents

Gender	Frequency	Percentage (%)
Male	89	57.8
Female	65	42.2
Total	**154**	**100.0**

Source: Researcher (2025)

Table 4.3: Role Distribution of Respondents

Role	Frequency	Percentage (%)
Teachers	59	38.3
Administrators	31	20.1
Parents	64	41.6
Total	**154**	**100.0**

Source: Researcher (2025)

4.1.3 Teacher Preparedness and Implementation of CBE

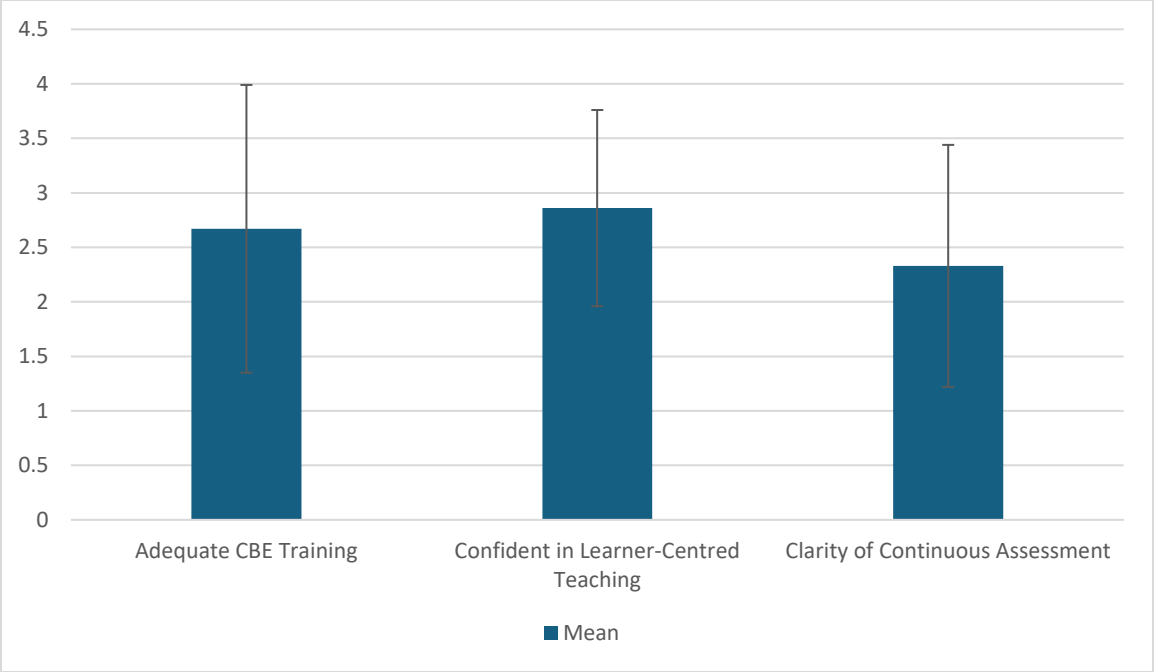
Table 4.4: Teacher Preparedness and Implementation of CBE

(1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)

Statement	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)	Mean	Std. Dev.
I have received adequate training on CBE	23.8	26.2	21.4	16.7	11.9	2.67	1.32
I am confident using learner-centered teaching method	4.6	32.6	37.2	23.3	2.3	2.86	0.90
Continuous assessment methods are clear to me	25.0	27.5	40.0	5.0	2.5	2.33	1.11

Source: Researcher (2025)

Figure 4.1: Teacher Preparedness and Implementation of CBE



Source: Researcher (2025)

The data from Table 4.4 paints a picture: a majority of educators in Manga Sub-County expressed feeling ill-equipped to teach with Competency-Based Education (CBE). Around half of the teachers polled indicated they hadn't received sufficient training, while a mere 28.6% believed they had. The average score came in at 2.67, which implies that most teachers didn't feel adequately trained to utilize the curriculum to its fullest potential.

Turning to student-focused instruction, 25.6% of the teachers reported feeling confident in their ability to use these methods, whereas 37.2% were uncertain. With an average score of 2.86, this hints at a general lack of confidence, and it's probable that many teachers are still relying on traditional teaching methods. Furthermore, a significant 52.5% of teachers expressed disagreement with the statement that they understood continuous assessment methods. The relatively low average score of 2.33 suggests considerable confusion surrounding the assessment of students within the CBE framework.

In summary, these results underscore that the lack of teacher preparation is a major obstacle to successfully integrating CBE in Manga Sub-County. This finding aligns with Wasanga's (2020) observations, which highlighted that Kenyan teachers frequently only receive short workshops, and these may not be sufficient to ready them for student-centered teaching approaches.

4.1.4 Availability of Teaching and Learning Resources

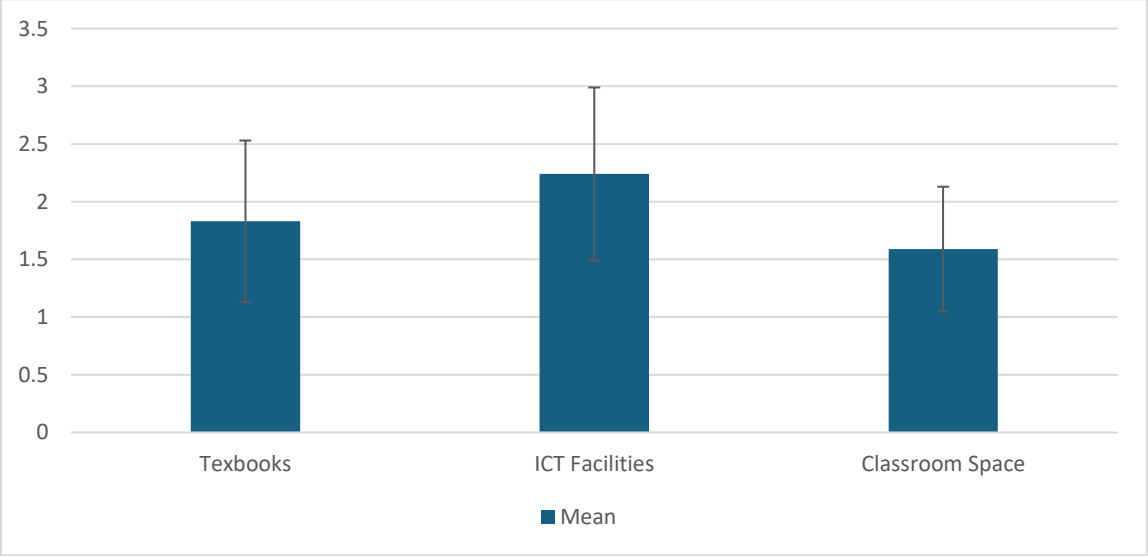
Table 4.5: Availability of Teaching and Learning Resources

(1 = Adequate, 2 = Inadequate, 3 = Not Available)

Resource	1 (%)	2 (%)	3 (%)	Mean	Std. Dev.
Textbooks	22.2	72.2	5.6	1.83	0.70
ICT Facilities	5.9	64.7	29.4	2.24	0.75
Classroom Space	40.6	59.4	0.0	1.59	0.54

Source: Researcher (2025)

Figure 4.2: Availability of Teaching and Learning Resources



Source: Researcher (2025)

Table 4.5 shows that most schools in Manga Sub-County suffer from serious resource shortages. Only 22.2% of respondents considered textbooks adequate, while 72.2% reported inadequacy and 5.6% indicated complete unavailability, resulting in a mean of 1.83. For ICT facilities, a majority of 94.1% described them as either inadequate or not available, reflected in a mean of 2.24, showing limited digital infrastructure. Classroom space was also found wanting, with 59.4% reporting inadequacy and only 40.6% indicating adequacy. The low mean of 1.59 demonstrates that overcrowding is a persistent problem.These findings imply that the practical, hands-on, and digital-oriented goals of CBE are constrained by lack of resources. Teachers are therefore forced to use lecture-based, teacher-centered methods. The results mirror KNBS (2021), which reported that only 35% of rural schools in Kenya had adequate resources, and Abuya et al. (2020), who documented persistent shortages of textbooks and ICT. The Nyamira County Report (2022) similarly noted pupil-textbook ratios as high as 1:5 and classrooms averaging 60 learners, further confirming that resource inadequacy is a serious impediment to curriculum implementation.

4.1.5 Parental Involvement

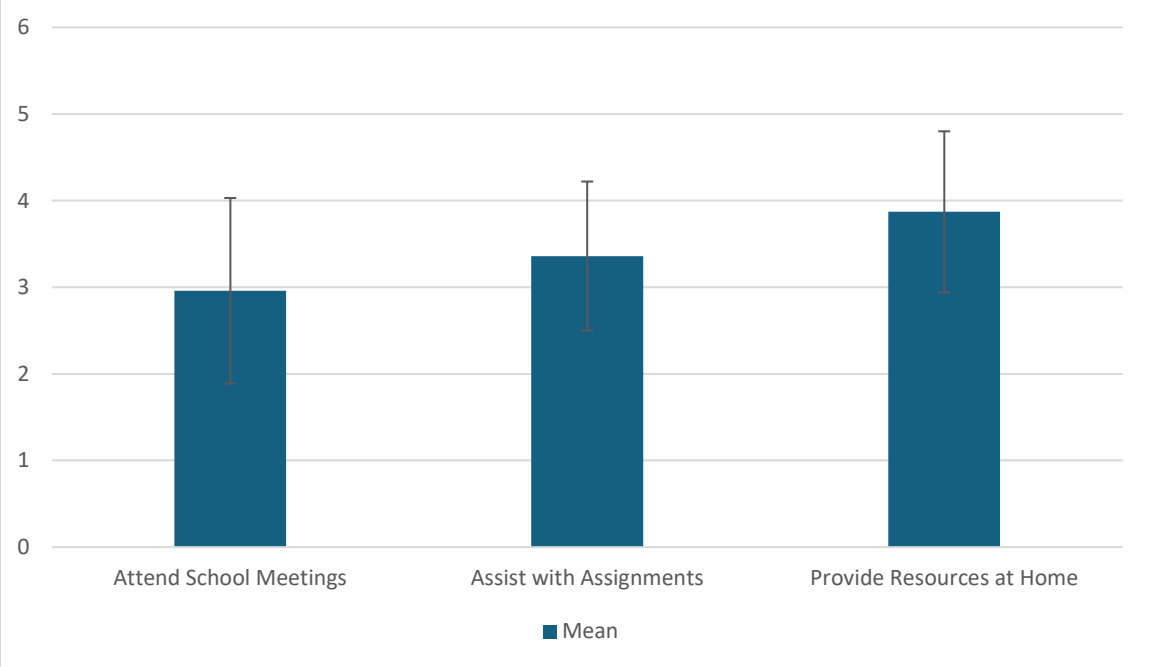
Table 4.6: Parental Involvement

(1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always)

Statement	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)	Mean	Std. Dev.
I attend school meetings regularly	6.9	37.9	13.8	34.4	6.9	2.96	1.07
I assist my child with CBE assignments	3.2	9.7	48.4	25.8	12.9	3.36	0.86
I provide resources for CBE learning at home	1.1	6.7	25.3	36.7	30.0	3.87	0.93

Source: Researcher (2025)

Figure 4.3: Parental Involvement



Source: Researcher (2025)

The findings in Table 4.6 show mixed levels of parental involvement in CBE implementation. Attendance at school meetings had a mean score of 2.96, showing moderate participation, with 44.8% of parents rarely or never attending. However, parents

demonstrated relatively stronger support in assisting with assignments, where the mean score was 3.36, and in providing learning resources, which had the highest mean of 3.87. This suggests that while not all parents attend meetings regularly, many attempt to support their children at home, either through learning materials or direct involvement in assignments. These findings suggest that parental involvement in Manga Sub-County is uneven but not entirely absent. While financial and literacy barriers limit some parents, others attempt to meet the demands of CBE within their means. This partially contrasts with Oduor (2019), who found widespread confusion among Kenyan parents about CBC roles, and Abuya et al. (2020), who reported that over 60% of rural parents could not adequately support their children due to poverty and illiteracy. However, the relatively higher scores in this study may reflect growing parental awareness of CBE in Nyamira, although challenges still persist.

4.1.6 Curriculum Support Systems

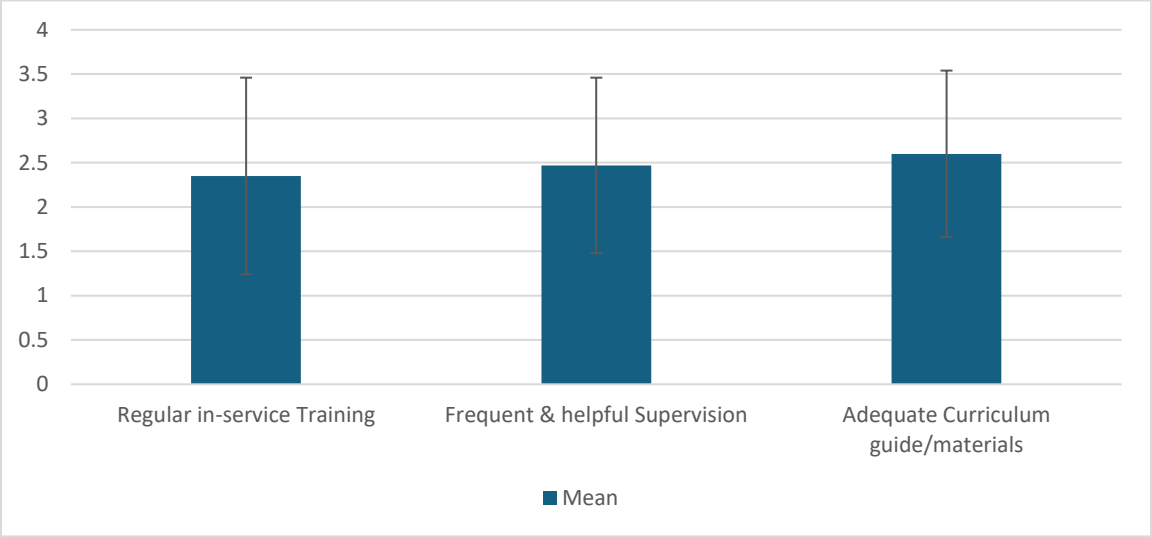
Table 4.7: Teachers' Perception of Curriculum Support Systems

(1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)

Statement	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)	Mean	Std. Dev.
I receive regular in-service training on CBE	30.8	19.2	38.5	7.7	3.8	2.35	1.11
Curriculum supervision is frequent and helpful	20.0	26.7	43.3	6.7	3.3	2.47	0.99
Curriculum guides and materials are adequate	14.3	25.0	50.0	7.1	3.5	2.60	0.94

Source: Researcher (2025)

Figure 4.4: Teachers' Perception of Curriculum Support Systems



Source: Researcher (2025)

Table 4.7 indicates that most teachers perceive curriculum support systems as weak. A combined 50% of respondents disagreed that they receive regular in-service training, with a mean score of 2.35, showing minimal professional development opportunities. Similarly, 46.7% disagreed that curriculum supervision was frequent and helpful, yielding a mean of 2.47, suggesting irregular monitoring. Regarding curriculum guides and materials, 39.3% disagreed on adequacy, while 50% remained neutral, resulting in a mean of **2.60**, indicating uncertainty and gaps in resource provision. These findings imply that institutional support from the Teachers Service Commission (TSC) and Kenya Institute of Curriculum Development (KICD) remains inadequate. Teachers therefore lack consistent professional reinforcement and access to proper curriculum materials. These results align with Wasanga (2020), who reported that Kenyan teachers were offered short training sessions with little follow-up, and with Tesi (2020) in Tanzania, who observed that weak institutional support hindered CBE adoption.

4.1.7 Correlation Analysis (Summary)

Table 4.8: Correlation between Independent Variables and Implementation of CBE

Variable	Correlation (r)	Significance (p-value)
Teacher Preparedness	0.63	0.000
Availability of Teaching/Learning Resources	0.52	0.001
Parental Involvement	0.43	0.004
Curriculum Support Systems	0.50	0.002

Source: SPSS Output (2025)

The correlation results demonstrate that all independent variables had a positive and statistically significant relationship with CBE implementation. Teacher preparedness recorded the strongest correlation ($r = 0.63$, $p < 0.01$), underscoring its central role. Availability of resources was also strongly associated ($r = 0.52$, $p < 0.01$), followed by curriculum support systems ($r = 0.50$, $p < 0.01$) and parental involvement ($r = 0.43$, $p < 0.01$). These results reinforce the view that teacher preparedness is the most influential factor.

4.1.8 Qualitative Findings from Interviews

Education officials were interviewed to supplement quantitative data. Thematic analysis revealed the following:

- **Teacher Preparedness:** Officials emphasized that most teachers had only attended short workshops. They lacked mastery of learner-centered pedagogy and continuous assessment. One respondent remarked: *"Teachers are still teaching as they did in 8-4-4, because the short training sessions do not give them enough confidence to handle CBC."*
- **Availability of Teaching and Learning Resources:** All officials agreed that schools lacked textbooks, ICT facilities, and adequate classrooms. One noted: *"Some schools in*

rural Manga Sub-County still share one textbook among five learners. ICT facilities are almost non-existent."

- **Parental Involvement:** Officials reported that while some parents were willing, most lacked awareness of CBC requirements. Poverty also limited their contribution. An official explained: *"Parents want to help but many cannot even understand the assignments. Others simply cannot afford the resources needed."*
- **Curriculum Support Systems:** Respondents indicated that in-service training and supervision were irregular. One stated: *"Teachers feel abandoned. They need follow-up and continuous support from TSC and KICD."*

These qualitative insights confirm the quantitative results by highlighting systemic weaknesses in training, resources, parental participation, and institutional support.

4.2 Limitations of the Study

i) Time Constraints – The study was conducted between February and September 2025, limiting opportunities for long-term tracking of CBE outcomes.

ii) Resource Limitations – Financial constraints restricted the scope of data collection, especially for wider geographical coverage.

iii) Respondent Bias – Some teachers and parents may have provided socially desirable responses, especially in self-reported questionnaires.

4.3 Chapter Summary

We will now explore the outcomes of this research, and discuss their implications. The analysis revealed that teachers in Manga Sub-County were largely underprepared for CBE, with low confidence in applying learner-centered teaching methods and uncertainty in

implementing continuous assessment. Teaching and learning resources such as textbooks, ICT facilities and classroom space were found to be highly inadequate, forcing teachers to rely on traditional lecture methods. Parental involvement was moderate, with relatively higher support in providing resources and helping with assignments, though meeting attendance remained inconsistent. Curriculum support systems were perceived as weak, with limited training, irregular supervision, and insufficient provision of curriculum guides. The correlation analysis confirmed that all four independent variables had significant positive relationships with CBE implementation. Teacher preparedness had the strongest effect, followed by availability of resources, curriculum support systems and parental involvement. These results highlight that enhancing teacher competence, improving resource provision, strengthening institutional support, and engaging parents are all crucial for successful CBE implementation in Manga Sub-County.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

5.0 Introduction

In this concluding chapter, we synthesize the study's core findings, draw definitive conclusions, and provide practical recommendations. The focus is on how factors like teacher preparation, access to instructional resources, parental involvement, and backing from the curriculum impacted the implementation of Competence-Based Education (CBE) within Manga Sub-County. Furthermore, this section proposes avenues for further investigation, aiming to assist researchers and policymakers in addressing the challenges identified throughout this research.

5.1 Summary of Findings

5.1.1 Teacher Preparedness

The study established that most teachers in Manga Sub-County were inadequately prepared to implement CBE. Only a small proportion reported receiving adequate training, with a mean score of 2.67. Confidence in applying learner-centered pedagogy was borderline, with a mean of 2.86, while continuous assessment methods remained largely unclear, reflected in a low mean of 2.33. These findings confirm that teacher preparedness is a serious gap undermining curriculum reform. This supports Wasanga (2020), who found Kenyan teachers underprepared due to short workshops. Comparable findings were

reported by Ndayambaje (2019) in Rwanda, where teachers expressed support for competency reforms but lacked adequate pedagogical training and by Tesi (2020) in Tanzania, where limited training left teachers uncertain about assessment methods.

5.1.2 Availability of Teaching and Learning Resources

The results showed acute shortages of resources necessary for CBE. Only 22.2% of respondents rated textbooks as adequate, while 72.2% reported them as inadequate, with a mean of 1.83. ICT facilities were reported as either inadequate or not available by 94.1% of respondents, reflected in a mean of 2.24. Classroom overcrowding was also common, with a mean score of 1.59. These findings mirror Abuya et al. (2020) and KNBS (2021), who highlighted persistent resource shortages in rural schools, and confirm that the lack of materials, infrastructure, and technology undermines the shift to learner-centered, practical teaching methods. Comparable studies support this finding. Abuya, Oketch, and Mutisya (2020) reported persistent shortages of textbooks and overcrowded classrooms in rural Kenyan schools, which forced teachers to rely on traditional teaching methods.

5.1.3 Parental Involvement

Parental engagement was moderate and uneven. Attendance at school meetings was inconsistent, with a mean of 2.96, while helping children with assignments had a mean of 3.36. The highest parental contribution was in providing learning resources at home, with a mean of 3.87. This shows that although some parents support CBE, many remain limited by financial constraints and literacy challenges. These findings partially contrast with Oduor (2019), who found widespread parental confusion in Kenya, but align with Abuya

et al. (2020) and Nyakundi (2021), who highlighted poverty and low literacy as barriers to effective parental involvement in rural areas.

5.1.4 Curriculum Support Systems

The study revealed that curriculum support systems were perceived as weak. Teachers reported low access to in-service training (mean **2.35**), limited curriculum supervision (mean **2.47**), and inadequate provision of curriculum guides and materials (mean **2.60**). These results highlight insufficient institutional support from TSC and KICD, weakening teachers' ability to implement CBE effectively. Similar findings were reported by Wasanga (2020) in Kenya and Tesi (2020) in Tanzania, who both identified weak institutional structures as a barrier to curriculum reform. However, they contrast with Tan and Low (2017) in Singapore, who demonstrated that strong institutional frameworks such as continuous supervision and structured professional development-ensured smooth curriculum reform. The comparison illustrates that strong institutional systems are a precondition for effective curriculum implementation, which remains lacking in the Kenyan rural context.

5.2 Recommendations

The findings of the study gave rise to several recommendations. These were organized into four key areas: what the research means, policy proposals, considerations for practice and training, and educational uses.

5.2.1 Implication for Research

Universities and research institutions should undertake localized studies on CBE implementation at county and sub-county levels. These studies should capture context-specific challenges such as poverty, parental literacy levels, and infrastructure gaps that influence curriculum reform. It's really important to share what we've found each year through policy briefs and presentations at conferences. This way, the Ministry of Education and other key people can stay updated, which helps them make the right choices. Also, it would be a good idea to do some long-term studies. These studies are super important because they let us see how well teacher training and getting parents involved actually help students do better over time.

5.2.2 Implications for Policy

The Ministry of Education (MoE), in partnership with the Kenya Institute of Curriculum Development (KICD) and TSC, should establish a comprehensive policy framework for continuous teacher support and supervision. Curriculum support systems should be reinforced by ensuring regular classroom visits by sub-county officers, provision of adequate curriculum guides, and follow-up after training sessions. Policies should also ensure equitable allocation of resources to rural schools to reduce disparities between well-resourced urban schools and disadvantaged rural areas. Monitoring should involve annual policy implementation reviews, while independent evaluations should be conducted every two years to assess effectiveness.

5.2.3 Implications for Practice/Training

The Teachers Service Commission (TSC), County Education Offices, and School Boards of Management should institutionalize structured Continuous Professional Development (CPD) for teachers. These should go beyond short workshops and instead include quarterly training sessions, peer-learning groups, and mentorship programs. The focus should be on equipping teachers with mastery of learner-centered pedagogy and continuous assessment, since teacher preparedness emerged as the strongest determinant of CBE implementation. Monitoring should be conducted after each training cycle through teacher feedback and classroom observation reports, while evaluation should occur annually to assess improvements in teaching practice.

5.2.4 Implication for Education

The Ministry of Education, County Governments, and development partners should prioritize the provision of essential teaching and learning resources. Adequate textbooks, ICT facilities, and expanded classroom infrastructure should be provided to address shortages that undermine practical and hands-on learning. Implementation should follow a phased approach within the next three years, with annual audits to monitor improvements in pupil–textbook ratios, ICT integration, and classroom capacity. Additionally, schools should organize biannual parental sensitization forums, coordinated by Parent Teacher Associations (PTAs), to strengthen parental involvement and equip parents with knowledge about their roles in CBE.

5.3 Conclusion

A study examining the implementation of Competency-Based Education (CBE) within Manga Sub-County has revealed significant hurdles. Foremost among these are issues

relating to educator preparedness, insufficient resources for instruction, limited parental engagement, and a deficient supportive framework for the curriculum. The readiness of instructors surfaces as the most pressing concern. Teachers have been inadequately prepared and lack the necessary ongoing assistance, thereby hindering their ability to adopt student-centered teaching methodologies and consistently evaluate student advancement. Furthermore, an inadequate supply of essential materials, such as textbooks, computers, and classroom space, is preventing students from fully engaging in practical, hands-on learning experiences. Parental involvement, while sometimes evident, is not consistently maintained, compounded by financial constraints that further exacerbate the challenges. Moreover, schools are falling short in providing the requisite backing to assist educators in effectively navigating these transformative shifts.

To ensure the success of CBE, strategic interventions are crucial. Primarily, enhancements in teacher training and ongoing support mechanisms are imperative. Secondly, schools must be equipped with a more robust allocation of vital resources. Thirdly, fortifying the internal support systems within educational institutions is essential. Finally, the promotion of increased parental involvement is necessary. Without addressing these critical areas, the potential for CBE to furnish students with the skills and competencies requisite for future success may be severely compromised.

5.4 Suggestions for Future Research

Future studies should adopt a longitudinal approach to track the long-term outcomes of CBE implementation, particularly in rural and urban contexts, to provide deeper insights into how reforms evolve over time. Comparative research across different counties and

regions of Kenya is also recommended to highlight context-specific challenges and identify best practices that can inform policy at both local and national levels. Additionally, researchers should examine the role of digital learning technologies in enhancing CBE, especially in resource-constrained schools where ICT integration remains minimal. Parental literacy and socio-economic factors also warrant further investigation, as they significantly influence the extent to which families can support learners under the new curriculum. To sum things up, additional research should delve into how continuous professional development impacts both educators' abilities and pupils' progress. Such investigations might shed light on how consistent training can boost the effective implementation of Competency-Based Education (CBE).

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Date: 19/ 09/2025

Dear Sir/Madam,

RE: REQUEST FOR PARTICIPATION IN RESEARCH

I am a student at the Management University of Africa pursuing a Bachelor of Education (Arts). I am conducting a research study titled *"Factors Affecting the Implementation of Competence-Based Education in Manga Sub-County, Nyamira County."*

The purpose of this study is purely academic and seeks to establish how teacher preparedness, availability of teaching and learning resources, parental involvement and curriculum support systems influence the implementation of Competence-Based Education.

I kindly request your cooperation in participating in this study. All information provided will be treated with the highest confidentiality and used solely for academic purposes.

Thank you in advance for your valuable time and support.

Yours faithfully,

Collins Bogonko Mogare

BEDK/2/00063/3/21

APPENDIX II: QUESTIONNAIRE

FACTORS AFFECTING THE IMPLEMENTATION OF COMPETENCE-BASED EDUCATION: A CASE STUDY OF MANGA SUB-COUNTY, NYAMIRA COUNTY.

This questionnaire is designed purely for academic purposes. The information you provide will be treated with utmost confidentiality and will only be used for this research. Kindly answer all questions honestly. Do not write your name anywhere on this form.

Section A: Demographic Information

(Please tick [✓] where appropriate)

1. Gender: **[ ]** Male **[ ]** Female

2. Role/Category: **[ ]** Teacher **[ ]** Administrator [**]** Parent [**]** Education Official

Section B: Teacher Preparedness

(For teachers and administrators, but parents may skip this section)

Indicate the extent to which you agree with the following statements:

(1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)

Statement	1	2	3	4	5
I have received adequate training on CBC.					
I am confident using learner-centered teaching methods.					
Continuous assessment methods are clear to me.					

Section C: Availability of Teaching and Learning Resources

Indicate adequacy of the following resources in your school/community:

(1 = Adequate, 2 = Inadequate, 3 = Not Available)

Resource	1	2	3
Textbooks for learners			
ICT facilities (computers, tablets, internet)			
Classrooms/space			

Section D: Parental Involvement

(For parents, but teachers/administrators may also rate their perception)

How often do you engage in the following?

(1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always)

Statement	1	2	3	4	5
I attend school meetings regularly (e.g., PTA, open days).					
I assist my child with CBC assignments/homework.					
I provide learning materials for my child at home.					

Section E: Curriculum Support Systems

Indicate the extent to which you agree with the following statements:

(1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)

Statement	1	2	3	4	5
I receive regular in-service training on CBC.					
Curriculum supervision is frequent and supportive.					
CBC curriculum guides/materials provided are adequate.					

Thank you for your participation.

APPENDIX III: INTERVIEW GUIDE FOR EDUCATION OFFICIALS

Semi-Structured Interview Questions

1. How would you describe the current level of teacher preparedness for CBC in Manga Sub-County?

……

……

2. What challenges have teachers reported concerning CBC training?.....

.....

.....

3. How adequate are the teaching and learning resources (textbooks, ICT, classrooms) in schools under your jurisdiction?

……

……

……

4. What is the role of parents in CBC implementation and how actively are they participating?

……

……

……

5. How do you rate the support provided by KICD, TSC and the Ministry of Education to schools in implementing CBC?

……

……

……

6. What are the main challenges faced in supervising and monitoring CBC in this sub-county?

……

7. What recommendations would you give to improve CBC implementation in rural areas like Manga Sub-County?

……

APPENDIX IV: INFORMED CONSENT FORM

Title of the Study: Factors Affecting the Implementation of Competence-Based Education: A Case Study of Manga Sub-County, Nyamira County.

Researcher: Collins Bogonko Mogare, BEDK/2/00063/3/21

Purpose of the Study:

This research aims to investigate the challenges and opportunities in the implementation of Competence-Based Education (CBE) in Manga Sub-County.

Confidentiality:

All information you provide will be kept strictly confidential and used only for academic purposes. No names will be recorded, and responses will remain anonymous.

Voluntary Participation:

Participation in this study is voluntary. You are free to decline participation or withdraw at any time without any consequences.

Consent:

By signing below, I confirm that I have read and understood the above information and I voluntarily agree to participate in this research.

Name of Respondent: _____

Signature: _____

Date: _____

APPENDIX V: WORK PLAN

Activity	April	May	June	July	August	September
Proposal Writing	✓					
Literature Review	✓	✓				
Tool Development (Questionnaire & Interview Guide)		✓				
Pilot Study			✓			
Data Collection				✓	✓	
Data Analysis				✓	✓	
Final Submission						✓

APPENDIX VI: BUDGET

Item	Quantity	Unit Cost (Ksh.)	Total (Ksh.)
Printing & Photocopying of Questionnaires	300 copies	20	6,000
Stationery (Pens, Paper, Files)	Lump sum	1,000	2,000
Transport (Data Collection)	4 trips	1,000	4,000
Communication (Phone, Internet)	Lump sum	3,000	3,000
Data Analysis (SPSS/Typing)	Lump sum	4,000	4,000
Printing & Binding Final Report	3 copies	1000	3,000
Total			**22,000**

APPENDIX VII: MUA AUTHORIZATION LETTER

The Management University of Africa

Sponsored by The Kenya Institute of Management

Date: 22nd September, 2025

TO WHOM IT MAY CONCERN

COLLINS BOGONKO -BEDK/2/00063/3/21

This letter serves to introduce the above named who is a **Bachelors of Education Arts (B.Ed Arts)** student and is interested in carrying out research on **Factors affecting the implementation of Competence Based Education in Kenya. A Case Study of Manga Sub- County, Nyamira County**

Any assistance accorded to him in pursuit of this study will be greatly appreciated.

Yours Sincerely,

Dr. Juster Nyaga

Dean, School of Management and Leadership

22 SEP

The Management University of Africa | Popo Road, Off Mombasa Road, Bellevue, South C. | P.O. Box 29677-00100, Nairobi, Kenya | Tel: (020) 2361160, 2361161, 3569117 | Cell: 0722224193, 0706035244, 0706035299 | Email: vc@mua.ac.ke | www.mua.ac.ke

APPENDIX VIII: TURNITIN SUMMARY REPORT

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