



The Influence of Teachers' Professional Development on the Implementation of Competency-Based Curriculum in Homa Bay Town Sub County, Homa Bay County, Kenya

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Abstract: *Teacher professional development (PD) is the continuous process of improving teachers' skills, knowledge, and practices throughout their careers. This holistic approach aims to enhance teaching effectiveness and positively impact student learning. The purpose of the research was to examine the Influence of Teachers' Professional Development on the Implementation of Competency Based Curriculum (CBC) in Homa Bay Town Sub County, Homa Bay County, Kenya. The study was grounded on Gross Theory of Curriculum Implementation (Nawaz & Abar, 2021). The study used a mixed-method approach with a convergent parallel design. The target population included 71 public primary schools, 71 head teachers, 639 teachers, and one sub-county director. Sampling techniques included simple random sampling for schools, stratified random sampling for teachers, and purposive sampling for head teachers and the sub-county director. Data collection involved questionnaires, interview guides, and Observation checklists. Reliability was confirmed through the test-retest method and internal consistency, while validity was ensured through pilot testing and triangulation. The Cronbach alpha coefficient was 0.713, indicating reliability. Qualitative data were analyzed thematically, and quantitative data were analyzed using descriptive statistics with the help of SPSS version 23. Findings revealed that teachers had received CBC training, but its short duration raised concerns about effectiveness. Teachers generally had a positive attitude towards CBC, appreciating its focus on practical skills and talent discovery. However, challenges such as insufficient instructional materials, large class sizes, and inadequate training were significant obstacles. The study highlighted the need for continuous professional development, sufficient resources, and improved training programs for successful CBC implementation. Future research should examine the long-term impact of professional development on teachers' effectiveness and the role of community and parental involvement in supporting CBC adoption and overcoming resource and preparedness challenges in Homa-Bay County.*

Keywords: *professional development, Public primary schools, Competency-based curriculum, Implementation*

1.1 Study Background

The main implementers of a new curriculum are the teachers and the quality of their professional development in readiness for competency-based curriculum should be of a major concern. To ensure that teachers are ready and motivated to accept and carry out the change, it is imperative that they consider the new curriculum and their mindset before implementing it. Teachers' readiness can impact the adoption process; which in turn impacts the implementation process. The preparedness can be in form of

adequate training, pedagogical skills, literacy in ICT, and availability of teaching and learning resources among others (Khasanov, 2022).

Teachers, being professionals, have a duty and a right to participate in teacher professional development (TPD) in order to enhance their professional skills and stay up to date with changes in their sector (UNESCO, 2019). Being professional is crucial when it comes to teaching. An inspiring teacher is one who is well-trained and upholds the standards of the profession. Teaching professionalism entails preparation, execution, and assessment. UNESCO (2015) emphasizes the importance of teacher training and preparedness in implementing educational reforms like CBC. They typically advocate for comprehensive teacher professional development programs that align with the curriculum changes to ensure effective implementation and student learning outcomes. Some of the organizations in Kenya that enhance professional development of teachers include The Centre for Mathematics, Science and Technology Education in Africa (CEMASTEIA) and Kenya Education Management Institute (KEMI).

A study by Bristow and Patrick, (2014) on International Study in Competency Education: Post Cards from Abroad in United States, reviewed global trends on competency education in Finland, Canada, New Zealand, Scotland, England and Singapore. The study involved interview of different participants. Review of trends on how competency education was also carried out from selected schools in the countries of study. The study identified that most world countries embraced the competence-based curriculum and have seen tremendous educational growth and development in various sectors, with emphasis in Finland. The fact that Finland invests a lot of money in training of teachers is a major factor contributing to the success of its educational system, particularly with regard to its competency-based curriculum.

Finland, renowned for its exemplary education system, emphasizes free and equitable education up to the university level, supported by high-quality teaching and learning environments. Key factors contributing to its success include robust policy frameworks, sufficient resource allocation, continuous teacher professional development, and a strong focus on competencies (Lavonen, 2020). Conversely, studies in Cameroon highlight challenges in implementing Competency-Based Curriculum (CBC), where many teachers lack clarity on curriculum objectives and struggle due to inadequate resources (Ambei & Kim, 2018). Recommendations of the study included innovative concept generation, ensuring sufficient instructional materials, and comprehensive teacher training to enhance CBC implementation. While developed countries demonstrate effective CBC implementation through well-organized systems and teacher readiness, African nations like Kenya encounter comparable challenges, necessitating tailored interventions to address curriculum implementation gaps effectively.

To investigate the implementation process of the new curriculum among teachers of grade three learners in Limpopo primary schools, South Africa, Molapo (2018) carried out a study. The study's objective was to determine how teacher training and preparation impacted the implementation process. The study was guided by Rogan and Grayson (2003) theory. The study made use of interviews, observation of classrooms and analysis of documents to collect data; 9 educators from 3 sampled primary schools participated in the interviews. The research revealed that a significant proportion of third-grade educators were deficient in the necessary competencies and understanding to execute the curriculum, which impeded the process of effective implementation. This suggests that insufficient teacher training impedes their preparedness to execute a curriculum effectively.

Although Kenya is rated among the best performers in Eastern and Southern Africa in terms of significant advancements in teacher preparation and administration (Kenya Economic Report, 2021), she falls behind other countries in the world when it comes to attracting, nurturing, and keeping talented educators according to the Presidential Working Party on Education Reform (PWPER), (2023). Therefore, adequate and effective curriculum delivery depends on the management of the teaching profession and the welfare of educators. Research evidence shows that teachers' readiness for the implementation of CBC is hurriedly done through in-services and short training which may not be adequate for the proper implementation of CBC. This may have some limitations and cause serious implications if not thoroughly managed early enough (Kilile, Mwalw'a, & Nduku, 2019).

1.2 Statement of The Problem

Education serves as a pivotal tool for driving both social and economic transformation. Nations with progressive education systems have witnessed significant advancements in their economies and technologies. Therefore, it is crucial to regularly update curricula to align with modern needs and adequately prepare curriculum implementers (Masika, 2020). Studies in Kenya, specifically in Lamu-West Sub-County, reveal deficiencies in integrating Communication and Information Technology (ICT) into teaching under CBC. Teachers' preparedness remains inadequate, underscoring the need for continuous training and enhanced ICT integration (Munyao, Nduku, & Ndanu, 2023). This echoes broader challenges faced in African countries transitioning to CBC, emphasizing the critical role of teacher preparedness and support systems in successful implementation (Ainley & Carstens, 2018). This was also cited by Silas, (2020) in a study on teacher factors influencing implementation of competency-based curriculum at lower primary in Luanda Sub-County, Vihiga County, Kenya. Similarly, in Homa-Bay Sub-County, Kenya, the study's locale, teachers have expressed concerns about their readiness to implement CBC, some of the key social outcries which have been cited by the teachers included short and insufficient training, hurried CBC implementation, high student-teacher ratios, negative attitude towards CBC, and inadequate instructional materials as significant obstacles. Another social outcry from the community has been the learner's future opportunities given that there is a feeling that teachers have not been prepared well for the implementation of CBC, hence development of negative attitude. Therefore, given these doubts and having insufficient similar studies in the same locale from the literature reviewed, the researcher investigated teachers' preparedness for effective implementation of competency-based curriculum in public primary schools in Homa-bay sub-County in Homa-bay County, Kenya.

1.3 Study Objective

The study objective was to establish the influence of teachers' professional development on the implementation of competency-based curriculum in Homa Bay Town Sub-County, Homa Bay County, Kenya

1.4 Literature review

In this section, theoretical and empirical reviews are presented and discussed.

1.4.1 Theoretical review

Gross Theory of Curriculum Implementation (Nawaz & Abar, 2021)

This theory indicates that effective teachers who understand the subjects included in the curriculum are essential to the implementation of CBC. The idea holds that the implementer's capacity is necessary for the effective application of a curriculum. The concept further posits that for the successful implementation of an educational program, several elements must be considered: educator proficiency, clarity, implementer expertise and capability, support from management, and the perspectives of stakeholders, students, and educators. According to the theory, three factors namely teacher proficiency, support facility management, and implementers' clarity determine whether an educational program is successful when it is rolled out, and when it is to be adopted. This is because teachers are in charge of implementing the curriculum, and should be knowledgeable to impart skills to learners.

The gross theory states that an educational program's effectiveness depends on its instructors' talent, preparation, and management of the support systems, particularly in the context of the current study on CBC implementation (Nzinga, 2016). This theory's framework examines teachers' qualifications, experience, pedagogical subject understanding, school administration, and outside variables (parents, government). The relevance of theory to this study is that it considers factors that guarantee successful CBC implementation in elementary schools. Teachers are essential to ensuring that students learn, so they should be equipped with the tools necessary to guide, instruct, monitor, and evaluate students' progress on the tasks they are given. According to gross theory, several elements are useful for carrying out instructional plans. External variables include the education program, the employer, who should select new trainers and teachers to implement competency-based curricula in educational institutions, and parents and head teachers, who should offer support (Sitienei, 2020). To enable proper learning in schools, school administration should provide adequate infrastructure to schools through the appropriate use of capitation. This will also create an environment that is favorable and facilitates the successful application of CBC.

Depending on the curriculum requirements, parents can also make a big difference by giving their kids the resources they need to be successful. Parents can support their children's academic success by monitoring their homework and giving teachers feedback. Therefore, by ensuring that their children finish their homework at home, parents play a critical role in assisting instructors in making sure the program is implemented successfully. Arnold (2018) identified that technical, material, and financial support should be provided by the government and the Board of Management to guarantee CBC's effective adoption in classrooms. Effective implementation of competency-based curricula hinges on the teacher, who facilitates learning and the development of competencies and connects with external stakeholders, including the Board of Management and parents. The effective implementation of curricula depends on the availability of instructional materials, which include books, funds, and physical building. For successful implementation of curriculum, careful planning is needed for the acquisition, arrangement, and use of all necessary materials. This theory does not give much emphasis on the expertise of the managers. To keep their abilities current, managers should thus take part in regular in-service training.

1.4.2 Review of Related empirical Literature

In addition to teachers' educational backgrounds and initial preparation, the study by Ainley & Carstens, (2018) on teaching and learning gives a framework that addresses enduring themes and priorities related to professional characteristics and pedagogical practices at the institutional and individual levels. Professional development, instructional and professional practices, school leadership, feedback mechanisms, school climate, and self-efficacy and job satisfaction are some of these themes and priorities. It tackles novel policy and research issues in these domains in addition to innovation and education in a range of settings and situations. Although the longitudinal study gives great insights into the teacher professional development, it involves long duration of study, complex methodology and data analysis that may be considered for future study.

The educational climate in Singapore and Finland has been more conducive to teachers' professional development since supportive improvements were made to the country's educational system some decades ago as identified in study by Darling-Hammond, (2017). The study contrasted American teacher preparation programs with those in Singapore, Canada, Finland, and Australia. The research also looked at teacher preparation policies and practices from across the globe. Issues that nations have while trying to revamp their systems for training educators were also assessed in the research. Teaching is a significant profession with a foundation of knowledge that must be mastered to ensure students have equitable learning opportunities. Nations with a robust professional ideal for teaching intentionally celebrate teachers and recognize this (Darling-Hammond, 2017).

According to Darling-Hammond (2017), the growing sophistication of the teaching profession in Finland is a major factor in the country's strong support for an equal and high- quality education system. A master's degree in education, spanning at least two years, is required of all educators in this field. This degree must include not just the content area but also effective teaching methods, research methods, and the integration of theory and practice. Many educators choose to stay in the classroom after obtaining a doctorate degree, since teaching has surpassed medicine as the most sought-after career. Finland transformed from a relatively uneducated society to a 21st-century powerhouse in the span of a single generation, with a literacy rate of 96%, high college enrollment and graduation rates, and first place results across the board on the Programme for International Student Assessment (PISA) tests. The respect and assistance shown to teachers is not coincidental. Similarly, Singapore has shifted its focus from hiring teachers to producing top-notch educators. Many Australian teacher preparation programs get large grants from the government to forge stronger relationships with local schools in an effort to replicate the success of Finland's model schools.

In South Africa and Nigeria, Ajani (2020) conducted an interpretive study to look into the type and quality of teachers' professional development. The study used Andragogy theory as the framework. Six departmental heads from high schools in South African and Nigerian participated in semi-structured interviews to gather data. The study's conclusions showed that educators in both nations do not always have access to regular in-service professional development. The study also found that in-service professional development was not regularly monitored or supported for teachers, and that "one-size-fits-all" professional development courses were ineffective for instructors in these nations.

In order to ensure continuity of In-service Professional Development (IPD), this study by Ajani (2020) advised teachers to engage in professional development activities on a regular basis. Specifically,

instructors should participate in well-designed and well-structured subject- based IPD activities every school term to improve their teaching techniques. Frequent professional development for educators has been viewed as both a tradition and a practical means of guaranteeing high-quality instruction. Enhancing classroom instruction delivery is the goal of teachers' in-service professional development (IPD), which will eventually improve students' academic achievement. The study gave elaborate activities that the teachers should engage in for their professional development. However, the study did not mention the methodology and the data analysis procedure that was used. At the same time, a sample of 6 participants in the same department from the two countries appears small and may not be generalizable. The researcher will bridge this gap by investigating this variable from a smaller study locale in Homa- Bay Sub- County, Kenya using obtaining data from different participants and with a larger sample size. The results demonstrated that the majority of instructors were well-versed on The Teachers' Professional Development Programme (TPD) and believed it to be helpful for their work. On the other hand, there was minimal input on the Teachers Service Commission - Teachers' Professional Development (TSC-TPD) program's conception and design. For the program to be implemented effectively, it is advised that TSC create a more robust interaction system with teachers and other important education stakeholders.

On the other hand, Makokha (2019) explained that INSET was intended to be made available to science and math teachers in Kenya and throughout Africa when CEMASTEAM was founded in 2004. One of CEMASTEAM's primary goals is to facilitate continuous professional development for mathematics and science educators (TPD-MSE). Its goal is to make sure that courses are delivered effectively and to continually improve teachers' capacities so that education is of higher quality. An educational reform technique that CEMASTEAM has developed is stands for Activity-based, Student-centered, Experiments and Improvisation (ASEI). This will be achieved by using the Plan-Do-Select-Improvement (PDSI) cycle of continuous improvement. In addition to conducting INSET for elementary school math and science teachers, Makokha (2019) explained that with support from the Ministry of Education, CEMASTEAM also hosts seminars and workshops for principals and classroom teachers to help them come up with new ways of teaching these subjects. This is in line with what the CBC considers to be their core competencies.

A research on Comprehensive Professional Development of Teachers: A Case of Kenya was carried out by Gathumbi, Mungai, and Denna (2013). The research showed that in- service education should be the main emphasis of teacher professional development programs. This type of training has many benefits, including improving content delivery, exposing educators to new pedagogical approaches, and encouraging a growth mindset. Additionally, it gives teachers a chance to hone their teaching abilities and become better at helping their students learn and succeed. Course material and a pedagogical approach are offered to aspiring educators via pre-service education, which also has the ability to foster favorable attitudes about teaching. While the study acknowledges the importance of both pre-service and in-service education, it has not deeply examined the specific strategies, challenges, or best practices associated with each type of teacher professional development. A more comprehensive examination could provide a richer understanding of how to effectively support teachers throughout their careers.

Additionally, Wamalwa, (2023) in his study on challenges facing implementation of effective teacher professional development in Kenya argued that providing similar training to those almost exiting the profession together with those entering the profession might not provide the desired results. In all, there is need to borrow best practices from around the world on this issue. Despite the foregoing, teacher

professional development and lifelong learning remains very relevant in the fast-changing world requiring technological updating after every six months or less.

Teachers, being professionals, have a duty and a right to participate in teacher professional development (TPD) in order to enhance their professional skills and stay up to date with changes in their sector (UNESCO, 2019). The quality of teachers has a direct impact on the attainment of high-quality education. The majority of researchers concur that teachers' professional development (TPD) programs are an efficient means of enhancing the teachers' quality and instruction (Darling-Hammond et al., 2017). Given the demands of the 21st century for innovative human capital development in a classroom that is always changing and a global setting, the implementation of education reforms must rely heavily on teacher education (UN-Transforming Education Summit, 2022). At all educational levels, the teaching profession needs to guarantee relevance, quality, and equity. The resolutions adopted by the UN summit focused on changing education by giving teachers better working circumstances in terms of pay, resources provided, capacity building, and ongoing professional development.

1.5 Methodology

The study employed a mixed method approach, specifically a convergent parallel design, which equally and simultaneously combines both quantitative and qualitative approaches (Creswell and Plano-Clark, 2018). To gather data, the researcher used a phenomenology design for qualitative data and a cross-sectional survey design for quantitative data. The Study was conducted in sampled public primary schools in Homa Bay Town Sub-County, Homa-bay County, Kenya. It is one of the seven Sub-Counties in Homa Bay County. The target population was all the public primary schools which had a population of 71 schools. These public primary schools had 71 head teachers, 639 teachers, and one sub-County director which gave a total of 711 participants. Fifteen (15) public primary schools were sampled which gave 11% of the total population. The researcher also sampled 20% of the teachers which gave a total of 130 teachers. Fifteen (15) head teachers and 1 sub-county director also participated in the study. This gave a total sample of 146 participants. Data collection was done using questionnaire for teachers, interview guide for head teachers and education officer. A checklist was also used to gather information on instructional materials in the sampled schools. The raw data collected from each instrument was analyzed using both qualitative and quantitative procedures. Before the collected data was analyzed, it was edited to ascertain completeness and consistency of information. The data was then organized according to respective research questions. Quantitative data was coded into the SPSS and then analyzed using simple descriptive statistics such as frequencies, percentages and mean generated by SPSS version 23. The findings were presented using graphs, charts, diagrams, and tables. Qualitative data, on the other hand was analyzed using thematic analysis. The data was transformed into meaningful narratives and verbatim quotes. The data analysis process also included triangulation of information from related instruments to supplement the quality of information. Then, the quantitative data analysis was combined, and subsequently, a check for coherence was conducted through qualitative data analysis.

1.6 Study Findings and Discussion

Teachers' professional Development for the Effective Implementation of Competency Based Curriculum (CBC)

This section provided analysis of the teachers based on their professional development and how this influences the implementation process of Competency Based Curriculum. To respond to this question, the researcher assessed respondents using questionnaires and interview guides and a checklist. Teachers

were given a Likert scale statements to respond to. This was a five-point Likert scale with the key: 1=strongly disagree (SD), 2=disagree (D), 3=undecided (UD), 4=Agree (A), 5=strongly agree (SA).

In the following sections, the researcher presented quantitative data collected from the respondents in terms of tables, figures, mean, and percentages. The head teachers were interviewed, and their qualitative information was narrated in words. Findings were as provided in table 1.

Table 1: Descriptive Statistics of Teacher Professional Development N=122(T)

	N	SD		D		UD		A		SA		Mean
		F	%	F	%	F	%	F	%	F	%	
I have undergone enough training on the implementation of CBC	122	21	17.2	38	31.1	8	6.6	40	32.8	15	12.3	1.71
I have been taught how to prepare and use professional documents	122	7	5.7	13	10.7	5	4.1	68	55.7	29	23.8	2.92
My school organizes regular meetings, workshops, conferences, and seminars	122	17	13.9	43	35.2	12	9.8	41	33.6	9	7.4	3.81
My school have been provided with enough and relevant teaching/learning materials	122	23	18.9	52	42.6	19	15.6	26	21.3	2	1.6	2.85
Teachers in my school have been trained on the new assessment criteria according to the CBC design	122	7	5.7	15	12.3	19	15.6	62	50.8	19	15.6	2.44
Teachers in my school have been trained to use ICT equipment to aid in teaching digital literacy according to CBC design	122	11	9.0	32	26.2	24	19.7	49	40.2	6	4.9	3.58
I am ICT compliant	122	7	5.7	23	18.9	10	8.2	61	50.0	21	17.2	3.54
I integrate ICT in my teaching	122	8	6.6	17	13.9	11	9.0	71	58.2	15	12.3	3.55
Training was beneficial	122	10	8.2	12	9.8	11	9.0	73	59.8	16	13.1	3.59
Facilitators had clarity of content	122	10	8.2	23	18.9	14	11.5	58	47.5	17	13.9	3.40
Training approaches should be improved	122	6	4.9	7	5.7	3	2.5	53	43.4	53	43.4	4.14
I was assessed at the end of the training	122	8	6.6	25	20.5	9	7.4	49	40.2	31	25.4	3.58
I require more training	122	5	4.1	4	3.3	8	6.6	52	42.6	1	8.0	4.59
I involve parents in the teaching and learning according CBC design	122	10	8.2	8	6.6	12	9.8	73	59.8	19	15.6	3.68
Overall mean												3.16

Source: Field Data, 2024

From the analysis provided in table 1, the respondents had mixed responses on whether they had undergone through sufficient training in order to implement CBC in schools. 45.1% (59) of the respondents who affirmed the statement argued that they had undergone rigorous training in order to effectively introduce and implement CBC among young learners in primary schools thanks to the trainings they had previously attended. Nevertheless, 48.3% (55) of the respondents noted that the training programs they attended had been short and insufficient in providing them with sound and practical skills to introduce and fully implement the CBC considering that it is a new curriculum and

broad. The respondents argued that CBC required organized and well-structured training to enable teachers to grasp the tenets of the curriculum and transfer the same to pupils in public primary schools in Homa Bay Sub-County. When asked on the nature of training they had received, respondent 001 noted that;

“I have been retooled for 6 Days. I feel it’s not enough I have to read and try to understand what I am supposed to do. I am not well retooled. And another, the training was conducted for five days in a term, the training was on CBC frame work” (Respondent 004: Personal Communication, July 20, 2024).

This meant that the training which teachers had received was short and only covered basics of CBC without factoring in other aspects which were core to the curriculum. Thus, the teachers were half backed and ill equipped to effectively implement the new CBC curriculum.

From the analysis provided, 79.5% (97) of the respondents affirmed that they had been taught how to prepare and use professional documents according to CBC format. They noted that they had been trained to present documents in formats such word, excel, picture formats and other relevant formats which could enhance learning and ensure that the knowledge disseminated is internalized among pupils in primary schools in Homa Bay Sub-County. Nevertheless, 16.4% (20) of the respondents did not affirm the assertion. They opined that they were not conversant with preparations of documents in the required formats due to lack of sufficient knowledge on how to effectively operate a computer where such documents were generated from.

The respondents gave varied responses when asked whether their schools organized regular meetings, workshops, conferences, seminars and other forums to tackle problems identified by the Teachers’ Service Commission/ The Ministry of Education (TSC/MoE) facilitators in the implementation of CBC. From the findings, 49.1% (50) did not agree with the assertion. They argued that their schools lacked sufficient funds to sponsor teachers for such forums. Additionally, they argued that schools which were remotely located could not sponsor teachers for such functions due to the distance involved given that most training were held in town within the Sub-County. 41.0% (50) of the respondents supported the statement noting that they attended such training regularly due the benefits they had in honing teachers’ skills and capabilities in proper delivery of the Competency Based Curriculum (CBC) in the primary schools.

From the analysis presented, 61.5 % (75) of the respondents did not agree that their school had been provided with enough and relevant instructional materials that include Information and Communication Technology (ICT) equipment to assist in the implementation of CBC. They posited that the learning and instructions in school were insufficient and could not match the population of pupils in the schools. Thus, they had to be shared at different intervals making it difficult for the pupil to grasp basic skills such as computer operations among others. On the other hand, 22.9% (28) of the respondents affirmed the statement observing that, their schools had sufficient learning and instruction materials which were purchased by the schools with the assistance of parents and well-wishers in order to bridge the gap which existed in such primary schools.

From the findings, 66.4% (81) of the respondents agreed that teachers in their respective school had been trained on the new assessment criteria according to the CBC design. They said that the assessment involved a holistic approach which went beyond class work and passing exams. The respondents further

stressed on the need to look out for other capabilities and talents possessed by pupils in their assessments. 18.0% (22) of the research participants did not support the statement. They averred that their schools held on the previous assessments mechanisms which purely stressed on passing exams and general academic performances. 15.6% (19) of the respondents on the other hand were neutral in their replies observing that they could not authoritatively say whether the assessment methods they employed were CBC compliant or not.

According to the data provided, 45.1% (55) of the respondents said that their school's teachers had received training on how to use ICT tools to support the teaching of digital literacy in accordance with CBC design. They noted that the use of ICT was central to the dissemination of CBC and it was therefore the focal point of the training offered to enhance digital literacy. 35.2% (43) of the respondents on their part did not support the assertion noting that they were not well conversant with requisite ICT skills which were meant to assist the learners in digital literacy given that such training had not been organized by their local schools. In the findings, majority of the respondents affirmed that they were ICT compliant. This was shown by 67.2% (82) of the respondents involved in the study. They argued that they had solid knowledge on ICT after attending short courses which touched on computer packages and other computer applications. Nevertheless, 24.6% (30) of the respondents did not support the statement. They noted that they were not fully equipped with ICT skills which could enable them to effectively discharge their mandate on the CBC.

From the findings, 70.5% (86) of the respondents agreed that they integrated ICT in their teachings. They noted that some lessons in the curriculum such as computer training among pupils required practical lessons in the computer laboratories and teachers were mandated with such responsibilities. On the other hand, 20.5% (250) of the respondents refuted the claims arguing that schools had ICT teachers thus their input was not necessary in the instruction process.

From the data presented, 61.4% (75) of the respondents argued that the facilitators had clarity of contents during training. They posited that the facilitators were specialist in CBC and projected their points with clarity which depicted deep understanding and coherence of the curriculum. Nonetheless, 27.1% (330) of the respondents thought otherwise. They observed that some of the facilitators had difficult time in addressing queries arising from teachers for instance, the best way to conduct assessment on pupils among other thorny issues raised by teachers.

From the findings, 86.8% (106) of the respondents felt that there was need for trainings to be improved. They opined that the top down approach which was embraced by trainers was not effective in imparting necessary knowledge and skills on teachers. Instead, the respondents proposed interactive sessions where teachers proposed challenges and also came up with solutions with facilitators only offering guidance where necessary.

From the study findings, 65.6% (80) of the respondents argued that they were assessed at the end of the training. They also argued that the facilitators asked them questions on different topics and their responses gauged to ascertain whether they had grasped the concepts or not. On the other hand, 27.1% (34) of the respondents noted that they were not assessed after training ended. They observed that they went back to their respective schools without being assessed by facilitators or CBC experts. In the findings, 75.4% (92) of the respondents affirmed that they involved parents in the teaching and learning

according to CBC design. They noted that this was done through take away assignments and creative arts where parents were expected to guide learners to undertake such tasks at home. However, 14.8 % (18) of the respondents disagreed with the assertion pointing out that they often gave out assignments and tasks to learners and it was incumbent upon parents to create time and assist their children at home.

These findings concur with the statement by UN-Transforming Education Summit, (2022) which revealed that educational levels, the teaching profession needs to guarantee quality, equity, and relevance. The resolutions adopted at the UN summit focused on changing education by giving teachers better working circumstances in terms of pay, resources provided, capacity building, and ongoing professional development. In analysis regarding areas where participants would require more training to improve on CBC implementation, findings were as presented.

“Training is required in the ICT integration for CBC implementation, the new assessment tools/ criteria, in the preparation of professional documents such as schemes of work and lesson plans. There is also requirement in the creative arts, music and sports, teaching of the recently merged /learning areas; home science and Agriculture and curriculum design changes and contemporary issues” (Respondent 005, July 2024).

Teaching and learning materials give teachers new tactics, tools, knowledge and information to help them grow professionally. Lesson plans, educational materials, research findings, and training programs are some of the tools available to teachers to assist them enhance their teaching strategies, stay current with best practices, and cater to a variety of students' learning requirements. Teachers can improve their efficacy in the classroom, hone their craft, and promote ongoing professional development by interacting with these tools. However, in the public primary schools where the data was collected using the checklist most of the instructional materials were either not available or inadequate. Some of which included computers, laboratories, libraries, home science practical tools, swimming pools, games and physical education materials among others.

1.7 Conclusion and Recommendation

The study findings revealed a mixed response from teachers in Homa Bay Sub-County regarding their training for implementing the Competency-Based Curriculum (CBC). It was affirmed that teachers undergone rigorous training that equipped them to introduce and implement the CBC effectively in primary schools. These respondents credited previous training programs for preparing them adequately. However, to some teachers, training programs were too short and insufficient for such a broad and new curriculum. They emphasized that effective CBC implementation requires well-organized and structured training to help teachers fully grasp the curriculum's principles and pass them on to students. The training briefly covered the CBC framework but did not address essential aspects necessary for its effective implementation especially the assessment criteria. Further findings showed that respondents were trained to prepare and use professional documents according to CBC standards, including using various digital formats like Word, Excel, and picture formats. These formats were seen as crucial for enhancing learning and ensuring that students could internalize the knowledge provided. Regarding the organization of regular meetings, workshops, and seminars to address issues raised by the Teachers Service Commission (TSC) and the Ministry of Education (MoE), responses were divided. Majority of the respondents noted that their schools did not organize such forums due to insufficient funds or logistical challenges, especially in remote areas while some of the respondents regularly attended these trainings, recognizing their importance in enhancing teachers' skills for CBC delivery.

The study findings showed that the significant concern was the lack of sufficient teaching and learning materials, including ICT equipment, to support CBC implementation. Respondents reported that the available resources were inadequate, making it difficult to provide students with essential skills like computer operations. Another finding indicated that respondents had been trained on the new assessment criteria according to the CBC design. These assessments focused on a holistic approach, considering students' talents and capabilities beyond academic performance. Moreover, the study findings indicated that ICT training and integration into teaching were also areas of concern. Respondents were trained to use ICT tools for teaching digital literacy, it was further claimed, some respondents were ICT-compliant, having acquired basic computer skills through short courses. Another finding revealed that respondents requested the integration of ICT into their teaching, especially for computer training that required practical sessions in computer labs. Regarding the quality of training facilitators, some believed that the facilitators had a good grasp of the CBC content, presenting it with clarity and coherence. Finally, respondents called for improved training programs. They criticized the top-down approach used by trainers and suggested more interactive sessions where teachers could discuss challenges and propose solutions, with facilitators providing guidance. The study recommended that teachers' professional development and CBC should improve and extend CBC training, ICT skills, and resource provision to address gaps in teacher readiness. The study recommended that future studies should explore the long-term impact of sustained professional development programs on teachers' effectiveness in implementing the Competency-Based Curriculum (CBC).

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