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### Challenges Facing Implementation of Competence Based Education in Public Junior Schools in Nambale Sub-County, Busia County, Kenya

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**Abstract:** This study assessed the challenges facing the implementation of Competence Based Education in the Public Junior Schools in Nambale Sub-County, Busia County, Kenya. The implementation of Competency Based Education requires huge financial investment and resource allocation. Therefore, this study employed a mixed-methods approach consisting of both phenomenological and cross-sectional research designs to examine the challenges facing the implementation of CBE in Kenya. The target population comprised 340 participants from 56 Public Junior Schools, 56 head teachers, teachers, 56 Board of Management chairpersons, and one Sub County directors of Education and one Teachers Service Commission. Samples of 183 respondents were selected through stratified, systematic and purposive sampling respectively. The findings revealed that implementation of CBE is significantly hindered by a shortage of trained teachers, high teacher-learner ratio, inadequate teaching and learning materials, insufficient classrooms, lack of science laboratories, weak ICT infrastructure, and limited teacher professional development. Financing challenges were also pronounced, particularly inadequate funding for infrastructure development, instructional resources, and special needs education, alongside weak accountability systems and minimal stakeholder involvement. The study concluded that government funding is insufficient to meet the demands of Public Junior Schools in the CBE implementation. The study recommends to the Ministry of Education prioritize equitable distribution of resources in Public Junior Schools, recruit more teachers, continuous teacher training, and strengthen policy frameworks on CBE delivery and diversification of funding sources. To the scholars, a comparative study is recommended to assess the impact of financing on CBE outcomes in public and private junior school.

**Keywords:** Competence Based Education, Curriculum implementation, School Financing, Public Junior Schools

### 1.1 Introduction

Education is essential for each nation to achieve its social and economic development. To an individual, quality education has the potential to unleash one's academic capabilities and inherent talents. Education is, therefore, paramount in ensuring that both the individual's and the nation's needs are achieved. However, education is an investment that requires huge resources. Furthermore, resource allocation is

one major factor that determines the achievement of quality education through the development and implementation of a holistic (Gupta, Vrat, & Ojha, 2022). Globally, allocation of education resources is done by ensuring proper funding of schools through the Ministry of Education (Liefner, 2003). Nevertheless, different regions of the world have several ways of funding schools.

In Europe for instance, the Government solely does Elementary schools funding. Funding Private Elementary schools, however, is done through grants, donations, and business operations (Becker, 1993). A study by Owings & Kaplan (2019) sought to establish American Public-School Financing; in their finding, it was documented that in the United States, the government through budgetary allocation funds all public schools. While private schools are funded by the private individuals and corporate organizations while Christian based schools are funded by the church.

In the United States of America, public elementary and secondary schools serve almost fifty-one million students and spend about three-point-seven percent of their GDP on Education (Owings, W. A., & Kaplan, L. S. 2019). A study by Fisher (2022) established that government expenditures on the education sector had significantly increased over the past few decades. The USA educational expenditure commonly referred to as pupil grants, aims to provide a basic foundation for its citizens. District Public Schools are financed by a Guaranteed Tax Base, which also aims to reduce the price of education to the school districts. According to Jackson, 2020, there is a typical positive relationship between rising school expenditures and achievement of curriculum measured by pupils' performance. In Australia and most Asian countries, schools are funded by concerted efforts of both the private and public sectors (Teese, 2011). Such a mode of funding is meant to address disparity in the quality of education being offered in most schools, especially, where most private schools offer quality education as compared to public schools.

In the United Kingdom, on the other hand, the government through the Public Grant System, finances public schools, while both the government and parents finance private schools, through school fees. A study by Aaron (2011) on early childhood education, equity, and funding, acknowledged the government's financing model, which is well stipulated in the Act on Private Schools. The act elaborates a public grant system for private schools by which private schools are allocated a grant for operational expenditure per pupil per year. The grant is to be used by the school for its priorities. The school fees payable is also fixed by the policy so as not to overburden the parents as many households in Europe are financially leveraged (OCDE, 2016). A study by Rowe and Perry (2020) sought to establish the inequalities in private funding of public schools, the findings revealed a similar trend of funding public schools as in Australia.

Many African countries struggle to finance the education sector. Vast development needs in some countries have made it hard for the educational sector to get the needed funding attention. In South Africa however, a study by Motala & Carel (2019) on educational funding and the equality of education revealed that the education sector received the greatest share of government spending of about five percent of its GDP for basic and higher education. Furthermore, in Tanzania, a study by Valante (2019) which sought to establish the effect of primary education expenditure and quality of schooling, documented that most of the school funding was done by the government and complimented by each household contribution through school fees. Other sources of school financing included multilateral organizations, bilateral agencies, and NGOs. The sources from multilateral organizations, bilateral agencies, and NGO

are anchored on conventions ratified by Governments all over the world that require richer countries to assist poor countries in the provision of education to their citizens. The Governments of poor countries identify areas they need support without the donors deciding where support is needed. Pre-primary and primary education is free in Tanzania; many households, however, still incur other levies and costs to finance the education of their children (Gideon, 2017). The education sector in Tanzania is facing several challenges arising from reliance on donors' funding and favoring recurrent government expenditure as opposed to investing in the education sector (Komba, 2020).

In Kenya, a significant increase in the number of enrollments in primary schools as observed since the year 2003, a trend that had increased challenges on already struggling public schools (Miller and Elman 2013). This has continued to put more pressure on public schools that continue to struggle with limited resources available to guarantee quality education to all learners as anchored on its constitution. The Kenya's Vision 2030, reviewed and enforced of fee guidelines that guarantee resource allocation in education sector to assist the struggling household.

In the year 2017, the Kenyan government rolled out Competence Based Education (CBE) in the country which sought to address documented curriculum gaps that were realized in the country's 8-4-4 system of education (Orodho, 2014). The CBE transformed into 2-6-6-3 system of education, which was considered a major catalyst in educational reforms in the country (Masika, 2020). The consequence of CBE implementation was to acquire and expand skills needed for Kenya's economic development by advocating for the provision of free primary and secondary school education as well as vocational studies (Akala, 2021). Since then, the government has made a huge investment in the education sector with approximately 5.4% of its Gross Domestic Product (GDP) being channeled to school capitation grants (Kariuki, 2021); and donations being channeled to areas identified by the government. With the change from the 8-4-4 curriculum, which was more exam-based, the Competence-Based Education is aimed at nurturing each learner's abilities and competences; thus, requires more resource allocation to meet this obligation in public junior schools which are often affected by the problem of over enrolment and challenges such as inadequate teaching staff, inadequate teaching learning materials and inadequate infrastructure. This study therefore sought to assess challenges facing the implementation of Competence Based Education in public junior schools in Nambale Sub-County Busia County Kenya.

## 1.2 Statement of the Problem

For an effective implementation of a curriculum, there's need of a huge financial investment. Therefore, adequate financial resources allocation plays a pivotal role in shaping students' holistic development and thus affecting the societal economic productivity and social mobility. However, UNESCO (2021) report, estimates an annual education funding gap of around \$39 billion globally, which continues to increase due to an increased school admission in many Public Junior Schools across the country. This is exacerbated by Free and Compulsory Basic Education as a human right to every Kenyan child provided by the Kenyan Constitution, 2010. A study by Limo and Muchimuti (2022) revealed that high numbers in Public Junior Schooling require adequate financial resources. However, these resources are scarce and their need is enormous. The Kenya Population Census report (Statistics, K. N. B. O. (2019) revealed a low-income index among the population of Nambale Sub-County. It is therefore, apparent that due to poverty most parents enroll their children in public schools as opposed to better equipped private schools which are expensive. In the spirit of no child is to be left behind, many public schools in Nambale Sub-County are over-enrolled with a number of learners hence significantly

increasing pressure on already struggling Public Junior Schools. All Public Junior Schools in Nambale Sub County are hosted in the existing public primary schools. The public primary schools however, continue to struggle with the inadequacy of resources which significantly affect the implementation of CBE but none of the studies conducted in the same geographical location have addressed the social need. Therefore, due to the inadequacy of resources like teachers, equipped science laboratories, teaching learning resource materials; the quality of education offered to the public junior school students continues to be jeopardized if the government does not purpose to strategically and adequately finance the public junior schools. Nevertheless, no current study has sought to establish the impact of public junior school financing on the implementation of CBE. This study therefore sought to investigate the influence of Public Junior School financing on the implementation of Competence Based Education in Nambale Sub-County, Busia County, Kenya.

### 1.3 Research Question

What are the challenges facing implementation of competence based education in public junior schools in Kenya?

### 1.4 Hypothesis

Ho: There is no statistically significant relation between challenges facing implementation of competence-based education and public junior schools in Kenya.

### 1.5 Theoretical Framework

#### *Resource Mobilization Theory*

Resource Mobilization Theory (hereafter RMT) was created by Mayer Zald and John McCarthy in 1977 and it gained popularity in the 1980s (McCarthy & Zald, 1977). The theory is anchored on the idea that the organizational performance is determined by resource distribution (time, money, skills, etc.) and the competence to utilize them. It is therefore imperative that social movements provide clear organizational structure and strategies of resource acquisition that drive change.

The Resource Mobilization Theory describes the types of resources required for social transformation to occur (Beuchler, 1993). First are the material resources; which are the actual resources like money and physical goods that allow an organization to function. Second, the human resources which refer to the labor needed to actualize an organization's activities. The human resource is entrenched in the needed skills and competencies to achieve the desired goals. The third resources are Social-organizational resources, which enhances social networks. The Social-organizational resources are based on individual who support the cause of actions such as stakeholders. The fourth category consists of Cultural resources, which include the necessary knowledge to effectively perform the organization's tasks. Moral resources refer to resources that are used to establish the legitimacy of an organization. However, within this theoretical framework, there exist two distinct approaches. The text discusses two models: the economic or organization model (McCarthy & Zald, 1977) and the sociopolitical or interactive model. The sociopolitical model utilizes a political approach to analyze the processes that lead to social movements. On the other hand, the organization model emphasizes the efficient allocation of resources, the importance of leaders and their ability to guide, and the ever-changing nature of the organization.

The theory also omits three significant assumptions. The first assumption is that economic expansion and prosperity would lead to an increase in the number of social movements. Furthermore, those participating in social movements has an intrinsic capacity for logical reasoning. Furthermore, in order for the social movement to attain success, its members must acquire a certain degree of political and economic resources. As countries experience economic growth and social progress, resources such as education, money, and communication contributes to the development of organizational activity. Consequently, engaging in this activity enables logical individuals to amass the necessary resources for their social movement to achieve success. Nevertheless, this hypothesis has both advantages and disadvantages.

This theory has some known strengths that this study finds beneficial; first, the theory has the explanatory power that best suited for a social transformation at different times. According to Foweraker (1995), as cited by Gomez (2023), this theory can adapt over time since it has expanded its explanatory power by including among other factors. Second, the theory outlines social networking as a decisive tool in resources mobilization. Resources are usually scarce but requires crucial element of mobilization by involving the society; third, the theory highlights the importance of strategic action that is intended to achieve a particular course of action. It's apparent that implementation of CBE is in itself a strategic action. Fourth, the theory analyzes a political process that is key in bringing about social movements intended to transform the society.

Notable weaknesses exhibited by this theory are that it is rigid and hence does not adhere to the economic model which presupposes various costs and benefits of common rationality participants. The theory too does not refer to social context and lack cultural considerations which have an impact on the course of action. The theory therefore does not bridge the dynamic relationship between social movements and political processes.

In applying Resource Mobilization Theory to expand the concept of financing Public Junior Schools; it therefore requires identifying and leveraging diverse funding sources which are essential for implementation of CBE. This theory emphasizes tapping into various sources of funds, beyond the already established government funding. In the context of education, this could include public and private partnerships, international aid, grants, and community involvement. Efficient allocation of existing resources, such as redirecting funds from less critical areas, is also crucial. The goal is to create a sustainable financial model that supports the implementation and evolution of the competence-based education, ensuring its long-term success.

### **1.6 Review of Related Literature**

In the USA, the implementation of Competence- Based Education faces numerous challenges. A study by Darling-Hammond (2010) revealed that one major challenge in the implementation of CBE is the disparity in resources distribution between urban and rural districts across schools. The study (ibid) further revealed that schools in economically disadvantaged areas often lack access to modern facilities, tools, advanced technology for teaching. Au (2007) further established that there is no uniformity in curriculum delivery due to varying state educational standards, a situation that left the educators and students to navigate not a well-defined educational landscape. A study by Snyder (2012) showed that educational reforms sometimes delayed due to debates over inclusion of certain topics in the curriculum that covers contemporary issues. Moreover, the pressure to achieve high standardized test scores can



narrow the focus of education, reducing it to rote memorization rather than fostering deeper understanding (Popham, 2001). A study by Hirsch (2017) also indicated that lack of teacher autonomy in curriculum design, further complicates the pursuit of a flexible, student-centered educational approach which is envisioned in CBE.

Implementation of a new curriculum especially in the developing countries is marked by many challenges. Groenewald, E., et al. (2024) carried out research in Southeast Asia on enhancing financial management practices in public schools. The aim of the study was to establish how budgeting, resource allocation, procurement, and internal auditing were posing challenges in the implementation of CBE in Asia. The study gathered and evaluated relevant scholarly publications using a desktop review strategy. The study findings showed that a lack of financial literacy was the cause of several schools' problems, including budget deficits. The study recommended addressing financial management issues in order to improve academic achievement and provide local kids with enough educational support

Groenewald, E., et al. (2024) carried out a study on factors enhancing financial management practices in public school in Southeast Asia. The study employed a qualitative approach using desktop research. The aim of the study was to establish how a financial management practice was a challenge in implementing education curriculum. The finding showed that many schools in the Southeast Asia had challenges in financial management.

Muchira (2023) on the other hand carried out a comparative desktop research study on the challenges and lessons from South Korea and USA on implementing the Competence Based Education . The study established various challenges relating to resources and human capacity to efficiently implement CBE. Unlike these two studies which was based on comparable desktop research and lacked a specified target population. It is thus impossible to conclude as to whether or not the findings of the aforementioned study applied to junior schools or not. The current study is consistent with empirical study which emphasizes the target population from Nambale Sub County, making possible to verify the accuracy and reliability of the data utilized to derive study results. The current study further intends to increase the research's transparency and credibility by using both qualitative and quantitative data.

Bwalya and Rutegwa (2023) carried out research on technological pedagogical content knowledge self-efficacy of pre-service science and mathematics teacher. The goal of the study was to assess quality of instructional materials and teachers' comprehension of pedagogical topics in an effect to implement CBE in Zambia. The study employed cross-sectional survey research to collect data. The finding of the study showed that pre-service teachers had moderate self-efficacy to implement the curriculum. Nsengimana (2020) on the other hand evaluated the opportunities and challenges associated with the implementation of competence-based curriculum Rwanda. The study adopted survey research design, where data was collected from the focus group discussion. The findings showed that a lack of teaching and learning materials, laboratory equipment and chemical reagents was a main challenge that hindered implementation of CBE. The study recommended the collaboration between the government and other educational stakeholders to resolve the problem.

Research on the use of competence-based teaching approaches in Tanzania's educational system was carried out by Kafyulilo, et al in 2012. The aim of the study was to evaluate the quality of training pre-service teachers received to successfully incorporate competence-based teaching approaches into their

lessons. Using a cohort of 78 pre-service teachers from Morogoro Teachers' Training Institution, the research used a case study technique. Both a structured interview and a questionnaire were used to gather data. The results showed that pre-service teachers had difficulties while trying to explain some competency-based education concepts. The study discovered that Tanzanian schools were not using competency-based teaching strategies to their full potential. It underlined the need of giving tutors and administrators more attention in order to improve their understanding of competency-based teaching methods.

In 2020, Nsengimana, V. carried out a study in Rwanda about the implementation of the Competence-Based Education. Understanding possible benefits and challenges in implementing the Competency - Based Education was the main goal of the study. The study used a mixed method approach, collecting information via focus group discussions, questionnaires, and classroom visits. The study's conclusions showed that a lack of chemical reagents, laboratory supplies, and teaching and learning resources was the primary barrier to the implementation of CBE. To solve the issues, the research suggested more collaboration between the government and other stakeholders in education.

The goal is to determine the challenges faced in adopting Competence- Based Education (CBE), as defined by Bwalya, A. & Rutegwa (2023), based on the focus and geographic location of the research. In order for pre-service teachers to successfully incorporate competency-based teaching approaches into their lessons, it is intended to evaluate the quality of training they have received. The goal of Kafyulilo, A. C. et al. (2012) is to understand the possible benefits and challenges related to the implementation of the competency-based education. Nsengimana, V. (2020) offered a variety of viewpoints about the challenges associated with implementing CBE. In their 2012 study, Kafyulilo, et al. concentrated on teacher preparation. The financing and implementation of Community-Based Care (CBE) at Kenyan secondary schools is the main subject of this study. The Competency Based Education (CBE) is now being implemented in Kenyan junior schools; this study attempts to investigate the challenges encountered during this phase of implementation.

Research on the challenges faced in Nairobi County, Kenya, during the implementation of the Competence Based Education (CBE) was carried out by Kubai (2023). Finding the challenges faced by the Competence Based Education was the main goal. The study's descriptive research methodology focused on six-grade teachers in Nairobi County who were selected using a straightforward random selection process. According to the study, the lack of clear educational policies for the successful implementation of the CBE curriculum, the unreliability and validity of student test results, the lack of ICT infrastructure, the inadequate preparation of teachers, and the unfavorable sentiment of educational stakeholders toward the new curriculum were among the challenges facing the CBA's implementation. According to the study, the Kenyan government needs to create educational policies that would enable the Competence Based Education (CBE) to be implemented effectively.

Muchira (2023) carried out an extensive desktop review study on the competency- based education (CBE) implementation in Kenya. Examining the challenges and lessons discovered from South Korea and the USA was the main goal of the research. The study's goal was to understand how delayed budget distribution and accountability issues affect CBE's operational efficiency. Delays in funding and issues with accountability hindered the smooth implementation of CBE, underscoring the need for better financial systems and accountability measures. The study recommended that the Competence Based

Education (CBE) implementation issues in Kenya be addressed by the government of Kenya and other relevant education stakeholders via the application of knowledge from prior research and international experiences. This entails putting an emphasis on teacher preparation and making sure that goals are coordinated at many levels, including the national, municipal, and regional levels as well as schools.

A thorough examination of the financing sources used to put the Competence Based Education into practice in Kenya was carried out by Akala (2021). The aim of the study was to examine the extent to which financial resources restrict the implementation of computerized transcription. Data from sources of secondary literature served as the basis for this. The study's findings suggested that a lack of personnel and material resources was the main barrier to CBE adoption in Kenya. According to the report, schools need financial resources in order to acquire the materials they need, establish meaningful connections with stakeholders, and provide educators the required training and skills.

Mulangi (2024) investigated the financial management challenges associated with implementing a competency -based education in Taita Taveta County public elementary schools. The study used a descriptive survey methodology. 1764 respondents, comprising head teachers, deputy head teachers, and BOM Chairpersons from all primary schools, make up the target population in Taita Taveta County. The study found a positive and significant relationship between the implementation of the Competence Based Education (CBE) in public elementary schools and the funding's delayed distribution. The study also found that the implementation of CBE was hampered by financial management issues, including protracted budget approval procedures, bureaucratic procedures, and disparities in resource allocation. According to the report, improving financial responsibility requires adequate training and capacity building. It also underlined how important it is to provide prompt approval and financial distribution to schools first priority.

Research on the adoption of a competence-based Education in Kenya was conducted by Masika (2020). The purpose of the study was to assess Kenya's degree of readiness for carrying out the suggested actions. A survey research design was utilized in the study. The results show that not all interested parties were involved in the new curriculum's creation and design. Instructors, who are in charge of carrying out the curriculum, have often complained about receiving little or no training at all about the new curriculum's needs. Moreover, the majority of educators possess subpar digital literacy abilities, despite it being an essential ability that pupils must acquire. Concerns are raised over the possible effects on this particular location by this. Furthermore, the government has not given educators the teaching and learning tools they need to help them execute the new curriculum. One of the biggest obstacles to curriculum implementation in Kenya is the instructors' partial participation in its creation and implementation.

The qualitative nature of studies by Kubai (2023) Mulangi (2024) and Masika, S. J. (2020) were based on descriptive statistics. The descriptive statistic did not allow measuring the significance of the variables under study. Furthermore, the studies were carried out in different geographical locations; Nairobi County, Taita Taveta County and all counties of Kenya. The current studies employ both the descriptive and inferential statistics to ascertain the relationship between variable, something that is likely to make the study findings more credible. The current studies too are specific to Junior School in Nambale Sub County, Busia, which the existing literature does not address.

## 1.7 Methodology



Research design is intended to provide an appropriate framework for a study (Sileyew, (2019). This study used phenomenological research design that provided in-depth understanding of the participants' thoughts, experiences, and behaviors and cross-sectional research design which is more accurate in objectivity and reliability that reduces researcher's biasness and contributes to more consistent and replicable results. Both designs are under qualitative and quantitative paradigms respectively. These mixed method approach enabled the researcher to comprehend the study challenge more thoroughly; thanks to these research designs. The study findings were strengthened by the combination of qualitative and quantitative data as it addressed the research topic and provide guidelines for gathering, analyzing, and interpreting data. Furthermore, the quantitative design facilitates the examination of inferential statistics and aided the researcher in understanding the problem at hand (Mugenda, 2011) while the qualitative data used descriptive analysis. The mixed research approach was appropriate for this research because it offered a productive way to get information from a wide range of respondents, including administrators and teachers, and it further investigated how funding for public junior schools influences the implementation of CBE in Kenya.

The target population refers to the entirety of cases from which a sample is chosen, encompassing both human beings and items that the researcher aims to extract data from (Mugenda & Mugenda, 2019). The study targeted all the Public Junior Schools by Ministry of Education (2023) in Nambale Sub- County. The target population therefore comprised of a total of 56 registered Public Junior Schools in Nambale Sub County, 56 head teachers, 56 Board of management chairpersons, 224 Public Junior School teachers, TSC Sub-County officer and Sub-County Educational Officer that serve in the study area. The total target population therefore consisted of 56 Public Junior Schools and 340 persons.

Sampling is the process or method of choosing a subset from a population to participate in research (Peres & Fogliatto, 2018). To choose the participants for this research, both probability and non-probability sampling techniques were used. Consequently, 12 Public Junior Schools and their head teachers were chosen through stratified sampling, 12 BoM chairpersons were chosen through purposive sampling. 145 teachers were chosen using a systematic sampling to take part in the research. The study sampled 20% of the total population consisted with Mvumbi and Ngumbi (2015) who affirmed that 10% to 20% provides realistic picture of the total population. In addition, the one Sub County TSC officer, one sub county MoE officer and one Sub County Quality Assurance officer were purposively sampled. The Yamane (1967) simplified formula was used in this research to calculate the teacher sample size, as shown below.

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

Where:

n = sample size

N = population size

e = the level of precision (0.05)

1 = Constant

$n = 224 / \{1 + 224(0.05)^2\}$

$= 144.80 \approx 145$  participants

For the teachers, stratified and simple random selection was used, with the 145 teachers from the 12 Public Junior Schools sampled for the study. Teachers were chosen based on topics and grade level using

stratified random sampling. A proportional number of teachers from each stratum were chosen using a simple random selection procedure, then stratified sampling procedure was used to select participant teachers.

**Table 1: The Target population of the participants and Sampling procedure**

Participants	Target Population	Sample size	Sampling procedure
Junior Schools	56	12	Stratified sampling
Head Teachers	56	12	Purpose sampling
Junior School Teachers	224	145	Systematic Sampling
School BoM Chairperson	56	12	Purpose sampling
Sub County TSC Director	1	1	Purpose sampling
Sub County MoE Director	2	2	Purpose sampling
Sub County Chief Quality Assurance Officer	1	1	Purpose sampling

**Source:** Researcher 2025

To ensure the validity and reliability, pilot testing of the research instruments used in this study. Pilot testing was performed to verify the content validity of questionnaires; content validity was taken into account for the instruments; and reliability was guaranteed for both quantitative and qualitative instruments. Validity is the degree to which a research instrument measures what it is intended to measure and functions as intended Mohajan (2017). On the other hand, Surucu and Maslakci (2020) defined reliability as the consistency an instrument exhibits when used frequently in comparable circumstances.

The raw data collected from the field using and in-depth interviews was analysed using the statistical analytical tools provided by SPSS version 25. The study included a blend of quantitative was analysed using basic statistical tools available in SPSS version 25. The qualitative data was analysed using both descriptive and inferential statistics with the assistance of the Statistical Package for Social Sciences (SPSS), comprising of Regression analysis, ANOVA and the Student T-test were all applied inferential statistics. After calculating the frequencies and percentages, the data was presented in tables, figures and bar graphs.

### 1.8 Finding and Discussion

To establish the financing challenges faced by Public Junior Schools in the implementation of CBE in Nambale Sub-County. The respondents were given five options ranging from 1-5 points, where 1 denoted agree, 2 strongly agree, 3 undecided, 4 agree and 5 strongly agree.

The study finding established the several challenges faced in implementation of Competence- Based Education in Public Junior Schools. The challenges included shortage of CBE trained teachers; high teacher –learner ratio; inadequate teaching & learning materials; inadequate classrooms; lack of science laboratories & equipment; lack of equipped workshops for pre-tech activities; lack of ICT infrastructure; inadequate professional development & training (re-tooling); inadequate sports infrastructure; and lack of transport (Buses). The challenges were analysed by ranking and presented in Table 2.

**Table 2: Challenges of CBE implementation in Public Junior Schools**

Challenges of CBE implementation in Public Junior Schools	Teachers		Head Teachers	
	Mean	Std. Dev	Mean	Std. Dev
Shortage of CBE trained teachers	4.62	.468	4.45	.584
High teacher-learners' ratio	4.48	.743	4.42	.459
Inadequate teaching & learning materials	4.26	6.54	4.16	.965
Inadequate classrooms	3.98	1.078	4.16	.892
Lack of science laboratories & equipment	3.78	1.152	4.13	1.163
Lack of equipped workshops for pre-tech activities	3.76	1.385	3.85	.896
Lack of ICT infrastructure	3.62	1.410	3.61	.968
Inadequate professional development & training (Re-tooling)	3.46	1.221	3.60	1.124
Inadequate sports infrastructure	3.32	1.432	3.35	1.307
Lack of school transport (buses)	2.29	1.084	1.73	.767

**Source:** Researcher 2025

The study findings in the above Table indicated that the mean scores obtained from the teachers ranged from 2.29 to 4.62. The highest ranked challenge was the shortage of CBE trained teachers (4.62), followed by high teacher -learners' ratio (4.48), inadequate teaching & learning materials (4.26), inadequate classrooms (3.98), lack of science laboratories & equipment (3.78), lack of equipped workshops for pre-tech activities (3.76), lack of ICT infrastructure (3.62), inadequate professional development & and training (re-tooling) (3.46), inadequate sports infrastructure (3.32) and lack of transport (Buses) (2.29).

Further in this study, findings showed the results attained from the head teachers 'responses which ranged from 1.73 and 4.45. The highly ranked the shortage of CBE trained teachers (4.45), followed by high teacher –learners ration (4.42), inadequate teaching & learning materials (4.16), inadequate classrooms (4.16), lack of science laboratories & equipment (4.13), lack of equipped workshops for pre-tech activities (3.85), lack of ICT infrastructure (3.61), inadequate professional development & and training (re-tooling) (3.60), inadequate sports infrastructure (3.35) and lack of transport (Buses) (1.73). From the findings, it is clear that implementation of CBE among the Public Junior Schools in Nambale Sub County faces serious challenges in both infrastructure and staff capacity building. To realize a successful implementation of CBE within the study area, the focus should be on addressing the most pressing issues such as teacher shortages and inadequate resources before working to improve areas like sports facilities and transport. The findings of this study underscore a need for strategic investments to enhance the quality of education envisioned in CBE and provide an environment where both teachers and students can thrive.

As earlier established, government is the source of financing for Public Junior School in Nambale Sub County. Other sources of funds to implement the CBE in Public Junior Schools have also been identified; however, implementing Competence-Based Education in Nambale Sub County still faces financing challenges. The head teachers and the teachers were subjected to a question on challenges facing the CBE implementation in Nambale Sub County. The findings are presented in Table 3.

**Table 3: Financing Challenges facing Competency Based Education Implementation in Public Junior School**

<b>Financing Challenges facing CBE implementation</b>	<b>Mean</b>	<b>Std. Dev</b>
The financing relates to the infrastructure improvement & maintenance needs of the public junior school.	4.95	.468
The financing relates to instructional materials for the public junior school.	4.82	.457
The financing relates to the professional needs of the teachers	4.10	.785
The financing includes learners with special needs	3.78	.935
The financing guarantees the level of adequate funding for the implementation of the CBE	3.54	.857
The financing disadvantages public junior schools, which require additional funding to bridge the resource gap	3.43	.694
The financing in public junior schools has reduced disparities between public junior schools located in rural and urban areas	3.37	.875
The government funding covers operational costs and infrastructural development.	3.29	.495
The financing ensures that resources are fairly and equitably distributed among public junior schools	3.23	1.098
There is transparent school budgeting, which ensures proper accountability in the public junior schools	2.97	1.341
Parents and stakeholders foster a sense of ownership of public junior schools	2.78	.992
There is a mechanism of sourcing for extra funds to bridge the gaps in the public junior schools' budgets	2.73	1.333
The public junior schools ensure priority spending, which is based on CBE needs	2.52	.9216
There is a mechanism for ensuring effective spending of allocated resources in the public junior schools	2.38	1.002

**Source:** *Researcher 2025*

The study findings in Table 3 indicated that the mean scores obtained from the teachers ranged from 2.38 to 4.95. The highest ranked financing challenges facing the implementation of CBE from the table 1 was that the financing relates to the infrastructure improvement & maintenance needs of the public junior school (4.95). Other subsequent ranks are that the financing related to instructional materials for the public junior schools (4.82); the financing relates to the professional needs of the teachers (4.10); the financing includes learners with specialized needs (3.78); the financing guarantee the level of adequate funding for the implementation of the CBE (3.54); the financing disadvantages public junior schools, which require additional funding to bridge the resource gap (3.43); the financing in public junior schools

has reduced disparities between public junior schools located in the rural and urban areas (3.37); The government funding covers operational costs and infrastructural development (3.29); The financing ensures that resources are fairly and equitably distributed among public junior schools (3.23); There is transparent school budgeting, which ensures proper accountability in the public junior schools (2.97); Parents and stakeholders foster a sense of ownership of public junior schools (2.78); There is a mechanism of sourcing for extra funds to bridge the gaps in the public junior schools' budgets (2.52); The public junior schools ensure priority spending, which is based on CBE needs (2.52) and, There is a mechanism for ensuring effective spending of allocated resources in the public junior schools (2.38)

The finding of this study resonates with earlier study by Muchira (2023) carried out a review study on the Competence Based Education (CBE) implementation in Kenya. Examining the challenges and lessons discovered from South Korea and the USA was the main goal of the research. The study evaluated how delayed budget distribution and accountability issues affect CBE's operational efficiency. Delays in funding and issues with accountability hindered the smooth implementation of CBE, underscoring the need for better financial systems and accountability measures. The current study therefore, reinforces the need for the Government of Kenya and other relevant education stakeholders to address the Competence-Based Education (CBE) implementation issues in Kenya. The study further emphasizes the need for the teachers' preparedness and making sure that goals are coordinated at many levels, including the national, municipal, and regional levels as well as schools.

### ***Discussion***

The findings of this study resonate with earlier study by Muchira (2023) which clearly indicated that implementation of CBE in the Public Junior Schools faces serious challenges in both infrastructure and staff capacity building. According to Bwalya and Rutegwa (2023), a successful implementation of CBE should be focus on addressing the most pressing issues such as teacher shortages and inadequate resources before working to improve areas like sports facilities and transport. The findings of this study underscore a need for strategic investments to enhance the quality of education envisioned in CBE and provide an environment where both teachers and students can thrive.

The finding of this study confirms a study by Muchira (2023) who carried out a review study on the Competence Based Education (CBE) implementation in Kenya by examining the challenges and lessons discovered from South Korea and the USA. The study established that delayed budget distribution and accountability issues affected CBE's implementation. This study underscores funding issues as a major hindrance to the smooth implementation of CBE in public junior schools in Kenya. The study therefore, reinforces Akala (2024) study which recommended the need for the Government of Kenya and other relevant education stakeholders to address the Competence-Based Education (CBE) implementation issues in Kenya. The study further emphasizes the need for the teachers' preparedness and making sure that goals are coordinated at many levels, including the national, municipal, and regional levels as well as schools.

### **1.9 Conclusion**

With regard to the financing challenges faced by Public Junior Schools in the implementation of CBE; the study established several challenges which included insufficient funding for CBE Practical activities, inadequate funding (Capitation) from the MOE, and lack of enough materials to cater for project work. On the other hand, the feeding program lacks funding, and most of the learners are vulnerable. Additional challenges faced by CBE's implementation include the inadequate resources required for learning, such as textbooks and exercise books. The findings also revealed that there is; lack of clear educational



policies for the successful implementation of the CBE curriculum, unreliability and validity of student test results, lack of ICT infrastructure, the inadequate preparation of teachers, and the unfavorable sentiment of educational stakeholders toward the new curriculum.

### 1.10 Recommendations

The study recommends that the Ministry of Education prioritize equitable resource distribution across public junior schools by conducting comprehensive assessments to address gaps in infrastructure, technology, and learning materials. It should also come up with a clear policy framework to guide collaboration among schools, communities, and other stakeholders in mobilizing supplementary resources. For school administrators, the study recommends diversifying funding sources beyond government allocations by engaging parents, communities, and other partners through fundraising and partnerships. Administrators should nurture environments that support effective CBE implementation and strengthen communication with parents and local communities to ensure alignment of expectations and foster inclusivity. Parents and school alumni are encouraged to play an active role in supporting junior schools by bridging financial gaps through direct contributions and resource mobilization.

Finally, the study calls on researchers and scholars to investigate how financial allocations affect the availability and quality of resources for CBE implementation. Further research should also assess the role of stakeholder engagement in supporting curriculum reforms and conduct comparative studies between public and private junior schools to identify unique challenges and opportunities. Such evidence will inform more responsive policies and practices that can strengthen the sustainability of CBE in Kenya.

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