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FACTORS INFLUENCING THE IMPLEMENTATION OF COMPETENCY-BASED CURRICULUM IN PUBLIC PRIMARY SCHOOLS IN KAJIADO COUNTY, KENYA

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A DISSERTATION SUBMITTED TO THE SCHOOL OF BUSINESS AND LEADERSHIP STUDIES IN PARTIAL FULFILLMENT FOR THE AWARD OF DEGREE IN MASTERS OF BUSINESS ADMINISTRATION (HUMAN RESOURCE MANAGEMENT) OF ST. PAUL'S UNIVERSITY

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NOVEMBER, 2024

DECLARATION

This dissertation is my original work and has not been presented to any learning institution for any academic award.

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DEDICATION

This dissertation is dedicated to my family for their moral support and for giving me humble time for my studies. Their love and support throughout my educational journey have inspired me to reach different academic heights.

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OPERATIONAL DEFINITION OF TERMS

Human Resource Strategies: These refer to the planned and systematic approaches that organizations, such as schools, use to manage their workforce effectively. In the context of education, human resource strategies involve recruitment, training, retention, and development of teachers and staff to ensure they are equipped to implement curriculum changes such as the CBC.

Headteacher's Leadership Strategies: This refers to the methods and approaches headteachers or school leaders adopt to guide, influence, and manage the staff, students, and stakeholders in a school.

Strategic Planning: Strategic planning in education refers to the process of defining the direction and goals of a school or educational system over a set period. It involves identifying long-term objectives, setting measurable targets, and devising strategies for achieving these goals.

Teacher Training: This refers to the formal education, professional development, and continuous learning provided to teachers to equip them with the skills, knowledge, and pedagogical tools necessary for delivering effective instruction.

Implementation of CBC: This concept refers to the actual process of putting the Competency-Based Curriculum into practice in schools. It includes the practical steps taken by educators, administrators, and policymakers to ensure the curriculum is being taught as intended.

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ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
CBC	Competency-Based Curriculum
CBE	Competency-Based Education
CIDP	County Integrated Development Plan
CSO	Curriculum Support Officer
ECD	Early Education Development
ICT	Information, Communication, and Technology
KICD	Kenya Institute of Curriculum Development
MOE	Ministry of Education
NACOSTI	National Commission for Science, Technology and Innovation
NRBV	Natural-Resource-Based View
PISA	Program for International Student Assessment
PP1	Pre-Primary 1
PP2	Pre-Primary 2
RBT	Resource-Based Theory
RBV	Resource-Based View
SARFIT	Structural Adaptation to Regain Fit
SCLT	Social Cognitive Learning Theory
SLT	Social Learning Theory
TIMSS	Trends in International Mathematics and Science Study
TL	Transformational Leadership
TSC	Teacher's Service Commission
UK	United Kingdom
US	United States

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USA United States of America

SWOT Strengths, weaknesses, opportunities and Threates

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ABSTRACT

According to the Competency-Based Curriculum (CBC) framework, the primary goal is to foster holistic development in learners by equipping them with a broad range of skills, knowledge, and values. However, successful implementation of the Competency-Based Curriculum requires a supportive environment where teachers are adequately trained, resources are readily available, and the curriculum is consistently aligned with these goals. This study sought to establish the factors influencing the implementation of a Competency-Based Curriculum in public primary schools in Kajiado County, Kenya. To achieve the above objectives, the study adopted an explanatory research design. The target population was 338 head teachers and senior teachers. A stratified random sampling method was employed to select 177 respondents. A pilot study was conducted to test the research tools. An online questionnaire was used to collect data from the respondents. Data was analyzed using descriptive and inferential methods using SPSS version 24 software. The findings, significant at $p < 0.001$, showed that human resource strategies have a notable impact on the implementation of the Competency-Based Curriculum (CBC) in Kajiado County, with an overall mean score of 3.73 and a moderate to strong correlation ($r = 0.45$). This highlights the importance of effective resource management. Headteachers' leadership strategies were also viewed positively, with an overall mean score of 3.96 and a strong correlation ($r = 0.50$), indicating that effective leadership plays a crucial role in Competency-Based curriculum implementation. Strategic planning received a moderate mean score of 3.57, suggesting varied perceptions and areas needing improvement, but with a significant relationship to CBC implementation ($r = 0.52$). Lastly, teacher training strategies were highly regarded, with a mean score of 4.48 and a strong positive correlation ($r = 0.48$), underscoring the importance of robust training and support in the successful implementation of CBC. The study findings provide insights into the determinants of CBC implementation and propose recommendations for effective implementation such as enhancing human resources strategies by ensuring the Teachers Service Commission (TSC) deploys qualified teachers and implements continuous professional development programs.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The implementation of the Competency-Based Curriculum (CBC) in public primary schools in Kenya has faced various challenges since its introduction (Kubai, 2023). As the country shifts from a traditional content-based education system to one that emphasizes the development of competencies, skills, and values, the process has received mixed reactions from educators, policymakers, and stakeholders. Effective implementation is essential to ensure that the curriculum's intended goals—producing well-rounded, competent, and innovative learners—are achieved (Waruingi, Mbogo, & Mambo, 2022).

According to UNESCO (2018), CBC can empower its citizens with skills, knowledge, and values that will help them fit in the global village which is characterized by advancing technology. Critical thinking, problem-solving, and creativity are key components of a competency-based curriculum or competency-based education. Consequently, implementing CBC enhances students' readiness for college and careers. CBC has been implemented in many countries as an approach to transform the education system and produce pupils who can compete effectively in the global market.

CBC's system of education aims to equip learners with attitudes, skills, and values that are meant to enable learners to solve everyday problems and to flourish in the competitive fast-paced global economy associated with the shifting technological demands and advancements in the 21st century. One tool of CBC that can be used to achieve this goal is continuous formative assessments rather than the summative high-stakes exams of the previous system; making it a competency-based rather than an exam-performance-based education system (Imana, 2020). The Basic Education Curriculum Framework details a structure for learners to develop foundational skills at pre-primary, lower, and upper primary levels, and specialize in various majors at the secondary level. This structure enables students to develop their competencies in skill sets essential for good citizenship and the world of work. This structure also provides an opportunity for all children to succeed in their own chosen pathways.

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Globally, CBC has been implemented by various countries. South Korea has had high academic performance achieved by its primary and secondary education level students since the introduction of international achievement assessments, such as the Program for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS). The high South Korean student achievement has been sustained through the curricular reform that moved the South Korean education system away from being an exam-driven one that created stress and unhappiness among students. The emerging economy of South Korea has experienced significant economic growth since the beginning of the 21st century, a trend that has continued apace since the recent curriculum reforms undertaken between 2015 and 2020 that have been associated with improvements in learning outcomes, critical thinking skills, and problem-solving skills (Choi & Woo, 2020; Koo, 2020; Kwak, 2019).

Lee and Park (2020), emphasized the importance of redefining educational goals to align with competency-based outcomes. This shift required collaboration among policymakers, educators, and stakeholders to identify essential competencies and revise the curriculum framework accordingly. Furthermore, teacher training and professional development were crucial in ensuring successful implementation. Lee and Park (2020) highlighted the importance of providing educators with ongoing support and resources to effectively implement competency-based approaches in their classrooms. Overall, South Korea's implementation of a competency-based curriculum involved a comprehensive approach that prioritized skill development, technology integration, and teacher capacity building to prepare students for success in a rapidly changing world.

The choice to examine the CBC experience in the United States was informed by the long history of the US CBC implementation process. CBC was initially proposed as a model for K-12 education in the 1970s after Bloom published his book on the concept of learning through mastery in 1968. At that time some school districts implemented aspects of CBC; however, issues of varying definitions of terms, development of enforceable policies, and evidence of program effectiveness slowed the implementation of CBC throughout the USA (Hernández & Darling-Hammond, 2019).

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Successful CBC implementation in the USA has occurred in schools and school districts that focus on pedagogical concepts such as deeper learning, student-centered learning, and personalized learning that could provide insights for improved learning outcomes and create demand-driven human capital development at post-secondary institutions (Hernández & Darling-Hammond, 2019). In the USA, a Competency-based curriculum is influenced by ongoing research and development efforts to create effective learning experiences (Dodge, Bushway & Long, 2023). This includes leveraging insights from cognitive psychology, pedagogical theory, and structural design to optimize teaching and learning practices (Dodge, Bushway & Long, 2023).

In Africa, CBC was adopted in some countries to meet the demands of competent personnel who are equipped to apply their skills in solving global problems and participate in the global market. CBC has been adopted by several African countries, including Kenya, Nigeria, Rwanda, South Africa, Tanzania, and Zambia among others (Kabombwe & Mulenga, 2019). South Africa was the first African country to adopt CBE in 1998, aiming to produce skilled and employable graduates capable of addressing the challenges of the 21st century. South Africa implemented its competency-based curriculum through a phased approach, focusing on outcomes and skills rather than content. Its key steps in the CBC implementation include curriculum reviews, stakeholder consultation, teacher training, and the development of an assessment framework to measure competency attainment. Nigeria introduced universal basic education in 2004, leading to a shift from content-based to competency-based learning in the curriculum and the implementation of mandatory teacher training (Osarenren-Osaghae & Irabor, 2018).

Abubakar (2020) explains that the effective implementation of this curriculum has remained a major challenge. The Nigerian government, through the Federal Ministry of Education, has spent a lot of money and resources trying to implement the new curriculum. It has invited consultants from other parts of the world to help it make a smooth transition from the old to the new system. However, just like many other African countries, Nigeria has faced numerous challenges that limit its ability to successfully implement the system. The failure to achieve the desired results of the adopted new curriculum in Nigeria can be attributed to a lack of capacity and adequate preparedness by the government.

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Lack of training for the teaching staff has also been pointed a major feedback on the successful implementation of CBC. Adequate funding is crucial for providing resources, training teachers, and developing materials aligned with the competency-based approach (Ruth & Ramadas, 2019). In Rwanda, they introduced a competence-based curriculum (CBC) in 2015 from a knowledge-based curriculum (Ndihokubwayo & Habiyaremye, 2018). By changing the curriculum, Rwanda shifted from knowledge and skills acquisition learning to critical thinking, creation and innovation, research and problem solving, communication, cooperation, interpersonal life skills, and lifelong learning competencies. Implementation of a competency-based curriculum in Rwanda involved a systematic overhaul of its education system, emphasizing skills, values, and practical knowledge aligned with national development goals. This transition included extensive teacher training, curriculum development, and the integration of technology in education. Continuous assessment and monitoring mechanisms were also put in place to track student progress disparities and ensure the effectiveness of the new curriculum (Smith & Johnson, 2020). This has been touted as part of the reason why CBC is a big success story in Rwanda.

In Kenya, the initial curriculum was rolled out in 1967 which was the East African Community Education System famously known for the 7-4-2-3 system cutting across the three East African Countries then Kenya Uganda, and Tanzania. Over time, various Commissions as well as Taskforces have been put in place to look into Kenya's education system among them the Ominde Report (1964); the Gachathi Report (1976) before the Mackay Report (1981) which recommended a new System with the introduction of the 8-4-4 system that was launched in 1985 (Munyasia & Olel, 2020; Ongesa, 2020). Kenya implemented the CBC in 2016 to help her citizens obtain appropriate knowledge skills, values and attitudes through education with a focus on providing learners with the ability to obtain, improve and use knowledge, values, and attitudes which would then lead to the use of skills acquired (Mulenga &kabobwe, 2019). The system was advocated as a way of independent thinking.

Since then, different progressive and collective reviews, reports and surveys about the public education program have been undertaken in 1992, 1995, and 2002 (Republic of Kenya, 2018). In 2009, KICD conducted a curriculum evaluation of the primary and secondary school curriculum, finding flaws in the achievement of national educational goals, curriculum

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goals, instructional leadership ability, evaluation, and organizational infrastructure that supports the instructional process. The curriculum's content and implementation were mostly academic and exam-oriented. Learners' literacy and numeracy abilities were not effectively reinforced. In addition to the overburdening of the curriculum, numerous schools experienced challenges such as inadequate equipment and a shortage of qualified teachers to promote the development of practical skills.

The Kenya Institute of Curriculum Development (KICD) developed an ability-based education plan that considered what the learner is expected to do as opposed to what they are expected to know (Republic of Kenya, 2018). According to the KICD, by the end of the training period, each learner should have attained a set of specific competencies in critical thinking and problem-solving, learning how to learn imagination and creativity, digital competence, communication and cooperation, citizenship and self-efficacy (Kenya Institute of Development, 2018). CBC was brought on board to Kenya's Education system in 2016 when it was piloted and rolled out in 2018 in all the pre-primary and primary grades under the 2-6-3-3-3 education system that is replacing the 8-4-4 system (Waweru, 2019).

Silas (2020) states that several teachers in Kenya lack an understanding of the new education system, and this has complicated the successful implementation of CBC in most primary schools in the country. Being implementers of any curriculum, teachers must be adequately prepared in terms of skills and knowledge. These shortcomings prompted the formation of a new task force in 2013. This allowed for a change in the curriculum design. The successful implementation of CBC in Kenya requires a concerted effort to address the identified challenges while leveraging effective strategies and stakeholder engagement. Continuous monitoring, evaluation and adaption are crucial to ensuring the quality, relevance and sustainability of the new curriculum in preparing Kenyan learners for the demands of the 21st century (Republic of Kenya, 2018).

The initiation of CBC reflects Kenya's commitment to providing a more relevant and inclusive education system that equips students with the skills they need to succeed in a rapidly changing world. Despite the curriculum's well-defined objectives, there is a disconnect between policy and practice. Schools often struggle to align their operations and

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teaching methods with the principles of CBC, leading to inconsistencies in how the curriculum is applied across different contexts.

1.1.1 Factors Influencing the Implementation of CBC in Public Primary Schools in Kajiado County

The successful implementation of the Competency-Based Curriculum (CBC) in public primary schools in Kajiado County is influenced by several key factors. Among these, human resource strategies play a critical role in determining the effectiveness of the curriculum. Adequate staffing, effective recruitment processes, and ongoing support for teachers are essential components that shape how well the CBC is integrated into the learning environment (Orodho, 2020). Human resource strategies that prioritize the professional development of educators can enhance their ability to adapt to the demands of the CBC, thereby improving student outcomes.

Another significant factor is the headteacher's leadership strategies. Strong leadership is crucial for fostering a positive school culture that embraces change and innovation. Headteachers who demonstrate effective leadership can motivate teachers, facilitate collaboration, and create a shared vision for implementing the CBC (Fullan, 2016). Their approach to managing school resources and engaging with the community also influences how the curriculum is perceived and executed within the school.

Additionally, strategic planning is vital for ensuring that schools have a clear roadmap for implementing the CBC. A well-defined strategic plan outlines the necessary steps, resources, and timelines needed for successful curriculum adoption (Kilonzo, 2021). Schools that engage in comprehensive planning are better positioned to address potential challenges and align their objectives with the broader goals of the CBC. This proactive approach enables schools to adapt their practices in response to evolving educational needs and expectations.

Lastly, the training of teachers is fundamental to the successful implementation of the CBC. Ongoing professional development programs equip educators with the skills and knowledge necessary to deliver a learner-centered curriculum effectively (Ministry of Education, 2023). By providing teachers with relevant training and resources, schools can enhance their instructional practices and ensure that they are fully prepared to engage students in meaningful learning experiences.

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1.1.2 Public Primary Schools in Kajiado County

Kajiado County is one of the 47 counties in the country and is located in the southern part of Kenya. According to the Ministry of Education (2023), the County has a total of 338 public primary schools which are spread across the six sub-counties namely; Isinya sub-county has 26 public primary schools, Kajiado Central sub-county has 51 public primary schools, Kajiado North sub-county having 64 public primary schools, Kajiado West sub-county having 48 public primary schools, Loitotok sub county having 97 public primary schools and Mashuru sub county having 52 public schools respectively. It has twenty-five wards with the headquarters at Kajiado Town.

These schools serve a diverse student population and play a vital role in the educational landscape of the region. However, the implementation of educational reforms, including the Competency-Based Curriculum (CBC), poses unique challenges such as a disconnect between policy and practice. Schools often struggle to align their operations and teaching methods with the principles of CBC, leading to inconsistencies in how the curriculum is applied across different contexts (Akala, 2021).

Schools in more remote areas, such as Loitoktok and Mashuru, often face additional hurdles such as inadequate infrastructure, limited access to learning materials, and teacher shortages, which can impede the effective delivery of the CBC (Amutabi, 2021). As such, addressing these disparities is crucial for ensuring that all students in Kajiado County have equal opportunities to benefit from the educational reforms aimed at enhancing their competencies and life skill.

1.2 Statement of the Problem Statement

According to Amutabi (2021), CBC has attracted the interest of many scholars about its implementation. Properly implemented CBC should produce an all-around learning. Despite the potential benefits of CBC, its effective implementation remains a challenge. Momanyi and Rop (2020) indicated that educators are poorly equipped for the implementation of CBC in Kenya. This is further supported by KICD (2018) and the Teachers Service Commission (TSC) (2018) report which stated that 3% of educators felt confidently prepared while 20% were not adequately prepared for CBC implementation. Silas (2020) noted that information, communication, and Technology (ICT) adoption is critical in enabling productive teaching

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and learning and it plays a role in ensuring that curriculum changes are realized. According to the Kenya National Union of Teachers (KNUT) (2019), education articulated their reservations citing that the new syllabus was hurriedly done, without appropriate design, and pupils' books, and that the teachers were ill-prepared.

Despite the potential benefits of CBC, effective implementation remains a significant challenge due to several critical factors. First and foremost, a lack of adequate preparation among educators severely hampers the success of the CBC initiative. According to Momanyi and Rop (2020), many teachers feel ill-equipped to implement the new curriculum effectively. The KICD (2018) and Teachers Service Commission (TSC) (2018) reports highlighting this concern, revealing that only 3% of educators felt confidently prepared for CBC implementation, while a substantial 20% expressed that they were not adequately prepared at all. Additionally, there are systemic issues within the education framework that contribute to the challenges in CBC implementation. The Kenya National Union of Teachers (KNUT) (2019) has raised concerns about the rushed development of the new syllabus, which lacked proper design and appropriate learning materials, such as pupils' books. This lack of resources can lead to inconsistencies in curriculum delivery and hinder teachers' ability to provide a comprehensive educational experience (Silas, 2020).

From the foregoing, previous studies show significant gaps across methodological, contextual, and conceptual dimensions. Methodologically, many studies predominantly rely on quantitative data, neglecting the qualitative insights of educators, and often employ sampling methods that fail to capture diverse perspectives from different regions and school types, leading to generalized and potentially misleading conclusions. Contextually, unique challenges within the Kenyan education system, such as human resource strategies, headteacher's leadership strategies, strategic planning, and teacher training, create disparities in curriculum delivery, particularly between rural and urban areas. Conceptually, there is often confusion among educators regarding the objectives and principles of CBC, resulting in inconsistent application in classrooms, alongside uncertainty about effectively integrating human resource management factors into implementing CBC. Addressing these gaps is essential for enhancing the effectiveness of CBC and ensuring it meets the diverse needs of learners across the country. This study sought to investigate factors influencing the implementation of competency-based curriculum in public primary schools in Kajiado County, Kenya.

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1.3 Research Objectives

1.3.1 General Objective

The general objective of the study was to investigate factors influencing the implementation of competency-based curriculum in public primary schools in Kajiado County, Kenya.

1.3.2 Specific Objectives

This study was guided by the following objectives:

i. To find out the influence of human resources strategies in the implementation of competency-based curriculum in public primary schools in Kajiado County.
ii. To establish the influence of the headteacher's leadership strategies on the implementation of the competency-based curriculum in public primary schools in Kajiado County.
iii. To determine the influence of strategic planning on the implementation of competency-based curriculum in public primary schools in Kajiado County.
iv. To determine the influence of teacher training on the implementation of competency-based curriculum in public primary schools in Kajiado County.

14 Research Questions

i. What is the influence of human resources strategies in the implementation of competency-based curriculum in public primary schools in Kajiado County?
ii. What is the influence of the headteacher's leadership strategies on the implementation of competency-based curriculum in public primary schools in Kajiado County?
iii. What is the influence of strategic planning influence the implementation of a competency-based curriculum in public primary schools in Kajiado County?
iv. What is the influence of teacher training on the implementation of a competency-based curriculum in public primary schools in Kajiado County?

1.5 Significance of the Study

The findings provide educators and stakeholders involved in curriculum design and knowledge dissemination with insights into the challenges faced during CBC implementation in schools. The findings of this study underscore the critical factors influencing the effective implementation of the CBC in public primary schools in Kajiado County. Notably, human

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resource strategies emerged as vital for CBC success, with respondents acknowledging the importance of resources provided by the Teachers Service Commission (TSC). However, concerns regarding funding adequacy from the Ministry of Education highlighted the need for improved financial support to sustain CBC initiatives. Additionally, while infrastructure received relatively positive feedback, teaching and learning resources revealed mixed perceptions, indicating areas requiring ongoing enhancement.

Headteachers' leadership strategies were identified as instrumental in fostering a supportive environment for CBC implementation. The study revealed that strong administrative backing, public participation, and stakeholder engagement are essential for success, although there remains room for improvement in collaboration and understanding of school culture. This insight emphasizes the need for leadership training and development programs focused on enhancing stakeholder collaboration and adapting to school-specific contexts.

The findings also pointed to the significance of strategic planning in the CBC implementation process. While clarity in educational goals was acknowledged, the study identified a lack of change management among teaching staff and challenges in operational efficiencies as areas needing urgent attention. These results recommend the development of comprehensive change management strategies that equip teachers with the skills necessary to embrace the CBC effectively.

Teacher training strategies were positively viewed, reflecting strong support for professional growth provided by the TSC. However, the study also highlighted challenges such as inadequately trained teachers and negative attitudes toward the new curriculum, stressing the necessity for ongoing, targeted training programs to address these gaps.

Additionally, the significance of this study lies in its ability to inform policy decisions and improve educational practices by providing evidence-based recommendations. The study also enriches theoretical discourse on curriculum implementation by highlighting the interplay between these factors and their collective impact on educational outcomes, thereby guiding future research and practice in the Kenyan education sector.

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1.6 Scope of the Study

The primary objective of this study was to investigate the determinants of the implementation of the Competency-Based Curriculum (CBC) in public primary schools in Kajiado County, Kenya. Given that CBC is still in the process of being fully implemented across various grades, the scope of this study specifically focused on the lower grades of learning, where CBC has been entirely rolled out. This approach ensures a more focused examination of the curriculum's effectiveness and the factors influencing its implementation, as the higher grades are still transitioning to the new curriculum framework.

Data for the study were collected from 388 public primary schools within Kajiado County, targeting headteachers and senior teachers due to their pivotal roles in the CBC implementation process. This specific timeline was chosen to provide a comprehensive understanding of the current implementation strategies and challenges faced in the lower grades, where the curriculum is already operational. By concentrating on this segment of education, the study aims to yield insights that are relevant and actionable, while also recognizing that the full effects of the CBC may not yet be observable in the upper grades, which are still undergoing reform.

1.7 Limitations of the Study

This study encountered several limitations that may impact the validity and reliability of its conclusions. One significant limitation is the ongoing implementation of the Competency-Based Curriculum (CBC) across various educational levels. Since CBC is still being rolled out, the findings may only reflect the current stage of implementation in the lower grades, which can lead to a lack of comprehensive insights into the overall effectiveness and challenges faced throughout the entire curriculum.

Another limitation is the reliance on self-reported data from respondents, particularly teachers, who are the primary implementers of CBC in their schools. Teachers may have biases or reservations about disclosing negative aspects of their experiences or the challenges faced during implementation, which could lead to an overly positive portrayal of the situation. To address this limitation, additional data collection instruments could have been employed, such as classroom observations, focus group discussions, or interviews with a broader range of stakeholders, including students and parents. These methods would facilitate

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the triangulation of data, allowing for a more comprehensive understanding of CBC implementation and its associated challenges.

Furthermore, the researcher faced difficulties in obtaining timely responses from participants. While online questionnaires were utilized to enhance accessibility and convenience, the potential for non-response bias still exists. Despite follow-up phone calls and reminders, not all targeted respondents engaged with the study, which may limit the representativeness of the sample and the generalizability of the findings.

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CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter entails an analysis of various literary works including documented scholarly work, which is relevant to the general objective of the study. The literature will assess both theoretical as well as empirical studies and what other researchers have done related to the implementation of the competency-based curriculum.

2.2 Theoretical Framework

The study reviewed specific and relevant theories on determinants of implementation of CBC that were linked in a unified manner to provide a more inclusive explanation of the relationships among the variables. This study was underpinned by three major theories namely Human Capital Theory, Transformational leadership theory, and Social-learning theory to respectively address the objectives.

2.2.1 Human Capital Theory

Human Capital Theory (HCT), developed by economists Gary Becker and Theodore Schultz in the 1960s, is a pivotal concept in both economics and education. This theory posits that individuals' skills, knowledge, and competencies constitute a form of capital that significantly contributes to their economic productivity (Becker, 1964; Schultz, 1961). HCT emphasizes the necessity of investing in education and training as a means to enhance individuals' capabilities, leading to improved economic outcomes for both the individuals and society as a whole.

Human Capital Theory is built upon several fundamental principles. Firstly, it advocates for investment in education and training, suggesting that both individuals and organizations that commit resources to skill development will experience heightened productivity and economic returns. This investment encompasses formal education, vocational training, and ongoing professional development (Gillies, (2015)). Secondly, HCT asserts a direct correlation between the skills acquired through education and the productivity of individuals within the workforce. More skilled individuals are generally more likely to secure better job

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opportunities and higher wages, underscoring the economic advantages of human capital investment (Tan, 2014). Finally, on a macroeconomic level, HCT posits that societies that invest in the education and training of their populations will experience enhanced economic growth and development. A well-educated workforce is crucial for fostering innovation, efficiency, and competitiveness in the global economy (Kuwar, 2021).

In the context of this study, theory served as a crucial framework for analyzing the significance of teacher training and development. The study identified teacher training as a vital factor influencing the successful implementation of the CBC, aligning with HCT's assertion that investing in human capital leads to improved educational outcomes.

Despite its substantial influence on education and economic policy, Human Capital Theory has faced various critiques. One major criticism is its tendency to oversimplify the complexities of human skills and capabilities. Critics argue that not all skills are easily quantifiable or directly linked to economic productivity, which can lead to the underestimation of non-cognitive skills such as emotional intelligence and creativity (Bowles & Gintis, 1975). Moreover, HCT often overlooks the structural and systemic barriers individuals encounter when accessing education and training. Factors like socioeconomic status, race, and institutional discrimination can significantly hinder an individual's ability to acquire human capital (Oakes, 1990).

Additionally, the returns on investment in human capital are not uniform across different sectors, regions, or populations. Economic returns to education may vary based on labor market conditions and the demand for specific skills, raising concerns about the effectiveness of human capital investment for all individuals (Psacharopoulos & Patrinos, 2004). Lastly, HCT predominantly focuses on education and training while neglecting other forms of capital, such as social capital and cultural capital, that can also influence individuals' success and opportunities (Bourdieu, 1986).

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2.2.2 Transformational Leadership Theory

Transformational Leadership (TL) is a concept that traces its roots to the foundational work of political scientist James MacGregor Burns, who introduced it as a dynamic interaction between leaders and their followers, resulting in increased motivation and maturity among the latter (Burns, 1978). Before Burns, Downton (1973) had laid the groundwork for understanding leadership styles by identifying transformational leadership as a distinct approach. Burns expanded on Downton's ideas by emphasizing the importance of moral and ethical dimensions in leadership, focusing on how transformational leaders inspire their followers to achieve exceptional outcomes while fostering personal and professional growth.

TL emphasizes innovation to maximize the potential for achieving its goals (Eliyana, 2019). It aims to change organizational culture by developing a new vision and revising shared values, norms, and assumptions (Eliyana, 2019). Transformational leaders, therefore, build a vision and clarify the goals and priorities that promote change within the organization. The change may not occur without support for followers' motivation, capacity, enthusiasm, and will (Steinmann, Klug & Maier, 2018). Therefore, transformational leaders care about and pay close attention to each individual's needs, linking their current needs to the organization's goals and mission (Steinmann et al., 2018). In addition, such leaders encourage and support followers' efforts to develop creative ideas and implement them. To enhance the impact of TL among headteachers in this study, TL is required. The second-order effect orientation of TL and its key components, including individual consideration, intellectual stimulation, idealized influence, and inspirational motivation, may contribute to the development of a school culture that encourages problem-solving, risk-taking, and implementation (Xu et al., 2022), which are important aspects for school improvement during reforms.

Transformational theory has some limitations (Tafvelin et al., 2018). A key criticism of transformational leadership is the potential for power to be abused when motivation lacks moral responsibility. Freeman et al. (2021) describe traditional leadership as multi-dimensional, where overlapping roles and responsibilities are shared. The authors argue that to be effective, the leader must be committed to social justice and there must be a focus "on the vision, rather than the leader".

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This theory is relevant to the current study because it explains how strong leadership strategies have a positive impact on the implementation of CBC. According to Tamunomiebi and Okwudiri, (2021), this theory suggests that effective leadership plays a crucial role in the implementation of CBC. Leaders who exhibit transformational qualities inspire and motivate stakeholders to embrace change, aligning their vision with objectives (Kareem, 2023; Supermane, 2020). By fostering a shared sense of purpose and encouraging innovation. transformational leaders empower educators to adapt teaching methods and curriculum delivery to meet competency goals (Ying, 2024). The goals and values of CBC are effectively communicated by transformational leaders who also support innovation and help people overcome obstacles. The theory emphasizes the significance of headteachers and senior teachers participating in the implementation process and also being empowered. This theory is used to affirm the headteacher's leadership strategies adopted by public primary schools in the implementation of CBC.

2.2.4 Social Learning Theory

Social Learning Theory (SLT) was advanced by Albert Bandura in 1977 as a theoretical framework that emphasizes the impact of the environment and social interactions on learning and behavior (Bandura, 1977). Scholars categorized learning theories as Behaviorism, Social Learning Theory (SLT), and Social Cognitive Learning Theory (SCLT) (Firmansyah & Saepuloh, 2022). According to Firmansyah and Saepuloh (2022), this theory suggests that learning is a social process that occurs through interaction with others in a social setting. It stresses the importance of modeling, observation, and feedback in the learning process. Social learning theory offers valuable insights into effective instructural practices.

According to Firmansyah and Saepuloh (2022), learning occurs through observation, imitation and social reinforcement highlighting the significance of modeling behavior in educational contexts. Teacher training programs can leverage this theory by emphasizing the role of teachers as models of desired competencies and providing opportunities for educators to observe and learn from each other's practices (Rajendran et al., 2023). Dunekacke et al. (2021), further articulates that, collaborative learning environments which are central to social learning theory, can serve as platforms for teacher training. By engaging teachers in collaborative activities, such as lesson planning, peer coaching, and reflective discussions. Training programs can promote the exchange of ideas and the development of effective

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instructional strategies. This approach not only enhances teachers' competency but also fosters a sense of community and shared responsibility among educators (Nielsen, 2024).

According to Mweru and Wambiri (2021) and Kidega (2023), teacher training amplifies that as teacher readiness and competency improve, the implementation of a competency-based curriculum increases. Teachers should be adequately prepared for the implementation of a new curriculum through in-service training, seminars, and continuous workshops for effective implementation of the CBC. In learning institutions, the psychological state can be made positive in regards to the preparation and improvement programs by associating the rewards and benefits with such programs which will motivate the teachers and help to construct a positive mental state. The institution adheres to this theory by providing an environment where teachers can learn from their co-workers, supervisors, and school administrators (Kidega, 2023).

Adequate preparation of teachers through in-service training, seminars, and workshops is essential for the effective implementation of the curriculum. Observational learning, opportunities for interaction with experts, and feedback loops are important components for developing competencies in real-world situations.

2.3 Empirical Review of Literature

The empirical review helps in linking the current study with the existing scholarly work to ensure rigor in the research work. This study therefore reviews the various important studies concerning the current study variables.

2.3.1 Human Resources Strategies on the Implementation of CBC in Public Primary Schools

A study conducted by Mathura (2019) in Trinidad and Tobago on teachers' perspectives on curriculum change established that no meaningful teaching can take place without adequate learning resources and CBC is not an exception. The study's conclusions highlight how difficult it is to implement curricula successfully and how teachers need to take on a variety of responsibilities. The outcomes of the adopted curriculum will be meaningless if teachers do not have a solid understanding of the program's objectives, content, methodology, and assessment techniques. The availability and quality of resource materials have a great influence on curriculum implementation. While the study is based in Trinidad and Tobago, the findings may not be fully applicable to the Kenyan context, where cultural,

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educational, and systemic differences exist. A gap in understanding how these factors uniquely influence CBC implementation in public primary schools in Kajiado County, Kenya, remains.

Mugabo, Ozawa, and Nkundabakura (2021) conducted a case study that explored the relationships between school profiles and the capacity to implement CBC in Rwanda. Findings from the study indicated that the implementation of the curriculum was challenged by inadequate teaching-learning resources and the lack of infrastructural capacity of the schools. In the same breath, Ndayambaje (2018) highlighted the challenges facing the implementation of CBC in Rwandan schools. A questionnaire and an interview schedule were used to collect data from a sample size of 135, which consisted of 45 center managers and 90 pre-primary school teachers. The study reported a lack of sufficient teaching-learning resources as one of the issues hindering the effective implementation of CBC in primary schools in Rwanda.

A study was done by Agbonghale and Adavbiele (2018) on resources and students' performance in woodwork in Vocational institutions in Nigeria's Delta State. The research employed a correlation survey research design. A sample of 20 apprentices was determined in colleges on dissimilar occasions with an interval of two weeks. The study used Pearson's product-moment correlation to analyze the results. The researcher found out that various technical colleges experienced insufficient workshops, insufficient assistant workforce, and insufficient competent teachers and the equipment in workshops were grossly insufficient. The study recommended sufficient delivery of resources.

In Kenya, Kigwilu and Akala (2017) conducted a study on resource utilization in the implementation of the curriculum in Kenyan community colleges. The study utilized a mixed methods design. Stratified random sampling was utilized. It was discovered that the learning and teaching materials were inadequate. are in charge of determining the impact of physical amenities on curriculum implementation. The highly-rated influence of learning and teaching resources is done by both learners and teachers. Mwenda and Kihoro (2021), who conducted a study on the challenges facing the implementation of CBC in Bomet County Kenya, found that lack of access to resources is a major challenge facing many primary

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schools in Kenya, lack of access to resources limits the ability of teachers to effectively implement CBC and hinders the ability of learners to acquire the necessary competencies.

Ndayambaje (2018) explored the challenges facing the implementation of the Competency-Based Curriculum (CBC) in Rwandan schools, specifically focusing on pre-primary education. A questionnaire was used to collect data from a sample size of 95, which consisted of 45 center managers and 90 pre-primary school teachers. The data was analyzed thematically, the findings showed that implementation of CBC is greatly challenged by a lack of adequate learning facilities, lack of adequate training of teachers on how to implement the Curriculum, large class sizes, lack of adequate teachers, lack of adequate teaching-learning materials, ignorance and lack of cooperation from parents. The study concluded that pre-primary school teachers in public pre-primary schools faced a lot of challenges that hindered the effective implementation of the curriculum.

2.3.2 Headteacher's Leadership Strategies on the Implementation of CBC in Public Primary Schools

A study done by Huber, Tulowitzki, and Hameyer (2019) about curriculum and school leadership investigated how the school's leadership role influenced the implementation of the curriculum. The study, which was conducted in Germany and used interview schedules, discovered that school leaders identified themselves as education professionals. The leaders preferred to foster a culture of better collaboration and tasks centered on instructions and pedagogy. They perceived administrative and management tasks to be difficult. The study took into account the factors that have a direct impact on the institution, such as the learning climate in the school, the professional capacity of the teachers, and the relationship between the community and the parents.

According to Huber et al. (2019), the difference in instructional strategies in the classroom is related to how professionally developed the principal leaders are and how well they have mastered the education program. Concerning the schools, the study discovered that there was only a relationship between principal leadership and the learning climate in the school. The study established that Transactional leadership is the traditional hierarchical leadership style. It is most commonly used in higher education institutions, in the instructor-student relationship. Students complete assigned work or tests and are given a high grade if their performance is satisfactory. This process easily extends to other educational institutions'

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performance standards, increasing the motivating factor for students. Transactional leadership has the potential to be extremely effective in achieving performance objectives. This type of leader provides the structure that many schools require, while also focusing on results. A transactional leader outperforms all other types of leaders in terms of policy and regulatory adherence.

A study done in Namibia by Mbangula (2022) analyzed the principals' effectiveness on school performance and how principals played a major role in making the school do well in terms of academic results. The mixed method was employed in the study as both descriptive and statistical data were used. The study concluded that principals' communication strategies affected school performance. Chidumebi (2022) investigated the relationship between the management of principals' social skills and effective school organization in public secondary schools in Enugu State, Nigeria. Two research questions and two null hypotheses were answered and tested. The study used a mixed methods design with a population of 295 principals from 295 public secondary schools in Enugu State, Nigeria. It was found that principals' communication skills are significant predictors of effective school administration. The researcher recommended that principals should develop self-control and effective communication strategies to be able to relate effectively with the staff. Principals should develop positive self-relationships through the understanding of their relationship strengths and weaknesses. Finally, the principals should have positive interpersonal communication with members of staff. The study used both quantitative and qualitative approaches which could have helped to reach many participants and also to generate in-depth knowledge thus capturing participants' live experiences and understanding.

Ngemunang and Lyonga (2018) conducted a study in Cameron in which they examined the impact of head teachers' instructional supervision practices on teachers' performances in selected primary schools in the Konye Sub-Division. The study used a descriptive survey design to explain the impact of head teachers' classroom visits and checking of teachers' logbooks on their job performances. Findings revealed that teacher supervision, such as classroom observation, improved teachers' performance. Lema and Otieno (2022) investigated head teachers' supervisory practices and their effectiveness on teachers' job performance in public primary schools in Arusha District Council, Tanzania. A convergent mixed methods design was employed while questionnaires and interview guides were used

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for data collection. The interviewed headteachers were selected by using a purposive sampling technique, while for academic teachers and class teachers, the researchers employed simple and stratified random sampling techniques. The study revealed the effectiveness of supervisory practice on teachers' job performance. It was further found that head teachers in public primary schools carry out supervision in a friendly environment.

Mulandi (2019) investigated the role of leadership in the transition of Early Childhood Development Education to Competency-Based Curriculum in Msambweni Sub County. The target population consisted of 428 people: 107 ECD head teachers, 214 class teachers, and 107 members of the board of management committee. Cluster sampling was used as the sampling method. A total of 68 respondents were chosen, including 17 headteachers, 34 class teachers, and 17 members of the board of management. A questionnaire was used as the research instrument, and the data collected was analyzed using descriptive statistics. According to the findings of the study, the leaders of ECD centers in the Msambweni sub-County provided excellent mentorship in their schools.

Leaders were effective in their planning roles but lacked commitment. Leaders of ECD centers in Msambweni Sub County were found to have moderately motivated their teachers and staff. Chi-square tests revealed that a leader's mentorship, planning, and motivational roles were significant. According to Cramer's V values, the most influencing factor was motivation, followed by mentorship, planning, and commitment in that order. All of Cramer's V values were positive, indicating that a leader's mentorship, planning, commitment, and motivation roles result in a better transition of a competency-based curriculum.

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2.3.3 Strategic Planning on the Implementation of CBC in Public Primary Schools

According to Tornike (2018), who conducted a study in Georgia on the impact of strategic planning on organizational performance, found that the critical connection between an organization's strategy formulation and performance is strategy execution. The study used simple random sampling and data was analyzed using ANOVA and correlation analysis. The study findings will help managers to identify impeding factors in making decisions and overcoming difficulties arising in the process. Strategic planning processes that the organizations carry out to develop strategies that might contribute to performance lead to

planned development, growth, technology acquaintance, and having the right people in place. Those in charge of the plan's execution must swear to keep their focus where it belongs and make any necessary changes only after giving careful consideration to how they will affect the whole organization.

According to Tafvelin et al. (2018), organizations need to strike a balance between tending to daily operations and developing new long-term strategies. Effective strategic planning enables schools to prioritize areas of improvement, such as curriculum development, student support services, faculty development, infrastructure enhancements, and community engagement. By aligning resources, including finances, personnel, and technology, schools can effectively support their goals and address the evolving challenges in education. To develop comprehensive and successful strategic plans, it is crucial to involve various stakeholders in the process (Superman, 2020).

A study conducted by Klein and Schwanenberg (2020) on the influence of headteachers' managerial strategies on primary school teachers performance in the implementation of CBC established that the communication strategies employed by the school principals greatly affected the schools' implementation of the curriculum in both public primary and secondary schools in Germany. Klein and Schwanenberg (2020) noted this was a result of many principals in Germany not having received any substantial formal training for management and leadership tasks. The headteachers must understand that in the presence of effective communication, teachers tend to feel safe, happy, and included, which is necessary for them to effectively perform their duties in the execution of the curriculum and promote better results for the school and the learners.

A study conducted by Wong (2020) in Hong Kong established that teachers' limited knowledge of the curriculum, attitudes, and beliefs were factors that hindered effective curriculum change implementation. Other barriers to effective curriculum implementation established by the study were insufficient teachers' understanding of the curriculum documents and limited knowledge of the use of the latest technologies. The current study built on the study by Wong to establish if similar challenges are experienced by headteachers in their leadership strategies and the implementation of CBC. Research by Obiekwe,

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Ikedimma, Thompson, and Ogbo (2020) in Anambra State, Nigeria, assessed stakeholders' participation in public secondary school's strategic planning process in great detail.

Kyai (2019) carried out a study to examine stakeholder involvement in prioritizing school needs and developing school plans within the context of strategic planning in education. The research utilized a descriptive survey design and a reliable data collection instrument. The findings revealed that principals significantly involved stakeholders in prioritizing school needs and developing school plan outlines. Interestingly, both principals and stakeholders had similar perceptions regarding this involvement. However, the study fell short of fully exploring the effects of stakeholder participation during the implementation phase of strategic plans, limiting its overall insights. Therefore, future studies should strive to offer a more thorough analysis that takes into account the intricacies of stakeholder involvement, including the difficulties they perceive and the impact of their involvement on school administration. This study is an important first step, highlighting the need for further thorough investigations in this field.

Ibrahim et al. (2023) investigated the efficacy of strategic planning and its influence on academic achievement in public secondary schools in Babati District, Tanzania. Teachers, students, and parents provided data for the study using a mixed methods technique. According to the study, strategic planning greatly raised pupils' academic achievement. It emphasized the value of including stakeholders in the process, especially when it comes to recognizing and resolving issues that the schools confront. The study also stressed the necessity of training programs to improve stakeholders' strategic planning skills, such as those of parents, teachers, and principals, in order to guarantee successful implementation.

2.3.4 Teacher Training on the Implementation of CBC in Public Primary Schools

Al-Awidi and Aldhafeeri (2019) conducted a study in Kuwait aimed to examine teachers' readiness to implement a digital curriculum in Kuwaiti schools. Employing a mixed-method research approach, they gathered data from a random sample of 532 teachers through an online survey and conducted semi-structured interviews with a sub-sample of 21 teachers to delve deeper into the factors influencing their readiness. The findings revealed that teachers were moderately prepared for the digital curriculum in both technical and pedagogical aspects; however, a lack of digital skills hindered effective implementation. The study

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recommended in-service training for teachers to enhance their technology use in instruction. A notable gap in this research is its focus solely on digital curriculum readiness, which does not address the broader aspects of curriculum implementation or consider the specific context of pre-primary education.

Molapo (2018) in South Africa conducted a study to investigate how grade 3 teachers in Limpopo primary schools implemented the new curriculum. Through a survey of grade 3 teachers, the study found that a significant number lacked the necessary skills and knowledge for effective curriculum implementation, which ultimately hampered the process. This study indicated that while it provided valuable insights, its findings may not be applicable to Kenyan schools, highlighting the necessity for further exploration into pre-primary teacher training and its effects on the implementation of the Competency-Based Curriculum (CBC) in Kenya.

Similarly, Ambei and Kim (2018) explored the extent to which teachers in Cameroon implemented the CBC in primary schools. Utilizing a mixed-method approach involving surveys and interviews, the study revealed that many teachers did not fully grasp the principles of CBC. Even those who had undergone training faced challenges in implementing the curriculum effectively due to insufficient resources and limited improvisation skills. The study emphasized the need for educational stakeholders in Cameroon to ensure teachers are well-equipped with the knowledge necessary for effective curriculum implementation. However, since the research was confined to primary schools in Cameroon, its findings may not directly apply to the Kenyan educational context, underscoring the need for further investigation into teacher training and resource availability in Kenya.

In Malawi, Sabola (2019) examined the extent of teacher training for implementing a revised primary school curriculum. This qualitative study utilized face-to-face interviews to gather data, revealing minimal implementation of the curriculum in schools. The majority of teachers reported not being trained in the new curriculum, leading them to rely on outdated assessment methods from previous curricula. Although the study offered valuable insights, its reliance solely on qualitative data limits the breadth of understanding; incorporating quantitative measures could provide a more comprehensive view of training needs.

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Kanyonga, Maatana, and Wendit (2019) investigated how technical trainers implemented the core aspects of CBC in Tanzania. Through a qualitative research design involving case studies and purposive sampling of 24 trainers from technical training colleges, the study found that while trainers had received in-service training, they still possessed limited understanding and skills necessary for implementing the CBC. The researchers emphasized the need for continuous training of technical trainers to ensure effective curriculum implementation. Nevertheless, this study pointed out the necessity for ongoing training but did not specify the types of training needed or consider the context of pre-primary education in Tanzania or Kenya.

Ondimu (2018) conducted a study regarding teachers' preparedness to implement CBC in private and public schools in Dagoretti North Sub-county of Nairobi County. He suggested more in-service training for teachers to gain more content knowledge and ICT skills, and for the teachers to have an improved perception of the new curriculum model. Abdullahi (2019) also did a study of in-school factors that influenced the implementation of CBC in public preschools in the Garissa Sub-county of Garissa County, Kenya. The findings showed that many teachers had not been trained on CBC. He suggested that training and other forms of capacity building should be done for teachers, especially on ICT which is critical to CBC implementation.

Additionally, a study was conducted by Waweru (2018) on the level of preparedness among teachers in the context of the implementation of CBC in Nyandarua North sub-county. In the findings, he noted that; there was a need for teacher support in infusing creativity and imagination in their instruction, he noted that there were no instructional materials, especially for newly introduced subjects that would aid in instructing. Amulyoto (2019) conducted a case study on the strategic design approach to delivering competency-based art education in Kenya. He noted a rift between what the competency-based curriculum offers and the professional preparation teachers get to enable them to deliver. His study purposed to contribute to a better understanding of how the curriculum can be implemented effectively with limited resources and in limited time.

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2.4 Summary of Literature Review and Research Gaps

Table 1: Summary of Literature Review and Research Gaps

Researcher	Topic	Methodology	Findings	Research Gaps
Mugabo et al. (2021)	Relationships between school profiles and the capacity to implement CBC in Rwanda.	A descriptive-analytic research design was used.	Implementation of the curriculum was challenged by inadequate teaching-learning resources and lack of infrastructural capacity of the schools.	The study was conducted in Rwanda while the current study was conducted in Kenya.
Ndayambaje (2018)	Challenges facing the implementation of CBC in Rwandan schools.	A descriptive-analytic research design was used.	The study reported a lack of sufficientteaching-learning resources.	The study was conducted in Rwanda while the current study was done in Kajiado County, Kenya.
Agbonghale & Adavbiele (2018)	Resources and student performance in woodwork in vocational institution	A survey research design was used.	Technical colleges experienced insufficient workshops, insufficient assistant workforce, and insufficient competent teachers, and the equipment in workshops was grossly	The study was conducted in vocational institutions while the current study was undertaken in public

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	s		insufficient.	primary schools.
Kigwilu & Akala (2017)	Resource utilization and curriculum utilization in community colleges in Kenya.	The study adopted a mixed-methods research design.	There were insufficient playing fields, coursebooks, and libraries.	The study was conducted in tertiary institutions in Kenya while the current study was done in basic education institutions in Kajiado County, Kenya.
Mwenda & Kihoro (2021)	Influence of primary schools infrastructure on the implementation of CBC.	A descriptive survey design was used.	Lack of access to finances limited the ability of learners to acquire the necessary competencies.	The study was done in Bomet County while the current study was in Kajiado County, Kenya.
Huber et al. (2019)	Role of the school's leadership on curriculum implementation.	A quantitative research design was used.	The research discovered that school leaders identified themselves as education professionals.	The study did not factor in the leadership roles of other senior staff in the school

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				while the current study incorporated senior teachers as well.
Tucci et al. (2019)	Curricular and co-curricular coverage of leadership competencies and the influence of extracurricular engagement on leadership development.	A survey was conducted.	It revealed that all competencies were covered in at least one course at the introductory or reinforcement levels.	The study used a survey while the current study used a descriptive research design.
Mbangula (2022)	Theprincipal's effectiveness on school performance.	The mixed method was employed in this study as both descriptive and statistical data were used.	Principal's communication strategies affected school performance.	The study was conducted in Namibia while the current study was undertaken in Kenya.
Chidumebi (2022)	Relationship between management of principals' social skills and	The study adopted a correlation research	Principals' communication skills were significant predictors of effective	The study was conducted in Nigeria while the current study was

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	effective school organization.	design.	school administration.	done in Kajiado County, Kenya.
Ngemunang & Lyonga (2018)	Impact of head teachers' instructional supervision practices on teachers' performances.	The study used a descriptive survey design.	Teacher supervision, such as classroom observation, improved teachers' performance.	The study focused on teachers' instructional and performance while the current study focused on determinants of CBC implementation.
Lema & Otieno (2022)	Head teachers' supervisory practices and their effectiveness on teachers' job performance.	A convergent, parallel, mixed-methods design was adopted.	The effectiveness of supervisory practice on teachers' job performance was noted.	The study was conducted in Arusha, Tanzania while the current study was conducted in Kenya.
Mulandi (2019)	Role of leadership in the transition of early childhood development	The research design used was descriptive.	The leaders of ECD centers provided excellent mentorship in their schools.	The study was conducted in Msambweni while the

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	education to CBC.			current study was conducted in Kajiado County, Kenya.
Ngonyani & Msoka (2021)	Impact on academic performance in public secondary schools in Babati District.	The study adopted a mixed-methods research design.	Strategic planning significantly improved students' academic performance.	The study adopted mixed research methods while the current study adopted a descriptive research design.
Wambua (2019)	Constraints facing successful implementation of the CBC in Machakos County.	The study adopted a descriptive survey design.	Teachers, being one of the key curriculum implementers, were not fully prepared for the implementation of the new curriculum.	The study was conducted in Machakos County while the current study was conducted in Kajiado County.
Al-Awidi & Aldhafeeri (2019)	Teacher's readiness to implement digital curriculum in	A mixed-method research methodology	Teachers were moderately ready for implementation of the digital curriculum in	The study was conducted in India while the current

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	Kuwaiti schools.	was used.	both components of readiness.	study was conducted in Kenya.
Ambei & Kim (2018)	To establish the extent to which the teachers were implementing CBC in primary schools.	The study involved a descriptive-analytic research design.	The majority of teachers were yet to understand what the CBC was all about.	The study was conducted in Cameroon while the current study was conducted in Kenya.
Kanyonga et al. (2019)	How technical trainers implement the core aspects of CBC in Arusha.	A qualitative research method was used.	The majority of the trainers had received in-service training but had little understanding of the curriculum.	The study was conducted in Arusha, Tanzania while the current study was conducted in Kenya.
Ondimu (2018)	Teacher's preparedness to implement CBC in private and public schools.	The study adopted a descriptive survey design.	The teachers lacked ICT skills, which are key in the new curriculum model.	The study was conducted in Dagoretti (Nairobi County) while the current study was conducted in Kajiado County,

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				Kenya.
Abdullahi (2019)	In-school factors that influenced the implementation of CBC in public preschools in Garissa Sub-county.	Qualitative and quantitative methods were used.	The findings indicated that many teachers had not been trained in CBC.	The study focused on the school factors in public preschools while the current study focused on the determinants of implementing CBC in primary school.
Waweru (2018)	Level of preparedness among teachers in the context of the implementation of CBC in Nyandarua North sub-County.	The research employed a descriptive survey research design.	The findings indicated the need for teacher support in infusing creativity and imagination in their instruction.	The study focused on preparedness levels among teachers in Nyandarua County while the current study focused on determinants of implementing CBC in

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				primary schools in Kajiado County in Kenya.

Source,(Research 2024)

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2.5 Conceptual Framework

This study adopted a conceptual framework that included independent variables and dependent variables. The independent variables for this study were; human resource strategies, headteacher's leadership strategies, strategic planning, and teacher training while the independent variable is the implementation of CBC.

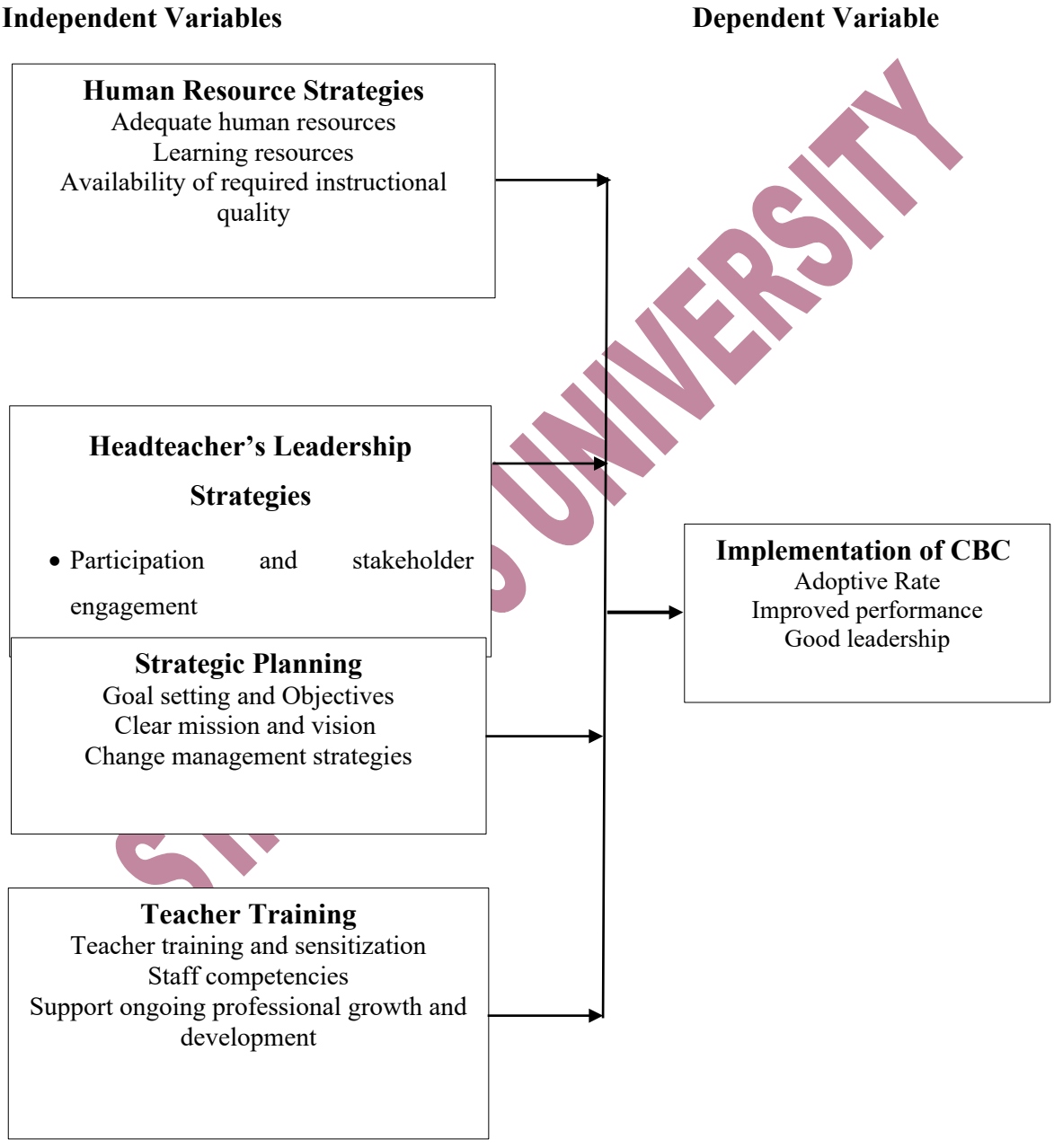


Figure 1: Conceptual framework

Source: (Author, 2024)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the study methodology that will be applied in this research. It discusses the research design, the population of the study, the sampling design, the sampling frame, the sampling technique, and the sample size for this study. The chapter also covers the data collection, research procedures, and data analysis methods that will be used in this study.

3.2 Research Design

This study employed an explanatory research design to investigate the determinants of the implementation of a competency-based curriculum (CBC) in public primary schools in Kajiado County, Kenya. The explanatory research design was particularly suited for this study as it allowed for a detailed examination of the causal relationships between the independent variables (Kuria, 2022) such as human resource strategies, headteacher leadership strategies, strategic planning, and teacher training and the dependent variable, which is the implementation of CBC.

3.3 Population of the Study

The target population was 338 public primary schools across the six sub-counties of Kajiado County. These schools were chosen as the target population due to their direct involvement in the implementation of the competency-based curriculum (CBC). Their roles in curriculum execution, teacher training, make them well-suited to provide valuable insights into the CBC implementation process. Their experience and expertise align with the study's objective of identifying the determinants of CBC implementation (Creswell, 2018).

3.4 Sample and Sampling Techniques

To ensure a representative sample for this study, a stratified random sampling method was employed. This approach involved dividing the target population of headteachers, deputy headteachers, and senior teachers from 338 public primary schools in Kajiado County into distinct strata based on the six sub-counties within the county. Stratified random sampling

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was chosen for its capacity to provide proportionate representation from each subgroup, thereby enhancing the accuracy and reliability of the study's findings.

The sampling process commenced with identifying the strata, specifically focusing on the six sub-counties in Kajiado County. Each sub-county was treated as a separate stratum to ensure the sample accurately reflected the population distribution across different geographic areas. This method provided several advantages, including proportional representation of key population attributes and more precise estimates, which facilitated the detection of differences among sub-groups (Mulisa, 2022).

Additionally, within each sub-county, the strata were further classified based on teacher type and/or school level (e.g., lower primary, upper primary) to ensure a comprehensive representation of the various teaching contexts. This approach ensured that respondents from different teacher types or school levels were included according to their proportion in the overall population.

Once the strata were established, random sampling was conducted within each sub-county, allowing for the inclusion of respondents that represented the different teacher categories. The sample size was determined using the Yamane (1967) formula, ensuring statistical validity and the reliability of the findings across the various strata.

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Yamane's formula:

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

The variables in this formula are:

n = the sample size

N = the population of the study

e = the margin error in the calculation (0.05)

$$n = \frac{338}{1 + 338(0.05)^2}$$

n=177

Table 2: Sample size

Strata	Target Population	Sample size
Isinya	26	14
Kajiado Central	51	27
Kajiado North	64	33
Kajiado West	48	25
Loitokotok	97	51
Mashuru	52	27
Total	**338**	**177**

Source: (Researcher 2024)

3.5 Data Collection Tools and Procedures

Primary data was utilized in this study, collected through structured questionnaires featuring both open and close-ended questions. The questionnaire was designed to gather detailed information on implementing the Competency-Based Curriculum (CBC) and assess acceptance rates toward CBC. It was divided into two sections: the first section addressed demographic components, while the second section was structured around the research objectives. This approach aimed to provide comprehensive insights into the factors influencing CBC implementation and to ensure that the data collected was both relevant and informative.

The University issued an approval letter for data collection and subsequently obtained a permit from the National Commission for Science, Technology and Innovation (NACOSTI). A research assistant was recruited and trained on data collection procedures. Questionnaires were distributed to all respondents via an online platform, enabling efficient and convenient

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data collection. This method allowed participants to complete the questionnaires at their convenience and facilitated easier management and analysis of responses. Upon receipt of the completed questionnaires, they were checked for acceptability, completeness, and quality (Creswell, 2018).

3.6 Pilot Study

A pilot study was conducted to test the research instruments and procedures before the main data collection. The pilot study was conducted in Machakos County, as its population characteristics are relatively similar to those of Kajiado County. This similarity includes factors such as school sizes, administrative structures, and educational practices. For the pilot study, the researcher selected a sample of 10 participants from 3 public primary schools in the neighbouring Machakos County. The participants included 3 headteachers, 3 deputy headteachers, and 4 senior teachers. This group provided a representative sample for evaluating the research instruments, including the online questionnaires. The primary aim of the pilot study was to assess the effectiveness of the research tools and procedures in investigating the implementation of the competency-based curriculum. Conducting this preliminary test helped to identify any issues with the questionnaire or data collection process, thereby enhancing the reliability and validity of the study. The pilot study also helped to build the researcher's expertise in using the data instruments and ensured that the final study produced credible and dependable results (Pratt & Yezierski, 2018).

3.7 Validity and Reliability of Research Instruments

To ensure the effectiveness of the research instruments, this study adopted specific measures to assess both validity and reliability. Validity was evaluated using test-retest validity, which involved administering the instrument twice to assess the consistency of the results over time. This approach helped determine whether the instrument accurately measured what it was intended to measure and whether correct interpretations were made based on the responses. The pilot test, conducted among selected private primary schools within Machakos County, provided an initial assessment of the instrument's validity. Although these schools were also implementing the competency-based curriculum (CBC), they were not part of the main research sample, ensuring that the pilot test results did not affect the final study.

The reliability of the research instrument was ensured by developing clear instructions and pre-testing the questionnaire to identify and address any issues before the main data

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collection. This approach enhanced the accuracy and precision of the questions, thereby improving the reliability of the responses. As noted by Cooper and Schindler (2018), ensuring reliability is crucial for producing consistent and dependable results. Furthermore, Yin (2018) highlights that questionnaires are advantageous due to their cost-effectiveness and lack of bias, as well as their ability to allow respondents adequate time to answer questions thoroughly. This makes them an ideal choice for gathering comprehensive data for the study.

3.8 Data Analysis and Presentation

The process of data analysis involves editing, coding, classification, and tabulation of collected data to ensure clarity and organization for meaningful interpretation. Following these steps, data cleaning was conducted as a final check for accuracy, erroneous entries, completeness, consistency, and validation (Cooper & Schindler, 2018). Quantitative data was analyzed using descriptive statistics tools such as mean, median, and mode. Additionally, a multiple regression equation served as the inferential statistics tool, designed to analyze the relationship between the independent variables (determinants) and the dependent variable (implementation of CBC). Data cannot be useful unless it is analyzed to provide answers to the research problems. The model can be expressed in a multiple regression equation as shown below:

$$CBC_i=\beta_0+\beta_1 HR_i+\beta_2 HL_i+\beta_3 SP_i+\beta_4 TT_i+\epsilon_i$$

Where:

CBC_i- The implementation of the competency-based curriculum in public primary schools for the i^{th} respondent.

$\beta 0$- The intercept term (constant).

$\beta_1,\beta_2,\beta_3,\beta_4$- Coefficients of the independent variables indicating the change in the implementation of CBC for a one-unit change in each respective independent variable.

HR_i - Human resource strategies (e.g., recruitment, retention, and development of teaching staff).

HLi- Headteacher's leadership strategies (e.g., vision, motivation, and support for teachers).

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SPi- Strategic planning (e.g., curriculum alignment, resource allocation, and goal setting).

TTi - Teacher training (e.g., professional development, workshops, and training programs).

ϵi - The error term representing unobserved factors affecting the implementation of CBC.

The findings were presented in the form of figures and tables

3.9 Ethical Considerations of the Research Study

According to Creswell (2018), the clearest concern in the protection of the subject's interest and well-being is the protection of their identity. The researcher ensured respondents' anonymity and confidentiality were protected in the analysis and presentation of data. Consent was sought from respondents ahead of their participation with the researcher reinforcing that participation was strictly voluntary and with utmost care to ensure no physical harm, embarrassment or discomfort arose to respondents. Participants were made aware of their rights to withdraw from the process without any consequences. Permission was sought from the County government through the relevant offices. To undertake data collection the researcher acquired an approval letter from the University and a research permit from NACOSTI.

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CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

This chapter provides an analysis of the data, presents the findings, and discusses the results of the study. It starts with an evaluation of the response rate, an assessment of the research instruments, and a verification of regression assumptions. Following this, the chapter presents descriptive statistics on the demographic characteristics of respondents. This is followed by an analysis of the descriptive statistics for the study variables and a correlation analysis. The chapter concludes with a discussion of the results of the study.

4.2 Response Rate

The study aimed to assess the response rate of participants, with a focus on public primary schools in Kajiado County, Kenya. The unit of analysis for this study is the public primary schools, each with unique characteristics in terms of human resources strategies, leadership approaches, strategic planning, and teacher training practices.

The findings are detailed in Table 3 below.

Table 3: Response Rate

Description	Count
Questionnaire Distribution	177
Responses	152
Response Rate	**85.90%**

Source: Research Data (2024)

The findings in Table 3 above were obtained following the online distribution of 177 questionnaires to respondents in public primary schools in Kajiado County, Kenya. After conducting follow-ups through phone calls and WhatsApp, a total of 152 completed questionnaires were returned, resulting in a response rate of 86.4%. This response rate is considered strong, as Wu, Zhao, and Fils-Aime (2022) suggest that a response rate of 60% is generally adequate. The relatively high response rate can be attributed to the effective data

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collection methods employed by the researcher. These methods included notifying potential respondents in advance through phone calls and WhatsApp, which facilitated a higher completion and return rate of the questionnaires.

4.3 Reliability and Validity

The researcher aimed to ensure that the research instruments used in this study were both reliable and valid. This section discusses the results of the reliability and validity tests conducted for the study.

4.3.1 Test of Reliability

To assess the reliability of the research scales, internal consistency was evaluated using Cronbach's alpha coefficient. This statistical measure determines how well the items on a scale measure the same underlying construct. The reliability statistics for each of the identified factors are detailed in Table 4 below.

Table 4: Test of Internal Consistency Reliability

Factor	Number of Items	Cronbach's Alpha
Human Resources Strategies	5	0.83
Headteacher's Leadership Strategies	5	0.78
Strategic Planning	5	0.8
Teacher Training	5	0.85

Source: Research Data (2024)

The findings from Table 4 show that all the scales exceeded the cut-off point of 0.70, indicating acceptable reliability for each factor. The overall reliability coefficient was 0.80, demonstrating high internal consistency among the items. A high Cronbach's Alpha is typically achieved when the data is normally distributed, as opposed to being skewed in either direction (Taber, 2018).

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4.3.2 Test of Validity

To establish the validity of the research instruments, both content and construct validity were assessed. Content validity was evaluated through expert judgment. A panel of experts in education and curriculum implementation reviewed the survey instruments to ensure that the items accurately represented the constructs of interest (human resources strategies, headteacher's leadership strategies, strategic planning, and teacher training). Feedback was gathered, and modifications were made to the instruments to enhance clarity and relevance, ensuring that the items adequately covered the constructs.

4.4 Demographic Information

This section presents and discusses the results related to the demographic information of the respondents. It also includes a detailed description of the study variables and their respective descriptive analyses.

4.4.1 Gender Distribution by Position

The researcher sought to find out the gender distribution by position of the respondents under study. The findings are represented in Table 5 below.

Table 5: Gender Distribution by Position

Gender	Position	Frequency	% Frequency
Male	Head/Deputy Headteacher	47	30.90
Male	Senior Teacher	61	40.10
Female	Head/Deputy Headteacher	10	6.60
Female	Senior Teacher	34	22.40
Total		**152**	**100%**

Source: Research Data (2024)

The findings presented in Table 5 revealed that the majority of respondents were male, comprising 71.0% of the sample. Specifically, 30.9% of the males held positions as Head/Deputy Headteachers, while 40.1% were Senior Teachers. In contrast, female respondents constituted 29.0% of the sample, with 6.6% serving as Head/Deputy

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Headteachers and 22.4% as Senior Teachers. This distribution indicates a higher representation of males in both leadership and teaching roles in the study, reflecting a gender imbalance in the educational sector at these levels.

4.4.2 Age Distribution

This study sought to determine the age distribution the respondents. Table 6 below revealed the results.

Table 6: Age Distribution

Age Bracket	Frequency	Percentage
25-34 years	80	52.60%
35-44 years	78	51.30%
45-54 years	45	29.60%
Total	**152**	**100%**

Source: Research Data (2024)

Table 6 shows that the age bracket of 25-34 years represented the largest proportion of respondents, accounting for 52.6%. This was closely followed by the 35-44 years age group, which comprised 51.3% of the respondents. The 45-54 years age bracket represented 29.6% of the respondents. These findings indicate a predominance of younger and mid-career professionals.

4.4.3 Level of Education

The researcher was interested in determining the respondents' level of education. Frequencies and percentages were used to examine the distribution of the respondent's level of education. Table 7 shows the results.

Table 7: Level of Education

Level of Education	Frequency	% Frequency
Diploma	98	64.50

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Bachelor's Degree	54	35.50
Master's Degree	0	0.00
Other (specify)	0	0.00
Total	**152**	**100**

Source: Research Data (2024)

The findings presented in Table 7 reveal that the majority of respondents hold a Diploma, comprising 64.5% of the total sample. In contrast, 35.5% of respondents have a Bachelor's degree. This distribution indicates that a significant proportion of the respondents are well-educated. This could reflect a higher level of expertise and potentially more advanced understanding of the issues being studied, contributing to the robustness of the findings of the study.

4.4.4 Duration of Working

This study sought to determine the duration of work among the respondents. Table 8 below reveals the results.

Table 8: Duration of Working

Duration of Working	Frequency	Percentage
Less than 5 years	80	52.60
6-10 years	72	47.40
11-15	0	0.00
Over 16	0	0.00
Total	152	100

Source: Research Data (2024)

Table 8 reveals that the majority of respondents (52.6%) have been working for less than 5 years, while 47.4% have worked for 6-10 years. There were no respondents who had worked for over 11 years. This distribution indicates a workforce that is relatively young in terms of experience, with a slight majority being newer to their roles.

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4.5 Descriptive Statistics

This section presents and discusses the results of the descriptive statistics for each objective. It includes an analysis of the study variables to provide a comprehensive overview of the data collected.

4.5.1 Human Resources Strategies

The study aimed to determine the influence of human resources strategies on the implementation of the competency-based curriculum in public primary schools in Kajiado County. To gather this information, respondents were asked to indicate their level of agreement with various statements related to human resources strategies implemented in their schools. Each statement was rated on a 5-point Likert scale, where: 5 Strongly Agree, 4 Agree, 3 Neutral, 2 Disagree, and 1 Strongly Disagree. The responses were analyzed using mean scores, and standard deviations. Higher mean scores indicated a very high extent of agreement on an item whereas lower mean scores indicated a very low extent of agreement with the statements. Table 9 shows the results.

Table 9: Human Resources Strategies

	Statement	*N*	Mean	Std. Deviation
1	The Teachers Service Commission (TSC) has deployed an adequate number of qualified teachers for the implementation of CBC.	152	3.57	1.78
2	The Ministry of Education provides continuous professional development programs to enhance teachers' competency in CBC implementation	152	3.45	1.65
3	Teachers are not overburdened, and the workload has been managed effectively to support CBC implementation.	152	3.62	1.8
4	There are adequate incentives in place to motivate teachers to effectively implement CBC.	152	3.48	1.7
5	The TSC has recruited specialized teachers to support the diverse needs of CBC learners (e.g., special needs education, technical subjects)..	152	3.55	1.75
	Overall Mean		**3.73**	

Source: Research Data (2024)

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The findings in Table 9, TSC has deployed an adequate number of qualified teachers received a mean score of 3.57, indicating that respondents tended to be neutral to agreeing with this statement. The relatively high standard deviation of 1.78 suggests varied opinions, with some strongly agreeing and others disagreeing. In terms of the Ministry of Education providing continuous professional development programs, the mean score was 3.45, which falls between neutral and agree. The standard deviation of 1.65 suggests differing views on whether these programs are frequent and impactful enough. The statement on whether teacher workload has been managed effectively received a mean of 3.62, suggesting that respondents lean toward agreeing that workload is manageable. The perception of whether adequate incentives are in place to motivate teachers resulted in a mean score of 3.48, with a standard deviation of 1.7.

This implies that respondents are neutral or slightly agree, indicating that while some incentives exist, they may not be substantial or widespread enough to fully motivate teachers for CBC implementation. Lastly, the statement about the recruitment of specialized teachers to support diverse CBC learners was rated at 3.55, showing that respondents generally agree that efforts have been made to recruit specialized teachers for areas such as special needs and technical subjects. However, with a standard deviation of 1.75, there is significant variation in responses, suggesting that not all schools have benefited equally from these specialized recruitments. While there is general agreement on the efforts toward human resource strategies, the results show variability in perceptions across schools. This suggests that the implementation of these strategies has not been uniformly effective and that further improvements, especially in teacher recruitment, professional development, workload management, and motivation, are necessary for fully successful CBC implementation. This finding is similar to the findings by Mathura (2019) who found out that it was difficult to implement curricula successfully without adequate human resources as teachers need to take on a variety of responsibilities. The findings are also similar to those by Mugabo, Ozawa, and Nkundabakura (2021) who found that curriculum implementation was challenged by inadequate human resources in schools.

4.5.2 Headteacher's Leadership Strategies

The study sought to describe the impact of the headteacher's leadership strategies on the implementation of the competency-based curriculum in public primary schools in Kajiado

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County. To gather this information, respondents were asked to indicate their level of agreement with various statements related to the headteacher's leadership strategies implemented in their schools. Each statement was rated on a 5-point Likert scale, where: 5 Strongly Agree, 4 Agree, 3 Neutral, 2 Disagree, and 1 Strongly Disagree . The responses were analyzed using mean scores, standard deviations, and coefficient of variation. Higher mean scores indicated a very high extent of agreement on an item whereas lower mean scores indicated very low extent of agreement with the statements. Table 10 shows the results.

Table 10: Headteacher's Leadership Strategies

Statement	N	Mean	Std. Deviation
The headteacher fosters public participation and engages stakeholders in CBC implementation.	152	4.2	0.78
The headteacher provides clear leadership and direction for CBC implementation.	152	4.1	0.8
The headteacher collaborates effectively with teachers and staff to ensure smooth CBC implementation.	152	4	0.82
The headteacher supports professional development to enhance teachers' capacity in CBC.	152	3.9	0.85
The headteacher creates a positive school culture that promotes CBC implementation.	152	3.8	0.84
Overall Mean		**4.00**	

Source: Research Data (2024)

Table 10 shows that public participation and stakeholder engagement received the highest mean score of 4.2 with a standard deviation of 0.78. This reflects a strong agreement among respondents that headteachers are actively involving key stakeholders—such as parents, community members, and educational authorities—in the CBC implementation process. The respondents also agreed that headteachers provide clear leadership and direction in the implementation of the CBC, as indicated by a mean score of 4.1. This suggests that headteachers are effective in articulating a strategic vision for their schools and guiding their staff and students through the complexities of the curriculum change. The aspect of collaboration with teachers and staff was also rated positively, with a mean of 4.0. This

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indicates that headteachers are seen as fostering cooperative working relationships within the school. Furthermore, the support for professional development received a mean score of 3.9, highlighting that headteachers are perceived as investing in the continuous growth of their teachers. Professional development is crucial in equipping teachers with the skills and knowledge required to deliver CBC effectively. Lastly, promoting a positive school culture with a mean score of 3.8 suggests that headteachers are creating an environment conducive to the successful implementation of the CBC. A positive school culture, where innovation, collaboration, and student-centered learning are encouraged, is key to the success of curriculum reforms like CBC. The overall mean score was 4.00 suggesting that respondents have a favorable view of headteachers' leadership strategies. The headteachers' efforts to engage stakeholders, provide clear direction, foster collaboration, support teacher development, and cultivate a positive school culture are seen as critical to the successful implementation of the CBC in public primary schools in Kajiado County.

These findings align with the findings by Huber et al. (2019) who found that the effectiveness of instructional strategies is closely related to the professional development of school leaders and their mastery of educational programs. In this study, the moderate to strong positive correlation between Head Teacher Leadership Strategies and CBC implementation suggests that leadership plays a crucial role in shaping the learning environment, where principal leadership was linked to the school's learning climate. Moreover, the findings are in line with Mbangula (2022) in Namibia, which highlighted the significant impact of principals' communication strategies on school performance. The correlation observed between leadership strategies and CBC implementation in this study echoes Mbangula's findings that effective communication by school leaders contributes positively to academic outcomes.

4.5.3 Strategic Planning

The study sought to show the impact of strategic planning on the implementation of the competency-based curriculum in public primary schools in Kajiado County. To gather this information, respondents were asked to indicate their level of agreement with various statements related to strategic planning implemented in their schools. Each statement was rated on a 5-point Likert scale, where: 5 Strongly Agree, 4 Agree, 3 Neutral, 2 Disagree, and 1 Strongly Disagree. The responses were analyzed using mean scores, standard deviations, and coefficient of variation. Higher mean scores indicated a very high extent of

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agreement on an item whereas lower mean scores indicated very low extent of agreement with the statements. Table 11 shows the results.

Table 11: Strategic Planning

No.	Statement	*N*	Mean	Std. Deviation
1	There are clear educational goals and objectives for the implementation of CBC.	152	3.85	1.07
2	There are enough teaching and learning resources for CBC.	152	4.42	0.78
3	The teaching staff has embraced change management in the implementation of CBC.	152	3.08	0.96
4	There are clear operational efficiencies in the implementation of the CBC.	152	2.71	0.94
5	The implementation of CBC is very expensive.	152	3.81	1.12
	Overall Mean		**3.57**	

Source: Research Data (2024)

The findings from Table 11 reveal that the average rating across the statements is 3.57, indicating that respondents generally hold neutral to slightly positive views regarding the strategic planning efforts for CBC implementation. The highest-rated statement, with a mean score of 4.42 and a low standard deviation of 0.78, suggests strong agreement among respondents that there are enough teaching and learning resources for CBC. This reflects a positive perception that the necessary materials are available to facilitate the curriculum's implementation, with a relatively low variation in responses. On the other hand, the statement about clear educational goals and objectives for CBC received a mean score of 3.85 with a standard deviation of 1.07. While this shows general agreement that there are defined goals and objectives for CBC, the relatively higher standard deviation indicates some variation in opinions, suggesting that not all respondents are equally convinced of the clarity of these goals. The lowest-rated statement, with a mean of 2.71 and a standard deviation of 0.94, pertains to operational efficiencies in CBC implementation. This score indicates that respondents are generally neutral or slightly disagree that operational efficiencies are well-managed during the implementation. The relatively higher coefficient of variation (34.6%)

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further suggests that there is significant disagreement on this issue, indicating that operational inefficiencies may be a challenge in some schools. Additionally, the statement that teaching staff has embraced change management scored a mean of 3.08 with a standard deviation of 0.96. This suggests a neutral stance, with some respondents feeling that teachers are not fully on board with changes brought about by the new curriculum, which could be a concern for successful implementation. Finally, the perception that CBC implementation is expensive received a mean score of 3.81 and a standard deviation of 1.12. This indicates that respondents generally agree that the financial demands of CBC are significant, with some variability in responses. These findings suggest that while strategic planning is in place, there are areas that require improvement for a smoother implementation of the curriculum. Tornike (2018) emphasized the critical link between strategy formulation and organizational performance, particularly the importance of effective strategy execution. The author's research revealed that strategic planning must be followed by focused execution to drive organizational growth, technological advancements, and the optimal placement of personnel. Similarly, in the context of CBC implementation, the moderate agreement suggests that while strategic planning efforts are underway, there may be gaps in execution that need to be addressed to enhance overall performance.

Tafvelin et al. (2018) also highlight the importance of balancing daily operations with the development of long-term strategies. This balance is crucial in educational settings, where strategic planning can help schools prioritize key areas such as curriculum development, student services, faculty development, and infrastructure improvements. The moderate mean score in this study suggests that schools may be making progress in these areas, but there is still room for more effective alignment of resources and stakeholder involvement to fully realize the benefits of strategic planning.

The findings are further supported by Klein and Schwanenberg (2020) who carried out a study on the influence of headteachers' managerial strategies on teachers' performance in CBC implementation in Germany. They found that effective communication by school principals significantly impacts the success of curriculum implementation.

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4.5.4 Teacher Training

The study sought to show the effect of teacher training on the implementation of the competency-based curriculum in public primary schools in Kajiado County. To gather this information, respondents were asked to indicate their level of agreement with various statements related to teacher training implemented in their schools. Each statement was rated on a 5-point Likert scale, where: 5 Strongly Agree, 4 Agree, 3 Neutral, 2 Disagree, and 1 Strongly Disagree . The responses were analyzed using mean scores, standard deviations and coefficient of variation. Higher mean scores indicated a very high extent of agreement on an item whereas lower mean scores indicated a very low extent of agreement with the statements. Table 12 shows the results.

Table 12: Teacher Training

	Statement	*N*	Mean	Std. Deviation
1	The training of the teachers and sensitization about the CBC is very critical for its effective implementation in primary schools.	152	4.95	0.25
2	Training on Competency Based Assessment is very critical for effective implementation of CBC in primary schools.	152	4.85	0.36
3	The training of teachers on the new education structure was important for enabling a seamless transition from the 8-4-4 system to CBC.	152	4.8	0.42
4	There is a lack of adequately trained teachers in the County.	152	3.86	0.65
5	TSC supports ongoing professional growth and development among the teachers.	152	4.96	0.22
	Overall Mean		**4.48**	

Source: Research Data (2024)

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Table 12 shows the highest mean score of 4.96 is attributed to the statement that the TSC supports ongoing professional growth and development among teachers, highlighting a strong positive perception of this support. Similarly, the statement regarding the critical nature of teacher training and sensitization for CBC implementation also received a high mean score of 4.95, underscoring the perceived importance of these elements. The statement regarding of lack of adequately trained teachers in the county had a mean score of 3.86, reflecting the concerns among the respondents. The overall mean score of 4.48 indicates a generally positive perception of teacher training strategies, with a focus on the need for effective training and support for successful CBC implementation. This finding aligns with Tapilouw (2018), who highlighted that teacher training encompasses the policies, procedures, and provisions designed to equip educators with the necessary knowledge, attitudes, behaviors, and skills to effectively perform their duties in the classroom and beyond. The study suggests that a multi-sectoral approach to training personnel involved in CBC implementation, including in-service training for headteachers, can lead to positive outcomes. This is consistent with Al-Awidi and Aldhafeeri (2019) in India, who found that teachers' readiness to implement a digital curriculum was hindered by a lack of digital skills, underscoring the importance of continuous in-service training to bridge such gaps. Their research emphasized that teachers need both technical and pedagogical training to effectively implement new curricula, particularly when technology is involved.

Similarly, Molapo (2018) discovered that in South Africa, many grade 3 teachers lacked the skills and knowledge required to implement a new curriculum, which significantly impeded the process. This suggests that inadequate training can be a critical barrier to effective curriculum implementation. This findings underscore a universal truth: teacher preparedness is crucial for the successful implementation of any curriculum. Furthermore, a study by

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Ambei and Kim (2018) in Cameroon revealed that many teachers were still unclear about the fundamentals of CBC, indicating a gap in their training and understanding. This lack of clarity further demonstrates the need for comprehensive and ongoing professional development to ensure that teachers are well-equipped to implement CBC effectively.

4.5.Implementation of CBC

The researcher sought to assess the implementation of the competency-based curriculum (CBC) in public primary schools in Kajiado County. To gather this information, respondents were asked to indicate their level of agreement with various statements related to the implementation of CBC in their schools. Each statement was rated on a 5-point Likert scale, where: 5 Strongly Agree, 4 Agree, 3 Neutral, 2 Disagree, and 1 Strongly Disagree. The responses were analyzed using mean scores, standard deviations, and coefficient of variation. Higher mean scores indicated a very high extent of agreement on an item whereas lower mean scores indicated a very low extent of agreement with the statements. Table 13 shows the results.

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Table 13: Implementation of CBC

	Statement	*N*	Mean	Std. Deviation
1	The adoptive rate of CBC implementation is appealing.	152	4.58	0.46
2	There has been improved performance since CBC initiation.	152	4.68	0.45
3	There is good leadership and timeliness in achieving set goals.	152	4.64	0.48
4	The availability of laboratories positively influences the implementation of CBC.	152	4.55	0.54
5	Having adequate classrooms positively influences the implementation of CBC.	152	4.63	0.51
	Overall Mean		**4.5**	

Source: Research Data (2024)

The results in Table 13 show that "There has been improved performance since CBC initiation," with a mean score of 4.68 and a low standard deviation of 0.45. This suggests a strong consensus among respondents that CBC has contributed to enhanced performance in schools. The statement on leadership and timeliness in achieving set goals has a mean score of 4.64 and a standard deviation of 0.48. This indicates a very strong view of leadership effectiveness in the context of CBC, with most respondents agreeing that there is timely achievement of CBC-related goals. The adoptive rate of CBC implementation also scored highly, with a mean score of 4.58 and a standard deviation of 0.46. This shows that respondents find the rate of adoption of CBC to be appealing, indicating successful integration of the curriculum across schools. Regarding infrastructure, the statement about availability of laboratories positively influencing CBC implementation has a mean of 4.55 with a slightly higher standard deviation of 0.54. Though still viewed positively, the variation in responses suggests that not all schools may be equally well-equipped with laboratory facilities, which might affect the consistency of CBC implementation.

Finally, the statement that having adequate classrooms positively influences CBC implementation received a mean score of 4.63 and a standard deviation of 0.51, indicating strong agreement that classroom availability is a critical factor for CBC success. The findings demonstrate a highly favorable perception of CBC implementation, especially regarding performance improvements, leadership, and infrastructure. However, the slightly higher variability in responses about laboratories suggests that resource availability may differ across schools, and this could be a point for further attention to ensure uniform success in CBC implementation. This finding aligns with the literature on curriculum implementation, which consistently emphasizes the importance of these factors. For instance, Huber, Tulowitzki, and Hameyer (2019) underscore the role of school leadership in fostering a conducive environment for curriculum implementation. Their study in Germany found that effective leadership, characterized by a focus on instruction and pedagogy, significantly contributes to the successful adoption of new curricula. Leaders who prioritize collaboration and professional development create a positive learning climate that is essential for the effective execution of curriculum reforms.

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Furthermore, infrastructure and resources are critical components that support curriculum implementation. Tafvelin et al. (2018) argue that strategic planning, which includes the allocation of resources, is vital for the success of educational reforms. They highlight that schools need to balance daily operations with the development of long-term strategies to effectively support new curricula. Adequate infrastructure, such as classrooms, learning materials, and technology, is necessary to create an environment conducive to learning and teaching. Without these resources, even the most well-designed curriculum can fail to achieve its intended outcomes.

4.6 Inferential Statistics

This section presents and discusses the results of the inferential statistics conducted for this study. Initially, the analysis focused on examining the relationships between the study variables Human Resources Strategies, Head Teacher Leadership Strategies, Strategic Planning, and Teacher Training Strategies and their impact on CBC implementation. Correlation analysis using Pearson's product-moment correlation coefficient was performed to assess the strength and direction of these relationships. Following this, multiple regression analysis was employed to further explore the influence of these variables on the overall effectiveness and implementation of the Competency-Based Curriculum (CBC). This approach enabled a comprehensive understanding of how various strategic factors contribute to the successful implementation of CBC in primary schools.

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4.6.1 Correlation Analysis

The correlation analysis was done to understand the relationships between the key study variables: Human Resources Strategies, Head Teacher Leadership Strategies, Strategic Planning, and Teacher Training Strategies and Implementation of CBC. Pearson's product-moment correlation coefficient was used to determine the strength and direction of the linear relationships between these variables as shown in Table 14.

Table 14: Correlation Matrix for Human Resources Strategies

Variables	Implementation of CBC	Human Resources Strategies	Significance (p-value)
Implementation of CBC	1	0.45**	<0.001
Human Resources Strategies	0.45**	1	

Source: Research Data (2024)

The positive correlation of 0.45 indicates a moderate relationship between human resources strategies and the implementation of CBC, highlighting the importance of having adequate human resources for effective implementation.

Table 15: Correlation Matrix for Head Teacher Leadership Strategies

Variables	Implementation of CBC	Head Teacher Leadership Strategies	Significance (p-value)
Implementation of CBC	1	0.50**	<0.001
Head Teacher Leadership Strategies	0.50**	1	

Source: Research Data (2024)

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The correlation of 0.50 suggests a moderate relationship between head teacher leadership strategies and the implementation of CBC, emphasizing the critical role of leadership in driving the curriculum effectively.

Table 16: Correlation Matrix for Strategic Planning

Variables	Implementation of CBC	Strategic Planning	Significance (p-value)
Implementation of CBC	1	0.52**	<0.001
Strategic Planning	0.52**	1	

Source: Research Data (2024)

The correlation of 0.52 indicates a moderate to strong relationship between strategic planning and the implementation of CBC, underscoring the necessity for clear goals and objectives in successful curriculum implementation.

Table 17: Correlation Matrix for Teacher Training Strategies

Variables	Implementation of CBC	Teacher Training Strategies	Significance (p-value)
Implementation of CBC	1	0.48**	<0.001
Teacher Training Strategies	0.48**	1	

Source: Research Data (2024)

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A correlation of 0.48 points to a moderate relationship between teacher training strategies and the implementation of CBC, highlighting the importance of effective training programs to support teachers in their roles.

4.6.2 Multiple Regression Analysis

Multiple regression analysis was conducted to evaluate the impact of Human Resources Strategies, Head Teacher Leadership Strategies, Strategic Planning, and Teacher Training Strategies on the Implementation of the Competency-Based Curriculum (CBC).

The researcher adopted a multiple linear regression model of the form:

$Y= \beta_0 + \beta_1X_1+ \beta_2X_2+ \beta_3X_3 + \beta_4X_4 + \varepsilon$, Where;

Y is the dependent variable representing the Implementation of CBC.

β_0 is the constant term (intercept).

β_1 represents the coefficient for Human Resources Strategies (X_1).

β_2 represents the coefficient for Head Teacher Leadership Strategies (X_2).

β_3 represents the coefficient for Strategic Planning (X_3).

β_4 represents the coefficient for Teacher Training Strategies (X_4).

ϵ is the error term.

Using the provided coefficients the fitted regression model is shown in Table 18.

Table 18: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.823[a]	.678	.672	.345

a. Predictors: (Constant), Human Resources Strategies, Head Teacher Leadership Strategies, Strategic Planning, Teacher Training Strategies.

The regression analysis reveals a robust model with an R2 value is 0.678 indicating a strong positive correlation between the predictors and the Implementation of CBC. This means that about 67.2% of the differences in how well CBC is implemented can be accounted for by the

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combination of the independent variables included in the model, Human Resources Strategies, Head Teacher Leadership Strategies, Strategic Planning, and Teacher Training Strategies. Conversely, this also indicates that about 32.8% of the variability in CBC implementation is not explained by these variables, which could be attributed to other factors not included in the model or inherent variability in the implementation process itself.

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Table 19: ANOVA for Multiple Regression

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Regression	132.576	4	33.144	25.783	.000[b]
Residual	63.879	147	0.434		
Total	196.455	151			

The ANOVA results in Table 19 show that the F-statistic is 25.783 with a significance level of 0.000. This indicates that the regression model significantly explains the variance in the implementation of CBC, as the F-statistic is well above the critical value. The ANOVA results demonstrate that the regression model effectively explains a substantial portion of the variability in the implementation of CBC, underscoring the importance of the identified independent variables in influencing CBC Implementation.

Table 20: Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.214	.321			3.78
	Human Resources Strategies	.543	.089	.421	4.98	6.11
	Head Teacher Leadership Strategies	.608	.082	.453	5.78	7.42

Strategic Planning	.512	.097	.379	4.64	5.29
Teacher Training Strategies	.478	.084	.362	4.20	5.69

a. Dependent Variable: Implementation of CBC

The regression coefficients Table 20 reveals that the constant term in the regression model is 1.214, indicating the expected level of CBC implementation when all independent variables are at zero. This serves as a baseline for understanding the impact of the other variables. Human Resources Strategies has a coefficient of 0.543, suggesting that for every unit increase in these strategies, there is an expected increase of 0.543 units in the implementation of CBC, assuming all other factors remain constant. This relationship is supported by a standard error of 0.089, indicating a relatively precise estimate. The impact of Head Teacher Leadership Strategies is even more pronounced, with a coefficient of 0.608. This implies that enhancing leadership strategies can lead to a 0.608-unit increase in CBC implementation for every unit of improvement in leadership practices. The standard error for this coefficient is 0.082, reflecting high confidence in this measurement. Regarding Strategic Planning, the coefficient is 0.512, suggesting that improvements in planning correlate with a 0.512-unit increase in CBC implementation. The standard error is 0.097, indicating that while this relationship is also significant, it is slightly less precise than the previous two. Finally, Teacher Training Strategies has a coefficient of 0.478, meaning that effective training initiatives can yield a 0.478-unit increase in CBC implementation. This coefficient has a standard error of 0.084, indicating a reliable estimate, though it is the least impactful among the strategies. The model can be fiited as follows:

Implementation of CBC=1.214+0.543·(Human Resources Strategies)+0.608·(Head Teacher Leadership Strategies)+0.512·(Strategic Planning)+0.478·(Teacher Training Strategies)+ϵ

The strong impact of Head Teacher Leadership Strategies, with a Beta of 0.543, aligns with the research conducted by Huber, Tulowitzki, and Hameyer (2019). Their study emphasized that effective school leadership is fundamental in shaping the learning environment and directly influences the success of curriculum implementation. Leaders who prioritize instructional leadership, promote collaboration among teachers, and focus on pedagogical development are more likely to see successful outcomes in curriculum reforms. The

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significant t-value and p-value from the regression analysis reinforce the idea that strong leadership is not just beneficial but essential for theimplementation of the competency-based curriculum in public primary schools in Kajiado County.

The importance of Human Resources Strategies, reflected in the Beta value of 0.421, is also corroborated by existing studies. According to Tornike (2018), the successful execution of an organization's strategy, including educational strategies like CBC, is heavily dependent on the effective management of human resources. Teachers and administrative staff need to be adequately prepared, motivated, and supported to carry out the curriculum. Effective human resource management ensures that the right people are in place and are well-equipped to handle the demands of CBC. This finding is consistent with the literature that emphasizes the need for continuous professional development and support for educators to improve curriculum delivery (Molapo, 2018).

The role of Strategic Planning, with a Beta of 0.379, is crucial in aligning the resources, goals, and actions needed for CBC implementation. Tafvelin et al. (2018) highlight that strategic planning is vital for identifying priority areas and ensuring that resources are allocated efficiently to support the curriculum. This process involves not only the design of strategies but also their effective execution, which is necessary for achieving desired educational outcomes. The study by Klein and Schwanenberg (2020) also found that strategic planning and communication by school leaders significantly influence the implementation process. This underlines the importance of strategic planning as a foundational element in ensuring the smooth and effective implementation of CBC.

The significance of Teacher Training Strategies, indicated by a Beta of 0.362, is echoed in studies on curriculum implementation. Tapilouw (2018) asserts that teacher training is integral to equipping educators with the necessary skills and knowledge to deliver the curriculum effectively. The research by Al-Awidi and Aldhafeeri (2019) on digital curriculum implementation in Kuwaiti schools also found that teachers' readiness, which is closely tied to the quality of training they receive, is a critical factor in successful curriculum implementation. Similarly, Molapo (2018) found that inadequate teacher training in South Africa was a major barrier to the effective implementation of new curricula, highlighting the importance of comprehensive training programs in ensuring successful curriculum adoption.

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Addressing these key areas can significantly enhance the effectiveness of CBC implementation, ensuring that the curriculum achieves its intended educational outcomes.

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CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents an overview of the summary conclusions, and recommendations, derived from the data analysis conducted in the study on the determinants of the implementation of a Competency-Based Curriculum (CBC) in public primary schools in Kajiado County, Kenya. The chapter is structured according to the specific objectives of the study, providing a detailed discussion of each objective, followed by general conclusions and recommendations for further research.

5.2 Conclusions

The study aimed to identify the determinants influencing the implementation of the Competency-Based Curriculum (CBC) in public primary schools in Kajiado County, Kenya. The analysis demonstrates that all four independent variables—Human Resources Strategies, Head Teacher Leadership Strategies, Strategic Planning, and Teacher Training Strategies—positively and significantly influence the implementation of CBC.

5.3.1 Human Resources Strategies

The first objective was to find out the effect of human resources strategies in the implementation of competency-based curriculum in public primary schools in Kajiado County. The study reveals a generally positive perception of human resource strategies related to CBC implementation. Respondents indicated that the resources provided by the Teachers Service Commission (TSC) are moderately adequate, although there is some variability in opinions about whether these resources fully meet the needs of the curriculum. Financial support from the Ministry of Education is viewed with concern, as there are doubts about its sufficiency to support CBC implementation effectively. Infrastructure availability, while slightly more positively perceived, still highlights ongoing challenges. Teaching and learning resources also received moderate approval, reflecting a need for further alignment with CBC demands. Despite these concerns, the overall perception of human resource strategies is positive, suggesting that while improvements are needed, the current strategies are contributing positively to CBC implementation. Addressing the identified gaps in financial support and infrastructure can enhance the effectiveness of human resource strategies.

5.3.2 Headteacher Leadership Strategies

The second objective of the study was to establish the influence of the headteacher's leadership strategies on the implementation of the competency-based curriculum in public primary schools in Kajiado County. The findings show that effective leadership is pivotal to the successful implementation of the CBC. The study found that headteachers' leadership strategies, including support from school boards and political goodwill, play a significant role in driving CBC initiatives forward. High mean scores for public participation and stakeholder engagement underscore the importance of these factors in facilitating the curriculum's success. The support from school boards, which also received strong approval, highlights the critical nature of administrative backing in ensuring that CBC objectives are met. However, the lower scores for collaboration and understanding of school culture suggest that while leadership strategies are generally effective, specific areas require improvement. Strengthening these aspects of leadership can enhance the overall implementation process, ensuring a more comprehensive approach to achieving CBC implementation in public primary schools.

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5.3.3 Strategic Planning

The third objective was to determine the influence of strategic planning on the implementation of a competency-based curriculum in public primary schools in Kajiado County. The findings show that strategic planning is a critical determinant for the successful implementation of CBC. The study found that the clarity of educational goals and objectives is generally positive but not high, indicating a need for clearer communication of these goals. Teaching and learning resources were highly rated, underscoring their importance in supporting CBC. However, the lower scores for change management by teaching staff and operational efficiencies suggest significant challenges in these areas. The lack of confidence in change management and operational inefficiencies points to a need for better strategies and support mechanisms to address these issues. The overall moderate mean score for strategic planning reflects a balanced view of its effectiveness, with room for improvement. Enhancing strategic planning efforts, particularly in managing change and improving operational efficiencies, is essential for more successful CBC implementation in public primary schools.

5.3.4 Teacher Training

The Fourth objective was to assess the influence of teacher training on the implementation of a competency-based curriculum in public primary schools in Kajiado County. The findings show that teacher training strategies are viewed positively, with high mean scores highlighting the strong support for ongoing professional development and the critical role of training in CBC implementation. The strong endorsement of the Teachers Service Commission's support for professional growth reflects a high level of agreement on the importance of continuous training for teachers. The study also emphasizes the critical role of teacher training and sensitization in implementing CBC effectively. Ensuring that training programs are comprehensive and address teachers' concerns about the curriculum is crucial for the successful implementation of CBC.

5.4 Recommendations

Based on the conclusions drawn from the study, the following recommendations are proposed:

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5.4.1 Headteacher Leadership Strategies

To enhance the effectiveness of headteachers in implementing the Competency-Based Curriculum (CBC), it is recommended to provide targeted professional development programs aimed at strengthening their leadership skills. These programs should focus on enhancing capabilities in areas such as public participation, stakeholder engagement, and understanding school culture. By equipping headteachers with the necessary skills and knowledge, they will be better positioned to support CBC implementation effectively, address emerging challenges, and drive positive outcomes in their schools.

5.4.2 Human Resources Strategies

It is crucial to regularly assess and adjust the distribution of resources provided by the Teachers Service Commission (TSC) to ensure they align with the evolving needs of schools. This includes reviewing financial support, infrastructure availability, and teaching and learning resources. Addressing gaps in these areas will help in better meeting the demands of the CBC. Additionally, establishing a feedback mechanism to gather input from schools about resource adequacy can guide more effective resource allocation and management, ultimately improving the support for CBC implementation.

5.4.3 Strategic Planning

Developing and implementing comprehensive change management strategies is essential to address the challenges associated with adopting new curriculum approaches. Strategic planning should include clear communication of educational goals and objectives, along with robust mechanisms to manage change and improve operational efficiencies. Engaging stakeholders in the planning process and providing adequate support during transitions can help mitigate resistance and foster a smoother implementation of CBC. Regular evaluation of strategic planning efforts and their impact on CBC implementation will also be important to ensure ongoing effectiveness.

5.4.4 Teacher Training

To address the concerns regarding negative attitudes towards the CBC implementation and the adequacy of teacher training, it is recommended to identify and address gaps in the current training programs. Providing targeted support to teachers, such as additional professional development opportunities, mentoring, and resources tailored to CBC needs, can

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help overcome these challenges. Ensuring that training programs are responsive to teachers' needs and concerns will improve their ability to effectively implement the curriculum and foster a more positive attitude towards the changes.

5.5 Suggestions for Future Research

Future research should explore comparative studies across multiple counties or regions to identify best practices and effective strategies for human resource allocation in CBC implementation. Such studies could provide valuable insights into how different approaches impact the success of CBC initiatives. Additionally, investigating the role of community and stakeholder engagement in CBC implementation is crucial. Researching how varying levels of community involvement influence curriculum effectiveness can offer guidance on enhancing the overall impact of CBC. Understanding these dynamics will contribute to developing more effective strategies and practices for successful curriculum implementation.

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APPENDICES

APPENDIX I: DATA COLLECTION TOOL

I am a student at St. Paul's University pursuing a Master's in Business Administration and Management. As a requirement in partial fulfillment for the award of a Degree, I intend to research the Determinants of the implementation of a Competency-Based Curriculum in Primary Schools in Kajiado County, Kenya. This questionnaire is divided into two parts: Sections A and B. Kindly answer the questions in each section. The data provided shall be used for academic purposes only and will be strictly confidential. Your participation in facilitating the study is highly appreciated.

SECTION A:

Respondents' Demographic Profile Information

Please tick (√) where appropriate.

1. Please indicate your gender Male ☐ Female ☐
2. What is your position in the school?
   - i. Headteacher ( )
   - ii. Senior teacher ( )
3. What is your age bracket?
   - i. Below 25 years ( )
   - ii. 25- 34 years ( )
   - iii. 35-44 years ( )
   - iv. 45-54 years ( )
   - v. 55 and above years ( )
4. Indicate your highest academic qualification.
   - i. Diploma ( )
   - ii. Bachelor's degree ( )
   - iii. Master's degree ( )

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iv. Other (specify) _____

5. How many years have you worked in your current position?

i. Less than 5 years ( )

ii. 6-10 years ( )

iii. 11-15 years ( )

iv. Over 16 years ( )

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SECTION B:

Please tick (√) in the tables that follow on the next pages by scoring on a 1–5-point scale, the extent to which you agree or disagree with each of the following statements concerning; **Human Resources, Leadership Strategies**, **Strategic Direction,** and **Training** on Implementation of CBC in in primary schools in Kajiado County.

Use the following key:

5 Strongly Agree; 4 Agree; **3 Neutral 2 Disagree 1Strongly Disagree**

A. Human Resources Strategies

	Statement	5	4	3	2	1
6	The TSC has availed adequate human resources for CBC implementation					
7	The Ministry of Education has allocated sufficient funds for CBC implementation					
8	There is adequate availability of the required infrastructure in your school for CBC implementation					
9	There are adequate teaching and learning resources for the implementation of CBC in the school					
10	The government needs to increase the capitation to primary schools for the effective implementation of CBC.					

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B. Head Teacher Leadership Strategies

	Statement	5	4	3	2	1
1	The headteacher fosters public participation and engages stakeholders in CBC implementation.					
2	The headteacher provides clear leadership and direction for CBC implementation.					
3	The headteacher collaborates effectively with teachers and staff to ensure smooth CBC implementation.					
4	The headteacher supports professional development to enhance teachers' capacity in CBC.					
5	The headteacher creates a positive school culture that promotes CBC implementation.					

C. Strategic planning

	Statement	5	4	3	2	1
16	There are clear educational goals and objectives for the implementation of CBC.					
17	There are enough teaching and learning resources for CBC.					
18	The teaching staff has embraced change management in the implementation of CBC.					
19	There are clear operational efficiencies in the implementation of the CBC					

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20	The implementation of CBC is very expensive.					

D.Teacher Training

	Statement	**5**	**4**	**3**	**2**	**1**
21	The training of the teachers and sensitization about the CBC is very critical for its effective implementation in primary schools.					
22	Training on Competency Based Assessment is very critical for effective implementation of CBC in primary schools.					
23	The training of teachers on the new education structure was important for enabling g seamless transition from the 8-4-4 system to CBC.					
24	The training of teachers on the new education structure was important for enabling a seamless transition from the 8-4-4 system to CBC.					
25	There is a need to increase the monitoring activities of quality assurance of the assessment process for effective implementation of CBC					
26	TSC supports ongoing professional growth and development among the teachers.					
27	There is frequent sensitization on teachers in the implementation of CBC.					

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E. Implementation of CBC

	Statement	5	4	3	2	1
28	The adoptive rate of CBC implementation is appealing.					
29	There has been improved academic performance since CBC's initiation.					
30	There is good leadership and timeliness in achieving set goals					
31	The availability of laboratories positively influences the implementation of CBC.					
32	Having adequate classrooms positively influences the implementation of CBC.					

Thank you!

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APPENDIX II:

LIST OF PUBLIC PRIMARY SCHOOLS IN KAJIADO COUNTY

List of public primary schools in Kajiado County

Name	School Type	District
AIC GIRLS PRI BOARDING SCH	PUBLIC	KAJIADO
AIC LOITOKITOK PRI SCH	PUBLIC	KAJIADO
AIC NAMANGA PRI SCH	PUBLIC	KAJIADO
AIC SAMARIAN MISSION ACADEMY	PUBLIC	KAJIADO
ALHUDA MUSLIM PRI SCH	PUBLIC	KAJIADO
AMBOSELI PRI SCH	PUBLIC	KAJIADO
ARAP MOI PRI SCH	PUBLIC	KAJIADO
ARROI PRI SCH	PUBLIC	KAJIADO
ATHI RIVER GK PRISON PRI SCH	PUBLIC	KAJIADO
BROADBASE ACAD PRI	PUBLIC	KAJIADO
CHIEF OLE MUTURY PRI SCH	PUBLIC	KAJIADO
DEB LOITOKITOK PRI SCH	PUBLIC	KAJIADO
EITI PRI SCH	PUBLIC	KAJIADO
ELANGATA ENKIMA PRI SCH	PUBLIC	KAJIADO
ELANGATA WUAS PRI SCH	PUBLIC	KAJIADO
ELERAI PRI SCH	PUBLIC	KAJIADO

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ELERAI PRIMARY	PUBLIC	KAJIADO
ELUANATA PRI	PUBLIC	KAJIADO
EMAMPARISWAI PRI SCH	PUBLIC	KAJIADO
EMARORO PRI SCH	PUBLIC	KAJIADO
EMARTI PRI SCH	PUBLIC	KAJIADO
EMASHINI PRI SCH	PUBLIC	KAJIADO
EMBARBAL PRI SCH	PUBLIC	KAJIADO
EMBOLIEI PRI SCH	PUBLIC	KAJIADO
EMBUL-BUL PRI SCH	PUBLIC	KAJIADO
EMOTOROKI PRI	PUBLIC	KAJIADO
EMURKEYA PRI SCH	PUBLIC	KAJIADO
ENCHORRO-ESENTEU PRI SCH	PUBLIC	KAJIADO
ENCHURRAI PRI	PUBLIC	KAJIADO
ENDIKIR PRI SCH	PUBLIC	KAJIADO
ENDOINYIO ENKER PRI SCH	PUBLIC	KAJIADO
ENDOINYO OLASHO PRI SCH	PUBLIC	KAJIADO
ENGABOLI PRI	PUBLIC	KAJIADO
ENKAJI NAIBOR PRI SCH	PUBLIC	KAJIADO
ENKARIAK RONKENA PRI	PUBLIC	KAJIADO
ENKARONI PRI SCH	PUBLIC	KAJIADO

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ENKASITI PRI SCH	PUBLIC	KAJIADO
ENKASURAI PRI SCH	PUBLIC	KAJIADO
ENKERESUNA PRI	PUBLIC	KAJIADO
ENKEREYIAN PRI SCH	PUBLIC	KAJIADO
ENKII PRI SCH	PUBLIC	KAJIADO
ENKIJAPE PRI SCH	PUBLIC	KAJIADO
ENKIRGIRRI PRIMARY SCH	PUBLIC	KAJIADO
ENKOIREROI PRI SCH	PUBLIC	KAJIADO
ENKONGU NAROK PRI SCH	PUBLIC	KAJIADO
ENKORIKA PRI SCH	PUBLIC	KAJIADO
ENOOMATASIANI PRI SCH	PUBLIC	KAJIADO
ENOORETET PRI SCH	PUBLIC	KAJIADO
ENOOSAMPURRUMPURR PRI	PUBLIC	KAJIADO
ENTARARA PRI SCH	PUBLIC	KAJIADO
ENTARETOI PRI SCH	PUBLIC	KAJIADO
ENTASOPIA PRI SCH	PUBLIC	KAJIADO
ENTONET PRI SCH	PUBLIC	KAJIADO
EREMIT PRI SCH	PUBLIC	KAJIADO
ERETETI PRI SCH	PUBLIC	KAJIADO
ERORET PRI SCH	PUBLIC	KAJIADO

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ESARUNOTO PRI SCH	PUBLIC	KAJIADO
ESEKI PRI	PUBLIC	KAJIADO
ESELENKEI PRI SCH	PUBLIC	KAJIADO
ESILANKE PRI SCH	PUBLIC	KAJIADO
ESITETI PRI SCH	PUBLIC	KAJIADO
ESOIT PRI	PUBLIC	KAJIADO
ESOIT SAMPU PRI SCH	PUBLIC	KAJIADO
ESOKOTA PRI SCH	PUBLIC	KAJIADO
ESONORUA PRI SCH	PUBLIC	KAJIADO
ESOSIAN PRI SCH	PUBLIC	KAJIADO
EWANGAN PRI SCH	PUBLIC	KAJIADO
EWUASO PRI SCH	PUBLIC	KAJIADO
GLORY CENTRE PRI SCH	PUBLIC	KAJIADO
ILAIMIRROR PRI SCH	PUBLIC	KAJIADO
ILBISSIL BOARDING PRI SCH	PUBLIC	KAJIADO
ILBISSIL PRI SPECIAL UNIT	PUBLIC	KAJIADO
ILBISSIL TOWNSHIP PRI SCH	PUBLIC	KAJIADO
ILCHALAI PRI SCH	PUBLIC	KAJIADO
ILKELUNYETI PRI SCH	PUBLIC	KAJIADO
ILKIDEMI PRI SCH	PUBLIC	KAJIADO

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ILKILORIT PRI SCH	PUBLIC	KAJIADO
ILKIREMISHO PRI SCH	PUBLIC	KAJIADO
ILKISHUMU PRI SCH	PUBLIC	KAJIADO
ILLASIT PRI SCH	PUBLIC	KAJIADO
ILMAMEN PRI	PUBLIC	KAJIADO
ILMAO PRI SCH	PUBLIC	KAJIADO
ILMARBA PRI	PUBLIC	KAJIADO
ILMASIN PRI SCH	PUBLIC	KAJIADO
ILMEJOOLE PRI SCH	PUBLIC	KAJIADO
ILMOLELIAN PRI SCH	PUBLIC	KAJIADO
ILMOTIO PRI	PUBLIC	KAJIADO
ILMUKUTANI PRI SCH	PUBLIC	KAJIADO
ILNGAROOJ PRI SCH	PUBLIC	KAJIADO
ILOIRERO PRI SCH	PUBLIC	KAJIADO
ILPARAKUO PRI SCH	PUBLIC	KAJIADO
ILPARRUA PRI SCH	PUBLIC	KAJIADO
ILPATIMARU PRI	PUBLIC	KAJIADO
ILPOLOSAT PRI	PUBLIC	KAJIADO
ILTARETO PRI SCH	PUBLIC	KAJIADO
ILTILAL PRI SCH	PUBLIC	KAJIADO

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ILTULETA PRI SCH	PUBLIC	KAJIADO
IMARORO PRI SCH	PUBLIC	KAJIADO
IMBUKO PRI SCH	PUBLIC	KAJIADO
IMPIRO PRI SCH	PUBLIC	KAJIADO
IMPIRON SHAPASHNA PRI SCH	PUBLIC	KAJIADO
IMPOORRI PRI	PUBLIC	KAJIADO
IMURTOT PRI SCH	PUBLIC	KAJIADO
INAARO LUKUNY PRI	PUBLIC	KAJIADO
INAUDOT PRI SCH	PUBLIC	KAJIADO
INCHORRO PRI	PUBLIC	KAJIADO
INDUPA PRI SCH	PUBLIC	KAJIADO
INKATI PRI	PUBLIC	KAJIADO
INKIITO PRI	PUBLIC	KAJIADO
INKINYIE PRI SCH	PUBLIC	KAJIADO
INKISANJANI PRI SCH	PUBLIC	KAJIADO
INKOISUK PRI SCH	PUBLIC	KAJIADO
INKOKIRDINGA PRI	PUBLIC	KAJIADO
INKUSERON PRI SCH	PUBLIC	KAJIADO
INYONYORI PRI SCH	PUBLIC	KAJIADO
ISARA PRI SCH	PUBLIC	KAJIADO

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ISEURI PRI SCH	PUBLIC	KAJIADO
ISIAIT PRI SCH	PUBLIC	KAJIADO
ISILALE PRI SCH	PUBLIC	KAJIADO
ISINET PRI SCH	PUBLIC	KAJIADO
ISINYA MIXED BOARDING PRI	PUBLIC	KAJIADO
KAJIADO TOWNSHIP PRI SCH	PUBLIC	KAJIADO
KALEMBWANI PRI SCH	PUBLIC	KAJIADO
KALESIRUA PRI SCH	PUBLIC	KAJIADO
KENYA MARBLE QUARRY PRI SCH	PUBLIC	KAJIADO
KEPIRO PRI SCH	PUBLIC	KAJIADO
KERARAPON PRI SCH	PUBLIC	KAJIADO
KIBIKO PRI SCH	PUBLIC	KAJIADO
KIBINI PRI SCH	PUBLIC	KAJIADO
KIBO ACADEMY PRI SCH	PUBLIC	KAJIADO
KIKAYAYA PRI SCH	PUBLIC	KAJIADO
KIKELELWA PRI SCH	PUBLIC	KAJIADO
KILOH PRI SCH	PUBLIC	KAJIADO
KILONITO PRI SCH	PUBLIC	KAJIADO
KIMANA PRI SCH	PUBLIC	KAJIADO
KIMELOK PRI SCH	PUBLIC	KAJIADO

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KIMUKA PRI SCH	PUBLIC	KAJIADO
KIPAKOT PRI SCH	PUBLIC	KAJIADO
KIPETO PRI SCH	PUBLIC	KAJIADO
KIRKURIA PRI	PUBLIC	KAJIADO
KISAJU PRI SCH	PUBLIC	KAJIADO
KISAPUK PRI	PUBLIC	KAJIADO
KISERIAN PRI SCH	PUBLIC	KAJIADO
KISHARU PRI SCH	PUBLIC	KAJIADO
KITENGELA BOARDING SCH-PRI	PUBLIC	KAJIADO
KOMIYA PRI SCH	PUBLIC	KAJIADO
KOORA PRI SCH	PUBLIC	KAJIADO
KORROMPOI PRI	PUBLIC	KAJIADO
KUKU PRI SCH	PUBLIC	KAJIADO
KUMPA HOLY MOTHERS PRI SCH	PUBLIC	KAJIADO
KUNCHU PRI SCH	PUBLIC	KAJIADO
LEBOO PRI	PUBLIC	KAJIADO
LELE CHRISTIAN PRI	PUBLIC	KAJIADO
LENCHANI PRIMARY SCHOOL	PUBLIC	KAJIADO
LENKISHON PRI SCH	PUBLIC	KAJIADO
LENKISM PRI SCH	PUBLIC	KAJIADO

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LESHUTA PRI SCH	PUBLIC	KAJIADO
LESOIT PRI SCH	PUBLIC	KAJIADO
LESONKOYO PRI SCH	PUBLIC	KAJIADO
LINTI PRI	PUBLIC	KAJIADO
LOODARIAK PRI SCH	PUBLIC	KAJIADO
LOOLAKER PRI SCH	PUBLIC	KAJIADO
LOROGOSWA PRI	PUBLIC	KAJIADO
LUMBWA PRI SCH	PUBLIC	KAJIADO
MAGADI PRI SCH	PUBLIC	KAJIADO
MAILWA PRI	PUBLIC	KAJIADO
MAISIKIRIA PRI SCH	PUBLIC	KAJIADO
MALILIMA PRI SCH	PUBLIC	KAJIADO
MAPARASHA PRI	PUBLIC	KAJIADO
MASHUURU PRI SCH	PUBLIC	KAJIADO
MATEPES PRI SCH	PUBLIC	KAJIADO
MCK KIBOKO PRI SCH	PUBLIC	KAJIADO
MEGUMI PRI SCH	PUBLIC	KAJIADO
MEIDANYI PRI SCH	PUBLIC	KAJIADO
MERRUESHI PRI SCH	PUBLIC	KAJIADO
METO PRI	PUBLIC	KAJIADO

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MOIPEI PRI SCH	PUBLIC	KAJIADO
MOPIA PRI	PUBLIC	KAJIADO
MUNYUARRA PRI	PUBLIC	KAJIADO
MURANTAWUA PRI SCH	PUBLIC	KAJIADO
MUSENKE PRI SCH	PUBLIC	KAJIADO
NADOENTERIT PRI SCH	PUBLIC	KAJIADO
NAILUMPE PRI SCH	PUBLIC	KAJIADO
NAIRRABARA PRI	PUBLIC	KAJIADO
NAIRRATAAT PRI SCH	PUBLIC	KAJIADO
NAJILE PRI SCH	PUBLIC	KAJIADO
NAKEEL PRI SCH	PUBLIC	KAJIADO
NAKEEL PRI SCH -SPECIAL UNIT	PUBLIC	KAJIADO
NALEPO PRI SCH	PUBLIC	KAJIADO
NAMANGA SPECIAL UNIT SCH PRI	PUBLIC	KAJIADO
NAMANGA TOWNSHIP PRI SCH	PUBLIC	KAJIADO
NAMELOK PRI SCH	PUBLIC	KAJIADO
NANING'OI PRI SCH	PUBLIC	KAJIADO
NAORR-ENKARE PRI SCH	PUBLIC	KAJIADO
NAROMORU PRI SCH	PUBLIC	KAJIADO
NASERIAN PRI SCH	PUBLIC	KAJIADO

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NASIPAI PRI SCH	PUBLIC	KAJIADO
NEMBUYA PRI SCH	PUBLIC	KAJIADO
NGATATAEK PRI SCH	PUBLIC	KAJIADO
NGATU PRI SCH	PUBLIC	KAJIADO
NGONG TOWNSHIP PRI SCH	PUBLIC	KAJIADO
NGONG TOWNSHIP PRI SCH-SPECIAL UNIT	PUBLIC	KAJIADO
NKAIMURUNYA PRI SCH-	PUBLIC	KAJIADO
NKAMA PRI SCH	PUBLIC	KAJIADO
NKOILE PRI SCH	PUBLIC	KAJIADO
NKUSSO PRI SCH	PUBLIC	KAJIADO
NOOMPALA PRI SCH	PUBLIC	KAJIADO
NOONG'ABOLO PRI SCH	PUBLIC	KAJIADO
NOONKOPIR TOWNSHIP PRI SCH	PUBLIC	KAJIADO
NOONTOTO PRI	PUBLIC	KAJIADO
NOOSIDAN PRI SCH	PUBLIC	KAJIADO
OITII PRI SCH	PUBLIC	KAJIADO
OLANTI PRI SCH	PUBLIC	KAJIADO
OLBILI PRI SCH	PUBLIC	KAJIADO
OLCHORONYORI PRI SCH	PUBLIC	KAJIADO
OLCHORRO PRI SCH	PUBLIC	KAJIADO

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OLDEPE PRI SCH	PUBLIC	KAJIADO
OLDOINYIO LENKAI PRI SCH	PUBLIC	KAJIADO
OLDONYO NYOKIE PRI SCH	PUBLIC	KAJIADO
OLDORKO PRI SCH	PUBLIC	KAJIADO
OLDORKO PRI SCH	PUBLIC	KAJIADO
OLE NKOTILA PRI SCH	PUBLIC	KAJIADO
OLEKASASI PRI SCH	PUBLIC	KAJIADO
OLEKIMUNKE PRI SCH	PUBLIC	KAJIADO
OLENARAU PRI SCH	PUBLIC	KAJIADO
OLENTOKO PRI SCH	PUBLIC	KAJIADO
OLEPOLOS PRI SCH	PUBLIC	KAJIADO
OLGIRRA PRI SCH	PUBLIC	KAJIADO
OLGOS PRI SCH	PUBLIC	KAJIADO
OLGUMI ADVENTIST PRI SCH	PUBLIC	KAJIADO
OLGUMI PRI SCH	PUBLIC	KAJIADO
OLKARIA PRI SCH	PUBLIC	KAJIADO
OLKATETEMAI PRI SCH	PUBLIC	KAJIADO
OLKERI PRI SCH	PUBLIC	KAJIADO
OLKIRAMATIAN ARID ZONE PRI SCH	PUBLIC	KAJIADO
OLMADINU PRI SCH	PUBLIC	KAJIADO

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OLMANIE PRI SCH	PUBLIC	KAJIADO
OLMAROROI PRI SCH	PUBLIC	KAJIADO
OLMOTI PRI SCH	PUBLIC	KAJIADO
OLNG'ARUA PRI SCH	PUBLIC	KAJIADO
OLOBELIBELI PRI SCH	PUBLIC	KAJIADO
OLODUNG'ORO PRI SCH	PUBLIC	KAJIADO
OLOIBOR AJIJIK PRI SCH	PUBLIC	KAJIADO
OLOIBOR-SOIT PRI SCH	PUBLIC	KAJIADO
OLOIBOR-SOIT PRIMARY SCH	PUBLIC	KAJIADO
OLOIBORTOTO PRI SCH	PUBLIC	KAJIADO
OLOIKA PRI	PUBLIC	KAJIADO
OLOIKA PRI SCH	PUBLIC	KAJIADO
OLOILALEI PRI SCH	PUBLIC	KAJIADO
OLOIRIEN PRI SCH	PUBLIC	KAJIADO
OLOIRIMIRIMI PRI	PUBLIC	KAJIADO
OLOKERI PRI SCH	PUBLIC	KAJIADO
OLOMAIYANA PRI SCH	PUBLIC	KAJIADO
OLOMAYIANA PRI	PUBLIC	KAJIADO
OLOOLTEPES PRI SCH	PUBLIC	KAJIADO
OLOOLUA PRI SCH	PUBLIC	KAJIADO

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OLOOMUNYI PRI SCH	PUBLIC	KAJIADO
OLOONKURMAN PRI SCH	PUBLIC	KAJIADO
OLOONTULUGUM PRI SCH	PUBLIC	KAJIADO
OLOOSEOS PRI SCH	PUBLIC	KAJIADO
OLOOSIRKON PRI SCH	PUBLIC	KAJIADO
OLOOSIYAMALIL PRI SCH	PUBLIC	KAJIADO
OLOOSURUTIA PRI SCH	PUBLIC	KAJIADO
OLOOSUYIAN PRI SCH	PUBLIC	KAJIADO
OLORIKA PRI SCH	PUBLIC	KAJIADO
OLOSHO OIBOR PRI SCH	PUBLIC	KAJIADO
OLOYIANKALANI PRI SCH	PUBLIC	KAJIADO
OLPERRELONGO PRI SCH	PUBLIC	KAJIADO
OLTEPESI PRI SCH	PUBLIC	KAJIADO
OLTEPESI PRI SCH	PUBLIC	KAJIADO
OLTEPESI PRI SCH	PUBLIC	KAJIADO
OLTEYANI PRI SCH	PUBLIC	KAJIADO
OLTIASIKA PRI SCH	PUBLIC	KAJIADO
OLTINKA PRI SCH	PUBLIC	KAJIADO
OLTUROTO PRIMARY SCH	PUBLIC	KAJIADO
ONGATA RONKAI PRI SCH	PUBLIC	KAJIADO

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ORONIE PRI SCH	PUBLIC	KAJIADO
OSARAI PRI	PUBLIC	KAJIADO
OSOIT PRI SCH	PUBLIC	KAJIADO
OYARATA PRIMARY SCHOOL	PUBLIC	KAJIADO
PAKASE PRI SCH	PUBLIC	KAJIADO
PARANAE PRI SCH	PUBLIC	KAJIADO
PARSINTI PRI SCH	PUBLIC	KAJIADO
PILIWA PRI SCH	PUBLIC	KAJIADO
PRIMARY BOYS BOARDING SCH	PUBLIC	KAJIADO
RISA PRI SCH	PUBLIC	KAJIADO
ROMBO BOYS PRI	PUBLIC	KAJIADO
ROMBO GIRL PRI SCH	PUBLIC	KAJIADO
SAIKERI PRI SCH	PUBLIC	KAJIADO
SAINA PRI SCH	PUBLIC	KAJIADO
SAIRASHIE PRI SCH	PUBLIC	KAJIADO
SAJILONI PRI SCH	PUBLIC	KAJIADO
SAMULI PRI SCH	PUBLIC	KAJIADO
SANARE PRI SCH	PUBLIC	KAJIADO
SERE PRI SCH	PUBLIC	KAJIADO
SHILISHILI PRI SCH	PUBLIC	KAJIADO

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SHOKUT PRI SCH	PUBLIC	KAJIADO
SHOLINKE PRI SCH	PUBLIC	KAJIADO
SHOMPOLE PRI SCH	PUBLIC	KAJIADO
SIMBA PRIMARY SCH	PUBLIC	KAJIADO
SINGIRAINE PRI SCH	PUBLIC	KAJIADO
SINGOI PRI SCH	PUBLIC	KAJIADO
SINTATO PRI SCH	PUBLIC	KAJIADO
SOMPET PRI SCH	PUBLIC	KAJIADO
SULTAN HAMUD PRI SCH	PUBLIC	KAJIADO
TIPATET EMAKOKO PRI SCH	PUBLIC	KAJIADO
TOROSEI PRI SCH	PUBLIC	KAJIADO
UPPER MATASI		

Source: (Kajiado County Director of Education, 2024)

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APPENDIX III: APPROVAL LETTER

ST. PAUL'S UNIVERSITY

Private Bag 00217 LIMURU, KENYA
Email: office@spu.ac.ke
Website: www.spu.ac.ke

Tel Office: +254 (0) 20-2020505/10
Mobile: +254 (0) 728 - 669000
(0) 736 - 424440

BOARD OF POSTGRADUATE STUDIES

7th August, 2024

National Commission for Science and Technology,
P.O. BOX 30623-00100,
Nairobi.

Dear Sir/Madam,

RE: RECOMMENDATION FOR JANET MWENDE MUTISO – MBADIST292322 TO CONDUCT RESEARCH

This letter confirms the above-named person is a student in the Master of Business Administration (MBA) Program at St. Paul's University.

The second year consists of a major research work leading to a Thesis. The student's selected topic is:

"Determinants of implementation of competency-based curriculum in primary schools in Kenya: A case of public primary school in Kajiado County."

Kindly grant this student the required permit.

Yours Faithfully,

07 AUG 2024

Dr. John Muhcho
Director, Board of Postgraduate Studies

APPENDIX IV: RESEARCH LICENSE

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **717638**

Date of Issue: **08/August/2024**

RESEARCH LICENSE



This is to Certify that Ms.. JANET MWENDE MUTISO of St. Paul's University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kajiado on the topic: DETERMINANTS OF IMPLEMENTATION OF COMPETENCY-BASED CURRICULUM IN PRIMARY SCHOOLS IN KENYA: A CASE OF PUBLIC PRIMARY SCHOOLS IN KAJIADO COUNTY for the period ending : 08/August/2025.

License No: **NACOSTI/P/24/38909**

717638

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

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See overleaf for conditions

APPENDIX V: APPROVAL LETTER FROM ISERC

ST. PAUL'S UNIVERSITY

Private Bag 00217 Limuru,
Kenya
Email: office@spu.ac.ke
Website: www.spu.ac.ke

Tel Office: +254 (0) 20-2020505/10
Mobile: +254 (0) 728-669000
(0) 736-424440

REF: SPU/227/2024 **Date: 5th August 2024**

TO: Janet Mutiso
St. Paul's University

Dear Janet,

==========

REF: Determinants of Implementation of Competency-Based Curriculum in Primary Schools in Kenya: A Case of Public Primary Schools in Kajiado County

==========

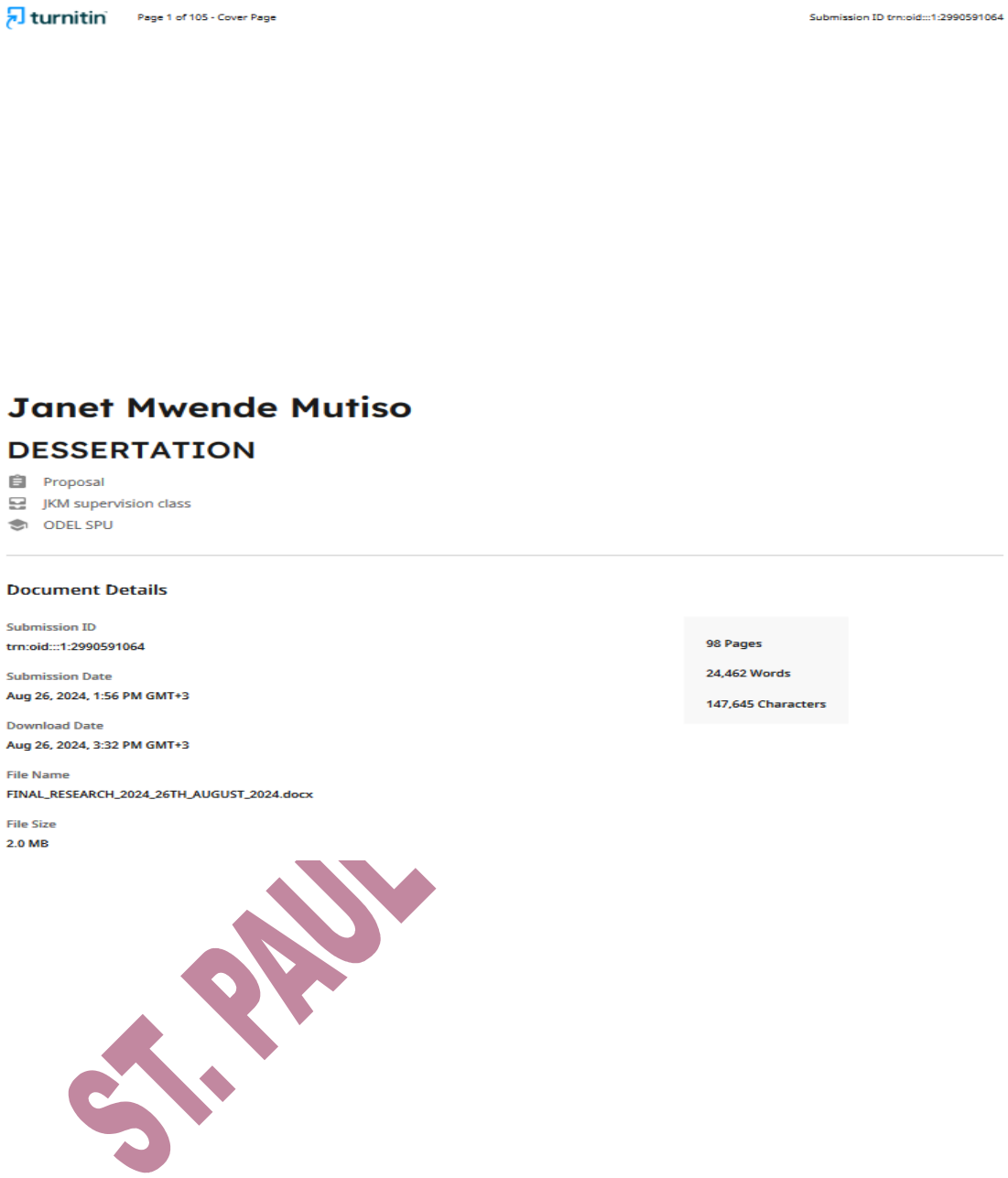
Greetings,

This is to inform you that SPU- Institutional Scientific Ethics Review Committee has reviewed the above-named research proposal. **Your ERB approval number is 236, for the period between 5th August 2024 – 5th August 2025 (1 year).**

This approval is subject to compliance with the following requirements;

i. Only approved documents including (informed consents, study instruments) will be used.
ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by SPU- Institutional Scientific Ethics Review Committee.
iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to SPU- Institutional Scientific Ethics Review Committee within 72 hours of notification
iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect

APPENDIX VI: PLAGIARISM REPORT



turnitin Page 1 of 105 - Cover Page Submission ID trn:oid:::1:2990591064

Janet Mwende Mutiso

DESSERTATION

Proposal
JKM supervision class
ODEL SPU

Document Details

Submission ID
trn:oid:::1:2990591064

Submission Date
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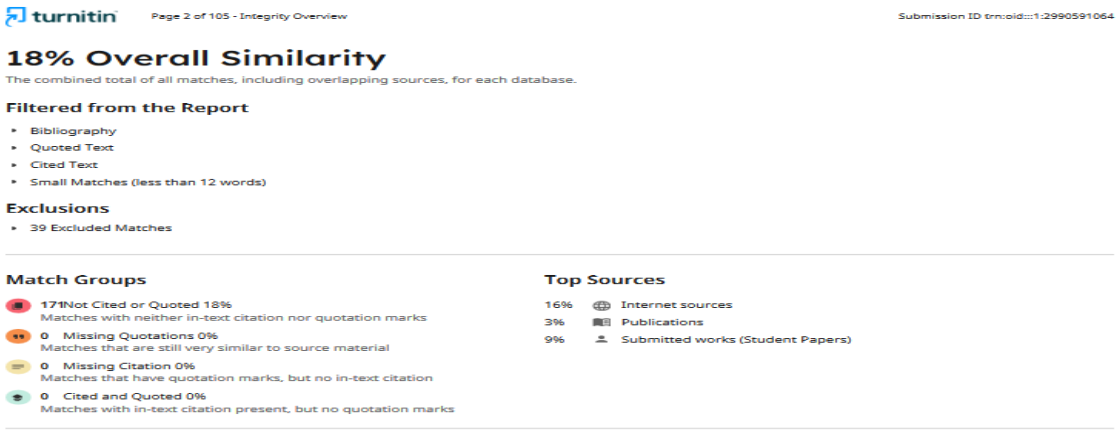
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0 Cited and Quoted 0%
Matches with in-text citation present, but no quotation marks

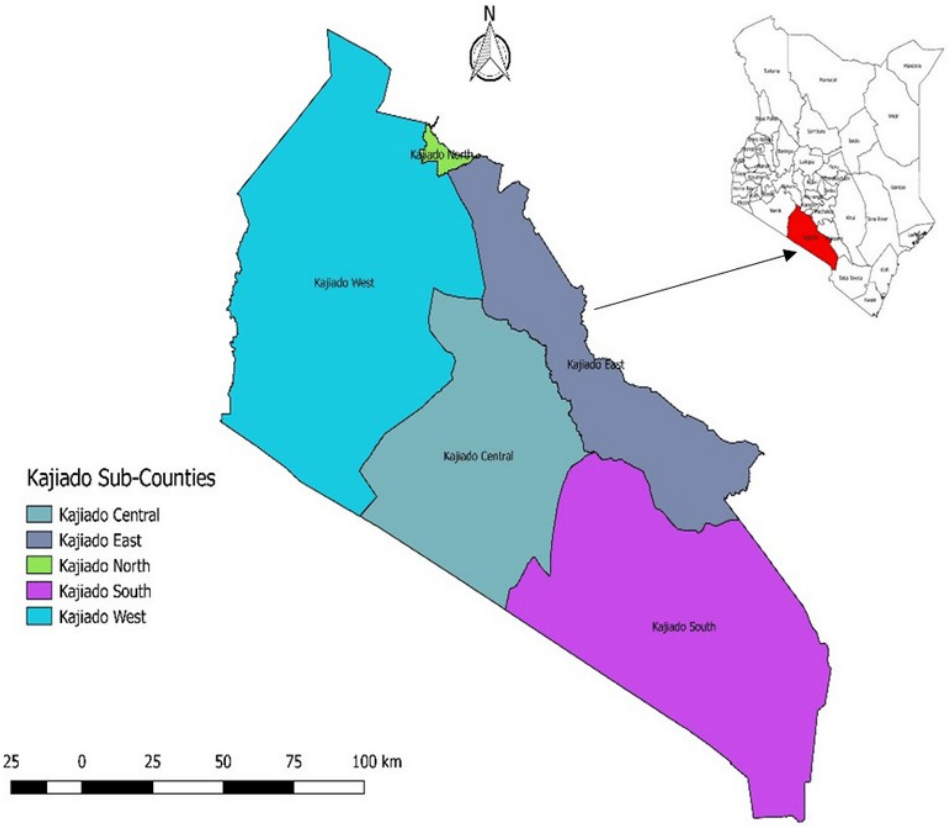
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APPENDIX VII: MAP OF KAJIADO COUNTY

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