

## Assessment of Challenges Faced by Principals in the Implementation of the Competency-Based Curriculum in Public Primary Schools in Kenya: A Case of Kiambu County

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### Abstract

Primary education is the foundation of further education. It is the core mandate of the government to provide quality free education to learners in public primary schools in Kenya. The envisaged goal of education is quality, equity, and access, in line with the vision 2030 policy document. Headteachers play a crucial role in ensuring quality education is achieved, especially at the foundation level in public primary schools. This study assessed the challenges faced by principals in the implementation of the competency-based curriculum in Kenyan public primary schools: a study of Kiambu county. The study adopted the inductive thematic content design. Purposive sampling was used to pick 15 principals and 15 deputies. The bulk of challenges that head teachers faced in implementing the curriculum changes were related to staff development, training, and availability of financial resources. It was established that there was a shortage of staff and the few who were left were strained in teaching the many learners. The quality of training for teachers was not to the required standards in line with CBC policy guidelines. Insufficient funds received from the government to support CBC hampered the implementation because it is costly and requires more financial investment to actualize. The study recommended that all different stakeholders, namely parents, government, and head teachers, should collaborate to devise a strategy for sourcing these resources to address school resource needs. The school administration could perhaps orchestrate financial support drives to gather support from all interested parties to come together and help raise money to facilitate the construction of laboratories and libraries in the school, as well as collect more funds to purchase and equip the libraries with not only adequate educational resources but also current ones.

**Keywords:** *Challenges, Principal, Implementation of Competency-Based Curriculum, Public Primary Schools*

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### 1.0 Introduction

The organization of all schools is charged with the responsibility of curriculum implementation and teaching is the fundamental business of a learning institution. In this sense the principals are viewed as the overall leaders of their schools, hence becoming the key persons in instituting and upholding an effective school (Wanzare, 2006). In essence, the principal should ensure

instructional advancement by making sure that the school's educational objectives are well stated and ensure that all the teachers meet the standards for achieving them. Competency-based education has been in existence for a long time and can be tracked from 1957 when America started its implementation (Lynn Curry and Marcia Docherty 2017).

Australia and the United Kingdom started implementing competency-based education in 1980 (Hodge & Stephen, 2007; Dao, Loan & Thi Kim 2017; Hodge & Harris 2012). France in 1992, Belgium in 1994, according to Levitt (2017), Japan implemented it in 1998, however, there is no literature on its implementation in other Asian countries. In Africa, it has also been implemented in Zambia (Mulenga & Kabobwe 2019), South Africa, Tanzania (Makunja, 2017) and Kenya is in the process of implementing the curriculum (Kaviti, 2018).

In Kenya, the education system has gone through several reforms which are in line with global requirements. The Kenyan system has realigned the reforms with physical, social, political, and economic challenges of the Kenyan state since 1963. Sessional paper no. 1 on educational reforms (2005), states that different education commissions have been put in place to shape and change the education system (MOEST 2005, 2 -3).

An effective curriculum is based on key outcomes for the learners and offers teachers a useful structure for choosing learning experiences and materials. Hence, the curriculum should address all areas of child development and learning. On the other hand, the principal as program leader has substantial responsibility in determining the quality which will provide a course for executing his/her role as both curriculum leader and manager. The principal would need to give a direction of action within a collaborative framework and as well be able to delegate responsibility. The principal would need to be able to enhance constant knowledge and expansion from teachers commissioned to demonstrate to students towards advanced levels of responsibility (Zepeda, 2013, 2). The author cites that the "principal must be in a position to promote continuous learning and development of teachers who are challenged to teach students to higher standards of accountability" (Zepeda, 2013, 2). Wiles goes on to say that the principal is "responsible for sorting out and prioritizing the curriculum implementation. The leader must focus on reviewing materials, control issues, daily problem solving and encouraging predictable routine year to year" (2008, 1).

### ***Problem Statement***

In all organizations, successful leadership is necessary and educational institutions are not excluded. For the achievement of the set goals and objectives, these institutions are founded, and their successes depend largely on the quality of management (Wiles, 2009). Therefore, improvement in terms of results is least predicted for a school that lacks strong educational leadership. Olaleye (2013) contended that the challenges of the 21st Century in the education sector demand professional education administrators who can face new experiences, initiate actions, avert crises, solve problems, overcome obstacles, and more importantly make positive contributions toward national development. Educational goals in Kenyan education are geared toward helping in enhancing development and poverty eradication.

There is a shortage in training, preparation, and development of principals in the developing world, especially in Africa (Ibrahim, 2011). Masista asserts that "educational practitioners and researchers concur that very few principals have undergone training to enable them to cope with their duties" (2005, 174). Currently, in Kenya, there is a shift from the 8-4-4 curriculum to the 2-6-6-3 curriculum. The curriculum change was necessitated by the fact that learners would need to have skills in their competencies. An educational framework has been designed by the Kenya Institute of Curriculum Development defining the framework as:

The educational framework is the outcome of extensive stakeholder engagement, a national needs assessment study, deliberations from a national curriculum reform conference, and several bench-marking studies. The Framework is aligned with the Constitution of Kenya, Vision 2030, the East African Community Curriculum Harmonization Structures and Framework, and other policy documents that express the aspirations of the country (KICD 2017, 3)

'The Summative Evaluation of the Curriculum' (KIE, 2009), showed that the educational program materials it was used for scholastic and oriented on assessment. Notwithstanding the overload on the educational program, the bulk of the schools was not satisfactorily furnished through prepared workshops to promote the teaching of practical aptitudes, and educators were not adequately prepared (2017). This is also supported by Maluei who states that the system will help learners in that they will not be dependent “on national examinations, but instead rate students using continuous assessment tests” (2019, 66). As a result, such a disparity in teacher leadership preparation in schools would have an impact on general school management and student success among several other factors. The current research will be particularly important now that the introduction of the competency-based curriculum is underway, in addition, it will go a long way to inform the relevant stakeholders on where they could offer their assistance.

According to Mulei (2019), the procedure of the new educational plan appears to be improper regarding the requests that are being carried out. There are insignificant contributions from the stakeholders. The process has been rushed in its execution, which is being viewed as a government venture, with insignificant thought of the ultimate result. The outstanding burden to teachers and students is probably going to be massive considering the number of subjects of instruction, for example, 9 subjects for lower Primary, 11 for upper Primary, and 12 center subjects in addition to 1 or 2 discretionary for lower Secondary. This could translate to increasing the responsibility of the head teacher who is expected to foresee the smooth implementation process. This study sought to assess the challenges faced by principals in the implementation of the competency-based curriculum in Kenyan public primary schools: a study of Kiambu county.

## **2.0 Literature Review**

Contingency theory was promoted by Fiedler (1967) which lays out factors that impact leadership viability. Contingency theory assumes that there is no particular leadership style that is adequate to manage an organization. The theory argues that viable execution must be accomplished by coordinating the supervisor's circumstances or by shifting the circumstance. The theory presented its significance as it focuses on the application of different leadership styles that are appropriate to the varying school circumstances (Donaldson, 2001). The head teacher, as viewed by the theory, ought to comprehend that each school is intricate with its very own unique attributes, which intrude on how they may be administered in the event of progression. A portion of the attributes to be explored by the head teacher are the basic and ecological needs of the institutions, in a straightforward way to impact the adequacy of the school in accomplishing appropriate academic execution (Gupta 2009). Chance and Chance posit that contingency theory yields concrete presentation for school principals (2002).

The theory further helps in evaluating the schools' influence on its organizational structure and its response to outside pressure and demands. This helps to match the leadership styles of the principal to the schools' demands considering the principals' relationships with the teachers' personalities and attitudes (Chance & Chance 2002). In essence, the principal will be able to

manage the school's activities such as planning, controlling, leadership and organization well depending on the issues on the ground. This makes the theory particularly applicable to the application of the competence-based approach since there will be diverse issues to be looked into in its implementation. Contingency theory has strengths in, creating organizational reports for leaders; emphasizing blended leadership styles and as well as their state of affairs and it predicts whether the evaluating method is well specified about the circumstances (Gupta, 2009).

Three important theories will also be considered in helping to understand the basic principles embraced by principals in public primary schools to impact their process of decision-making in the competency-based curriculum implementation. The theories include transformational leadership and transactional and instructional leadership styles. Vidal et al posit that "contingency theories of leadership express the need for the leader to adjust the behavior based on a rational understanding of the situation and assume a leadership style that is appropriate for the occasion" (2017, 2). Therefore, the theory is relevant to the study since it builds on the head teacher's need for the application of the leadership styles that are relevant to the school. Hence the need for the principal to understand that every school is an intricate organism with its unique characteristics which goes a long way in affecting its management. The principal would therefore have to view the different roles he or she needs to play including institutional, structural, and environmental roles which affect the school's performance, hence affecting the curriculum implementation process.

### ***Empirical Review***

Curriculum implementation is faced with many challenges and according to Tabwe (2017) impedes success. Duigman states that a destructive perspective on school and coaching presents an investigation for instructive leaders who have a specific obligation to utilize learning occasions to advance the benefit of learners just as that of the networks. He asserts that there is a need to stimulate and endorse guidelines and traditions in their educational institutions. This would get far in setting the students to act faithfully and turn out to be accountable residents who desire to acknowledge the transformation of their communities globally, giving them hope and promoting their common good (2007). According to Marzano, Waters, and McNulty, the head teacher's job can be frustrating sometimes stating that:

"The school leader must be willing to live through a period of frustration and even anger from some staff members. No doubt this takes a great personal toll on a school leader and might explain why many promising practices in education have not led to improved student achievement and ultimately have been abandoned." (Marzano, Waters and McNulty 2005, 75)

In essence, it would be necessary for the head teachers to have a willingness and courage to challenge the existing situation which would result in improved workers when they are treated with dignity and their feedback appreciated. Amato asserts that successful head teachers must first discover people and their difficulties in addition to creating teams that can efficiently match challenges with alternatives (2008).

Many processes are involved in the curriculum implementation process, including subject selection, specific content to be covered, learning experiences, and evaluation of student learning. The curriculum's effectiveness is measured by how well it achieves its goals and objectives. The national competency-based curriculum must be transmitted into usable instructional strategies, and the head teacher should collaborate with the teachers to ensure that each subject objective is simplified and clarified to suit the learner's environment.

Masitsa posits that instructive experts and specialists agree that not many head instructors have gone through preparing to help them cope with their daily obligations. It is noteworthy to state that those head teachers faced with the supervision of schools and governance hitches have been provoked by the speedy adjustment in education and the elevation of immature teachers to the rank of the head teacher. The teachers are expected to be taught on the job where they make many mistakes in the process of learning thus resulting in unproductivity and this does not encourage a positive school culture (2005, 174).

It is noticed that specialists in subject educational plan students, guardians, educators, and head teachers are critical and appropriate individuals in educational programs execution. We note that majority of curriculum plan scholars guarantee that the approach detailing measurement was the fundamental driver of the strategy achievement. This makes some educational programs handling recommendations to be affected or wrecked. Investigations done in the USA by Nomdo (2005) found that incorporated strategy detailing and expected various leveled authority bargain checking channels, which otherwise diffused and made educational program practice untrustworthy, subsequently forgetting about or racking subject key segments of the ideal educational program development.

This situation was discovered to be a comparable practice in Africa. For instance, in Kenya, the execution of the 8-4-4 included specialized schooling however, the educational plan for specialized topics flopped because of vulnerable coordination and counsel with different partners. This made the longed-for specialized schooling educational program to be withdrawn. As indicated by UNESCO (2005) and Malande, (2005), policy interpretation is one of the serious issues facing agricultural nations in Africa. Remarks from the World Bank (2005) proposed that management issues happen when the ideal outcome for the objective recipients is shaken, consequently not accomplished. Any place the essential basic variables of strategy classification are not considered honestly, actualizing a public arrangement might be a challenge. UNESCO (2002) recognizes that a portion of these basic components incorporates legitimate correspondence, accessible assets, partners' interests, demeanors or perspectives, and administrative structures.

Makunja noted that there were difficulties surrounding competency-based curriculum in Tanzania, citing that “teachers are eager to implement CBC, but the biggest challenge which majority of teachers face is lack of knowledge ... most of them do not understand clearly the competence-based approach because they did not get any training” (2016, 32). This is supported by a study carried out by Muasya and Waweru gathered that “a majority of the teachers confirmed that they were not well prepared for the implementation of the new curriculum. A significant number of them noted that they were still confused by the new terminologies of CBE” (2019, 945). A study carried out by Koskey and Chepchumba (2020) indicated that out of the total number of schools sampled, 90% have only one or two teachers who were trained on the implementation of CBC. The study indicated that the said teachers were trained for two to three days which was considered inadequate bearing that the curriculum has a lot of content. Accordingly, the teachers felt that the facilitators were not competent to train on CBC since they were not able to hypothesize and understand the curriculum rendering them ineffective in the training.

Tabwe (2017) asserts that recruitment of teachers and their preparation pose a challenge in the implementation process. She noted that teachers would still use the traditional teaching methods as opposed to helping the learners in grasping skills and competencies. This has resulted in teachers finding themselves in problems due to a lack of the necessary skills and



hence being unable to help the learners in solving intricate scholarship difficulties and this affects the quality of education.

Sufficient offices, for example, classrooms, lobbies, libraries, labs, and fields are the essentials for the effective execution of a competency-based educational program. Schools need sufficient classrooms to reduce the congestion of students. Legitimate execution of the educational program cannot happen with overflowing classrooms. Makunja also stated that the lack of preparation and learning opportunities remained as some of the tests suggested by the teachers in Tanzania. She stated that the “textbooks and reference books did not reflect the syllabus. Their content lacked clarity on how to teach students as per CBC requirements” (2016, 32). Dialects, in particular the exercising of private reading, cannot be performed fairly in congested classrooms (2016). This was also affirmed by Muasya and Waweru who noted that several school samples did not have sufficient structures needed to support the successful execution of the proficiency-based curriculum. They gathered that there “were large classes of pupils, inadequate teachers, inadequate textbooks, laboratories, and other learning materials” (2019, 945). Tabwe (2017) posits that inadequate teaching and learning facilities impede the successful implementation of CBC and learners are not able to build their dominant learning aptitudes, critical thinking, and curious personalities denying them the capability to utilize their skills. An appropriate classroom with adequate air aeration is helpful for scholarship and instructing and it is important in the usage of the CBC. The Headteacher would therefore require to be supported in the acquisition of the necessary resources.

Research carried out in Tanzania by Victorini and Wambiya (2016) noted that “physical resources and general infrastructure in schools are crucial for quality education provision” (2016, 144). The researchers emphasized that in the rural setup, it is hard to identify head teachers with the authority and skills expected to give proficiency in events who would be able to come up with proper innovation plans and oversee the upkeep of the building and frameworks foundations. This is supported by Phurutse (2005) who investigated student-centered education in South Africa. He discovered that to succeed in competency-based methods there is a need to rely upon proper degrees of physical assets and a serious extent of duty from educators already represented hypothetically as well as in the practice of constructivism. He stated that many of the schools serving South Africa’s most rural networks do not have assets like printers, libraries, adequate course books for students, or reference materials for teachers to plan definitively.

Numerous innovations endeavor without reflection on whether they manage what is viewed as a need. In her research, Makunja (2016) noted that students were not ready to accept the learner-centered approach to teaching. This would call for teachers to be well groomed in teaching using CBC for the learners to grasp what they would learn from an early age. Educators do not generally impart a need to keep moving to the initiators of the change. This is especially the situation if changes are started on account of reasons, for example, momentary promoting accessibility or a requirement for a temporary measure to pacify a straightforward entrusted party. This is supported by a study by Rop (2013) quoted in Momanyi and Rop (2019) who affirm that teachers’ preparedness resulted in better curriculum outcomes. They have gone further to state that ill-equipped educators are a hindrance to effective curriculum implementation. They have stated that teachers’ unions around Kenya must maintain that the competency-based curriculum is being forced with respect to ill-equipped teachers.

### **3.0 Methodology**

The study adopted the inductive thematic content design. The target population comprised 576 principals and 21,090 teachers. The accessible population was 15 principals and 15 deputy principals. Purposive sampling was used to pick the 15 principals and 15 deputies. They were randomly sampled from the five sub-counties within Kiambu county, with each producing 3 principals and 3 deputies. Data was collected from the principals, their deputies, or senior teachers, using self-administered questionnaires and an in-depth interview guide. Research also used the observation method to collect information that was not captured by questionnaire and interview methods. The validity of the three instruments was established through scrutiny and input from the supervisors. The reliability of the instruments was established through peer-to-peer review and collaboration methods. Qualitative data were transcribed and reported thematically. The study objective was addressed using an inductive content analysis approach.

### **4.0 Results**

#### **4.1 Challenges faced in the implementation process**

However, some responses (10) acknowledged a shortage of teaching staff. Additional staff was required to enhance the quality of education since the extra instructional demands presented by the new curriculum meant that the few available teachers were strained to deliver quality education to a high number of learners.

HT3 stated that: “I have had challenges in teaching and learning resources due to limited finances. The other challenge is on the specialization of teachers since the teachers implementing the practical courses are not conversant with them”.

HT6 stated: “I have faced the challenge in the attitude of some teachers who would prefer to continue with the old curriculum. Some teachers would want to take short-cuts by using lecture method as opposed to practical lessons”.

HT 10 recorded: “Transfer of teachers and retirement leaves gaps in the school, creating a shortage of teachers. Shortage of staff has led to stress and straining of teachers to deliver content within the limited time”.

Another challenge that hindered teachers' performances was the low quality of training they received due to the limited duration of training. The training was not organized regularly, and sessions were limited, thus there was not sufficient time for their skills development.

HT3 stated: “There is a challenge of time factor since the duration to prepare for seminars is short and therefore need for more time to master how to handle the lessons”.

DHT interviewer 8 said: “Teachers are not well trained concerning the CBC due to limited time for training, training on entire course content requires a longer time than the one week organized through the holiday breaks”.

DHT 1 stated: “We have faced a challenge in lack of parental cooperation as well as lack locally available materials i.e., sisal, things to make a wheel-barrow. The other challenge is experiencing difficulties in downloading materials since teachers are given links to download and there is no provision for computers”.

However, twenty respondents thought that parents posed a great challenge to the success of CBC due to their poor attitudes towards the curriculum, and their low level of commitment to assist learners due to their poor financial situation.

DHT Interviewee 2 stated: “The parents are proving difficult since most of the time they are not participating in school activities. CBC Portfolios are the responsibility of the parents and some have not submitted, that is, 20/50 have presented their portfolios which is a required resource. There is also parental indifference in adapting to CBC since they need to provide resources and also be there for the learners”. HT4 stated: “Parents are not well equipped like some parents do not have smartphones and the curriculum is expensive hence parents are not able to buy the same and the vote head is not enough. Parents’ involvement has not been helping the learners well. Lack of time/interest due to levels of illiteracy”. HT12 had this to say: “We are faced with the challenge of handling instructional materials since learners take home and leave them there. Large class numbers and CBC requires personalized teachings, and we have difficulties in identifying learners’ talents and abilities as well as nurturing the same”.

HT 13 stated: We are faced with financial challenges since the government allocation is inadequate and the curriculum implementation is very expensive. Parents are challenged financially and may not be able to provide all required materials”.

### ***Training***

Headteachers and teachers must be trained in the Competency-Based Curriculum and its implementation for the curriculum to be implemented successfully. If Head teachers are not properly trained, they will not be able to adequately apply the curriculum. The training was one of the most recurrent activities that were coded from data recorded from responses collected. According to Rao instructors and teacher trainers are not involved when educational policies are put in place which would be a good practice in getting to know their training concerns. This could result in problems since they may feel that the changes being implemented are not necessary. According to Rao, as quoted in Singh, the capacity to understand the real significance of curriculum materials is a requirement for their specialized use in classrooms. This would need to be advanced during their course of study as well as during in-service teacher education programs (Singh & Sudarshan 2008).

As many as thirty-nine responses held the opinion that the head teacher organized and facilitated CBC teachers to attend training. The training was conducted either in school or externally in form of workshops and seminars organized by the school and various stakeholders like TSC, KNEC, and the MoE.

HT 1 stated: “I facilitated teachers to attend training and provided them with relevant teaching/ learning materials”.

HT interviewee 13 said: “I facilitated teachers and ensured that they attended training seminars. I also attended the same training as well and also facilitated lunch for teachers”.

It was observed by ten responses that the head teacher also organized workshops within the school and also participated in teaching on various changes envisioned in CBC. The training helped to influence a positive paradigm shift in their attitudes about adapting to changes in the curriculum.

DHT interviewee 5 said: “Headteacher holds sensitization workshops in school and participates in training teachers on new skills in line with curriculum demands”.

However, sixteen recorded responses noted that the quality of training offered to teachers was low. The quality of training was limited in terms of duration and frequency of training, and few teachers were also trained. These flaws in training were attributed to less funding for the training program from the government.



Some of the trainers sent by TSC, KNEC, and MoE were not competent and well-versed with some areas of the CBC syllabus and were unable to answer some concerns raised by teachers who attended the training.

DHT7 reported: “Some of the trainers also require more training because they could not answer questions raised by teachers regarding practical skills required in the implementation of CBC”.

Another challenge experienced, as noted by ten responses, was the negative attitude of teachers towards the new curriculum changes.

HT interviewer 12 said: “Some teachers who were trained on the old system have a bad attitude, and they are not very receptive to the new curriculum changes”.

Lack of digital literacy skills among teachers was also a concern. Five responses were coded in this regard.

HT interviewer 12 stated: “Digital literacy is a problem and affects some teachers who have technophobia while others have not been adequately trained to use computer gadgets and the internet.”

Lack of knowledge of other languages among teachers was of great concern. The CBC curriculum requires that learners are taught other languages.

HT4 stated that: “Teachers do not train in other languages during their training and there is a need for provision of teachers to be trained in other languages”.

#### **4.2 Challenges in Assessment of Learners**

Headteachers expressed that they faced challenges in the assessment of CBC. The main concern is that since the learners are doing a continuous assessment, the teachers may be challenged in reporting the assessment results.

HT4 stated: “There is a challenge of adaptability of teachers since they were used to exams but they are not doing continuous assessments and have no percentages resulting to assessment challenges. This is also applicable to the learners”.

#### ***Facilitating Parents' Training and Sensitization***

Six responses were noted to the effect that the head teacher also undertook the initiative to train parents and sensitize them on the new changes in CBC so that they embrace the system and enlighten the entire community about the benefits of the curriculum.

HT3 said: “I constantly engage and educate parents on the process of CBC through regular meetings on the implementing process. I also call parents for class meetings and attend to their concerns as I help them to change their attitude towards CBC”.

Principals noted that they faced challenges whereby some uncooperative parents were reluctant to be sensitized to changes in CBC.

HT interviewee 15 said: “Parents are not embracing the training program on CBC due to their biased attitude with the excuse that it is very involving”.

#### **5.0 Discussion**

##### ***Challenges in Staff Development***

From the findings of this research, it is evident that most teachers were strained since they did not have enough manpower to attend to all the learners individually. The new practical-based curriculum is skill-oriented and encourages personalized training for learners to discover and nurture their potential skills and passion. The government had not deployed additional teachers

in these public primary schools due to limited funds channeled to TSC. Some teachers handled many learners in one classroom, resulting in a high student-to-teacher ratio which compromised content delivery. The lack of enough teachers coupled with the large amount of work that teachers were supposed to undertake made the process of implementation to be very difficult. Although the learning space in public education faces a lot of constrictions with regard to learner-teacher ratios, this enigma allows the government to train and hire more teachers (Mulenga & Kabombwe, 2019).

Another persistent challenge noted from research findings was that the quality of training the teachers received was low due to the limited duration of the training they received, and inadequate funds allocated to teachers' training.

### ***Challenges Faced in Teacher Training***

Inadequate financial support from the government to support CBC training was reported as the main challenge which affected principals who facilitated the training of their staff. The first challenge was the low frequency of training for teachers. For most teachers, training was done after a long waiting period, while some noted that they had not undergone refresher courses for a long while. The duration of the training sessions was short, which was not adequate to impart all the relevant CBC course information to teachers. These challenges implied that some teachers were not adequately prepared to handle new activity areas in CBC since they were not well equipped with adequate training and required instructional materials.

Low digital literacy was also a major concern among teachers. Due to advancements in technology, knowledge of ICT assists teachers to develop access to new ideas and tasks, upload and download exams and results from the KNEC portal, and also help them explore new prospects. There was a need to train more teachers in the area of ICT to help actualize the CBC. This is affirmed by a report by KICD (2018) which stated that sixty-seven percent of teachers had not been trained on ICT and hence were not competent. This was not a good reflection since a competency-based curriculum encompasses digital literacy. Teachers need technological resources to help improve their teaching practices and have access to other online resources. The integration of ICT in teaching and learning can help improve content delivery and classroom engagement (Njeru & Itegi, 2018). There is also a need to incorporate other languages in the teacher training curriculum since this is one of the areas that the curriculum is seeking to fill. However, the majority of the teachers do not have training in other languages which is making it a challenge to implement the curriculum in that area.

Waweru (2018) noted that a lack of teacher preparedness and training in the new curriculum is a big hindrance to a successful implementation of the new curriculum. Teachers who participated in Waweru's study complained of a lack of knowledge on how to design worksheets which are a prerequisite in the CBC. Momanyi and Rop (2019) intimate that this could be contributing to teachers not having shifted fully to new pedagogies that are entrenched in CBC. The effect of not shifting fully will have adverse effects eventually on the goals of CBC especially missing the target of discovering learner talents and skills and developing their capabilities thereof. It also concurs with the study carried out by Momanyi and Rop (2019), which showed that teachers are poorly trained. Their comprehension of CBC is unclear and their implementation and assessment have been impaired by this.

These results are consistent with the results of a study conducted by Waweru (2018), who found that a significant proportion (72.8 percent) of teachers attended half-day training and thus didn't profit significantly from the training. Some teachers did not attend the training meeting, and also maintained a negative attitude towards CBC which they thought was more demanding.

Kafyulilo and Rugambaka (2012) note that transitioning from the 8.4.4 system of education which has been content-based calls for instructional adjustment, hence the need for effective professional development for the teachers initiating the implementation of the curriculum. Zeiger (2018) supports this stating that teachers being the primary practitioners ought to have extensive knowledge, skills, and ability to help integrate the components of the curriculum and create a conducive learning environment. In essence, teachers must make a deliberate effort to incorporate different facets of the CBC into lesson plans as well as be fully skilled in the execution of instructional approaches required to make learning effective.

From the findings, some teachers were dissatisfied with the training they received which did not fully address the challenges they were facing in the course of teaching. Some trainers had little understanding of the concepts of CBC. It was necessary to ensure that facilitators were also well trained to have a holistic approach in the delivery of the training courses that were crucial in preparing teachers for the challenges they were to face during implementation. For the CBC curriculum to be fully delivered and implemented, professional and knowledgeable facilitators are required full of the capability to apply appropriate methodologies of teaching like mentoring, facilitation, and coaching (Abuya, 2017). It is therefore imperative for the head teacher to give priority to the enhancement of teaching over his/her other administrative responsibilities. He/she should make continual provisions for educational improvement for both staffs as well as students. The head teacher's ability to effectively monitor the teaching and learning process is critical to curriculum and teaching improvement.

### ***Challenges in Assessment of Learners***

From the findings, some head teachers expressed that the implementation of CBC had encountered challenges in assessment. The main concern is that since the learners are doing a continuous assessment, the teachers may be challenged in reporting the assessment results. Syomwene (2013) posits that teachers have a critical role in determining curriculum modifications in schools. They accomplish this through the use of formal processes such as tests and examinations. They should use the exam results to help students achieve their grades and enhance the curriculum at all educational levels. To improve the curriculum, the feedback from the teachers must be handed on to education authorities such as the Kenya Institute of Curriculum Development (KICD). In essence, the shift from exam-oriented to continuous assessment would require further training, especially in specialized subjects like Arts.

The headteacher must therefore emphasize assessment when deciding and improving curriculum and instructional raw material. He/she can use assessment to determine the current achievement to the intended results and decide with a view to future changes. It is possible to determine for certain if expectations have indeed been achieved and, if so, to what extent by comparing actual and anticipated empirical methods.

### ***Financial Challenges***

The study findings overwhelmingly indicated that instructional resources and other facilities necessary for learners were inadequate in the schools. Inadequate learning and teaching materials and inadequate quality textbooks were a challenge in the implementation of the competency-based curriculum. This worked negatively on the implementation of the curriculum since it frustrates teachers who need these books for instructing the learners. Unfortunately, the government funds were not sufficient enough to facilitate most of the programs, and again the funds were delayed due to government bureaucracy. Some textbooks reached most of the schools late when the term was almost ending, thus hindering the effective implementation of CBC programs. Inadequate infrastructural facilities like laboratories,

libraries, art centers, and proper internet negatively affected the practical teaching of some subjects in the CBC. This forced head teachers to seek additional financial support from other stakeholders like parents who were already financially strained and less supportive. Inadequate learning resource materials had a negative impact on teacher success in the use of suitable instructional approaches (Orodho, Waweru, Ndichu, & Nthinguri, 2013).

This finding agrees with the study done by Nturibi (2015) on the Influence of School Infrastructure on Academic Performance in Public primary schools in Ruiru location, Kenya. This study revealed that classrooms were overcrowded and in poor condition. Many classes were not finished, not plastered or cemented on the floors. Research conducted by Syomwene confirms this by pointing out that “most schools in Kenya have inadequate facilities like classrooms, workshops and laboratories” (2013, 83). Due to financial constraints, materials and resources that cannot be used or accessed result in the program not being fully implemented. For example, if a teacher does not have the essential materials for an experiment that should be done in science class, the experiment will be passed without being completed. Alternatively, teachers may consider this skill to be completed later in language class due to a shortage of reading material.

## 6.0 Conclusion

The bulk of challenges that head teachers faced in implementing the curriculum changes were related to staff development, training, and availability of financial resources. It was established that there was a shortage of staff and the few who were left were strained in teaching the many learners. The quality of training for teachers was not to the required standards in line with CBC policy guidelines. This was due to the limited time for training and delays in conducting refresher courses. Insufficient funds received from the government to support CBC hampered the implementation because it is costly and requires more financial investment to actualize. Funds were needed to facilitate the training of teachers, for purchasing materials and equipment for learners/teachers, and to support infrastructural development in schools due to increased admission of learners.

## 7.0 Recommendations

According to the result of this research, most schools do not have sufficient teaching and learning resources. As a result, as a recommendation that all different stakeholders, namely parents, government, and head teacher, should collaborate to devise a strategy for sourcing these resources to address school resource needs. The school administration could perhaps orchestrate financial support drives to gather support from all interested parties to come together and help raise money to facilitate the construction of laboratories and libraries in the school, as well as collect more funds to purchase and equip the libraries with not only adequate educational resources but also current ones.

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