

## Determinants of Competence-Based Curriculum Implementation in Selected Public Primary Schools in Nairobi County, Kenya

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### Abstract

The new Competence Based Curriculum in the Kenyan education system received support and criticism in equal measures. Being a new system, all aspects of CBC implementation must be interrogated. This study intended to evaluate the determinants of CBC adoption in public primary schools in Starehe District, Nairobi County, Kenya. The specific objectives were to determine the effect of teacher education, learning materials, parental involvement, and school leadership on the implementation of CBC. This research is based on constructivism theory. A descriptive research design was used and the target group included 35 public primary schools in Starehe District. Descriptive and inferential statistics were used to assess quantitative data. Major themes were generated and presented in narratives as a result of the thematic analysis of qualitative data. The study found that the implementation of CBC in public primary schools in Nairobi County was positively impacted by teachers' training in CBC, learning materials, parental involvement, and school leadership style. The positive impact was reflected in increased participation of learners in extra co-curricular activities such as sports, better communication, and collaboration among learners, improvement in learners' ability to read with comprehension, and learners' participation in community service activities such as street cleaning. The findings suggested that teachers should receive CBC training more frequently. The teachers would have ample time to comprehend the idea of CBC pedagogy thanks to this. The report also suggests that the government, through the Ministry of Education, set aside sufficient funds to buy all the necessary instructional materials for the students in all public elementary schools.

**Keywords:** *Teachers training, learning resources, parental involvement, school leadership, competence-based curriculum implementation*

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### 1.0 Introduction

Competency-based education provides a curricular structure that more directly combines practice and theory, overcomes the divide between "know this" and "know-how," and is closely tied to desired job performance (Kentucky Department of Education, 2013). The CBE curriculum's driving force and ultimate goal is the transition from knowledge acquisition to knowledge application and completion of learning objectives. The CBE curriculum is

distinguished by its emphasis on processes and products as well as its adaptation to the always-evolving workplace or social technological breakthroughs. The procedure is connected to events and activities that take place at school. The impact on alumni and the job prospects available to them are the results of these experiences and activities (Finch & Crunkilton, 1999). CBE considers factors including practical job skills, technical aptitudes, survival skills, job search skills, and entrepreneurial aptitudes when determining employment success

In the United States, competency-based curriculum first appeared in the 1970s. Then it spread widely to other countries. This curriculum requirement was first felt in vocational schools and adult education. The low learning outcomes expressed by graduates and graduates of vocational schools are cited as one of the reasons behind the introduction of this curriculum. It is thought that moving from a goal-based curriculum to an outcomes-based curriculum can lead to significant change and innovation in education. A paradigm shift is also prompted by modifications in the curriculum to satisfy such changes. The objectives and code of conduct have since been translated into accomplishments. The instructor-student connection must adapt to reflect this change in the teaching and learning process (Komba & Mwandanji, 2015).

Competence was practiced in Africa long before colonial schooling. Traditional education takes a practical approach, with the environment and societal demands dictating what is taught and learned. Rather than collecting knowledge, the learning process focuses on acting (Mushi, 2009). In 1998, South Africa implemented the continent's first competency-based curriculum in response to a serious shortage of qualified professionals, including engineers, technicians, and craftsmen. To improve people's mindsets and prepare them for occupations in the twenty-first century, South Africa has developed a competency-based curriculum (Komba & Mwandanji, 2015).

Tanzania adopted a content-based curriculum right away after becoming independent in 1961; it was revised 44 years later. This suggests that in 2005, the nation started introducing competency-based courses. This curriculum also changed the paradigm for teaching and learning and established comprehensive approaches to assessment and evaluation to adapt to CBC changes (Kafyulilo et al., 2012). The review of the curriculum is centered on societal, political, and economic change. Most Tanzanians are seen as lacking incompetent in speaking abilities during interviews, especially in regional integrations like the East African Community (EAC), which is thought to be a result of the country's conventional content-based education system. Content-based curricula, according to Komba and Kira (2013), are unproductive because graduates are unable to exhibit skills and abilities that adequately match the demands of local, national, and global markets.

In Kenya, the new CBC starts by identifying a particular talent or competency, after which students are free to develop that ability or competency at their speed, frequently with the help of a mentor. Competency-based learning aims to diverge from traditional instructional methods in which students study the same subjects at the same time in groups of peers. Furthermore, rather than focusing solely on what learners should know, it stresses what is expected of them. Such a curriculum is fundamentally learner-centered and changes to meet the needs of students, teachers, and society. According to the CBC authors, 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 Curriculum Development, 2018). However, the implementation of the CBC faces a number of impediments including a shortage of teachers, inadequate infrastructure, lack of training for teachers, poor parent-student

orientation, and lack of adequate information about the new system. This study analyzed the problems facing the implementation of CBC in Kenya based on these uncertainties.

### ***1.1 Problem Statement***

According to CBC developers, each student should possess the following skills by the end of the experience: Students can develop their abilities in collaboration and communication, critical thinking and problem solving, creativity and imagination, citizenship, learning how to learn, self-efficacy, and digital literacy (Kenya Institute of Curriculum Development, 2018). Nonetheless, the new 2-6-3-3-3 curriculum meant to phase out the 8-4-4 system faces several challenges. Critics have pointed out the lack of skilled trainers/teachers, inadequate learning facilities, poor parent-student orientation, and lack of adequate information about the new system among others as major bottlenecks toward the successful implementation of the system.

Prior studies have attempted to investigate how a competency-based curriculum is implemented. Makunja (2015) looked at the implementation of competency-based education among Tanzanian teachers. Olibie (2014) looked into the degree to which parents in Nigeria's secondary schools are involved in curriculum implementation. In Kenya's Narok County, Kisirkoi and Kamanga (2018) evaluated teachers' readiness to adopt a new curriculum. However, no study has focused on determinants of the new CBC implementation in Kenya. It is in this light that this study sought to fill the existing research gap by investigating the determinants of competence-based curriculum implementation in public primary schools in Starehe-Sub County, Kenya.

### ***1.2 Specific Objectives***

- i. To determine the effect of teachers training on the implementation of the competence-based curriculum in public primary schools in Starehe sub-county, Kenya
- ii. To evaluate the effect of learning resources on the implementation of competency-based curriculum in public primary schools in Starehe sub-county, Kenya
- iii. To assess the effect of parental involvement on the implementation of competency-based curriculum in public primary schools in Starehe sub-county, Kenya
- iv. To analyze the effect of school leadership on the implementation of competency-based curriculum in public primary schools in Starehe sub-county, Kenya

## **2.0 Literature Review**

### ***2.1 Theoretical Review***

The anchoring theory in this study is Vygotsky's constructivism theory, which he developed in 1978. People develop knowledge and meaning through their experiences, according to the proponent. The emphasis switches from the teacher to the student, who is the center of every educational experience (Kelly, 2009). Teachers can no longer fill the unmet demands of a passive, waiting class of students in the classroom. The learning process requires active participation from the learners (Roy, 2011). Students gain knowledge, gain access to their understanding, and as a result, learn. Being a coach, mentor, and leader is one of the teacher's important responsibilities. It is their responsibility to "ask excellent questions" that spark learners' interest in using resources and creating meaning from them.

Both teachers and students perceive knowledge as an ever-evolving, dynamic view of the world we live in, as well as the possibility to acquire and explore it, in a constructivist classroom (Bram, 2017). Learning takes place in a hands-on atmosphere where teachers organize the materials, use inquiry-based teaching techniques to spark students' imaginations, mentor them

as they develop their conceptual understanding, make their conclusions, and apply what they have learned (Sever, 2014).

In contrast to passively absorbing information from lectures, this idea contends that learning occurs when students actively engage with content and resources while building on existing knowledge and experience. Guided discovery, discussion of ideas and opinions, and activities that assist pupils learn are all examples of educators (Hayes, 2013). The following are some advantages of constructivism: Students who learn best by doing work in groups and pairs to develop coping mechanisms, support one another's learning, and assess one another's opinions, contributions, and ideas. This tactic helps teachers focus on important and pertinent topics for students while also exposing students' existing knowledge and encouraging them to spend more time in their favorite subject areas.

Contrarily, constructivism has several drawbacks. Constructive teaching requires extensive preparation, which usually calls for expensive long-term professional development for teachers. This is not only bad for state and school budgets, but it's also bad for students' learning because many resources could be overlooked at once. Finally, the program does away with assessments and standardized testing. Goals and rewards based on student evaluations and comparisons across the nation or in smaller territories are thus eliminated.

The constructivism theory is relevant to this study since it brings out the meaning and intentions of a competence-based curriculum, which is learner-centered and aims at equipping learners with practical skills to be able to address real issues. However, the theorist argues that this kind of learning environment requires a wide range of resources to be successful. The current study looks at several factors that influence implementation of CBC. These are teachers' training, learning resources, parental involvement, and school leadership.

## ***2.2 Empirical Review***

Makunja (2015) looked at the implementation of competency-based education among Tanzanian teachers. A descriptive research design and mixed research methods were used in this study. The required data was gathered using surveys, interviews, and observations. The vast majority of respondents to this study who were teachers said they lacked the skills required to apply a competency-based curriculum in the teaching and learning process. The research claims that Tanzania's secondary education is not yet high-quality despite the country's adoption of a competency-based curriculum. Teachers, as key participants, lack the knowledge and skills needed to properly integrate competency-based education.

In Cameroon, Esongo (2017) investigated the relationship between resource availability and the efficacy of the school system in implementing a competency-based teaching strategy. To select 375 instructors to be surveyed, this study used a combination of probability sampling methodologies, including basic, clustered, and stratified random sampling techniques, as well as a targeted sample method to pick 26 surveyors. The data demonstrated that there was a relationship between resource availability and educational system efficiency. The current level of connection is considered modest.

According to a recent Indonesian language and mathematics evaluation, Yulianti and Droop (2018) looked into the effects of socioeconomic, demographic, and parental engagement factors on children's academic attainment. The study found that Indonesian parents care more about their kids' education at home than in school. Children who had mothers with greater levels of education showed more involvement, especially in the areas of parenting, communication, volunteering, and at-home schooling. Parents in urban schools participated more in educational activities than parents in rural schools. Higher-educated parents are more

likely to volunteer, make decisions, and work with the community in urban schools than parents with less education. Parents with little education had higher enrollment rates in rural schools than their highly educated counterparts, in contrast to urban schools. Volunteering and home learning had minimal impact on pupils' math performance. Parenting and home learning show a small positive effect on Indonesian language performance.

Cohen (2015) investigated the leadership styles of primary school principals in Israel, as well as their attitudes toward inclusiveness. This study examines teachers' opinions of leadership styles, attitudes toward inclusion, care, and perceived abilities necessary for successful inclusion. Laissez-faire, transactional, and transformational leadership were the most common. Years of special education and leadership style have been demonstrated to have a significant link. Positive views toward diversity were found, as well as some concerns. Both administrators and teachers claim to be skilled at being inclusive. Some, on the other hand, did not do well.

### 3.0 Methodology

A descriptive research design was used and the target group included 35 public primary schools in Starehe District. This study specifically focused on principals, PTA chairpersons, and teachers from preschool to third grade in all schools. The number of target respondents was 210. Purposive sampling was used to select the sample size of 64 respondents. A semi-structured questionnaire and interview guides were used to obtain primary data. Descriptive and inferential statistics were used to assess quantitative data. The frequency and proportion of demographic parameters was determined using a descriptive data analysis technique. Regression analysis was used to look at how the independent and dependent variables were related. Major themes were generated and presented in narratives as a result of the thematic analysis of qualitative data.

### 4.0 Results and Discussion

#### 4.1 Descriptive Statistics

##### Teachers Training

The first objective was to determine the effect of teachers' training on the implementation of competency-based curriculum in public primary schools. The teachers were asked to respond to statements on teachers' training. Table 1 shows that most of the teachers (97.6%) had received training relating to CBC.

**Table 1: Teachers' Training on CBC**

Response	Frequency	Percent
No	1	2.4
Yes	41	97.6
<b>Total</b>	<b>42</b>	<b>100</b>

In explaining the length of the training 76.2% stated that they had received CBC-related training for 2 months, 11.9% noted that they had received CBC-related training for 1 month while 9.5% had received CBC-related training for less than 1 month. However, they explained further that they attended the training during school holidays since the year 2018 for one week or two weeks per holiday.



**Table 2: Period of Training on CBC**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Less than 1 Month	4	9.5
1 Month	5	11.9
2 Months	32	76.2
<b>Total</b>	<b>41</b>	<b>100</b>

Further, they were asked to explain what the training entailed. The teachers stated that the training entailed various aspects of the curriculum design, curriculum framework, and content of subjects. Teachers also show that they are taught about the core competencies that must be achieved by each student in TGS. These include self-efficacy, creativity and imagination, critical thinking and problem-solving, citizenship, digital literacy, and learning to learn. They also involve communication and teamwork.

Upon, being probed further on whether there is a need for further training, most (90.5%) were in the affirmative while only 9.5% stated no.

**Table 3: Need for Further Training on CBC**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
No	4	9.5
Yes	38	90.5
<b>Total</b>	<b>42</b>	<b>100</b>

The teachers proposed that further training on diversity and inclusion should be conducted. This would help the teachers to embrace all pupils regardless of their different capabilities. Additionally, it will enable the teachers to empower pupils in their various lines of interest as well as help them embrace each other regardless of their differences.

The teachers also proposed that further training should be conducted on differentiated curriculum and learning which builds on the aspect of diversity and inclusion. This would help the teachers understand the possibilities of having differently-abled students blended in normal classrooms. This would also enlighten them on how to deal with differently abled pupils. Further, the teachers proposed that teachers should receive further training on how to operate digital devices. By being tech-savvy, they would thus transfer the same knowledge to the pupils.

On the other hand, the headteachers and the PTA chairperson were asked to state what is the role of teachers' training in enhancing CBC implementation. In response, they argued that teachers' education aids in their acquisition of the knowledge, skills, and attitudes required for the successful implementation of CBC. They added that the training exposes the teachers to various pedagogical approaches which the teachers can adopt depending on the needs of the learners. They focused on how the trainers acted as role models for the teachers, showing them how to reflect on their performance and make improvements.

The headteachers and PTA chairpersons also noted that the teachers' training helped in making them self-aware of the differences between the 8-4-4 curriculum and the CBC curriculum and the necessary adjustments thereof. This has helped the teachers to navigate the transition phase better albeit with fewer challenges.

Further, the headteachers and PTA chairpersons were asked to give their suggestions on what should be done to make teachers' training more effective. In response, they noted that the

current teacher-to-pupil ratio is high in most public primary schools. This hinders the realization of effective CBC implementation. Therefore, they suggested that to reduce teachers' workloads, the Ministry of Education should hire and train more teachers through the TSC.

The headteachers and PTA chairpersons recommended that the training should be done more frequently. This would allow the teachers enough time to understand the concept of CBC pedagogy. This would thus ensure that the teachers are well acquainted with relevant information and can implement CBC effectively.

### Learning Resources

The second objective was to evaluate the effect of learning resources on the implementation of a competency-based curriculum in public primary schools. The teachers were asked to rate the suitability of different learning tools available at their institution. Table 4 shows that most of the teachers (66.7%) stated that they did not have adequate textbooks in their school, 64.3% stated that they did not have adequate digital devices in their school, 57.1% alluded that they had adequate teachers guide in their school, 64.3% noted that they had adequate classrooms in their school while all the teachers stated that they have adequate playgrounds.

**Table 4: Learning Resources**

Learning Resources	Yes	No
Textbooks	33.3	66.7
Digital devices	35.7	64.3
Teachers guide	57.1	42.9
Classrooms	64.3	35.7
Playground	100	0

On being probed to state what additional learning resources should the government avail to primary schools to facilitate CBC implementation, the teachers suggested that the government should, first of all, strive to provide adequate resources. For instance, more digital devices, more textbooks to achieve the 1:1 ratio, and more classrooms to decongest the classes and reduce the teacher-to-pupil ratio.

On the other hand, the headteachers and PTA chairpersons were asked to state what is the importance of learning resources in enhancing CBC implementation. They opined that learning resources are key in enhancing CBC implementation. They explained and stated that if the pupils did not have the learning resources acquiring theoretical knowledge without the practical bit would deprive the CBC curriculum of its essence. This is because the curriculum involves practicing what a pupil learns beyond acquiring head knowledge.

The headteachers and PTA chairpersons also noted that learning resources make learning more attractive and interesting to the pupils. The learning resources also help the pupils in mastering various skills and adoption of desirable values such as problem-solving which is useful even outside the classroom.

Further, the headteachers and PTA chairpersons were asked to recommend what should be done to ensure that learning resources support CBC implementation. They claimed that one of the biggest obstacles to the successful implementation of CBC is the absence of suitable learning tools. Hence, they recommended that the government through the Ministry of Education should allocate enough budget to procure all the required learning resources for the learners for all public primary schools.

### Parental Involvement

The third objective was to assess the effect of parental involvement on the implementation of a competence-based curriculum in public primary schools. The teachers were asked to rate how much they agreed that parental participation existed in various areas. Table 5 shows that most of the teachers (76.2%) disagreed that parents were invited to academic clinics, 73.8% disagreed that parents were involved in the pupils' sports activities and 54.8% agreed that there existed parent-teacher communication.

**Table 5: Parental Involvement**

Parental Involvement	Yes	No
Academic clinics	23.8	76.2
Sports	26.2	73.8
Parents-teachers communication	54.8	45.2

The teachers were also asked to state how else should parents get involved in the CBC implementation. The teachers suggested that public schools introduce the concept of diaries where teachers note daily happenings for individual pupils. This way the parents can interact with the teachers daily as opposed to waiting for when academic clinics are organized.

On the other hand, headteachers and PTA chairpersons were asked to state what is the importance of parental involvement in enhancing CBC implementation. They noted that the effective implementation of the CBC curriculum requires active parental involvement. They reiterated that parents' involvement is expected to impact the learning outcomes for the pupils positively as well as mould their behaviour. They also mentioned that parents are expected to make sure that the Kenya Early Years Assessment database accurately captures the biographical information of their children.

The headteachers and PTA chairpersons were also asked to state what ways should parents be involved in supporting CBC implementation. They argued that to increase the effectiveness of CBC implementation, parents must fulfill several duties, such as fostering a positive learning environment, motivating students to achieve their full potential by completing their homework, supervising and counseling children as they complete their assignments, providing the necessary equipment and supplies for practical activities, and gathering and sending evidence that children have completed tasks.

### School Leadership Style

The fourth objective was to analyze the effect of school leadership style on the implementation of a competence-based curriculum in public primary schools. The teachers were asked to respond to statements on school leadership style. Table 6 shows that 81% agreed that the school leadership is friendly and available, 78.6% noted that the school leadership encourages teamwork, 78.6% agreed that there is delegation of duties by the school leadership while 88.1% agreed that the school leadership encourages teachers to be autonomous in decision making.



**Table 6: School Leadership Style**

Leadership Style	Yes	No
Is the school leadership friendly and available?	81.0	19.0
Does the school leadership encourage teamwork?	78.6	21.4
Is there a delegation of duties by the school leadership?	78.6	21.4
Does the school leadership encourage teachers to be autonomous in decision-making?	88.1	11.9

The teachers were also asked to state what should the school leadership do to support CBC implementation. They stated that the school leadership should assist in processing the procurement of learning resources faster to enhance the effective implementation of CBC.

On the other hand, the headteachers and PTA chairpersons were asked what is the significance of school leadership in enhancing CBC implementation. They agreed that school leadership plays a great role in enhancing the effective implementation of CBC. They stated that the greatest responsibility lies with the head teacher as he/she is tasked by the TSC to provide guidance, direction, and provide oversight thereby foreseeing the effective implementation of CBC.

The headteachers and PTA chairpersons were also asked to state how should the school leadership support CBC implementation. They noted that the school leadership and particularly the headteacher should take the initiative to have a clear understanding of the CBC curriculum as well as understand what are the expectations for the teachers. This way they are better placed to offer guidance and measure the results of the implementation by the teachers. Through this, they can be able to identify gaps where teachers may require more training and provide relevant data to the Ministry of Education which can be very useful in decision-making on what should be the next course of action in enhancing CBC implementation.

### Implementation of CBC

The teachers were asked to respond to statements on the implementation of CBC in their schools. Table 7 illustrates that 52.4% disagreed that there exists engagement of learners in practical classes such as music, and arts, among others while 47.6% agreed. Seventy-six point two (76.2%) agreed that there exists participation of learners in extra co-curricular activities such as sports, 76.2% agreed that there is communication and collaboration among learners, 69.0% agreed that there is improvement in learners' ability to read with comprehension while 66.7% agreed that there is learners' participation in community service activities such as street cleaning.

**Table 7: Implementation of CBC**

Implementation of CBC	Yes	No
Is there engagement of learners in practical classes such as music, and arts, among others?	47.6	52.4
Is there participation of learners in extra co-curricular activities such as sports?	76.2	23.8
Is there communication and collaboration among learners?	76.2	23.8
Is there improvement in learners' ability to read with comprehension?	69.0	31.0
Is there learners' participation in community service activities such as street cleaning?	66.7	33.3

#### 4.2 Regression Analysis

Table 8 reveals that teachers training on CBC, learning resources, parental involvement, and school leadership style were considered satisfactory in explaining implementation of CBC in public primary schools in Nairobi County. This is proved by the R square of 0.882. This demonstrates that teachers training on CBC, learning resources, parental involvement, and school leadership style explain 88.2% of the variations in implementation of CBC in public primary schools in Nairobi County. It further implies that this model used to link variables relationships is adequate.

**Table 8: Model Fitness**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.945	0.894	0.882	0.06655

Table 9 findings demonstrate the statistical significance of the complete model, which is demonstrated by the F statistic of 77.625 and the p-value of 0.001. Thus, this insinuates that teachers training on CBC, learning resources, parental involvement, and school leadership style are good predictors of implementation of CBC in public primary schools in Nairobi County.

**Table 9: Analysis of Variance**

Indicator	Sum of Squares	df	Mean Square	F	Sig.
Regression	1.375	4	0.344	77.625	0.001
Residual	0.164	37	0.004		
Total	1.539	41			

Table 10 shows that teachers training on CBC were positively and significantly related to the implementation of CBC as shown  $\beta = 0.302$ ,  $p = 0.001$ . This means that an increase in CBC teacher training will increase CBC implementation by 0.302 units. Learning resources have a positive and significant relationship with the implementation of CBC, shown  $\beta = 0.155$ ,  $p = 0.039$ . This means that an increase in training resources will increase the implementation of the CBC by 0.039 units. The results also show that parental involvement has a positive and significant relationship with the application of CBC, as shown by  $\beta = 0.249$ ,  $p = 0.024$ . That is, an increase in one unit of parental involvement increases the application of CBC by 0.493 units. Furthermore, the results of the study show that school leadership style has a positive and significant relationship with the application of CBC, indicated by  $\beta = 0.242$ ,  $p = 0.001$ . This means that a better school leadership style will result in an increase in the application of CBC by 0.242 units.

**Table 10: Regression Coefficients**

Construct	B	Std. Error	Beta	t	Sig.
(Constant)	0.03	0.068		0.446	0.658
Teachers Training	0.302	0.061	0.484	4.949	0.001
Learning Resources	0.155	0.072	0.129	2.143	0.039
Parental Involvement	0.249	0.106	0.217	2.351	0.024
School Leadership Style	0.242	0.051	0.381	4.786	0.001

## 5.0 Conclusion

Parental involvement, learning materials, teacher training in CBC, and school leadership style all had a beneficial impact on how well CBC was implemented in Nairobi County's public primary schools. The positive impact was reflected in increased participation of learners in extra co-curricular activities such as sports, better communication, and collaboration among learners, improvement in learners' ability to read with comprehension, and learners' participation in community service activities such as street cleaning.

The study concluded that teachers had received training on CBC. The study also concluded that public primary had adequate classrooms, teachers' guides, and playgrounds but lacked adequate textbooks and digital devices. They also concluded that parent involvement only took the form of parent-teacher communication. Further, school leadership is friendly and available, the school leadership encourages teamwork, there is delegation of duties by the school leadership, and the school leadership encourages teachers to be autonomous in decision-making.

## 6.0 Recommendations

Based on the study results, the study made several recommendations. Teachers training on CBC should be done more frequently. This would allow the teachers enough time to understand the concept of CBC pedagogy. This would thus ensure that the teachers are well acquainted with relevant information and can implement CBC effectively. The Ministry of Education through the TSC should hire and train more teachers to ease the workload for teachers as the current teacher-to-pupil ratio is high in most public primary schools which hinders the realization of effective CBC implementation.

A major obstacle to the successful deployment of CBC is a lack of suitable instructional resources. According to the report, the government should set aside enough money through the Ministry of Education to buy all the necessary learning resources for the students in all public elementary schools. For instance, more digital devices, more textbooks to achieve the 1:1 ratio, and more classrooms to decongest the classes and reduce the teacher-to-pupil ratio. The study also recommends that public schools introduce the concept of diaries where teachers note daily happenings for individual pupils. This would increase parental involvement as the parents can interact with the teachers daily as opposed to waiting until when academic clinics are organized.

Further, the study recommended that the school leadership should assist in processing the procurement of learning resources faster to enhance the effective implementation of CBC. The school leadership and particularly the headteacher should take the initiative to have a clear understanding of the CBC curriculum as well as understand what are the expectations for the teachers. This way they are better placed to offer guidance and measure the results of the implementation by the teachers. Through this, they can be able to identify gaps where teachers may require more training and provide relevant data to the Ministry of Education which can be very useful in decision-making on what should be the next course of action in enhancing CBC implementation.

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