

INFLUENCE OF TEACHERS' PREPAREDNES ON THE IMPLEMENTATION OF COMPETENCE BASED CURRICULUM IN JUNIOR SECONDARY SCHOOLS IN DAGORETTI SOUTH SUB COUNTY, NAIROBI CITY COUNTY, KENYA

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Abstract

The study investigated the influence of teachers' preparedness on the implementation of the Competency-Based Curriculum (CBC) in junior secondary schools in Dagoretti South Sub County, Nairobi City County, Kenya. Guided by the research objective of determining how teacher preparedness affects CBC implementation, the study was anchored on Bandura's Social Learning Theory (1977), which posits that learning occurs through observation, imitation, and modeling. In this context, teachers' pedagogical skills, subject mastery, and attitudes determine their ability to model competencies, which students observe, internalize, and replicate. The study employed a mixed-methods approach using a survey research design to collect qualitative and quantitative data. The target population comprised 23 public junior schools, 1,200 teachers, 23 head teachers, and six curriculum support officers. Purposive sampling was used for head teachers and curriculum officers, while simple random sampling selected 300 teachers, ensuring equal participation opportunity. Five Teachers Service Commission officials were also included in interviews. Data analysis involved descriptive statistics and the Pearson product-moment correlation, with SPSS version 26 facilitating quantitative analysis. Findings indicated that teachers' preparedness significantly influences CBC implementation, with well-trained and supported teachers demonstrating higher confidence, innovation, and ability to apply learner-centered pedagogies. However, uneven training, limited professional development, and challenges in transitioning from the old curriculum hinder uniform implementation. The study recommended the Ministry of Education to conduct regular in-service training, mentorship programs pairing experienced and less-prepared teachers, and the promotion of peer collaboration and professional learning communities to enhance teacher capacity and ensure consistent, effective CBC delivery.

Key Words: Influence, Teachers' preparedness, Implementation, Competency-Based Curriculum, Junior secondary school

Introduction

UNESCO's policy report on competency-based curriculum reforms lays out core principles and strategic considerations for education systems transitioning toward CBC, including the role of teacher preparation. UNESCO, (2019) argued that transitioning to CBC requires teachers to shift from traditional content teaching toward learner-centered, skills-driven pedagogies, which is

possible only when pre-service and in-service training is aligned with curriculum goals and highlighted that teacher education models must align with CBC approaches to ensure meaningful implementation. In USA, Lipka (2025) described a professional development model that integrates up-to-date content knowledge and pedagogical understanding to significantly improve teachers' capacity to deliver complex literacy instruction," indicating empirically that teacher readiness extends beyond knowledge of curriculum content to include pedagogy and reflective practice. Clayback *et al.* (2022) found that pre-service coursework on instruction for multilingual students directly predicted teachers' overall sense of readiness to deliver curriculum innovations indicating that training focused on targeted instructional demands enhances teacher preparedness in ways that support implementation of complex curricular approaches such as Culturally and linguistically responsive instruction. In the UK, Boylan, (2023) indicates that when preservice and in-service development is embedded within teacher education systems, educators are more likely to adopt innovative pedagogy and curriculum reforms and that effective curriculum implementation is mutually dependent on robust preparatory systems that build teacher agency and Curriculum understanding. Golding *et al.* (2023) highlights that teachers' deep understanding of new curriculum content and pedagogical shifts is crucial for translating policy intentions into classroom practice noting that teachers' curriculum enactments reveal differences between what is planned and what is delivered, highlighting the need for strong teacher knowledge and preparedness when implementing revised curricular frameworks.

In Canada, Chindia *et al.* (2025) identified highlighting the link between teacher preparation quality and instructional competency implying that curriculum reforms requiring integrated competencies may not be fully realized unless teacher preparation programs equip educators with the necessary skills and pedagogical strategies to implement them effectively Lawas-Piana, (2025) highlight that initiatives which promote collaborative leadership, data-informed decision-making, and ongoing capacity-building among teachers create conditions that are conducive to high-quality curriculum implementation. In China, Zhang *et al.* (2025) reported that teachers' engagement in materials development led to effective knowledge acquisition and increases in pedagogical competence, illustrating that deeper involvement in the curriculum creation process can enhance teachers' readiness to interpret and apply instructional goals. Xing's (2024) evaluation of a professional training framework demonstrated that when teachers engaged in structured competence development — tailored to assess and improve their instructional roles within digital and competency-oriented contexts — their overall teaching capabilities improved. Deng *et al.* (2024) found that despite teachers' general agreement with competency-based education (CBE) reform, teachers had insufficient understanding of it and had not changed their traditional teaching methods meaning they continued to focus heavily on knowledge transmission rather than competencies such as problem solving and critical thinking.

In Nigeria, Adeoye *et al.* (2024) found that while documents espoused learner-centered outcomes such as critical thinking and problem-solving, practical implementation has been marred by limited teacher training, infrastructural inadequacies, and continued reliance on rote-based assessments," and that teachers often demonstrate surface-level compliance with CBC strategies without meaningful instructional transformation signaling that limited teacher preparedness inhibits

substantive enactment of reform-oriented pedagogy. In South Africa, Walter, (2025) examined how ready educators were to implement transformative education approaches consistent with broader curriculum change imperatives and identified that teachers' readiness was shaped by their pedagogical preparedness, access to professional development, and understanding of learner-centred practices, and that challenges including limited training and support structures hindered teachers' capacity to enact these approaches effectively. Chinyama & Mpisi, (2025) highlighted ongoing concerns that initial teacher education in South Africa lacks sufficient practical orientation, mentorship, and integration of contemporary pedagogies, leading to new teachers entering classrooms without the full repertoire of skills needed for curriculum reforms. In Ghana, Arthur & Obeng, (2023) revealed that only 44.2% of teachers were fully ready to implement the Standard-Based Curriculum four years after its rollout, despite recognizing its potential to enhance learner outcomes and noted that lack of teaching and learning resources and insufficient teacher professional training hinders effective teaching and learning” under the new curriculum Ntumi *et al.* (2023) found that teachers regarded the reform as relevant, but a myriad of classroom challenges come with the implementation process, including inadequate resources and support that could undermine efforts unless addressed and confirmed that teacher readiness in terms of resourcing, instructional autonomy, and professional capacity remains central to actual curriculum enactment in Ghanaian classrooms.

In Tanzania, Mokoro, (2020) highlights that lack of adequate training and pedagogical readiness is a significant barrier to effective implementation and that a majority of teachers were not trained for CBC implementation with only 34 % having received formal training and concluded that the implementation of CBC is rendered ineffective due to lack of teacher training underscoring that teacher preparedness is a foundational influence on how well competency-oriented reforms take root in classroom practice and school systems. In Uganda, Kachope *et al.* (2025) found that, although many teachers expressed confidence and willingness, gaps in continuous professional development, assessment competence, and instructional adaptability inhibited full implementation and noted that while teachers demonstrate readiness and willingness, effective CBC implementation remains hindered by systemic limitations, highlighting the interaction between teacher preparedness and actual enactment of curriculum reforms in classrooms. In Rwanda, Rwigema & Andala, (2022) found strong positive correlations between teacher pedagogical content knowledge, technological skills, and teachers' perceptions with how effectively the CBC was implemented and reported that teachers' technology skills contribute to implementation of competency-based curriculum and that increased teacher competencies significantly improved curriculum enactment confirming that teacher preparedness in terms of subject knowledge, technology integration, and attitudes is influential in the practical adoption of CBC reform.

In Kenya, Mutuku & Kamau, (2021) found that although 95 % of teachers received CBC training in Machakos County, many held negative perceptions about the curriculum's implementation and that continuous, structured in-service training is critical for CBC success, particularly in building competencies and improving teachers' perceptions, implying that preparedness is not just initial training but ongoing professional learning. Nzengi (2024) examined how teacher factors such as pedagogical content knowledge, technological skills, and attitudes affect CBC implementation in

Thika, Kiambu County and indicated that while teachers show moderate preparedness in CBC application, there are challenges in applying student-centred strategies and integrating digital tools, largely due to inadequate training. Keter & Wabuke, (2025) explored how teacher preparedness relates to effective CBC implementation in public secondary schools in Bomet County and concluded that while many teachers understood the basics of CBC, there were deficiencies in pedagogical knowledge and professional development opportunities and that teacher preparedness was significantly positively associated with successful implementation of CBC.

In Dagoetti Sub County, Ondimu (2018) investigated teachers' preparedness for CBC implementation in private pre-schools and found that teachers' readiness directly shaped how CBC practices were adopted and that most teachers were enthusiastic about the competency-based curriculum but also experienced challenges in applying learner-centred instructional strategies due to limited depth in CBC training and preparedness suggesting that even where enthusiasm exists, full implementation depends on strong preparedness. Maina *et al.* (2026) that teachers with strong pedagogical content knowledge are better able to adapt instructional methods and assessment techniques, aligning with CBC objectives like critical thinking and real-life application and that teachers with high pedagogical content knowledge can effectively tailor their teaching strategies, which is a key dimension of teacher preparedness affecting CBC implementation. Therefore, the study seeks to investigate Influence of Teachers' Preparedness on the Implementation of Competence Based Curriculum in Junior Secondary Schools in Dagoretti South Sub County, Nairobi City County, Kenya.

1.2 Statement of the Problem

The Government of Kenya, through the Ministry of Education and the Kenya Institute of Curriculum Development (KICD), introduced the Competency-Based Curriculum (CBC) to shift education from content mastery to competency development and learner-centered pedagogy (KICD, 2017; Ministry of Education [MoE], 2019). To facilitate its implementation at the Junior Secondary School (JSS) level, the government has undertaken teacher retooling programs, developed curriculum designs, and deployed teachers through the Teachers Service Commission (TSC, 2022). Despite these initiatives, concerns persist regarding teachers' preparedness to effectively implement CBC, particularly in relation to competency-based pedagogy, formative assessment practices, and integration of ICT in teaching and learning (Orodho, 2020; Waweru, 2021). Junior Secondary represents a critical transition stage within the CBC framework, yet empirical evidence on how teacher preparedness influences effective curriculum implementation at localized levels remains limited. In Dagoretti South Sub-county, Nairobi City County, there is insufficient context-specific research examining whether teachers possess the professional, pedagogical, and assessment competencies required for effective CBC implementation. Without such localized evidence, policy interventions risk overlooking ground-level implementation challenges. Therefore, this study investigated the influence of teachers' preparedness on the implementation of the Competency-Based Curriculum in Junior Secondary Schools in Dagoretti South Sub-county, Nairobi City County, Kenya.

1.3 Purpose of the Study

The study investigated the influence of teachers' preparedness on implementation of Competence Based Curriculum in Junior Secondary Schools in Dagoretti South Sub County, Nairobi City County, Kenya.

1.4 Research Objective

To determine the influence of teachers' preparedness on implementation of Competence Based Curriculum in Junior Secondary Schools in Dagoretti South Sub County, Nairobi City County, Kenya.

1.5 Research Question

1. To what extent does teacher's preparedness influence the implementation of CBC in junior secondary schools in Dagoretti South Sub County, Nairobi City County, Kenya?

2.0 Literature Review

2.1 Concept of Implementation of Competence Based Curriculum

Mogere and Mbataru (2023) explored how various factors affect the implementation of CBC with the main focus was determinants of implementation, it provides a rich conceptual framing of the CBC by describing its pedagogical departure from the previous system and its emphasis on learner competencies and that implementation success involves teachers' training in CBC, learning materials, parental involvement, and school leadership linking these directly to how the underlying concept of CBC is operationalized in real classrooms situating the curriculum not merely as a syllabus change, but as a pedagogical and systemic innovation geared toward learner participation, collaboration, and competency demonstration moving away from rote learning toward applied skills and knowledge. Mackatiani and Ejore (2024) articulated CBC as a curriculum reform oriented toward skills, values, and attitudes alongside knowledge, aimed at addressing quality and inclusivity goals under sustainable development goals 4 (SDG 4) and that the implementation of CBC is threatened by a lack of adequate staffing of teachers in schools and in-service training for teachers and that stakeholders had not been sufficiently sensitized to CBC's purpose of enabling learners to demonstrate practical skills rather than memorize content emphasizing CBC's shift toward skills acquisition, aligning Kenya's reform with global competency education paradigms. Mutua and Waweru (2023) illuminate the conceptual foundations of CBC in Kenya: a curriculum that prioritises knowledge integration with skills and attitudes relevant to societal needs and that the government replaced the 8-4-4 system to ensure development of current job market knowledge-based skills framing CBC as a response to critiques of traditional systems and explicating its conceptual grounding in competence development which helps clarify that CBC's concept is not only pedagogical but also economic and social, aiming to produce graduates equipped with real-world competencies.

2.2 Influence of Teachers' preparedness and implementation of Competence Based Curriculum

Lenity *et al.* (2024) found that teacher preparedness for CBC implementation was inadequate, particularly in pedagogical readiness in Meru County and that although teachers were aware of CBC's aims, there is inadequate preparation of teachers for CBC implementation and teachers require additional training opportunities to improve curriculum delivery and recommended that the Ministry of Education enhance teacher professional development to deepen CBC competencies. Matungu *et al.* (2025) focused on teachers' qualifications, experience, and readiness to deliver CBC in Kirinyaga County indicating that teachers' preparedness including understanding of CBC principles and ability to apply learner-centred strategies remains a challenge, impacting the quality of CBC implementation and the need for more comprehensive professional training to align teacher competencies with CBC expectations.

Karua *et al.* (2025) focused on teachers' level of awareness and capacity to align teaching approaches with CBC tenets in Kinangop sub county, Kenya and found that teachers had low levels of awareness of CBC principles, with a majority (66.5 %) not trained in CBC implementation and many were still using traditional content-based strategies instead of competency-oriented methods, indicating that low preparedness adversely affects implementation and pedagogical transformation. Muthoka & Mbirithi, (2025) investigated multiple facets of teacher readiness, including teachers' preparedness to include core competencies in lesson planning, employ learner-centred methods, integrate digital learning, and conduct formative assessment aligned with CBC and concluded that the level of teachers' preparedness has a bearing on the effective implementation of the competency-based curriculum in public primary schools in Taita Sub-County, Taita Taveta County illustrating that when teachers are better prepared in terms of both understanding CBC principles and applying relevant instructional strategies the quality and fidelity of CBC implementation improves, highlighting the pivotal role of teacher preparedness in actualizing the curriculum's intent

2.3 Theoretical Framework

The study was anchored on Bandura's Social Learning Theory (SLT) developed by Albert Bandura in 1977. The theory posits that learning occurs in a social context through observation, imitation, and modeling of behaviors. In the context of CBC, teachers' preparedness including pedagogical skills, subject mastery, and attitudes determines how effectively they can model competencies for students, which learners then observe, internalize and reproduce. As Bandura noted, Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do (Bandura, 1977). This underscores the centrality of teachers as models in a competency-based learning environment. SLT emphasizes self-efficacy, suggesting that a teacher's belief in their capacity to implement CBC influences their instructional strategies, adoption of learner-centered methods, and engagement in professional development. Teachers with higher preparedness are more likely to demonstrate competence in practical teaching strategies, thereby enhancing student outcomes. However, critics argue that the theory has limitations. Schunk (2012) contends that Social learning theory overemphasizes observational learning and may underrepresent the internal cognitive processes involved in learning.

Similarly, Ormrod (2016) notes that SLT does not adequately account for environmental constraints such as inadequate resources, institutional policies, or systemic barriers, factors highly relevant in the Kenyan educational context where resource limitations may affect CBC implementation. Despite these criticisms, the theory remains highly relevant because it directly links teacher behavior, modeling, and learner competency development, which are critical to understanding how teacher preparedness influences the enactment of CBC in junior secondary schools. In the Dagoretti South context, SLT suggests that teachers who are well-prepared through training, content knowledge, and positive attitudes serve as effective models, fostering a learning environment conducive to competency acquisition. Conversely, inadequately prepared teachers may limit students' ability to develop required competencies. Thus, Bandura's Social Learning Theory provides a robust lens to examine the interrelationship between teacher preparedness and successful CBC implementation, while acknowledging that systemic factors may moderate this relationship.

3.0 Methodology

The study analyzed both qualitative and quantitative data using a mixed research methodology. Using both quantitative and qualitative methods, the researcher gathers and evaluates data, combines the results, and makes conclusions Shikokoti *et al.* (2024) Survey research design was used in this study as it allows one to describe characteristics of an individual or groups as they really are (Kothari, 2019). The study targeted 23 public junior schools with 1200 teachers, 23 head teachers, and six curriculum support officials located in Nairobi County, Dagoretti Sub-County, Kenya. Six (6) Curriculum support officers, twenty-three (23) Head teachers were purposively sampled from the twenty-three (23) junior schools. Purposive sampling, according to Patton (2015), is typically used to find and choose respondents who can give a study rich data and guarantee efficient use of existing resources. Since principals are originally in charge of the colleges, they were sampled for the study and so offered valuable information about the implementation of strategic goals inside the organization. Further, three hundred (300) teachers were sampled through simple random approach from the 23 junior schools in Dagoretti Sub County. According to Creswell (2016), simple random sampling technique allows a researcher to get a representative sample without biasness. Therefore, all teachers had equal chances to participate. Five (5) Teachers Service Commission officials were randomly selected for inclusion in the interview. Taylor made questionnaires were used to collect data from teachers, principals and TSC officials. To enhance the content validity of the instruments a pre-test of the instruments was carried out. Piloting aimed at testing the clarity of test items, suitability of language used and the feasibility of the study. The reliability of the instruments was determined using test-retest technique. Pearson product moment correlation was used to compute the reliability coefficient (Best and Khan, 2011). Descriptive statistics were used in the analyses of the collected data.

4.0 Results

4.1 Teacher preparedness and the implementation of Competency Based Curriculum

The researcher sought to assess the extent to which teacher preparedness influences the implementation of Competency Based Curriculum. Descriptive statistics such as frequencies,

percentages, Means and Standard Deviation were utilized. The rating was based on Likert Scale where 1=Strongly Disagree (SD), 2=Disagree (D), 3=Neutral(N), 4= Agree (A), 5= Strongly Agree (SA). The results of objective three were presented in Table 1 which shows the Distribution of Teachers on teacher preparedness and the implementation of Competency Based Curriculum.

Table 1: Distribution of Teachers on Teacher preparedness and the implementation of Competency Based Curriculum

| Statement | SD | | D | | N | | A | | SA | | Mean | Sd |
|--|-----|------|-----|------|----|------|-----|------|-----|------|-------------|-------------|
| | f | % | f | % | f | % | f | % | f | % | | |
| Teachers have received sufficient training on CBC curriculum delivery | 110 | 37.2 | 186 | 62.8 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1.63 | 0.48 |
| Teachers are confident in using learner-centered methods as required by CBC. | 32 | 10.8 | 8 | 2.7 | 38 | 12.8 | 0 | 0.0 | 218 | 73.6 | 4.23 | 1.38 |
| Teachers are well-prepared to assess learners through competency-based assessment strategies | 0 | 0.0 | 8 | 2.7 | 14 | 4.7 | 188 | 63.5 | 86 | 29.1 | 4.19 | 0.64 |
| Teachers receive regular professional development opportunities related to CBC | 124 | 41.9 | 172 | 58.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1.58 | 0.49 |
| Teachers collaborate effectively in planning lessons and sharing CBC teaching strategies | 0 | 0.0 | 8 | 2.7 | 0 | 0.0 | 0 | 0.0 | 288 | 97.3 | 4.92 | 0.49 |
| Average Mean | | | | | | | | | | | 3.31 | 0.70 |

Table 1 shows that majority, a total of 186 teachers, accounting for 62.8% of the participants, disagreed that Teachers have received sufficient training on CBC curriculum delivery while 110(37.2%) Strongly Disagreed. The mean score for this question was 1.63, with a standard

deviation of 0.48. This implies that Teachers have not received sufficient training on CBC curriculum delivery in junior schools. The findings are in Line with Ondimu (2018) found that most pre-primary and lower primary school teachers lacked sufficient training on CBC delivery which limited their ability to effectively translate curriculum objectives into learner-centered classroom practices. Similarly, a study by Waweru and Njuguna (2019) revealed that inadequate in-service training and inconsistent professional development sessions hampered teachers' confidence in employing learner-centered approaches required by CBC.

Regarding Teachers are confident in using learner-centered methods as required by CBC in Table 4.13, Majority a total of 218 teachers, accounting for 73.6% of the participants, Strongly Agreed that Teachers are confident in using learner-centered methods as required by CBC while 38(12.8%) were Neutral and 32(10.8%) Strongly Disagreed. The mean score for this question was 4.23, with a standard deviation of 1.38. This implies that Teachers are confident in using learner-centered methods as required by CBC in junior schools. The findings are consistent with Mwangi and Khatete (2020) who established that teachers who had undergone structured CBC training sessions were better equipped to implement learner-centered pedagogies and foster creativity and problem-solving skills among learners.

Table 1 shows on Teachers are well-prepared to assess learners through competency-based assessment strategies Majority, A total of 188 teachers, accounting for 63.5% of the participants, agreed that Teachers are well-prepared to assess learners through competency-based assessment strategies while 86 (29.1%) Strongly Agreed and 14(4.7%) were Neutral. The mean score for this question was 4.19, with a standard deviation of 0.64. This implies that Teachers are well-prepared to assess learners through competency-based assessment strategies. The findings concur with Njoroge and Nyabuto (2021) who found that teachers who received assessment-focused professional development demonstrated higher competence in developing performance-based tasks and portfolios which emphasized that continuous assessment is central to CBC success.

Regarding Teachers receive regular professional development opportunities related to CBC in Table 1, Majority a total of 172 teachers, accounting for 58.1% of the participants, disagreed that Teachers receive regular professional development opportunities related to CBC while 124(41.9%) Strongly Disagreed. The mean score for this question was 1.58, with a standard deviation of 0.49. This implies that teachers do not receive regular professional development opportunities related to CBC. The findings are consistent with Njeru and Wambua (2022) who observed that while the Teachers Service Commission (TSC) and the Kenya Institute of Curriculum Development (KICD) periodically organized training workshops, they were not frequent or inclusive enough to ensure all teachers were adequately equipped.

Table 1 shows on Teachers collaborate effectively in planning lessons and sharing CBC teaching strategies Majority, A total of 288 teachers, accounting for 97.3% of the participants Strongly Agreed that Teachers collaborate effectively in planning lessons and sharing CBC teaching strategies while 8(2.7%) Disagreed. The mean score for this question was 4.92, with a standard deviation of 0.49. This implies that teachers collaborate effectively in planning lessons and sharing CBC teaching strategies in junior schools. The findings concur with Kimani and Otieno (2023) who showed that teachers who engaged in peer collaboration and team planning demonstrated improved

instructional innovation and confidence in handling CBC lessons. Likewise, Njuguna and Wainaina (2024) found that professional learning communities encouraged teachers to share strategies, discuss challenges, and collectively enhance their pedagogical competencies.

The researcher further used inferential statistics Pearson product moment correlation to analyse Objective two. To test objective two Pearson product-moment correlation was done to determine the relationship between Teacher preparedness (M=3.31, SD=0.70) and implementation of Competency Based Curriculum (M=4.54, SD=0.43)

Table 2 shows the correlation matrix between teacher preparedness on implementation of Competency Based Curriculum

Table 2: Correlation matrix between Teacher preparedness on implementation of Competency Based Curriculum

| | | Teacher preparedness | Implementation of Competency Based Curriculum |
|---|---------------------|----------------------|---|
| Teacher preparedness | Pearson Correlation | 1 | .687* |
| | Sig. (2-tailed) | | .000 |
| | N | 296 | 296 |
| Implementation of Competency Based Curriculum | Pearson Correlation | .687* | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 296 | 296 |

*. Correlation is significant at the 0.05 level (1-tailed).

The correlation results in Table 2 indicate a positive and strong significant coefficient between Teacher preparedness on implementation of Competency Based Curriculum. The results on Table 2 $r(296) = .687, p < 0.05$ was rejected at $p < 0.05$ significance level. Hence there is a relationship between Teacher preparedness and implementation of Competency Based Curriculum This implies that teacher preparedness influences implementation of Competency Based Curriculum. These findings concur with research by Ondimu (2018) found that teacher preparedness — measured as pre-service training, familiarity with CBC tenets, and ability to design learner-centered lesson plans in early-grade classrooms and that teachers who understood CBC principles were significantly more likely to adopt activity-based instruction and to use competency-aligned assessment practices, providing a strong basis for interpreting a positive correlation between preparedness and implementation. The findings are in agreement with Ngugi & Muthoni (2021) who documented similar patterns in secondary contexts on teachers' practical readiness in hands-on practice in lesson preparation, use of formative assessment, and classroom management for group activities which was associated with higher observed fidelity to CBC approaches thus emphasized that training alone was insufficient unless combined with classroom coaching and opportunities to practice new methods.

The Head teachers were interviewed on the extent to which Teacher preparedness influence implementation of Competency Based Curriculum coded as H1-H5. Their responses were as follows:

“Most of our teachers are well-trained in the Competency-Based Curriculum, especially those who have attended the workshops organized by the Ministry of Education and Kenya Institute of Curriculum Development (KICD) and their preparedness has made lesson delivery more engaging and learner-centered.” (School Head Teacher 1, 2025).

“Despite the ongoing trainings, some teachers still struggle with lesson planning and assessment under CBC because they were used to the 8-4-4 system and the frequent curriculum changes also leave some teachers uncertain about what is expected of them in practice.” (School Head Teacher 2, 2025).

“Teacher preparedness varies across schools and some teachers are fully conversant with competency-based teaching strategies, while others need more exposure to continuous professional development and mentorship from Curriculum Support Officers.” (School Head Teacher 3, 2025).

“The teachers who actively participate in professional development workshops show greater confidence and creativity in teaching and that there are teachers who have not yet internalized the CBC philosophy which affects the consistency of curriculum implementation.” (School Head Teacher 4, 2025).

“I have noticed that teachers who collaborate and share teaching experiences tend to perform better in implementing CBC and peer learning and departmental meetings have been very useful in improving teacher readiness and competence.” (School Head Teacher 5, 2025).

The responses above from head teachers imply that teachers’ preparedness significantly influences the success of CBC implementation in Dagoretti sub-county and Well-trained and continuously supported teachers demonstrate higher confidence, innovation, and ability to apply learner-centered pedagogies but uneven levels of training, limited exposure to ongoing professional development, and adaptation challenges from the old curriculum hinder uniform implementation suggesting that strengthening teacher capacity through regular in-service training, mentorship and peer collaboration is critical for effective CBC delivery. The findings are supported by KICD (2020), Wanjohi (2022), and UNESCO (2021) who affirm that teachers who receive adequate training, mentorship, and continuous professional learning demonstrate more effective integration of learner-centered pedagogies, authentic assessment methods, and competency-based lesson planning. Similarly, research by Otieno and Kibaara (2021) and Githu (2020) shows that insufficient training duration, gaps in follow-up coaching, and the challenge of shifting from traditional methods to competency-based approaches significantly hinder CBC implementation in Kenyan schools. Both the head teachers’ testimonies and supporting empirical evidence indicate that strengthening teacher capacity through regular in-service training, sustained mentorship, meaningful peer collaboration, and clear communication of curriculum expectations is essential for effective and uniform CBC delivery in Dagoretti Sub-County.

The Curriculum Support Officers were interviewed on the extent to which Teacher preparedness influences implementation of Competency Based Curriculum coded as CSO 1-CSO 6. Their responses were as follows:

CSO1:

“Teachers who have undergone adequate training in CBC demonstrate a clear understanding of learner-centered methodologies and assessment techniques and are more confident in lesson planning and in applying the competency-based approach in classrooms.”

CSO 2:

“We have observed that some teachers are still struggling with the shift from content-based to competency-based teaching since their preparedness is limited by inadequate training time and lack of consistent follow-up workshops to reinforce what they learned.”

CSO 3 :

“The level of preparedness among teachers varies significantly between schools since in schools where head teachers encourage continuous professional development, CBC is implemented more effectively compared to those where such initiatives are minimal.”

CSO 4:

“Teachers’ preparedness goes beyond attending workshops since it includes their attitude towards change and some teachers are resistant to new approaches which slows down the implementation of the CBC.”

CSO 5

“From our monitoring visits, it’s clear that teachers who receive mentorship and regular support are able to integrate core competencies and values more effectively in their teaching thus demonstrating that preparedness is therefore key to successful curriculum delivery.”

CSO 6:

“Inconsistent training, limited mentorship, and resistance to pedagogical change hinder full CBC implementation.”

The Curriculum Support Officers’ responses imply that teachers’ preparedness plays a crucial role in the effective implementation of the Competency-Based Curriculum and well-prepared teachers are more capable of adopting learner-centered teaching methods, designing competency-based assessments, and fostering creativity and problem-solving among learners and continuous professional development, school-based capacity building, and positive attitude cultivation among teachers are essential strategies to enhance their preparedness and ensure sustainable CBC success. The findings are supported by KICD (2020), Shikokoti *et al.* (2021) who confirms that well-prepared teachers are more likely to apply learner-centered methodologies, design competency-based assessments, and facilitate problem-solving and creativity key pillars of CBC. Similar findings by UNESCO (2021) highlight that continuous professional development, mentorship, and reflective practice improve teachers’ ability to translate curriculum intentions into classroom practice. Moreover, studies in Kenya (Githu, 2020; Muthoni, 2023) show that inadequate training duration, limited in-service support, and negative teacher attitudes significantly hinder CBC rollout. Therefore, both the CSOs and existing empirical literature strongly indicate that teacher preparedness must be strengthened through sustained professional development, structured

mentorship, and a deliberate effort to cultivate positive attitudes towards pedagogical change. These measures are essential for ensuring effective and sustainable delivery of the Competency-Based Curriculum in Dagoretti Sub-County and beyond. Table 3 which shows the Distribution on the implementation of Competency Based Curriculum

Table 3: Distribution on the implementation of Competency Based Curriculum

| Statement | SD | | D | | N | | A | | SA | | Mean | Sd |
|--|----|-----|---|-----|---|-----|-----|------|-----|------|-------------|-------------|
| | f | % | f | % | f | % | f | % | f | % | | |
| Learners are actively engaged in competency-based learning activities | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 22 | 7.4 | 274 | 92.6 | 4.93 | 0.26 |
| The assessment methods used in the school reflect CBC competencies | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 172 | 58.1 | 124 | 41.9 | 4.42 | 0.49 |
| The school has embraced new teaching and learning practices required by CBC | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 172 | 58.1 | 124 | 41.9 | 4.42 | 0.49 |
| The implementation of CBC in junior secondary schools is progressing effectively | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 186 | 62.8 | 110 | 37.2 | 4.37 | 0.48 |
| Average Mean | | | | | | | | | | | 4.54 | 0.43 |

Table 3 shows that majority, a total of 274 teachers, accounting for 92.6% of the participants, Strongly Agreed that Learners are actively engaged in competency-based learning activities while 110(37.2%) Strongly Disagreed. The mean score for this question was 4.93, with a standard deviation of 0.26. This implies that Learners are actively engaged in competency-based learning activities in junior schools. The findings are in Line with Muchira (2023) who shows that where teachers adopt learner-centred, activity-based pedagogies learners display higher levels of participation in group work, projects and problem-solving tasks. The findings are also consistent with Karua (2025) found that although teacher preparedness varied, group work and drama both CBC-aligned active approaches were among the most regularly used strategies, leading to observable increases in student engagement where these approaches were applied. Similarly, Keter & Wabuke (2025) found that teachers and observers noted increased learner participation and practical tasks during CBC lessons, especially where school leadership supported the new practices

Regarding The assessment methods used in the school reflect CBC competencies in Table 3, Majority a total of 172 teachers, accounting for 58.1% of the participants, agreed that the assessment methods used in the school reflect CBC competencies while 124(41.9%) Strongly Agreed. The mean score for this question was 4.42, with a standard deviation of 0.49. This implies that the assessment methods used in the school reflect CBC competencies in junior schools. The findings are consistent with Muthoka (2024/2025) who reported a shift in many classrooms from purely summative tests to a mix of continuous/ formative methods portfolios, projects, oral presentations, rubrics and classroom observation. Similarly, Muchira (2023) highlighted that CBC assessment practices are being adopted but emphasizes that successful, authentic implementation depends on teacher capacity to design rubrics and manage ongoing assessment.

Table 3 shows on the school has embraced new teaching and learning practices required by CBC Majority, a total of 172 teachers, accounting for 58.1% of the participants, agreed that the school has embraced new teaching and learning practices required by CBC while 124(41.9%) Strongly Agreed. The mean score for this question was 4.42, with a standard deviation of 0.49. This implies that the school has embraced new teaching and learning practices required by CBC. The findings concur with Thukia (2025) showed many Kenyan schools particularly early adopters and those with external support or active leadership have reconfigured lessons toward learner-centred, inquiry and project-based approaches and reported concrete changes in lesson structure, classroom tasks, and teacher roles that are consistent with the “agreed/strongly agreed” responses you observed. KICD (2018) established the CBC’s pedagogy and practical expectations learner-centred, competency focus, formative tasks and found that many schools are following KICD direction to varying degrees, supporting your interpretation that schools have embraced CBC practices in substantial numbers.

Regarding The implementation of CBC in junior secondary schools is progressing effectively in Table 3, Majority a total of 186 teachers, accounting for 62.8% of the participants, agreed that the implementation of CBC in junior secondary schools is progressing effectively while 110(37.2%) Strongly Agreed. The mean score for this question was 4.37, with a standard deviation of 0.48. This implies that the implementation of CBC in junior secondary schools is progressing effectively. The findings are consistent with Wanyama (2025) who found cautious but real progress in CBC implementation at school level in changes to pedagogy and assessment are evident in many settings, and pilot/junior-secondary sites especially report forward movement. Keter & Wabuke (2025); Muchira (2023) found that there is measurable progress in lesson enactment and teacher practice, but constraints such as teacher CPD gaps, resource shortages and infrastructure issues moderate the pace and uniformity of progress.

4.0 CONCLUSION/RECOMMENDATION

4.1 CONCLUSION

The study concluded that Teachers’ Preparedness influences the Implementation of Competence Based Curriculum in Junior Secondary Schools in Dagoretti South Sub County, Nairobi City County, Kenya which was backed by the findings from the head teachers, teachers, Curriculum support officers who all agreed that well-trained and continuously supported teachers demonstrate

higher confidence, innovation, and ability to apply learner-centered pedagogies but uneven levels of training, limited exposure to ongoing professional development, and adaptation challenges from the old curriculum hinder uniform implementation suggesting that strengthening teacher capacity through regular in-service training, mentorship and peer collaboration is critical for effective CBC delivery

4.2 RECOMMENDATIONS

- The Ministry of Education and school management should implement regular, structured in-service training for teachers to ensure that all educators are well-prepared to deliver CBC so as to enhance teachers' mastery of learner-centered pedagogical strategies, content delivery, and assessment methods, reducing the disparities observed in the current implementation.
- Experienced teachers and curriculum support officers should be paired with less-prepared or newly trained teachers through mentorship programs to provide practical guidance, foster confidence, and facilitate the transfer of effective teaching practices, aligning with the study's finding that supported teachers demonstrate higher innovation and pedagogical application.
- Schools should encourage peer collaboration and professional learning communities (PLCs) where teachers can share best practices, discuss challenges, and jointly develop teaching resources in order to mitigate adaptation challenges from the old curriculum and promote consistent implementation across classrooms.
- To support the successful enactment of CBC, schools must ensure the availability of relevant instructional materials, technology, and classroom resources so that well-resourced teachers are able to apply learner-centered strategies effectively and adapt lessons to meet the competencies expected under CBC.
- County and national education authorities should institutionalize ongoing professional development, including workshops, seminars, and refresher courses to sustain teachers' skills and keep them abreast of curriculum innovations.
- School administrators and curriculum support officers should implement a structured monitoring and evaluation framework to assess teachers' preparedness and the effectiveness of CBC delivery.

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