

**INFLUENCE OF STRATEGIC PLAN IMPLEMENTATION ON  
COMPETENCY-BASED CURRICULUM PERFORMANCE OF PUBLIC  
PRIMARY SCHOOLS IN NAROK SOUTH SUB-COUNTY, KENYA**

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**A Project Submitted to the Institute of Postgraduate Studies in Partial Fulfillment  
of the Requirement for the Award of Master of Business Administration  
(Strategic Management) Degree**

**KABARAK UNIVERSITY**

**NOVEMBER , 2025**

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Date: \_\_\_\_\_

Sulunye Mercy Naserian

GMB/NE/3095/09/21

## RECOMMENDATION

To the Institute of Postgraduate Studies:

The project entitled “**Influence of Strategic Plan Implementation on Competency-Based Curriculum Performance of Public Primary Schools in Narok South Sub-County, Kenya,**” written by **Sulunye Mercy Naserian**, is presented to the Institute of Postgraduate Studies of Kabarak University. We have reviewed the research project and recommended that it be accepted in partial fulfillment of the requirement for the award of the degree of Master of Business Administration in Strategic Management.

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## **DEDICATION**

This research is dedicated to God for His unending grace. I would also like to dedicate it to my loving parents, Mr. and Mrs. Stanley Sulunye, whose support has been my strength throughout this journey. I honestly would have never made it this far without you two. God bless you.

## ABSTRACT

Despite government investment in the Competency-Based Curriculum (CBC), its implementation in Narok County is below expectations. In this vein, the study investigated the influence of strategic plan implementation on CBC performance in public primary schools within Narok South Sub-County, Kenya. The specific objectives included assessing the influence of teaching and learning infrastructure on CBC performance, establishing the influence of teacher training on CBC performance, determining the influence of administrative support on CBC performance, and investigating the influence of parental support on CBC performance. The Constructivist Theory, the Resource-Based View, and the Synoptic Theory of Strategic Planning guided the study. The study employed a descriptive survey research design. The target population was 9,151 parents, 1616 teachers, and 04 county education officials. The sample size was 321 teachers, 383 parents, and four education officials. Both questionnaires and an interview guide were used, and their validity and reliability were tested. Data were processed using Statistical Package for the Social Sciences (SPSS), and the analysis methods included descriptive statistics and regression. Study found that teaching and learning infrastructure had a strong positive significant relationship with CBC performance ( $\beta = 0.688$ ,  $p < 0.01$ ), teacher training had a positive significant relationship with CBC performance ( $\beta = 0.148$ ,  $p < 0.05$ ), administrative support was positively but insignificantly related to CBC performance ( $\beta = 0.119$ ,  $p > 0.05$ ) whereas parental support had positive insignificant connection with CBC performance ( $\beta = 0.085$ ,  $p > 0.05$ ). The study concluded that most schools lacked adequate classrooms, laboratories, and textbooks, and administrators demonstrated clear supervisory roles while collaborating with staff. The study recommends that the government ensure that schools have access to up-to-date technology alongside teaching and learning resources. The report contributes to stakeholders' understanding of the influence of strategic plan implementation on CBC performance.

**Keywords:** *Competency-Based Curriculum, teaching and learning infrastructure, performance of CBC, teachers' training, administrative support, education policy, and parental support*

## TABLE OF CONTENTS

<b>DECLARATION .....</b>	<b>ii</b>
<b>RECOMMENDATION.....</b>	<b>iii</b>
<b>COPYRIGHT.....</b>	<b>iv</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>v</b>
<b>DEDICATION .....</b>	<b>vi</b>
<b>ABSTRACT.....</b>	<b>vii</b>
<b>TABLE OF CONTENTS .....</b>	<b>viii</b>
<b>LIST OF TABLES.....</b>	<b>xii</b>
<b>LIST OF FIGURES .....</b>	<b>xiii</b>
<b>LIST OF ABBREVIATIONS AND ACRONYMS.....</b>	<b>xiv</b>
<b>CONCEPTUAL AND OPERATIONAL DEFINITION OF TERMS.....</b>	<b>xv</b>
<b>CHAPTER ONE .....</b>	<b>1</b>
<b>INTRODUCTION .....</b>	<b>1</b>
1.1 Background of the Study.....	1
1.1.1 CBC Performance in Narok South Sub-County.....	6
1.2 Statement of the Problem.....	6
1.3 Objectives of the Study .....	8
1.3.1 General Objectives of the Study.....	8
1.3.2 Specific Objectives of the Study .....	8
1.4 Research Hypotheses .....	9
1.5 Justification for the Study .....	9
1.6 Significance of the Study .....	10
1.7 Scope of the Study .....	11
1.8 Assumptions of the Study .....	11
1.9 Limitations of the Study.....	11
<b>CHAPTER TWO .....</b>	<b>12</b>
<b>LITERATURE REVIEW .....</b>	<b>12</b>
2.1 Introduction.....	12
2.2 Theoretical Framework.....	12
2.2.1 Constructivism Theory .....	12
2.2.2 Synoptic Theory of Strategic Planning .....	14
2.2.3 Resource-Based View (RBV) Theory.....	15

2.3 Literature Review.....	16
2.3.1 Influence of Teaching and Learning Infrastructure on the Performance of CBC.....	16
2.3.2 Influence of Teachers' Training on Performance of CBC.....	19
2.3.3 Influence of Administrative Support on the Performance of CBC.....	23
2.3.4 Influence of Parental Support on the Performance of CBC.....	25
2.3.5 CBC Performance in Public Primary Schools.....	28
2.4 Conceptual Framework.....	31
2.4.1 Operationalization of Variables.....	32
2.5 Research Gaps.....	33
<b>CHAPTER THREE.....</b>	<b>34</b>
<b>RESEARCH DESIGN AND METHODOLOGY.....</b>	<b>34</b>
3.1 Introduction.....	34
3.2 Research Design.....	34
3.3 Location of the Study.....	34
3.4 Population of the Study.....	35
3.4.1 Inclusion and Exclusion Criteria.....	35
3.5 Sampling Procedure and Sample Size.....	36
3.5.1 Sample Size Determination.....	36
3.5.2 Sampling Technique.....	37
3.6 Instrumentation.....	38
3.6.1 Pilot Study.....	39
3.6.2. Validity of the Instrument.....	39
3.6.3. Reliability of the Instrument.....	40
3.7 Data Collection Procedure.....	40
3.8 Data Analysis and Presentation.....	42
3.8.1 Diagnostic Tests.....	43
3.9 Ethical Considerations.....	44
<b>CHAPTER FOUR.....</b>	<b>47</b>
<b>DATA ANALYSIS, PRESENTATION, AND DISCUSSION.....</b>	<b>47</b>
4.1 Introduction.....	47
4.2 Response Rate.....	47
4.3 Demographic Information.....	47
4.3.1 Gender.....	47

4.3.2 Teaching Duration .....	48
4.3.3 Highest Academic Qualifications .....	49
4.4 Descriptive Statistics .....	50
4.4.1 Descriptive Statistics for Teaching and Learning Infrastructure.....	50
4.4.2 Influence of Teachers' Training on the Performance of CBC .....	51
4.4.3 Influence of Administrative Support on the Performance of CBC .....	53
4.4.4 Influence of Parental Support on the Performance of CBC .....	55
4.4.6 Performance of CBC .....	57
4.5 Diagnostic Tests .....	59
4.6 Correlations .....	60
4.7 Regression Analysis .....	62
4.7.1 Hypothesis Testing .....	65
4.8 Qualitative Data .....	66
4.8.1 Teaching and Learning Infrastructures.....	66
4.8.2 Teacher Training .....	69
4.8.3 Administrative Support .....	70
4.8.4 Parental Support .....	72
4.8.5 CBC Performance.....	74
<b>CHAPTER FIVE .....</b>	<b>78</b>
<b>SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS .....</b>	<b>78</b>
5.1 Introduction.....	78
5.2 Summary of the Major Findings .....	78
5.2.1 Teaching and Learning Infrastructure on the Performance of CBC .....	78
5.2.2 Influence of Teachers' Training on the Performance of CBC .....	79
5.2.3 Administrative Support on the Performance of CBC.....	80
5.2.4 Influence of Parental Support on the Performance of CBC .....	81
5.3 Conclusions.....	82
5.4 Recommendations .....	83
5.4.1 Recommendation for Policy and Practice .....	83
5.4.2 Recommendations for Further Research .....	84
<b>REFERENCES .....</b>	<b>85</b>
<b>APPENDICES.....</b>	<b>90</b>
<b>Appendix I: Introduction Letter .....</b>	<b>90</b>
<b>Appendix II: Questionnaire For Teachers.....</b>	<b>91</b>

<b>Appendix III:</b> Interview Guide For Parents .....	94
<b>Appendix IV:</b> Interview Guide For Education Officials .....	95
<b>Appendix V:</b> KUREC Clearance Letter .....	96
<b>Appendix VI:</b> NACOSTI Research Permit .....	97
<b>Appendix VII:</b> Evidence of Conference Participation .....	98
<b>Appendix VIII:</b> List of Publication .....	99

## LIST OF TABLES

<b>Table 1:</b> Sample Size Frame .....	37
<b>Table 2:</b> Reliability Scores.....	40
<b>Table 3:</b> Teaching and Learning Infrastructure .....	50
<b>Table 4:</b> Influence of Teacher Training on the Performance of CBC .....	52
<b>Table 5:</b> Influence of Administrative Support on the Performance of CBC .....	54
<b>Table 6:</b> Influence of Parental Support on the Performance of CBC .....	56
<b>Table 7:</b> Performance of CBC .....	57
<b>Table 8:</b> Diagnostic Tests .....	59
<b>Table 9:</b> Correlations .....	61
<b>Table 10:</b> Model Summary .....	62
<b>Table 11:</b> ANOVA <sup>a</sup> .....	63
<b>Table 12:</b> Regression Coefficients <sup>a</sup> .....	64

## LIST OF FIGURES

<b>Figure 1:</b> Conceptual Framework .....	32
<b>Figure 2:</b> Gender .....	48
<b>Figure 3:</b> Teaching Duration.....	48
<b>Figure 4:</b> Highest Academic Qualifications .....	49

## **LIST OF ABBREVIATIONS AND ACRONYMS**

CBA:	Curriculum-Based Assessment
CBC:	Competency-Based Curriculum
CSOs:	County Support Officers
ECD:	Early Child Education
KICD:	Kenya Institute of Curriculum Development
NACOSTI:	National Commission of Science, Technology and Innovation
Q.A.S.O:	Quality Assurance and Standards Officer
RBV:	Resource-Based View
SPSS:	Statistical Packages for Social Sciences for analysis
TSC:	Teachers Service Commission
UNESCO:	United Nations Educational, Scientific, and Cultural Organization
VRIN:	Valuable, Rare, Inimitable, Non-substitutable

## CONCEPTUAL AND OPERATIONAL DEFINITION OF TERMS

**Administrative Support:** It is defined as the act of organizing, coordinating, and planning work Schedules to ensure efficiency in the flow of operations within an institution (Sidow, 2022). The independent variable was used as a measure of strategic plan implementation. The variable was operationalized as leadership styles, clear supervisory roles, collaboration with teaching staff, and timely communication from administrators/management.

**CBC Performance:** It is defined in this study as the attainment or the achievement of desired CBC goals or objectives (Waweru, 2018). It was used as the dependent variable and operationalized using increased learner focus on tasks, improved learners' competencies in skills and knowledge, and improved digital literacy by learners

**Parental Support:** It is defined as the involvement of parents in the learning affairs of their children (Paulynice, 2020). The independent variable was operationalized as the provision of learning resources, supporting learners at home, parental attendance at school meetings, parental timely response to learning needs, and parental availability when the school needs them.

**Strategic Plan:** A strategic plan describes an organization's objectives and the steps it will take to reach them (Kyai, 2019).

**Strategic Plan Implementation:** It is the procedure of carrying out a plan to accomplish an organization's objectives (Weyama, 2018). It was operationalized using administrative support, parental support, teacher training, and learning and teaching resources

**Teachers' Training:** It is defined as the act of subjecting teachers to learning to acquire more skills (Rwigema & Andala, 2022). The variable was used as an independent variable and was operationalized using ongoing training, availability of training resources, and induction via workshops/seminars.

**Teaching and Learning Infrastructure:** They are defined as the materials or resources used to provide learning (Kidega, Song, & Khaing, 2022). This independent variable was operationalized using adequate classes, the availability of laboratories, and enough teaching and learning resources.

## **CHAPTER ONE**

### **INTRODUCTION**

This chapter provided the background of the study, the statement of the problem, the objectives of the study, and the research questions. Further, the research hypothesis, justification of the study, scope, and limitations of the study were also included. The last section entailed the assumption of the study.

Since the introduction of the competency-based curriculum (CBC) in Kenya, its implementation has met hurdles, thereby affecting the overall performance of the curriculum (Mogere & Mbataru, 2023). Factors such as inadequately trained teachers to deliver and assess CBC, understaffing, class size, inadequate parental support, insufficient resources required for CBC implementation, and lack of administrative support (Opondo, Afwande, & Kamau, 2023). Low CBC performance has also been attributed to a lack of resources, such as computers, laboratories, and learning facilities, in the majority of schools in Narok (Ronoh, 2021). Such concerns, if left unchecked, could derail the implementation plan of CBC, thus leading to its poor performance. Against this backdrop, the study aims to investigate the influence of strategic plan implementation on CBC performance in public primary schools within Narok South Sub-County.

#### **1.1 Background of the Study**

Education is a key component of a country's social, political, and economic progress. Therefore, education is both a human right and an effective instrument for a nation's social, political, and economic advancement (Rupia, 2022). In agreement, Sadeq, Akbar, and Al Wazzan (2021) aver that one of the most effective tools for eradicating poverty and promoting good health, gender parity, peace, and national stability is education. The dynamic nature of society and the growing concern over

acquiring 21<sup>st</sup>-century skills, digital skills, and the impact of globalization shape school teaching and learning processes and necessitate ensuring that everyone acquires new competencies for their social and personal development (Okello, 2022).

To enhance access to quality, sustainable education that suits the changing workforce, various models have been adopted worldwide. For example, a competency-based curriculum (CBC) has been proposed as a way to ensure that the demands of the changing workforce are fully met. According to Akala (2021), enhancing access to education, accelerating the pace of primary-to-secondary school transition, and raising the quality and social relevance of education are all part of CBC's overarching plan to eradicate illiteracy. Essentially, CBC aims to equip students with the knowledge and skills to carry out tasks successfully. In this spirit, CBC education methods have been widely adopted worldwide.

For instance, teacher preparation is crucial to the implementation of CBC in the United Kingdom. All educators require continual professional development and training (Zdanevych, Kruty, Tsehelnik, Pisotska, & Kazakova, 2020). Now more than ever, CBC is necessary for teachers whose initial preparation has been harmed by disruptions in their education in the country. In these situations, the opportunity to finish formal teacher training or use continuing education to advance their skills is crucial. Since teachers carry out the curriculum, they have a significant impact on how learners are improved and transformed. Thus, teachers' experience and skills play a major role in the implementation of CBC in the UK. Teachers must therefore be proficient in utilizing the newly developed CBC instructional methodologies.

Further, in India, group discussions, experimentation, role-plays, and debates are among the teaching strategies that have helped implement CBC successfully (Ramasamy, 2020). School infrastructure, a crucial component of education, includes

classrooms, science labs, open spaces for games, dorms, restrooms, and other amenities, and these factors influence the implementation of CBC in the country. Meanwhile, due to the country's developed infrastructure, the implementation of CBC has been widely successful despite a few challenges that accompany any change initiative.

In Canada, several obstacles hinder the successful strategic execution of CBC (Foth & Holmes, 2017). These include inadequate learning facilities, inadequate teacher preparation for CBC, large class sizes, teacher shortages, insufficient teaching and learning resources, parental ignorance, and a lack of collaboration among stakeholders (Harris, Nousiainen, & Reznick, 2020). This suggests that school infrastructure has a significant impact on how CBC is implemented. Further, to enhance nationwide implementation of strategic plans in the education sector, the government has ensured adequate staffing, financial support, and ongoing professional training and development.

In Africa, the CBC has also been adopted by Cameroon's government. Ineffective strategic implementation plans have bedeviled the curriculum. For example, since instructional resources are the cornerstone of teaching and learning, Esongo (2017) stated that they are crucial to the implementation of the CBC in primary schools in Cameroon. However, it is still impossible to effectively integrate CBC in elementary schools without sufficient instructional materials and teaching facilities in the education system (Alemnge, 2019).

In Tanzania, the implementation of CBC has been hindered by teacher shortages, inadequate funding, small classroom sizes, and insufficient parental support. Such obstacles have hindered schools' ability to apply the curriculum effectively for both teaching and learning. According to Kanyonga, Mtana, and Wendt (2019), the main

obstacles to successful CBC implementation in Tanzania include low student aptitude, overcrowded classrooms, inadequate instructional materials, and a lack of in-service training for teachers on CBC.

In Kenya, one meaningful educational reform that aims to promote a more holistic, skills-oriented learning approach is the establishment of CBC (Nyamwange, 2020). In 2018, Kenya implemented the CBC in elementary schools, intending to prepare students to fulfill the human resource requirements of Kenya's Vision 2030 development plan. Investigations have shown that CBC teaching-learning strategies are not often used in public elementary schools (Mwang'ombe, 2021). The majority of educators are graduates of the outdated 8-4-4 educational system. They find it challenging to understand what needs to be taught to children following a different curriculum.

Additionally, unlike the 8-4-4 system, the new education system would need to adopt a different strategic plan that emphasizes student-centered learning (Amutabi, 2019). The learners' knowledge has been harmed by the teachers' lack of familiarity with the techniques. Consequently, a major factor in CBC's performance will be how well its strategic initiatives are implemented. Therefore, implementing strategic goals to improve CBC performance in Kenya has been impeded, among other things, by stakeholders' reluctance to attend CBC training, poor infrastructure, and a lack of parental support. The research thus sought to determine the influence of the implementation of strategic plans on CBC performance in public primary schools in Narok South Sub-County.

Consequently, good strategic plans by themselves will not be sufficient if the proper execution procedures are not in place, and consequently, organizational performance will be hampered (Priyambodo & Hasanah, 2021). According to Juma, Nyaga, and Ndwiga (2022), one essential facet of strategic management involves the implementation of strategies, including strategic plans. Developing a strategy is easier, less time-

consuming, and less complicated than putting it into practice, which is the goal of a strategic plan. Therefore, as Godfrey (2018) notes, strategic plan implementation can encounter significant challenges in the absence of comprehension and dedication, thereby influencing an institution's overall performance.

According to Lee and Willson (2018), enhancing access to education, accelerating the pace of primary-to-secondary school transitions, and improving the quality and relevance of education are part of CBC's overarching plan to eradicate illiteracy. However, the adoption of CBC in public primary schools worldwide is impacted by several school-based strategic plans. These include teaching strategies, educational materials, teacher preparation, and physical school facilities, among others (Mulenga & Kabombwe, 2019). Therefore, with good strategic plans, teaching and learning materials will be available, enough teachers will be employed, and more classrooms will be built, not forgetting the adequacy of financial resources. Thus, with the effective implementation of strategic plans, CBC's performance will be determined by the outcomes.

**In a rejoinder, Okello (2022) opines that, although CBC is a dynamic preparation of students to become critical human resources in the future, there have been specific difficulties with its overall strategic plans, which generally affect its performance (outcomes). For instance, there has long been a problem with inadequate staffing in Kenya's public schools. The Teachers Service Commission (TSC) also recognized this and stated that there is a shortage of teachers in primary schools nationwide (Onyango, 2020). Another issue that creates many obstacles to the implementation of the CBC strategic plan is the lack of parental support, which ultimately negatively affects CBC's overall performance. Additionally, Momanyi and Rop (2020) claim that several factors, including insufficient funding, organizational competency, coordination issues, and reward systems, have hindered the execution of a strategic plan.**

Although research on CBC is still lagging behind practice, advances in learning technology have increased interest in CBC in the education sector. Previous studies have examined the application of CBC and the effects of different CBC tactics on student achievement (Koskei & Chepchumba, 2020). Additionally, a variety of traits that facilitate and hinder the use of CBC have been investigated (Kanyonga et al., 2019). Nevertheless, the studies conducted have not explained what is understood about CBC performance in the context of implementing existing strategic plans (Chelulei, 2021). To accomplish this goal, this study investigated the influence of strategic plan implementation on CBC performance with a focus on Narok South Sub-County, Kenya.

### **1.1.1 CBC Performance in Narok South Sub-County**

Narok South is one of the Sub-Counties in Narok County. The Sub-County has 160 public primary schools. Since the introduction of CBC, there has been mounting concern about its performance and implementation, making this study of Narok South Sub-County necessary. Further, the cry of a funding shortage from the national government also compelled the researcher to focus on public primary schools, which primarily rely on the national government for funding, rather than private primary schools. This research is justified because performance across the entire county, including Narok South Sub-County, has been below par, as noted by Kipkoech, Ngeno, and Makero (2020). Specifically, they established that the performance was indeed low across all subjects. In fact, they found that the neutral mean score was below 3.0, indicating that learners' performance was unimpressive.

### **1.2 Statement of the Problem**

Despite the government's investment in CBC implementation, its performance has been below par. One reason for this is inadequate implementation of SPI, as Diana (2020) indicates. The effectiveness of this implementation is hindered by the unclear impact of

strategic plan execution on CBC performance (Amunga et al., 2020). The absence of a comprehensive understanding of how strategic plans influence the successful integration of CBC consequently poses a critical challenge. In fact, Narok South Sub-County, being one of the underprivileged regions dealing with particular difficulties, SPI, and consequently, the performance of CBC has not been impressive, as indicated by Kipkoech et al. (2020), who established that less than 3.0 in CBC was common, thus indicating the existence of a problem that invited this study.

Additionally, inadequate learning and teaching materials pose a challenge to the implementation of the strategic plan and to CBC performance. Momanyi and Rop (2019) and Ondimu (2018) posit that there have been gaps in the preparation of books and delays in their publication. The situation is worse in marginalized areas such as Narok. Implementing CBC is also highly challenging due to teacher shortages and the substantial workload educators are expected to carry (Amunga et al., 2020). Unless concerns are timely identified and solutions implemented, they could persist across the entire education system, jeopardizing the implementation of the strategic plan and, consequently, CBC's performance; hence the call for this study.

Several studies have been done on CBC. For example, Momanyi and Rop (2020) conducted an inquiry in Kilifi Sub-County to determine the difficulties teachers encountered when adopting CBC. They found that the leading cause was their insufficient knowledge and expertise in this area. Research on the challenges of CBC in public elementary schools in Machakos County was conducted by Wambua and Waweru (2019), who found insufficient staff, inadequate facilities, and ineffective teaching and learning materials. In an investigation into the impact of teacher readiness on the adoption of CBC in primary schools, Waweru (2018) found that teachers lacked the necessary preparation to implement CBC. In their 2017 study, Hwande and Mpofo

investigated the readiness of Zimbabwean primary schools to adopt CBC. They discovered that the training provided for teacher development and the resources available to them did not meet the teachers' requirements.

Despite the value of the highlighted studies to the current research, there appears to be a paucity of similar studies in Narok South Sub-County, thereby creating a contextual research gap that this study seeks to address. Further, some of the research was conducted in other countries (Hwande & Mpofu, 2017) and cannot therefore be used to infer the local situation in Narok South Sub-County. Again, none of the studies used strategic plans as independent variables and CBC performance as dependent variables; hence, a conceptual research gap. Therefore, this study sought to address these gaps by investigating the influence of strategic plan implementation on CBC performance in public primary schools within Narok South Sub-County.

### **1.3 Objectives of the Study**

#### **1.3.1 General Objectives of the Study**

The general objective of this study was to investigate the influence of strategic plan implementation on CBC performance in public primary schools within Narok South Sub-County.

#### **1.3.2 Specific Objectives of the Study**

- i. To assess the influence of teaching and learning infrastructure on the performance of CBC in public primary schools within Narok South Sub-County.
- ii. To establish the influence of teachers' training on the performance of CBC in public primary schools in Narok South Sub-County.
- iii. To examine the influence of administrative support on the performance of CBC in public primary schools within Narok South Sub-County.

- iv. To investigate the influence of parental support on the performance of CBC in Narok South Sub-County.

#### **1.4 Research Hypotheses**

H<sub>01</sub>: There is no statistical relationship between teaching and learning infrastructure and the performance of CBC in public primary schools in Narok South Sub-County

H<sub>02</sub>: There is no statistical relationship between teachers' training and the performance of CBC in public primary schools in Narok South Sub-County

H<sub>03</sub>: There is no statistical relationship between administrative support and the performance of CBC in public primary schools in Narok South Sub-County

H<sub>04</sub>: There is no statistical relationship between parental support and CBC performance in Narok South Sub-County

#### **1.5 Justification for the Study**

The CBC curriculum is based on national education goals. It is developed to ensure that opportunities are provided for kids to identify their gifts and potential, and to foster those abilities and potential within designated tracks and courses (Amunga et al., 2020). However, implementing the strategic plans in public schools has not been made easier due to shortages of physical infrastructure, teachers, and learning resources such as the Internet and books, among others. In the wake of such concerns, implementing the public primary schools' CBC strategic plan has faced an uphill task, thereby negatively affecting the overall outcome (performance) of the newly embraced curriculum (Wambua & Waweru, 2019). Therefore, the public education stakeholders' mounting concerns over the CBC performance and the strategic plan's implementation made a study of this magnitude, with a specific focus on Narok South Sub-County, necessary.

The cry of a funding shortage from the national government also compelled the researcher to focus on public primary schools, which primarily rely on the national government for funding, rather than private primary schools.

### **1.6 Significance of the Study**

The research may be helpful to educational planners in determining the suitability or accessibility of teaching and learning materials, as well as in helping them to allocate and forecast resources more precisely. The study will also offer policymakers, educators, and school administrators insights to enhance the strategic planning process for optimal CBC outcomes.

The study identifies obstacles that may prevent the CBC from being implemented efficiently in Kenyan schools, which may be helpful to the Ministry of Education (MOE) and the Kenyan Institute of Curriculum Development (KICD). With this knowledge, the Ministry can address the issues and guarantee that CBC is successful.

Both teachers and school head teachers, who are the primary facilitators of curriculum changes, may find the research to be significant. By examining how teachers' input and experiences impact the education change process, the research offers significant suggestions to improve teachers' and head teachers' readiness to implement strategic plans to strengthen CBC performance successfully.

The results of this research could also contribute to the body of information already available on CBC and to the implementation of its strategic plans. On a similar note, academics may use the report as a reference in their investigations into a related subject. It may also offer additional insights into CBC performance and strategic implementation areas that warrant further investigation by scholars and researchers.

### **1.7 Scope of the Study**

This study aimed to investigate the influence of strategic plan implementation on CBC performance in public primary schools in Narok South Sub-County. The study focused on all public primary schools in Narok South Sub-County. The content scope included learning and teaching infrastructure, administrative support, teachers' training, implementation of strategic plans, and CBC performance. The target population comprised all teachers, parents, and local education administrators from all public primary schools in Narok South Sub-County. The study covered 18 months (November 2023 to April 2025).

### **1.8 Assumptions of the Study**

The study assumed that all respondents provided honest and valid responses. Further, it is assumed that there were enough materials to guide this research to its successful completion. This report also assumed that the findings bridged the knowledge, conceptual, and contextual gaps, as well as the literature gap. Meanwhile, all respondents provided the necessary feedback to complete this research.

### **1.9 Limitations of the Study**

Kenya is implementing CBC for the first time. This suggests that there may be insufficient local empirical literature on the new educational system. By contrasting the problems and difficulties encountered in other nations that adopted CBC before Kenya, this constraint was solved. Additionally, some participants may withhold information because the investigation's subject matter is delicate and has been a national debate since its introduction. The researcher delimited this by assuring respondents that the information provided would remain secret. The study was limited to both questionnaires and interview guides. Only local education administrators, parents, and CBC teachers were studied.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The chapter presented empirical literature, particularly on the specific objectives. It also offered a theoretical framework, a conceptual framework, reviewed literature, and identified research gaps.

#### **2.2 Theoretical Framework**

The study was premised on three valuable theories. These included Constructivist Theory, Resource-Based View Theory, and the Synoptic Theory of Strategic Planning. The theories are discussed in detail in the following subsections.

##### **2.2.1 Constructivism Theory**

The constructivist theory is used in the research. The theory's inception is associated with Jean Piaget (1896–1980). Constructivism is an educational approach that acknowledges students' prior knowledge and comprehension, grounded in their personal experiences before starting school. It asserts that people build new knowledge through their experiences. Constructivism is frequently linked to instructional strategies that encourage hands-on, active learning. According to the principle, learning is best achieved through hands-on activities. Instead of being taught what will happen, learners learn by doing experiments and are free to draw their conclusions, judgments, and findings (Fosnot, 2013).

In a constructivist classroom, the teacher's job is to arrange the material around broad concepts that encourage students to generate new ideas and connect them to their prior knowledge (Scholnik, Kol, & Abarbanel, 2006). Because the exercises are learner-centered, students are encouraged to conduct their investigations, formulate their hypotheses, draw their comparisons, and reach their judgments. This theory

applies to research, as it gives pupils the confidence and skills to evaluate the environment they live in, propose solutions to problems that arise, and then defend their words and deeds. According to this notion, the teacher serves as a facilitator, shifting the emphasis from the teacher to the student and their learning. The CBC instructor pushes the students by developing their capacity for critical thought.

Because it encourages students to find the information for themselves, this argument supports the use of CBC. It enables educators to use a variety of approaches that allow students to make their own discoveries rather than spoon-feed them like empty vessels. The teacher assumes the role of an expert learner, facilitating learning through constant communication and designing an environment that is flexible enough to adapt to the students' needs at each stage of the process. This theory is pertinent to the research because it illustrates how a teacher can use their knowledge and skills to construct class lessons that will inspire students to perform better. Therefore, it supports the objective of teacher training on the implementation of CBC in public primary schools in Narok South Sub-County.

Many educators have adopted constructivism, but it is not devoid of its detractors. Constructivist methods have been criticized on several points. Some of the scholars who are against constructivism are highly vocal. According to Kirschner, Sweller, and Clark (2006), constructivism encourages a teaching approach in which students receive instructions that are either completely unguided or just somewhat directed. According to research, children are "lost and frustrated" when they receive little guidance. The organization and significance of working memory through learning are overlooked in the process of creating minimally guided training. According to researchers such as Kirschner et al. (2006), constructivist minimally guided techniques disregard empirical

research demonstrating the ineffectiveness of unguided instruction in poor learning settings.

### **2.2.2 Synoptic Theory of Strategic Planning**

The synoptic theory of strategic planning was created by Hudson in 1979. It consists of four traditional components: goal formulation, alternative identification, means-versus-ends analysis, and decision execution. A conventional strategic planning process has emerged over time, drawing on methods developed by Bryson (1995).

The planning process usually includes defining missions and values, creating a vision of the future, analyzing opportunities and challenges from the outside, evaluating internal strengths and weaknesses, creating strategic objectives and goals, identifying strategic concerns, creating and assessing alternative strategies, and creating action plans (Harris, Souvenir, & Howell, 2023). The theory emphasizes interaction, interpersonal dialogue, and the mutual learning method in planning. The synoptic theory, which addresses content, involvement, participation, and strategy, is being used in this research to promote strategic planning in educational institutions. The implementation of plans, however, is the more crucial issue in primary school, and this is why the research resorts to this theory to inform the linkage between SPI and CBC performance.

Roberts (2000) is a prominent opponent of strategic planning, primarily because planning activities within organizations are sometimes entirely separated from performance evaluation and resource distribution. According to the synoptic theory, strategic planning is concerned principally with weighing present alternatives for action in light of their potential long-term implications and repercussions, based on currently accessible data. Stated differently, it considers strategic planning to be about recognizing predictable trends and areas of weakness to avoid, as well as areas of strength and opportunity to seize.

However, the theory is not devoid of criticism. For example, the idea that there is a single, universally applicable method for strategic planning is ultimately the biggest misconception. Since the "one best way" to strategic planning is applied indiscriminately across all types of organizations without regard for their circumstances, it has limitations that, if not carefully considered, can inhibit the successful implementation of organizational plans. Therefore, there is no single, universally applicable strategic plan; instead, each institution has its own approach to implementing strategic plans.

### **2.2.3 Resource-Based View (RBV) Theory**

The RBV is a management theory that holds that a firm's competitive advantage stems from its internal resources and capabilities. It does not highlight a specific set of proponents associated with a particular year, but it has been developed and refined by various scholars over time. Some key contributors include Barney (1991). Barney expanded on the RBV by introducing the concept of 'strategic factor markets' and the VRIN (Valuable, Rare, Inimitable, Non-substitutable). Wernerfelt (1984), though not explicitly labeled as an RBV theorist, Penrose's work on resource allocation and growth laid the foundation for the resource-based perspective.

This theory highlights the importance of understanding the dynamics of resource acquisition and allocation in the educational context. This is made possible by insights into how organizations secure resources to survive and thrive. In the context of this study, this theory helps analyze how schools depend on various resources to implement effective strategic plans and achieve CBC performance. The key concept is resource scarcity. In essence, it examines challenges related to limited resources for strategic plan execution and CBC implementation; hence, it is used to support the objective on the influence of teaching and learning infrastructure on CBC performance in public primary schools within Narok South Sub-County.

Critiques of RBV in the context of CBC implementations include the assumption of rational decision-making. The second criticism is its simplistic view of resources – the theory often treats them as tangible assets, overlooking the importance of intangible resources such as knowledge, expertise, and relationships. In the context of CBC integration, the theory might not fully capture the need for specialized teaching skills and collaborative networks. Thirdly, it over-emphasizes dependency – In the CBC context, there is potential for schools to actively contribute to resource generation and collaboration rather than being solely dependent.

## **2.3 Literature Review**

### **2.3.1 Influence of Teaching and Learning Infrastructure on the Performance of CBC**

Ghezir et al. (2021) reviewed the experiences of educational systems of different countries on using a competency-based approach in their secondary schools. A discussion of the historical evolution of Curriculum-Based Assessment (CBA) and its applications is also included. As a result, 8,296 academic publications, including books, reports, and documents published during 1985-2017, were located in English. The 14 selected papers from 2012 to 2020 have been edited and organized by publication year, country, goal, study design, sample size, and conclusions. According to the review paper's findings, if teachers can reduce implementation barriers, CBC can be a powerful way to enhance instructional and learning methods. Similarly, Kidega, Song, and Khaing (2022) studied factors affecting the implementation of CBC in lower secondary schools in Uganda. A thematic synthesis method was used to extract and synthesize data. Secondary data were employed in the study based on the PRISMA methodology. The study identified obstacles to CBC implementation and found that the lack of infrastructure, textbooks (resource

availability), and alignment with national goals and objectives for the new curriculum all affected implementation. The assessment emphasizes that more needs to be done to support the implementation of CBC in Uganda, particularly in funding, infrastructure, and resources.

Further, Ratanya, Mudanya, and Nzaro (2022) studied the effect of the e-collaboration system in teaching methodology in improving CBC learners' performance in Public Schools in Kilifi County. The investigation focused on all students enrolled in Kilifi County's 85 public primary schools and employed a descriptive research approach. A combination of simple random and convenience sampling was used to obtain a sample of 26 public primary schools from Kilifi County. The primary instrument used to gather data was a questionnaire. Regression analysis was utilized to classify and analyze the data.

Additionally, inferential and descriptive statistics were applied. The findings indicate a strong correlation between CBC students' performance in public elementary schools and the use of e-collaboration in teaching methodologies. The results resonate with a study by Ngeno, Mweru, and Mwoma (2021) that assessed the relationship between the availability of physical infrastructure and the implementation of CBC. Both a correlation study design and a descriptive survey strategy were employed. The study's target population comprised 24 County Support Officers (CSOs), 524 head teachers, and 610 Grade 1 teachers. Descriptive statistics were used to evaluate the quantitative data, and Pearson product-moment correlation was used to correlate the inferential statistics. Sub-themes and topics were used in the analysis of qualitative data. The results showed that CBC implementation was moderately positively impacted by physical infrastructure, similar to a study by Ngeno et al. (2021). The lack of physical infrastructure, such as music and nutrition rooms, hampered the implementation of CBC.

In Kenya, Mogere and Mbataru (2023) evaluated the determinants of CBC adoption in public primary schools in Starehe District, Nairobi County. The target group consisted of 35 public elementary schools in the Starehe District, and a descriptive study design was employed. Quantitative data were evaluated using both descriptive and inferential statistics. The thematic analysis of qualitative data identified major topics, which were then presented in narratives. Teachers' CBC training, learning resources, parental involvement, education policy creation, and school leadership style all had a significant effect on CBC adoption in Nairobi County's public primary schools, according to the analysis. However, the study used qualitative data while the current research used both qualitative and quantitative data.

The results, however, dissociate from a study by Akala (2021) that focused on revisiting education reform in Kenya: A case of CBC. The article's goal is to investigate how much the difficulties encountered in the early phases of CBC deployment are impeding its adoption. The article's critique, exploration, and appraisal of the benefits and challenges of Kenya's educational reform are based on secondary literature and statistics. They found that CBC was implemented clumsily, despite accounting for early difficulties, including a lack of material and human capital, inconsistencies between instructional techniques and content, and low public participation. In contrast to a study by Mogere and Mbataru (2023), there were negative relationships between material and human capital and CBC implementation.

Contrary to the above study by Akala (2021), Maiyuria (2024) investigated factors influencing CBC implementation amongst public and private primary schools in South Kinangop Sub-County. A descriptive survey approach was used to gather information from 508 participants, which included two curriculum support officers, 100 trainers from 11 private primary schools, 350 teachers from public schools, and

35 head teachers across all schools. Content analysis was used to analyse qualitative data, and descriptive statistics were used to analyse quantitative data. According to the study, instructional resources were deemed satisfactory in 80% of private schools but just 30% of public schools. In contrast to private schools, it also highlighted the shortcomings of public schools' physical infrastructure. Additionally, primary school teachers in public schools received more CBC training than their private counterparts.

### **2.3.2 Influence of Teachers' Training on Performance of CBC**

Rwigema and Andala (2022) investigated the factors influencing the successful implementation of the CBC in Rwanda's public primary schools in Kicukiro District. A descriptive survey design was used in the research, with all 65 public elementary schools in Kicukiro District as its target population. The target population consisted of 195 respondents, since a principal teacher, one teacher, and the head of studies were chosen from each school using stratified random sampling. While qualitative data was examined thematically, quantitative data was analyzed using descriptive statistics. The study's results demonstrated a strong positive relationship among pedagogical content, teacher perceptions, technical abilities, and CBC implementation. These results corroborate a study by Okello (2022), who also found a positive correlation between the use of CBC and instructional strategies, as well as teacher preparation.

In Rwanda, Ndiokubwayo, Nyirigira, Murasira, and Munyensanga's (2020) study was titled, "Is competence-based curriculum well monitored? Learning from Rwandan sector education officers". To gain insight from their experience with CBC installation and monitoring, the current study conducted a qualitative online survey with 29 SEOs. The findings showed that SEOs are succeeding because they work with teachers, school

administrators, and district education officials. However, they encounter various obstacles in observing the implementation of CBC, including insufficient funding for training, teachers who oppose CBC methods, and inadequate CBC and English training. CBC implementation would be beneficial if the government allocated some funds, even though ongoing professional development is working at the sector and district levels. These results concur with a study by Rwigema and Andala (2022), which found that pedagogical content, teacher perceptions, and technical abilities hinder CBC implementation.

Okello (2022) sought to determine the influence of instructional methods, teachers' training, and school infrastructure on the implementation of CBC in public primary schools in Kajiado North Sub-County. A descriptive survey research approach was used in the investigation. The 63 public primary schools in Kajiado North Sub-County were the target schools. Three thousand four hundred two students in grades 4 and 5, 516 teachers, and 63 head teachers of primary schools participated in the study. Four hundred seventy-one people made up the sample. Both inferential and descriptive statistics were used to analyze quantitative data. Thematic content analysis was used to examine the qualitative information gleaned from the interview guides and open-ended questions. The results were then narratively presented. However, similar to what Ndihokubwayo et al. (2020) found, training resource inadequacy derailed CBC. The study found positive correlations between the use of CBC and instructional strategies, and between teacher preparation and instructional strategies.

Waruingi, Mbogo, and Mambo (2022) assessed the challenges principals face in implementing CBC in Kenyan public primary schools in Kiambu County. The theme content design was used in the investigation. To select 15 principals and 15 deputies,

purposeful sampling was employed. The majority of the difficulties that head teachers encountered in implementing the new curriculum concerned personnel development and training. It was determined that there had been a staffing shortage, and the few remaining teachers were under pressure to instruct a large number of students. The teacher training program did not meet the requirements as stipulated by CBC policy guidelines.

Chemagosi (2020) examined teachers' preparedness for implementing a competence-based curriculum in lower public primary schools in Kilifi and Nandi counties, Kenya. The theme content design was used in the investigation. To select 15 principals and 15 deputies, purposeful sampling was employed. The majority of the difficulties that head teachers encountered in implementing the new curriculum concerned personnel development and training. It was determined that there had been a staffing shortage, and the few remaining teachers were under pressure to instruct a large number of students. The teacher training program did not meet the requirements stipulated by CBC policy guidelines, possibly due to the large number of students or a lack of teaching resources, as reported by Waruingi et al. (2022).

Isaboke, Mweru, and Wambiri (2021) proposed to assess the preparedness of pre-primary school teachers to implement the CBC in public pre-primary schools in Nairobi County. The study targeted a population of 900, comprising 450 pre-primary school teachers, 225 Early Childhood Development (ECD) Center Managers, and 225 head teachers across all 225 public pre-primary schools. The study had a sample of 180, comprising 45 head teachers, 45 center managers, and 90 pre-primary school teachers. A Questionnaire, interview schedules, an observation checklist, and a document analysis guide were used to collect data. Qualitative data were analyzed thematically, whereas quantitative data were summarized using percentages and frequencies, and the Chi-square test was used to test the hypotheses. Findings showed that the majority (65.9%) of

the teachers had not received any training on CBC, whereas 34.1% of the teachers were trained and had good knowledge of CBC implementation. In contrast to Chemagosi's (2020) study, this study found a significant relationship between teachers' level of training in CBC and their ability to implement the curriculum. Therefore, teacher training was a successful strategy that enabled CBC implementation.

Koskei and Chepchumba (2020) identified teachers' competency as a cornerstone of CBC implementation in lower primary schools in Nakuru County, Kenya. The study used a descriptive survey design. The researcher employed a purposive random sample with stratified sampling. The survey included 200 instructors and 100 head teachers as a sample. Data was gathered by the researcher using an interview guide and a questionnaire. Descriptive and null hypotheses were evaluated at  $\alpha=0.05$ , and the field data were analyzed. The results of this research showed that teachers' competency, developed through training, had a significant impact on how CBC was implemented.

The results by Koskei and Chepchumba (2020) concur with a study by Ojung'a (2023) that researched teacher preparedness and CBC implementation amongst public primary schools in Kikuyu Sub-County. The target population comprised 132 grade 6 teachers and 28 head teachers, using a descriptive survey design. The study used descriptive statistics and correlation. When it came to pedagogical content knowledge, teachers' proficiency in integrating different competencies into lessons had the greatest influence on CBC implementation, though all aspects of their ability to comprehend and utilise concepts from curriculum design had a favourable, statistically significant impact. Teachers' incorporation of ICT across all learning domains and the availability of appropriate infrastructure had a statistically significant effect on the effective implementation of the CBC. CBC appears to be good, according to the instructors, but

more measures are needed to ensure that schools have the tools they need and that teachers are adequately prepared.

Wamuyu (2020) established the influence of training of public primary school head teachers on the implementation of CBC in Kiambu County, Kenya. This study employed a descriptive survey as its research design. The necessary data was gathered via questionnaires, with 76 respondents being the target group. Descriptive and inferential statistics were used to analyze the acquired data. The research results showed that role modeling and programmed teaching have a positive impact on CBC implementation. The study found that CBC implementation was positively affected by training practices, structured instruction, and role modeling by public primary school head teachers. The results support Koskei and Chepchumba (2020), who also found that teachers' competency had a positive impact on how CBC was implemented.

### **2.3.3 Influence of Administrative Support on the Performance of CBC**

Sidow (2022) examined factors affecting the implementation of the CBC in public secondary schools in Mogadishu, Somalia. The research's specific goals were instructional materials, principal oversight, and teacher professional development. The data from this study were analyzed using only quantitative methods. The research information was collected from 292 academic staff members selected at random. The multiple regression analysis was used. As demonstrated, there is a robust, positive correlation between CBC implementation and principal supervision.

Nyikadzino (2023) investigated the experiences of primary school leaders and teachers during the implementation of CBC in Zimbabwe. The design of qualitative research was used. A sample of participating schools came from the Harare Metropolitan Province's Mbare/Hatfield District. Five elementary schools' worth of teachers and school administrators were sampled using purposeful sampling. Data from teachers and school

administrators were gathered through semi-structured interviews. The method of thematic data analysis was utilized. The study found that although principals employed both democratic and autocratic leadership philosophies, they did so within the boundaries of the official bureaucratic and hierarchical organization to which they belonged. Therefore, in line with Sidow's (2022) research, a positive relationship was found between principal leadership style and CBC implementation.

Similar to Sidow's (2022) study, Owuor (2022) investigated factors influencing the implementation of CBC in public and private primary schools in Mbita sub-county, Kenya. The investigation utilized a descriptive survey research design and was informed by Dewey's social constructivism theory. The target population comprised 110 teachers from 11 private schools and 370 teachers from 33 public elementary schools. Eleven head teachers from private primary schools and thirty-three from public primary schools were also the focus of the study. Two curriculum support officials were also singled out. Consequently, 526 people were the overall target population. The data analysis method employed descriptive statistics, whereas thematic content analysis was used to analyze the qualitative data. According to the survey, school leadership and administration enabled teachers to create a positive work environment in which to implement CBC programs.

Mukabi (2022) analyses determinants influencing the implementation of strategic plans in public secondary schools in Kakamega County. The study targeted 645 participants, with a representative sample of 171, using a mix of descriptive survey methodology and a correlational design. Techniques for sampling at multiple stages were used. Regression analysis and descriptive statistics were also used. The research found that school administrators lacked sufficient training in the process of strategic planning. The study found no discernible difference in the effects of democratic, laissez-faire,

transformational, and authoritarian leadership styles. The results of a regression analysis showed that while transformational management styles had a pessimistic prediction, autocratic, democratic, and laissez-faire leadership styles had favorable predictions for the implementation of strategic plans. However, these results are inconsistent with Nyikadzino's (2023) findings, which showed a positive association between principals' leadership styles and CBC strategic plan implementation.

In line with the above study by Mukabi (2022), Mgute and Nyakwara (2022) examined factors influencing the implementation of strategic plans in public secondary schools in Kisii South Sub-County, Kisii County, Kenya. In this research, a descriptive design was adopted. The collected qualitative data were analyzed using both descriptive and inferential methods to help critics understand the findings. The research findings indicate a statistically significant and favorable correlation between administrative communication and the execution of the strategic plan. Similar to Mukabi (2022), Mgute and Nyakwara (2022) also found a strong and favorable correlation between leadership development initiatives and the execution of strategic plans.

### **2.3.4 Influence of Parental Support on the Performance of CBC**

In the USA, comparative research was conducted in Florida by Paulynice (2020), who explored educators' perceptions of parental involvement in determining student performance. The research project was informed by Epstein's theory of parental participation and employed a qualitative case study design. According to the survey, many parents were not involved in their children's education and rarely attended school-sponsored events or parent-teacher conferences. To boost parental involvement, the research emphasized communication and the need to create more meaningful and enjoyable family programs and events.

In Rwanda, Dieu Bavugempore and Ngabonziza (2024) investigated the challenges that prevent parents from effectively participating in CBC implementation in lower primary grades. The J. E. Epstein Theory of Parental Engagement, which addresses parental engagement in six dimensions, served as the foundation for this investigation. Both quantitative and qualitative information were gathered and analyzed for this investigation using a descriptive research methodology. Data was collected from three Karongi District schools, and a sample of 45 parents with children enrolled in the three schools, 45 lower primary school students, 9 lower primary school instructors, 3 head teachers, and one education officer were chosen. Utilizing the Systematic Random Sampling technique, this sample was determined from the entire population, which consisted of 1053 parents, 1065 children, 31 teachers, and 3 head teachers. Thematic analysis and descriptive statistics were used to assess the gathered data both qualitatively and quantitatively. SPSS version 28.0 was used to analyze the results, which were organized in an Excel spreadsheet. The primary obstacle to parents' effective participation in CBC implementation, according to the findings, is their ignorance of CBC and their inability to know where and how to assist their children. Similarly, Paulynice (2020) found that parental involvement was impeded by school-family programs and events, thus derailing CBC implementation.

Wairimu (2022) investigated parental involvement in the formation of school-family partnerships during CBC implementation, with a focus on public primary schools in Lang'ata Sub-County. Epstein's hypothesis was applied in the investigation. The research project used a mixed-methods approach, with thematic analysis of the qualitative data and SPSS 20 for the quantitative data. The research found a positive relationship between the implementation of the CBC curriculum and parental participation characteristics. Nevertheless, communication was a problem for Lang'ata Sub-County's

public primary schools. For instance, because it was mainly utilized for assignments, the diary as a primary communication medium was constraining. For parental awareness, parents helped their kids with homework but did not participate in other extracurricular activities or in decision-making regarding school-related matters. The primary schools that were the subject of the research had Parent Associations that permitted parents to participate in some capacity in the school's structural elements and in family connections. Lastly, the study discovered that several aspects, including parent and teacher concerns and parent and family concerns, influenced parental participation. Parental involvement had a positive statistical relationship with CBC implementation.

Amunga, Were, and Ashioya (2020) did a study on the teacher-parent nexus in the CBC success equation in Kenya. It was founded on Vygotsky's social constructivism theory and an exploratory investigation. The results indicated that for CBC to succeed, parents and teachers needed to collaborate. In-depth interviews and open-ended questionnaires were used to gather data, which were then subjected to thematic analysis. In contrast to the above study by Wairimu (2022), the findings showed that, in addition to providing learning resources for the numerous practical sessions, parents also needed to collaborate with teachers as co-educators. Many parents, nonetheless, were hesitant to do so since they believed it was the teachers' duty. This implies that to reverse this tendency, the attitude problem must be resolved. To improve the implementation of CBC, parents should also be urged and made aware of the importance of their involvement.

In corroborating the findings by Amunga et al. (2020), Kiprotich (2020) examined the effects of the new CBC on students in Kericho East Sub-County. To obtain this, the researcher visited public primary schools in Kericho East Sub-County to observe how teachers are embracing the CBC, and randomly selected some teachers and students for interview sessions. The sampling technique adopted was stratified random sampling, in

which the researcher partitioned the study area into strata and applied simple random sampling within each stratum. Research instruments used to reach the study's conclusions included personal interviews, questionnaires, observation, and focus group discussions. In line with Amunga et al. (2020), the study found that parents, teachers, and learners worked hand in hand to enhance CBC implementation and the quality of education.

### **2.3.5 CBC Performance in Public Primary Schools**

Momanyi and Rop (2019) and Ondimu (2018) posit that gaps in book preparation and delays in publication have resulted in inadequate learning and teaching materials, leading to below-par performance of CBC in the country. The situation is worse in marginalized areas such as Narok. Implementing CBC is also highly challenging due to teacher shortages and the substantial workload educators are expected to carry (Amunga et al., 2020). Unless concerns are timely identified and solutions implemented, they could persist across the entire education system, jeopardizing the implementation of the strategic plan and, consequently, CBC's performance; hence the call for this study. The study thus used increased learners' focus on tasks, improved learners' competencies in skills, knowledge, and teaching and learning resources, and adequacy of these resources as measures of CBC performance.

According to the CBC approach, students should be given materials that allow them to engage with and create meaning from the information itself, thereby improving their success in completing assigned classwork. Through the provision of learning and teaching resources, learners' skills and knowledge will improve (Amukowa, 2020). A competency-based curriculum, as opposed to one that primarily focuses on what students should know in terms of the traditionally defined topic matter, stresses the multifaceted results of a learning process—that is, the knowledge, skills,

abilities, and attitudes that students will apply (Koskei & Chepchumba, 2020). As a vital element of developing a school system that can tailor instruction while staying committed to the goal of an egalitarian system, the CBC is expanding across the nation (Amunga et al., 2020).

As Diana (2020) notes, it is crucial to recognize that students possess varying talents; as such, a CBC necessitates active learning rather than passive observation. The education system is currently transitioning to the 2.6.3.3 system, which emphasizes competency-based teaching and learning and focuses on understanding concepts, skills, and competencies. This calls for modifications to teaching, learning, and assessment approaches. The 8.4.4 system previously emphasized content-driven teaching and learning, involving rote learning of factual knowledge (Chelulei, 2021).

According to the World Bank (2021), buildings, classrooms, labs, and other educational facilities are essential components of a learning environment. According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO) recommended criteria, the government should provide infrastructure such as computer labs, workshops, libraries, and additional classrooms to accommodate the growing number of students. He also suggests a 100% primary-to-secondary transition program.

In the words of Zdanevych et al. (2020), classrooms are the foundation of all educational resources, and schools should have enough classrooms that are attractive to look at, well-painted, and with enough space to accommodate students. The report also emphasizes the need for the government to provide physical spaces, such as classrooms, labs, workshops, libraries, and sports fields, to foster a climate conducive to implementation. With such an environment, learners' skills and competencies will improve.

Lorente-Echeverría, Canales-Lacruz, and Murillo-Pardo (2022) studied the Vision of Future Primary School Teachers as to Education for Sustainable Development from a Competency-Based Approach. This study adopted an interpretive or phenomenological approach, grounded in a content analysis. The sample consisted of 367 people—113 men, 247 women, and 7 who preferred not to say—with an average age of  $21.82 \pm 2.56$ . Data processing and interpretation were performed using QSR NVivo 11. The main results show that respect, coexistence, and collaboration were the normative principles that regulated behavior, and that competencies related to education for sustainability involve managing emotions, critical thinking, clarifying values, and contextualizing problems to implement competency-based learning. Furthermore, the use of experiential, interdisciplinary, collaborative, and critical educational plans and projects was found to prompt measures to effectively implement a competency-based approach to improve learners' knowledge and skills.

Amukowa (2020) investigated the challenges facing the implementation of CBC in primary schools in Kenya. The research design used in the investigation was mixed. A total of 200 schools, 200 head teachers, 200 teachers, and four Kenya National Union of Teachers sub-branch secretaries were selected. Questionnaires, interviews, and observations were used to gather data. After that, it underwent both quantitative and qualitative analysis. According to the study's findings, CBC was hastily introduced into Kenyan primary schools without careful planning or execution, and most teachers received little training on its content and instructional strategies, which tends to make it more difficult for them to apply the curriculum's core knowledge and skills. In general, there were not enough recognized textbooks or instructional resources for both teachers and students. There was insufficient public participation and input from parents and other educational actors in the curriculum revision process. There were between 70 and 100

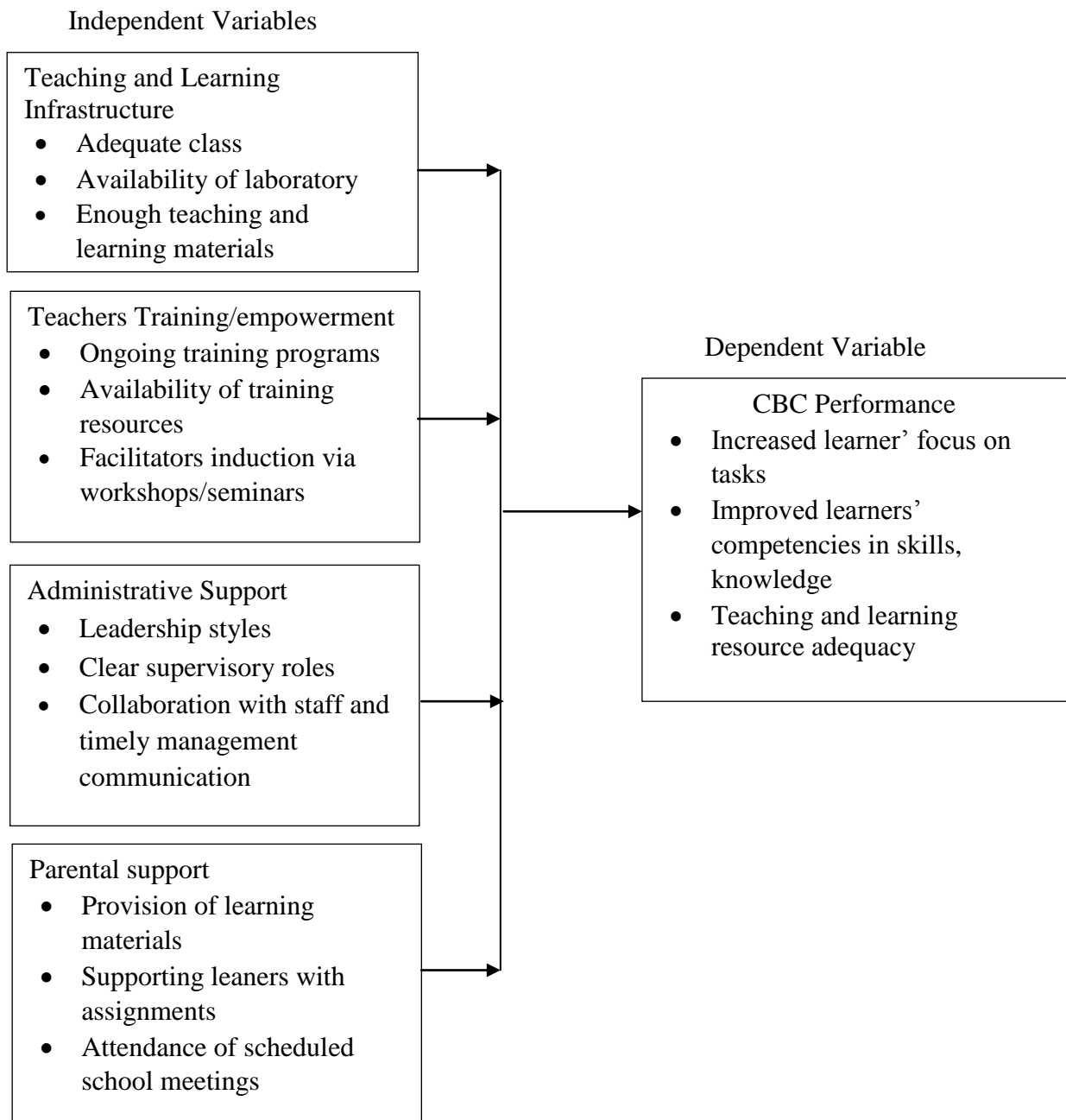
students in each stream, packing the classrooms. Given these difficulties, it is uncertain if the new curriculum will be successful.

#### **2.4 Conceptual Framework**

A conceptual framework is a diagrammatic representation of the interrelationships among variables. It is employed to arrange concepts and draw conceptual distinctions in a study. The relationship among the variables is shown in Figure 1.

**Figure 1**

*Conceptual Framework*



*Source:* Researcher, (2025)

**2.4.1 Operationalization of Variables**

Figure 1 shows that teaching and learning infrastructure, teacher training, administrative support, and parental support had a relationship with CBC performance. In fact, all the independent variables had a positive relationship with CBC performance in Narok South

Sub-County.

## **2.5 Research Gaps**

Based on the reviewed studies, there were few empirical studies examining the implementation of strategic plan effectiveness and CBC outcomes across various public primary schools in Narok South Sub-County. Moreover, some studies (Ghezir et al., 2021; Lorente-Echeverría et al., 2022) were conducted in developed economies (a contextual and empirical research gap), with well-established education systems, hence making it difficult to draw inferences about local experiences with strategic plan implementation and CBC performance. Further, some studies (Owuor, 2022; Koskei & Chepchumba, 2020; Abdullahi, 2019; Kidega et al., 2022) did not use the measures for the independent and dependent variables; hence, this study conceptualizes research to bridge the identified knowledge gaps.

Various studies (Ratanya et al., 2022) also reported mixed and contradictory results on the relationship between a strategic plan and CBC performance, due to methodological gaps; thus, there is a call for a localized study to address these gaps. Again, studies like Amukowa (2020) did not use RBV and constructive theories; hence, a theoretical gap was bridged by using these theories.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

In this chapter, the study presented the research methodology. These included research design, study population, sampling procedure, sample size, pilot study, and instrument validity and reliability. Additionally, data collection procedures and data analysis are also covered. Finally, ethical considerations were also captured in the chapter.

#### **3.2 Research Design**

According to Bloomfield and Fisher (2019), a research design is a framework for data collection and analysis to elevate the significance of the research's primary goals. A descriptive survey research design was used for this investigation. With no modification of any type, this design welcomes the description and observation of a research subject. The research's design was suitable, as it enabled the collection of significant data on the implementation of strategic plans and on CBC performance in public primary schools in Narok South Sub-County. The design was chosen because it effectively showed the relationships among different factors. Additionally, this design style improved the way that variables behave without changing them. Essentially, it helped show the effects of strategic plan implementation on CBC's performance.

#### **3.3 Location of the Study**

The study was done among public primary schools in Narok South Sub-County. The Sub-County is located in Narok County, Kenya. The Sub-County is among the six Sub-Counties in the area (Narok County). The Sub-County has six wards, each electing a Member of the County Assembly (MCA) to the Narok County Assembly. According to the 2019 Census, the Sub-County has a population of 238,472, an area of 4,577 km<sup>2</sup>, and a population density of 52.10/km<sup>2</sup>. The choice of Narok South Sub-County is because it

is among the underprivileged regions facing particular difficulties, including the implementation and performance of CBC.

### **3.4 Population of the Study**

The population included all primary schools within Narok South Sub-County. The cry of a funding shortage from the national government prompted the researcher to focus on public primary schools, which primarily rely on national government financing, rather than private primary schools. Meanwhile, the target population comprised all teachers, parents, and county education officials from the public primary schools in Narok South Sub-County. In Narok South Sub-County, there are 160 public primary schools. The 9,151 parents, the 1,616 teachers, and the 4 county education officials formed the target population. The study chose parents, teachers, and education officials because they are at the center of implementing education strategic plans to promote CBC outcomes.

#### **3.4.1 Inclusion and Exclusion Criteria**

In connection with the inclusion criteria, only parents, teachers, and county education officials in the public primary schools were included in the study. These stakeholders were included because they are the center of CBC implementation in public schools.

Regarding exclusion criteria, head teachers and subordinate staff, including cooks, security officers, secretaries, and bursars, were excluded from the study. The headteachers were excluded because they usually have tight schedules; hence, participating in this study would be difficult. Meanwhile, subordinate staff were excluded because they are not at the center of CBC and may therefore not have valid information.

### 3.5 Sampling Procedure and Sample Size

#### 3.5.1 Sample Size Determination

To determine an appropriate sample size, the study used the Yamane (1967) formula.

The Yamane scientific formula for teachers was as follows;

$$n = N \div [1 + N(e^2)]$$

Where:

n = Sample size

N = Target population

e = Margin of error (0.05)

The sample size, therefore, was computed as follows:

$$n = 1,616 / (1 + 1,616 \times 0.05^2)$$

The teachers' sample size = 321 teachers

Meanwhile, the Yamane scientific formula for parents;

$$n = N \div [1 + N(e^2)]$$

Where:

n = Sample size

N = Target population

e = Margin of error (0.05)

The sample size, therefore, was computed as:

$$n = 9,151 / (1 + 9,151 \times 0.05^2)$$

The sample size for parents will be = 383 parents

**Table 1***Sample Size Frame*

Respondents	Target Population	% Sample Size	Sample Size	Sampling Techniques
Teachers	1,616	19.86	321	Simple random sampling
Parents	9,151	4.19	383	Simple random sampling
Education officials	04	100	04	Purposive sampling
Total	10,771	124.05	708	

*Source:* County Public Service Board (2024)

### 3.5.2 Sampling Technique

Simple random sampling was used to select participants (teachers and parents). To accomplish this, the researcher obtained a list of all primary school teachers and parents, from which participants were randomly selected for the study. The study handled this without regard to age, gender, or ethnicity. The study employed a simple random sampling technique because it is non-discriminatory and unbiased in selecting respondents. To sum up, the process provided every participant with an equal opportunity to participate in the research. Nonetheless, due to their modest size and manageability, local education authorities were sampled using the census technique.

To actualize simple random sampling, the study first accessed a list of respondents (teachers and parents). After being provided with a list of respondents, the researcher picked respondents at random. For example, the researcher gave respondent number three after every two respondents were ignored. This process was used until the saturation point was reached.

### **3.6 Instrumentation**

Regarding the instrumentation, the study used a structured questionnaire and interview guide. A questionnaire was used to collect data from the teachers. The questionnaire was structured on a five-point Likert scale of 1-5 (where 1 meant strongly disagree, 2 meant disagree, 3 implied not sure, 4 stood for agree and 5 meant strongly agree) (see Appendix II). The questionnaire was subdivided into six sections. Section one contained personal information, while section two covered the influence of teaching and learning infrastructure on CBC performance, including adequate classrooms, labs, and libraries. Section three provided information on the influence of teachers' training on CBC performance, including ongoing training programs (workshops/seminars) and training resources. Section four sought information on the influence of administrative support on CBC performance, focusing on clear supervisory roles, work environment, and leadership styles. Section five included information on parental support, including the provision of learning resources, homework assistance, and timely responses to learning needs. Meanwhile, the last section provided information on CBC performance, including increased learner focus, digital literacy, and learners' competencies. The questionnaire was used in this study because it was cost-effective and quickly yielded a large amount of data from a large sample. Additionally, because it was confidential hence participants were allowed to answer without hindrance or compulsion from other parties.

Concerning the interview guide, the instrument was used to gather data from parents and local education officials. Respondents' responses were not limited because the interview guide was not structured. In line with the research goals, the interview guide included a range of questions. The interview guide was used in the study because it could elicit more information from participants than a structured questionnaire, which was inherently limited.

### **3.6.1 Pilot Study**

Regarding the pilot study, the researcher carried it out in Narok West Sub-County. The pilot study was carried out in Narok West Sub-County because it had similar geographical characteristics to the study area. Conducting piloting in other schools outside Narok South Sub-County enabled all schools within the study scope to participate.

### **3.6.2. Validity of the Instrument**

The validity of the instrument is defined as the standard of measurement that an instrument is supposed to measure (Andrade, 2018). Respecting both external and internal legitimacy is necessary to achieve this. Internal validity is the extent to which the study's conclusions accurately reflect reality rather than being the product of unrelated factors. During the study, data were gathered as planned, and only fully completed forms were reviewed. The investigator also ensured that external validity is acknowledged. According to Clark and Watson (2019), a study is externally valid if the sample size chosen is representative of the context and the broader population under investigation. Therefore, external validity refers to the extent to which study results can be generalized to the entire population beyond the chosen sample. To achieve construct validity, the researcher drafted the questionnaire with the many objectives stemming from the research's subject in mind. Determining the veracity of the face and content was simpler as a result.

Face-to-face validity demonstrated the ease with which the instrument's content can be read and comprehended. On the contrary, content validity refers to the examination of the instrument to determine whether the data-collecting instruments fully capture all of the elements that the variables are intended to measure. The researcher conducted content validity by presenting the data collection tools to peers and supervisors for

assessment. Then, to ensure the face validity and content of the tools, ideas from supervisors and peer reviews were considered.

### 3.6.3. Reliability of the Instrument

Reliability testing was also done as part of the inquiry. Reliability is the equipment's ability to produce measurements that are almost identical or identical when similar variables are scrutinized under the same conditions (Cohen et al., 2017). This suggests that the instruments should yield similar results when used repeatedly, and the tests should produce consistent measurements that yield repeatable outcomes. To do this, Cronbach's Alpha was used to evaluate the reliability coefficient. If the tool's Cronbach's alpha is more than 0.8, it is deemed reliable (Taber, 2018). In this study, the reliability scores for teaching and learning infrastructures, teacher training, administrative support, parent support, and CBC performance were 0.89, 0.92, 0.87, 0.84, and 0.96, respectively (Table 2). Therefore, the data collection tool was deemed reliable, as indicated by Taber (2018).

**Table 2**

*Reliability Scores*

Variables	Cronbach Alpha
Teaching and learning infrastructures	0.89
Teacher training	0.92
Administrative support	0.87
Parent support	0.84
CBC performance	0.96

### 3.7 Data Collection Procedure

As part of the data collection procedure, the researcher gave the questionnaire to the participants once the data collection study permit had been successfully applied for and received. The investigator elucidated the purpose of the investigation and simultaneously

ensured participants' privacy. The data collection period was two weeks. The drop-and-drop-and-pick approach is used for questionnaires.

Regarding risks, this study did not encounter any risks, such as respondents collaborating during questionnaire responses. In rare cases, some participants may conspire to share their responses with others, thereby compromising the integrity of the responses. Therefore, to protect participants from such ethical concerns, the researcher requested that respondents maintain confidentiality throughout the exercise. They were specifically required to remain as independent as possible throughout the process to avoid blackmail or the exposure of their responses to others.

To ensure data integrity, no respondent was required to share their responses with colleagues. The exercises were completely confidential to maintain the anonymity of participants' responses. Further, respondents were implored to complete the questionnaire to ensure the completeness of the data collection tools.

Furthermore, sufficient provisions were made to ensure data could be stored in a private area. In particular, for security reasons, the obtained data was kept in a secure locker. Only the researcher had access to the safe locker. To further protect the data entered into SPSS version 25.0 for analysis, the researcher used a strong password. The laptop's password for the site where the fieldwork data is stored was only known by the researcher.

Additionally, proper and secure data disposal at the end of the investigation is essential for any research project. To accomplish this, the tools will be destroyed upon successful completion of the research project to ensure that no information about the gathered data is visible or traceable to anyone. To prevent unauthorized access to the computer's

storage location, the soft copy that is stored on the system will also be irreversibly erased.

### 3.8 Data Analysis and Presentation

Before processing the data using Statistical Packages for Social Sciences (SPSS) version 25 for analysis, the data were sorted and organized (Pallant, 2020). Descriptive statistics were the initial analysis tool used. Data on the implementation of strategic plans and CBC performance were analyzed using descriptive statistics. Tables, figures, percentages, and frequencies were all included in descriptive statistics. The study also used the Chi-square to test the hypotheses. Further, linear regression analysis was also used in this investigation. This approach was employed as it facilitated the identification of the connections among independent, mediating, and dependent factors.

The linear regression model:

$$Y = a_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \varepsilon$$

Y = CBC performance

$a_0$  = Constant

$\beta_1, \beta_2, \beta_3, \beta_4$  &  $\beta_5$  = Regression coefficients

$X_1$  = Teaching and Learning Infrastructure

$X_2$  = Teachers' training/empowerment

$X_3$  = Administrative support

$X_4$  = Parental support

$X_5$  = Education policy

$\varepsilon$  = Error term

### **3.8.1 Diagnostic Tests**

The study used various diagnostic tests. These included multicollinearity, heteroscedasticity, and normality. The tests are discussed hereafter.

#### ***Multicollinearity***

The premise of multiple linear regression is that none of the predictor variables significantly correlate with one another (Ullah, Aslam, Altaf, & Ahmed, 2019). When there is a strong relationship among one or more predictor variables, the regression model suffers from multicollinearity, leading to biased coefficient estimates. The quickest way to determine whether this premise is true is to calculate the VIF for each predictor variable. VIF values start at 1 and have no upper bound. In general, multicollinearity is implied by VIF values greater than 10, and vice versa. Partial least squares regression, which is designed to handle highly correlated predictor variables, can be used to overcome this issue, or the most straightforward approach is to omit the predictor variable with the highest VIF (Schreiber-Gregory, 2018).

#### ***Heteroscedasticity***

The residual variance is assumed to be constant across the whole linear model in multiple linear regression. When this is not the case, the residuals are considered heteroscedastic (Yang, Tu, & Chen, 2019). Heteroscedastic regression analysis adds ambiguity to the model's forecasts.

In particular, the regression model ignores that heteroscedasticity increases the variance of the coefficient estimates. This makes it more likely that a term in a regression model can be reported as statistically significant when it is not.

Plotting standardized residuals against predicted values is the simplest way to determine whether this premise is accurate. Once a regression model has been satisfactorily fitted to

a dataset, a scatter plot can be created, with the standardized residuals on the y-axis and the predicted values for the variable being predicted on the x-axis. If a pattern is observed in the points of the scatter plot, heteroscedasticity is evident. Alternatively, the model's reliability can be assessed using the Breusch-Pagan-Goldberg Test. If the variable's p-value in the Breusch-Pagan-Goldfeld test is greater than 0.05, the model is considered reliable; otherwise, it is not (Ali & Terzi, 2021).

### *Normality*

The fundamental assumption of multiple linear regression is that the residuals of the model are normally distributed. Schmidt and Finan (2018) state that there are two common methods to assess the validity of this premise: the Q-Q or P-P charts can be used to verify normality. Quantile-quantile plots, or Q-Q plots for short, are a specific type of figure that researchers can use to assess whether a model's residuals follow a normal distribution (Mishra et al., 2019). If the plot's points form a straight diagonal line, the normality assumption is met. However, this study used the Shapiro-Wilk normality test, which uses 0.05 as the threshold for determining normality.

### **3.9 Ethical Considerations**

Participants received assurances from the investigator that the information gathered for this research would be kept confidential and used only for that purpose. To do this, every participant's name and confidential information that could expose their identity were kept secret. Complete anonymity and confidentiality of the responders were preserved. Additionally, the investigator ensured that the data supplied was used solely for academic purposes, acting with the highest professionalism and honesty. Ethically, a clearance letter from the university was required before data collection began. The next action was to request approval from the KUREC using the letter of introduction.

The researcher applied for a NACOSTI research permit after receiving a letter of authorization from the KUREC. The investigator informed the respondents of the study's goals and reassured them that it was solely being conducted for academic purposes after receiving their consent. They were also informed that the inquiry was conducted with the strictest confidentiality.

Each respondent was informed of the study's goal and given the option to disconnect from it at any time if they chose not to participate or to stop the process. Thus, the expectation was that only those who were inspired to engage in the study did so. To obtain this, each participant signed the consent letter, which ensured their participation was not the result of coercion. Consequently, each respondent had an opportunity to end the survey at any point. The researcher also ensured that all materials used were properly referenced and cited to prevent plagiarism.

Regarding risks, this study may have faced risks, such as respondents collaborating during questionnaire responses. In rare cases, some participants may conspire to share their responses with others, thereby compromising the integrity of the responses. Therefore, to protect participants from such ethical concerns, the researcher requested that respondents maintain confidentiality throughout the exercise. They were specifically required to remain as independent as possible throughout the process to avoid blackmail or the exposure of their responses to others.

To ensure data integrity, no respondent was required to share their responses with colleagues. The exercises were entirely confidential for maintain the anonymity of participants' responses. Further, respondents were implored to complete the questionnaire to ensure the completeness of the data collection tools.

Furthermore, sufficient provisions were made to ensure data could be stored in a private area. In particular, for security reasons, the obtained data was kept in a secure locker. Only the researcher had access to the safe locker. To further protect the data entered into SPSS version 25.0 for analysis, the researcher used a strong password. The laptop's password for the site where the fieldwork data is stored was only known by the researcher.

Furthermore, proper and secure data disposal at the end of the investigation is essential for any research project. To accomplish this, the tools will be destroyed upon successful completion of the research project to ensure that no information about the gathered data is visible or traceable to anyone. To prevent unauthorized access to the computer's storage location, the soft copy that is stored on the system will also be irreversibly erased.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION, AND DISCUSSION**

#### **4.1 Introduction**

In this chapter, quantitative data were analyzed, presented, and interpreted. Qualitative data were equally thematically analyzed. Correlation and regression results were also subsequently presented.

#### **4.2 Response Rate**

The researcher distributed 321 questionnaires to teachers. Of the 321, 227 returned completed questionnaires, yielding a response rate of 70.72%. According to Mugenda and Mugenda (2006), a response rate of 50% of the sample size is adequate for data analysis.

#### **4.3 Demographic Information**

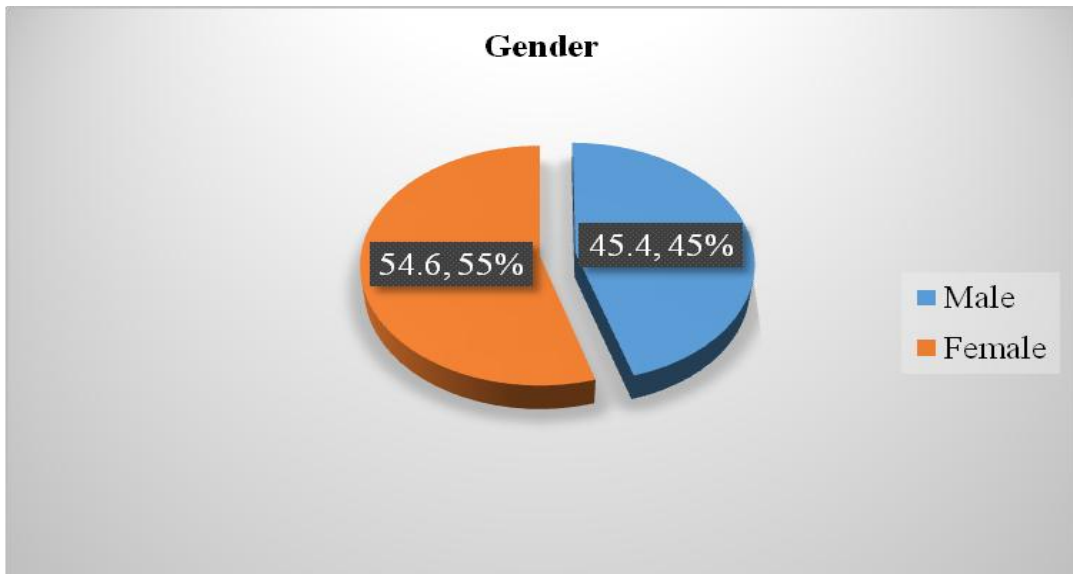
In this part, respondents' personal information, including gender, teaching duration, and academic qualifications, was analyzed and presented. The results are shown in the subsequent subsections.

##### **4.3.1 Gender**

The research sought to find out the distribution of respondents by gender. The results are shown in Figure 2

**Figure 2**

*Gender*



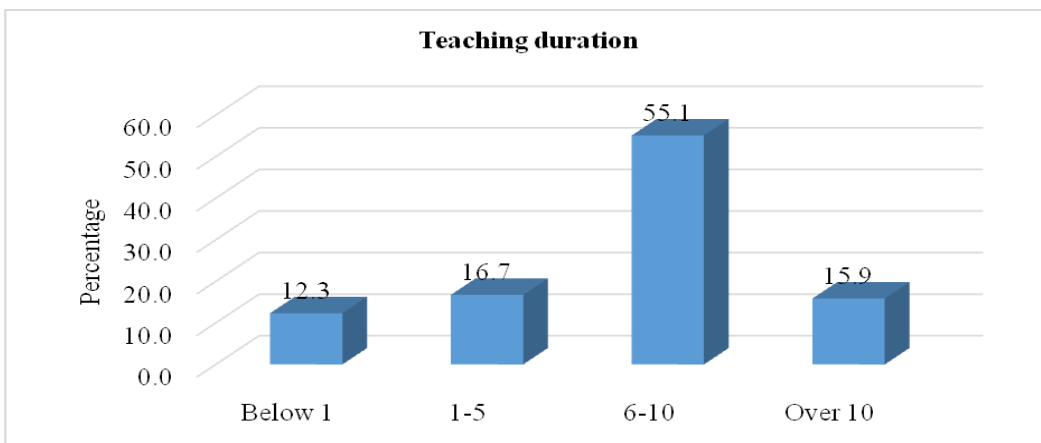
In Figure 2, 54.6% of the respondents were female teachers, while 45.4% were male teachers. The findings indicate that female teachers dominated most schools in Narok South Sub-County.

#### **4.3.2 Teaching Duration**

The respondents were asked to state their respective teaching durations. The results are presented in Figure 3.

**Figure 3**

*Teaching Duration*



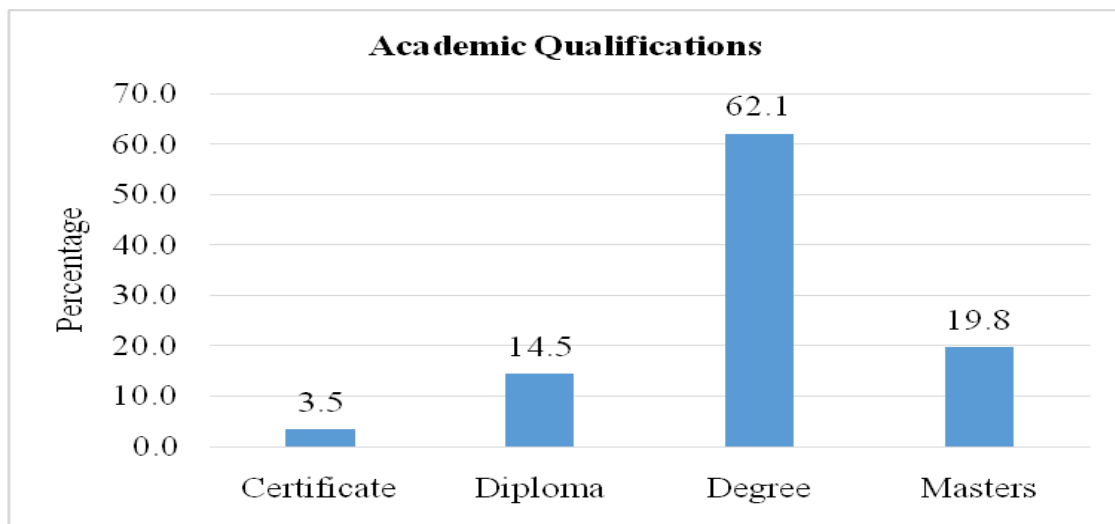
The results in Figure 3 indicate that 55.1% of the respondents had a teaching duration of 6-10 years. This was followed by 15.9% of respondents with a duration of 10+ years. Meanwhile, 16.7% had 1-5 years of teaching experience. From the results, it can be said that most teachers had 6 years or more of experience, as reported by 71.0%. This implies that teachers understood CBC and could therefore be entrusted with its implementation.

#### 4.3.3 Highest Academic Qualifications

The study was set to establish the distribution of respondents by their highest academic qualifications. Figure 4 shows the findings.

**Figure 4**

*Highest Academic Qualifications*



According to the results presented in Figure 4, 62.1% had a bachelor's degree as their highest academic degree across various educational fields. Meanwhile, 19.8% and 14.5% had a master's and a diploma in education, respectively. It can thus be said that public primary school teachers in Narok South Sub-County need academic qualifications to improve CBC performance.

#### 4.4 Descriptive Statistics

In this section, the study analyzed and presented results in line with the specific objectives. These included the influence of teaching and learning infrastructure, teacher training, administrative support, and parental support on CBC performance in public primary schools within Narok South Sub-County. The results on the moderating effect of education policy and CBC performance are also presented.

##### 4.4.1 Descriptive Statistics for Teaching and Learning Infrastructure

To assess the influence of teaching and learning infrastructure on CBC performance, respondents were asked to indicate their level of agreement, disagreement, or neutrality with various statements. The results are shown in Table 3.

**Table 3**

*Teaching and Learning Infrastructure*

Teaching and Learning	Strongly disagree %	Disagree (%)	Not sure (%)	Agree (%)	Strongly agree (%)	Mean	Std. Dev
Our school has adequate classrooms for smooth learning	28.2	61.7	1.3	6.2	2.6	1.93	0.882
Our school has laboratories to aid learning and teaching	44.9	40.5	4.0	7.0	3.5	1.84	1.033
Our school has enough teaching materials	43.6	33.5	5.3	10.1	7.5	2.04	1.254
Our school has enough lockers and chairs	7.5	10.1	4.0	59.9	18.5	3.72	1.109
Our school has adequate textbooks for all students	28.2	60.4	1.3	4.8	5.3	1.99	0.984
Composite mean/Std. Dev.						2.30	1.053

In Table 3, the study found that teaching and learning infrastructure were generally inadequate, as indicated by an overall mean of 2.30 and Std. Dev. of 1.053. It was found

that most respondents (89.9%) disagreed that schools had adequate classrooms for smooth learning, with a mean of 1.93 and a standard Dev. 0.882. In a concurrent study, Muasya and Waweru (2019) found that the implementation of CBC was hindered by inadequate teaching and learning infrastructure. It was found that 85.4% disagreed that schools had laboratories to aid learning and teaching, with a mean of 1.84 and a standard deviation. Dev. of 1.033. In another study, Abdullahi (2019) found that 68% of public pre-primary school teachers lacked adequate infrastructure to implement CBC. Again, it was revealed that 77.1% disagreed that schools had enough teaching materials (mean, 2.04; Std. Dev., 1.254). A study by Ratanya et al. (2022) also found that CBC students' performance was affected by inadequate teaching and learning resources.

Regarding whether schools have enough lockers and chairs, 78.4% agree with the statement, with a mean of 3.72 and a standard Dev of 1.109. A study by Ngeno et al. (2021) also found that the lack of physical infrastructure hampered the implementation of CBC. Regarding whether schools have adequate textbooks for all students, 88.6% of respondents disagreed, with a mean of 1.99 and a standard deviation of 0.984. In agreement, a study by Kidega et al. (2022) found that the lack of infrastructure and textbooks (resource availability) affected CBC implementation.

#### **4.4.2 Influence of Teachers' Training on the Performance of CBC**

To assess the influence of teacher training on CBC performance, respondents were asked to indicate their levels of neutrality, disagreement, or agreement with various statements.

Table 4 shows the result.

**Table 4***Influence of Teacher Training on the Performance of CBC*

Teacher Training	Strongly	Disagree	Not sure	Agree	Strongly	Std.
	disagree %	(%)	(%)	(%)	y agree (%)	
The school regularly organizes ongoing training programs for all teaching staff	7.9	17.6	4.4	44.9	25.1	3.62 1.254
During training on CBC, training resources are always available	5.7	8.8	6.6	49.8	29.1	3.88 1.102
The school usually subjects facilitators to induction via workshops organized by education stakeholders	6.6	12.8	10.6	42.7	27.3	3.71 1.187
The school ensures that the teaching staff are exposed to regular seminars organized by TSC on CBC	5.3	13.7	3.1	33.0	44.9	3.99 1.228
The training we receive has enhanced our efforts toward CBC implementation	1.3	3.1	2.2	38.8	54.6	4.42 0.797
Composite mean/Std. Dev						3.92 1.114

As presented in Table 4, it revealed that generally, teachers were subjected to training as reported by an average mean of 3.92 and Std. Dev of 1.114. It was further established that the schools regularly organize ongoing training programs for all teaching staff, as reported by 70.0% of respondents who agreed (mean, 3.62; Std. Dev., 1.254). However, in a study by Kanyonga et al. (2019), trainers' proficiency in CBC methods of instruction and learning, as well as their ability to analyze and evaluate students' progress, was found to be lacking. The study also revealed that during CBC training, training resources are always available, as supported by 78.9% with a mean score of 3.88

and a standard Dev of 1.102. In congruence, Okello (2022) found that training resource inadequacy derailed CBC. Further, 70.0% of the respondents agreed that schools usually subject facilitators to induction via workshops organized by education stakeholders, with a mean of 3.71 and Std. Dev of 1.187. In another study, Waruingi et al. (2022) found that the teacher training program did not meet the requirements stipulated by CBC policy guidelines, thereby affecting performance. It was again revealed that the schools ensure that the teaching staff are exposed to regular seminars organized by TSC on CBC, as indicated by 77.9% of the respondents (mean = 3.99; Std. Dev = 1.228). In a concurrent study, Koskei and Chepchumba (2020) found that teachers' competency, developed through seminars and workshops, had a major impact on how CBC was implemented. Again, the study found that training teachers received enhanced their effort towards CBC implementation, as reported by 93.4% of respondents who agreed, with a mean of 4.42 and Std. Dev of 0.797. In agreement, Isaboke et al. (2021) showed that teachers were trained and had good knowledge of CBC implementation.

#### **4.4.3 Influence of Administrative Support on the Performance of CBC**

To assess the influence of administrative support on CBC performance, respondents were asked to indicate their levels of neutrality, disagreement, or agreement with various items. Table 5 shows the results.

**Table 5***Influence of Administrative Support on the Performance of CBC*

Administrative Support	Strongly Disagree (%)	Disagree (%)	Not sure (%)	Agree (%)	Strongly agree (%)	Mean	Std. Dev
The leadership styles exercised by the administrators enhance the strategic implementation of CBC	2.6	11.9	56.8	18.1	10.6	3.22	0.885
The administrators demonstrate clear supervisory roles that support the CBC strategic plan implementation	5.7	13.7	1.8	49.3	29.5	3.83	1.163
The administrators collaborate with staff to enhance the implementation of strategic plans on CBC	5.3	10.6	3.1	55.9	25.1	3.85	1.079
The administrators timely communicate with teaching staff to promote the implementation of CBC strategic plans	1.8	30.8	1.8	38.8	26.9	3.58	1.229
The school administration accords teachers a positive work environment for the implementation of the CBC strategic plans	5.3	10.1	54.2	20.3	10.1	3.20	0.941
Composite mean/Std. Dev						3.54	1.059

As shown in Table 5, the overall mean of 3.54 and Std. The development of 1.059 indicates strong administrative support. It was specifically found that 56.8% were unsure whether the administrators' leadership styles enhance the strategic implementation of CBC, with a mean score of 3.22 and a standard deviation. Dev of 0.885. However, Nyikadzino (2023) found that school principals employed both democratic and autocratic leadership styles.

It found that school administrators demonstrated clear supervisory roles that support the CBC strategic plan implementation, as indicated by 79.8% of respondents who agreed (mean = 3.83; Std. Dev = 1.163). In congruence, Sidow (2022) found that the school principal's supervision supports CBC implementation. Regarding whether administrators collaborate with staff to enhance the implementation of strategic plans on CBC, 81.0% agreed with the statement, with a mean of 3.85; Std. Dev. 1.089. The results align with Mukabi's (2022) research, which found that democratic and transformational leadership styles promote collaboration among public schools.

It was revealed that the administrators communicate promptly with teaching staff to promote the implementation of CBC strategic plans, as supported by 65.7% of the respondents (mean, 3.58; Std. Dev, 1.229). The results indicate that the school administrators endeavored to share relevant CBC information in a timely manner to enhance the school's performance. It was further established that 54.2% were unsure whether the school administration provided teachers with a positive work environment for the implementation of the CBC strategic plans (mean, 3.20; Std Dev. 0.941). The results contradict a study by Owuor (2022), which found that school leadership and administration enabled teachers to create a positive work environment in which to implement CBC programs.

#### **4.4.4 Influence of Parental Support on the Performance of CBC**

In this section, respondents were required to state their agreement, disagreement, or neutrality with various items regarding the influence of parental support on CBC performance. Table 6 indicates the results.

**Table 6***Influence of Parental Support on the Performance of CBC*

Parental Support	Strongly disagree	Disagree	Not sure	Agree	Strongly agree	Mean	Std. Dev
	(%)	(%)	(%)	(%)	(%)		
Parents ably provide learning resources	52.4	34.8	2.2	4.0	6.6	1.78	1.120
Parents are supporting learners at home	6.6	10.1	0.9	52.0	30.4	3.89	1.143
Parents regularly attend school learning-related meetings	6.6	7.9	1.3	60.8	23.3	3.86	1.070
Parent's timely response to learning needs	40.5	45.8	0.9	8.8	4.0	1.90	1.057
Parents are always available when needed by the school	7.0	9.7	2.2	48.0	33.0	3.90	1.171
Composite mean/Std. Dev						3.07	1.112

In Table 6, it was concluded that parents widely supported their children's education (overall mean, 3.07; Std Dev.) 1.112. It was specifically found that most respondents (87.2%) disagreed that parents provide adequate learning resources, with a mean of 1.78 and a standard deviation of 1.120. However, a study by Kiprotich (2020) found that parents, teachers, and learners worked hand in hand to enhance CBC performance. It was found that most parents support learners at home, as reported by 82.4% of respondents who agreed (mean 3.89; Std Dev 1.143). The results contradict a study by de Dieu Bavugempore and Ngabonziza (2024), who revealed that the primary obstacle to parents' effective participation in CBC implementation was their ignorance of CBC and their inability to know where and how to assist their children. The study revealed that parents regularly attend school learning-related meetings, as supported by 84.1% of respondents

who agreed (mean = 3.86; Std. Dev 1.070). However, a study by Paulynice (2020) revealed that parents rarely attended school-sponsored events or parent-teacher conferences. Further, it was revealed that 86.3% disagreed that parents timely respond to learning needs (mean, 1.90; Std. Dev, 1.057). In agreement, Amunga et al. (2020) found that many parents remained hesitant to address their children's learning needs, believing it was the teachers' responsibility. It was again revealed that most respondents (81.0%) agreed that parents are always available when schools need them (mean, 3.90; Std. Dev, 1.112). In contrast, a study by Wairimu (2022) found that parents did not participate in other extracurricular activities or in decision-making regarding school-related matters.

#### 4.4.6 Performance of CBC

Regarding the dependent variable, the research sought to establish CBC's performance in Narok South Sub-County using various indicators. The results are explicitly shown in Table 7.

**Table 7**  
*Performance of CBC*

CBC Performance	Strongly Disagree %	Disagree (%)	Not Sure (%)	Agree (%)	Strongly Agree (%)	Mean	Std. Dev
I have realized that increased learner focus on the tasks I provide	5.7	12.3	2.6	53.7	25.6	3.81	1.123
I have noticed improved learners' competencies in skills and knowledge	5.3	9.7	9.3	41.4	34.4	3.90	1.138
I have enough teaching and learning resources for my learners	30.0	43.2	4.4	7.5	15.0	2.34	1.372
I have witnessed improved digital literacy	20.7	60.4	2.6	9.3	7.0	2.22	1.094
My competencies in CBC implementation have improved due to TSC training support	5.7	11.9	8.4	56.4	17.6	3.68	1.075
Composite mean/Std. Dev						3.19	1.160

As reported in Table 7, the performance of CBC was generally good, as indicated by an overall mean of 3.19 and Std. Dev of 1.160. In particular, most teachers reported increased learner focus on the tasks they provide, as indicated by 79.3% who agreed, with a mean of 3.81. The results resonate with the work of Mogere and Mbataru (2023), who found that CBC necessitates active learning by emphasizing competency-based teaching and learning that focus on comprehending concepts, skills, and competencies. It was also revealed that 75.8% of the teachers agreed that they had noticed improved learners' competencies in skills and knowledge (mean, 3.90).

In congruence, Hawa (2018) opines that a learning environment with adequate resources will improve learners' skills and competencies. Again, it was established that most teachers were in disagreement with the statement that they have enough teaching and learning resources for learners, as reported by 73.2% (mean, 2.34). This means resources were inadequate; hence, Sossion (2019) suggests offering small class sizes to facilitate personalized learning by providing infrastructure, such as computer labs, workshops, libraries, and additional classrooms, to enhance CBC objectives. Moreover, this research found that 81.1% of respondents disagreed that teachers have witnessed improved digital literacy and skills (mean = 2.22).

The lack of improvement in digital literacy could be attributed to the inadequacy of teaching and learning resources, such as computer labs, as Sossion (2019) articulated. Lastly, it was found that teachers' competencies in CBC implementation have improved due to TSC training support, as indicated by 73.0% of the respondents who agreed (mean, 3.68). However, a study by Amukowa (2020) revealed that the majority of teachers received little training on CBC contents and instructional strategies, which tends to make it more difficult for them to apply the curriculum's core knowledge and skills. The results are supported by qualitative findings showing that inadequate teaching and

learning resources impede CBC performance, as reported by Mogere and Mbataru (2023), who found that scarce resources negatively impact CBC implementation.

#### 4.5 Diagnostic Tests

To test the regression assumption, the study used various diagnostic tests. Specifically, multicollinearity, heteroscedasticity, and normality were used, and the results are presented in Table 8.

**Table 8**

*Diagnostic Tests*

	Normality		Multicollinearity		Heteroscedasticity	
	Sig.	Tolerance	VIF	t	Sig	
CBC performance	0.431					
Teaching and learning infrastructure	0.402	0.311	1.68	0.205	1.221	
Teacher training	0.631	0.292	1.453	0.208	1.253	
Administrative support	0.202	0.324	1.257	0.456	1.207	
Parental support	0.404	0.376	1.099	0.631	1.292	

In Table 8, CBC performance, teaching and learning infrastructure, teacher training, administrative support, and parental support had normality significance of 0.431, 0.402, 0.631, 0.202, and 0.404, respectively. Based on the normality test, the data were normally distributed, as all variables had p-values < 0.05. Values above the 0.05 cut-off point as suggested by Mishra et al. (2019). Regarding multicollinearity, the tolerance values are 0.311, 0.292, 0.324, and 0.376, respectively, whilst the VIFs for teaching and learning infrastructure, teacher training, administrative support, and parental support are

1.680, 1.453, 1.257, and 1.099, respectively. Based on the multicollinearity results, all VIF values are between 1 and 10. In contrast, all tolerance values are greater than 0.1, indicating that multicollinearity was not present, as argued by Schreiber-Gregory (2018). Regarding heteroscedasticity, teaching and learning infrastructure, teacher training, administrative support, and parental support all reported t-statistic values of 1.221, 1.253, 1.207, and 1.292, respectively, all significant at the 0.05 level. The results indicate that heteroscedasticity was absent; hence, the model was homoscedastic, as supported by Ali and Terzi (2021).

#### **4.6 Correlations**

The study used Pearson's correlation analysis to determine the causal and direct associations among the variables. The results are reported in Table 9.

**Table 9***Correlations*

		Teaching and learning infrastructures	Teachers' training	Administrative support	Parental support	CBC performance
Teaching and learning infrastructures	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	227				
Teachers' training	Pearson Correlation	-.430**	1			
	Sig. (2-tailed)	0.000				
	N	227	227			
Administrative support	Pearson Correlation	.406**	0.003	1		
	Sig. (2-tailed)	0.000	0.959			
	N	227	227	227		
Parental support	Pearson Correlation	.176**	.135*	0.118	1	
	Sig. (2-tailed)	0.008	0.042	0.075		
	N	227	227	227	227	
CBC performance	Pearson Correlation	.703**	.310*	.230**	0.07	1
	Sig. (2-tailed)	0.000	0.000	0.000	0.295	
	N	227	227	227	227	227

\*\* . Correlation is significant at the 0.01 level (2-tailed).  
\* . Correlation is significant at the 0.05 level (2-tailed).

As presented in Table 9, learning and teaching infrastructures had a significantly positive correlation with CBC performance ( $r=0.703$ ,  $p<0.01$ ). This means that the availability and adequacy of learning and teaching infrastructure increase CBC performance. In agreement, Ratanya et al. (2022) found that improved CBC performance was due to adequate teaching and learning resources. It was found that teachers' training showed a positive correlation with CBC performance ( $r = 0.310$ ,  $p < 0.01$ ). This can be interpreted

to imply that improved teacher training can enhance CBC performance. Waruingi et al. (2022) found that increasing teacher training programs improved CBC performance. It was found that administrative support showed a significant positive correlation with CBC performance ( $r = 0.230$ ,  $p < 0.01$ ). This implies that by enhancing administrative support, CBC performance will improve. Similarly, a study by Mgute and Nyakwara (2022) found a strong, significant relationship between administrative skills and the implementation of CBC strategic plans. Again, it was established that parental support had a positive, nonsignificant correlation with CBC performance ( $r=0.700$ ,  $p>0.05$ ), suggesting that increasing parental support will also increase CBC performance. Kiprotich (2020) found that increasing parent support improves CBC performance.

#### 4.7 Regression Analysis

The study used multiple regression to test for the relationship between independent (learning and teaching infrastructure, training, administrator, and parental support) and dependent (CBC performance) variables. The results are shown in the tables below.

The study used the coefficient of determination ( $R^2$ ) to show the proportion of variation in CBC performance explained by the independent variables in the model, as shown below.

**Table 10**

*Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.774 <sup>a</sup>	0.599	0.589	1.86491

a. Predictors: (Constant), Parental support, Administrative support, Teacher training, Teaching and learning infrastructure

As shown in Table 10, the R-squared (coefficient of determination) is 0.599. The results can be interpreted to mean that all the variables (parental support, administrative support, teacher training, and teaching and learning infrastructure) combined explained a moderate 59.9% of the variation in CBC performance. This moderately strong explanation means the variables used were relevant. The remaining 40.1% can be accounted for by other variables that did form part of this study. The results resonate with Wamuyu (2020), who revealed a moderate effect.

The ANOVA was used to evaluate the overall significance of the regression model by testing whether the combined independent variables significantly predicted CBC performance. Results are shown below.

**Table 11**

*ANOVA<sup>a</sup>*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1145.852	5	229.170	65.893	.000 <sup>b</sup>
	Residual	768.615	221	3.478		
Total		1914.467	226			

a. Dependent Variable: CBC performance

In Table 11, the ANOVA results show that the F-statistic (65.893) is significant (p-value = 0.000 < 0.05). The results indicate that the model is highly reliable, providing a good fit for use in this study. The fact that ANOVA F(5, 221)=65.893 is significant implies that the model is suitable for this study. Therefore, results indicates that the combined effect of teaching and learning infrastructure, teachers' training, administrative support, parental support, and other strategic plan elements significantly predicts CBC performance. The significant F-statistic, together with the R<sup>2</sup> of 0.599, shows that nearly

60% of the variation in CBC performance is accounted for by the independent variables, demonstrating both the strength and the validity of the model.

The regression model estimated the effect of each independent variable on CBC performance while controlling for the other variables. The results are captured as shown hereafter.

**Table 12**

*Regression Coefficients<sup>a</sup>*

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	29.993	2.081		14.409	0.000
	Teaching and learning infrastructure	0.688	0.046	0.818	14.799	0.000
	Teacher training	0.148	0.066	0.115	2.240	0.026
	Administrative support	0.119	0.072	0.079	1.659	0.099
	Parental support	0.085	0.048	sig0.079	1.759	0.080

a. Dependent Variable: CBC performance

$$Y = a_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

$$Y = 29.993 + \beta_1 0.688 + \beta_2 0.148 + \beta_3 0.119 + \beta_4 0.08 + 2.081$$

As illustrated in Table 12, teaching and learning infrastructure had a strong, significant, and positive relationship with CBC performance ( $\beta = 0.688$ ; sig. = 0.000,  $p < 0.01$ ). The results imply that an increase in teaching and learning infrastructure within any unit will lead to a 68.8% increase in CBC performance. In line with this, a study by Ratanya et al. (2022) found a strong association between CBC students' performance in public elementary schools and teaching and learning resources.

Further, it revealed that teacher training had a significant positive relationship with CBC performance ( $\beta = 0.148$ ; sig. = 0.026;  $p < 0.05$ ). It can thus be said that an increase in

teacher training within any unit could result in a 14.8% increase in CBC performance. Wamuyu (2020) found that CBC was positively impacted by the training practices of public primary schools' head teachers.

Again, it was revealed that administrative support was positively but insignificantly related to CBC performance ( $\beta = 0.119$ ; sig. = 0.099;  $p > 0.05$ ). From the results, it can be concluded that increasing administrative support within any unit results in an insignificant 11.9% increase in CBC performance. Similarly, a study by Mgute and Nyakwara (2022) found a strong, significant relationship between administrative skills, developed through leadership development initiatives, and the execution of strategic plans.

Moreover, parental support was found to have a positive, insignificant association with CBC performance ( $\beta = 0.085$ ; sig. = 0.080;  $p > 0.05$ ). The results can be interpreted to imply that increasing parental support by 8.5% will lead to an insignificant increase in CBC performance. In agreement, Wairimu (2022) found that parental involvement was positively associated with CBC performance and implementation.

#### **4.7.1 Hypothesis Testing**

As per the above results, hypotheses were tested to establish if the results were statistically supported. In particular, regression results revealed that teaching and learning infrastructure had a strong positive and significant influence on CBC performance ( $\beta = 0.688$ ,  $p < 0.01$ ). This finding led to the rejection of the null hypothesis (H01), implying that improvements in school infrastructures enhanced CBC performance. Further, it revealed that teacher training had a significant positive relationship with CBC performance ( $\beta = 0.148$ ; sig. = 0.026;  $p < 0.05$ ). The null hypothesis (H02) is therefore rejected. This indicates that enhancing teacher training will improve CBC performance.

Again, it was revealed that administrative support was positively but insignificantly related to CBC performance ( $\beta = 0.119$ ; sig. = 0.099;  $p > 0.05$ ). The null hypothesis (H03) is thus rejected. It can be said that increasing administrative support enhances CBC performance. Moreover, parental support was found to have a positive, nonsignificant association with CBC performance ( $\beta = 0.085$ ; sig. = 0.080,  $p > 0.05$ ). The null hypothesis (H04) is rejected, indicating that increasing parental support will equally promote CBC performance.

## **4.8 Qualitative Data**

### **4.8.1 Teaching and Learning Infrastructures**

#### ***Interview Guides' Results for Parents***

The study also used an interview guide to solicit information from respondents (parents). Specifically, the parents were asked to state the role they play in supporting the school with learning and teaching materials required for the implementation of CBC strategic plans.

Respondent R01 reported that....*“For the effective execution of CBC, parents may offer financial assistance for the purchase of supplies like educational materials, stationery, and other learning aids”*. Further, respondent R02 noted that... *“Parents can help by finding and supplying resources like laptops, learning kits, and visual aids that improve instruction”*.

Again, respondent R03 indicated that... *“To ensure compliance with CBC criteria, parents can attend sessions to discuss and go over the necessary learning resources”*.

Respondent R04 also noted that..... *“Parents can offer input on how well the offered educational resources are being utilized and whether or not they are supporting the teaching process”*.

Further, one respondent, R010, reported that... “To improve digital learning, parents can help their respective schools by giving their children access to digital devices like computers, tablets, or the internet.” Additionally, one of the respondents, R012, reported that... *“To increase teachers' and children's digital literacy, parents can arrange or take part in training, making sure the resources complement CBC's technology-driven methodology”*. Moreover, another respondent, R105, said that... *“To support the holistic development that CBC promotes, parents can also help by sponsoring or supporting extracurricular learning and development activities like sports or educational field trips”*.

It was also found that one of the respondents, R017, indicated that... *“To ensure that their children are actively participating in the process of learning and making use of the resources offered, parents may play a critical role in promoting effective utilization of materials to improve the strategic plan and consequently CBC performance”*.

In addition, one of the respondents, R021, reported that... *“Parents can also push for more funding from government agencies or neighborhood stakeholders, to guarantee that the institutions have the resources required for CBC”*. Furthermore, R019 said that... *“One of the roles they play in supporting the school's learning and teaching materials is assisting in creating culturally appropriate or locally relevant materials or information in rural or specialized areas, such as Narok South Sub-county, which complements the CBC's emphasis on the local setting.*

### ***Interview Guides' Results for Educational Officials***

Again, the study sought responses from Narok Sub-County educational officials using an interview guide. Specifically, education officials were asked about the status of the

government-provided teaching and learning infrastructure for public primary schools in Narok South Sub-County.

Further, education official EO1 reported that...*“Indeed, especially during the FPE initiative, the government has invested in building new classrooms and enhancing existing infrastructure. Certain institutions are benefiting from classroom-building initiatives intended to reduce overcrowding. However, despite these attempts, several public educational institutions are still confronted with packed classrooms, especially in high-population areas. Some current classrooms are deteriorating, harming the learning environment. Additional classrooms are still needed, which is a problem, particularly in schools where student enrolment is growing”*.

Further, EO2 indicated that.....*“The government has attempted to provide educational materials through various initiatives, including the creation of CBC-specific resources. Nonetheless, not all students in certain schools receive the required resources due to insufficient textbooks and learning material distribution. Additionally, certain schools might not have the teaching aids or other supplemental materials needed to implement CBC effectively”*.

Additionally, EO3 said that...*“ICT integration into education has been attempted, especially via the Digital Literacy Program, which aims to supply schools with digital tools and gadgets. Nevertheless, a lot of the sub-county's schools lack the infrastructure needed for successful ICT integration. Full use of technology, a crucial aspect of the CBC, is challenging because of problems with restricted access to equipment, electricity, and internet connectivity.*

## 4.8.2 Teacher Training

### *Interview Guides' Results for Educational Officials*

Regarding the influence of teachers' training on CBC performance, the study used an interview guide to elicit responses from education officials. Specifically, the study asked education officials to state specific CBC training measures that teachers in public primary schools in Narok South Sub-County are subjected to. In particular, EO1 reported that... *“The education ministry coordinates these seminars with teacher training facilities and county education administrations. As education officials, we seek to acquaint teachers with CBC's goals, tenets, and structure, as well as how it is used in the classroom. In particular, these workshops are typically conducted regularly to offer refresher lessons and new information on CBC implementation, particularly at the start of every academic year”*.

The second EO2 indicated that..... *“Teachers from nearby schools gather for cluster-based exercises, which are frequently attended by teachers in Narok South Sub-county. These clusters enable targeted training and discussions on particular CBC topics, such as lesson design, assessment techniques, and the usage of relevant teaching and learning resources. Specifically, as education officials, we ensure that students' competency development, formative and summative evaluations, and individualized learning strategies are frequently covered in the training”*.

Additionally, EO3 reported that.... *“Induction workshops are conducted nationwide for new facilitators and those who have yet to receive sufficient training on CBC. The goal of these initiatives is to provide a comprehensive overview of the CBC framework under the direction of KICD alongside other education stakeholders. We normally ensure that induction workshops cover topics such as how to properly assess and monitor student*

*progress, how to promote the use of competencies, and an outline of the curriculum design”.*

#### **4.8.3 Administrative Support**

##### ***Interview Guides’ Results for Parents***

Using an interview guide, the study found that the administration involved parents in implementing CBC's strategic plans. When asked to state how the school administration engaged them toward the achievement of improved CBC performance, R025 said that...  
*“To keep me updated on the CBC performance, my child's academic achievement, and any areas where they might require further support, the institution's administration may ask me to attend frequent parent-teacher conferences.”*

Further, R031 argued that...*“The school engages us by sharing newsletters and updates regarding CBC-related events, forthcoming activities, and curriculum modifications that need my help or attention”.* As indicated by R020....*“To clarify the CBC performance strategy and how I may help kids learn at home, the school may provide forums or workshops regularly.”*

In addition, R045 reported the following.....*“To assist the school administration in identifying any shortcomings or potential enhancements, I may be asked to offer input regarding the efficacy of the educational resources utilized in the CBC program”.* The study also found that, to help better students reach competency goals, the school may invite them to participate in planning sessions where parents exchange views.

To improve the CBC implementation, R023 noted that....*“The administration might ask me to supply or donate particular educational items like textbooks, stationery, or digital tools”.* Further, it was established by the study (R019) that...*“The school sometimes*

*urges us to take part in or support extracurricular endeavors that are a component of the CBC approach, such as field excursions, sporting events, or artistic endeavors.”*

Furthermore, another parent (R048) reported that..... *“The school gives me instructions on how to help my child at home with activities like project work, individualized learning objectives, or group projects that fit the CBC approach”*. Further, respondent R035 notes that.... *“The administration may offer instructions on how to utilize resources or online educational channels that support the CBC method”*. The study also found that the administration engaged parents in monitoring CBC. For instance, R041 said that....

*“The school might engage me in monitoring the procedure by tracking my child's growth via frequent evaluations or feedback meetings that take into account their competencies versus their academic knowledge”*. Further, sponsoring CBC-related community projects was an area in which the school involved parents. Specifically, R052 reported that.... *“To help my child and other community members contextualize their learning, I might be urged to take part in or sponsor.”*

### ***Interview Guides' Results for Educational Officials***

Apart from interviewing parents, education officials in Narok South Sub-County were also interviewed. In particular, the officials were asked to state the nature of administrative support they offer to the schools within Narok South Sub-County. One of the officials (EO1) specifically indicated that.....*“The provision of textbooks, instructional materials, and resources unique to CBC to schools is organized by education officials. As officials from the national government, we guarantee that educational institutions obtain sufficient resources to facilitate efficient instruction and learning. By giving schools access to digital devices, internet connectivity, and teacher training on using digital tools for instruction, strides are also made to make it easier to*

*integrate ICT into the classroom. This aids in the implementation of CBC's ICT component in schools.”*

Another official, EO2, reported that... *“To make sure instructors comprehend the CBC structure, instructional techniques, and assessment procedures, education officials plan and direct training seminars. Under the CBC, this training frequently focuses on both general and subject-specific pedagogical strategies”*. To ensure that teachers are prepared to implement the CBC successfully, periodic in-service training courses are provided to help them stay current with curriculum updates, innovative teaching techniques, and emerging educational trends.

Further, RO4 reported that... *“As education officials, we often visit schools to keep an eye on the CBC's implementation and evaluate schools' overall performance. Through such trips, we can pinpoint the difficulties schools face and offer teachers and administrators on-the-ground direction and support. During such visits, the efficacy of teachers, student performance, and the school's compliance with the CBC curriculum are all regularly monitored. To ensure the curriculum is implemented as planned and to make any required revisions, education officials collect data through school assessments.*

#### **4.8.4 Parental Support**

##### ***Interview Guides' Results for Parents***

Moreover, the study sought responses on parental support using interview guides. In particular, the parents were asked to state the extent to which they were supportive of their child's learning. Specifically, one of the parents (R032) reported that... *“I make sure my child has a distraction-free, peaceful, and well-lit place to study and complete their homework. She can concentrate and participate in her studies as a result.”*

Additionally, R022 reported that ....*“I keep in touch with the teachers and school frequently to find out how my child is doing. This aids in my comprehension of my child’s areas of strength and potential need for more assistance.”*

Further, it was indicated by R054 that...*“To make sure my kids finish their work correctly and on schedule, I review their homework and assignments daily. ... I also enquire regarding their day, the things they took away from it, and any difficulties they may be having”*. It was also stated by R056 that...*“Via routine academic tasks, I assist my child in honing their problem-solving abilities. For instance, I urge my child to consider potential solutions when confronted with a problem independently.”*

On the same parental support issue, R067 alluded that... *“I usually emphasize to my child that perseverance and hard work are the keys to success by praising their efforts rather than merely the outcomes.”* Furthermore, it was found that most parents integrate learning into everyday tasks such as shopping, cooking, and even conversations about current affairs. Specifically, R042 reported that..... *“We discuss fractions, measuring, and following directions when cooking. What students learn in school is reinforced by these ties to the actual world.... Therefore, in keeping with the CBC's holistic approach, I also schedule time for creative pursuits like sports, arts, and crafts.”*

Further, it was established that parents also offer emotional challenges. For example, R077 noted that.... *“When my child encounters challenges, I provide emotional support so they feel encouraged to keep trying by telling her that perseverance is essential and that difficulties are a natural part of learning.....they feel more confident and are inspired to keep working hard when I acknowledge and appreciate their accomplishments, no matter how minor.”*

The study also revealed that parents encouraged kids to participate in extracurricular activities. In particular, R029 said that....*“To assist my child in improving their interpersonal, emotional, and life skills, I urge them to participate in extracurricular endeavors such as theatre, music, and sports... I also urge him to participate in school activities such as science fairs, art exhibits, and other learning experiences.*

It was again revealed that parents participate in community events to support their children. In support, one parent reported that....*“To keep up with the school's educational programs and CBC techniques, I take part in community events, workshops, and school meetings. Additionally, this helps me better understand how I can help my child develop at home.”*

#### **4.8.5 CBC Performance**

##### ***Interview Guides' Results for Parents***

Using the interview guide, parents were asked to state their dissatisfaction with the school's progress on CBC implementation plans. R038 indicated that.....*“It is a fact that many schools in the Narok South Sub-county lack sufficient or suitable CBC learning resources.....the absence of these resources can impede successful learning since they are necessary to support the various competencies being taught”.*

It was also established that many schools lacked the hardware—such as PCs, iPads, and reliable internet access—necessary to use digital learning resources, making the implementation of the strategic plan cumbersome. In agreement, R059 indicated that....*“Teachers might not have enough resources to implement the individualized and experiential learning strategies that CBC promotes, which could result in dissatisfaction and poor instruction”.* Further, R027 indicated that....*“It is possible that some schools' teachers haven't gotten enough training on the CBC framework; hence, new skills*

*needed to make the switch from conventional methods of instruction to the more adaptable, CBC approach haven't been adequately adopted and taught by teachers”.*

The study revealed that one source of dissatisfaction is resistance from some teachers. Specifically, R052 noted that..... *“Adopting the CBC may be resisted by certain teachers, particularly those who have years of experience with conventional teaching techniques... this opposition may have an impact on curriculum implementation and educational quality”.*

Furthermore, large classes in many schools in Narok South Sub-County may make it difficult for teachers to provide each student with individualized attention. For instance, one parent indicated that..... *“Although CBC places a strong emphasis on individualized learning and competencies, it might be challenging to apply these in crowded classes successfully”.* Again, R067 indicated that... *“The general standard of education is impacted by the high student-teacher ratio, which frequently leaves facilitators tired and unable to give each student the help they need.”*

Again, inadequate home support was touted as one of the dissatisfiers. Specifically, it was noted by R058 that.... *“Deficiency of support at home may arise from parents' and local communities' incomplete understanding and support of the CBC's guiding principles and objectives....it becomes difficult to coordinate the endeavors of parents and teachers to guarantee student achievement in the absence of adequate community involvement”.*

The study also revealed that inadequate financial support complicated CBC. In support, R076 argued that.... *“Financial limitations may make it difficult for parents to offer further assistance, such as funding the purchase of educational materials or organizing extracurricular activities... A shortage of financial support may hamper the effective*

*execution of the CBC. The study also revealed that without precise instructions/training and sufficient resources, implementing the extensive CBC program can be challenging. In support, R011 said the following.... “The rigorous requirements of the curriculum may be difficult for some instructors to balance, especially if they are untrained or unsupported. This is rightly so because CBC's assessment procedures place greater emphasis on abilities and competencies than on conventional tests, hence the need for training.*

*Further, R035 showed her dissatisfaction by noting that... “It is challenging to regularly gauge and evaluate students' competencies, particularly in remote locations with limited access to assessment resources. The timely and successful implementation of the educational plan in certain schools may have been affected by the late arrival of CBC materials and the slow rollout of teacher training programs. Both teachers and pupils may become confused and lack confidence as a result of the absence of preparation due to the remoteness of their location.”*

### ***Interview Guides' Results for Educational Officials***

The study also sought feedback from Narok South Sub-County education officials using an interview guide. Specifically, the study sought to determine the measures officials have put in place to effectively implement strategic plans to promote CBC performance in Narok South Sub-County. In response, EO1 indicated that.... *“To ensure teachers and school administrators thoroughly understand the CBC's ideas and use, education officials have planned and supervised several training programs. These training programs address topics like curriculum delivery, competency-based assessments, and creative teaching strategies that emphasize student-centered learning. Continual professional development programs are offered to keep teachers abreast of current standards and CBC developments. These programs assist educators in honing their*

*abilities to provide high-quality instruction using interactive, experiential learning techniques.”*

Further, EO3 reported that.....*“Education officials have ensured that Narok South Sub-county schools have access to sufficient CBC-aligned teaching resources. Digital resources, educational aids, and textbooks are some examples of these assets. The availability of resources for every subject and learning level has been given particular attention”*. Additionally, schools receive training on how to use digital tools during instruction to boost student engagement and learning opportunities.

Additionally, collaboration with stakeholders was widely reported as one of the measures education officials embraced. In support, EO4 said that... *“To foster CBC, education officials have established platforms and channels where parents, teachers, and school administrators can collaborate. The execution of CBC is actively shaped by parent-teacher associations, and community leaders are urged to assist schools by mobilizing resources and launching community-driven projects. We also work with non-governmental organizations and businesses to supplement government initiatives by giving schools extra resources like instructional materials, upgraded facilities, and extracurricular endeavors that strengthen the learning environment.”*

Moreover, as part of measures to promote the implementation of a strategic plan and improve CBC performance, EO2 mentioned that... *“As education officials, we have helped schools modify the CBC to fit the Narok South Sub-county's unique circumstances. This entails taking socioeconomic, geographic, and cultural factors into account when implementing the curriculum. To render learning more applicable to everyday life for pupils, we urge schools to incorporate local knowledge and customs into their curricula”*. Officials also gave schools CBC-aligned teaching guides and localized resources to guarantee that instructors have the necessary resources to properly teach competencies.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

#### **5.1 Introduction**

In this chapter, the study presents a summary based on the research findings. The second subsection consists of conclusions, and this is subsequently followed by recommendations (both policy and areas for further research).

#### **5.2 Summary of the Major Findings**

In this section, the research presents a summary of the main findings in line with the specific objectives. The subsections are presented hereafter.

##### **5.2.1 Teaching and Learning Infrastructure on the Performance of CBC**

Regarding teaching and learning infrastructure and CBC performance, the study found that teaching and learning infrastructure were generally inadequate, as indicated by an overall mean of 2.30 and Std. Dev. of 1.053. A composite mean of 2.30 indicates that the teaching and learning resources were insufficient, which affected overall CBC performance. Further, the Std. Dev of 1.053 points to the variance in respondents' disagreements about the availability of resources. The results point to the need for greater accessibility to teaching and learning infrastructures to improve CBC performance. The study found, based on qualitative results, that teachers' learning and teaching resources were inadequate, which hampered CBC performance. These results are inconsistent with the RBV theory, which emphasizes the importance of resource availability and allocation in schools. In fact, the theory argues that schools depend on various resources for effective strategic plan implementation and CBC performance; thus, resource scarcity impedes learning and teaching.

Through correlations, the study found that learning and teaching infrastructures were significantly positively correlated with CBC performance ( $r=0.703$ ;  $p=0.000<0.01$ ). This

strong result indicates that the adequacy of learning and teaching infrastructures increases CBC performance across all units. Meanwhile, regression analysis showed that teaching and learning infrastructure had a strong, positive, significant relationship with CBC performance ( $\beta = 0.688$ ; sig. =  $0.000 < 0.01$ ). The high coefficient is supported by ANOVA's F-statistics (65.893), which is significantly reliable with a p-value of  $0.000 < 0.01$ . This means that the null hypothesis of no relationship between teaching and learning resources and CBC performance is rejected; hence, the results align with the work of Ratanya et al. (2022), who found a strong relationship between CBC performance and teaching and learning resources.

### **5.2.2 Influence of Teachers' Training on the Performance of CBC**

The study revealed that teachers were widely trained to enhance their understanding of CBC strategic plans and performance, as indicated by a composite mean of 3.92 and a standard deviation of 1.114. The average of 3.92 indicates that training was regular, given the availability of training resources. The composite Std. Dev of 1.114 shows support for the variability in the acceptance of training availability for CBC teachers. The study found, based on qualitative results, that teachers' training was adequate and that this promoted CBC performance. Therefore, by providing teachers with training, they will become more resourceful and support the implementation of the strategic plan to promote CBC performance. The findings corroborate the RBV theory, which calls for leveraging available resources, including human capital (through training), to facilitate learning and thereby promote the implementation of the strategic plan and CBC performance in schools.

Further, via correlations, the study found that teachers' training was positively correlated with CBC performance ( $r=0.310$ ;  $p=0.000 < 0.01$ ). This can be interpreted to imply that improvements in teacher training by any unit can enhance CBC performance.

Meanwhile, regression revealed that teacher training was positively and significantly associated with CBC performance ( $\beta = 0.148$ ; sig. =  $0.026 < 0.05$ ). The ANOVA results ( $F = 65.893$ ,  $p < 0.01$ ) also support the significant relationship. Based on the coefficient results, the null hypothesis of no relationship between teachers' training and CBC performance is rejected. The results align with a study by Waruingi et al. (2022), which also found a positive relationship between the variables, concluding that increased teacher training programs were associated with higher CBC performance.

### **5.2.3 Administrative Support on the Performance of CBC**

It was established that there was overall agreement that administrative support promoted CBC performance, as indicated by a composite mean of 3.54 and Std. Dev of 1.059. The mean of 3.54 indicates strong administrative support from the head teachers. The mean has a Std. Dev of 1.059, indicating variability in agreement among most respondents regarding the presence of administrative support. The quantitative results are in line with the qualitative data, which found that administrative support, such as leadership styles, enhanced CBC performance. Therefore, embracing participative and engaging approaches could help provide leadership that ensures the strategic plan's implementation to promote CBC outcomes. The results resonate with the synoptic theory of strategic planning, which calls for involvement and participation to facilitate strategic planning in educational institutions.

Inferential statistics revealed that administrative support showed a positive, significant correlation with CBC performance ( $r = 0.230$ ;  $p = 0.000 < 0.01$ ). This implies that by enhancing administrative support, CBC performance will improve. Regression analysis revealed that administrative support was positively but insignificantly related to CBC performance ( $\beta = 0.119$ ; sig. =  $0.099 > 0.05$ ). The ANOVA results also support the model's reliability ( $F = 65.893$ ,  $p < 0.01$ ). The null hypothesis of no relationship between

administrative support and CBC performance is thus rejected, similar to a study by Mgute and Nyakwara (2022) that found a positive relationship between administrative skills and the execution of CBC strategic plans.

#### **5.2.4 Influence of Parental Support on the Performance of CBC**

The research revealed that parents generally supported their children's education, as shown by a composite mean of 3.07 and a standard deviation of 1.112. The mean of 3.07 clearly indicates that most respondents strongly agreed that, despite low income and difficult economic conditions, parents still managed to care for their children. An average Std supports the variability in accordance. Dev of 1.112, indicating that parents are supporting learners at home and regularly attend school-related learning meetings. The qualitative data indicate that parental support was commendable given their poor economic status, and that this helped their children acquire knowledge. The results are supported by the constructivist theory, which acknowledges that their personal experiences at school shape students' learning and comprehension, and that both teacher and parental support can aid this.

Again, it was established that parental support had a positive, insignificant correlation with CBC performance ( $r=0.70$ ;  $p=0.295>0.05$ ), indicating that increasing parental support will increase CBC performance. Parental support was established to have a positive and insignificant connection with CBC performance ( $\beta = 0.085$ ;  $\text{sig.} = 0.080>0.05$ ) alongside a significantly reliable model (ANOVA's  $F = 65.893>0.01$ ). The results can be interpreted to imply that increasing parental support by 8.5% will lead to an insignificant increase in CBC performance. The null hypothesis of no relationship between parental support and CBC performance is rejected. In agreement, Wairimu (2022) found that parental involvement was positively associated with CBC performance

and implementation. The results also align with Kiprotich's (2020) findings, which showed that increased parental support improves CBC performance.

### **5.3 Conclusions**

It is concluded that teaching and learning infrastructures positively influenced the performance of CBC. Specifically, it was affirmed that most schools lacked adequate classrooms, laboratories, and textbooks to aid learning and teaching. However, most schools had enough lockers and chairs. The regression analysis concluded that teaching and learning infrastructure had a strong, positive, and significant relationship with CBC performance.

The study concluded that teachers' training had a positive influence on the CBC Performance. In particular, the study showed that schools had training resources that supported regular ongoing training, seminars, and induction programs that enhanced teachers' efforts toward CBC performance. The conclusion is supported by the regression results, which revealed that teacher training had a significant positive relationship with CBC performance.

It was concluded that administrative support positively and significantly influenced CBC performance. Notably, the study revealed that administrators demonstrated clear supervisory roles, collaborated with staff, and acted promptly with teaching staff to promote the implementation of CBC strategic plans. However, teachers were unsure whether the administrators' leadership styles created a positive work environment. The regression analysis also concluded that administrative support was positively but insignificantly related to CBC performance.

The research concluded that parental support had a significant positive influence on CBC performance. Specifically, it was affirmed that parents supported learners at home and

attended school learning-related meetings. Nonetheless, most parents failed to respond in a timely manner to learning needs, including learning resources, which could be due to economic challenges. Via regression, the study concluded that parental support had a positive, insignificant connection with CBC performance.

## **5.4 Recommendations**

### **5.4.1 Recommendation for Policy and Practice**

The study recommends that the government ensure schools have access to up-to-date technology, such as tablets and whiteboards, as well as sufficient textbooks, classroom resources, multimedia content, hands-on materials, labs, and internet access. This can be done by increasing funding for teaching and learning resources across all public schools in the Narok South Sub-County. Therefore, by improving the availability and accessibility of teaching and learning infrastructure, schools can more effectively support the adoption of CBC and, in turn, increase student performance.

The study recommends that, to effectively employ teaching training resources, conduct competency-based assessments, and adapt to pupils' needs, teachers should participate in ongoing professional development activities such as webinars, seminars, workshops, and peer collaboration. To achieve this, the national government must allocate adequate resources for teacher training, in conjunction with the county government, to enhance inclusive teacher training. Teachers who have received training in both conventional and cutting-edge approaches to CBC strategic plan implementation are better able to assist students in developing their competencies and, consequently, improve CBC performance.

The study recommends that the objectives and progress of the CBC be communicated openly and consistently by administrators, in collaboration with all parties involved, including pupils, teachers, and parents. This can be achieved by embracing a

participative leadership/administrative style that involves and engages everyone to promote the implementation of strategic plans vis-à-vis CBC performance. Through these steps, stakeholders will be empowered to learn from one another and exchange best practices through open communication and collaborative initiatives to improve CBC performance.

The study recommends that parents be urged to participate in school educational functions/activities that complement the skills their children are learning. This can be achieved by encouraging active parental participation in school events/meetings, strengthening support systems for their children, and fostering a greater sense of connection to the educational process. Such efforts will demonstrate to children that both parents and the school value their education.

#### **5.4.2 Recommendations for Further Research**

The study assessed the influence of strategic plan implementation on CBC performance of public primary schools in Narok South Sub-County, Kenya. The study suggests that further research is needed to investigate the effect of resource allocation on CBC performance in Narok South Sub-County, Kenya. This recommendation is pegged on the fact that resources, including physical learning and teaching facilities/infrastructures, were found to be inadequately available/accessible.

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## APPENDICES

### Appendix I: Introduction Letter

#### Application For Data Collection Exercise

Dear Sir/Madam,

My name is Sulunye Mercy Naserian, a post-graduate student pursuing a Master of Business Administration (Strategic Management) degree at Kabarak University. To complete my master's program, I am required to submit academic research titled, **“Influence of Strategic Plan Implementation on Competency Based Curriculum Performance of Public Primary Schools in Narok South Sub-County, Kenya.”** Therefore, you have been selected to participate in the data collection session. Please, provide your honest responses to all itemized statements.

Thankfully yours,

Sulunye Mercy Naserian

## Appendix II: Questionnaire For Teachers

### Section A: Personal Information

1. What is your gender? i) Male [ ] ii) Female [ ]
2. Duration as a teacher (in years) i) Below 1 [ ] ii) 1-5 [ ] iii) 6-10 [ ] Over 10
3. Highest academic qualifications? i) Certificate [ ] ii) Diploma [ ] iii) Degree [ ] iv) Master's v) Any other-----

### Section B: Teaching And Learning Infrastructure

In the following sections, several items are presented on the influence of teaching and learning infrastructure on CBC performance in public primary schools within Narok South Sub-County. You are required to respond on a 1-5-point Likert scale (1=strongly disagree, 2 =disagree, 3= not sure, 4= agree, 5= strongly agree).

Items	1	2	3	4	5
Our school has adequate classrooms for smooth learning.					
Our school has enough laboratories to aid learning and teaching.					
Our school has enough teaching materials.					
Our school has enough lockers and chairs.					
Our school has adequate textbooks for all students.					

### Section C: Teachers Training/Empowerment

In the following sections, various items are listed on the influence of teachers' training on the performance of CBC in public primary schools in Narok South Sub-County. Kindly answer on a 1-5-point Likert scale (1=strongly disagree, 2 =disagree, 3= not sure, 4= agree, 5= strongly agree).

Items	1	2	3	4	5
The school regularly organizes ongoing training programs for all teaching staff.					
During training on CBC, training resources are always available.					
The school usually subjects facilitators to induction via workshops organized by education stakeholders.					
The school ensures that the teaching staff are exposed to regular seminars organized by TSC on CBC.					
The training we received has enhanced our efforts towards CBC implementation.					

#### **Section D: Administrative Support**

In the following sections, various items are listed on the influence of administrative support on the performance of CBC in public primary schools within Narok South Sub-County. Kindly answer on a 1-5-point Likert scale (1=strongly disagree, 2 =disagree, 3= not sure, 4= agree, 5= strongly agree).

Items	1	2	3	4	5
The leadership styles exercised by the administrators enhance the strategic implementation of CBC.					
The administrators demonstrate clear supervisory roles that support CBC's strategic plan implementation.					
The administrators collaborate with staff to enhance the implementation of strategic plans on CBC.					
The administrators timely communicate with teaching staff to promote the implementation of CBC strategic plans.					
The school administration accords teachers a positive work environment for the implementation of the CBC strategic plans.					

### Section E: Parental Support/Involvement

In the following sections, various items are listed on parental support/involvement on the CBC performance in Narok South Sub-County. Kindly answer on a 1-5-point Likert scale (1=strongly disagree, 2 =disagree, 3= not sure, 4= agree, 5= strongly agree).

Items	1	2	3	4	5
Parents ably provide learning resources.					
Parents are supporting learners at home.					
Parents regularly attend school learning-related meetings.					
Parents' timely response to learning needs					
Parents are always available when needed by the school.					

### Section F: Performance Of Cbc

The various items on CBC performance in Narok South Sub-County are provided. Kindly answer on a 1-5-point Likert scale (1=strongly disagree, 2 =disagree, 3= not sure, 4= agree, 5= strongly agree).

Items	1	2	3	4	5
I have realized that increased learner focus on the tasks I provide					
I have noticed improved learners' competencies in skills and knowledge.					
I have enough teaching and learning resources for my learners.					
I have witnessed improved digital literacy.					
My competencies in CBC implementation have improved due to TSC training support.					

**Appendix III: Interview Guide For Parents**

1. As a parent, what role do you play in supporting the school with learning and teaching materials required for the implementation of CBC strategic plans?

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2. As a parent, are you involved in the administration and the implementation of CBC's strategic plans? \_\_\_\_\_

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3. If Yes in question 2 above, state how the school administration engages you towards the achievement of improved CBC performance.

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4. In your opinion, are you satisfied with the status of CBC implementation plans by the school?

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5. If No in question 4 above, kindly provide some reasons for your dissatisfaction \_\_\_\_\_

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6. As a parent, how are you supportive of your child's learning? \_\_\_\_\_

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7. Explain your answer in question 6 above \_\_\_\_\_

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**Appendix IV: Interview Guide For Education Officials**

1. As an education official, what can you say about the status of the teaching and learning infrastructure provided by the government for public primary schools in Narok South Sub-County? \_\_\_\_\_

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2. As an education official representing the government, what specific CBC training measures are the teachers in public primary schools in Narok South Sub-County subjected to?

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3. As a county education official, tell us the nature of administrative support you offer to the schools within Narok South Sub County \_\_\_\_\_

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4. What are some of the measures you have put in place for effective implementation of strategic plans to promote CBC performance in Narok South-Sub County? \_\_\_\_\_

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5. Any additional comments on areas to be improved to enhance the implementation of strategic plans to improve CBC performance? \_\_\_\_\_

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**ENDTHANK YOU**

## Appendix V: KUREC Clearance Letter



### KABARAK UNIVERSITY RESEARCH ETHICS COMMITTEE

Private Bag - 20157  
KABARAK, KENYA  
Email: [kurec@kabarak.ac.ke](mailto:kurec@kabarak.ac.ke)

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OUR REF: KABU01/KUREC/001/05/01/25

Date: 21<sup>st</sup> Jan, 2025

Sulunye Mercy Naserian  
Reg No: GMB/NE/3095/09/21  
Kabarak University,

Dear Mercy,

**RE: INFLUENCE OF STRATEGIC PLAN IMPLEMENTATION ON COMPETENCY BASED CURRICULUM PERFORMANCE OF PUBLIC PRIMARY SCHOOLS IN NAROK SOUTH SUB-COUNTY, KENYA**

This is to inform you that **KUREC** has reviewed and approved your above research proposal. Your application approval number is **KUREC-050125**. The approval period is **21/1/2025 – 21/1/2026**.

This approval is subject to compliance with the following requirements:

- i. All researchers shall obtain an introduction letter to NACOSTI from the relevant head of institutions (Institute of postgraduate, School dean or Directorate of research)
- ii. The researcher shall further obtain a RESEARCH PERMIT from NACOSTI before commencement of data collection & submit a copy of the permit to **KUREC**.
- iii. Only approved documents including (informed consents, study instruments, MTA Material Transfer Agreement) will be used
- iv. All changes including (amendments, deviations, and violations) are submitted for review and approval by **KUREC**;
- v. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **KUREC** within 72 hours of notification;
- vi. Any changes, anticipated or otherwise that may increase the risk(s) or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to **KUREC** within 72 hours;
- vii. Clearance for export of biological specimens must be obtained from relevant institutions and submit a copy of the permit to **KUREC**;
- viii. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal and;
- ix. Submission of an executive summary report within 90 days upon completion of the study to **KUREC**

Sincerely,

**Prof. Jackson Kitetu PhD.**  
KUREC-Chairman

Cc Vice Chancellor  
DVC-Academic & Research  
Registrar-Academic & Research  
Director-Research Innovation & Outreach  
Institute of Post Graduate Studies



As members of Kabarak University, we purpose at all times and in all places, to set apart in one's heart, Jesus as Lord.

(1 Peter 3:15)

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**Appendix VII: Evidence of Conference Participation**



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For successfully participating in the 15<sup>th</sup> Annual Kabarak University International Research Conference held on 1<sup>st</sup>-2<sup>nd</sup> July 2025 and presented a paper entitled ***“Influence of Strategic Plan Implementation on Competency - Based Curriculum Performance of Public Primary schools in Narok South Sub-County, Kenya”***

**Conference Theme**

*Sustainable Business Models In The Era Of Artificial Intelligence For Youth Empowerment*

**Prof. Patrick Kibati**  
Dean, School of Business & Economics

**Dr. Phillip Nyawere**  
Director - Research, Innovation and Outreach

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## Appendix VIII: List of Publication

*Kabarak Journal of Research & Innovation*

<https://journals.kabarak.ac.ke/index.php/kjri/>

RESEARCH ARTICLE

### TEACHERS' TRAINING AND CBC PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN NAROK SOUTH SUB-COUNTY, KENYA

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#### ABSTRACT

Interventions such as teaching and learning infrastructure and capacity-building initiatives have been launched to support Competency Based Curriculum (CBC). However, little is known about whether teacher training has translated into improved CBC performance in public primary schools in the area. The inadequate evidence on this linkage creates uncertainty on the effectiveness of ongoing teacher training efforts. This study therefore sought to examine how teachers' training influences the performance of CBC in public primary schools in Narok South Sub-County, Kenya. The study tested the null hypothesis ( $H_0$ ): *Teacher training has no significant influence on the performance of CBC in the Public Primary Schools in Narok South Sub County, Kenya*. Regarding methodology, pragmatism and descriptive survey research design that used a mixed approach was preferred. The target population included 160 with 9,151 parents, 1616 teachers, and 04 county education officials. Yamane 1967 scientific formula was used to arrive at a teacher and parent sample size of 321 and 383, respectively. The study then employed a simple random sampling technique during data collection using both questionnaire and interview guide. Further, a pilot study was carried out in Narok West Sub-County. Methods on analysis included descriptive statistics, correlation and regression were used. It was found that teachers training had positive correlations with CBC performance ( $r=0.310$ ,  $p<0.01$ ). Similar to correlation, regression revealed that teacher training had a positive significant relationship with CBC performance ( $\beta = 0.148$ ;  $\text{sig.} = 0.026$ ,  $p<0.05$ ). The study concludes that teacher training is a critical determinant of the performance of CBC thus it positively influenced curriculum implementation. The study recommends that teachers should participate in ongoing professional development activities such as webinars, seminars, workshops, and peer collaboration to effectively employ teaching training resources, execute competency-based assessments, and adapt to pupils' requirements.

**Key words:** Teachers' Training, Schools in Narok South Sub-County, CBC Performance, Public Primary schools