

The Competency-Based Curriculum Implementation Triangle in Kenya: Investigating the Key Enablers and Constraints for Teachers

Abiud Bosire¹ and John Ranji²

¹ Friedrich-Alexander-Universität Erlangen-Nürnberg, Germany

² Moi University, Kenya

Abstract

The successful implementation of the Competency-Based Curriculum (CBC) in Kenya, particularly in junior secondary school level, hinges on the teachers as critical implementers at the school level. In this study, we investigated teachers' preparedness to deliver CBC in Kenya by examining three key aspects: professional training, resource availability and institutional support. Through a quantitative approach, data was collected from Junior Secondary School (JSS) teachers in Nakuru county using a structured questionnaire focusing on teacher's participation in CBC training and in-service training, access to instructional resources, and adequacy of support from school leadership, the teachers service commission, and government in general. Descriptive and inferential statistics methods were employed to analyse the data, identifying trends and relationships between teacher preparedness and contextual factors such as school type, location and teaching experience. Findings from the survey involving 120 teachers revealed significant gaps in teacher preparation and continuous professional development for implementing the CBC curriculum. Over 70% of the teachers indicated that they had not received sufficient pre-service or in-service training to effectively deliver CBC while nearly two thirds (65%) of the teachers cited inadequate teaching resources as a key barrier to curriculum implementation. The study further found that 58% of the teachers experienced inconsistent institutional support, which they felt undermined their efforts to actualize the curriculum's objectives. While initial steps toward CBC implementation have been made, these findings underscore the urgent need for targeted capacity-building and improved institutional support mechanisms to strengthen CBC implementation in JSS.

Keywords: Competency-Based Curriculum; teacher preparedness; teachers; resources; institutional support; Kenya