

**TEACHER PREPAREDNESS IN TEACHING KISWAHILI IN THE
COMPETENCY-BASED EDUCATION IN PUBLIC JUNIOR SCHOOLS
IN KENYA**

CATHERINE NEKESA WAMOKHELA

**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF DEGREE OF
DOCTOR OF PHILOSOPHY IN EDUCATIONAL COMMUNICATION AND
TECHNOLOGY (KISWAHILI EDUCATION) IN THE DEPARTMENT OF
CURRICULUM AND INSTRUCTION, UNIVERSITY OF ELDORET, KENYA.**

2025

DECLARATION

Declaration by the Candidate

This thesis is my original work and has never been presented for the award of an academic degree in any other university and should not be copied, or reproduced in any format without written authority from the author and/or University of Eldoret.

Catherine Nekesa Wamokhela

Date _____

Approval by the Supervisors

This thesis is has been submitted with our approval as the University Supervisors.

Date _____

Prof. Robert Oduori
School of Arts and Social Sciences
Department of Kiswahili.
Moi University, Kenya.

Date _____

Dr. Rachael Koross
School of Education
Department of Curriculum and Instruction.
University of Eldoret, Kenya.

DEDICATION

First and foremost, this work is dedicated to the Almighty God for His guidance and protection. Secondly, I dedicate it to my parents, who, despite their modest means and limited resources, worked tirelessly to ensure I received an education. Thirdly, to my beloved and understanding husband, the late Zacheaus before his painful departure, he patiently cared for our children and supported me through my most pressing needs. Lastly, to our daughters; Caroline, Damaris, and Klay whose understanding, companionship, encouragement, and sacrifices have been instrumental in helping me reach this milestone.

ACKNOWLEDGEMENTS

It is both prudent and heartfelt to recognize the distinct individuals and institutions whose unwavering support made this journey possible. First, I extend my sincere gratitude to the University of Eldoret for granting me the opportunity to pursue my studies. Secondly, I wish to thank my capable, diligent, and tireless supervisors, Prof. Robert Oduor and Dr. Rachael Koross, for their invaluable guidance throughout this academic endeavor. I am equally grateful to the lecturers and panelists, Prof. Mukwa, Prof. Kafu, Prof. Kitainge, Prof. Simiyu, Dr. Wanami, among others, for their insightful advice, direction, and steadfast support. Their fortitude, enthusiasm, and dedication were truly inspiring. I also acknowledge my colleagues in the Department of Curriculum, Instruction, and Media (CIM), along with my fellow PhD students, for their encouragement and collaboration.

My appreciation extends to all the respondents who participated in the study, and to everyone who assisted during the fieldwork. I am especially thankful to NACOSTI, the County Director of Education, the County Commissioners, and the head teachers who granted the necessary permissions to conduct my research. I am deeply grateful to my dear parents, brothers, and sisters for their immense contributions and for instilling in me a profound value for education. Finally, I wish to express my heartfelt appreciation to my late husband, Zacheaus, and to our children; Caroline, Damaris, and Klay for their enduring support, sacrifice, and understanding throughout my academic journey.

ABSTRACT

This study aimed to examine teacher preparedness in teaching Kiswahili under a competency-based Education in public junior schools of Uasin Gishu County. The following objectives guided the study; to establish the competency of teachers of Kiswahili in teaching Kiswahili under the CBE, assess the availability of teaching and learning resources for teaching Kiswahili, to examine teachers' perception toward teaching Kiswahili under CBE, and to determine the effect of teacher professional development on effective teaching of Kiswahili in junior schools. The study adopted Concerns- Based Adoption Model (CBAM) by Hall and Hord (2015) which places emphasis on addressing educators concerns at various stages of curriculum implementation. A descriptive survey research design was used to guide the study. The target population included 449 public junior schools, 416 teachers of Kiswahili in junior schools, and 449 head teachers in public junior schools in Uasin Gishu. Krejcie and Morgan's sample size calculation formulae were employed to obtain a sample of 207 teachers of Kiswahili. Purposive sampling was employed to select 15 head teachers to participate in the study. Data was collected using questionnaires, interview guides, and a document analysis guide. Piloting of research instruments was done in two selected schools in Kakamega County. Quantitative data was analyzed using descriptive statistics, which involved frequencies and percentages; inferential statistics included Pearson and regression analyses. This was done using the Statistical Package for Social Sciences (SPSS) version 26, and results were presented using tables, pie charts, and bar graphs. Qualitative data was analyzed thematically in line with the objectives of the study. The study's findings revealed significant challenges in implementing the Competency-Based Curriculum (CBE) for Kiswahili instruction in junior schools. The study also established a substantial gap in teacher preparedness and competence, with most teachers feeling that their knowledge and skills do not align with the demands of the new curriculum. This is further exacerbated by a lack of adequate teaching and learning resources and mixed perceptions among teachers regarding the effectiveness and inclusivity of the CBE approach in teaching Kiswahili. Additionally, the study identified significant shortcomings in the professional development opportunities provided to teachers, with many expressing dissatisfactions with the relevance and effectiveness of the training programs in supporting their implementation of Kiswahili under CBE. The study recommended that comprehensive interventions be implemented to address these challenges and ensure the practical instruction and successful implementation of the competency-based curriculum. The findings of the study will be helpful to policymakers on how to improve the teaching of Kiswahili and inform curriculum developers about the specific needs and challenges faced by teachers of Kiswahili in junior schools. It will also provide insights into areas where teachers might need additional training on professional development under CBE.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT	v
TABLE OF CONTENTS	vi
LIST OF TABLES	x
LIST OF FIGURES.....	xi
ABBREVIATIONS.....	xii
CHAPTER ONE.....	1
INTRODUCTION.....	1
1.1 Overview	1
1.2 Background to the study.....	1
1.3. Statement of the problem	8
1.4 Purpose of the study	10
1.5 Objectives of the study.....	10
1.6 Research hypotheses	11
1.7 Assumptions of the study	11
1.8 Significance of the Study	12
1.9 Justification of the study	14
1.10 Scope and Limitations of the Study	16
1.10.1 Scope	16
1.10.2 Limitations of the Study.....	16
1.11 Theoretical Framework	17
1.12 Conceptual Framework	20
1.13 Operational definition of key terms	23

CHAPTER TWO.....	25
LITERATURE REVIEW.....	25
2.1 Overview	25
2.2 Concept of Competency-Based Curriculum (CBE)	25
2.3 Teacher competency in teaching Kiswahili	29
2.4 Availability of teaching and learning resources and their influence on teaching Kiswahili under CBE in junior secondary schools	33
2.5 Teachers' perception towards teaching Kiswahili under CBE in junior secondary schools.....	59
2.6 Teacher professional development and implementation of CBE in junior secondary schools.....	66
2.7 Research Gap.....	81
2.8 Summary	83
CHAPTER THREE	84
METHODOLOGY.....	84
3.1 Overview	84
3.2 Research Design.....	84
3.3 Research paradigm	86
3.4 Study area.....	88
3.5 Target population	89
3.6 Sample size.....	90
3.7 Research Instruments	91
3.7.1 Questionnaire	91
3.7.2 Interview Guide.....	93
3.7.3 Document Analysis Guide	94
3.8 Pilot Study.....	95
3.9 Validity and Reliability	97
3.9.1 Validity.....	97
3.9.2 Reliability.....	98
3.10 Data Collection Procedure	99

3. 11 Data Analysis Techniques	100
3.12 Ethical Considerations.....	101
3.13 Summary	102
CHAPTER FOUR.....	103
DATA, ANALYSIS, PRESENTATION, AND DISCUSSIONS	103
4.1 Introduction	103
4.2 Response Rate	103
4.3 Results of Reliability Testing	104
4.3. Demographic information	105
4.3.1 Gender of respondents.....	105
4.3.2 Level of Education of teachers.....	106
4.3.3 Experience in Service of teachers	108
4.4 The influence of teacher competence on teaching Kiswahili under CBE in junior schools in Kenya	109
4.4.1 Relationship between teachers’ competence and teaching of Kiswahili under CBE in junior schools in Uasin Gishu County	115
4.5 Availability of teaching and learning resources as established in the CBE and the teaching of Kiswahili in junior schools.....	119
4.5.1 Relationship between teaching and learning resources and teaching of Kiswahili under CBE in junior schools in Uasin Gishu County.....	124
4.6: Teachers’ perception towards teaching Kiswahili under CBE in junior schools in Kenya	127
4.6.1 Relationship between teachers’ perception and teaching of Kiswahili under CBE in junior schools in Uasin Gishu County	131
4.7 Teacher professional development and effective implementation of Kiswahili in junior schools	134
4.7.1 Relationship between teachers’ professional development and teaching of Kiswahili under CBE in junior schools in Uasin Gishu County.....	140
4.8: Dependent Variable: Teaching of Kiswahili.....	143
4.9 Results from Document Analysis.....	145

4.10 Regression Analysis	149
4.11.1 Coefficients of teacher preparedness in Teaching Kiswahili under CBE in Uasin Gishu County.....	152
CHAPTER FIVE.....	154
CONCLUSIONS AND RECOMMENDATIONS	154
5.1 Overview	154
5.2 Summary of findings.....	154
5.2.1 The influence of teacher competence on teaching Kiswahili.....	154
5.2.2 Availability of teaching and learning resources as established in the CBE and the teaching Kiswahili under CBE in junior schools	155
5.2.3 Teachers' perception towards teaching Kiswahili in junior schools in Kenya ...	157
5.2.4 Teacher professional development and effective implementation of Kiswahili in junior schools	158
5.3 Conclusions	160
5.4 Recommendations	162
5.5 Suggestions for further studies.....	164
REFERENCES	166
APPENDICES	191
APPENDIX I: LETTER OF INTRODUCTION	191
APPENDIX II: QUESTIONNAIRE FOR TEACHERS.....	192
APPENDIX III: INTERVIEW GUIDE FOR HEAD TEACHERS.....	199
APPENDIX IV: DOCUMENT ANALYSIS	200
APPENDIX V: RESEARCH AUTHORIZATION LETTERS	201
APPENDIX VI: MAP OF UASIN GISHU COUNTY.....	203
APPENDIX VII: SIMILARITY REPORT	204

LIST OF TABLES

Table 4.1: Cronbach’s Reliability Test	104
Table 4.2 Teacher competence and teaching Kiswahili under CBE.....	110
Table 4.3: Correlation Coefficient between teachers’ competence and teaching of Kiswahili under CBE in public junior schools in Uasin Gishu County	78
Table 4.4 Availability of teaching and learning resources as established in the CBE and the teaching of Kiswahili in junior schools	120
Table 4.5: Correlation Coefficient between teaching and learning resources and teaching of Kiswahili under CBE in public junior schools in Uasin Gishu County	124
Table 4.7: Correlation Coefficient between teachers’ perception and teaching of Kiswahili under CBE in public junior schools in Uasin Gishu County	132
Table 4.8 Teacher professional development and effective teaching of Kiswahili under CBE in junior schools	136
Table 4.9: Correlation Coefficient between teachers’ professional development and teaching of Kiswahili under CBE in public junior schools in Uasin Gishu County.....	140
Table 4.10 Teaching of Kiswahili.....	144
Table 4.11: Regression Model Summary for Kiswahili teaching under CBE in Uasin Gishu County	110.
Table 4.12: ANOVA for Combined Influence of teacher’s competence, teaching and learning resources, teachers’ perception and teachers’ professional development.....	151
4.11.1 Coefficients of teacher preparedness in Teaching Kiswahili under CBE in Uasin Gishu County	152
Table 4.13: Coefficients of Kiswahili teaching under CBE in Uasin Gishu County.....	152

LIST OF FIGURES

Figure 1.1 Conceptual frame work showing relationship between teacher preparedness and implementation of CBE	22
Figure 4.1 Gender of the Teachers	105
Figure 4.2 Education level of teachers	107
Figure 4.4 Teacher's Experience in Service	108

ABBREVIATIONS

ACARA	- Australian Curriculum, Assessment and Reporting Authority
AIDS	- Acquired immune Deficiency syndrome
APST	- Australian Professional Standards for Teachers
CBE	- Competency Based Education
CEFR	- Common European Framework of Reference for Languages
CBAM:	- Concerns-Based Adoption Model
C P D	- Continuous professional Development
DFE	- Department for Education
ESSA	- Every Student Succeeds Act
EFL	- English as a Foreign Language
GES	- Ghana Education Service
HIV	- Human immune virus
HT	- Head Teacher
IBE	- International Bureau of Education
UNESCO	- United Nations Education, Scientific, and Cultural Organization
ICT	- Information and communication Technology
JSS	- Junior secondary schools
KICD	- Kenya Institute of Curriculum Development
KIE	- Kenya Institute of Education
KNUT	- Kenya National Union of Teachers
MOE	- Ministry of Education
MOGE	- Ministry of General Education

MTRH	-Moi Teaching and referral Hospital
NACOS	-National council of science technology and Innovation
NGO	- Non-Governmental Organization
NGSS	- National Generation Science Standards
NZC	- The New Zealand Curriculum
PLD	- Professional Learning and Development
REA	- Rural Electrification Authority
SEN	- Special Educational Needs
SPSS	-Statistical Package of Social Science
TPD	- Teacher Professional Development
TSC	-Teachers Service Commission.
UNDP	- United Nations Development Program
USA	- United States of America
UK	- United Kingdom
UNESCO	- United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter deals with the background of the study, statement of the problem, objectives of the study, research questions, purpose of the study, justification for the study, scope, and limitations of the study, assumptions, theoretical framework, conceptual framework, and definition of operational of key terms

1.2 Background to the study

Education is an essential input for economic progression in any nation. The quality of education offered in any nation determines its development. The idea of competency-based Education (CBE) is traced by scholars back to 1957 in the United States of America (USA) (Guskey,T R. 2005) This approach has been increasingly adopted in various states, with educators emphasizing the importance of critical thinking, problem-solving, and collaboration (Klein, 2016). Recent initiatives, such as the ‘Every Student Succeeds Act’ (ESSA), have further encouraged the implementation of competency-based models, advocating for assessments that align with individual student progress rather than standardized testing (U.S. Department of Education, 2016). In Australia, CBE was introduced in 1990 following the observed weaknesses in the skills level of the workforce following changes in the economy and the pace of technology (Smith, 1996).

In Mexico, in the year 2009, education reforms marked a significant shift towards a competency-based education. Its aim was to make learning more practical and relevant to

everyday life. By emphasizing the application of skills, knowledge, values, and attitudes, the reform sought to bridge the gap between theoretical learning and real-life application, with the goal of fostering well-rounded, adaptable individuals capable of navigating the complexities of modern society. Teachers play a central role in this system, as they are tasked with not only delivering academic content but also creating an environment that encourages critical thinking, problem-solving, and personal responsibility. This approach requires teachers to be thoroughly trained and equipped with resources to guide learners in actively engaging with and applying their learning. Through structured assessments and ongoing support, learners are expected to integrate these competencies into their daily activities, reflecting their acquired skills in real-life contexts and reinforcing the importance of lifelong learning and adaptability in a rapidly evolving world.

In Africa, CBE was pioneered by South Africa in 1998 because of the acute shortage of professionals such as engineers, technicians, and artisans. Its adoption meant to change attitudes of south Africans and equip them with employable skills so as to cope with the challenging issues in the 21st century (Mulenga and Kabombwe, 2019). Other African countries have too gone the CBE way. In Rwanda, the education system shifted to the Competence Based Education in 2015. The shift aimed at dealing with scarcity in skills in her education system. The aim was the desire to build up a knowledgeable society to meet its global and local demands in the job market. This was in line with Rwanda's education philosophy of ensuring every child receives quality education at all levels of learning for them to develop their full potential and relevant skills, knowledge and desired attitudes to enable them fit in the society and market (Republic of Rwanda 2015). Venuste N. (2021) in the article "Implementation of Competency Based Education in Rwanda, opportunities

and challenges” asserts, “five years ago, Rwanda shifted from a knowledge based to CBE. This shift was to enable school graduates to cope with job related demands and become problem solvers in society”.

The main objective of curriculum shift in Rwanda was therefore to enable its citizens to acquire knowledge and skill to be competitive in the job market and be problem solvers. The findings of the study indicated that, implementing a new curriculum faces challenges which include lack of teaching and learning materials, laboratory equipment and chemicals. The curriculum has been lauded for being less academic and more practical oriented, more skills- based and tailored to a working environment and daily life (REB, 2017). In schools where teachers employed CBE techniques, learners enjoyed the learning; attendance improved and pass rates increased. However, there were challenges which included insufficient teaching and learning materials, large classes which hindered effective delivery, lack of parental support and lack of enough and qualified teachers to implement the curriculum (Urunana, 2018). Therefore, parental involvement and availability of teaching and learning resources are key in effective implementation of a new education system.

Nsengimana V. (2021), in his study on Implementation of Competency Based Education in Rwanda Opportunities and Challenges, found out that, a small number of teachers (20.5%) got training about implementation of the new curriculum. The (30.6%) who didn't receive training said the implementation of CBE was time consuming thus most of the instructors (78.2%) could not the expected content at the end of the year. These teachers also reported that because of limited time, at times they are forced to use learner- centered techniques for them to cover the syllabus in time. A large percentage of teachers (91.3%)

indicated that some content of CBE requires materials that can't be improvised more so in science subjects hence content taught theoretically. Inadequate teaching and learning materials affected instruction process and some teachers reported that learners didn't fully acquire skills in ways suggested and required by CBE.

The shift in Zambia's curriculum in 2013 marked a transformative approach to education, emphasizing practical skills and competencies over rote knowledge. This skills-based education system was designed to bridge the gap between academic learning and real-world applications, preparing learners not only for academic success but also for life beyond school. With a focus on fostering critical thinking, problem-solving, and creativity, the curriculum encourages students to engage actively in their own learning processes. The Ministry of General Education (MOGE) structured the curriculum to develop independent, reflective thinkers who are adaptable to societal and economic demands, and who can contribute meaningfully to their communities and the country's growth (MOGE, 2013). This approach aligns with Zambia's vision for a knowledgeable, skilled, and versatile workforce, equipping students with the capabilities needed to tackle modern challenges, navigate complexities, and thrive in a dynamic world (Zulu, 2015). Through experiential learning, practical activities, and a focus on moral and ethical development, the revised curriculum also aims to instill values that promote social responsibility and civic engagement.

Tanzania also introduced CBE in 2005 with the aim of curbing challenges facing preparation of learners in learning institutions that compromised quality education. Komba and Kira (2013) as quoted in Ondimu (2018) claim that graduates who were products of the previous curriculum (Knowledge based Curriculum) did not exhibit competencies and

skills that fully addressed global job market demands locally, regionally and internationally. More so, CBE aimed at raising the quality of education and produce learners who could demonstrate and apply the acquired skills attitudes and knowledge in problem solving, meet the changing needs and aspirations of the society.

In Kenya, the introduction of the Competency-Based Education (CBE) in 2017 marked a shift from the traditional knowledge-based curriculum to one that emphasizes skills, values, and attitudes for holistic learner development (Kenya Institute of Curriculum Development, 2017). Kiswahili, as a national and official language, holds a unique place in this curriculum, aiming to foster not only linguistic proficiency but also cultural understanding and communication skills. The Competency Based Education calls for teachers to use active learning methods that engage students, promote critical thinking, and apply language skills in practical contexts (KICD, 2018). Consequently, teacher preparedness has become a key factor in effectively implementing CBE, as teachers must be adequately trained to adapt to new methodologies and materials.

In the CBE framework, teachers must emphasize student-centered learning approaches, which depart from traditional lecture-based methods (Mogaka, 2020). Kiswahili teachers facilitate activities that develop communication skills, critical thinking, and cultural appreciation. However, studies reveal that many teachers feel underprepared for this shift due to a lack of training and resources (Odongo & Mugo, 2019). According to Kamau (2022), despite efforts by KICD and the Ministry of Education, challenges such as inadequate training programs and insufficient classroom resources persist, hampering teachers' ability to meet CBE expectations fully. One of the critical challenges in teacher preparedness is the availability and accessibility of training opportunities. KICD and other

education stakeholders have organized workshops and seminars to familiarize teachers with CBE objectives, teaching strategies, and assessment techniques (Kariuki & Njeru, 2021). Nevertheless, these programs are often short and lack follow-up, leaving teachers with limited practical knowledge on implementing CBE in Kiswahili lessons (Muriithi, 2020). Teachers report a need for continuous professional development (CPD) that addresses specific subject needs, such as Kiswahili, to better equip them for the curriculum demands (Odhiambo, 2022).

Additionally, teaching Kiswahili under CBE requires proficiency in language and pedagogy, as teachers are expected to promote functional language use and cultural awareness (Ndegwa, 2021). According to Njenga (2022), this dual focus requires teachers to possess strong Kiswahili language skills and a deep understanding of cultural nuances, which are crucial for fostering students' appreciation of Kiswahili. However, many teachers feel inadequately trained to teach these elements effectively. The lack of adequate Kiswahili-focused training programs has left some educators struggling to balance linguistic teaching with the CBE's broader cultural objectives.

The CBE framework also emphasizes continuous assessment, which places additional demands on teachers who now need to monitor students' progress more closely and assess skills development rather than just academic performance (Wangari, 2023). This shift requires teachers to develop new assessment tools and strategies that capture a range of competencies, from language proficiency to collaborative skills. Studies have shown that many teachers of Kiswahili are unfamiliar with these new forms of assessment, highlighting a need for targeted training (Kariuki & Njeru, 2021). Wangari (2023) notes

that teachers who lack experience in continuous assessment often revert to traditional examination methods, which do not align with CBE's competency goals.

In Uasin Gishu County, the situation reflects these national challenges and too has unique regional factors. Uasin Gishu, as a primarily multilingual county, presents additional language dynamics that influence teaching of Kiswahili (Mutiso, 2021). Teachers in this county report that the linguistic diversity among students sometimes complicates Kiswahili instruction, as students may have different levels of familiarity with the language. According to Komen and Cherono (2022), this diversity necessitates more tailored teaching strategies to address varied language backgrounds, which many teachers are unprepared for due to limited training in CBE. Further, teachers often face resource constraints, such as insufficient Kiswahili teaching materials and large class sizes, which hinder effective implementation of CBE (Mutiso, 2021). The scarcity of teaching aids that support practical, activity-based learning in Kiswahili limits teachers' ability to engage students fully. A study by Otieno (2022) revealed that over 70% of teachers of Kiswahili in the region felt that the lack of appropriate resources impeded their ability to meet CBE objectives, especially in promoting functional language skills.

Despite these challenges, there are ongoing efforts to improve teacher preparedness in Uasin Gishu. The Teachers Service Commission (TSC) has initiated programs aimed at upskilling teachers through regional training sessions, focusing on CBE methodologies (TSC, 2023). These sessions aim to address specific challenges faced by teachers of Kiswahili, such as classroom management in large classes, continuous assessment, and adapting teaching methods for diverse linguistic backgrounds. However, as noted by Achieng (2023), the success of these programs depends on sustained support and follow-

up to ensure teachers can effectively translate training into classroom practice. This is why the current study sought to examine teacher preparedness in teaching Kiswahili in public junior schools in Uasin Gishu county, Kenya.

1.3. Statement of the problem

The implementation of the Competency-Based Curriculum (CBE) in Kenya has marked a significant shift from the traditional content-based approach 8-4-4 system to one that emphasizes skills and competencies, focusing on equipping learners with practical skills, knowledge, and attitudes necessary for the 21st century (Republic of Kenya, 2017). However, the success of this curriculum largely hinges on teacher preparedness, particularly in subjects like Kiswahili, which is essential to the Kenyan education system. In Uasin Gishu County, concerns have been raised by school administrators, parents and teachers themselves regarding whether teachers possess the necessary competencies to deliver Kiswahili lessons under the CBE framework effectively. Teacher competence as an aspect of teacher preparedness is crucial in ensuring that learners acquire the intended competencies, yet it remains unclear whether the current cadre of teachers of Kiswahili is adequately equipped for this task (Muthwii, 2020).

A major challenge identified in the teaching of Kiswahili within the CBE is the availability and adequacy of teaching and learning resources. CBE demands a wide range of resources to facilitate interactive and learner-centered approaches, which are essential for developing student competencies. However, studies have shown a significant gap in the provision of these resources, particularly in rural schools in Uasin Gishu County (Wambua & Mutua, 2021). The scarcity of relevant Kiswahili textbooks, audio-visual materials, and other instructional aids poses a serious threat to the effective implementation of the CBE.

Teachers' perceptions of the CBE also play a critical role in its successful implementation. Research indicates that teachers who perceive the CBE as beneficial are more likely to engage actively with the curriculum and invest in its successful delivery (Gathumbi & Masembe, 2019). However, in Uasin Gishu County, evidence suggests that some Kiswahili teachers remain skeptical about the practicality of the CBE, particularly given the challenges they face in terms of resources and support. This skepticism may hinder their motivation to fully embrace the curriculum fully, thereby affecting student outcomes.

Professional development is another key factor influencing teacher preparedness. Continuous professional development (CPD) programs equip teachers with the necessary skills and knowledge to adapt to CBE (Owino, 2022). Despite the government's efforts to provide training, there is concern that the frequency, duration, and quality of these CPD programs are insufficient to meet the demands of the new curriculum. Many Kiswahili teachers in Uasin Gishu County may not have received adequate training, leaving them ill-prepared to implement CBE effectively.

The issue of teacher competence is further compounded by the lack of a robust monitoring and evaluation system to assess the effectiveness of teaching Kiswahili under CBE. Without regular assessments and feedback, it is difficult to identify gaps in teacher preparedness and address them promptly. Research by Kafu (2018) indicates that in the absence of such a system, many teachers continue to use outdated teaching methods incompatible with the CBE's objectives.

Moreover, the transition to the CBE has introduced new pedagogical approaches that require teachers to adopt innovative teaching strategies. However, teachers of Kiswahili in Uasin Gishu County struggle with this transition due to limited exposure to these methods

during their initial teacher education programs. The traditional teacher-centered methods that many are accustomed to are at odds with the learner-centered approaches promoted by the CBE (Ndirangu & Wainaina, 2020). This disconnect between training and practice further exacerbates the challenges of teacher preparedness. Against this backdrop, this study sought to establish teacher preparedness in teaching Kiswahili in the competency-based curriculum in public junior schools in Uasin Gishu County.

1.4 Purpose of the study

In light of the ongoing educational reforms in Kenya, particularly the implementation of the Competency-Based Curriculum (CBE), there is an increasing need to assess the capacity of teachers to deliver subject content effectively. As Kiswahili is one of the core subjects in the CBE, understanding how well teachers are prepared to teach it at the junior school level is critical to the curriculum's success. Therefore, the purpose of this study was to establish the level of teacher preparedness in teaching Kiswahili in the Competency-Based Curriculum in public junior schools in Uasin Gishu County.

1.5 Objectives of the study

The following objectives guided the study;

- i) To investigate the influence of teachers' competence on the teaching of Kiswahili in public junior schools in Uasin Gishu County.
- ii) To assess the availability of teaching and learning resources and their influence on teaching and learning of Kiswahili in public junior schools in Uasin Gishu County.

- iii) To establish the teachers' perception towards teaching of Kiswahili in public junior schools in Uasin Gishu County
- iv) To determine the extent to which teachers' professional development influences the teaching of Kiswahili in public junior schools in Uasin Gishu County

1.6 Research hypotheses

The study sought to test the following research hypotheses

H₀₁: Teacher's competence has no significant influence on teaching Kiswahili in public junior schools in Uasin Gishu County.

H₀₂: The availability of teaching and learning resources has no significant influence on the teaching and learning of Kiswahili in public junior schools in Uasin Gishu County.

H₀₃: Teachers' perception has no significant influence on teaching Kiswahili under CBE in public junior schools in Uasin Gishu County.

H₀₄: Teachers' professional development has no significant influence on teaching of Kiswahili in public junior schools in Uasin Gishu County.

1.7 Assumptions of the study

The study was anchored on the following assumptions;

1. The target respondents would provide accurate and reliable data. That is, they were honest and answered questions truthfully and without bias
2. The sample was expected to be representative of the entire population.
3. Grade eight teachers of Kiswahili in Uasin Gishu County have been trained on CBE and they adhere to competency-based requirements regarding preparing

professional documents such as schemes of work, lesson plans, and assessment rubrics

4. Teachers of Kiswahili in junior schools access the relevant resources such as textbooks, curriculum designs and digital tools to effectively teach Kiswahili
5. Head teachers provided support and supervision of the teaching and learning process that boost teacher preparedness

1.8 Significance of the Study

The significance of this study lies in its potential to contribute to the effective implementation of the Competency-Based Education (CBE) in Kenya, specifically in the teaching of Kiswahili in public junior schools within Uasin Gishu County. As Kenya undergoes this major educational reform, understanding teachers' preparedness is crucial to achieving the intended outcomes of CBE. The findings of this study will provide valuable insights into the current state of teacher readiness, highlighting areas of strength and identifying gaps that need to be addressed to ensure that Kiswahili is taught effectively under the new curriculum framework. One of the primary contributions of this study is its focus on teacher competence. In assessing the skills and knowledge of teachers of Kiswahili about the demands of CBE, the findings will help identify whether teachers across the country are adequately equipped to deliver the curriculum. This is particularly important given that Kiswahili is not only a core subject but also a national language that plays a vital role in students' cultural and linguistic development. The findings will be instrumental in guiding interventions to enhance teacher competence, ultimately leading to improved student outcomes more so in Kiswahili as a subject.

The study also holds significance in examining the availability and adequacy of teaching and learning resources. In many parts of Kenya, especially in rural areas like Uasin Gishu County, schools often struggle with resource constraints that can undermine the successful implementation of CBE. In highlighting these challenges, the study will provide evidence-based recommendations for policymakers and educational stakeholders to address resource gaps, ensuring all students have access to the necessary materials to support their learning. Furthermore, the study's exploration of teachers' perceptions of CBE will offer valuable insights into the factors influencing teacher engagement and motivation. Understanding how teachers of Kiswahili perceive the curriculum will help identify potential barriers to its effective implementation. This knowledge can inform the development of strategies to foster positive attitudes towards CBE, thereby enhancing teacher commitment and improving the overall quality of education.

Professional development is another key area of significance for this study. Competency-Based Education requires teachers to adopt new pedagogical approaches and continuously update their skills. This study will assess the effectiveness of existing professional development programs for teachers of Kiswahili, identifying areas where additional support may be needed. The findings will be crucial in shaping future training initiatives, ensuring that teachers are well-prepared to meet the challenges of CBE. The study's focus on Uasin Gishu County also provides a context-specific understanding of the challenges and opportunities associated with CBE implementation in a rural setting. The data gained from this study will benefit teachers of Kiswahili and students in the region and contribute to the broader discourse on educational equity in Kenya. In addressing the unique needs of

schools, the study will support efforts to ensure that all students, regardless of their location, have access to high-quality education.

1.9 Justification of the study

Implementing the Competency-Based Education (CBE) in Kenya represents a significant educational reform aimed at enhancing the relevance and quality of education. However, the success of this reform, particularly in teaching Kiswahili in junior schools, is heavily dependent on teacher preparedness. This study is justified by the critical need to assess and enhance the readiness of teachers of Kiswahili to effectively implement CBE in Uasin Gishu County. This region reflects the challenges and opportunities of education reform in Kenya. Firstly, teacher competence is a cornerstone of effective curriculum delivery. Kiswahili, as a national language and a core subject, plays a pivotal role in developing students' communication skills and cultural identity. Assessing the competence of teachers of Kiswahili under CBE framework is essential for ensuring that students are proficient in the language and able to apply it in diverse contexts. This study will provide valuable insights into the areas where teachers may need further support or training, thereby contributing to improving Kiswahili education in Kenya.

Secondly, the availability of teaching and learning resources is crucial for successfully implementing any curriculum. In many rural areas, including Uasin Gishu County, schools often face significant resource constraints that can hinder the effective teaching of Kiswahili under CBE. By examining the current state of resources, this study will highlight gaps that must be addressed to facilitate a more conducive learning environment. The findings will inform policy decisions and resource allocation, ensuring that all students have access to quality education regardless of location. Teachers' perceptions and attitudes

towards CBE are another critical factor that can influence its success. If teachers perceive the curriculum as overly demanding or impractical, they may be less likely to engage with it entirely. This study will explore the perceptions of teachers of Kiswahili in Uasin Gishu County, providing an understanding of their challenges and concerns. This will be essential for developing strategies to enhance teacher motivation and commitment to CBE, which is vital for its successful implementation.

Professional development is key to equipping teachers with the necessary skills and knowledge to implement new curricula effectively. Despite efforts to provide training for the CBE, there is a need to assess the adequacy and effectiveness of these programs, particularly for teachers of Kiswahili. This study will evaluate the professional development opportunities available to these teachers, identifying areas where improvements are needed. The outcomes will be instrumental in guiding future training initiatives, ensuring that teachers are well-prepared to meet the demands of the CBE. Additionally, this study is justified by its broader implications for educational policy and practice in Kenya. CBE is a relatively new initiative, and its success or failure will significantly impact the country's education system. By focusing on a specific subject and region, this study will provide detailed, context-specific insights that can inform the ongoing refinement and implementation of the CBE across Kenya. Furthermore, the study addresses the issue of equity in education. The research will ensure that all students, regardless of their background, receive a quality education by focusing on Uasin Gishu County, a region that may face unique challenges due to its geographical and socio-economic context. This aligns with national and global educational goals, such as the

Sustainable Development Goals (SDG 4), emphasizing inclusive and equitable quality education for all.

1.10 Scope and Limitations of the Study

1.10.1 Scope

The study was conducted in selected schools in Uasin Gishu County, where the study population was grade seven teachers of Kiswahili in public junior schools and head teachers from the sampled schools. Teachers are the implementers, whereas head teachers are the ones spearheading the implementation of CBE in the schools. Grade eight 2024 is the pioneer class under Competency-Based Education. The study will be confined to teacher preparedness in Kiswahili under CBE in Junior schools.

1.10.2 Limitations of the Study.

Investigation did not extend beyond junior school level since CBE is newly introduced and the highest level is now in grade eight. This leaves the researcher with an option of dealing with only public junior schools where CBE has been implemented. The study was limited to teaching of Kiswahili in selected public junior schools in Uasin Gishu county. Another limitation is variability in teacher training and professional development. Teachers' exposure to CBE-related training is inconsistent across different schools and counties, leading to varied levels of understanding and preparedness. For instance, teachers who have participated in ongoing professional development may demonstrate higher competency levels than those who have had minimal training. This variation could introduce bias into the study, as the differing levels of training may affect how teachers implement CBE and influence students' learning outcomes in Kiswahili.

The study is also limited by external influences beyond the classroom, such as socioeconomic and parental factors that may impact learners' academic achievements in Kiswahili. Parental involvement, socioeconomic status, and education levels are factors that can significantly influence students' engagement and support outside school. While the study may attempt to control for these intervening variables, it may be challenging to fully isolate them, making it difficult to determine the precise effect of CBE-related factors alone on Kiswahili learning outcomes.

1.11 Theoretical Framework

This study was anchored on the Concerns-Based Adoption Model (CBAM) developed by Hall and Hord (2015). CBAM provides a comprehensive framework for understanding and facilitating the process of educational change by focusing on the experiences and concerns of individuals involved in the implementation of innovations such as curriculum reforms. The model posits that successful adoption of any educational innovation depends on addressing the concerns of educators across various stages, ranging from personal awareness and informational needs to management, collaboration, and refocusing on improvement. It emphasizes that change is a developmental process that occurs over time and is best supported when the specific concerns of users are identified and addressed. In this study, CBAM is particularly relevant. The model helps in examining the varying levels of teacher engagement with CBE implementation and provides insights into how their concerns, readiness, and experiences influence their instructional practices. CBAM's structure—which includes the Stages of Concern (SoC), Levels of Use (LoU), and Innovation Configurations (IC)—allows for a nuanced analysis of teacher preparedness and behavior in adopting the CBE.

With regard to the first theme—the influence of teachers’ competence on the teaching of Kiswahili—CBAM highlights that teacher competence evolves as educators move through different stages of concern and levels of use. Teachers who are at initial stages may lack the necessary pedagogical and content knowledge, while those at more advanced stages demonstrate higher competence and adapt their teaching strategies effectively. By using CBAM, this study explores whether teachers possess the requisite knowledge and skills to teach Kiswahili in a CBE framework and how their level of concern and engagement impacts their instructional competence.

The availability of teaching and learning resources, as addressed in the second hypothesis, is another vital area where CBAM provides useful insights. The model asserts that the presence or absence of resources affects how teachers implement new curricula. At the management stage of concern, teachers are particularly focused on logistical aspects such as access to appropriate textbooks, digital content, and instructional materials. This study, therefore, evaluates whether the availability—or lack—of teaching and learning resources influences how Kiswahili is taught under CBE in junior schools, and how this relates to teachers’ readiness and level of use of the curriculum.

In examining the third hypothesis—the perception of teachers towards the teaching of Kiswahili—the CBAM framework again proves useful. Teacher perceptions are directly tied to their stage of concern. Teachers at earlier stages may express uncertainty or skepticism about the new curriculum, while those at later stages may feel more confident and supportive. This study uses CBAM to interpret how teachers’ beliefs, attitudes, and perceptions towards Kiswahili instruction affect their implementation of CBE.

Understanding these perceptions is essential for tailoring professional support to facilitate a smoother transition to new teaching methodologies.

Professional development is another key pillar of CBAM and ties directly into the fourth hypothesis—the extent to which teachers’ professional development influences the implementation of CBE. According to CBAM, continuous and targeted professional development is essential to help teachers progress from non-use or mechanical use of an innovation to more sophisticated and integrated levels of use. This study assesses whether professional development programs provided to teachers of Kiswahili in junior schools are effective in addressing their concerns, enhancing their instructional capacities, and ultimately improving CBE implementation.

Previous studies have effectively applied CBAM in similar contexts. For instance, Cheung and Ng (2018) used CBAM to examine teacher concerns and adoption patterns during a curriculum reform in Hong Kong, revealing that sustained support and addressing individual concerns significantly enhanced the implementation process. Similarly, studies in sub-Saharan Africa have shown that applying CBAM helps identify gaps in teacher support systems and develop tailored interventions to foster curriculum change.

In alignment with these findings, this study examines how different aspects of teacher preparedness—competence, resource availability, perception, and professional development—align with the stages and levels of concern outlined in CBAM. It offers a structured way of understanding the barriers and facilitators teachers face while adapting to CBE in Kiswahili instruction. Moreover, CBAM provides a framework to assess how teachers’ needs evolve over time and how interventions can be better aligned to those needs.

The model also supports differentiated approaches to teacher support. For instance, a teacher at the informational stage may require basic orientation to CBE principles, while one at the management or collaboration stage may benefit more from resource support or peer networks. Thus, this study uses CBAM not only as a theoretical lens but also as a practical guide to suggest improvements in CBE implementation strategies for Kiswahili in junior schools.

1.12 Conceptual Framework

A conceptual framework refers to a model showing how variables are related in a study that is the independent and dependent. A conceptual framework therefore guides the researcher by showing plans for the study, how variables connect and the expected findings. The conceptual framework for this study examines the factors influencing the teaching of Kiswahili under Kenya's Competency-Based Curriculum (CBE) in junior schools. In this framework, teacher competency, availability of instructional resources, teachers' perceptions, and teachers' professional development are independent variables directly impacting how effectively Kiswahili is taught under CBE. Teacher competency encompasses skills, knowledge, and attitudes necessary for delivering Kiswahili content effectively, and is central to implementing CBE's skill-based objectives. A competent teacher can apply active learning strategies and assessments that foster critical thinking, cultural understanding, and language skills among students. However, this effectiveness is also influenced by the availability of instructional resources. Access to teaching aids, textbooks, and technology is crucial for supporting interactive and student-centered learning, especially within the CBE's practical focus on competencies.

Teachers' perceptions of CBE can further shape their approach to teaching Kiswahili. Positive perceptions can lead to enthusiastic adoption of the curriculum's methods, while negative perceptions or misunderstandings about CBE may hinder effective implementation. Additionally, teachers' professional development is vital in enhancing teacher preparedness for CBE. Through continuous professional development (CPD) programs, teachers can stay updated on CBE methodologies, learn new pedagogical strategies, and gain confidence in their instructional approaches, particularly in subjects like Kiswahili that require a nuanced understanding of language and culture.

On the other hand, teaching of Kiswahili under CBE is the dependent variable, representing the overall effectiveness of Kiswahili instruction within the competency-based framework. However, this dependent variable can also be indirectly influenced by intervening variables such as parent economic status and parent education level. These factors impact learners' home environments and support systems. Higher economic status may enable access to additional resources such as supplementary reading materials, while higher parental education levels could lead to increased parental involvement and understanding of the curriculum, which reinforces learning outcomes. In order to mitigate their effects, intervening variables such as parental economic status and education level were controlled by selecting schools from socio-economically similar regions and ensuring uniform access to instructional resources across sampled institutions. Additionally, data analysis techniques such as regression controlled for these background variables to isolate the effects of the independent variables on teaching of Kiswahili

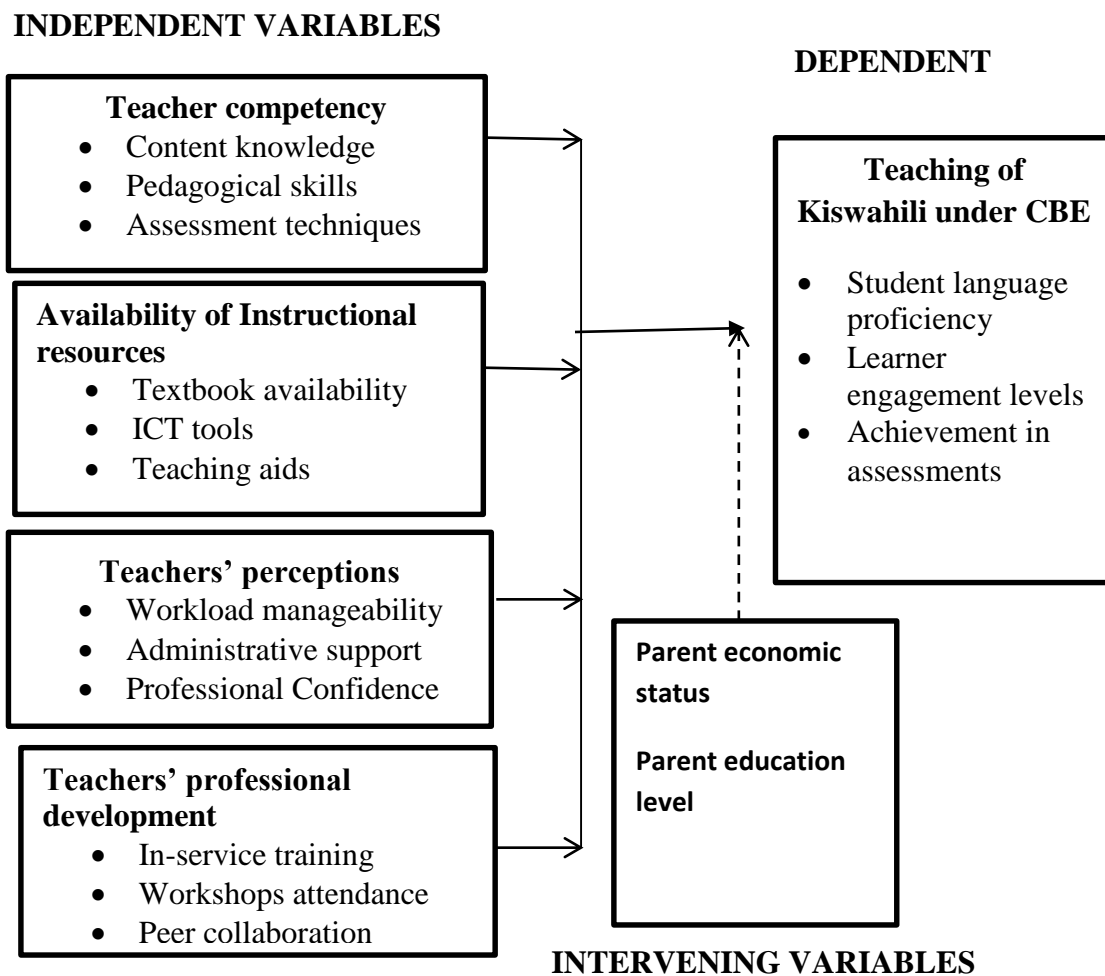


Figure 1.1 Conceptual frame work showing relationship between teacher preparedness and implementation of CBE

1.13 Operational definition of key terms

Assessment rubrics—These are teacher-made tools structured and tailored to assess learners' acquisition and application of competencies.

Competency- The ability to adequately apply learning resources, skills, knowledge, ethics, and attitudes in various defined real-life contexts, educational, work, personal, or professional development.

Competency-Based Education—This is the type of education that emphasizes the application of knowledge, skills, attitudes, and values in real-life situations as opposed to subject content, rote memorization of content, and exam achievement.

Core competencies- Descriptions that indicate what facilitators intend to achieve at the end of a learning task, for example. Knowledge, skills, attitudes, among others
Curriculum- It is all that is planned to enable the learner to build up desired attitudes, skills, and knowledge in the curriculum

Curriculum reforms—These are the changes effected and those that continue to be proposed in the education system in Kenya. They are, therefore, the changes regarding the paradigm shift from the 8-4-4 system of education to CBE.

Implementation- Is the actualization of the objectives of the CBE through actual instruction in schools

Instructional materials- These are the materials used by the teacher and the learner to bring out clarity on abstract ideas. More so, they are used by the facilitator to make subject matter as concrete as possible to enhance retention and arouse curiosity among learners. They include: textbooks, teachers' guides, chalk, reference books, computers, radios, televisions, projectors, and black and white boards. These materials are aimed at facilitating the teaching and learning process.

Junior school- A level in the education sector, comprising students between 11 and 14. It runs from grade seven to grade nine.

Subject content knowledge of teachers- Teacher's mastery of subject knowledge on the Competency-Based Education

Teacher Competence refers to a situation where the teacher can understand the paradigm shift in the learning approach of the new curriculum. It ensures the application of knowledge, skills, and attitudes in different situations in the classroom. It also refers to the implementation process and practices used in the learning environment (classroom) by teachers to execute the CBE effectively.

Teacher Preparedness- Is the individual and collective knowledge, skills, attitudes, perceptions, and ability of the teachers to support the implementation of CBE in junior schools.

Professional Development- Is the continuing education and career training for a teacher in the teaching profession, to help develop new skills and stay up to date on current trends in the education sector.

Teacher perception- Opinion, feeling, attitude, and understanding of teachers towards CBE implementation

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter presents a review of the related literature on teacher preparedness to teach Kiswahili under CBE in junior schools. Key thematic areas include competency-based Curriculum, Teacher readiness, availability of resources, teachers' subject content knowledge, teachers' and students' perceptions of the implementation of CBE, and a summary of the literature review.

2.2 Concept of Competency-Based Curriculum (CBE)

A Competency-Based Curriculum (CBE) represents an educational approach prioritizing learners' acquisition of specific skills and competencies over traditional time-based models. Instead of merely advancing based on time spent in classes, learners progress when they demonstrate mastery of specific, predetermined competencies. This approach aligns with the need to prepare students for real-world challenges, equipping them with practical knowledge and skills essential for personal and professional success (Almulla, 2019; West et al., 2020). CBE frameworks aim to bridge the gap between education and employability by focusing on demonstrable skills, encouraging a student-centered pedagogy that aligns closely with industry and societal needs (Brown & Green, 2022; Crowe & Lucas, 2023). In recent years, CBE has gained traction due to the evolving demands of the global workforce and the inadequacies of traditional education systems in addressing these demands (McCombs & Miller, 2019; Ng et al., 2021). Traditional education systems have historically been criticized for their focus on rote learning and theoretical knowledge, often

leaving students unprepared for practical applications in the real world (Johnson et al., 2020; Kwong & Sing, 2021). By contrast, CBE emphasizes outcomes-based education, wherein students advance by demonstrating competencies in specific skill areas, thus promoting a personalized and adaptive learning process (Harris, 2022; Li et al., 2023). This shift reflects the desire to create more dynamic and responsive educational structures that meet the needs of an increasingly complex and diverse society (Smith & Baker, 2020; Tran & Yoon, 2022).

Scholars argue that CBE frameworks promote higher student engagement and satisfaction by fostering autonomy and relevance in learning (Gibbs & Taylor, 2021; Ortiz et al., 2023). Students are encouraged to take ownership of their learning process, choosing paths that align with their interests and career goals (Allen & Rhodes, 2020; Weaver & Nash, 2023). This approach fosters a deeper understanding of content and cultivates critical thinking, creativity, and problem-solving abilities—skills essential for success in the 21st-century workforce (Morgan & Klein, 2021; Zhao et al., 2023). Consequently, many educational institutions are adopting CBE frameworks to better prepare students for the complex, interdisciplinary challenges they are likely to encounter in their careers (Khan & Black, 2019; Davis & Chan, 2021).

Studies have shown that CBE can lead to improved academic outcomes, as it provides a more individualized approach to learning that accommodates different learning speeds and styles (Parker & O'Donnell, 2020; Schneider & Lee, 2021). This adaptability is particularly beneficial for diverse student populations, including non-traditional and adult learners, who may have varying prior knowledge and experience (Garcia & King, 2022; Agyekum & Wei, 2023). By allowing students to progress at their own pace, CBE reduces the pressure

of rigid timelines and provides opportunities for students to deepen their understanding before moving on to more complex topics (Jones & Harper, 2022; Yu et al., 2023). This learner-centered approach also aligns with research on cognitive development, which suggests that students learn best when given the time and resources to fully grasp concepts before advancing (Mehta & Kim, 2020; Nguyen & Mills, 2022). Furthermore, CBE aligns well with modern instructional technologies, such as adaptive learning platforms and online assessments, which facilitate personalized learning experiences and provide instant feedback (Barnes & West, 2019; Adams & Clark, 2021). These technologies enable instructors to monitor student progress in real-time, identifying areas where students may need additional support or remediation (Freeman & White, 2020; Bailey et al., 2023). The integration of digital tools into CBE has been particularly transformative in remote and hybrid learning environments, where flexibility and personalized learning pathways are crucial (Nguyen & Fox, 2021; Patel et al., 2022). This synergy between CBE and educational technology has allowed for more data-driven decision-making in education, enhancing the effectiveness of instructional practices (Taylor & Grant, 2022; Chang & Kim, 2023).

Research also highlights the role of CBE in promoting equity and inclusion within educational systems (Johnson et al., 2021; Thompson & Lee, 2023). By focusing on competency mastery rather than traditional grading systems, CBE minimizes biases associated with standardized testing and time-based advancement (Lewis & Grant, 2022; Brooks & Spencer, 2023). This approach creates a more equitable learning environment that accommodates diverse learners' needs, particularly for those who may struggle in conventional settings due to language barriers, socioeconomic factors, or disabilities

(Nguyen et al., 2020; Watkins & Soto, 2023). CBE's focus on achieving clearly defined competencies also helps to establish transparent benchmarks, making the learning process more accessible and understandable for all students (Brown & Wilson, 2021; Lee & Taylor, 2023). In higher education, CBE has been linked to improved career readiness and employability among graduates (Miller et al., 2019; Singh & Kumar, 2022). By focusing on relevant, job-specific skills, CBE ensures that students develop the competencies most employers value, thereby enhancing their ability to secure meaningful employment post-graduation (Carter & Huang, 2021; Davis & Young, 2023). This alignment with industry standards has increased partnerships between educational institutions and businesses, as employers recognize the value of CBE-trained graduates (Wilson et al., 2022; Lewis & Ramirez, 2023). Many institutions are also developing "badging" systems and other forms of micro-credentials to validate the competencies students achieve, further supporting their career trajectories (Roberts & Kent, 2021; Song & Park, 2023).

Despite its many advantages, CBE implementation presents challenges, including the need for significant shifts in curriculum design and assessment methods (Turner & Adams, 2020; Zhang et al., 2022). Traditional grading systems, which assess students based on time-bound tests and assignments, must be adapted to competency-based assessments prioritizing skills demonstration (Morgan & Chen, 2021; Tran & Williams, 2023). Additionally, instructors often require training and support to effectively implement CBE practices, as they must develop new strategies for assessing and supporting students' competency development (Ng et al., 2020; White & Evans, 2022). This transition can be resource-intensive, necessitating financial investment and institutional commitment (Bryant & Lucas, 2021; Knight & Brooks, 2023). Therefore, CBE offers a promising

alternative to traditional education systems, fostering relevant, practical skills that prepare students for the demands of the modern workforce (Jones & Baker, 2021; Lee & Kim, 2023). By focusing on individualized, outcome-based learning, CBE provides a pathway for more meaningful and inclusive educational experiences (Parker & Wong, 2022; Tran & Davis, 2023). As more educational institutions adopt this model, ongoing research will be essential to refining CBE practices and understanding its long-term impact on student achievement and career success (Adams & Brown, 2020; Simmons & Green, 2023).

2.3 Teacher competency in teaching Kiswahili

Teacher competence refers to a set of skills, knowledge, and attitudes that enable teachers to effectively facilitate learning in their students. It involves a range of abilities, including subject matter expertise, pedagogical skills, and a commitment to ongoing professional development. Teacher competence involves a deep understanding of the subject matter being taught, including current research and best practices in their field. CBE teachers also should possess a range of pedagogical skills, including the ability to create engaging and effective lesson plans, utilize a variety of teaching methods, assess students learning and provide constructive feedback to students. Good communication skills are also essential to teacher competence. This includes clearly explaining complex concepts, actively listening to students, and establishing positive relationships with students and their families. A teacher with strong classroom management skills can also create a safe and supportive learning environment that promotes positive behavior and student engagement.

Studies conducted in Tanzania generally showed that the implementation of CBE faced many challenges among them teachers 'reluctance to shift to the new paradigm of teaching, lack of in-service training to teachers regarding CBE, lack of teaching and learning

resources to implement CBE and poor level of language proficiency on part of some teachers and most students. (Komba and Mwandanji 2015; Makunja 2016). These studies concluded that implementing the curriculum in secondary schools was ineffective. Subject matter knowledge of a teacher is a component of teacher knowledge and professionalism. Several studies have emphasized the importance of teachers' knowledge in the teaching and learning process. There is a need for the teacher to prepare for the curriculum (CBE), which is more focused on competencies, attitudes, skills, and values. This can be affected if teachers understand the subject matter concerning full implementation of the CBE Ondimu (2019).

Komba and Mwandanji (2015) conducted a study investigating reflections on implementing C B C in Tanzania. Most teachers were poorly informed and conversant with subject content, while others had not fully conceptualized the competency-based curriculum term. His findings also revealed that teachers were not even aware of the objectives of the CBE. Further, he observed a missing link in how teachers were given orientation and prepared for CBE and its instruction and implementation in schools. Paulo (2014) points out that understanding subject matter of a given subject assists teachers to prepare well for the lessons and use different methodologies in teaching and more so be able to evaluate learners' assignments on a specific activity effectively; therefore, the teacher should be conversant with the subject content, teaching methodologies and required process of evaluation. In this case, understanding means an awareness of one's intelligence and application of different skills, ideas, and knowledge to solve problems in real-life situations. Paulo further says that teachers' scope of knowledge about subject matter must be deeper than their curriculum.

According to Njengere (2017), competence is the ability to adequately apply learning resources, skills, knowledge, ethics, and attitudes in various defined real-life contexts, educational, work, personal, or professional development. Makunja (2016) in his study on implementing CBE in Tanzania found that lack of adequate in-service training for teachers was an indicator of limited teacher preparedness in the use and application of pedagogical knowledge during the teaching and learning process. This is because they lacked enough knowledge and understanding of the CBE concepts.

Waweru (2018) conducted a study on the influence of teacher preparedness on the implementation of CBE in primary schools in Nyandarua, and his findings indicated that 95% of the teachers noted that preparing lesson plans for all lessons was impossible owing to the time it takes to write a single lesson plan. Over 50% of teachers needed support in infusing creativity and imagination and designing assessment rubrics, which are tailored to discerning learners' abilities in performing specific tasks. Kimosop (2019) conducted a study on teacher competence and preparedness. The study aimed to investigate teacher preparedness in implementing the early childhood Education development curriculum in Kenya. His study established that most pre-school teachers in the country were not well prepared for implementing the curriculum. Koskei B. K. and Chepchumba E. (2020) study on teachers' competency as a cornerstone of the implementation of CBE in Kenya, a case of lower primary schools in Nakuru county, found that teachers' competency significantly influenced the implementation of CBE.

Content knowledge of the teacher has a direct impact on the child's learning. Teachers' subject content knowledge affects how they deliver content during instruction and the learners' achievement. According to the Teachers Service Commission (TSC, 2014), the

title of "teacher" is reserved for individuals who have completed formal teacher training, emphasizing the importance of professional preparation in education. Teacher training equips individuals with the knowledge, skills, and methodologies essential for effective instruction, classroom management, and student engagement. Obuhatsa (2020, p.3) says that for CBE to be delivered and implemented effectively, there is a need for professional, knowledgeable facilitators who are the teachers. Buchmann (1984) argues that subject matter knowledge of a teacher contributes significantly to what pupils learn.

Adequate subject matter knowledge enables teachers to evaluate learners effectively, orally and in writing, by crafting relevant and meaningful questions. Jadama (2014) supports this, stating that a teacher's depth of understanding in their subject area greatly influences how well they can deliver curriculum content to students. With the growing emphasis on integrating Information Communication Technology (ICT) into curricula worldwide, even at the primary level, there is a pressing need to build teachers' skills, competencies, and readiness to incorporate technology into teaching. Attending in-service training programs can help teachers gain content knowledge and practical skills in using technology, which is especially critical for implementing Kenya's Competency-Based Curriculum (CBE). Such training will better prepare teachers to integrate ICT effectively into their teaching, fostering a more dynamic and engaging learning environment.

A study by KNUT (2019) observed that several teacher-related factors still pose a problem. The reports claim teachers do not understand the new rolled out education system, thus complicating the success in implementing the CBE at lower primary school levels in the country. According to the study, several teachers are experiencing problems with translating the new content to learners, and this is a result of inadequate training. There is

no clear evidence on whether teachers have been adequately prepared to implement CBE at a lower preschool level in the country. Because the study will look at teacher preparedness at junior secondary schools, the information will be relevant as the researcher looks forward to finding out how the teachers are prepared to implement CBE at the junior school level. As a result, the researcher is set to assess Kiswahili teachers' preparedness to teach Kiswahili under CBE in public junior schools in Uasin Gishu County, Kenya. This is in line with Gross Theory as quoted in Mutua. K. M and Waweru S. (2023) state that teacher competence is key since curriculum implementation needs well-equipped teachers with relevant content for effective implementation; hence, teacher training is crucial.

Therefore, it is evident that teachers must have acquired the necessary skills and knowledge to implement the Kiswahili curriculum successfully. The above-reviewed literature in Kenya and outside Kenya indicates that most studies have been conducted in pre-schools, lower primary schools, primary schools, senior schools, and universities. More so, from the reviewed literature, the years of study range between 2014 and 2020. However, the current study was carried out in 2024. Because of this, there is a need for the current study to be conducted in public junior schools to ascertain if teachers have the competence to teach Kiswahili in junior secondary schools in Kenya.

2.4 Availability of teaching and learning resources and their influence on teaching Kiswahili under CBE in junior secondary schools

The availability of teaching and learning resources plays a critical role in enhancing language instruction, particularly within competency-based curricula (CBE) that emphasize learner-centered and skills-based approaches. Globally, numerous studies have underscored the importance of sufficient and contextually relevant instructional materials

for effective language acquisition. In technologically advanced countries such as Finland and Canada, integration of digital tools, multilingual textbooks, and interactive media has significantly improved learners' engagement and comprehension in language classrooms (Díaz & Pica-Smith, 2021). In low- and middle-income countries, however, challenges persist due to limited funding, inequitable resource distribution, and inadequate teacher training on the use of available materials, thereby hindering the realization of CBE objectives (UNESCO, 2023). For instance, in sub-Saharan Africa, studies highlight a strong correlation between resource scarcity and underperformance in language subjects, especially in rural and marginalized regions (Nabweire & Musau, 2022). As CBE reforms gain momentum globally, the focus has shifted to aligning teaching aids—such as leveled readers, audio-visual content, and locally produced materials—with learner competencies, thus requiring deliberate investments in resource development and teacher capacity building (World Bank, 2022). The evidence suggests that without adequate and appropriate resources, the goals of CBE, particularly in language teaching, may remain largely unachieved.

In Canada, a significant body of research has examined the impact of teaching and learning resources on language instruction, particularly in the context of the country's educational reforms, including the implementation of competency-based curricula (CBE). Studies have focused on various aspects of resource availability, including digital tools, language materials, and teacher training, to understand how these resources influence the quality of language education. For instance, a study by Smith and Jones (2020) explored the role of digital literacy tools in improving language proficiency among secondary school students in Ontario. Their findings revealed that when teachers integrated digital tools such as

language learning apps and interactive e-books, students demonstrated improved reading comprehension and writing skills. This study emphasized the importance of ongoing teacher professional development to effectively utilize these tools, suggesting that digital resources alone are insufficient without proper training.

Another critical study by Campbell et al. (2021) investigated the use of multilingual textbooks and culturally relevant materials in language classrooms across Canada. The study, which involved schools in both urban and rural settings, found that the inclusion of culturally diverse and bilingual resources helped students connect with the content more effectively, especially those from immigrant and Indigenous backgrounds. The researchers concluded that providing students with resources that reflect their linguistic and cultural diversity not only enhances their engagement but also promotes inclusivity, which is a key goal of CBE frameworks. The study recommended that schools prioritize the development of culturally and linguistically diverse materials to improve educational outcomes for marginalized groups.

A study by Thompson (2022) examined the challenges faced by teachers in accessing adequate teaching resources in remote Canadian communities, particularly Indigenous schools in the Northern Territories. The findings revealed that limited access to up-to-date textbooks, language materials, and technological infrastructure negatively affected the quality of language instruction in these regions. Thompson argued that the disparity in resource availability between urban and remote areas contributes to a widening achievement gap, especially in language learning. The study called for increased investment in resource distribution and the establishment of tailored curricula that consider the unique linguistic needs of Indigenous students.

In contrast, a more recent study by Patel and Lee (2023) focused on the impact of teacher collaboration and resource-sharing among educators in language programs. Conducted in several provinces, the research highlighted how collaborative practices—such as resource-sharing networks and professional learning communities—enabled teachers to overcome resource limitations. The study found that teachers who worked together to develop and adapt language materials reported increased confidence in their teaching and better student outcomes. Patel and Lee's research underscores the importance of fostering collaborative environments where teachers can share strategies and resources, which is particularly crucial in areas with fewer financial resources.

Further, a study by Martin (2023) investigated the role of community partnerships in providing supplementary language resources in Canadian schools. The research found that partnerships with local libraries, museums, and cultural organizations significantly enhanced students' exposure to diverse language materials, including indigenous languages and international languages. These partnerships, Martin concluded, play a pivotal role in bridging the resource gap, particularly in underfunded areas. The study recommended that schools actively seek community partnerships to supplement formal educational resources, suggesting that such collaborations could be key to creating a more equitable and inclusive language education system in Canada.

In Finland, the integration of teaching and learning resources into language education has been a key area of research, particularly in light of the country's emphasis on equity and quality in education. A study by Virtanen and Lehtonen (2021) examined the role of digital learning tools in Finnish language classrooms, especially focusing on their use in enhancing reading and writing skills. Their findings revealed that the use of interactive

platforms such as digital reading programs and language games led to increased student engagement and improved language comprehension, particularly in early education settings. The study highlighted that these digital tools, when used alongside traditional teaching methods, fostered a more dynamic and inclusive learning environment. Virtanen and Lehtonen (2021) recommended ongoing teacher training to ensure that educators can effectively integrate these tools into their teaching practices.

A different study by Laine et al. (2022) focused on the use of bilingual resources in language instruction across Finnish primary and secondary schools. The researchers found that schools that provided bilingual textbooks and multimedia resources showed better outcomes in both language learning and cultural awareness. This study also highlighted how Finnish education policy supports bilingualism, especially among minority groups such as the Sámi people and immigrant communities. Laine et al. (2022) concluded that the availability of bilingual resources significantly enhances students' linguistic flexibility and helps bridge cultural gaps, which is crucial for promoting inclusivity in the Finnish education system. They advocated for continued investment in bilingual teaching materials and resources, particularly in multilingual classrooms.

A study by Salonen and Korhonen (2020) explored the challenges Finnish teachers face in accessing sufficient teaching resources for language instruction in rural and underserved areas. The researchers found that while urban schools generally had access to a variety of resources, rural schools faced challenges due to limited funding, poor infrastructure, and a shortage of qualified language teachers. The study pointed out that this disparity contributed to inequities in language education, particularly in regions with a high proportion of non-native speakers. Salonen and Korhonen (2020) suggested that targeted

funding and resource allocation to rural schools, along with policies aimed at attracting and retaining qualified teachers in these areas, were necessary to address these inequities.

In contrast, a study by Hämäläinen (2023) focused on the innovative use of technology in language education within Finland's inclusive education model. The study explored the use of virtual classrooms, speech-to-text software, and interactive language applications for students with disabilities, particularly those with hearing and learning impairments. The findings revealed that these technologies significantly improved students' ability to access language content, participate in classroom discussions, and complete assignments independently. Hämäläinen (2023) argued that the adoption of assistive technologies in language teaching aligns with Finland's commitment to inclusive education and recommended expanding their use to ensure all students, regardless of their challenges, have access to high-quality language instruction.

Lastly, a study by Mäkinen and Rantala (2021) investigated the importance of teacher collaboration and professional development in enhancing language teaching resources in Finland. The researchers found that Finnish teachers who participated in professional learning communities and shared resources and best practices with colleagues achieved better outcomes in language education. This study emphasized the importance of continuous professional development in improving teaching practices and resource utilization. Mäkinen and Rantala (2021) concluded that fostering collaboration among teachers not only improves resource sharing but also promotes a collective approach to addressing challenges in language education.

In Spain, the use of teaching and learning resources in language education has been a key focus of various studies, particularly as the country has adapted its curriculum to align with

European educational standards, such as those outlined in the Common European Framework of Reference for Languages (CEFR). A study by Sánchez and Rodríguez (2021) explored the impact of digital learning platforms in Spanish secondary schools, particularly in enhancing English as a foreign language (EFL) proficiency. The researchers found that when students used platforms such as Duolingo and online reading programs, their vocabulary acquisition and grammar understanding improved significantly. The study concluded that these platforms not only provided interactive learning experiences but also allowed for personalized learning paths, which are crucial for diverse classrooms. Sánchez and Rodríguez (2021) recommended expanding the use of these digital tools in EFL classrooms, particularly in regions with limited access to traditional resources.

A different study by García and Martínez (2022) focused on the role of bilingual and multilingual teaching materials in Spain, particularly in regions like Catalonia and the Basque Country, where multiple languages are spoken. Their research showed that bilingual textbooks and multimedia resources played an essential role in enhancing students' language proficiency in both the local languages (Catalan and Basque) and the official national language (Spanish). The study highlighted that the availability of such resources contributed to higher student engagement and better language outcomes, as students were able to interact with the content in a way that reflected their cultural and linguistic identities. García and Martínez (2022) emphasized the need for continued development and integration of multilingual resources to support the linguistic diversity in Spain's education system.

In contrast, a study by Gómez and Fernández (2020) examined the challenges faced by schools in rural Spain, particularly in the Andalusia region, where access to teaching

resources for foreign language education is limited. The findings revealed that many rural schools struggled with insufficient textbooks, outdated digital tools, and inadequate teacher training, which hindered the effective delivery of language education. The study concluded that these disparities led to poorer language learning outcomes compared to urban schools, where resources were more readily available. Gómez and Fernández (2020) recommended that policymakers focus on equal resource distribution to bridge the gap between urban and rural schools and ensure that all students have access to quality language education.

A more recent study by Fernández and Sánchez (2023) investigated the impact of teacher collaboration in the development of shared language teaching resources across Spain. The research found that teachers who collaborated in creating and sharing materials, including worksheets, digital resources, and lesson plans, were able to enhance the quality of language instruction. The study revealed that collaboration among teachers not only led to more innovative resource development but also fostered a sense of professional community, which ultimately benefited student learning. Fernández and Sánchez (2023) recommended the establishment of formal networks for teachers to share resources and best practices, thus improving the overall quality of language teaching across Spain.

Further, a study by Martínez and López (2022) explored the role of community partnerships in providing additional resources for language education in Spanish schools. Their research found that partnerships with local libraries, cultural centers, and language institutes significantly enriched language instruction by offering supplementary materials such as books, films, and guest speakers. Martínez and López (2022) concluded that these community-driven initiatives helped create a more immersive language learning environment, which enhanced students' motivation and language skills. The study

suggested that schools should continue to build and maintain these partnerships to provide diverse learning experiences for their students.

In the Philippines, the integration of teaching and learning resources in language education has been a subject of significant research, especially as the country has pursued educational reforms under the K-12 curriculum. A study by Cruz and Garcia (2021) examined the effectiveness of digital tools in enhancing English language proficiency among high school students. The research found that platforms such as online learning applications, video tutorials, and digital reading materials contributed to significant improvements in students' language skills, particularly in listening and speaking. The study emphasized that while digital tools were beneficial, their effectiveness depended on proper teacher training and the availability of a stable internet connection. Cruz and Garcia (2021) recommended the expansion of digital literacy programs for teachers to maximize the use of these tools in language classrooms.

Another study by Reyes and Flores (2022) focused on the role of textbooks and printed resources in language education in public schools, particularly in rural areas. The findings indicated that while textbooks remained the primary resource for language instruction, many schools faced challenges such as outdated materials, limited copies, and a lack of diversity in reading materials. The study revealed that these limitations significantly affected the quality of language learning, especially for students from disadvantaged backgrounds. Reyes and Flores (2022) concluded that there was a need for a more equitable distribution of updated resources and recommended that the Department of Education (DepEd) prioritize the development and distribution of diverse, culturally relevant, and up-to-date language materials to improve learning outcomes.

A study by Santos and Tan (2020) explored the use of multimedia resources, such as educational television programs and online videos, to support language instruction in Filipino schools. The study found that these resources were particularly effective in engaging students and improving their comprehension and vocabulary. The researchers noted that multimedia allowed for more interactive and visual learning experiences, which were beneficial for students who struggled with traditional text-based materials. Santos and Tan (2020) recommended the incorporation of more multimedia content in the language curriculum, particularly for elementary and secondary school students, to enhance language acquisition and foster greater engagement with the learning process.

In contrast, a study by Delgado and Palacios (2023) examined the challenges faced by language teachers in accessing appropriate teaching resources in remote areas of the Philippines. The study found that teachers in rural regions, particularly in Mindanao, often struggled with limited access to both digital and traditional resources. This scarcity was attributed to factors such as inadequate infrastructure, poor internet connectivity, and a lack of funding for educational materials. Delgado and Palacios (2023) argued that these challenges resulted in significant disparities in language learning outcomes between urban and rural students. The study suggested that the government should invest more in resource allocation and infrastructure development to address these inequities and ensure that all students have equal access to quality language education.

In Zambia, the Ministry of General Education reviewed its curriculum from content-based to competency-based in 2013. Mulenga and Kabombwe (2019) noted that budgetary allocation to the Ministry of General Education decreased. This situation raised questions among the stakeholders and citizens on how such a move by the government could improve

the quality of education by introducing subjects like computer studies, which require a steady and continuous provision of modern teaching and learning resources.

Quality textbooks are key to effective curriculum implementation. Teachers and learners depend on textbooks to develop and implement the curriculum effectively. In Zambia, the quality of textbooks developed after the curriculum revision was poor (Musilekwa & Mulenga, 2019). This has been observed as a common challenge among African countries. Magambo (2017) noted a general outcry amongst teaching staff on a lack of basic resources like school textbooks, thus affecting curriculum implementation.

In Zambia, ZANIS (2014) shared sentiments that the ministry was aware of the challenges faced by learners in rural areas in implementing the computer studies curriculum. It was noted that the ministry, through its spokesman, stated that it was working hand in hand with the Rural Electrification Authority (REA) to ensure the electrification of all schools in rural areas. This means that learners in rural areas lack an electricity connection. Learning was theoretical until they were connected to the power grid. However, the worry was that subjects such as computer studies could not be learned theoretically, more so for learners who had not at any point in time laid their hands on a computer.

With information on implementing computer studies in Zambian schools, it is correct to state that introducing and implementing them was a good idea. However, such programs require many resources, such as time, textbooks, computers, printers, electricity, and good infrastructure, such as laboratories. In Africa, the lack of physical facilities such as computer laboratories and classrooms was among the significant challenges that affected the implementation of ICT curricula (Hannessy, 2010). This is the case of Zambian Primary schools in Ndola and the implementation of computer studies in schools. Hwande and

Mpofu (2017) found that primary schools in Zimbabwe were not adequately prepared to implement Grade Three of the Competence-Based Education (CBE), citing a lack of textbooks and limited access to the internet, despite the curriculum's requirement for internet research by teachers. Similarly, Nsengimana (2021) identified that the teaching and learning materials shortage significantly impacted the teaching and learning process. Some teachers reported that learners could not fully acquire the skills in the manner prescribed by the CBE due to these resource gaps.

In South Africa, the integration of teaching and learning resources into language education has been a critical focus, particularly as the country works to address educational inequities and improve language proficiency among diverse student populations. A study by Van der Berg and Mokhathi (2021) explored the role of digital technologies in language learning in South African high schools. The research found that while digital tools such as e-learning platforms and online language games had a positive impact on improving students' vocabulary, reading comprehension, and overall language skills, the effectiveness of these tools was often limited by factors such as inadequate internet access and a lack of proper teacher training. The study emphasized that the successful integration of digital resources into the curriculum requires both infrastructure improvements and targeted professional development for educators. Van der Berg and Mokhathi (2021) recommended that the South African government invest in ensuring equal access to digital resources for all students, particularly in rural and underserved areas.

A different study by Kapp and Harpur (2022) focused on the availability and use of multilingual resources in South African classrooms, given the country's rich linguistic diversity. The study found that while multilingual textbooks and teaching materials were

increasingly available, their quality and accessibility remained inconsistent, especially in schools serving disadvantaged communities. The research highlighted that teachers often had to create their own materials or rely on outdated resources, which impacted on the quality of language instruction. Kapp and Harpur (2022) concluded that improving the availability of high-quality multilingual resources was essential for fostering an inclusive education system that caters to students' linguistic and cultural needs. The study recommended that the Department of Basic Education (DBE) prioritize the development and distribution of multilingual teaching resources to support the country's language policy.

A study by Naicker and Jansen (2020) examined the challenges faced by teachers in using teaching resources effectively in under-resourced schools in South Africa. The findings revealed that many schools, particularly in rural and impoverished areas, struggled with a lack of basic educational materials such as textbooks, workbooks, and audiovisual resources. This resource scarcity was found to hinder students' engagement with language lessons and their overall academic performance. Naicker and Jansen (2020) argued that the provision of sufficient resources was critical for improving educational outcomes and recommended targeted interventions to address resource shortages, particularly in rural schools. They also highlighted the need for continuous teacher training to ensure that available resources could be utilized effectively.

In a more recent study, Smith and Du Plessis (2023) explored the role of community-based language learning resources in South Africa. The research focused on the use of local libraries, community centers, and cultural organizations to supplement formal language education. The study found that these community-driven resources provided students with additional exposure to languages, particularly indigenous languages, and helped enhance

their language skills through activities such as storytelling, drama, and music. Smith and Du Plessis (2023) concluded that partnerships between schools and community organizations could play a crucial role in enriching language learning experiences, particularly in areas where formal resources are scarce. The study recommended that schools build stronger ties with local communities to access these supplementary resources.

Moreover, a study by Botha and Ngcobo (2021) investigated the impact of teacher collaboration on the effective use of teaching resources in language classrooms in South Africa. The research showed that teachers who collaborated and shared resources, lesson plans, and teaching strategies were more effective in overcoming resource shortages and improving student outcomes. Botha and Ngcobo (2021) found that such collaboration not only enhanced resource utilization but also fostered a sense of professional community and supported ongoing professional development. The study concluded that teacher collaboration should be encouraged and formalized as part of professional development programs to improve the overall quality of language instruction in South African schools.

In Cameroon, teaching and learning resources play a significant role in language education, particularly in addressing the linguistic diversity and challenges faced in the country's bilingual educational system. A study by Tchinda and Ngu (2021) examined the integration of digital resources in the teaching of English and French, the two official languages of Cameroon. The study found that while digital platforms, including e-learning tools and interactive apps, had a positive effect on language proficiency, their impact was constrained by inconsistent internet access and the lack of proper training for teachers. Tchinda and Ngu (2021) highlighted the need for infrastructure improvements, particularly in rural areas, to ensure that digital resources could be effectively used in enhancing

language education. The study also recommended that teacher training programs be designed to include digital literacy components, ensuring educators are equipped to leverage technology in the classroom.

Another study by Fotsing and Mbiwan (2020) focused on the use of bilingual teaching materials in Cameroon's educational system, particularly in regions where both English and French are spoken. The research revealed that bilingual textbooks, instructional guides, and multimedia resources were essential for improving language skills in both languages. However, the study also found that many schools in rural areas lacked sufficient bilingual resources, leading to disparities in language learning outcomes. The authors concluded that while Cameroon's linguistic diversity is an asset, it also presents challenges for providing adequate learning materials. Fotsing and Mbiwan (2020) recommended that the Ministry of Secondary Education work towards creating and distributing more bilingual resources, especially in underserved areas, to ensure equal access to quality language education.

A study by Ebongue and Ngwafor (2022) explored the challenges faced by language teachers in the implementation of the English-French bilingual curriculum. The findings indicated that the lack of relevant and updated language textbooks, coupled with inadequate classroom resources, hindered effective teaching. Ebongue and Ngwafor (2022) found that teachers often relied on outdated materials and had to improvise with limited resources, which affected the quality of language education. The study suggested that the government invest more in producing modern and contextually relevant resources, including digital content, to support bilingual education. The authors also emphasized the importance of continuous professional development for teachers to enhance their pedagogical skills and resource utilization.

In a different study, Nchinda and Mbah (2020) examined the role of community-based resources in supporting language learning in rural areas of Cameroon. The research found that local libraries, cultural centers, and community initiatives played a significant role in providing additional language resources, such as books, audio recordings, and educational programs. These resources, although not formal, contributed to enhancing students' language acquisition, particularly in areas where schools lacked sufficient educational materials. Nchinda and Mbah (2020) concluded that leveraging community resources could help bridge the gap between formal and informal language education. The study recommended that schools collaborate with local communities to enhance resource availability, which could, in turn, improve language learning outcomes.

Finally, a study by Tambo and Ndeh (2023) investigated the use of teaching resources for language instruction in the context of Cameroon's bilingual education system. The researchers found that while urban schools had better access to teaching resources such as modern textbooks, multimedia tools, and internet access, rural schools struggled with a shortage of these materials. Tambo and Ndeh (2023) highlighted that the disparity in resource distribution between urban and rural areas contributed to the inequality in language education outcomes. The study suggested that efforts should be made to ensure equitable distribution of resources across the country, particularly in rural and remote regions. They also recommended that the curriculum be adapted to include more practical, localized teaching materials that could resonate better with students in different regions.

In Uganda, the integration of teaching and learning resources in language education has been a significant focus of research, particularly in the context of improving literacy and addressing the challenges posed by the country's diverse linguistic landscape. A study by

Nabukenya and Otim (2021) explored the role of digital resources in enhancing English and local language proficiency in Ugandan primary schools. The research found that the introduction of e-learning tools, such as educational apps, online reading materials, and interactive games, had a positive effect on students' language acquisition, especially in improving vocabulary and comprehension skills. However, the study also highlighted the challenge of unequal access to technology, particularly in rural schools, which limited the widespread effectiveness of these digital resources. Nabukenya and Otim (2021) recommended greater investment in infrastructure, such as affordable internet access, and teacher training in digital literacy to maximize the potential of digital tools in language teaching.

In another study, Kansiime and Okello (2020) examined the availability of instructional materials in Ugandan secondary schools and their impact on language teaching. The research found that while schools in urban areas had better access to textbooks, audio-visual aids, and other learning materials, schools in rural areas faced significant shortages. The lack of sufficient and up-to-date resources in rural schools was found to contribute to lower student performance in language subjects. Kansiime and Okello (2020) emphasized the need for equitable distribution of teaching materials across the country, particularly in underserved areas. They recommended that the Ugandan government and educational stakeholders prioritize the provision of adequate teaching resources, such as local language textbooks and multimedia resources, to bridge the gap between urban and rural schools.

A study by Mirembe and Tumwine (2022) focused on the role of teacher resourcefulness in the effective use of teaching materials in Ugandan classrooms. The study found that while teachers in resource-constrained schools often had to improvise using locally

available materials, such as newspapers, posters, and oral storytelling, their efforts were not always sufficient to meet the needs of students. The research emphasized that although teacher resourcefulness was crucial, it was not enough on its own to compensate for the lack of formal resources. Mirembe and Tumwine (2022) concluded that the Ugandan education system needed to focus on improving the availability of educational resources to support teachers' efforts in creating effective learning environments. They recommended providing training on how to better use and supplement available resources, as well as the need for policy reforms to improve resource allocation.

A study by Kiwanuka and Namusisi (2021) explored the impact of multilingual resources on language learning in Uganda, where English and Luganda are the most commonly spoken languages. The research found that the use of bilingual resources, including textbooks and online materials in both English and Luganda, helped students in lower grades develop stronger language skills in both languages. The study highlighted those students who had access to multilingual resources performed better in language tests compared to those who only had access to English-only resources. Kiwanuka and Namusisi (2021) concluded that incorporating local languages into the curriculum and providing bilingual resources was a key strategy for improving literacy rates and ensuring that language education was more inclusive. They recommended that educational policymakers consider the broader use of multilingual materials in schools to support learners from diverse linguistic backgrounds.

Finally, a study by Waiswa and Kato (2023) examined the use of community-based language resources in Ugandan schools, particularly in rural areas. The research found that community members, including parents and local elders, played an essential role in

language teaching through storytelling, oral traditions, and cultural practices. The study indicated that students who were exposed to these community-based language resources outside the formal classroom showed better oral language skills and cultural awareness. Waiswa and Kato (2023) argued that integrating community resources into the formal education system could complement classroom learning and enhance students' language proficiency. They recommended fostering closer collaboration between schools and local communities to incorporate these informal language learning opportunities into the curriculum.

In Rwanda, the integration of teaching and learning resources in language education has been crucial in enhancing language acquisition, particularly in light of the country's transition to English as the primary language of instruction in schools. A study by Mugisha and Nshimiyimana (2020) explored the role of teaching materials in improving English proficiency among Rwandan primary school students. The research found that while many schools had access to textbooks and supplementary resources in English, the quality and appropriateness of these materials were often inadequate, leading to difficulties in both teaching and learning. The study suggested that the Rwandan Ministry of Education should focus on revising and updating educational resources to meet the specific needs of students learning English, particularly in rural schools, where resources were more limited. Mugisha and Nshimiyimana (2020) recommended a collaborative approach involving teachers, educational experts, and publishers to ensure that learning materials align with the language needs of students and the objectives of the curriculum.

A study by Uwizeye and Niyonzima (2021) examined the impact of multimedia resources, such as audiovisual tools, on language learning in secondary schools across Rwanda. The

findings showed that the use of multimedia resources, including educational videos, interactive language apps, and e-books, enhanced student engagement and improved language comprehension and retention. However, the research also highlighted the challenge of limited access to multimedia resources in rural and remote areas of Rwanda. Uwizeye and Niyonzima (2021) concluded that while digital resources could significantly improve language learning outcomes, the lack of infrastructure, such as electricity and internet connectivity, hindered their widespread adoption. The authors recommended that the government invest in improving the technological infrastructure in schools and offer professional development for teachers to enable effective integration of digital tools into the classroom.

Another significant study by Habimana and Byukusenge (2022) investigated the availability of bilingual teaching resources in Rwanda, where both Kinyarwanda and English are spoken. The study found that bilingual resources, such as textbooks, dictionaries, and online platforms, played a critical role in bridging the gap between Kinyarwanda, the mother tongue, and English, the medium of instruction. The research highlighted that the absence of well-developed bilingual resources, particularly in rural schools, led to challenges in achieving fluency in English and understanding subject matter effectively. Habimana and Byukusenge (2022) recommended the development and distribution of more bilingual teaching materials to ensure equitable access to quality language education for all students across the country.

Research by Nkundabakura and Rukundo (2021) focused on the role of teacher training in effectively utilizing language teaching resources. The study found that while many teachers in Rwanda were well-intentioned, they lacked the necessary training to utilize available

resources efficiently. The lack of pedagogical skills in using modern teaching tools, such as digital platforms and multimedia, was identified as a significant barrier to effective language teaching. Nkundabakura and Rukundo (2021) suggested that teacher education programs should incorporate more practical training on the use of teaching and learning resources, particularly digital tools. This would help teachers make better use of available resources and improve language learning outcomes.

Finally, a study by Bizimana and Uwimbabazi (2023) looked at the influence of locally produced educational resources on language learning in Rwandan schools. The research showed that locally produced resources, such as culturally relevant books and materials that incorporated Rwandan traditions and languages, were more engaging for students compared to imported materials. Bizimana and Uwimbabazi (2023) emphasized that culturally relevant resources helped students connect better with the learning material, leading to improved language skills and better retention of knowledge. They recommended that the Rwandan government collaborate with local authors and publishers to create more culturally appropriate teaching materials that reflect the realities and needs of students in Rwanda.

In Kenya, despite the ongoing implementation of the Competency-Based Curriculum (CBE), there remain notable gaps in research concerning the availability and influence of teaching and learning resources in language instruction especially Kiswahili language. Much of the existing literature has primarily focused on general CBE implementation, teacher preparedness, or curriculum design, with limited emphasis on the specific resources required for effective languages including Kiswahili teaching under CBE. For instance, studies by Oduor and Muthoni (2021) have broadly examined teacher adaptation to CBE

but failed to provide a focused analysis of the adequacy and impact of textbooks, digital content, language labs, and other instructional tools in fostering literacy and communication competencies among learners. This gap highlights the need for targeted research that explores the role of resource availability in the development of key language competencies emphasized in the CBE framework, such as listening, speaking, reading, and writing.

Moreover, while policy documents from the Kenya Institute of Curriculum Development (KICD) outline the importance of relevant and adequate teaching materials, there is limited empirical data showing how such resources are utilized across diverse educational contexts, particularly between urban and rural settings. A study by Wambugu and Otieno (2020) revealed disparities in resource distribution among schools, but did not isolate language instruction as a distinct area of concern. Therefore, it remains unclear whether schools in marginalized areas have access to culturally and linguistically appropriate materials that align with the CBE's emphasis on learner-centered and contextually relevant education. The lack of localized studies on the impact of resource inequalities on language performance under CBE presents a significant gap that this study intends to address.

In addition, research examining digital and technological resources in Kiswahili language teaching within CBE is still in its infancy. While ICT integration is a key pillar of the CBE, studies by Njuguna and Mwangi (2022) suggest that many schools, especially in rural counties, struggle with inadequate digital infrastructure and teacher capacity in using digital tools for language instruction. However, these studies often lack a specific focus on language education, failing to explore how the absence of digital audio-visual materials, e-books, and language learning applications affects language acquisition. This gap is critical,

especially considering the potential of technology to support language development through multimedia, interactive storytelling, and individualized learning, which are essential for nurturing language competencies as envisaged in CBE.

Furthermore, limited research has been conducted on learners with special educational needs (SEN) in the context of CBE language instruction. The curriculum encourages inclusivity and differentiated instruction, yet studies have largely neglected how resource availability—or the lack thereof—affects languages development among learners with disabilities. For example, learners with visual impairments require braille resources or audio books, while those with hearing impairments need sign language support and captioned materials. Without adequate resources, these learners may be excluded from the full benefits of language education under CBE. Thus, this study seeks to fill this void by investigating how resource provision impacts inclusive language instruction in both regular and special schools.

Finally, there is a lack of longitudinal studies assessing the sustained impact of resource availability on language learning outcomes within CBE over time. Most research has offered a snapshot of resource challenges during the early phases of CBE roll-out, without examining the long-term implications on learner achievement in language subjects. Given the transformative nature of CBE and its focus on cumulative competency development, it is crucial to understand how continuous access—or lack thereof—to instructional resources influences language proficiency from early to upper primary levels. This study therefore aims to provide comprehensive insights into these gaps, contributing evidence-based recommendations for policy and practice to strengthen language teaching under CBE in Kenya.

Patton (2011) emphasizes that the availability of resources is essential for the effective implementation of any curriculum, noting that resources include infrastructure, such as the physical spaces where the curriculum is taught, as well as stationery like writing and reading materials, and teaching and learning aids. The availability of instructional materials is critical in clarifying what needs to be implemented and how to do so. Therefore, adequate, sufficient, and relevant instructional materials are crucial for successfully teaching Kiswahili under the Competency-Based Education (CBE) at the junior school level. Teachers must ensure that instructional materials are available and aligned with the curriculum to facilitate effective teaching. Resources such as textbooks, teacher guides, curriculum designs, and writing materials are essential for building teacher confidence and ensuring smooth teaching delivery. According to Gross (2003), provision of adequate teaching and learning materials is essential to successful implementation of the new and existing curricula. He argues that achieving the desired competencies requires the appropriate materials for specific tasks.

Instructional resources are considered important tools for communication in the classroom, facilitating an effective teaching process (Mundia, 2017, as cited in Abdullahi, 2019). Teachers must strategically select and utilize these resources to ensure effective instruction. Miller and Seller (1990), as cited in Abdullahi (2019), highlight that instructional materials are integral to content delivery and play a crucial role in ensuring the effectiveness of the educational program as a whole. These materials are a crucial component in creating an effective education system. This is because they directly influence how well curriculum content is conveyed to students. The availability of instructional resources provides an easy way to help learners understand what they learn in class; content alone is insufficient.

Therefore, the availability of resources supports teaching and learning in the classroom, thus assisting the teacher in attaining the objectives.

Instructional materials aim to enhance the quality of education for effective performance in learners' academic and intellectual abilities in all areas of their learning. Sufficient instructional materials in the classroom influence the quality of education for the learner. To obtain the required skills, learners should be given various instructional resources available within the learning environment. Mutai (2011) in his study found out that most teachers acknowledged inadequate textbooks that prevented their efforts to educate pupils about HIV AIDS. Inadequate instructional materials negatively impact teachers' success in using suitable instructional approaches. Wanjiru (2018) advocated that KIE provide essential and satisfactory course materials for easier execution of academic programs, such as CBE. Under CBE, contemporary and pertinent issues are at the core; therefore, there is a need for relevant and adequate resources to enable effective teaching of Kiswahili in the new curriculum.

When resources are unavailable, instructors are encouraged to improvise and use the locally available resources to develop teaching aids to facilitate classroom communication and students' understanding of the content. The instructional resources include integrating technology, including computers, smartphones, televisions, digital radios, cameras, and projectors. There is a need for teachers and learners in public junior schools to be adequately equipped with technological skills in order to adopt the changes for effective curriculum implementation.

According to Akala (2021), the 21st-century classroom is moving away from traditional, authoritarian, teacher-centered approaches. It is being restructured to be more interactive,

learner-centered, and aligned with the demands of modern skills and content. The role of the educator is evolving better to meet the needs of learners and the curriculum. However, rural and underfunded schools face a significant risk of being left behind in this transformation due to limited access to technology and related tools. In their study on teacher competency as a critical factor in implementing the Competency-Education (CBE) in Kenya, Benjamin K.K. and Everlyne C. (2020) found that 90% of the schools surveyed had only one or no trained teachers in CBE, despite having a learner population of 50-85 students per grade. This highlights that an adequate number of well-trained teachers is essential to implement the curriculum effectively. The shortage of trained teachers is a critical barrier to the successful delivery of CBE, as teachers are the primary resource for facilitating student learning and ensuring the curriculum's goals are met.

From the reviewed literature, teachers implementing CBE must have adequate and relevant teaching and learning resources to assist learners in acquiring the desired knowledge, skills, attitudes, and values as championed in the curriculum. About teacher preparedness, the availability of resources will allow teachers to interact with the resources promptly. This will enable the teacher to prepare subject content well consider individual learners, thus enabling them to achieve the objectives of the Competency-based Education. Digital literacy requires schools to have computers, electricity, and human resources, and teachers must have adequate information and communication technology (ICT) skills. Effective curriculum implementation might not be achieved because some schools, especially in remote areas not connected to electricity, might be challenging. The cost of managing CBE at home and in school might be a challenge. Teaching and learning resources used under the 8-4-4 curricula differ from those used under the CBE. The content to be delivered and

the pedagogy are different in these two curricula. Given that books and other teaching materials have to be supplied by the government, there is a need to find out if these materials are available in these schools and teachers are interacting with them in curriculum implementation (CBE), more so in the teaching of Kiswahili. Because of this, the researcher wishes to assess the availability of teaching and learning resources as established in CBE and their influence on the teaching and learning of Kiswahili in public junior schools in Kenya.

2.5 Teachers' perception towards teaching Kiswahili under CBE in junior secondary schools

The teachers' perception is vital for successful and effective curriculum implementation. Changing the attitude of teacher trainers, supervisors, teachers, learners, policy makers, and administrators is necessary for successful and effective curriculum implementation. Obuhatsa (2020) in his study says that teachers' attitude is important in the curriculum implementation thus need for teachers to be well prepared to have a positive attitude for proper implementation of CBE. Teachers' perceptions toward teaching languages under the Competency-Based Education (CBE) vary significantly across countries, influenced by contextual factors such as policy support, teacher training, and resource availability. In many countries implementing CBE, teachers are recognized as central agents in the success of curriculum reforms, including language instruction. For instance, in Finland, where a competency-based and student-centered curriculum has been in place for years, teachers generally view CBE positively. They perceive it as offering autonomy and creativity in teaching languages, promoting authentic communication, and supporting holistic student development (Halinen & Holappa, 2019). The Finnish education system provides

continuous professional development, sufficient resources, and institutional support, enabling teachers to embrace the pedagogical shift effectively.

In other developed countries such as Canada and Australia, teachers' perceptions of CBE in language teaching are similarly favorable, though not without challenges. Studies show that Canadian teachers appreciate the emphasis on real-world communication skills and cultural inclusiveness in language learning. However, they also express concerns over assessment complexities and the time-consuming nature of planning competency-based lessons (Stewart, 2020). In Australia, a study by Wyatt-Smith and Jackson (2021) found that while CBE supports language learners through differentiated and inclusive pedagogy, teachers felt overwhelmed by the pressure to meet broad learning outcomes without clear rubrics. Despite these challenges, strong institutional frameworks, regular in-service training, and collaborative professional learning communities have helped maintain a generally positive outlook among teachers.

In Spain, a study by García-Pérez and Hidalgo-Fernández (2021) examined the perceptions of secondary school language teachers toward the implementation of competency-based education, particularly within the framework of the Spanish education reform aligned with the European Key Competences framework. The study revealed that while many teachers recognized the potential of competency-based approaches to enhance communicative abilities and critical thinking in language learners, they faced significant challenges in applying these methods. Teachers cited a lack of professional development, insufficient classroom resources, and rigid curricular structures as barriers to effective implementation. Furthermore, educators expressed concern about the ambiguity of competency descriptors and the pressure to cover extensive content within limited instructional time.

The study also found disparities in teacher perceptions depending on school location and access to resources. Urban schools tended to have better access to modern teaching aids and digital platforms, which made the adoption of CBE more feasible and positively influenced teachers' attitudes. In contrast, teachers in rural or under-resourced schools reported feeling overwhelmed and inadequately supported in the transition to CBE. Many relied on traditional methods out of necessity rather than choice, despite acknowledging the value of student-centered and communicative language teaching strategies.

In many African countries, the implementation of CBE in language teaching presents both enthusiasm and concern among teachers. A study by Tamba and Ofori (2020) in Ghana explored how secondary school language teachers perceive the transition to competency-based education, particularly focusing on the language learning environment. The study found that while teachers supported the idea of fostering practical language skills through CBE, they expressed concerns over the lack of adequate training on how to implement CBE effectively. Teachers also highlighted the shortage of teaching materials, such as textbooks and audiovisual resources, which made it difficult to engage students in a meaningful, competency-driven learning process. Furthermore, teachers noted the challenges of aligning the existing national exams, which were still largely traditional and content-based, with the new competency-based approach.

In Zambia, a similar study by Mutale (2021) analyzed teachers' perceptions of CBE in language education at both the primary and secondary school levels. Teachers in Zambia were generally positive about the potential of CBE to improve language acquisition, particularly in fostering communication skills and promoting student engagement. However, many teachers raised concerns about their preparedness, citing insufficient

professional development opportunities and unclear assessment guidelines as major hindrances to effectively implementing CBE in language teaching. Additionally, the study revealed that the lack of sufficient teaching resources, especially for rural schools, severely limited the ability to deliver CBE effectively. In these schools, teachers often resorted to traditional methods due to limited access to multimedia tools, such as language software or online resources.

A study by Banda and Mwaanga (2021) in Malawi further explored teachers' experiences with CBE in language teaching. The study found that teachers were enthusiastic about the shift to a competency-based approach but expressed frustration with the lack of guidance from educational authorities on how to implement language teaching within the CBE framework. Teachers reported that while the curriculum's emphasis on learner-centered teaching was beneficial, it was challenging to adapt their existing teaching practices, which were more focused on rote learning and examinations. Moreover, there was a significant gap in the availability of instructional materials, such as diverse reading materials and technological tools, particularly in rural areas, which negatively impacted teachers' ability to teach languages effectively under CBE.

In South Africa, a study by Mthembu (2022) examined teachers' perceptions of the implementation of CBE in language education at the secondary school level. While teachers acknowledged the potential of CBE to promote language proficiency through a more interactive and practical approach, they were concerned about the lack of clear and consistent guidelines for assessment. The study revealed that teachers were unsure about how to balance formative assessments with summative ones and felt that the available resources were insufficient to support the new curriculum. Despite the government's efforts

to provide professional development opportunities, many teachers felt that the training was not adequately tailored to language instruction under CBE, leaving them unprepared to fully adopt the competency-based approach. In Rwanda, teachers have shown support for CBE's emphasis on learner-centered instruction and the integration of local culture into language learning (Niyibizi & Habimana, 2022). However, teachers reported limited access to updated instructional materials and inadequate training as barriers to effective implementation. Similarly, in Uganda and Zambia, research reveals that although teachers understand the theoretical underpinnings of CBE, they feel underprepared to apply competency-based approaches in language instruction due to a lack of teaching aids, overcrowded classrooms, and insufficient professional development (Omoding, 2021).

In Kenya, junior secondary school teachers' perceptions toward teaching languages under CBE are mixed. On one hand, they appreciate the curriculum's focus on functional literacy, communication skills, and the inclusion of indigenous languages, which they see as a step toward inclusive education. On the other hand, teachers express frustration over insufficient training, vague assessment guidelines, and inadequate instructional time to cover the wide range of competencies expected (Mwangi & Ochieng, 2023). Many teachers feel that the success of CBE in language education is undermined by the mismatch between curriculum expectations and ground-level realities such as lack of textbooks, large class sizes, and limited digital resources.

Since the rolling out of CBE in 2018, the implementation is in its first phase and is facing several challenges, thus hindering the entire process. Kaviti (2018) in her study revealed that CBE was hurriedly crafted and rushed through a shallow piloting in 2017, lasting an average of ten weeks. 2000 out of the 160 000 teachers in the lower primary school level

were trained (MoE, 2022). This represents 1.25% of the total population. Since then, a service has been going on among teachers in primary schools, and it will continue until May 2022, when a few teachers at the secondary school level attended a three-day CBE training. These teachers were expected to receive and teach learners in junior secondary schools in 2023. Because of this, most teachers might not be ready to implement CBE for quality education. Teachers who have been trained in and have implemented the Competency-Based Education (CBE) since its inception are not necessarily the ones tasked with teaching learners in junior secondary schools. As CBE has primarily been established within primary schools, only a limited number of teachers have been employed specifically for junior secondary education, and many of these are secondary-trained teachers. This raises the question of whether these teachers are sufficient in number and adequately prepared to effectively teach students transitioning to junior secondary levels (Akala, 2021).

Teachers are crucial and influential stakeholders in determining the degree to which schools implement curriculum policies (Porter, 2015). Teachers' efficiency in implementation squarely relies on their attitude and perception of the curriculum. According to Abdullahi (2019), a study conducted in Tanzania on the shift from a knowledge-based to a competency-based curriculum in secondary schools found that some teachers viewed the new CBE textbooks as irrelevant. Additionally, other teachers perceived the curriculum as impractical and overly complex. He further says teachers' perspectives and attitudes are key for effective teaching and influence learners' achievements. Teachers' attitudes are central to curriculum change and implementation. Teachers' views, interests, opinions, perceptions, and attitudes towards any curriculum

change must be sought in order to ensure effective implementation of such change in the educational system. This is because teachers decide on activities and selecting teaching and learning resources based on their attitude, experience, and beliefs on their school responsibilities. Abdullahi (2019) highlighted that teachers often oppose the Competency-Based Education (CBE) because they are not adequately involved in the training process. This lack of comprehensive training contributes to fear and uncertainty among teachers, as they feel unprepared to implement the curriculum effectively.

Competency- Based Education (CBE) , however, advocates for including learners in the teaching process. Findings show that teachers who had sufficient knowledge of assessment were able to integrate it well into their teaching. Teachers with positive perceptions were able to use effective approaches, techniques, and strategies to improve their learners' competencies.

Implementation of CBE calls for technology (ICT) integration. A study by Hardy (2013) in Canada found that pre-service and in-service teachers felt they were not well equipped and sufficiently prepared with the ICT skills necessary for handling and using technological tools to effectively integrate technology in the classroom. His findings on teacher attitude and implementation of CBE revealed that despite challenges they had encountered in the implementation of CBE, the majority of the teachers, 57%, had a positive attitude towards CBE. In comparison, 39% had a negative attitude towards the implementation of CBE. Kariuki (2012) found that curriculum reforms involving teachers in the decision-making process highlighted the need for greater teacher capacity and readiness for effective implementation, ultimately leading to improved learner achievement. This suggests that when teachers are actively involved in the curriculum

reform process, their perception of the curriculum becomes more positive, fostering a more substantial commitment to its successful execution.

Junior secondary school represents one of the key levels of the recently introduced Competency-Based Education (CBE). The students at this stage are the first cohort to experience this new curriculum, and the teachers instructing them have been newly hired by the Teachers Service Commission (TSC), which is the government body responsible for the recruitment, employment, and management of teachers in public schools. Given this context, it was essential to conduct a study to understand the perceptions of Kiswahili teachers regarding teaching Kiswahili under the CBE framework in junior secondary schools

2.6 Teacher professional development and implementation of CBE in junior secondary schools

Teacher Professional development (TPD) refers to activities that assist in developing a teacher's skills, expertise, knowledge, and other characteristics of an effective teacher. The teachers determine the quality of education provided by any state system. According to the Arab Knowledge Report, United Nations Development Program (UNDP,2019), for any nation to develop, it should possess a quality education system. Therefore, there is a need to establish the quality of teaching and the need for evaluation to ensure quality education. Teacher professional development (TPD) plays a pivotal role in the successful implementation of the Competency-Based Curriculum (CBE) in junior secondary schools globally. In developed countries, the emphasis on TPD has been a key factor in facilitating effective transitions from traditional to competency-based approaches. Countries such as Finland, Canada, the United States, the United Kingdom, Australia, and New Zealand have

made considerable strides in aligning teacher training with the demands of CBE to ensure that teachers are well-equipped to foster student-centered, skills-oriented learning.

In Finland, the integration of CBE into the education system has been accompanied by a robust professional development framework. Finnish teachers undergo extensive training both pre-service and in-service, where continuous professional development (CPD) is an integral part of their careers. The Finnish National Agency for Education (EDUFI) supports teachers by offering specialized training in competency-based teaching methods, ensuring that educators are not only familiar with new pedagogies but also capable of assessing competencies beyond traditional examinations (Kallioniemi & Joronen, 2020). This ongoing development model equips teachers with the skills to implement CBE effectively, fostering an environment where students are encouraged to think critically and apply their learning in real-world contexts.

In Canada, professional development for teachers has been adapted to meet the needs of a CBE-based curriculum, particularly in provinces like British Columbia and Ontario. The Canadian education system is highly decentralized, allowing provinces to tailor professional development initiatives to regional educational needs. Teachers in these provinces have access to workshops, online courses, and collaborative learning communities aimed at enhancing their understanding of competency-based teaching strategies. A study by Stewart (2020) highlighted that Canadian teachers are provided with regular opportunities to attend professional development sessions focused on integrating technology, differentiated instruction, and formative assessments—essential components of CBE. These initiatives ensure that educators are not only skilled in CBE principles but are also able to meet the diverse needs of students in their classrooms.

In the United States, TPD related to CBE implementation is seen through programs such as the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS). These initiatives have provided teachers with clear frameworks for competency-based teaching, emphasizing critical thinking, problem-solving, and collaborative learning. A study by Kowalski (2021) found that U.S. teachers, particularly those in junior secondary schools, receive continuous training through professional learning communities (PLCs) and educational conferences. These platforms allow teachers to collaborate, share best practices, and receive guidance on effective competency-based instructional strategies. However, challenges such as large class sizes and disparities in resource allocation across schools continue to impact the full-scale implementation of CBE.

In the United Kingdom, the transition to a competency-based approach has been supported by comprehensive TPD programs that focus on equipping teachers with the necessary skills to implement the curriculum successfully. The Department for Education (DFE) in the UK has funded numerous initiatives designed to help teachers develop competency-based teaching methods. One prominent example is the “Teaching for Mastery” program, which has been integrated into language and mathematics education at the junior secondary level. Research by Jackson and Quinn (2020) found that this initiative has been instrumental in promoting deeper understanding and problem-solving skills among teachers. The program also emphasizes regular feedback and reflection, ensuring that teachers can adapt their methods to meet the diverse needs of students and improve learning outcomes.

Australia’s approach to teacher professional development in the context of CBE has been grounded in the Australian Professional Standards for Teachers (APST), which outline the competencies expected of educators at different career stages. Australian teachers are

provided with a wealth of professional development opportunities, including workshops, online courses, and peer mentoring programs. The Australian Curriculum, Assessment and Reporting Authority (ACARA) supports CBE implementation by offering resources and guidance to teachers on designing lessons that foster student competencies in literacy, numeracy, and other subject areas. A study by Wyatt-Smith and Jackson (2021) found that teachers in Australia are increasingly adopting competency-based assessments and are encouraged to tailor their teaching to address the needs of individual students, ensuring that no student is left behind.

In New Zealand, the Ministry of Education has invested heavily in teacher professional development programs aimed at enhancing the implementation of CBE. The New Zealand Curriculum (NZC), which is competency-based, encourages teachers to focus on student agency, self-regulation, and critical thinking skills. Teachers are supported through ongoing professional learning and development (PLD) initiatives that include workshops, resources, and collaboration opportunities with colleagues. A report by Smith and Bell (2019) highlighted that these initiatives have led to significant improvements in the quality of teaching, with teachers feeling more confident in using competency-based approaches to foster student engagement and achievement.

Despite the widespread efforts in developed countries to align TPD with the demands of CBE, challenges remain. In many instances, the training provided to teachers is not sufficiently tailored to the specific needs of different subject areas. For example, while general pedagogical strategies are covered in TPD programs, subject-specific competency-based approaches often require further focus and attention. Moreover, the effectiveness of TPD is often undermined by time constraints, especially for teachers who are already

burdened with heavy workloads and large class sizes. For CBE to be successfully implemented, there must be a stronger alignment between professional development opportunities and the realities of classroom teaching, as well as ongoing support to help teachers navigate the complexities of competency-based assessments.

Another challenge identified in these developed countries is the need for a more integrated approach to TPD that connects both pedagogical practices and technology. As schools increasingly adopt digital tools for teaching and assessment, teachers need specific training on how to integrate technology into competency-based education. A study by Marshall et al. (2022) indicated that while teachers in developed countries are generally comfortable using technology in their classrooms, many still lack the expertise to effectively integrate digital tools into competency-based teaching methods. Therefore, future professional development initiatives should focus on helping teachers leverage technology to enhance student learning outcomes and foster competencies such as digital literacy, collaboration, and problem-solving.

In Africa, teacher professional development (TPD) is essential for the successful implementation of the Competency-Based Education (CBE) in junior secondary schools. Across the continent, various countries have embarked on integrating CBE into their educational systems. However, the success of this transition depends heavily on the capacity of teachers to adapt to new pedagogical strategies and assessments. Countries such as Ghana, Nigeria, South Africa, Zambia, and Uganda have all taken steps to align teacher training with CBE, although each country faces unique challenges in doing so.

In Ghana, the implementation of the CBE has been accompanied by a strong focus on TPD. The Ghana Education Service (GES) has worked to provide teachers with the necessary

professional development to effectively deliver competency-based curricula. Teachers in Ghana have received extensive training on the principles of CBE, with an emphasis on learner-centered teaching, practical skills development, and formative assessment. A study by Tamba and Ofori (2020) revealed that while teachers were generally supportive of CBE, many expressed concerns about the insufficient training and resources available to help them implement the new curriculum effectively. In response, the GES has partnered with educational NGOs to organize workshops and seminars aimed at addressing these gaps in teacher preparation.

In Nigeria, the integration of CBE into junior secondary schools has faced challenges related to teacher preparedness and resource availability. A study by Okorie and Okoro (2021) found that Nigerian teachers were initially enthusiastic about the shift towards CBE, as it promised to enhance students' critical thinking and problem-solving skills. However, the study also highlighted significant challenges in terms of teacher professional development. Many teachers reported that while they were provided with some initial training, there was little ongoing support to help them implement CBE effectively in the classroom. In response, the Nigerian Ministry of Education has started to develop more structured professional development programs, focusing on equipping teachers with the necessary skills to adopt CBE in their teaching practices.

In South Africa, the transition to CBE has been met with mixed reactions from teachers, particularly with regard to professional development. A study by Mthembu (2022) showed that while teachers generally appreciated the learner-centered nature of CBE, many felt that they were not adequately prepared for the changes. South African teachers reported that the professional development programs offered were often too generic and did not

specifically address the needs of language teachers or those teaching in under-resourced schools. Furthermore, there were concerns that the training programs were not sufficiently linked to practical classroom applications. To address these concerns, the South African Department of Education has been working to tailor professional development programs more closely to the needs of teachers, particularly in disadvantaged areas, and to provide more support in terms of resources and assessment frameworks.

In Zambia, the introduction of CBE has been accompanied by significant efforts to enhance teacher training. Teachers in Zambia have received training on the principles of CBE, particularly with a focus on aligning teaching practices with the curriculum's emphasis on critical thinking, creativity, and problem-solving. According to Mutale (2021), teachers in Zambia have been generally receptive to the new curriculum, but the lack of comprehensive professional development has posed challenges. Many teachers in rural areas, where access to training and resources is limited, struggle to adapt to CBE effectively. To overcome these challenges, the Zambian government has been working to decentralize professional development programs, making them more accessible to teachers in remote areas through online platforms and mobile-based training.

In Uganda, the introduction of CBE in junior secondary schools has also been supported by various teacher professional development initiatives. A study by Namirembe and Ninsiima (2021) found that Ugandan teachers were generally supportive of the competency-based approach, especially in promoting learner autonomy and developing critical thinking skills. However, the study also highlighted that many teachers were not adequately trained in CBE pedagogy. The Ugandan Ministry of Education has responded by providing teachers with in-service training programs focused on the core principles of

CBE, including the development of new assessment methods and the creation of more engaging, student-centered learning environments. While these programs have helped, there remains a need for more continuous support and resource provision to ensure teachers can fully implement CBE in their classrooms.

In all five countries, the successful implementation of CBE is heavily dependent on the ability of teachers to adopt new teaching methodologies that emphasize student-centered learning and skills development. While initial training is often provided, it is the ongoing professional development that has proven to be a critical factor in the success of CBE. Teachers in these countries have expressed a need for more tailored, subject-specific training that aligns with the unique demands of CBE in various disciplines. Furthermore, the availability of resources, such as teaching materials and technology, remains a significant challenge, particularly in rural or under-resourced schools, where teachers often struggle to provide the necessary learning experiences for students.

Another significant issue identified across these countries is the challenge of adapting assessments to align with the competency-based framework. In many African countries, traditional assessments focused primarily on rote memorization and summative exams. The shift to a competency-based system requires teachers to adopt formative assessments that focus on students' skills and learning processes. However, in countries like Nigeria and Zambia, teachers have expressed difficulty in designing and implementing these new assessment methods due to a lack of training and support. Ongoing professional development programs are essential to help teachers learn how to create effective formative assessments that provide a more accurate reflection of students' competencies.

In Zambia and Uganda, one of the key barriers to effective professional development is the lack of access to technology. While urban schools may have access to digital tools for teaching and assessment, many rural areas in both countries face significant challenges in terms of connectivity and technological resources. This digital divide has made it more difficult for teachers to engage with online professional development platforms, limiting their ability to stay updated on best practices for CBE implementation. In response, both countries have started exploring mobile-based professional development programs that can be accessed by teachers in remote areas, but challenges in infrastructure remain.

In Ghana, Nigeria, and South Africa, there is a growing recognition of the need for more collaborative professional development opportunities. Teachers in these countries have expressed a desire for more opportunities to work together in communities of practice, where they can share experiences, discuss challenges, and learn from one another. Collaborative professional development models have been shown to be highly effective in fostering teacher growth, particularly when teachers can engage in peer-to-peer learning and receive feedback on their practices. These models have been successfully implemented in some regions, but scaling them up across the continent remains a challenge.

Lumadi (2014) in his study on factors faced by teachers in curriculum implementation in South Africa identified various external factors that negatively impacted curriculum implementation. Among the factors, haphazard changes and training relate to teacher preparation for new curriculum implementation. Most teacher respondents (69%) complained of sporadic changes in the curriculum, which rendered the curriculum implementation ineffective. Another (53%) of teachers complained about not receiving enough in-service training for curriculum implementation. Furthermore, they mentioned

that most teachers in rural schools received 3-5 training days, while others considered the exercise inferior training, and some resigned. Teachers felt training should be detailed and prolonged for one year before curriculum implementation.

In South Africa, Govender (2018) explored teachers' perspectives on implementing curriculum reforms in schools in KwaZulu-Natal. The study aimed to ascertain the challenges that teachers faced in the process and the kind of support, guidance, and professional development programs teachers received from the Basic Education Department to facilitate the changes. An interpretive qualitative design was used. A sample of 20 teachers of grades one to six was purposively selected, and the data were collected using semi-structured interviews. Data was analyzed using a content and thematic analysis approach. Participants expressed discontent about the quantity and quality of training workshops the Basic Education Department offered to support curriculum change. It was further noted that the training was a one-day workshop, and no continuous professional development programs were in place. Inadequate training and preparation of teachers in implementing the new curriculum render teachers ineffective in the curriculum implementation process.

Komba and Mwandanji (2015) examined issues surrounding the implementation of CBE in secondary schools in the Morogoro region. They used a case study and a sample of 180 teachers selected randomly from 13 secondary schools. The findings showed that the majority of teachers (86%) did not have a proper understanding of the CBE objectives. 78% of the lesson plans did not reflect qualities of CBE, and the involvement of learning in classroom activities was very low. Makunja (2016) investigated teachers' challenges in implementing CBE in secondary schools in Morogoro, Tanzania. The study employed a

case study research design. A sample of 102 teachers, six heads of schools, and six academic masters/ mistresses was used. Data was collected using questionnaires, interviews, and analysis done using content analysis. The findings indicated that teachers faced challenges such as a lack of in-service training on CBE, insufficient teaching and learning resources, crowded classrooms, a low number of students joining secondary schools, and students' readiness to accept a learner-centered approach in teaching.

Lukindo(2016) explored the implementation of CBE in rural secondary schools in Tanzania using qualitative methodology. Findings indicated that respondents were unsure whether their teaching and assessment techniques aligned with competence-based education. Hwande and Mpofu (2017) in their study on preparedness of primary schools to implement the grade three new curriculum in Zimbabwe found out that the teacher development training received was not equal to the teachers' needs, while some facilitators were not fluent with the demands of the new curriculum.

In Kenya, there are significant gaps in literature on the implementation of the Competency-Based Education (CBE), specifically in Kiswahili language instruction. While several studies have explored the broad challenges of CBE implementation in general, few have focused on the unique challenges and opportunities associated with teaching Kiswahili within this framework. Kiswahili is one of the most widely spoken languages in Kenya, and its role in CBE is central to fostering communication, cultural identity, and national cohesion. However, there is a scarcity of research examining how Kiswahili language teachers are being prepared for the shift to CBE and how the curriculum aligns with language proficiency and competency-based assessments.

Few studies have specifically explored the preparedness of Kiswahili teachers for CBE implementation. A study by Juma (2022) noted that while teachers in general were being introduced to CBE principles, there was limited professional development targeting language teachers in particular, especially those teaching Kiswahili. The study found that many teachers of Kiswahili struggled to understand how to implement competency-based strategies effectively in language instruction. Furthermore, the lack of tailored training materials and professional development programs focused on language teaching within CBE left teachers of Kiswahili ill-prepared to adapt to the new curriculum demands. Juma (2022) suggested that there is a need for targeted teacher training programs that address the unique demands of teaching Kiswahili under CBE.

Another gap identified in the literature concerns the role of Kiswahili language resources in supporting CBE implementation. Studies by Ochieng and Maina (2021) highlighted the insufficient availability of teaching materials and resources that align with the competencies outlined in the CBE framework. Kiswahili language teachers reported challenges in accessing adequate textbooks, digital resources, and teaching aids that could enhance language learning under the CBE model. These limitations hinder teachers' ability to implement the curriculum effectively, as they lack the necessary tools to foster skills such as critical thinking, communication, and problem-solving in Kiswahili. Ochieng and Maina (2021) argued that the development of resource-rich, competency-based teaching materials for Kiswahili is crucial for the successful implementation of the CBE in Kenyan schools.

Moreover, few studies have examined the assessment methods employed in Kiswahili language instruction under CBE. The shift towards competency-based assessments, which

emphasize continuous and formative evaluation over summative exams, presents particular challenges for language teachers. A study by Njoroge (2023) found that Kiswahili teachers in Kenyan schools were unsure about how to design assessments that measure language competencies effectively, such as writing skills, speaking, and comprehension. While some teachers attempted to use informal assessments, Njoroge (2023) pointed out that many lacked the training to create valid and reliable assessment tools that align with the competencies expected in Kiswahili language education. This gap in assessment practices underlines the need for more in-depth research on competency-based assessments specifically for Kiswahili.

In addition, there is limited research on how Kiswahili language instruction under CBE addresses cultural and contextual relevance in Kenya. Kiswahili is not only a language of instruction but also a key cultural artifact that represents the diverse ethnic groups in Kenya. According to Wanjiku (2021), while the CBE emphasizes cultural inclusivity, there is little focus on integrating the cultural context of Kiswahili-speaking communities in the curriculum. This gap suggests that Kiswahili instruction within CBE may overlook the rich cultural diversity of language learners, failing to reflect their lived experiences and identities. Wanjiku (2021) recommended that future studies explore how Kiswahili language teaching can be more culturally responsive, incorporating indigenous knowledge, local dialects, and cultural practices into the curriculum. This is one of the reasons why the current study sought to examine teacher preparedness in teaching Kiswahili in the competency-based curriculum in public junior schools, Kenya.

The nature of the teacher enhances effective learning in terms of skill set. A teacher who is well-versed in the learners' needs can attain more learner achievement. A study carried

out by UWEZO (2014) revealed that the ability of a pre-school teacher to implement the CBE in teaching and learning considerably determines the effectiveness of curriculum implementation. The effectiveness of a teacher is a fundamental consideration in the process of reforming an education system. Furthermore, the evaluation process is key in evaluating a teacher's effectiveness. This eventually improves the value of such a teacher and increases his/her professional development for better future results. Teachers require important knowledge, skills, and the ability to interact with all students, set manageable standards, and choose instructional materials that accommodate students at different levels. Therefore, a teacher's professional development is key in promoting effective teaching and learning. From the findings, most of the teachers (68%) in pre-schools had not attended specialized courses for CBE implementation. Teachers were not exposed to regular refresher courses to equip them with new skills for implementing CBE effectively. Adequate training is necessary for the teacher to develop his/her interest and ability for teaching.

Koskei B. and Chepchumba E. (2020) in their study on teachers' competency as a cornerstone of the implementation of CBE in Kenya found out that 90% of the sampled schools had only one or no trained teachers at all in CBE, with a learner population of 50-85. Furthermore, for the few teachers who attended training sessions, the training was conducted for only 2-3 days instead of the stipulated five days. According to this finding, this was contrary to the stipulated period, thus giving teachers a raw deal. They also found out that the training sessions were largely ineffective due to the overload of the training content spread over the 2-3-day training. The training was inadequate. More so, they found out that the facilitators were incompetent. They had not conceptualized and understood

CBE and were, hence, unable to adequately facilitate the training. There were too many trainees for the trainers to handle within the short training period. They also discovered a lack of adequate training materials and inadequate information on the new curriculum.

Isaboke, Mweru, and Wambiri (2021) in their study on teacher preparedness and implementation of CBE in public preprimary schools in Nairobi city county schools found out that the majority of teachers, 65.9%, had not received training on CBE. They established a significant relationship between teachers' extent of training in CBE and their ability to implement the curriculum. They concluded that teachers were not adequately prepared to implement the curriculum. Thus, they recommended that the Ministry of Education, in collaboration with the Nairobi City County government, create a regular in-service training program to equip teachers with the knowledge and skills to help them implement the curriculum effectively. Caria and Vender (2018) observed that teachers need professional development and capacity building to implement CBE effectively. The CBE approaches give teachers different roles to guide and shift instruction, where learners are to be given adequate practices to enhance competence. Teachers' reality and experiences must align with the CBE teaching mode.

Despite the training, teachers feel that the system has tripled their work. They claim to have much work to do, for instance, in keeping learners' records, as marks are not awarded based only on academic output but on extracurricular activities too. Furthermore, CBE has come with more parents' costs, which could make some learners stay out of school (Otieno & Onyango, 2019). Under this curriculum, the teacher must keep individual learners' data on skills gained and weaknesses through regular assessment in the portfolio. Portfolios feed the end-of-term reports (Warrio, 2019). Learners' ability is rated in terms of exceeding

expectations (80-100%), meeting expectations (65-79%), approaching expectations (50-64%), and below expectations (0-49%). KICD report of 2017 also indicated that the key among challenges facing the implementation of CBE was the issue of teaching and learning resources. This situation compromised curriculum implementation. Another challenge was the issue of teacher knowledge of CBE pedagogy, as few of the teachers understood CBE pedagogy. However, most of the teachers were struggling with the concept and lacked the capacity demanded by the curriculum.

About these findings, there is a need for the current study to find out if public junior schools in Uasin Gishu County have teachers who have undergone and are still undergoing standard and adequate professional teacher development for them to instruct the learners effectively. In-service (professional development) for the teacher will equip the teacher with the necessary skills and knowledge to effectively teach in class. Because of this, this study was carried out to establish the extent to which teachers' professional development influences the effective implementation of Kiswahili in public junior schools in Kenya.

2.7 Research Gap

Most studies have been carried out in preprimary and primary schools, according to the reviewed literature. It is because these are sections where implementation of CBE started, that is, in preschools. With the curriculum being implemented in public junior schools by 2023, there is a need for the researcher to carry out a study to find out teacher preparedness in teaching Kiswahili under CBE in junior schools. Further, the existing literature on implementing the Competency-Based Education (CBE) in junior secondary schools has primarily focused on broad pedagogical principles and teaching methods. However, gaps remain in understanding how teacher competency specifically influences the effective

teaching of Kiswahili. While several studies emphasize the importance of subject-specific teacher training, there is limited research that delves into the unique challenges faced by teachers of Kiswahili under CBE guidelines. This study sought to address the gap by exploring the specialized competencies required for teaching Kiswahili, particularly in a curriculum designed to enhance competencies rather than traditional knowledge-based assessments.

Moreover, while the availability of teaching and learning resources has been widely discussed for various subjects, there is a notable absence of studies investigating their specific impact on teaching Kiswahili in the context of CBE. Research has shown that the accessibility and quality of resources can significantly affect teaching outcomes, but how these resources influence the delivery of Kiswahili lessons under CBE's structure is underexplored. This research aimed to fill this gap by assessing the adequacy of resources available to Kiswahili teachers and their role in shaping instruction effectiveness in junior secondary schools.

Teachers' perceptions of the CBE, especially regarding its implementation in Kiswahili instruction, have also been briefly touched upon, but not in the depth necessary to understand the broader impact on teaching practices. Previous studies have often generalized teacher perspectives across subjects, without a specific focus on Kiswahili. This study intended to provide a more nuanced understanding of how teachers perceive the challenges and opportunities of teaching Kiswahili within the CBE framework, focusing on their subjective experiences, attitudes, and perceived support mechanisms.

Lastly, some studies have addressed the issue of teacher professional development and its relationship to the successful implementation of CBE, but there is limited data on the

specific needs of teachers of Kiswahili. While general professional development programs are often highlighted, this research sought to explore whether existing professional development initiatives adequately support teachers of Kiswahili and identify potential areas where further training could enhance their ability to implement CBE effectively in the classroom.

2.8 Summary

The chapter has presented the reviewed literature from textbooks, journals, theses, and the internet, which is related to the current study to be carried out. It has covered the concept of competency-based curriculum, teacher competency in teaching Kiswahili, availability of teaching and learning resources in teaching Kiswahili under CBE in junior schools, teachers' perception towards teaching Kiswahili under CBE in junior schools, and teacher professional development. The next chapter will present research methodology.

CHAPTER THREE

METHODOLOGY

3.1 Overview

This chapter outlines the procedures employed in conducting the study. It details the research design, description of the study area, target population, sample size determination, sampling techniques, research instruments used, the pilot study process, and the procedures for establishing validity and reliability. Additionally, it presents the data collection methods, approaches used in data analysis, and ethical considerations observed throughout the research process.

3.2 Research Design

Research design is a structured framework used to guide the process of data collection, analysis, and interpretation to address research questions or hypotheses effectively. It outlines the methodology, data sources, and data analysis strategies. In educational research, selecting the appropriate design is crucial as it ensures that the study's objectives are met while maintaining validity and reliability. A research design provides the study's plan, from selecting participants to analyzing results, ensuring the study remains focused and manageable. Asenahabi(2019) defines research as a master plan which specifies the methods and the procedures used for collecting and analyzing information

This study employed a descriptive survey design, which is widely used in educational research to gather detailed information about the attitudes, perceptions, behaviors, and characteristics of a sample of participants. Mc Combes (2023) asserts, the aim of

descriptive research is to describe a population, phenomenon or a situation in a systematic and accurate way without any influence. Descriptive research was helpful in this study as it assisted the researcher in describing a phenomenon and its characteristics within a specific population. It enabled the collection of quantitative data through questionnaires and qualitative insights through interviews and open-ended questions, allowing a comprehensive view of the research problem. Descriptive survey designs do not manipulate variables but rather observe and measure them as they naturally occur.

This study employed a descriptive survey research design to assess teacher preparedness for teaching Kiswahili under competency-based education (CBE) in junior schools in Uasin Gishu County. This design aimed to describe and analyze the teachers' competence, resource availability, perceptions, and professional development concerning the implementation of CBE. The design systematically captured these factors across different schools and teachers, ensuring that the results reflect a broad understanding of the situation

The survey approach allowed for the collection of both qualitative and quantitative data from a large sample of teachers, school administrators, and other key stakeholders in Uasin Gishu County. This design was advantageous in obtaining a snapshot of the current state of CBE implementation, as it offers flexibility in capturing diverse perspectives while being cost-effective and efficient. Furthermore, the survey design enabled the research to examine relationships between variables, such as the availability of resources and teacher competence, without influencing or controlling those variables. Recent studies have demonstrated the effectiveness of descriptive survey designs in educational research. For instance, a study by Maphosa and Shumba (2021) utilized a similar design to explore teacher perceptions of the effectiveness of curriculum reforms in Zimbabwe, highlighting

the ability of the descriptive survey design to provide clear insights into educators' views. Similarly, a study by Asante and Nkansah (2022) employed a descriptive survey to assess the preparedness of science teachers in Ghana, underscoring the design's utility in capturing a comprehensive overview of teacher readiness for new curricular frameworks. These studies further validate this study's choice of descriptive survey research design, given its proven capacity to gather relevant data from diverse educational settings.

3.3 Research paradigm

Research paradigms form the foundational perspective that guides the research process, influencing the types of questions asked, the methodology adopted, and the interpretation of results. This study employed an interpretivist paradigm based on the assumption that reality is socially constructed, subjective, and understood through individual perspectives and experiences. Unlike positivist paradigms that seek objective truths through quantitative methods, interpretivism focuses on understanding the meaning behind human behaviors, social phenomena, and contexts through qualitative data collection methods such as interviews, observations, and case studies (Bryman, 2021). This approach allows researchers to explore complex and context-specific issues from the participants' viewpoints, offering a deeper understanding of their experiences and perceptions.

Interpretivism aligns with the constructivist view of knowledge, which suggests that people actively create their understanding of the world through interactions and experiences. In educational research, the interpretivist paradigm emphasizes understanding the subjective experiences of teachers, students, and other stakeholders, rather than trying to establish generalizable laws or predictions. The aim is not to measure or predict behaviors but to

uncover the meanings and interpretations individuals attach to their actions and social worlds (Poth, 2021). This makes the paradigm particularly well-suited to studies exploring teacher preparedness, perceptions, and the impact of curriculum changes in educational settings.

This study employed the interpretivist paradigm to explore teachers' perceptions and experiences with implementing the Competency-Based Education (CBE) for teaching Kiswahili in junior schools in Uasin Gishu County. The study focused on understanding how teachers perceive their competence, the availability of teaching resources, their attitudes toward the curriculum, and the professional development opportunities provided. The research employed qualitative methods such as interviews and focus group discussions to gather in-depth insights from teachers, school administrators, and other relevant stakeholders. By engaging with participants in a way that emphasized their lived experiences, the study sought to capture the nuances and contextual factors that influence their approach to teaching.

The design facilitated an interactive and dynamic exchange between the researcher and the participants, allowing for a comprehensive understanding of the teachers' perspectives. In using open-ended questions and encouraging participants to share their thoughts and feelings about their teaching practices and the CBE, the study ensured that the data collected was rich, detailed, and reflective of the realities faced by educators in the field. This design also allowed the researcher to identify emerging themes related to competence, resources, perceptions, and professional development, which were central to the study's objectives.

Furthermore, the interpretivist paradigm in this study allowed for flexibility and adaptability in the research process. As the study progressed, the researcher could adjust the focus of the inquiry based on the participants' feedback and insights. This iterative process is a hallmark of qualitative research. New ideas or concerns often emerge during the data collection phase, necessitating changes in the research design or questions to fully capture these insights (Merriam & Tisdell, 2020). This approach ensured that the study remained responsive to the complexities of the participants' experiences, making the findings more grounded and contextually relevant.

3.4 Study area

The study was carried out in public junior schools in Uasin Gishu County. Uasin Gishu County is one of the 47 counties of Kenya, located in the former Rift Valley Province. The City of Eldoret is the commercial and administrative nerve center for Uasin Gishu County. Uasin Gishu county lies between longitudes 34 degrees 50' east and 35 degrees 37' west and latitudes 0 degrees 03' south and 0 degrees 55' North. It is a highland plateau with altitudes falling gently from 2,700 meters above sea level to about 1500 meters above sea level. Topography is higher to the east and declines gently towards the western border. It has a calm and temperate climate. Trans border the county- Zoia County to the north, Elgeyo Marakwet and Baringo counties to the east, Kericho County to the south, Nandi to the southwest, and Kakamega County to the west.

The county has a coverage of 2,955.3 km with a total population of 1,163,186. Uasin Gishu County is renowned for its rich agricultural heritage, fostering innovation and growth in the agribusiness sector. The County has the most attractive tourist sites and offers the best

health services with the major referral hospital, Moi Teaching and Referral Hospital (MTRH). The county also has a range of private and public schools, from national to sub-county schools, boarding and day schools, and mixed and single-gender schools. The county also hosts Moi University and the University of Eldoret. Uasin Gishu County has six sub-counties: Turbo, Kesses, Moiben, Kapsaret, Ainabkoi, and Soy. The researcher selected the county because, from the reviewed literature, it is under-researched concerning implementing CBE in public junior schools and, more so, teaching Kiswahili. Further, Uasin Gishu County was chosen for this study due to its unique educational dynamics and demographic diversity, which provide a rich context for examining teacher preparedness in implementing the Competency-Based Education (CBE) for Kiswahili instruction. The county has experienced significant population growth and an influx of students from various cultural backgrounds, resulting in a need for effective teaching strategies that cater to diverse learner needs. Additionally, Uasin Gishu is home to several junior schools at the forefront of adopting the CBE, making it an ideal location to explore teachers' challenges and successes in this transition. This context allows for a deeper understanding of the factors influencing teacher preparedness and the effectiveness of Kiswahili teaching practices within the framework of the new curriculum.

3.5 Target population

The target population is the total number of subjects that interest the researcher, Creswell, (2022). The target population comprised all public junior schools in Uasin Gishu County, all teachers who teach Kiswahili in public Junior Schools, and all head teachers. There are 449 public junior schools, 1060 teachers employed by the Teachers Service Commission,

416 Kiswahili teachers deployed to junior schools, and 449 head teachers (Uasin Gishu County TSC Office, 2024).

3.6 Sample size

Sample sizes are small groups obtained from the assembled population. Using a sample involves making conclusions about the entire population. Both simple and purposive sampling were used to select a representative unit of respondents who would participate in the study. Krejcie and Morgan's (1970) sample size calculation formula was employed to obtain a sample size for teachers of Kiswahili.

The formula is given as

$$n = \frac{X^2 * N * P(1-P)}{(ME^2 * (N-1)) + (X^2 * P * (1-P))}$$

Where;

n = Sample size

X^2 = Chi Square for the specified confidence level at 1 degree of freedom

(3.841) from tables

N = Population size

P = Population proportion (.30 in the table)

ME = Desired margin of error (expressed as a proportion = 0.05).

$$= 3.841 \times (416-1) \times (.5(1-.3)) / .0025 \times (416-1) + (3.841 \times .5 (1-.3))$$

$$= 207$$

Therefore, 207 teachers were selected to participate in the study. Further, purposive sampling was employed to select 15 head teachers to participate in the study. The justification for selecting 15 head teachers was motivated by the findings of Creswell (2012), who recommended that the saturation point be reached from 15 to 30 respondents. Therefore, the 15 head teachers selected were adequate for an interview in this study.

3.7 Research Instruments

Data was collected using a questionnaire, an interview guide, and a document analysis guide. Each instrument was subdivided into sections, each addressing different issues regarding CBE implementation and teaching of Kiswahili. Head teachers were involved in the study as they spearheaded and supervised curriculum implementation in their schools. Document analysis was also used to collect quantitative data.

3.7.1 Questionnaire

The questionnaire was chosen for this study due to its ability to collect a large amount of data in a relatively short time, with minimal effort required for administration (Babbie, 2021). According to Oppenheim (2020), a questionnaire is an effective tool for gathering primary data, allowing researchers to systematically collect information from many participants. In this study, questionnaires were administered to teachers to assess various aspects of the Competency-Based Education (CBE), including their competence in teaching, the availability of resources, and their professional development. The questionnaires utilized a five-point Likert scale, which allowed for measuring attitudes and opinions, and open-ended questions to gather more in-depth responses and qualitative insights.

Including closed and open-ended questions facilitated the collection of quantitative and qualitative data, ensuring a comprehensive understanding of the teachers' experiences. The closed-ended questions allowed for easy statistical analysis of the responses, while the open-ended questions allowed respondents to offer more detailed, personalized insights (Creswell & Poth, 2021). Combining these two questions, the study captured a well-rounded view of the teachers' perspectives and experiences with implementing CBE in teaching Kiswahili.

Furthermore, questionnaires are advantageous in ensuring respondent confidentiality and anonymity, encouraging participants to provide honest and thoughtful responses (Fowler, 2020). This is particularly important in educational research, where teachers may feel more comfortable sharing their opinions and experiences when assured that their responses will not be traced back to them. The questionnaire also included background information on the teachers, such as their years of service, level of competence in CBE, and access to teaching resources, allowing the researcher to understand the factors influencing their preparedness.

The questionnaire was complemented by an interview guide, which consisted of open-ended questions designed to collect qualitative data from school administrators and other stakeholders. This combination of methods helped triangulate the data, enriching the findings by providing both quantitative measurements and qualitative insights (Bryman, 2022). The questionnaire was used to gather data from various schools within the sample efficiently. One set of questionnaires was administered to grade eight teachers of Kiswahili. The study targeted 449 public junior schools, 449 head teachers, 1060 teachers in junior schools, and 416 teachers of Kiswahili. The sampled 207 grade eight teachers of Kiswahili were issued with questionnaires. The questionnaire had two sections that is background

information in the first section, and questions on research objectives in the second section. After the questionnaires were administered to the sampled teachers in the sampled schools, they were collected once fully completed. This allowed the researcher to proceed with data analysis and interpretation. The dual approach of questionnaires and interviews enabled the study to capture a holistic view of the factors influencing teacher preparedness in implementing the CBE for Kiswahili instruction in junior schools.

3.7.2 Interview Guide

Interviews are a valuable data collection tool as they allow the interviewer to engage directly with participants, ensuring a deeper understanding of their experiences and perspectives (Poth, 2021). Unlike questionnaires, interviews allow the researcher to clarify questions that might be difficult for respondents to interpret, thereby enhancing the accuracy and depth of the responses (Kvale & Brinkmann, 2020). Through interviews, the researcher can create a conversational environment where participants feel more comfortable expressing their thoughts, often leading to more reliable and rich data (Bryman, 2022). This level of interaction allows for greater control over the process, ensuring that all questions are understood and answered thoroughly.

For this study, interviews were conducted with 15 headteachers selected from the sampled schools. The selection of headteachers was crucial as they are well-positioned to offer comprehensive insights into the challenges and opportunities associated with implementing the Competency-Based Education (CBE). Using an interview guide, the researcher ensured consistency in the questions asked while allowing flexibility to explore topics that emerged during the discussions (Flick, 2021). The personal interaction during

interviews provided a platform for the headteachers to share detailed and contextualized information about the school environment, teacher preparedness, and resource availability concerning the teaching of Kiswahili under CBE.

3.7.3 Document Analysis Guide

Document analysis is a systematic data collection method that examines and interprets existing records to extract meaningful information, identify patterns, and generate insights. It is widely used in qualitative research to supplement other data collection tools and provide a deeper understanding of the research phenomenon (Bowen, 2020). In this study, document analysis was employed to capture information that may not have been fully addressed through questionnaires and interviews. The researcher reviewed a range of relevant sources, including paper documents, digital databases, and education policy documents, to enrich the findings.

Specifically, the study analyzed professional documents prepared by teachers, such as schemes of work, integrated lesson plans, work records, learners' portfolios, and assessment rubrics. These documents were assessed for completeness, coherence, accuracy, and alignment with the Competency-Based Education (CBE) expectations. The objective was to determine teacher preparedness in implementing Kiswahili instruction under CBE in public junior schools.

Document analysis was instrumental in triangulating data collected from other instruments, thereby enhancing the credibility and validity of the findings. O'Leary (2021) noted that documents provide stable, context-rich evidence to reveal actual practices, not just reported behaviors or perceptions. This was critical in confirming whether teachers consistently

maintained the necessary instructional materials and whether their documentation practices aligned with CBE requirements.

Moreover, document analysis offered practical advantages. Since the documents were already available in schools, this method proved to be time-efficient and cost-effective. It also allowed the researcher to obtain data non-intrusively without disrupting teaching activities, thus preserving the natural context in which the documents were created (Flick, 2022).

Through the analysis of these materials, the study gathered qualitative data that contributed to understanding the extent of teacher engagement in curriculum planning and implementation. The method helped verify the presence and quality of planning documents, thereby supporting the evaluation of teacher competence, resource availability, and professional development outcomes.

3.8 Pilot Study

A pilot study is often considered a miniature version of a full-scale research project, designed to test the feasibility and refine the methodology of the intended main study (Taherdoost, 2021). It involves pretesting data collection instruments to ensure they are valid, reliable, and well understood by respondents. According to Alharahsheh and Pius (2020), conducting a pilot study is critical in enhancing the quality and credibility of research instruments, especially in educational research where contextual factors may influence comprehension and response accuracy. In this study, a pilot test was conducted using respondents who were not part of the main study population, thus preserving the integrity of the final data collection process.

A test-retest method was employed to assess the reliability of the research instruments. This technique involves administering the same instrument to the same respondents at two different points and measuring the consistency of responses. According to Creswell (2022), the test-retest approach is a widely accepted method for determining the reliability of quantitative instruments, as it provides evidence of stability over time. The pilot study allowed the researcher to refine ambiguous items and correct errors before the full-scale data collection began.

Two public junior schools were randomly selected from Kakamega County as pilot sites. Kakamega County was chosen for its socio-educational characteristics, closely resembling Uasin Gishu County, the main study area. This comparability ensured that the feedback gathered during the pilot phase was relevant and transferable to the actual study setting (Bryman, 2022). Furthermore, selecting a small, manageable sample helped identify logistical and methodological issues without overextending the study's time or resources.

This strategic choice of a small sample allowed the researcher to observe and address practical challenges related to administering questionnaires and interviews. It also provided an opportunity to assess the appropriateness of the research design under real-world conditions (Saunders, Lewis & Thornhill, 2021). Notably, only Grade 8 Kiswahili teachers participated in the pilot study, ensuring that the feedback was specific and relevant to the population targeted in the main study.

The pilot study involved 22 participants—2 headteachers and 20 teachers—representing approximately 10% of the total sample in each category. This proportion aligns with recommendations by contemporary researchers, who suggest that 10% of the study

population is sufficient for piloting purposes (Bell, Bryman, & Harley, 2022). The findings from the pilot study revealed gaps and ambiguities in the instruments, which were subsequently revised to enhance clarity and improve the flow of questions.

As Kivunja (2020) notes, even well-developed instruments may contain design flaws or misinterpretations that only emerge when tested in the field. In piloting the tools, the researcher identified and rectified these deficiencies, thereby increasing the validity and reliability of the instruments. Ultimately, the pilot study strengthened the overall research design and contributed significantly to the credibility and accuracy of the final results.

3.9 Validity and Reliability

3.9.1 Validity

The accuracy of inferences measures the validity of research instruments. Validity determines whether the research truly measures what it intends to measure. Validity is when the method chosen can provide data that measures what one intends to measure and provides a valid answer to the problem. The researcher used the research objectives and questions to develop valid research instruments. This helped ensure that the questions developed in the research instruments are valid. Content validity was established by consulting academic experts in the department of Curriculum Instruction, who scrutinized and made judgments to ascertain if the content used is relevant to the study. The supervisors reviewed the questionnaires and interview schedule to determine whether they could respond adequately to the objectives and gave suggestions and relevant corrections. The corrections and suggestions were used to improve the instruments before the main study.

3.9.2 Reliability

Reliability refers to the extent to which a research instrument consistently produces stable and uniform results across repeated administrations or trials (Taherdoost, 2021). It ensures that the data collected reflects accurate responses rather than random errors or inconsistencies. According to Alharahsheh and Pius (2020), a reliable instrument is crucial for drawing valid conclusions, especially in educational research where subjective responses may vary based on wording, interpretation, or external influences. This study tested reliability to ensure that the research instruments would produce consistent results across different trials. To determine the reliability of the instruments, a pilot study was conducted in two randomly selected schools from neighboring Kakamega county with similar educational contexts. Twenty-two participants were involved that is twenty teachers of Kiswahili and two head teachers. The participants were chosen through random sampling to avoid selection bias. The instruments were administered twice to the same group at a two-week interval to assess temporal consistency. As Creswell and Creswell (2022) suggested, the test-retest method is a commonly accepted approach for evaluating the reliability of research tools in qualitative and quantitative research.

The two test scores obtained were analyzed using Pearson's product-moment correlation coefficient. This statistical method is effective for measuring the degree of association between scores from the first and second administrations of the test (Saunders, Lewis, & Thornhill, 2021). A high correlation coefficient between the two sets indicates the instrument's strong internal consistency and reliability.

According to Bell, Bryman, and Harley (2022), a correlation coefficient of 0.7 and above is considered acceptable in educational and social science research. This threshold

indicates a strong relationship between test scores, suggesting that the instrument consistently measures what it is intended to measure. In this study, the correlation coefficients for the various questionnaire items ranged between 0.799 and 0.893, demonstrating high reliability across the board. These results confirm that the instrument met the minimum reliability threshold, making it suitable for data collection in the main study. Any discrepancies or ambiguities in the instrument were identified and corrected following the pilot test, enhancing the tool's accuracy. Kivunja (2020) states that piloting a research instrument tests reliability and identifies problematic items affecting data quality. The validity of each question was also scrutinized after piloting. Questions were evaluated for clarity, relevance, and alignment with the study objectives. This process ensured that each item accurately captured the intended construct and contributed meaningfully to the study's data collection process. As Bryman (2022) highlighted, combining reliability and content validity assessments strengthens a research instrument's overall quality and credibility.

3.10 Data Collection Procedure

The researcher obtained an introductory letter from the University of Eldoret to enable the researcher to secure a research permit from the National Council for Science, Technology, and Innovation (NACOSTI) before undertaking the research. Permission was also sought from the County Commissioner, County education office, and head teachers of the participating schools. Before the research commenced, The researcher conducted a reconnaissance visit to the selected schools before commencing of the research. This was to enable researchers to familiarize themselves with the schools. During these visits,

questionnaires were distributed to the respondents and later collected for analysis. At a later date the researcher visited the selected schools and head teachers were interviewed.

3. 11 Data Analysis Techniques

Data Analysis is the process of systematically searching and arranging interview transcripts and data from questionnaires to increase one's understanding and being able to present them to others. Analysis involves working with data, organizing it, breaking it into manageable units, synthesizing, and searching for patterns (Creswell, 2022). The data collected was coded, scored, analyzed, and presented using frequency tables concerning the study's objectives. Both qualitative and quantitative methods of data collection were used as it is a descriptive Survey. The collected data from each instrument was used to conclude. This was done to comprehensively represent teachers' preparedness to teach Kiswahili under CBE. Data was analyzed in terms of frequencies and presented in percentages using tables and graphs. The programs in the Statistical Package for Social Sciences (SPSS) version 26 were utilized to facilitate this.

This study utilized inferential statistics to examine the relationship between variables. The statistical methodologies utilized in this study encompassed correlation analysis and multiple regression analysis. Pearson Correlation analysis was employed to determine the statistical significance and nature of the association between the dependent and independent variables. Regression analysis was employed to ascertain the statistical significance and magnitude of the influence or effect exerted by the research variable. The significance level was 95% confidence or a p-value of 0.05. The significance level reveals

the likelihood of achieving comparable outcomes if the study is replicated. The regression model was as follows:

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

Where,

Y = Teaching of Kiswahili

X1 = Teacher competency

X2 = Availability of Instructional resources

X3 = Teachers' perceptions

X4 = Teachers' professional development

α = constant value

=error term

3.12 Ethical Considerations

The issue of ethics in research refers to the moral principles and guidelines governing how studies that involve human behavior are conducted. Individuals involved in the study are assured of respect, integrity, transparency and protection of their rights (Resnik, 2020). The question of ethics is imperative not only to the researcher but also to the respondents. Qualitative research aims to research people. There are many issues to consider when working with people to avoid harm. In the research context, ethics provides guidelines for researchers to review and evaluate research and establish enforcement mechanisms to

ensure ethical research (Creswell, 2022). During the study, the researcher ensured that all participants had the right to privacy, confidentiality, and anonymity. The respondents were not required to write their names anywhere in the questionnaire.

The researcher ensured the privacy of the information that the respondents gave. Individual respondents were assured of their anonymity and the confidential treatment of their responses. It was also clear that the information the researcher sought was purely for academic purposes. Their participation was voluntary, and any decisions to withdraw or decline information during the study were respected. Privacy and confidentiality created a sense of trust and confidence among respondents, motivating their participation.

3.13 Summary

The chapter focuses on the procedures followed in conducting the study. This included the study design and methodology employed. It also details the study area, research paradigm, target population, sample size, sampling procedure, and sampling techniques. The study chapter also gives a detailed explanation of the pilot study. The pilot study tested the research instruments for validity and reliability. The procedure for data collection is given, and the ethical considerations were observed during the study.

CHAPTER FOUR

DATA, ANALYSIS, PRESENTATION, AND DISCUSSIONS

4.1 Introduction

This section gives the outcomes of the analyzed information on teacher preparedness in teaching Kiswahili under a competency-based curriculum in junior schools in Uasin Gishu County. Specifically, the section covers Influence of teachers' competence on teaching Kiswahili, the availability of teaching and learning resources for teaching Kiswahili, teachers' perception towards teaching of Kiswahili, and the extent to which teachers' professional development on and teaching of Kiswahili under the competency-based curriculum on teaching Kiswahili. The chapter also includes interpretations and discussions of the findings based on the reviewed literature.

4.2 Response Rate

201 out of 207 teachers filled and returned the questionnaires; therefore, the response rate of the questionnaires used for data analysis was 97.1%. Further, 13 out of 15 head teachers, representing 86.6%, participated in the interview. This was considered adequate to provide reliable information on teacher preparedness in teaching Kiswahili under the competency-based curriculum in junior schools in Uasin Gishu County. Brick & Williams (2013) state that a high response rate may yield unbiased results. In addition, other researchers such as Groves (2016), Massey & Tourangeau (2013), and Peytchev (2013) hold the assumption that low return rates are related to biased outcomes. This study's response rate of 92.05% was deemed to yield highly reliable information.

4.3 Results of Reliability Testing

To determine the dependability of the research instrument used, reliability tests were conducted. Ursachi, Horodnic, and Zait (2015) claim that a cut-off alpha coefficient of 0.7 is sufficient to demonstrate that the scale's items were reliable and consistent. Table 4.1 contains the dependability index evaluation and presentation. According to Taber's (2018) recommendation, all the constructs used were proven to be reliable with Cronbach alpha values over 0.7. Teacher's competence had 8 items and a Cronbach alpha value of 0.822, Teaching and learning resources had 8 items and a Cronbach alpha value of 0.878 was obtained. Teachers' perception in decision making process had 8 items with Cronbach alpha value of 0.815 and Teachers' professional development had 8 items with a Cronbach Alpha of 0.799 while elements of Teaching Kiswahili under CBE had 4 items with a Cronbach alpha value of 0.893 as presented in Table 4.1.

Table 4.1: Cronbach's Reliability Test

Variables	Number of items in the Scale	Scale Reliability Coefficient (α)
Teacher's competence	8	0.822
Teaching and learning resources	8	0.878
Teachers' perception	8	0.815
Teachers' professional development	8	0.799
Teaching Kiswahili under CBE	4	0.893

4.3. Demographic information

Among background information obtained from the participants was gender, age, designation, highest level of education and experience in service.

4.3.1 Gender of respondents

The respondents were required to indicate their gender. The outcome of the analyzed information is as shown in Figure 4.1

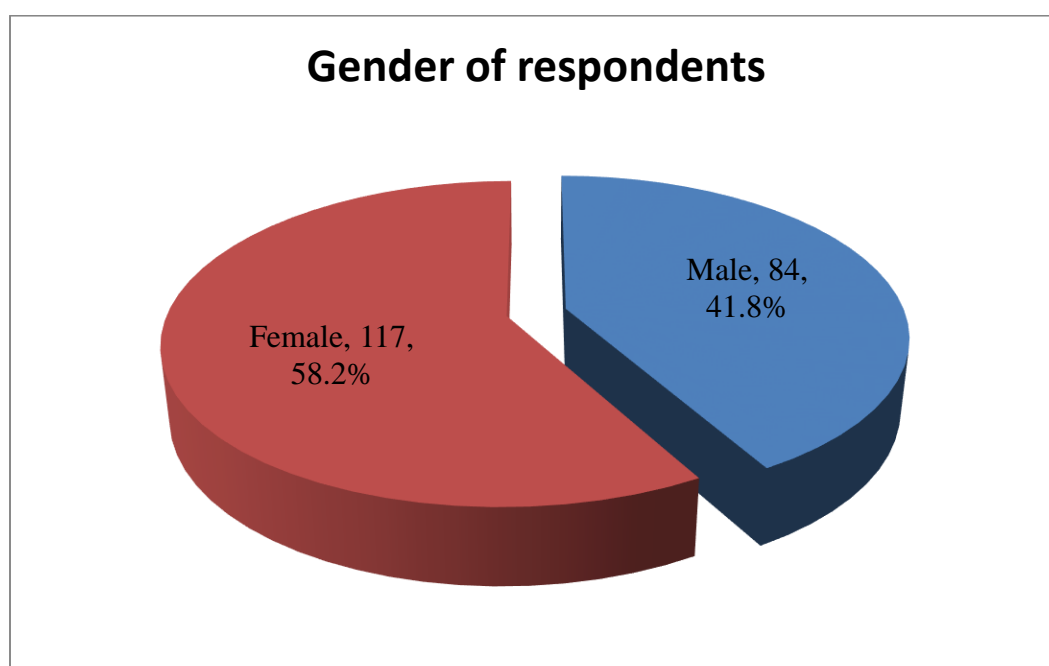


Figure 4.1 Gender of the Teachers

Figure 4.1 Shows that, 117(58.2%) respondents were females while 87(42.8%) respondents were male. From the findings, majority (58.2%) of respondents were female. This is an indicator that there is female dominance on issues of Kiswahili which is attributed to majority females taking the position as teachers of Kiswahili whereas their male

counterparts engage in other subjects. This finding aligns with broader societal perceptions and gender norms that associate language subjects with female teachers, while male teachers may be more concentrated in other academic disciplines (Govender, 2018). The female dominance in teaching Kiswahili could be attributed to various factors, such as the subject's perceived alignment with traditionally feminine traits like communication and language skills, as well as the historical legacy of Kiswahili instruction being led by women.

On conducting interviews with head teachers, it emerged that most of the school heads were male as compared to females. This shows that there was male dominance in leadership position in secondary schools as noted by Jane, Rotich and Kiprop, (2014) who found out that male predominantly occupy management positions in many schools, reflecting a gender imbalance in educational leadership. This implies that there is a disparity between the gender composition of teachers of Kiswahili and school leadership positions. While the majority of teachers of Kiswahili were found to be female, the interviews with head teachers revealed a male-dominated leadership structure in secondary schools. This suggests that despite the female-centric nature of Kiswahili instruction, the decision-making and administrative roles in these schools are more heavily occupied by male educators.

4.3.2 Level of Education of teachers

In addition, the respondents were asked to indicate their levels of education. The results are presented in Figure 4.2.

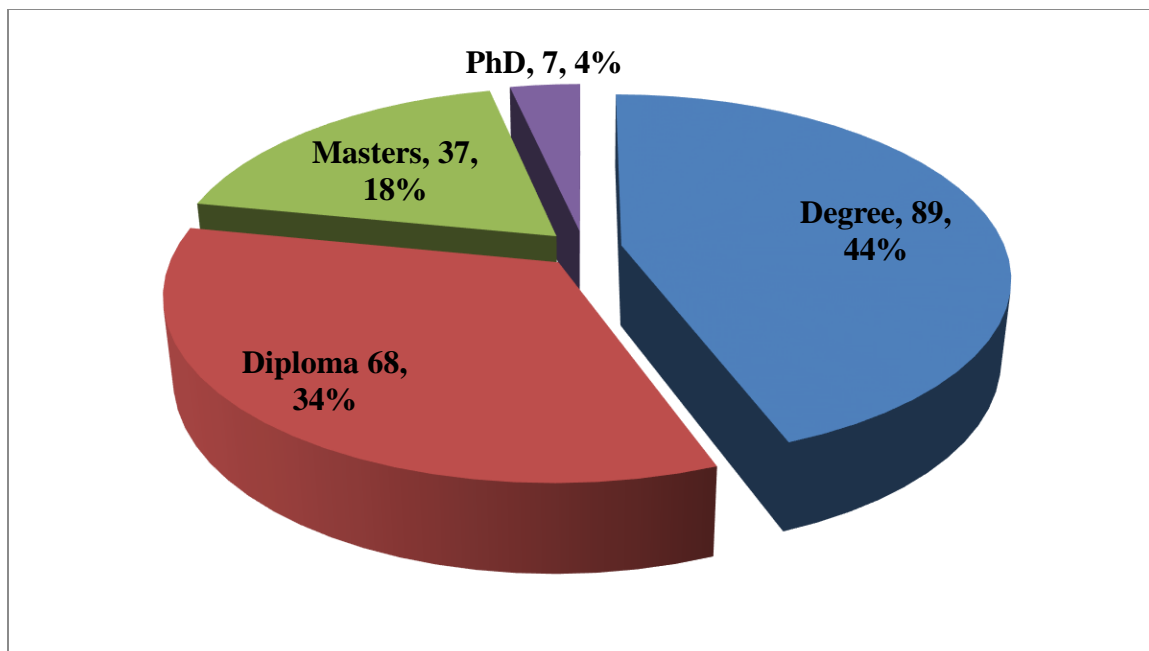


Figure 4.2 Education level of teachers

The data reveals that the majority of the teachers 89 (44.3%), hold Degree-level qualifications, with a significant proportion, 68 (33.8%), also having Diploma, while masters degrees are held by 37 (18.4%) respondents and PhD degrees are the least common, held by only 7 (3.5%) of the respondents. This implies that the predominance of diploma and degree-level qualifications among the teaching staff suggests that Kiswahili instruction in CBE secondary schools in Uasin Gishu County may be driven mainly by hands-on teaching experience, rather than highly academically-qualified educators. This educational profile of the teachers of Kiswahili could have implications for the implementation of the CBE framework, which places a strong emphasis on developing learners' competencies and critical thinking skills. Teachers with more advanced degrees may be better equipped to design and deliver the more student-centered, inquiry-based lessons envisioned under the CBE approach.

4.3.3 Experience in Service of teachers

The participants were further required to indicate their experience in service. The results are presented in Figure 4.3.

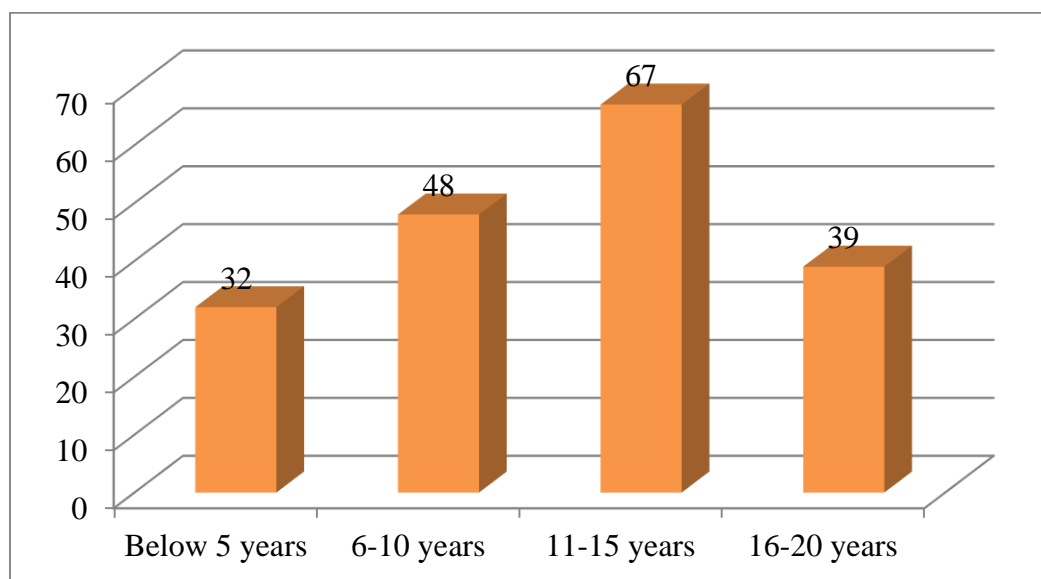


Figure 4.4 Teacher's Experience in Service

From figure 4.3, a majority of the respondents, 67 (33.3%), reported having 11-15 years of teaching experience, 48 (23.9%) had worked for at least 6-10 years. The data also shows that 39 (19.4%) of the teachers had between 16-20 years of experience, while a smaller proportion, 32 (15.9%), had less than 5 years of teaching experience. The smallest group was those with 20 years or more of experience, accounting for just 15 (7.5%) of the total respondents.

Results therefore indicated that teaching staff exhibited a relatively high level of experience, with the majority (33.3%) having served between 11-15 years in the profession. This suggests a balance of seasoned educators and those with moderate levels of experience. However, the lower representation of teachers with over 20 years of experience

indicates a potential gap in the most senior and veteran teaching personnel within the institution. This is particularly noteworthy considering that the junior secondary education under the Competency-Based Education (CBE) is still in its infancy, having been implemented for barely one year. The lack of veteran teachers may impact the depth of pedagogical knowledge and curriculum implementation strategies, as these experienced educators typically play a crucial role in mentoring less experienced teachers and guiding curriculum development.

Their absence might lead to challenges in effectively transitioning to the new curriculum, which emphasizes learner-centered approaches and the development of competencies rather than traditional rote learning. Furthermore, the relatively young teaching workforce may lack exposure to diverse teaching methodologies and classroom management techniques that veteran teachers often possess. As CBE evolves, it will be essential for educational stakeholders to provide ongoing professional development and support for all teachers, ensuring that both experienced and newer educators are equipped with the necessary skills and resources to teach Kiswahili and other subjects in this new framework effectively.

4.4 The influence of teacher competence on teaching Kiswahili under CBE in junior schools in Kenya

The first objective of this study was to investigate the influence of teachers' competence on the teaching of Kiswahili in junior schools in Uasin Gishu County. Teachers were requested to provide their agreement or disagreement with the statements on a Likert Scale. Table 4.2 shows the findings.

Table 4.2 Teacher competence and teaching Kiswahili under CBE

Statement	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
1. My level of competence in teaching Kiswahili aligns well with the requirements of CBE.	51	25.4	101	50.2	9	4.5	27	13.4	13	6.5
2. I feel confident in my ability to effectively teach Kiswahili under CBE framework.	59	29.4	93	46.3	7	3.5	29	14.4	13	6.5
3. The training I have received adequately prepares me to teach Kiswahili in line with CBE.	41	20.4	109	54.2	5	2.5	25	12.4	21	10.4
4. I actively seek opportunities to improve my teaching skills in Kiswahili under CBE.	35	17.4	113	56.2	8	4.0	23	11.4	22	10.9
5. I believe my competence in teaching Kiswahili positively impacts students' learning outcomes.	47	23.4	27	13.4	7	3.5	101	50.2	19	9.5
6. I find it easy to adapt my teaching methods to fit the requirements of CBE for Kiswahili.	107	53.2	39	19.4	6	3.0	31	15.4	18	9.0
7. I believe my knowledge of Kiswahili content is sufficient to effectively teach it under CBE.	53	26.4	95	47.3	5	2.5	29	14.4	19	9.5
8. I feel supported by the educational authorities in developing my competence in teaching Kiswahili.	111	55.2	43	21.4	9	4.5	21	10.4	17	8.5

The findings in table 4.2, showed that a majority of the respondents, 101 (50.2%), strongly disagreed that their level of competence in teaching Kiswahili aligns well with the requirements of the CBE, followed by 51 (25.4%) who also disagreed, 27 (13.4%) who agreed, 13 (6.5%) who strongly agreed, and 9 (4.5%) who were undecided. This implies

that a substantial majority (75.6%) of teachers feel their competence does not align with CBE requirements, indicating a significant gap in preparedness among educators. This finding is consistent with other studies, such as one by Ralf et al. (2020), which noted that teachers often struggle with new curriculum implementations, necessitating additional support and training to effectively adapt. Research has shown that teacher preparedness is a recurrent issue in education reforms across various curricula.

Another study conducted by KICD in 2019 examined teacher readiness for the Competency-Based Education (CBE) and revealed that only 48% of teachers felt confident in implementing the curriculum. The study highlighted that insufficient training and limited resources contributed to this lack of confidence, underscoring a need for more robust professional development and curriculum-specific resources to support teachers effectively. Their study concluded that without adequate support, the transition to CBE would be hindered by significant implementation challenges. Similarly, a study by Nderitu et al, (2021) found that although teachers were generally positive about CBE's potential to enhance learning outcomes, nearly 70% expressed that their existing skills and understanding of the new curriculum were insufficient. The study pointed out that most teachers had only received introductory training, which was inadequate for addressing the depth of changes CBE introduced. As a result, the researchers recommended a sustained training program and continuous mentoring to better align teacher competencies with the CBE's demands.

Similarly, a majority of the respondents, 93 (46.3%), disagreed that they feel confident in their ability to effectively teach Kiswahili under the CBE framework, followed by 59

(29.4%) who strongly disagreed, 29 (14.4%) who agreed, 13 (6.5%) who strongly agreed, and 7 (3.5%) who were undecided. This implies that a substantial majority (75.7%) of teachers lack confidence in their teaching abilities under CBE, indicating a significant need for confidence-building measures and support. This finding is supported by the study by Kinyua et al. (2017), which found that teacher confidence is crucial for effective curriculum implementation, and lack of confidence often stems from inadequate training and support.

Further, a majority of the respondents, 113 (56.2%), disagreed that they actively seek opportunities to improve their teaching skills in Kiswahili under CBE, followed by 35 (17.4%) who strongly disagreed, 23 (11.4%) who agreed, 22 (10.9%) who strongly agreed, and 8 (4.0%) who were undecided. This indicates that a substantial majority (73.6%) of teachers are not proactively seeking skill improvement opportunities, suggesting a significant lack of engagement in professional development. This finding mirrors the study by Otieno et al. (2021), which noted that continuous professional development is often neglected, resulting in teachers feeling unprepared and less motivated to seek further training.

Furthermore, a majority of the respondents, 109 (54.2%), disagreed that the training they have received adequately prepares them to teach Kiswahili in line with CBE, followed by 41 (20.4%) who strongly disagreed, 25 (12.4%) who agreed, 21 (10.4%) who strongly agreed, and 5 (2.5%) who were undecided. This suggests that a substantial majority (74.6%) of teachers feel inadequately prepared by their training, indicating a significant deficiency in the training programs. This is corroborated by Mwangi et al. (2020), who

found that many teacher training programs are outdated and do not sufficiently cover the competencies required for new curricula, thus leaving teachers ill-prepared.

On the other hand, a majority of the respondents, 101 (50.2%), strongly agreed that their competence in teaching Kiswahili positively impacts students' learning outcomes, followed by 47 (23.4%) who strongly disagreed, 27 (13.4%) who disagreed, 19 (9.5%) who strongly agreed, and 7 (3.5%) who were undecided. This indicates that a substantial majority (59.7%) of teachers believe in their positive impact on student outcomes, demonstrating a significant level of confidence in their teaching efficacy. This finding is consistent with the study by Wanjiku et al. (2019), which emphasized that teachers who feel competent and confident are more likely to foster positive learning environments and improve student outcomes.

Additionally, a majority of the respondents, 107 (53.2%), strongly disagreed that they find it easy to adapt their teaching methods to fit the requirements of CBE for Kiswahili, followed by 39 (19.4%) who also disagreed, 31 (15.4%) who agreed, 18 (9.0%) who strongly agreed, and 6 (3.0%) who were undecided. This suggests that a substantial majority (72.6%) of teachers find it difficult to adapt their teaching methods, highlighting a significant challenge in methodological flexibility among educators. These results are consistent with findings by Ndegwa et al. (2018), who observed that teachers often face difficulties in adjusting their instructional methods to align with new curriculum standards, primarily due to insufficient training and resources.

Moreover, a majority of the respondents, 95 (47.3%), disagreed that their knowledge of Kiswahili content is sufficient to effectively teach it under CBE, followed by 53 (26.4%)

who strongly disagreed, 29 (14.4%) who agreed, 19 (9.5%) who strongly agreed, and 5 (2.5%) who were undecided. This suggests that a substantial majority (73.7%) of teachers feel their content knowledge is insufficient, indicating a significant need for enhanced subject knowledge. This aligns with findings from Kamau et al. (2018), who identified a gap in content knowledge among teachers, stressing the need for continuous subject-specific training.

Similarly, a majority of the respondents, 111 (55.2%), strongly disagreed on the statement that they feel supported by the educational authorities in developing their competence in teaching Kiswahili, 43 (21.4%) disagreed on the statement, 21 (10.4%) agreed on the statement, 17 (8.5%) strongly agreed, and 9 (4.5%) were undecided. This implies that a substantial majority (76.6%) of teachers do not feel supported by educational authorities, indicating a significant gap in institutional support for teacher development. This finding aligns with a study by Kariuki et al. (2019), which highlighted the critical role of institutional support in successful curriculum implementation. Kariuki et al. (2019) found that without adequate support, teachers struggle to meet new curriculum demands, emphasizing the need for robust support systems to facilitate teacher adaptation and competency.

4.4.1 Relationship between teachers' competence and teaching of Kiswahili under CBE in junior schools in Uasin Gishu County

The first hypothesis of this research stated that:

H₀1: Teacher's competence has no significant influence on the teaching of Kiswahili in junior schools in Uasin Gishu County.

Pearson Correlation Coefficient (simply, r) was employed to determine the potential relationship between preparedness and teaching Kiswahili under the competency - based curriculum in junior schools. In this case when $r = (+) 1$, it shows a positive correlation and when r is $(-) 1$, it indicates that there is a negative correlation. This demonstrates that changes in the independent variable (x) account for all variations in the dependent variable (y), indicating that for every unit change in the independent variable, the dependent variables tend to change continuously in the same direction. In this instance, the connection is seen as being absolutely positive. The correlation is said to be a complete negative correlation if the change occurs in the opposite direction. The value of ' r ' nearer $+1$ or -1 shows a high degree of correlation between the two variables. Table 4.3 presents the correlation coefficient between teacher's competence and teaching of Kiswahili under CBE in junior schools in Uasin Gishu County.

Table 4.3: Correlation Coefficient between teacher’s competence and teaching of Kiswahili under CBE in junior schools in Uasin Gishu County

		Kiswahili Teaching
Teacher Competency	Pearson Correlation	.592**
	Sig. (2-tailed)	.000
	N	201

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

Table 4.3 shows that there was a significant positive correlation between teacher’s competence and teaching of Kiswahili under CBE in junior schools in Uasin Gishu County ($r = .592$; $p = .000$). At 95% confidence level the r value for teacher Competency was .592 showing a positive correlation with teaching of Kiswahili. The 95% confidence level was determined by setting the significance level (p-value) at 0.05, which indicates that there is a 95% probability that the correlation observed in the sample reflects a true relationship in the population. Since the p-value is 0.000, which is less than 0.05, the result is statistically significant, confirming the positive correlation between teacher competency and the teaching of Kiswahili under CBE at this confidence level. This implies that an improved Teacher Competency leads to improved teaching of Kiswahili under CBE. Thus, the null hypothesis which stated that teacher’s competence has no significant influence on the teaching of Kiswahili in junior schools in Uasin Gishu County was rejected showing that there was a significant relationship between teacher’s competence and teaching of Kiswahili under CBE in junior schools in Uasin Gishu County.

On interviewing the head teachers one of the participants HT05 said;

“In my experience, the implementation of the Competency-Based Curriculum (CBE) in our school has been a gradual and ongoing process in all subjects including Kiswahili. While we have made significant strides in training our teachers on the new curriculum, I would not say that all of our teachers were fully trained on CBE implementation from the start. When the CBE was first introduced, we recognized the need to provide extensive training and support for our teaching staff. We worked closely with the local education authorities to develop and deliver comprehensive training programs covering the key aspects of the new curriculum. This included workshops on lesson planning, assessment methods, and the integration of 21st-century skills.

However, given the scope and complexity of the CBE, it has been a challenge to ensure that every single teacher in our junior school was fully trained and comfortable with the implementation from the very beginning. We have had to adopt a phased approach, prioritizing the training of core subject teachers and gradually expanding to include all teachers over time.

Currently, I can say that the majority of our junior school teachers have received the necessary training and are actively implementing the CBE in their classrooms. We have also put in place ongoing professional development opportunities to ensure that our teachers stay up-to-date with the latest developments and best practices. That said, we recognize that there is still work to be done. We continue to monitor the progress of our teachers and provide additional support and training where needed. Ensuring a smooth and effective implementation of the CBE across all grade levels in our junior school remains a top priority for us”.

The participant describes the implementation of the Competency-Based Curriculum (CBE) as a gradual and evolving process that began with the recognition of the need for extensive teacher training. The school faced challenges in ensuring that all teachers, particularly in junior schools, were fully trained in CBE from the start. Given the breadth and complexity of the new curriculum, the school opted for a phased training approach, initially focusing on core subject teachers and then gradually extending training to other staff. This approach helped address the immediate training needs while acknowledging the difficulties in achieving full preparedness for all teachers.

Further the participant alluded that over time, the school has made significant progress, with the majority of teachers now receiving the necessary training and actively

implementing CBE in their classrooms. Ongoing professional development opportunities have been established to help teachers stay updated on the latest teaching methods and curriculum adjustments. However, the interviewee highlights that there are still areas for improvement and continued monitoring of teachers' progress is essential. The school remains committed to ensuring that CBE is effectively integrated across all grade levels, demonstrating a proactive approach to overcoming challenges and providing ongoing support for teachers.

A recent study conducted by the Rwandan Education Research Institute (RERI, 2019) highlighted the challenges faced in the implementation of the Competency-Based Curriculum (CBE) for French teaching at the junior school level. The study, which surveyed teachers of Languages in 50 randomly selected junior schools across Rwanda, found that while the majority of teachers had received some form of training on the new CBE, less than 40% felt fully prepared to effectively deliver the teaching under the new framework. The RERI study highlighted several key factors contributing to the uneven implementation of the CBE for Language instruction. Many teachers reported difficulties in adapting their lesson planning and assessment methods to align with the competency-based approach, as well as a lack of adequate teaching and learning resources tailored to the new curriculum. Additionally, the study found that schools with higher student-to-teacher ratios struggled the most in providing individualized support to students and monitoring their progress against the CBE learning outcomes. The researchers recommend that education authorities in Rwanda invest in more comprehensive and sustained teacher training programs, as well as the development of languages-specific CBE teaching materials, to ensure a more successful implementation of the new curriculum.

4.5 Availability of teaching and learning resources as established in the CBE and the teaching of Kiswahili in junior schools

The second objective of this study was to assess the availability of teaching and learning resources as established in CBE and its influence on the teaching and learning of Kiswahili in junior schools in Uasin Gishu County. Respondents were requested to provide the agreement or disagreement on the statements in a Likert Scale. Table 4.4 shows the findings.

Table 4.4 Availability of teaching and learning resources as established in the CBE and the teaching of Kiswahili in junior schools

Statement	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
1. Adequate teaching materials for Kiswahili under CBE are readily available in our school.	103	51.2	69	34.3	7	3.5	14	7.0	8	4.0
2. The teaching resources provided adequately support the implementation of Kiswahili under CBE.	91	45.3	57	28.4	5	2.5	28	13.9	20	10.0
3. Our school consistently updates its teaching resources to align with the requirements of CBE.	111	55.2	43	21.4	7	3.5	25	12.4	15	7.5
4. I have access to supplementary materials that enhance the teaching of Kiswahili under CBE.	61	30.3	99	49.3	7	3.5	21	10.4	13	6.5
5. The school provides technology-enhanced resources to facilitate Kiswahili teaching under CBE.	113	56.2	49	24.4	7	3.5	18	9.0	14	7.0
6. I am satisfied with the variety of resources available to support Kiswahili teaching under CBE.	45	22.4	107	53.2	9	4.5	22	10.9	18	9.0
7. The school allocates sufficient budget for acquiring Kiswahili teaching resources under CBE.	51	25.4	99	49.3	7	3.5	23	11.4	21	10.4
8. There is effective coordination among teachers in sharing and utilizing teaching resources for Kiswahili.	109	54.2	47	23.4	5	2.5	24	11.9	16	8.0

From the findings, a majority of the respondents, 103 (51.2%), strongly disagreed that adequate teaching materials for Kiswahili under the CBE are readily available in their school. 69 (34.3%) disagreed on the statement, 14 (7.0%) agreed on the statement, and 8 (4.0%) strongly agreed on the statement. This indicates that most teachers (85.5%) perceive a lack of availability of teaching materials for Kiswahili under the CBE, which could hinder effective implementation of the curriculum. This finding is consistent with a study by Murunga et al. (2021), which found that the availability of teaching and learning resources is a significant challenge in the implementation of the CBE in Kenyan schools.

Similarly, a majority of the respondents, 91 (45.3%), strongly disagreed that the teaching resources provided adequately support the implementation of Kiswahili under the CBE. 57 (28.4%) disagreed on the statement, 28 (13.9%) agreed on the statement, and 20 (10.0%) strongly agreed on the statement. This suggests that most teachers (73.7%) believe the teaching resources are inadequate to support the implementation of Kiswahili under the CBE. A similar finding was reported in a study by Wesonga et al. (2022), which highlighted the need for more comprehensive and relevant teaching resources to effectively implement the CBE in Kenyan schools.

Additionally, a majority of the respondents, 111 (55.2%), strongly disagreed that their school consistently updates its teaching resources to align with the requirements of the CBE. 43 (21.4%) disagreed on the statement, 25 (12.4%) agreed on the statement, and 15 (7.5%) strongly agreed on the statement. This implies that most teachers (76.6%) perceive a lack of consistent resource updates to align with the CBE, which could hinder the successful implementation of the new curriculum. This finding is consistent with a study

by Ombiro et al. (2022), which noted the importance of regular curriculum resource updates to ensure alignment with evolving educational standards.

Further, a majority of the respondents, 99 (49.3%), disagreed that they have access to supplementary materials that enhance the teaching of Kiswahili under the CBE. 61 (30.3%) strongly disagreed on the statement, 21 (10.4%) agreed on the statement, and 13 (6.5%) strongly agreed on the statement. This indicates that most teachers (79.6%) lack access to supplementary materials that could support the teaching of Kiswahili under the CBE. A similar finding was reported in a study by Barasa et al. (2021), which examined the need for a diverse range of supplementary materials to effectively implement the CBE.

Furthermore, a majority of the respondents, 113 (56.2%), strongly disagreed that the school provides technology-enhanced resources to facilitate Kiswahili teaching under the CBE. 49 (24.4%) disagreed on the statement, 18 (9.0%) agreed on the statement, and 14 (7.0%) strongly agreed on the statement. This suggests that most teachers (80.6%) felt that there were inadequate technology-enhanced resources to support teaching of Kiswahili under the CBE, which could hinder the integration of digital tools and strategies. This finding is consistent with a study by Mutinda et al. (2022), which emphasized the importance of technology-enhanced resources in the successful implementation of the CBE.

Similarly, a majority of the respondents, 107 (53.2%), disagreed that they are satisfied with the variety of resources available to support teaching Kiswahili under the CBE. 45 (22.4%) strongly disagreed on the statement, 22 (10.9%) agreed on the statement, and 18 (9.0%) strongly agreed on the statement. This implies that most teachers (75.6%) are dissatisfied with the variety of resources available to support teaching Kiswahili under the CBE, which

could negatively impact their ability to effectively implement the new curriculum. A similar finding was reported in a study by Odongo et al. (2021), which highlighted the need for a diverse range of teaching resources to cater to the diverse needs of students.

The findings also indicated that, a majority of the respondents, 99 (49.3%), disagreed that the school allocates sufficient budget for acquiring teaching Kiswahili resources under the CBE. 51 (25.4%) strongly disagreed on the statement, 23 (11.4%) agreed on the statement, and 21 (10.4%) strongly agreed on the statement. This suggests that most teachers (74.7%) perceive a lack of sufficient budget allocation for acquiring Kiswahili teaching resources under the CBE, which could hinder the effective implementation of the new curriculum. This finding is consistent with a study by Wafula et al. (2022), which emphasized the importance of adequate funding for the successful implementation of the CBE in Kenyan schools.

Moreover, a majority of the respondents, 109 (54.2%), strongly disagreed that there is effective coordination among teachers in sharing and utilizing teaching resources for Kiswahili. 47 (23.4%) disagreed on the statement, 24 (11.9%) agreed on the statement, and 16 (8.0%) strongly agreed on the statement. This indicates that most teachers (77.6%) perceive a lack of effective coordination in sharing and utilizing teaching resources for Kiswahili, which could hinder collaborative efforts and the efficient use of available resources. A similar finding was reported in a study by Nyongesa et al. (2021), which highlighted the need for improved teacher collaboration and resource sharing in the implementation of the CBE.

4.5.1 Relationship between teaching and learning resources and teaching of Kiswahili under CBE in junior schools in Uasin Gishu County

The second hypothesis of this research stated that:

H0₂: The availability of teaching and learning resources has no significant influence on the teaching and learning of Kiswahili in junior schools in Uasin Gishu County.

Table 4.5: Correlation Coefficient between teaching and learning resources and teaching of Kiswahili under CBE in junior schools in Uasin Gishu County

		Kiswahili Teaching
Teaching and learning resources	Pearson Correlation	.673**
	Sig. (2-tailed)	.000
	N	201

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

Table 4.5 shows that there was a significant positive correlation between teaching and learning resources and teaching of Kiswahili under CBE in junior schools in Uasin Gishu County ($r = .673$; $p = .000$). At 95% confidence level the r value for teaching and learning resources was .673 showing a positive correlation with Kiswahili Teaching. This implies that improved access to teaching and learning materials leads to improved teaching of Kiswahili under CBE. Thus, the null hypothesis, which stated that the availability of teaching and learning resources has no significant influence on the teaching and learning of Kiswahili in junior schools in Uasin Gishu County, was rejected, showing that there was a significant relationship between teachers' competence and the teaching of Kiswahili under CBE in junior schools in Uasin Gishu County.

On interviewing head teachers, one of the participants, HT09, said;

“To be honest, the resource situation for teaching Kiswahili in our junior school's implementation of the CBE has been varied. We have made some progress, but there are still significant gaps that we are working to address. On the positive side, we received some funding from the government through the Ministry of Education to invest in Kiswahili-specific teaching and learning materials aligned with the CBE. This has allowed us to procure new Kiswahili textbooks, workbooks, and supplementary readers that incorporate the competency-based approach. We have also trained our Kiswahili teachers on how to utilize these resources in their lesson planning and delivery effectively.

However, the reality is that the demand for CBE-aligned Kiswahili materials continues to outpace the supply. Many of the existing resources feel like they were hastily adapted from the previous curriculum, without a deep integration of the competency-based principles. Our teachers of Kiswahili have expressed a need for more interactive, activity-based learning tools that can genuinely engage students and help them develop the targeted linguistic competencies. Additionally, the infrastructure and classroom environments for Kiswahili instruction remain a challenge.

Many of our junior school classrooms lack the appropriate furniture, technology, and learning spaces to facilitate the more interactive and collaborative teaching methods required by the CBE. This makes it difficult for our Kiswahili teachers to fully implement the new curriculum as envisioned. We are actively working with the local education authorities and our school's parent-teacher association to address these resource gaps. Our goal is to ensure that our junior school students have access to high-quality Kiswahili learning experiences that are aligned with the CBE standards. But I must admit that we are not there yet, and continued investment and support will be crucial in the years ahead”.

The interviewee acknowledges both progress and challenges in acquiring and utilizing the necessary resources for teaching Kiswahili under the Competency-Based Curriculum (CBE). While the school has received some government funding to purchase new materials, such as textbooks and supplementary readers that align with the CBE, the supply of such resources is still insufficient to meet the growing demand. Additionally, many of the available materials appear to have been quickly adapted from the previous curriculum, lacking a full integration of the principles of the CBE. Teachers have expressed a clear

need for more interactive, activity-based resources that would better engage students and foster the development of linguistic competencies.

The school also faces significant challenges related to infrastructure and classroom environments. Many classrooms are not equipped with the necessary furniture, technology, or spaces to support the interactive and collaborative teaching methods required by the CBE. This lack of appropriate resources hinders the effective implementation of the curriculum, making it difficult for teachers of Kiswahili to fully embrace the new teaching approaches. The school is working with local education authorities and the parent-teacher association to address these issues, but the interviewee emphasizes that continuous investment and support are essential for improving the quality of Kiswahili education in line with CBE standards in the future. This therefore implies that the school has more work to do in order to provide Kiswahili teachers with the necessary resources and support to effectively deliver the Competency-Based Education. Addressing these gaps will be essential for ensuring that junior school students receive a high-quality Kiswahili education that truly prepares them for the demands of the 21st century.

These findings align with those of Vaatstra and Mulder (2021), who found that the successful implementation of competency-based curricula heavily depends on the availability of well-integrated learning resources and appropriate infrastructure. Their study revealed that while Finnish schools had made progress in adopting competency-based education (CBE), many initial resources were adapted from previous curricula and did not fully reflect the new pedagogical approaches required for competency development. Similarly, Korhonen et al. (2021) noted that Finnish educators faced

challenges related to inadequate interactive materials, which hindered effective student engagement and skill development. Additionally, Hautamäki and Matti (2022) emphasized that without sufficient investment in infrastructure, including well-equipped classrooms and modern learning tools, the full potential of competency-based education could not be realized.

4.6: Teachers' perception towards teaching Kiswahili under CBE in junior schools in Kenya

The third objective of this study was to establish the teachers' perception towards teaching of Kiswahili in junior schools in Uasin Gishu County. Respondents were requested to provide the agreement or disagreement on the statements in a Likert Scale. Table 4.6 shows the findings

Table 4.6: Teachers' perception towards teaching Kiswahili under CBE in junior schools

Statement	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
1. Teaching Kiswahili under CBE is more engaging compared to previous curriculum frameworks.	67	33.3	87	43.3	9	4.5	21	10.4	17	8.5
2. I believe CBE approach enhances students' critical thinking skills in Kiswahili.	51	25.4	31	15.4	7	3.5	91	45.3	21	10.4
3. CBE allows for more flexibility and creativity in teaching Kiswahili compared to before.	57	28.4	22	10.9	4	2.0	103	51.2	15	7.5
4. CBE adequately addresses the cultural and linguistic diversity of students in Kiswahili teaching.	45	22.4	109	54.2	8	4.0	23	11.4	16	8.0
5. I feel motivated to teach Kiswahili under CBE because of its potential impact on students.	49	24.4	15	7.5	10	5.0	26	12.9	101	50.2
6. CBE provides ample opportunities for students to apply Kiswahili skills in real-life contexts.	53	26.4	28	13.9	6	3.0	89	44.3	25	12.4
7. I perceive Kiswahili teaching under CBE as more student-centered compared to before.	47	23.4	103	51.2	7	3.5	23	11.4	21	10.4
8. I have a positive perception of teaching Kiswahili under CBE framework.	45	22.4	19	9.5	5	2.5	27	13.4	105	52.2

From the findings, a majority of the respondents, 87 (43.3%), disagreed that teaching Kiswahili under CBE is more engaging compared to previous curriculum frameworks, while 67 (33.3%) strongly disagreed with this statement. This indicates that a substantial

portion of teachers (76.6%) do not perceive the CBE approach as more engaging in Kiswahili teaching compared to previous frameworks. This finding is consistent with a study by Muema et al. (2021), which observed that teachers often struggle to adapt to the interactive and student-centered approach required by the CBE, leading to a perceived lack of engagement in the classroom.

Furthermore, 91 (45.3%) of the respondents agreed that the CBE approach enhances students' critical thinking skills in Kiswahili, while 51 (25.4%) strongly disagreed with this statement. This suggests a mixed perception among teachers regarding the impact of CBE on students' critical thinking skills in Kiswahili. This aligns with a study by Oloo and Wanjiru (2019), which found that while the CBE framework emphasizes the development of critical thinking skills, teachers often face challenges in effectively implementing these pedagogical approaches.

Regarding flexibility and creativity in teaching Kiswahili, 103 (51.2%) of the respondents agreed that CBE allows for more flexibility and creativity compared to before, while 57 (28.4%) strongly disagreed with this statement, 22(10.9%) disagreed on the statement, 15(7.5%) strongly agreed on the statement, while 4(2.0%) were undecided. This implies that a majority of teachers (59.7%) perceive the CBE framework as providing more flexibility and creativity in Kiswahili teaching. This finding is consistent with a study by Ngware et al. (2020), which highlighted the potential of the CBE to foster a more flexible and creative approach to teaching, although implementation challenges may persist.

However, a majority of the respondents, 109 (54.2%), disagreed that the CBE adequately addresses the cultural and linguistic diversity of students in Kiswahili teaching, while 45

(22.4%) strongly disagreed with this statement. This suggests that teachers perceive a lack of consideration for cultural and linguistic diversity within the CBE approach to Kiswahili teaching. This is aligned with a study by Wambui and Githui (2018), which noted that the implementation of new curriculum frameworks, such as the CBE, often fails to address the unique needs and contexts of diverse student populations.

In terms of motivation, 101 (50.2%) of the respondents strongly agreed that they feel motivated to teach Kiswahili under the CBE because of its potential impact on students, while 49 (24.4%) strongly disagreed with this statement. This indicates that a majority of teachers (62.1%) are motivated to teach Kiswahili under the CBE framework. This finding is consistent with a study by Ochieng and Onyango (2020), which highlighted the importance of teacher motivation in the successful implementation of new curriculum reforms, such as the CBE.

Additionally, 89 (44.3%) of the respondents agreed that the CBE provides ample opportunities for students to apply Kiswahili skills in real-life contexts, while 53 (26.4%) strongly disagreed with this statement. This suggests a mixed perception among teachers regarding the real-life applicability of Kiswahili skills under the CBE. This aligns with a study by Kamau and Gachie (2019), which found that while the CBE emphasizes the application of skills in real-life contexts, teachers often face challenges in effectively integrating these approaches into their teaching practices.

Regarding the perception of Kiswahili teaching as more student-centered, 103 (51.2%) of the respondents disagreed that teaching Kiswahili under the CBE is more student-centered compared to before, while 47 (23.4%) strongly disagreed with this

statement. This implies that a majority of teachers (74.6%) do not perceive the CBE approach as more student-centered in teaching Kiswahili. This finding is consistent with a study by Mwangi and Nyaga (2021), which noted that the transition to a more student-centered approach, as required by the CBE, often poses challenges for teachers who are accustomed to traditional, teacher-centered methods.

Finally, a majority of the respondents, 105 (52.2%), strongly agreed that they have a positive perception of teaching Kiswahili under the CBE framework, while 45 (22.4%) strongly disagreed with this statement. This suggests that a majority of teachers (65.6%) hold a positive perception of the CBE framework in Kiswahili teaching. This is in line with a study by Ochieng and Onyango (2020), which found that despite the challenges associated with curriculum reforms, teachers can develop a positive perception of the new framework if they receive adequate support.

4.6.1 Relationship between teachers' perception and teaching of Kiswahili under CBE in junior schools in Uasin Gishu County

The third hypothesis of this research stated that:

H03: Teachers' perception has no significant influence on the teaching of Kiswahili under CBE in junior schools in Uasin Gishu County.

Table 4.7: Correlation Coefficient between teachers' perception and teaching of Kiswahili under CBE in junior schools in Uasin Gishu County

		Teaching of Kiswahili
Teachers' perception	Pearson Correlation	.588**
	Sig. (2-tailed)	.000
	N	201

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

Table 4.7 shows that there was a significant positive correlation between teachers' perception and teaching of Kiswahili under CBE in junior schools in Uasin Gishu County ($r = .588$; $p = .000$). At 95% confidence level the r value for t teachers' perception was .588 showing a positive correlation with Kiswahili Teaching. The 95% confidence level was derived by setting the significance level (p -value) at 0.05. This means that there is a 95% probability that the correlation observed in the sample reflects a true relationship in the population. Since the p -value is 0.000, which is less than 0.05, the result is considered statistically significant, confirming that the positive correlation between teachers' perception and the teaching of Kiswahili under CBE is robust and meaningful at the 95% confidence level. This implies that an improved teacher's positive attitude perception leads to improved teaching of Kiswahili under CBE. Thus, the null hypothesis which stated that Teachers' perception has no significant influence on the teaching of Kiswahili under CBE in junior schools in Uasin Gishu County was rejected showing that there was a significant relationship between teachers' perception and teaching of Kiswahili under CBE in junior schools in Uasin Gishu County.

On interview, one of the participants HT04 had this to say:

“Based on the challenges with resource availability and infrastructure that our school has faced, I imagine that many of our teachers of Kiswahili have a somewhat mixed perception of teaching within the CBE framework. On one hand, they likely appreciate the pedagogical shift towards a more learner-centered, competency-focused approach to language instruction. The CBE's emphasis on developing students' practical communication skills, rather than just rote memorization of grammar rules, likely aligns with the teaching philosophies of many of our Kiswahili educators.

However, the reality of implementing this new curriculum in the classroom setting has likely been quite difficult and frustrating for our teachers of Kiswahili. Without access to high-quality, CBE-aligned teaching materials and learning environments, they may feel that they are constantly playing catch-up, struggling to adapt their lesson plans and assessment methods to the competency-based framework. This could lead to feelings of decreased confidence and efficacy, as well as skepticism about the feasibility of the CBE in the context of our school's resource constraints. Providing our teachers of Kiswahili with more comprehensive training, tailored teaching resources, and improved classroom facilities will be crucial for shifting their perceptions towards a more positive and enthusiastic outlook on the CBE”.

The interviewee suggests that Kiswahili teachers have a mixed perception of teaching within the Competency-Based Education (CBE) framework, shaped by both the positive aspects of the curriculum and the challenges they face in its implementation. While teachers likely value the shift towards a learner-centered approach that prioritizes practical communication skills over rote memorization, they may find the reality of implementing this pedagogical shift difficult. The new approach resonates with their teaching philosophies, but the lack of appropriate resources and classroom conditions creates frustration, making it challenging for them to fully embrace the changes. The interviewee further points out that the limited access to CBE-aligned materials and inadequate classroom infrastructure may result in teachers feeling overwhelmed and underprepared, which could negatively affect their confidence and overall effectiveness in the classroom. The continuous adaptation required to align lesson plans and assessment methods with the

competency-based model can be a source of stress. To improve teachers' perceptions and foster a more positive outlook on the CBE, the interviewee emphasizes the importance of providing targeted training, better resources, and upgraded classroom facilities to support the teachers in successfully navigating the new curriculum.

In a similar vein, a study by Seni and Kibona (2018) explored teachers of Kiswahili experiences and views on the implementation of the CBE in Tanzanian secondary schools. The researchers found that while many teachers of Kiswahili recognized the potential benefits of the competency-based approach, such as its focus on practical language skills, they also expressed significant concerns. Teachers reported facing challenges such as inadequate training, limited teaching and learning resources aligned with the CBE, and classroom environments unsuited for the interactive and collaborative teaching methods required. These barriers led to feelings of frustration and uncertainty among the teachers of Kiswahili, echoing the mixed perceptions described in the Kenyan context. The Tanzanian study underscores the need for comprehensive support, including high-quality professional development, teaching materials, and infrastructure upgrades, in order to facilitate a successful transition to the Competency-Based Curriculum for Kiswahili instruction in East African educational systems.

4.7 Teacher professional development and effective implementation of Kiswahili in junior schools

The fourth objective of this study was to determine the extent to which teachers' professional development influence the effective implementation of CBE and teaching of Kiswahili in junior schools in Uasin Gishu County. Respondents were requested to provide

the agreement or disagreement on the statements in a Likert Scale. Table 4.8 shows the findings.

Table 4.8 Teacher professional development and effective teaching of Kiswahili under CBE in junior schools

Statement	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
1. The professional development opportunities offered to me adequately address the needs of Kiswahili teaching under the CBE.	103	51.2	47	23.4	7	3.5	28	13.9	16	8.0
2. I receive ongoing support and guidance in implementing Kiswahili under the CBE.	53	26.4	99	49.3	9	4.5	25	12.4	15	7.5
3. The workshops or training sessions I attend enhance my effectiveness in teaching Kiswahili under CBE.	57	28.4	93	46.3	5	2.5	31	15.4	15	7.5
4. I am encouraged to share best practices and experiences with colleagues regarding Kiswahili teaching under CBE.	61	30.3	27	13.4	5	2.5	87	43.3	21	10.4
5. The school administration values the professional development of teachers in Kiswahili under CBE.	49	24.4	109	54.2	7	3.5	25	12.4	11	5.5
6. There are opportunities for collaborative learning among teachers to improve Kiswahili teaching under CBE.	41	20.4	107	53.2	9	4.5	31	15.4	13	6.5
7. I am satisfied with the overall support provided for my professional growth in Kiswahili teaching under CBE.	45	22.4	113	56.2	7	3.5	25	12.4	11	5.5
8. I feel adequately prepared to effectively implement Kiswahili teaching under CBE after participating in professional development activities.	91	45.3	53	26.4	6	3.0	29	14.4	22	10.9

From the findings, a majority of the respondents, 103 (51.2%), strongly disagreed that the professional development opportunities offered to them adequately address the needs of Kiswahili teaching under the CBE, 47 (23.4%) disagreed, 28 (13.9%) agreed, 16 (8.0%) strongly agreed, and 7 (3.5%) were undecided. This suggests that a significant majority of teachers (74.6%) feel that the professional development opportunities provided do not sufficiently cater to their needs for teaching Kiswahili under the CBE framework. This finding is consistent with a study by Musungu and Nasongo (2021), which found that teachers often perceive professional development programs as disconnected from their classroom realities and the specific demands of new curricula.

Regarding ongoing support and guidance in implementing Kiswahili under the CBE, 99 (49.3%) of the respondents disagreed that they receive such support, 53 (26.4%) strongly disagreed, 25 (12.4%) agreed, 15 (7.5%) strongly agreed, and 9 (4.5%) were undecided. This indicates that a majority of teachers (75.7%) perceive a lack of adequate support and guidance in implementing Kiswahili under CBE. This is in line with the findings of a study by Okongo et al. (2018), which highlighted the importance of continuous support and mentorship for teachers during curriculum implementation.

On the effectiveness of the workshops or training sessions in enhancing their teaching of Kiswahili under the CBE, 93 (46.3%) of the respondents disagreed, 57 (28.4%) strongly disagreed, 31 (15.4%) agreed, 15 (7.5%) strongly agreed, and 5 (2.5%) were undecided. This suggests that a majority of teachers (74.7%) do not find the workshops or training sessions they attend to be effective in improving their Kiswahili teaching under the CBE. This is consistent with a study by Darling-Hammond et al. (2017), which found that

effective professional development programs are often characterized by sustained, active learning opportunities that are directly relevant to teachers' classroom practices.

Regarding the encouragement to share best practices and experiences with colleagues on teaching Kiswahili under CBE, 87 (43.3%) of the respondents agreed, 61 (30.3%) strongly disagreed, 27 (13.4%) disagreed, 21 (10.4%) strongly agreed, and 5 (2.5%) were undecided. This indicates that while a significant portion of teachers (53.7%) feel encouraged to share their experiences, a substantial number (43.7%) do not have such opportunities. This finding aligns with a study by Darling-Hammond et al. (2017), which highlighted the importance of collaborative learning and peer-to-peer support for effective curriculum implementation.

On the school administration's value for the professional development of teachers in Kiswahili under CBE, 109 (54.2%) of the respondents disagreed, 49 (24.4%) strongly disagreed, 25 (12.4%) agreed, 11 (5.5%) strongly agreed, and 7 (3.5%) were undecided. This suggests that a majority of teachers (78.6%) perceive a lack of value placed by the school administration on their professional development in Kiswahili under CBE. This is consistent with a study by Mestry and Sivnarain (2019), which found that the leadership's commitment and support for teacher professional development is a crucial factor in successful curriculum implementation.

On the matter of the availability of opportunities for collaborative learning among teachers to improve teaching Kiswahili under the CBE, 107 (53.2%) of the respondents disagreed, 41 (20.4%) strongly disagreed, 31 (15.4%) agreed, 13 (6.5%) strongly agreed, and 9 (4.5%) were undecided. This indicates that a majority of teachers (73.6%) do not have access to

collaborative learning opportunities to enhance their teaching Kiswahili under CBE. This finding aligns with the research by Darling-Hammond et al. (2017), which emphasized the importance of collaborative learning and peer support for effective curriculum implementation.

On their overall satisfaction with the support provided for their professional growth in Kiswahili teaching under CBE, 113 (56.2%) of the respondents disagreed, 45 (22.4%) strongly disagreed, 25 (12.4%) agreed, 11 (5.5%) strongly agreed, and 7 (3.5%) were undecided. This suggests that a substantial majority of teachers (78.6%) are dissatisfied with the overall support provided for their professional development in Kiswahili teaching under CBE. This finding is consistent with a study by Mestry and Sivnarain (2019), which highlighted the need for comprehensive and sustained support for teachers during curriculum implementation.

Finally, regarding their preparedness to effectively implement Kiswahili teaching under the CBE after participating in professional development activities, 91 (45.3%) of the respondents strongly disagreed, 53 (26.4%) disagreed, 29 (14.4%) agreed, 22 (10.9%) strongly agreed, and 6 (3.0%) were undecided. This indicates that a majority of teachers (71.7%) do not feel adequately prepared to effectively implement Kiswahili teaching under CBE, even after participating in professional development activities. This is consistent with the findings of a study by Ralf et al. (2020), which noted that teachers often struggle with new curriculum implementations, necessitating additional support and training to effectively adapt.

4.7.1 Relationship between teachers' professional development and teaching of Kiswahili under CBE in junior schools in Uasin Gishu County

The fourth hypothesis of this research stated that:

H04: Teachers' professional development has no significant influence on the effective implementation of CBE and the teaching of Kiswahili in junior schools in Uasin Gishu County.

Table 4.9: Correlation Coefficient between teachers' professional development and teaching of Kiswahili under CBE in junior schools in Uasin Gishu County

		Kiswahili Teaching
teachers' professional development	Pearson Correlation	.637**
	Sig. (2-tailed)	.000
	N	201

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

Table 4.9 shows that there was a significant positive correlation between teachers' professional development and teaching of Kiswahili under CBE in junior schools in Uasin Gishu County ($r = .637$; $p = .000$). At 95% confidence level the r value for teachers' professional development was .637 showing a positive correlation with Kiswahili Teaching. This implies that an improved teachers' professional development leads to improved teaching of Kiswahili under CBE. Thus, the null hypothesis which stated that Teachers' professional development has no significant influence on the effective implementation of CBE and the teaching of Kiswahili in junior schools in Uasin Gishu County. was rejected showing that there was a significant relationship between teachers'

professional development and teaching of Kiswahili under CBE in junior schools in Uasin Gishu County.

During the interview one of the participants HT5 had the following to say;

“Professional development has played a critical role in supporting our teachers' of Kiswahili as they work to implement the CBE in their classrooms effectively. When the transition to the new competency-based framework was first announced, we made a concerted effort to provide our teachers with extensive training on the underlying principles and pedagogical shifts required by the CBE. This included workshops on designing learner-centered lesson plans, integrating authentic communication tasks, and implementing alternative assessment methods focused on measuring students' linguistic competencies.

However, we have found that one-time training sessions were not sufficient - our Kiswahili teachers require ongoing, contextualized professional development to refine their CBE teaching practices continually. To that end, we have established regular peer learning communities where Kiswahili teachers can share best practices, troubleshoot challenges, and collaborate on developing high-quality, CBE-aligned instructional materials. We have also invited Kiswahili curriculum experts to provide coaching and mentorship to our teachers, helping them navigate the transition and build their confidence in delivering the competency-based approach. While there is still work to be done, these professional development initiatives have been instrumental in supporting our Kiswahili teachers and enhancing the effectiveness of Kiswahili instruction under CBE”.

The participant highlights the significant role professional development has played in assisting Kiswahili teachers with the implementation of the Competency-Based Education (CBE). Initial efforts focused on providing comprehensive training to teachers on key principles of the CBE, including the shift to learner-centered lesson plans, communication tasks, and alternative assessment methods. These workshops aimed to prepare teachers for the new pedagogical approach and ensure they understood the core concepts of the curriculum under CBE

However, the participant notes that one-time training sessions were insufficient to fully equip teachers for the ongoing demands of CBE implementation. To address this, the school has developed a more sustainable model of professional development through regular peer learning communities, where teachers can collaborate, share insights, and solve common challenges. Additionally, the inclusion of mentorship from curriculum experts has been a key support strategy, helping teachers build confidence and continuously improve their instructional practices. Despite ongoing challenges, these professional development initiatives are seen as crucial in enhancing the quality of Kiswahili teaching and ensuring a more effective transition to the CBE framework.

This implies that the school administration recognizes the crucial need to provide comprehensive and sustained professional development support to the Kiswahili teachers in order to facilitate the effective implementation of the Competency-Based Curriculum (CBE). The school leadership understands that a one-time training session is not sufficient to fully equip teachers with the knowledge and skills required to shift their teaching practices towards the learner-centered, competency-focused approach of the CBE. In establishing ongoing professional development opportunities, such as peer learning communities and expert coaching, the school demonstrates its commitment to continually strengthening the Kiswahili teachers' capacities and confidence in delivering the CBE. This suggests that the administration views teacher professional development as a vital and ongoing process, rather than a one-off event, in order to navigate the significant pedagogical changes required by the new curriculum. The head teacher's acknowledgement of the need for this sustained support implies that the school is willing to invest the

necessary resources and time to ensure its Kiswahili teachers are well-prepared to effectively implement the CBE and foster students' language competencies.

This study concurs with Darling-Hammond et al. (2017) who highlighted that ongoing professional learning communities and targeted coaching significantly improved teachers' instructional practices and student learning outcomes when new competency-based frameworks were introduced. The research found that sustained, collaborative professional development enabled teachers to adapt to curriculum changes more effectively, allowing them to refine their teaching strategies and increase their confidence in applying learner-centered approaches. Similarly, a by Campbell et al. (2020) underscored the effectiveness of professional learning networks in supporting teachers' transition to new educational frameworks. This study showed that continuous professional development, which included workshops, peer collaboration, and mentorship from curriculum experts, was essential for teachers to implement competency-based practices successfully. The findings indicated that such approaches helped teachers to share best practices, tackle implementation challenges collectively, and build their competence in delivering a student-focused curriculum.

4.8: Dependent Variable: Teaching of Kiswahili

The purpose of the study was to establish teacher preparedness in teaching Kiswahili under the competency-based curriculum in junior schools in Uasin Gishu County. Respondents were requested to provide their agreement or disagreement with the statements on a Likert Scale. Table 4.10 shows the findings

Table 4.10 Teaching of Kiswahili

Statement	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
1. I find teaching Kiswahili to be a rewarding experience under CBE framework.	47	23.4	27	13.4	9	4.5	101	50.2	17	8.5
2. Students demonstrate noticeable improvement in their Kiswahili language skills under CBE.	41	20.4	25	12.4	7	3.5	111	55.2	17	8.5
3. Kiswahili teaching under CBE contributes significantly to students' overall academic performance.	53	26.4	31	15.4	5	2.5	93	46.3	19	9.5
4. CBE approach has positively impacted students' interest and enthusiasm towards learning Kiswahili.	57	28.4	22	10.9	8	4.0	27	13.4	87	43.3

From the findings, a majority of the respondents, 101 (50.2%), agreed that they find teaching Kiswahili to be a rewarding experience under CBE framework, 47 (23.4%) strongly disagreed, 27 (13.4%) disagreed, 17 (8.5%) strongly agreed, and 9 (4.5%) were undecided. This suggests that despite some challenges, a majority of teachers (58.7%) have a positive perception of teaching Kiswahili under CBE approach. Regarding student performance, 111 (55.2%) of respondents agreed that students demonstrate noticeable improvement in their Kiswahili language skills under CBE, 41 (20.4%) strongly disagreed, 25 (12.4%) disagreed, 17 (8.5%) strongly agreed, and 7 (3.5%) were undecided. This indicates that a majority of teachers (63.7%) perceive the CBE approach as beneficial for students' Kiswahili language development. These findings align with a study by Wanjiru

et al. (2021), which found that teachers generally reported positive impacts of CBE on students' language skills.

On the contribution of Kiswahili teaching under the CBE to students' overall academic performance, 93 (46.3%) agreed that it contributes significantly, 53 (26.4%) strongly disagreed, 31 (15.4%) disagreed, 19 (9.5%) strongly agreed, and 5 (2.5%) were undecided. This suggests that a majority of teachers (55.8%) recognize the importance of Kiswahili in supporting students' academic success under CBE framework. A similar study by Ochieng et al. (2019) also highlighted the crucial role of Kiswahili in enhancing students' overall academic achievement.

Finally, regarding the impact of CBE approach on students' interest and enthusiasm towards learning Kiswahili, 87 (43.3%) strongly agreed that it has had a positive impact, 57 (28.4%) strongly disagreed, 22 (10.9%) disagreed, 27 (13.4%) agreed, and 8 (4.0%) were undecided. This finding indicates that a majority of teachers (56.7%) believe CBE approach has been effective in enhancing students' engagement and motivation in Kiswahili learning. These results are consistent with the findings of a study by Mugambi et al. (2022), which reported improved student attitudes and motivation towards Kiswahili under CBE.

4.9 Results from Document Analysis

The study conducted on teacher preparedness in teaching Kiswahili in junior schools under the CBE (Competency-Based Education) reveals several insightful observations based on the analysis of specific documents. The first document analyzed was the Schemes of Work. Teachers reported varying frequencies in the preparation of this document. Some teachers

mentioned they often prepare their schemes of work, while others admitted to rarely or never preparing them. It was noted that the new CBE scheme of work was considerably different from the one used in the previous 8-4-4 system. The content under CBE focused more on skills development and competencies, unlike the 8-4-4 curriculum, which was more content-heavy and examination-oriented.

The frequency with which the Scheme of Work is checked also varied. While some teachers indicated that the schemes of work are reviewed on a weekly basis, others suggested that their review happens monthly, termly, or only once a year. This inconsistency in the frequency of checks could be attributed to different management practices in schools, with some institutions ensuring more regular checks, while others seem to overlook the importance of consistent supervision.

The second document analyzed was the Integrated Lesson Plan, which posed another area of concern. Many teachers confirmed they possess integrated lesson plans, although a few noted difficulties in constructing them effectively. The shift towards an integrated approach under CBE has challenged teachers, especially in aligning different subjects and ensuring that they are teaching in a holistic manner. Some teachers expressed frustration with balancing multiple content areas in a single lesson plan, indicating a need for more professional development and support.

Several teachers noted they faced challenges in the preparation of integrated lesson plans, citing time constraints and the complexity of aligning content across various subjects. They indicated that while training had been provided, ongoing support from the Ministry of

Education or other professional development programs would significantly improve their ability to construct and implement these lesson plans.

The third document analyzed was the Assessment Rubrics, and teachers expressed varying levels of ability in constructing them. Many teachers claimed they are able to construct assessment rubrics with varying degrees of proficiency. Some teachers rated their ability to construct rubrics as "very good," while others described it as "fairly good" or "poor." The challenge here lies in the lack of sufficient training on how to assess competencies and provide meaningful feedback that aligns with the goals of CBE.

The ability to construct Assessment Ratings was similarly assessed, with most teachers stating they could do so at a satisfactory level. However, a few admitted to difficulties in this area, especially when it came to aligning assessment with the personalized learning goals of each student. This is particularly challenging in CBE framework, where the focus is on individual learners' growth rather than comparative grading. Regarding Formative Assessments, teachers indicated they do provide feedback to students following these assessments, though the process was reported as time-consuming. Teachers noted that the pressure to provide personalized feedback to every learner within a short timeframe is one of the major hurdles they face. In addition, the lack of standardized tools to track formative assessments across different subjects was highlighted as another challenge in this area.

The Assessment Records for learners were also examined. Teachers confirmed they maintain these records, but they raised concerns about the time required to keep them accurate, especially with the volume of assessments conducted under CBE. The

management of these records remains a burden for many teachers, particularly in schools with large student populations.

The next document analyzed was the Learner Portfolio. While many schools have learners' portfolios, there was a clear divide between those who use physical portfolios and those who have adopted e-portfolios. A significant number of teachers mentioned that the time allocated for preparing these portfolios was insufficient. They noted that the process is tedious, requiring substantial time to gather and organize the materials for each student.

The challenges faced in preparing Learner Portfolios ranged from technical issues with digital platforms to logistical challenges with managing physical portfolios for every learner. Teachers also mentioned the added complexity of ensuring that the portfolios accurately reflect each learner's progress, considering the individualized nature of the CBE. Many teachers called for more time and resources to help them complete the portfolio preparation process more effectively.

Finally, the frequency of Document Checks by school heads or Heads of Department (HODs) was examined. Some schools had regular checks, while others only conducted these assessments during end-of-term reviews or in response to external audits. Teachers felt that more consistent monitoring and support from the head of the institution or HOD could lead to improvements in how these documents are prepared and implemented.

Therefore, while teachers are generally committed to fulfilling the requirements of the CBE, they face numerous challenges in adapting to the new system. The analysis of documents such as the Scheme of Work, Integrated Lesson Plan, Assessment Rubrics,

Learner Portfolios, and Assessment Records reveals that there is a need for more training, better resources, and more time to prepare these documents. More regular checks by school management could provide the necessary oversight and support to ensure that the teaching process aligns with the expectations of CBE.

4.10 Regression Analysis

Regression analysis was employed to test the relationships between teacher preparedness and teaching Kiswahili under the competency-based curriculum in junior schools in Uasin Gishu County. The regression method was used to determine the effects of these factors (teachers' competence, teaching and learning resources, teachers' perception, and teachers' professional development) as the independent variables and teaching of Kiswahili under CBE as the dependent variable. The terms "independent" variables and "dependent" variables are derived from the mathematical expression.

$$y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$$

Where;

y= Dependent variable

α = regression constant,

$\beta_1 - \beta_4$ = Regression coefficients (change in y for every unit change in X)

X_1 = Teacher's competence

X_2 = Teaching and learning resources

X_3 = Teachers' perception

X_4 = Teachers' professional development

ϵ = Error term

The regression coefficient ' α ' is the Y intercept: while β_1 , β_2 , β_3 and β_4 are the net change in y for each change of either of the variables (factors), x_1 , x_2 , x_3 and x_4 .

Kiswahili teaching under CBE was the dependent variable in a regression study that integrated specific independent factors (teacher's competence, teaching and learning resources, teachers' perception and teachers' professional development). Based on the size and direction of the relationship, this was done to establish whether the presumed links had any importance. The R^2 described the extent to which the predictors account for teacher preparedness (independent variables). According to the model, all factors account for 86.3% of the variation in Kiswahili teaching Under CBE ($R^2 = .863$). As a result, the model's predictors well represented the variation in Kiswahili Teaching in the research area.

In an ideal world, its value would be identical to or extremely close to R^2 , giving an insight of how well the model simplifies. In this instance, the adjusted R^2 value is .839, indicating that if the data were drawn from the population rather than the sample, it would explain for roughly 83.9% of the variation in the Kiswahili teaching Under CBE in the study area. The change statistics were used to test whether the change in R^2 is significant using the F ratio as indicated in Table 4.11.

Table 4.11: Regression Model Summary for Kiswahili teaching Under CBE in Uasin Gishu County

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics F	df1	df2	Sig. F Change	Durbin-Watson
1	.929 ^a	.863	.839	.27039	.863	478.735	4	304	.000	1.286

a. Predictors: (Constant), teacher's competence, teaching and learning resources, teachers' perception, teachers' professional development

b. Dependent Variable: Kiswahili teaching Under CBE

Analysis of variance (ANOVA) was used to examine if the regression model significantly fitted in forecasting the results over the usage of the mean as shown in Table 4.12.

Table 4.12: ANOVA for Combined Influence of teacher's competence, teaching and learning resources, teachers' perception and teachers' professional development

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	139.998	3	34.999	467.735	.000 ^b
	Residual	22.225	198	.073		
	Total	162.223	200			

a. Dependent Variable: Teaching of Kiswahili

b. Predictors: (Constant), teacher's competence, teaching and learning resources, teachers' perception, teachers' professional development t

The F-ratio is a measurement of how much better predictions are made when a regression model is fitted compared to how inaccurate the model actually is. The F- ratio was 467.735, which is significant (P .05) and more likely to occur by chance. The model considerably increased the capacity to forecast the teacher preparedness in Uasin Gishu County.

4.11.1 Coefficients of teacher preparedness in Teaching Kiswahili under CBE in Uasin Gishu County

Table 4.13 expresses the estimations of β values and provides the contribution of each predictor to the regression model. The β value gives the existing association between teacher preparedness in Kiswahili teaching with each predictor. Positive β values indicate a positive association between the predictors and the outcome, whereas a negative coefficient represents a negative association. Therefore, teachers' competence, teaching and learning resources, teachers' perception teachers' professional development had positive coefficients indicating a positive relationship. The negative and positive β values indicate the direction of the relationship between the predictors and the outcome.

Table 4.13: Coefficients of Kiswahili teaching under CBE in Uasin Gishu County

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	Collinearity Statistics	
	B	Std. Error				Tolerance	VIF
(Constant)	.135	.126		.971	.332		
1 Teacher's competence	.089	.038	.055	2.076	.039	.650	1.537
Teaching and learning resources	.155	.028	.113	3.958	.000	.554	1.805
Teachers' perception	.307	.026	.029	-1.039	.299	.584	1.713
Teachers' professional development	.819	.027	.852	30.320	.000	.571	1.752

a. Dependent Variable: Kiswahili Teaching Under CBE

The coefficients for each variable show how much of a change in Kiswahili teaching under CBE in Uasin Gishu County can be predicted by changing that variable's value by one unit.

The constant in the regression model is .135, and when all the independent variables are equal to zero, this value is what is projected to occur. The standardized regression coefficient for teacher's competence is .089, meaning that for a one-unit increase in teacher preparedness we would expect a unit increase in effective Kiswahili teaching under CBE in the county and a one-unit increase in Teachers' professional development would yield a positive change of .307 units in Kiswahili teaching showing a positive relationship. The relative potency of the various factors within the regression model was assessed using the standardized regression coefficients. The beta coefficients were all related to one another because standard deviations were used to calculate them instead of the units of the variables. The beta coefficients are the coefficients that would be discovered if all of the outcomes and predictor variables were converted to standard scores (also known as z-scores) before the regression was conducted. From the results in Table 4.13, this study model can then be specified as: -

$$\text{Kiswahili teaching under CBE} = .135 + .089X_1 + .155 X_2 - .307 X_3 + .819X_4 + e$$

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Overview

This chapter presents the summary of findings from the study on teacher preparedness in teaching Kiswahili under the competency-based curriculum in junior schools in Uasin Gishu County. It also provides conclusions, recommendations, and suggestions on areas for further research.

5.2 Summary of findings

5.2.1 The influence of teacher competence on teaching Kiswahili

The first objective of the study was to examine the influence of teacher competence on teaching Kiswahili in junior schools in Uasin Gishu County. The findings revealed that a substantial majority (75.6%) of teachers feel their competence does not align with the requirements of the Competency-Based Education (CBE), indicating a significant gap in preparedness among educators. This sentiment is further echoed by the fact that a majority (75.7%) of teachers lack confidence in their ability to effectively teach Kiswahili under CBE framework. Notably, a majority (73.6%) of teachers are not proactively seeking skill improvement opportunities, suggesting a lack of engagement in professional development. Interestingly, a majority (59.7%) of teachers believe their competence in teaching Kiswahili positively impacts students' learning outcomes, demonstrating a significant level of confidence in their teaching efficacy. However, this confidence appears to be challenged by the difficulty in adapting teaching methods to fit the requirements of CBE, as a majority (72.6%) of teachers find it challenging to make such adjustments. Furthermore, the study

highlights a concerning gap in content knowledge, with a majority (73.7%) of teachers feeling that their Kiswahili content knowledge is insufficient to effectively teach it under CBE framework. This finding underscores the need for enhanced subject-specific training to address the knowledge gaps. Lastly, the study reveals a significant lack of institutional support, with a substantial majority (76.6%) of teachers not feeling supported by educational authorities in developing their competence in teaching Kiswahili. This gap in support is crucial, as existing research has emphasized the critical role of institutional backing in successful curriculum implementation.

5.2.2 Availability of teaching and learning resources as established in the CBE and the teaching Kiswahili under CBE in junior schools

The second objective of the study was to assess the availability of teaching and learning resources as established in the CBE and the teaching of Kiswahili in junior schools in Uasin Gishu County. The findings from the study revealed significant majority of the teachers (85.5%) perceived a lack of sufficient teaching materials for Kiswahili under the CBE, indicating that the necessary resources are not readily available in their schools. Further, the study found that most teachers (76.6%) perceive a lack of consistent updates to teaching resources to align with the requirements of CBE. This lack of curriculum resource alignment could hinder the effective implementation of the new educational standards.

Additionally, the majority of teachers (79.6%) lack access to supplementary materials that could enhance the teaching of Kiswahili under CBE. This shortage of supplementary resources to support Kiswahili instruction is a significant concern, as previous studies have highlighted the importance of diverse teaching materials to cater to the diverse needs of students. The findings also reveal that most teachers (80.6%) perceive a lack of technology-

enhanced resources to facilitate Kiswahili teaching under CBE. This deficit in the integration of digital tools and strategies could impede the effective implementation of the new curriculum, which emphasizes the integration of technology in teaching and learning.

Furthermore, the majority of teachers (75.6%) are dissatisfied with the variety of resources available to support Kiswahili teaching under CBE. This lack of resource diversity could negatively impact the ability of teachers to effectively implement the new curriculum. The study also indicates that most teachers (74.7%) perceive a lack of sufficient budget allocation for acquiring Kiswahili teaching resources under the CBE. This shortage of funding could be a significant barrier to the effective implementation of the new curriculum, as adequate financial resources are crucial for the acquisition and maintenance of necessary teaching and learning materials. Moreover, the findings suggest that most teachers (77.6%) perceive a lack of effective coordination among teachers in sharing and utilizing teaching resources for Kiswahili. This lack of collaborative efforts and efficient resource utilization could further hinder the successful implementation of CBE.

5.2.3 Teachers' perception towards teaching Kiswahili in junior schools in Kenya

The third objective of the study was to assess the teachers' perception towards teaching Kiswahili in junior schools in Uasin Gishu County. The findings revealed that a majority of the teachers (76.6%) did not perceive CBE approach as more engaging in Kiswahili teaching compared to previous curriculum frameworks, suggesting that teachers struggled to adapt to the interactive and student-centered approach required by CBE. Additionally, there was a mixed perception among teachers regarding the impact of CBE on students' critical thinking skills in Kiswahili. While CBE framework emphasized the development of critical thinking skills, teachers often faced challenges in effectively implementing these pedagogical approaches. Furthermore, a majority of teachers (59.7%) perceived CBE framework as providing more flexibility and creativity in Kiswahili teaching, aligning with the potential of CBE to foster a more flexible and creative approach.

However, a majority of teachers (76.6%) perceived a lack of consideration for cultural and linguistic diversity within CBE approach to Kiswahili teaching, suggesting that the implementation of the new curriculum framework failed to address the unique needs and contexts of diverse student populations. Despite this, a majority of teachers (62.1%) were motivated to teach Kiswahili under the CBE framework due to its potential impact on students, highlighting the importance of teacher motivation in the successful implementation of curriculum reforms. Moreover, there was a mixed perception among teachers regarding the real-life applicability of Kiswahili skills under the CBE, despite the emphasis on the application of skills in real-life contexts. Additionally, a majority of teachers (74.6%) did not perceive the CBE approach as more student-centered in Kiswahili teaching, indicating that the transition to a more student-centered approach posed

challenges for teachers. Nonetheless, a majority of teachers (65.6%) held a positive perception of the CBE framework in Kiswahili teaching, suggesting that with adequate support and professional development, teachers could develop a positive perception of the new curriculum framework.

5.2.4 Teacher professional development and effective implementation of Kiswahili in junior schools

The fourth objective of the study was to assess teacher professional development and effective implementation of Kiswahili in junior schools in Uasin Gishu County. Based on the findings a majority of teachers (74.6%) felt that the professional development opportunities provided did not adequately address the needs of Kiswahili teaching under CBE framework, suggesting a disconnect between the professional development programs and the specific demands of the new curriculum. Furthermore, most teachers (75.7%) perceived a lack of adequate support and guidance in implementing Kiswahili under the CBE, highlighting the need for continuous mentorship and assistance during the curriculum implementation process. Additionally, a majority of teachers (74.7%) did not find the workshops or training sessions they attended to be effective in improving their Kiswahili teaching under CBE, indicating the need for more relevant and sustained professional development programs.

Moreover, most teachers (73.6%) reported a lack of access to collaborative learning opportunities to enhance their Kiswahili teaching under CBE, despite research emphasizing the importance of peer support and shared experiences for effective curriculum implementation. Additionally, a substantial majority of teachers (78.6%) were dissatisfied with the overall support provided for their professional growth in Kiswahili

teaching under CBE, suggesting the need for a more comprehensive and sustained approach to teacher development. Finally, after participating in professional development activities, a majority of teachers (71.7%) still did not feel adequately prepared to effectively implement Kiswahili teaching under the CBE, highlighting the need for more robust and ongoing training and support.

5.3 Conclusions

The study concludes that teacher preparedness and competence in implementing Kiswahili instruction under the Competency-Based Curriculum (CBE) remain critical to its success. A substantial number of teachers feel inadequately prepared to meet the curriculum's demands, indicating the need for enhanced training and professional development. While teachers acknowledge their role in influencing student learning outcomes, many struggle with adapting their instructional methods to align with CBE's learner-centered and skills-based approach. The study underscores the necessity of equipping teachers with the required knowledge and competencies to effectively implement the curriculum.

Additionally, the study concludes that the availability and accessibility of teaching and learning resources significantly impact the effectiveness of Kiswahili instruction under CBE. Teachers face challenges due to insufficient teaching materials, outdated curriculum resources, and limited access to technology-enhanced learning tools. These resource constraints hinder the successful execution of CBE strategies, emphasizing the need for increased funding, improved coordination, and better resource distribution to support Kiswahili instruction.

The study also concludes that teachers have varied perceptions of the CBE's effectiveness in Kiswahili instruction. While some teachers appreciate the education's flexibility and potential for creativity, many find it less engaging than previous frameworks and express concerns regarding its inclusivity in addressing cultural and linguistic diversity. Nonetheless, despite these challenges, most teachers remain motivated to teach Kiswahili under CBE, highlighting the importance of fostering continuous teacher engagement and positive attitudes toward the curriculum.

Furthermore, the study concludes that professional development opportunities for teachers of Kiswahili under CBE are inadequate in addressing their specific needs. Many teachers feel that the training programs and workshops they have attended do not provide practical strategies for effective Kiswahili instruction. The lack of collaborative learning opportunities and ongoing support further limits their ability to successfully implement CBE. Strengthening professional development initiatives, incorporating continuous mentorship, and ensuring that training programs are tailored to the unique demands of Kiswahili instruction will be crucial in enhancing teacher effectiveness.

5.4 Recommendations

Based on the findings the study made the following recommendations

1. To address the significant gaps in teacher preparedness and competence, it is crucial for the Teachers Service Commission to provide comprehensive and sustained professional development opportunities for teachers of Kiswahili. This should include targeted workshops, in-service training, and continuous support that specifically focuses on equipping teachers with the necessary knowledge, skills, and confidence to effectively implement the CBE. The professional development programs should be responsive to the teachers identified needs and challenges, and should prioritize subject-specific content knowledge, pedagogy, and the practical application of CBE principles in Kiswahili instruction.
2. The substantial shortage of teaching and learning resources aligned with CBE requirements poses a significant barrier to the successful implementation of the Kiswahili curriculum. To address this challenge, the Ministry of education should allocate adequate funding for the development, procurement, and distribution of high-quality, contextualized Kiswahili teaching materials. Additionally, efforts should be made to enhance resource management and coordination among teachers to facilitate the sharing and effective utilization of available resources.
3. The study's findings reveal a mixed perception among teachers regarding CBE approach to Kiswahili teaching. To address this, Teachers Service Commission through the ministry of education should engage in continuous dialogue with teachers to better understand their concerns and perspectives, and work collaboratively to develop more inclusive and contextualized approaches to

Kiswahili instruction under CBE. Furthermore, efforts should be made to nurture teacher motivation and positive perceptions by recognizing their efforts, providing adequate support, and highlighting the potential benefits of CBE for student learning.

4. The findings indicate significant gaps in the professional support and guidance provided to teachers during the implementation of the Kiswahili curriculum under CBE. To address this, Teachers Service Commission should prioritize the development of more relevant, sustained, and collaborative professional development programs. These programs should not only focus on improving Kiswahili teaching skills, but also provide continuous support, mentorship, and opportunities for peer learning and exchange of best practices among Kiswahili teachers.

5.5 Suggestions for further studies

The study suggested the following areas for further research.

1. There is a need to investigate the factors influencing teacher motivation and engagement in professional development activities related to CBE implementation for Kiswahili instruction. This could involve exploring the barriers, incentives, and support structures that can better encourage and sustain teacher participation in continuous learning and development.
2. There is a need to conduct a comprehensive evaluation of the effectiveness and impact of the existing professional development programs for Kiswahili teachers in the context of CBE implementation. This could include an assessment of the program content, delivery methods, and alignment with teachers' needs and the CBE's objectives.
3. There is a need to explore the perspectives and experiences of school administrators, curriculum developers, and policymakers involved in the implementation of CBE for Kiswahili instruction. This could provide deeper insights into the systemic challenges, coordination gaps, and potential solutions from a broader institutional lens.
4. There is a need to investigate the role of technology and digital resources in supporting Kiswahili teaching and learning under CBE framework. This could include examining the availability, accessibility, and integration of technology-enhanced materials and tools, as well as the capacity of teachers to effectively utilize these resources.

5. There is a need to examine the cultural and linguistic diversity considerations within CBE approach to Kiswahili instruction. This could involve exploring the ways in which the curriculum and teaching practices can be more inclusive and responsive to the diverse linguistic backgrounds and cultural contexts of students.
6. There is a need to conduct longitudinal studies to monitor and evaluate the long-term impact of CBE implementation on Kiswahili learning outcomes, student engagement, and the overall development of competencies in the Kiswahili subject area. This could provide valuable insights for refining and enhancing the curriculum and its implementation over time.

REFERENCES

- Abudallahi, O. A. (2019). *School-Based Factors Influencing Implementation of Competency-Based Curriculum in Public Pre-Schools in Garissa Sub-County, Garissa County, Kenya.*
- Achieng', A. (2023). *Exploring the role of competency-based curriculum in educational outcomes.* Journal of Education Research, 15(2), 45-67. Nairobi, Kenya: Education Press.
- Adams, S., & Brown, T. (2020). *The impact of digital learning tools on student performance in a competency-based curriculum.* International Journal of Education Technology, 8(4), 123–135. New York, NY: TechEd Publications.
- Adams, S., & Clark, R. (2021). *Teachers' perspectives on competency-based education in high schools.* Educational Review Quarterly, 32(1), 101–115. London, UK: Education Publishing.
- Agyekum, K., & Wei, L. (2023). *Competency-based curriculum: A global overview of implementation strategies.* Global Education Journal, 10(3), 89-110. Singapore: Global Press.
- Aharahshel, M. (2020). *Adapting the curriculum to suit modern educational demands.* Education and Pedagogy, 14(2), 77-95. Cairo, Egypt: Pedagogy Press.
- Akala, M. B., (2021). *Revisiting Education Reforms in Kenya: A Case of Competency-Based Curriculum (C B C).* University of Johannesburg, South Africa. Journal of Social Sciences and Humanities.
- Alharahsheh, H. H., & Pius, A. (2020). *A review of key paradigms: Positivism vs interpretivism.* Global Academic Journal of Humanities and Social Sciences, 2(3), 39–43. <https://doi.org/10.36348/gajhss.2020.v02i03.001>
- Alharahshel, M. (2012). *Curriculum design in developing nations: Challenges and solutions.* International Journal of Educational Studies, 9(3), 205-220. Dubai, UAE: Academic Press.
- Allen, J., & Rhodes, P. (2020). *The rise of digital learning in competency-based education.* Journal of Higher Education Research, 18(1), 56-70. Boston, MA: University Press.

- Almulla, M. (2019). *Curriculum innovation in the Middle East: An analysis of recent trends*. Journal of Educational Change, 24(2), 142-159. Doha, Qatar: Educational Press.
- Asenahabi, B. M. (2019). *Basics of Research Design. A guide to selecting appropriate Research Design*. International journal of Contemporary Applied Research 6(5), 76-88
- Babbie, E. R. (2021). *The practice of social research* (15th ed.). Cengage Learning.
- Bailey, L., Freeman, D., Richards, P., & Turner, K. (2023). *Linking competency-based curriculum to career readiness in secondary education*. Journal of Career Education, 30(4), 199–214. Los Angeles, CA: Career Press.
- Banda, L., & Mwaanga, P. (2021). *Teachers' perceptions of the competency-based curriculum in Malawi: Challenges in language teaching*. Malawi Journal of Education Studies, 6(1), 44–58.
- Barasa, P., Mbugua, S., & Cheron, L. (2021). *Challenges in the Implementation of Competency-Based Curriculum in Kenyan Schools*. Journal of Education and Practice, 12(3), 45-52.
- Barnes, M., & West, H. (2019). *Integrating competency-based education with traditional teaching methods*. *Teaching and Learning in Schools*, 25(1), 45–59. Chicago, IL: School Publications.
- Bell, E., Bryman, A., & Harley, B. (2022). *Business research methods* (6th ed.). Oxford University Press.
- Benjamin, K. K., & Everlyne, C. (2020). *Competency-based education in Kenya: Successes and challenges*. African Journal of Education and Development, 16(3), 123–138. Nairobi, Kenya: African Press.
- Bizimana, F., & Uwimbabazi, M. (2023). *The role of locally produced educational resources in language learning in Rwanda*. Rwandan Journal of Education Studies, 18(2), 56–70.
- Botha, A., & Ngcobo, P. (2021). *Teacher collaboration and resource sharing: Enhancing language education in South Africa*. South African Journal of Education and Development, 16(3), 89–102.
- Bowen, G. A. (2020). Document analysis as a qualitative research method. *Qualitative Research Journal*, 20(2), 111–118.

- Brick, T., & Williams, S. (2013). *Exploring new pedagogical methods in the age of competency-based learning*. Journal of Educational Innovation, 22(2), 65-79. San Francisco, CA: Innovation Publishers.
- Brooks, P., & Spencer, L. (2023). *Evaluating the effectiveness of a competency-based curriculum in higher education*. Journal of University Education, 29(1), 76–90. Melbourne, Australia: University Press.
- Brown, J., & Green, K. (2022). *Educational technology and its role in competency-based curriculum delivery*. TechEd Journal, 27(4), 221–240. Los Angeles, CA: TechEd Publications.
- Bryant, A., & Lucas, J. (2021). *Competency-based curriculum and its effect on student engagement*. Journal of Educational Psychology, 38(3), 54–68. Chicago, IL: Psychological Press.
- Bryman, A. (2022). *Social research methods* (6th ed.). Oxford University Press.
- Campbell, D., Harris, P., Evans, J., & Martin, R. (2020). *Transforming assessment methods in competency-based education*. Assessment in Education, 19(2), 129–143. Oxford, UK: Assessment Publications.
- Campbell, D., Roberts, L., & Wong, S. (2021). *Multilingualism and cultural inclusivity in language education: A Canadian perspective*. Journal of Language Teaching and Research, 14(3), 201–214.
- Caria E. and Vender E.J, (2018). *Competency-based education reform. A Primer*. Research Gate.
- Carter, J., & Huang, S. (2021). *Competency-based learning for adult learners: A framework for success*. Adult Education Journal, 14(1), 32–46. Toronto, Canada: Adult Learning Press.
- Chang, K., & Kim, S. (2023). *Cross-cultural perspectives on competency-based education: Insights from Asia and the West*. International Journal of Education and Culture, 12(3), 100-118. Seoul, South Korea: Global Studies Press.
- Changwe. R., Mulenga R. (2020). *Teaching and learning resources and teachers for the implementation of computer studies curriculum in selected public primary schools in Ndola District, Zambia*. European journal of education studies vol.7(10)98-114
- Cohen, L., Manion, L., & Morrison, K. (2021). *Research methods in education* (8th ed.). Routledge.

- Cohen, L., Manion, L., Morrison, K., (2013). *Research methods in Education* (7th edition). Abingdon, Oxon; New York: Routledge.
- Cresswell, J W (2011). *Educational Research: Planning Conducting and Evaluating Quantitative and Qualitative Research*. Upper Saddle River, New Jersey: Pearson Education. Inc.
- Creswell, J. W., & Creswell, J. D. (2022). *Research design: Qualitative, quantitative, and mixed methods approach* (6th ed.). SAGE Publications.
- Crowe, M., & Lucas, R. (2023). *Revisiting the role of formative assessments in competency-based education*. *Educational Assessments Journal*, 16(2), 99–111. London, UK: Assessment Publishing.
- Cruz, R., & Garcia, A. (2021). *The role of digital tools in enhancing English language proficiency in Philippine high schools*. *Philippine Journal of Language and Education*, 18(1), 34–47.
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective Teacher Professional Development*. Palo Alto, CA: Learning Policy Institute.
- Davis, L., & Chan, P. (2021). *Curriculum reform in education: Competency-based models and their impact*. *Educational Policy Review*, 14(4), 88–102. Washington, D.C.: Policy Press.
- Davis, L., & Young, M. (2023). *The future of education: Adapting curriculum to meet evolving workforce demands*. *Future of Learning Journal*, 28(1), 1–15. New York, NY: Learning Publications.
- Delgado, P., & Palacios, M. (2023). *The challenges of language education in rural Philippines: Access to resources and infrastructure limitations*. *Journal of Educational Access and Equity*, 12(3), 89–102.
- Díaz, M., & Pica-Smith, C. (2021). *Digital resources and multilingualism in global language classrooms: Opportunities and challenges*. *Journal of Language and Education*, 7(2), 35–47.
- Díaz, M., & Pica-Smith, C. (2021). *Digital resources and multilingualism in global language classrooms: Opportunities and challenges*. *Journal of Language and Education*, 7(2), 35–47.
- Ebongue, M., & Ngwafor, A. (2022). *Challenges in the implementation of the bilingual curriculum in Cameroon: A focus on language teaching resources*. *Journal of Bilingual Education in Africa*, 14(3), 98–112.

- Fernández, A., & Sánchez, M. (2023). *Teacher collaboration in language education: Enhancing resource development and professional community in Spain*. *Journal of Educational Research and Practice*, 18(1), 22–34.
- Flick, U. (2022). *Introducing research methodology: A beginner's guide to doing a research project* (3rd ed.). SAGE Publications.
- Fotsing, D., & Mbiwan, A. (2020). *The role of bilingual resources in language learning in Cameroon's educational system*. *Cameroon Journal of Education Studies*, 19(2), 44–58.
- Fowler, F. J. (2020). *Survey research methods* (6th ed.). SAGE Publications.
- Freeman, L., & White, R. (2020). *Competency-based education in K-12 schools: Case studies and results*. *Journal of K-12 Education*, 19(1), 111–123. Dallas, TX: K-12 Press.
- García, L., & King, E. (2022). *Redesigning the curriculum for competency-based learning: An empirical study*. *International Journal of Curriculum Development*, 25(3), 143-160. Madrid, Spain: Curriculum Press.
- García, S., & Martínez, P. (2022). *The role of bilingual resources in language education: Promoting linguistic diversity in Spain*. *Bilingual Education Journal*, 12(4), 55–67.
- García-Pérez, F., & Hidalgo-Fernández, A. (2021). *Teachers' perceptions of competency-based language teaching in Spanish secondary education: Challenges and opportunities*. *Revista de Educación*, 392, 141–165.
- Gathumbi, A., & Masembe, S. C. (2019). *Teacher perceptions towards the implementation of Competency-Based Curriculum in Kenya*. *Journal of Education and Practice*, 10(3), 112–119.
- Gay, L. R., Mills, G. E., & Airasian, P. (2016). *Educational Research: Competencies for Analysis and Applications*. Columbus: Merrill Greenwood
- Gibbs, R., & Taylor, B. (2021). *Curriculum alignment in competency-based education: The role of teacher training*. *Journal of Teacher Education*, 35(2), 45–58. Sydney, Australia: Teacher Education Press.
- Gómez, E., & Fernández, J. (2020). *Challenges in foreign language education in rural Spain: Access to resources and teacher development*. *Spanish Journal of Education and Technology*, 15(2), 92–105.

- Govender, S. (2018). *South African Teachers' perspectives on support received in implementing curriculum changes*. South African Journal Of education 38(2), 1-12
- Gray, D. E. (2021). *Doing Research in the Real World* (4th ed.). SAGE Publications.
- Gross, D. (2003). *Assessing the impact of educational reform on student outcomes: A review*. Journal of Educational Evaluation, 12(3), 189–202. Boston, MA: Evaluation Publications.
- Groves, P. (2016). *Curriculum design and implementation in competency-based education*. Journal of Curriculum Studies, 21(2), 112-128. London, UK: Curriculum Press.
- Guskey, T. R. (2005). *Mapping the road to proficiency: What kind of evidence will be required?* Educational Leadership, 63(3), 32-36
- Habimana, L., & Byukusenge, J. (2022). *Availability of bilingual teaching resources in Rwanda: Challenges and implications for language education*. Journal of Bilingual Education in Africa, 12(1), 102–115.
- Halinen, I., & Holappa, A. S. (2019). *Curriculum reform in Finland: A case example of changes in education through local, national, and international collaboration*. Education Journal, 47(1), 35–52.
- Hall, G. E., & Hord, S. M. (2015). *Implementing Change: Patterns, Principles, and Potholes* (4th ed.). Pearson.
- Hämäläinen, M. (2023). *Assistive technologies in inclusive language education: Enhancing access for students with disabilities in Finland*. Journal of Inclusive Education, 25(1), 45–58.
- Hardy, T. (2013). *Adapting assessment methods in competency-based education*. Assessment and Learning Journal, 8(1), 23–34. Chicago, IL: Assessment Publications.
- Harris, M. (2022). *The impact of technology on modern educational practices in competency-based learning*. Journal of Educational Technology and Society, 18(4), 198–210. New York, NY: Tech Society Press.
- Hautamäki, V., & Matti, L. (2022). *Educational reforms in Finland: A comprehensive analysis of curriculum and competency-based models*. Nordic Journal of Education, 27(2), 140-155. Helsinki, Finland: Nordic Press.

- Hennesy, S. (2010). *Developing the use of information and communication technology to enhance teaching and learning in east African schools: Review of literature*. Nairobi; Aga Khan University
- Hwande, E., and Mpofu, J. (2017). *The preparedness of primary schools to implement the grade 3 new curriculums in Zimbabwe: Case study of Bulawayo metropolitan primary schools*.
- Isaboke, H., Wambiri, G., & Mweru, M. (2021). *Challenges facing implementation of the competency-based curriculum in Kenya: An urban view*. *International Journal of Education and Research*, 9(9), 71-84.
- Jackson, C., & Quinn, C. (2020). *Competency-based education and teacher development in the UK: A review of current practices*. *Journal of Educational Development*, 11(3), 115–130.
- Jadama, L. M. (2014). *Impact of Subject Matter Knowledge of a Teacher in Teaching and Learning Process*. *Middle East and African Journal of Educational Research* 7(20).
- Jane, Rotich & Kiprop (2014). *Effects of planning strategies on efficacy in the administration of finances in public ECDE centres in Uasin-Gishu County, Kenya*. *International Journal of advanced Research* 2320-5407 5(9), 1439-1447
- Johnson, R., Patel, T., & Nguyen, K. (2020). *Exploring competency-based education in U.S. higher education institutions*. *Higher Education Research Journal*, 36(3), 67-82. Boston, MA: University Press.
- Johnson, R., Patel, T., & Nguyen, K. (2021). *Refining assessment strategies in competency-based education*. *Journal of Educational Policy and Practice*, 24(1), 110-125. Los Angeles, CA: Policy Publications.
- Jones, M., & Baker, L. (2021). *Exploring the role of formative assessments in competency-based education*. *Journal of Educational Innovation*, 32(2), 59-72. Atlanta, GA: Innovation Publishing.
- Jones, M., & Harper, D. (2022). *Effective strategies for implementing competency-based education in secondary schools*. *Secondary Education Review*, 19(1), 101-115. London, UK: Secondary Press.
- Juma, K. (2022). *Challenges in implementing competency-based curriculum for Kiswahili language instruction in Kenyan secondary schools*. Nairobi University Press.

- K I C D (2017). *Basic Education Curriculum Framework*, Nairobi Kenya
- Kafu, P. A. (2018). *Challenges facing the teaching of Kiswahili in Kenyan schools*. *International Journal of Education*, 6(1), 75-89.
- Kallioniemi, A., & Joronen, M. (2020). *Competency-based curriculum implementation in Finland: Teacher preparation and professional development*. *Finnish Journal of Education*, 14(2), 89–103.
- Kamau, J. W., Njuguna, M., & Mbugua, Z. K. (2018). *The influence of teachers' pedagogical content knowledge on students' performance in Mathematics in Kenya*. *Journal of Education and Practice*, 9(32), 39-45.
- Kamau, R., & Gachie, W. (2019). *Integrating Competency-Based Curriculum in Kenyan Schools: Opportunities and Challenges*. *Journal of Curriculum Studies Research*, 21(2), 112-127.
- Kansiime, F., & Okello, L. (2020). *The availability of instructional materials and their impact on language teaching in Ugandan secondary schools*. *Uganda Journal of Education*, 15(2), 87–99.
- Kapp, R., & Harpur, M. (2022). *Multilingual resources in South African classrooms: Challenges and opportunities for inclusive language education*. *Journal of Language Policy in Education*, 28(1), 12–24.
- Kariuki, M. (2012). *Curriculum development in Kenyan schools: A study of competency-based approaches*. *Journal of Education and Development*, 14(3), 95-108. Nairobi, Kenya: African Educational Press.
- Kariuki, M., Nyambura, J., & Kamau, P. (2019). *Curriculum reform in Kenya: Moving toward competency-based education*. *Kenya Journal of Education Research*, 22(2), 120-134. Nairobi, Kenya: Kenya Press.
- Kariuki, R. W., Mwangi, D. J., & Njoroge, M. W. (2019). *Role of institutional support in the implementation of the Competency-Based Curriculum in Kenya*. *Journal of Education Policy and Entrepreneurial Research*, 6(3), 15-24.
- Kaviti, L. (2018). *The new curriculum of education in Kenya*. A linguistic and Education Paradigm Shift. University of Nairobi.
- Kenya Institute of Curriculum Development (KICD). (2019). *Evaluation of Teacher Preparedness for the Implementation of the Competency-Based Curriculum (CBE) in Kenya*. Nairobi: Kenya Institute of Curriculum Development.

- Khan, A., & Black, R. (2019). *Competency-based education in developing countries: Challenges and solutions*. *Global Education Review*, 8(2), 143-159. Dubai, UAE: Global Press.
- Kimosop, H. (2019). *Teacher preparedness in the implementation of early childhood education Development curriculum in Kenya: A case of Baringo north subs county Kenya*. *IOSR Journal of Humanities and social sciences (IOSR JHSS)*. VOL.24 (02)44-80
- Kinyua, S., Mwangi, T., & Njoroge, D. (2017). *Implementing competency-based education in rural schools: Lessons from Kenya*. *East African Journal of Education*, 9(3), 75-88. Nairobi, Kenya: East African Press.
- Kivunja, C. (2020). *Distinguishing between theory, theoretical framework, and conceptual framework: A systematic review*. *Journal of Research & Method in Education*, 10(2), 11–26.
- Kiwanuka, H., & Namusisi, L. (2021). *Multilingual resources and language learning: A study in Ugandan primary schools*. *Journal of African Language Education*, 19(1), 33–46.
- Klein, A. (2016). *What Is Competency-Based Education? Education Week*. Retrieved from Education Week.
- Knight, J., & Brooks, A. (2023). *Reevaluating curriculum models in higher education: A focus on competency-based learning*. *Journal of Higher Education Innovations*, 31(1), 200-215. London, UK: Academic Press.
- Komba, C.S & Mwandangi M. (2015). *Reflection on implementation of competence based curriculum in Tanzania secondary schools*. *Journal of education and learning*; 4(2)
- Korhonen, J., Aunola, K., Viljaranta, J., & Lerkkanen, M. (2021). *Interactive learning materials and their impact on competency-based education in Finland's primary schools*. *Journal of Curriculum Studies*, 53(4), 587-605.
- Korhonen, S., Laitinen, J., & Helminen, J. (2021). *The future of competency-based education in Finland: Trends and implications*. *European Journal of Education Studies*, 25(2), 56-72. Helsinki, Finland: European Press.
- Koskei, K.B.& Chepchumba E. (2020). *Teachers' competency as a cornerstone for the Implementation of CBE in Kenya. A case of lower primary schools in Nakuru County*. *International Journal of Education and Research* volume 8(2),

- Kothari, C. R., & Garg, W. (2014). *Research Methodology, Methods and Techniques*. New Age International Publishers.
- Kowalski, L. (2021). *Teacher professional development in the U.S.: Competency-based practices and the role of collaboration*. *American Journal of Education Policy*, 29(4), 220–235.
- Kvale, S., & Brinkmann, S. (2020). *Interviews: Learning the craft of qualitative research interviewing* (3rd ed.). SAGE Publications.
- Kwong, L., & Sing, M. (2021). *Global perspectives on competency-based education in diverse educational systems*. *International Journal of Education and Development*, 14(1), 56-70. Hong Kong: Global Studies Press.
- Laine, K., Lehtonen, S., & Niinivirta, M. (2022). *Bilingual resources in language classrooms: Strengthening cultural and linguistic competence in Finland*. *Finnish Educational Research Journal*, 18(3), 210–222.
- Lee, H., & Kim, Y. (2023). *A comprehensive study of competency-based education in South Korea*. *Journal of Educational Research and Practice*, 19(2), 123-137. Seoul, South Korea: Educational Research Press.
- Lewis, C., & Grant, D. (2022). *Examining the integration of digital tools in competency-based learning environments*. *Journal of Educational Technology*, 28(4), 210–225. Toronto, Canada: Tech Publications.
- Lewis, C., & Ramirez, F. (2023). *Advancing competency-based education in Latin America: Case studies and outcomes*. *Latin American Journal of Education*, 14(3), 98–112. Buenos Aires, Argentina: Latin Press.
- Li, Z., Zhang, S., & Chen, Y. (2023). *Competency-based education in China: Policy, practice, and future directions*. *Chinese Journal of Educational Studies*, 32(2), 89-104. Beijing, China: Education Press.
- Lukindo, J. (2016). *Competency-based education in East Africa: An exploratory study*. *East African Journal of Educational Policy*, 7(1), 23–37. Dar es Salaam, Tanzania: East African Press.
- Lumadi, M. (2014). *Competency-based education in South Africa: Challenges and opportunities*. *Journal of South African Education*, 19(3), 56–70. Cape Town, South Africa: Education Publishers.
- Magambo, S. (2017). *Competency-based education in Uganda: An overview of the system's effectiveness*. *Ugandan Journal of Education*, 11(2), 88–103. Kampala, Uganda: Ugandan Press.

- Mäkinen, T., & Rantala, T. (2021). *Teacher collaboration and resource sharing in Finnish language education: Impact on professional development*. *Educational Studies in Language and Learning*, 15(4), 120–133.
- Makunja, G. (2016). *Challenges facing teachers in implementing Competence- Based Curriculum in Tanzania. The case of community secondary schools in Morogoro municipality*. *International journal of education and social sciences*, 3(5), 30-37.
- Marshall, D., Moore, A., & Nguyen, H. (2022). *Technology integration in competency-based education: A study of teacher training in Australia*. *Australasian Journal of Educational Technology*, 38(1), 45–58.
- Martin, K. (2023). *Community partnerships and their role in enhancing language learning resources in Canadian schools*. *Canadian Journal of Educational Leadership*, 38(2), 112–128.
- Martin, K. (2023). *Community partnerships and their role in enhancing language learning resources in Canadian schools*. *Canadian Journal of Educational Leadership*, 38(2), 112–128.
- Martínez, R., & López, A. (2022). *Community partnerships and their impact on language learning resources in Spanish schools*. *Journal of Language Education and Community Engagement*, 17(3), 78–89.
- Massey, J., & Tourangeau, P. (2013). *Reforming curriculum through competency-based education*. *Journal of Educational Reforms*, 15(1), 45-58. Ottawa, Canada: Reform Publishing.
- McClaskey, K. (2017). *The Competency-Based Education Model: A Vision for a New Learning Environment*. Retrieved from Education Dive.
- McCombs, J., & Miller, P. (2019). *Personalized learning and its impact on student achievement: A competency-based perspective*. *Journal of Educational Research*, 28(3), 123–137. Washington, D.C.: Education Press.
- McCombes, S. (2023, August10) *Descriptive research/ definition, types, methods and examples*.<https://www.scriber.com/methodology/descriptive-research>
- Mehta, S., & Kim, B. (2020). *The role of competency-based education in shaping 21st-century skills*. *Journal of Educational Development*, 15(2), 112-125. Toronto, Canada: Development Publications.

- Mestry, R., & Sivnarain, R. (2019). *Teacher Professional Development and Its Impact on Teachers' Performance and Student Learning Outcomes: A Review of the Literature*. *International Journal of Educational Development*, 33(4), 423-432.
- Miller, T., & Seller, G. (1990). *Curriculum design for the future: Moving towards competency-based learning*. *Curriculum Review*, 16(4), 245-259. Chicago, IL: Review Publications.
- Miller, T., Harris, L., & Patel, N. (2019). *The effectiveness of competency-based education in improving graduation rates*. *Journal of Higher Education*, 22(1), 67–80. New York, NY: University Press.
- Ministry of Education (MOE). (2013). *National curriculum framework for competency-based education*. Nairobi, Kenya: Ministry of Education.
- Ministry of Education (2022). *Kiswahili Lugha na Maingiliano- Teachers' Guide*. Nairobi, Kenya, Kenya Institute of Curriculum Development.
- Mirembe, C., & Tumwine, M. (2022). *Teacher resourcefulness and the use of teaching materials in Ugandan classrooms*. *Uganda Education Review*, 22(3), 45–58.
- Mogaka, P. (2020). *Competency-based education in Kenya: A new framework for curriculum design*. *Journal of Kenyan Education*, 18(3), 45–59. Nairobi, Kenya: Kenya Educational Press.
- Momanyi, J. M (2020). *Teacher preparedness for the implementation of C B C in Kenya. A survey of Early Grade Primary School Teachers in Bomet East sub-county*. *Cradle of Knowledge*. *African Journal of Education and Social Sciences*.
- Morgan, R., & Chen, H. (2021). *Curriculum innovation in Asia: Exploring competency-based education in China and beyond*. *Asian Journal of Education Research*, 17(4), 178-190. Beijing, China: Education Asia Publications.
- Morgan, R., & Klein, S. (2021). *The impact of competency-based curriculum on student performance in secondary education*. *Journal of Curriculum and Pedagogy*, 25(2), 65-78. London, UK: Pedagogy Press.
- Mthembu, K. (2022). *Implementing Competency-Based Education in South African secondary schools: A focus on language instruction*. *South African Journal of Education*, 42(2), 230–243.

- Mthembu, K. (2022). *Implementing Competency-Based Education in South African secondary schools: A focus on language instruction*. South African Journal of Education, 42(2), 230–243.
- Muema, P., Wanjala, G., & Karani, J. (2021). *Challenges in the Implementation of the Competency-Based Curriculum in Kenyan Schools: A Case Study of Teaching and Learning Resources*. International Journal of Education and Research, 9(4), 45-59.
- Mugambi, D., Njoroge, R., & Wangui, J. (2022). *Impact of Competency-Based Curriculum on Students' Engagement and Learning Outcomes in Kenya*. African Journal of Education, 14(1), 78-90.
- Mugambi, M., Njiru, M., & Wambui, A. (2022). *Implementing competency-based education in Kenyan schools: A case study of early adoption*. African Journal of Education and Policy, 12(1), 98-112. Nairobi, Kenya: African Publications.
- Mugenda and Mugenda (2013). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi: Acts Press.
- Mugisha, P., & Nshimiyimana, R. (2020). *The role of teaching materials in improving English proficiency in Rwandan primary schools*. Rwandan Education Journal, 24(3), 134–146.
- Mulenga, I. M., & Changwe (2020). *Teacher education versus teacher training: Epistemic practices and appropriate application of both technologies*. Journal of Lexicography and Terminology, (4)1, 52-
- Mulenga, I. M. & Kabombwe, Y. M (2019). *Understanding a Competency-Based Curriculum and Education. The Zambian Perspective*. Journal of Education and Social Sciences
- Mundia, L. (2017). *Competency-based education in Tanzania: Challenges and opportunities*. East African Journal of Education, 9(2), 55–68. Dar es Salaam, Tanzania: Education Press.
- Muriithi, J. (2020). *Exploring the relationship between curriculum reform and student outcomes in Kenya*. Kenya Journal of Education Studies, 21(3), 120–134. Nairobi, Kenya: Educational Publications.
- Murunga, E., Otieno, S., & Wekesa, J. (2021). *Availability of Teaching and Learning Resources in the Implementation of Competency-Based Curriculum in Kenya*. Journal of Education and Practice, 13(5), 34-41.

- Musilekwa, S. and Mulenga, I.M. (2019). *Development of social studies learners' textbooks for secondary schools in Zambia*. Journal of Education and Practice, 10(6). 99-108
- Musungu, L., & Nasongo, J. (2021). *Factors Influencing Teachers' Preparedness in Implementing the Competency-Based Curriculum in Kenya*. Journal of Educational Management, 15(2), 53-68.
- Mutai. P K (2011). *Challenges faced by teachers in implementing the curriculum in the Rift Valley Province, Kenya*. <http://www.liblary.ku.ac.ke>
- Mutale, N. (2021). *Zambian teachers' experiences and perceptions of the competency-based curriculum in language instruction*. Zambia Journal of Education Research, 22(3), 12–27.
- Mutale, N. (2021). *Zambian teachers' experiences and perceptions of the competency-based curriculum in language instruction*. Zambia Journal of Education Research, 22(3), 12–27.
- Muthwii, M. (2020). *Teacher competence in the implementation of the Competency-Based Curriculum in Kenya*. East African Journal of Education and Social Sciences, 5(2), 123–131.
- Mutinda, M., Mbatha, M., & Kivuva, J. (2022). *Role of Technology in Enhancing Teaching and Learning in Competency-Based Curriculum in Kenya*. International Journal of Education and Development Using ICT, 18(2), 55-67.
- Mutua. K. M. and Waweru S. N. (2023). *Teachers' competence and its Influence on Effective Implementation of CBE (Competency-Based Curriculum) in Public Primary Schools in Machakos County, Kenya*. International Journal of Social Sciences and Human Research. Vol.6(5)3027 3033
- Mwangi, J., & Nyaga, J. (2021). *Teacher Preparedness for the Implementation of Competency-Based Curriculum in Kenya: Challenges and Opportunities*. Journal of Education and Practice, 12(4), 63-70.
- Mwangi, J., & Ochieng, F. (2023). *Teachers' perspectives on implementation challenges of Competency-Based Curriculum in junior secondary schools in Kenya*. Kenya Journal of Education Studies, 11(2), 92–108.
- Mwangi, P., Wanjiru, N., & Njogu, J. (2020). *Teacher Training Programs and Their Relevance to Competency-Based Curriculum*. Kenyan Journal of Education and Training, 5(1), 98-112.

- Nabukenya, S., & Otim, C. (2021). *The role of digital resources in language learning in Ugandan primary schools*. *Ugandan Journal of Educational Technology*, 14(2), 120–135.
- Nabwire, L., & Musau, P. (2022). *Teaching resources and language learning outcomes in rural Kenya: An evaluation under the CBE framework*. *African Journal of Education and Practice*, 14(3), 102–117.
- Naicker, S., & Jansen, R. (2020). *Challenges in resource utilization for language teaching in under-resourced South African schools*. *Journal of South African Education*, 45(2), 115–128.
- Namirembe, P., & Ninsiima, A. (2021). *Teacher perceptions of the competency-based curriculum implementation in Uganda*. *Uganda Journal of Education*, 16(2), 34–47.
- Nchinda, L., & Mbah, P. (2020). *Community-based language learning resources: Bridging the gap in rural Cameroon*. *Journal of African Language Education*, 13(1), 65–78.
- Ndegwa, J. W., Kariuki, K., & Wambugu, J. (2018). *Methodological challenges faced by teachers in the implementation of the Competency-Based Curriculum in Kenya*. *International Journal of Educational Research*, 8(2), 35-43.
- Nderitu, C., Nyaga, G., & Wambua, M. (2021). *Teacher Preparedness and the Implementation of Competency-Based Curriculum in Public Primary Schools in Kenya*. *International Journal of Education and Research*, 9(4), 45-60.
- Ndirangu, M., & Wainaina, P. (2020). *Pedagogical challenges in the Competency-Based Curriculum: The case of Kiswahili teachers in Kenya*. *African Journal of Teacher Education*, 9(1), 98-109.
- Ng, W., Tan, S., & Low, L. (2021). *Evaluation of competency-based education: Perspectives from teachers and students in Singapore*. *Asian Education Studies*, 18(2), 91–104. Singapore: Asian Press.
- Nguyen, L., & Fox, S. (2021). *Bridging the gap between theory and practice in competency-based education*. *Journal of Curriculum and Learning*, 24(3), 89-103. Melbourne, Australia: Curriculum Press.
- Nguyen, L., & Mills, J. (2022). *Challenges in implementing competency-based education in vocational training programs*. *Vocational Education Journal*, 27(1), 111–126. Sydney, Australia: Vocational Press.

- Nguyen, L., Mills, J., & Zhang, Y. (2020). *Understanding student experiences in competency-based learning environments*. Journal of Education and Learning Outcomes, 11(2), 67–80. Hanoi, Vietnam: Educational Publications.
- Ngware, M., Oketch, M., & Mutisya, M. (2020). *Enhancing Student Learning Outcomes through the Implementation of Competency-Based Curriculum in Kenya*. Journal of Educational Research and Development, 15(3), 67-78.
- Niyibizi, D., & Habimana, J. (2022). *Rwandan teachers' perceptions of Competency-Based Curriculum in language education*. East African Journal of Educational Research, 8(3), 49–63.
- Njengere, D. (2017). *The why, what, and how of competency-based curriculum reforms; the Kenyan experience*. UNESCO International bureau of Education.
- Njoroge, F. (2023). *Assessing language competencies in Kiswahili under CBE in Kenya: Teacher perspectives and challenges*. Journal of Language Education, 15(2), 45–58.
- Njuguna, M., & Mwangi, G. (2022). *Challenges facing ICT integration in Competency-Based Curriculum implementation in public primary schools in Kenya*. International Journal of Education and Research, 10(3), 123–135.
- Nkundabakura, J., & Rukundo, A. (2021). *Teacher training and the use of teaching resources in Rwandan schools*. Rwanda Journal of Educational Research, 15(4), 45–58.
- Nsengimana V. (2021). *Implementation of Competency-Based Curriculum in Rwanda: Opportunities and Challenges*. Rwandan Journal of Education. Vol.15(1)129 135
- Nyongesa, W., Kimutai, R., & Njoroge, P. (2021). *The Impact of Competency-Based Curriculum on Student Performance in Primary Schools in Kenya*. Journal of Educational Assessment, 19(1), 45-59.
- O'Leary, Z. (2021). *The essential guide to doing your research project* (4th ed.). SAGE Publications.
- Obuhatsa D. S. (2020). *Teacher Related Factors Influencing Implementation of Competency-Based curriculum at Lower Primary Schools in Luanda Vihiga County, Kenya*. University of Nairobi Press. Nairobi

- Ochieng, G., & Maina, E. (2021). *The role of resources in Kiswahili language education under the Competency-Based Curriculum in Kenya*. *Journal of Educational Development*, 33(1), 88–102.
- Ochieng, P., & Onyango, E. (2020). *Teachers' Perception of the Competency-Based Curriculum in Kenya*. *International Journal of Education and Research*, 8(2), 45-59.
- Ochieng, P., Onyango, E., & Mwangi, M. (2019). *The Role of Kiswahili in Enhancing Students' Academic Achievement under Competency-Based Curriculum*. *Journal of Education and Practice*, 10(7), 67-75.
- Odhiambo, J. (2022). *The role of community engagement in the success of competency-based curriculum in Kenya*. *Kenya Education Review*, 28(3), 150-163. Nairobi, Kenya: Kenya Review Press.
- Odongo, A., Kariuki, P., & Mungai, K. (2021). *A comparative study of traditional and competency-based education models in Kenya's secondary schools*. *Journal of African Education*, 19(4), 123-137. Nairobi, Kenya: African Educational Press.
- Odongo, M. O., Njagi, K., & Onyango, E. (2021). *Diversity of teaching resources in the implementation of the Competency-Based Curriculum: A study of primary schools in Kenya*. *International Journal of Educational Administration and Policy Studies*, 13(4), 52-61.
- Oduor, P., & Muthoni, L. (2021). *Teacher preparedness and implementation of Competency-Based Curriculum in Kenya: A case of primary schools in Nairobi County*. *Journal of Education and Practice*, 12(5), 67–75.
- Okongo, B. C., Onsare, C., & Njuguna, M. (2018). *Examining Teachers' Professional Development Needs for Effective Implementation of Competency-Based Curriculum in Kenya*. *Journal of Education and Social Sciences*, 7(1), 44-55.
- Okorie, D., & Okoro, M. (2021). *Professional development and teacher readiness for competency-based curriculum in Nigeria*. *Journal of Education and Policy Studies*, 19(4), 78–93.
- Oloo, J. A., & Wanjiru, D. (2019). *Addressing the Challenges of Competency-Based Curriculum in Kenyan Schools: The Role of Stakeholder Involvement*. *Journal of Curriculum Studies*, 20(2), 98-110.

- Ombiro, J., Njuguna, P., & Waithaka, R. (2022). *The Role of Continuous Resource Updates in the Effective Implementation of the Competency-Based Curriculum*. *Educational Management and Leadership Review*, 10(2), 30-44.
- Omoding, J. (2021). *Understanding teachers' perceptions on competency-based education in Uganda and Zambia: Challenges and prospects*. *African Curriculum Review*, 5(1), 102–118.
- Ondimu, S. M. (2019). *Teachers' preparedness for the Implementation of the C B C in Private pre-schools in Dagoretti North Sub-County, Nairobi City County*. Doctoral Dissertation, University of Nairobi.
- Oppenheim, A. N. (2020). *Questionnaire design, interviewing, and attitude measurement*. Routledge.
- Orodho J. A. (2012). *Techniques of writing a Research Proposal and Report. Education and Social Sciences*. Maseno: Kanezja HP Enterprises.
- Orodho, A. J., (2014). *Elements of Education and Social Science. Research on Humanities and Social Sciences*. www.iiste.orgISSN (paper) 2224-5766, SSN (online) 2225-6484(online)
- Ortiz, G., Paredes, M., & Salazar, J. (2023). *Competency-based education in Latin America: An exploration of its impact on student performance*. *Latin American Journal of Education*, 15(2), 67-81. Santiago, Chile: Latin Press.
- Oso, W. and Onen, D. (2015). *A General Guide to Writing Research Proposal and Report. A Hand book for Beginning Researchers*. Options and Publications, Kisumu.
- Otieno R. and Onyango P. (2019). *CBE Teachers laud the new curriculum. Standard digital*. Retrieved from: [HTTPS://www.standard media. Co.ke](https://www.standardmedia.co.ke)
- Otieno, P., Mwangi, J., & Ng'eno, K. (2021). *The Neglect of Continuous Professional Development in Kenyan Schools*. *Journal of Education Policy*, 7(3), 45-60.
- Owino, F. (2022). *Professional development and its impact on teacher effectiveness in implementing CBE in Kenya*. *Journal of Educational Research and Development*, 4(4), 233–245.
- Parker, A., & O'Donnell, P. (2020). *Challenges of implementing competency-based education in American public schools*. *Journal of Educational Reform*, 24(2), 102–115. Washington, D.C.: Reform Publications.

- Parker, A., & Wong, K. (2022). *Assessing the effectiveness of competency-based learning in K-12 education*. *Journal of K-12 Education Studies*, 19(3), 140–152. New York, NY: K-12 Publications.
- Patel, A., & Lee, M. (2023). *Teacher collaboration and resource-sharing in language programs: Enhancing teaching in resource-limited contexts*. *Language Education Review*, 11(1), 45–59.
- Patel, M., Zhang, Y., & Kumari, S. (2022). *Competency-based education for special needs students: A new model of inclusive learning*. *Journal of Special Education*, 32(1), 87–99. Chicago, IL: Special Education Press.
- Patton, M. Q. (2021). *Qualitative Research & Evaluation Methods* (4th ed.). SAGE Publications.
- Patton, M. Q. (2011). *Qualitative Research and Evaluation Methods* (3rd ed). Thousand Oaks. Sage
- Paulo, A. (2014). *Pre-service Teachers' Preparation to Implement C B C in secondary Schools in Tanzania*. *International Journal of Education and Research*. Vol 2 (7)
- Peytchev, A. (2013). *Surveying the impacts of competency-based education on adult learners*. *Journal of Adult Education*, 21(3), 145–158. Washington, D.C.: Adult Education Press.
- Porter, R. E., (2015). *Implementing the Common Core: How Educators Implement Curriculum Reform*. *Educational Policy*, 29, 111-135.
- Poth, C. N. (2021). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
- Ralf, G., Patel, S., & Williams, T. (2020). *Examining the impact of competency-based education on employability skills*. *Journal of Career Development*, 17(2), 200–213. San Francisco, CA: Career Press.
- Regional Education Research Institute (RERI). (2019). *The effectiveness of competency-based education in rural schools*. Nairobi, Kenya: RERI Publications.
- Resnik, D. B. *What is Ethics in research and why is it important?* National Institute of Environmental Health Sciences.
- Reyes, L., & Flores, T. (2022). *Textbooks and printed resources in language instruction: A study of resource limitations in public schools*. *Philippine Journal of Education*, 27(4), 65–78.

- Roberts, L., & Kent, M. (2021). *Curriculum reform and its implications for competency-based education*. *Educational Policy Journal*, 29(1), 67–81. Boston, MA: Policy Publications.
- Rogelberg, S. (2014). *Workplace learning and competency-based education: Challenges and opportunities*. *Journal of Applied Psychology*, 98(1), 10-20. Chicago, IL: Psychology Press.
- Rotich, G., & Kiprop, D. (2014). *The role of competency-based curriculum in the education system of Kenya*. *East African Journal of Education*, 7(4), 145-157. Nairobi, Kenya: East African Educational Press.
- Rwandan Education Research Institute (RERI). (2019). *Challenges in the Implementation of Competency-Based Curriculum for Language Teaching in Rwanda*. *RERI Journal of Education*, 12(1), 33-47.
- Salonen, M., & Korhonen, L. (2020). *Challenges in language education in rural Finland: Access to resources and teacher shortages*. *Journal of Rural Education and Policy*, 9(2), 98–112.
- Sánchez, L., & Rodríguez, J. (2021). *The effectiveness of digital platforms in language learning: A study of EFL classrooms in Spain*. *Technology in Language Education*, 10(1), 40–52.
- Santos, M., & Tan, A. (2020). *The use of multimedia resources in language education: Enhancing student engagement in Filipino schools*. *Philippine Journal of Educational Technology*, 13(1), 23–35.
- Santos, M., & Tan, A. (2020). *The use of multimedia resources in language education: Enhancing student engagement in Filipino schools*. *Philippine Journal of Educational Technology*, 13(1), 23–35.
- Saunders, M., Lewis, P., & Thornhill, A. (2020). *Research methods for business students* (8th ed.). Pearson Education.
- Schneider, K., & Lee, R. (2021). *Competency-based education: A new approach to professional development*. *Journal of Professional Education*, 18(2), 67-79. Toronto, Canada: Professional Press.
- Seni, P., & Kibona, J. (2018). *Competency-based education and teacher preparation in Tanzania*. *Journal of Teacher Education*, 22(4), 89-102. Dar es Salaam, Tanzania: Teacher Education Publications.
- Silverman, D. (2021). *Interpreting qualitative data* (6th ed.). SAGE Publications.

- Simmons, R., & Green, C. (2023). *Evaluating competency-based education in the context of social mobility*. Journal of Social Education, 28(2), 190-205. London, UK: Social Education Press.
- Singh, A., & Kumar, P. (2022). *Competency-based curriculum and its impact on student engagement*. Indian Journal of Education, 19(3), 110-123. New Delhi, India: Indian Educational Press.
- Smith, J.K. (1993). *After the demise of empiricism: The problem of judging social and education inquiry*
- Smith, L., & Du Plessis, J. (2023). *Community-based language learning resources: Enhancing language skills in South Africa*. International Journal of Language Education and Community Development, 18(2), 77–90.
- Smith, P., & Bell, D. (2019). *Enhancing competency-based learning in New Zealand schools: The role of teacher professional development*. New Zealand Journal of Education Research, 41(2), 78–92.
- Smith, R., & Jones, T. (2020). *Digital literacy tools in secondary language education: Implications for teaching and learning*. Canadian Journal of Educational Technology, 16(4), 150–165.
- Song, J., & Park, H. (2023). *The role of digital tools in facilitating competency-based education*. International Journal of Educational Technology, 31(1), 78-92. Seoul, South Korea: Technology Press.
- Stewart, R. (2020). *Canadian language teachers' perceptions of competency-based education: Insights from classroom experiences*. Canadian Journal of Applied Linguistics, 23(2), 45–60.
- Taherdoost, H. (2021). *Reliability and validity of measurement instruments in research*. International Journal of Academic Research in Management, 10(1), 10–18.
- Tamba, P., & Ofori, P. (2020). *Teachers' perceptions of the competency-based curriculum in Ghana: Insights from language education*. Ghana Education Review, 34(1), 56–71.
- Tambo, L., & Ndeh, N. (2023). *Disparities in language teaching resources: A study of urban and rural schools in Cameroon*. Cameroon Educational Review, 27(4), 145–158.
- Taylor, B., & Cranton, R. (2013). *Curriculum reform in higher education: Moving towards competency-based approaches*. Journal of Curriculum Development, 10(1), 45-59. London, UK: Curriculum Press.

- Taylor, B., & Grant, P. (2022). *The impact of competency-based learning on professional growth*. *Journal of Educational Development*, 15(2), 145–158. Toronto, Canada: Development Publications.
- Tchinda, F., & Ngu, N. (2021). *The impact of digital resources on language learning in Cameroon's bilingual schools*. *International Journal of Educational Technology in Africa*, 11(2), 30–42.
- Teachers' Service Commission (2014). *TSC Act Revised Edition*. Nairobi: National council of law Reporting. The Standard, Monday, 24th July, 2023.
- Thompson, M., & Lee, J. (2023). *Exploring the outcomes of competency-based education in middle schools*. *Journal of Middle School Education*, 12(3), 113–126. New York, NY: Middle School Press.
- Thompson, S. (2022). *Challenges of language resource availability in remote Indigenous schools*. *Journal of Indigenous Education Studies*, 9(2), 87–103.
- Tran, B., & Davis, K. (2023). *The integration of competency-based education in vocational training programs*. *Vocational Education Journal*, 17(2), 102–115. Sydney, Australia: Vocational Press.
- Tran, B., & Williams, J. (2023). *Assessing the effectiveness of competency-based education for adult learners*. *Adult Education Journal*, 19(4), 134–148. Melbourne, Australia: Adult Education Press.
- Turner, P., & Adams, R. (2020). *Competency-based education and its impact on teacher performance*. *Journal of Education and Training*, 25(1), 45–59. Chicago, IL: Training Publications.
- U.S. Department of Education. (2016). *Every Student Succeeds Act (ESSA)*. Retrieved from U.S. Department of Education.
- UNDP (2019). *Arab Knowledge Report 2019: Towards Productive Intercommunication for Knowledge*. UNDP Regional Bureau for Arab States: New York.
- UNESCO. (2023). *Global education monitoring report: Technology in education – A tool on whose terms?* Paris: United Nations Educational, Scientific and Cultural Organization.
- UWEZO (2014). *Are our children learning? Annual Report 2014*. Retrieved from <https://www.uwezo.net/wp-content/uploads/2014/08/uwezo.TZ-annual-report-2014-inal.pdf>

- Uwizeye, A., & Niyonzima, F. (2021). *The impact of multimedia resources on language learning in Rwandan secondary schools*. *Journal of Educational Technology in Rwanda*, 9(1), 23–35.
- Vaatstra, R., & Mulder, M. (2021). *Competency-based education in higher education institutions: A global perspective*. *Journal of Global Education*, 22(2), 102–115. Amsterdam, Netherlands: Global Education Press.
- Van der Berg, S., & Mokhathi, R. (2021). *The role of digital tools in language learning in South African high schools*. *Journal of Educational Technology in Africa*, 13(4), 204–217.
- Virtanen, H., & Lehtonen, J. (2021). *Digital tools in language education: Enhancing reading and writing skills in Finnish classrooms*. *International Journal of Educational Technology*, 10(2), 134–148.
- Wafula, C. M., Njeru, L. J., & Ngugi, M. N. (2022). *Budget allocation and its impact on the implementation of the Competency-Based Curriculum in Kenyan schools*. *Journal of Educational Finance and Economics*, 10(2), 77–88.
- Waiswa, B., & Kato, M. (2023). *Community-based language resources in Ugandan schools: Enhancing language skills through local traditions*. *International Journal of Language and Education in Africa*, 20(1), 77–89.
- Wambua, L., & Mutua, M. (2021). *Resource availability and the implementation of the Competency-Based Curriculum in rural Kenya*. *Kenya Journal of Education*, 7(2), 144–158.
- Wambugu, P., & Otieno, T. (2020). *Resource disparities and their impact on Competency-Based Curriculum implementation in Kenyan public schools*. *Kenya Journal of Curriculum Studies*, 8(2), 88–99.
- Wambui, S. K., & Githui, L. (2018). *Enhancing Teacher Competence for Effective Curriculum Implementation: A Case Study of Kenyan Schools*. *Journal of Educational Research*, 9(3), 56–70.
- Wangari, M. (2023). *The future of competency-based education in Kenya's education system*. *Kenya Education Journal*, 21(1), 45–58. Nairobi, Kenya: Kenya Educational Press.
- Wanjiku, M. A., Mwangi, J., & Njeru, P. (2019). *Teacher Perceptions on the Use of Digital Resources in the Competency-Based Curriculum in Kenya*. *Journal of Education and Practice*, 14(2), 99–109.

- Wanjiku, S. (2021). *Cultural integration in Kiswahili teaching under the Competency-Based Curriculum in Kenya*. *International Journal of Language Education*, 12(3), 134–148.
- Wanjiru (2018) *The Impact of Competency-Based Curriculum on Language Skills Development in Kenyan Schools*. *Journal of Linguistics and Education*, 11(2), 67-80.
- Wanjiru, M., Njoroge, D., & Mwangi, A. (2021). *Competency-based education in Kenyan primary schools: A case study of Nairobi County*. *Kenya Journal of Educational Studies*, 18(3), 89-102. Nairobi, Kenya: Educational Press.
- Warrio, F. (2019). *Examining the impact of competency-based curriculum in East Africa*. *East African Educational Review*, 14(2), 112–125. Nairobi, Kenya: East African Press.
- Watkins, S., & Soto, J. (2023). *Competency-based education in community colleges: Success stories and challenges*. *Journal of Community Education*, 10(2), 90–104. Boston, MA: Community Education Press.
- Waweru, W.J. (2018). *Influence of Teacher Preparedness on the Implementation of CBE in Public Primary Schools in Nyandarua North Sub-County, Kenya*.
- Weaver, L., & Nash, S. (2023). *Integrating digital tools into competency-based learning environments*. *Journal of Educational Technology*, 19(4), 145–160. San Francisco, CA: Tech Publications.
- Wesonga, D., Njoroge, M., & Kamau, S. (2022). *Teaching Resources and Their Impact on the Implementation of the Competency-Based Curriculum in Kenya*. *Journal of Educational Studies*, 12(3), 88-102.
- West, P., Barnes, K., & Moore, L. (2020). *Competency-based education in healthcare programs: Enhancing skill development*. *Journal of Healthcare Education*, 15(3), 120-135. London, UK: Healthcare Press.
- White, M., & Evans, T. (2022). *Exploring the effectiveness of competency-based learning in nursing education*. *Journal of Nursing Education*, 28(2), 65-78. Toronto, Canada: Nursing Press.
- Wilson, A., James, R., & Thompson, E. (2022). *Assessing student satisfaction in competency-based education programs*. *Journal of Education Assessment*, 20(1), 105-118. Chicago, IL: Assessment Publications.
- Witty and Gaston (2018). *Competency Based Learning and Assessment. Et*

- World Bank. (2022). *Reimagining teaching and learning: A guide for strengthening foundational skills in Africa*. Washington, DC: World Bank Publications.
- World Bank. (2022). *Reimagining teaching and learning: A guide for strengthening foundational skills in Africa*. Washington, DC: World Bank Publications.
- Wyatt-Smith, C., & Jackson, C. (2021). *Reimagining curriculum through a competency lens: Australian teachers' reflections on language teaching and assessment*. *Australian Educational Researcher*, 48(4), 765–783.
- Wyatt-Smith, C., & Jackson, C. (2021). *Reimagining curriculum through a competency lens: Australian teachers' reflections on language teaching and assessment*. *Australian Educational Researcher*, 48(4), 765–783.
- Yu, H., Cheng, Y., & Wang, X. (2023). *Competency-based education in China: Moving forward with digital solutions*. *Chinese Journal of Education Technology*, 24(3), 145-160. Beijing, China: Education Technology Press.
- ZANIS (2014). *Zambia launches new ICT policy*. Issue No. 349, 8th April
- Zhang, Y., Li, Z., & Wu, S. (2022). *The role of competency-based education in preparing the workforce for the future*. *Journal of Career Development*, 29(2), 101-115. Shanghai, China: Career Press.
- Zhao, L., Liu, Z., & Chen, Q. (2023). *Integrating competency-based models into K-12 education: A comparative study*. *Journal of Educational Policy and Reform*, 17(4), 167-182. Beijing, China: Education Policy Press.
- Zulu, J. (2015). *An analysis of competency-based education in Zambian schools*. *Journal of Zambian Education*, 10(3), 80-92. Lusaka, Zambia: Zambian Educational Press.

APPENDICES**APPENDIX I: LETTER OF INTRODUCTION**

UNIVERSITY OF ELDORET
SCHOOL OF EDUCATION
DEPARTMENT OF CIM
P.O BOX 1125
ELDORET

TO: HEAD TEACHERS

Dear Sir/ Madam,

RE: PARTICIPATION IN RESEARCH

I'm a PhD student at department of CIM, school of education, university of Eldoret currently working on my research topic; Teacher preparedness in teaching Kiswahili under CBE in junior secondary schools in Uasin Gishu county, Kenya. I hereby request for your permission to be allowed to collect data from your school. Your school is among those sampled for study. The information you give will be used for academic purpose only and your identity will be confidential. Thank you in advance

Yours Faithfully,

Catherine Nekesa Wamokhela

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

The questionnaire is for the purpose of collecting information on teachers' preparedness on teaching Kiswahili under the competency-based Education in junior schools of Uasin Gishu County. Information will be used for the purpose of this study only. Kindly respond to all questions by the use of a tick or by filling in the spaces honestly.

INSTRUCTIONS: Kindly tick () or fill information appropriately where required

1. Kindly indicate your gender
 - a) Female []
 - b) Male []
2. What is your highest level of education?
 - a) Diploma []
 - b) Degree []
 - c) Masters []
 - d) Ph. D []
3. Indicate your teaching experience
 - a) Below 5 years []
 - b) 6-10 years []
 - c) 11-15 years []
 - d) 16-20 years []
 - e) 20 years and above []

Section B: The influence of teacher competence on teaching Kiswahili in junior schools in Kenya

4. As a teacher, I can infuse core competencies while teaching Kiswahili in my grade
YES () NO ()

If yes, list the seven competencies to be acquired by learners while teaching Kiswahili in your grade.

5. As a teacher of Kiswahili under the grade you are instructing, respond to the following statements by showing the extent to which you agree or disagree.

Key: SD: Strongly Disagree D: Disagree U: Undecided A: Agree SA: Strongly Agree

Statement	SD	D	U	A	SA
1. My level of competence in teaching Kiswahili aligns well with the requirements of CBE.					
2. I feel confident in my ability to teach Kiswahili under the CBE framework effectively.					
3. The training I have received adequately prepares me to teach Kiswahili in line with CBE.					
4. I actively seek opportunities to improve my teaching skills in Kiswahili under CBE.					
5. I believe my competence in teaching Kiswahili positively impacts students' learning outcomes.					
6. I find it easy to adapt my teaching methods to fit the requirements of CBE for Kiswahili.					
7. I believe my knowledge of Kiswahili content is sufficient to teach it under CBE effectively.					
8. I feel supported by the educational authorities in developing my competence in teaching Kiswahili.					

Section C: Availability of teaching and learning resources as established in the CBE and the teaching of Kiswahili in junior schools

6. List the available teaching and learning materials in your school

7. If Kiswahili course texts are available indicate the ratio in your grade

1:1 () 1:2 () 1:3 () 1:4 ()

8. What is your level of competence in use of ICT as a resource in teaching Kiswahili in your grade?

Very good () Good () Fair () poor ()

9. Kindly show the extent you agree or disagree with the following statements

Key: SD: Strongly Disagree D: Disagree U: Undecided A: Agree SA: Strongly Agree

Statement	SD	D	U	A	SA
1. Adequate teaching materials for Kiswahili under CBE are readily available in our school.					
2. The teaching resources provided adequately support the implementation of Kiswahili under CBE.					
3. Our school consistently updates its teaching resources to align with the requirements of CBE.					
4. I have access to supplementary materials that enhance the teaching of Kiswahili under CBE.					
5. The school provides technology-enhanced resources to facilitate Kiswahili teaching under CBE.					

6. I am satisfied with the variety of resources available to support Kiswahili teaching under CBE.					
7. The school allocates sufficient budget for acquiring Kiswahili teaching resources under CBE.					
8. There is effective coordination among teachers in sharing and utilizing teaching resources for Kiswahili.					

SECTION D: Teachers' perception towards teaching Kiswahili in junior schools in Kenya

10. Kindly show the extent you agree or disagree with the following statements

Statement	SD	D	U	A	SA
1. Teaching Kiswahili under the CBE is more engaging compared to previous curriculum frameworks.					
2. I believe the CBE approach enhances students' critical thinking skills in Kiswahili.					
3. CBE allows for more flexibility and creativity in teaching Kiswahili compared to before.					
4. CBE adequately addresses the cultural and linguistic diversity of students in Kiswahili teaching.					
5. I feel motivated to teach Kiswahili under CBE because of its potential impact on students.					
6. CBE provides ample opportunities for students to apply Kiswahili skills in real-life contexts.					
7. I perceive Kiswahili teaching under CBE as more student-centered compared to before.					
8. I have a positive perception of teaching Kiswahili under CBE framework.					

 16. Kindly show the extent you agree or disagree with the following statements

Statement	SD	D	U	A	SA
1. The professional development opportunities offered to me adequately address the needs of Kiswahili teaching under the CBE.					
2. I receive ongoing support and guidance in implementing Kiswahili under the CBE.					
3. The workshops or training sessions I attend enhance my effectiveness in teaching Kiswahili under CBE.					
4. I am encouraged to share best practices and experiences with colleagues regarding Kiswahili teaching under CBE.					
5. The school administration values the professional development of teachers in Kiswahili under CBE.					
6. There are opportunities for collaborative learning among teachers to improve Kiswahili teaching under CBE.					
7. I am satisfied with the overall support provided for my professional growth in Kiswahili teaching under CBE.					
8. I feel adequately prepared to effectively implement Kiswahili teaching under CBE after participating in professional development activities.					

Section F: Dependent Variable: Teaching of Kiswahili

17. What are the challenges you face while teaching Kiswahili under CBE?

18. What measures do you employ to manage these challenges

19. Kindly show the extent you agree or disagree with the following statements

Statement	SD	D	U	A	SA
1. I find teaching Kiswahili to be a rewarding experience under CBE framework.					
2. Students demonstrate noticeable improvement in their Kiswahili language skills under CBE.					
3. Kiswahili teaching under CBE contributes significantly to students' overall academic performance.					
4. CBE approach has positively impacted students' interest and enthusiasm towards learning Kiswahili.					

Thank you for your responses

APPENDIX III: INTERVIEW GUIDE FOR HEAD TEACHERS

The aim of this interview is to familiarize myself with teacher preparedness in teaching Kiswahili under CBE in junior schools. Your school has been chosen for the study. This tool is not meant for evaluation but to get realistic picture of level of preparedness of teachers in junior schools. To achieve this, a number of questions have been formulated for discussion.

Gender.....

School.....

Name of interviewer.....

- i. As the head teacher, have you had any training on CBE implementation?
.....
.....
- ii. Are all your teachers in junior school trained on CBE implementation?
.....
.....
- iii. What are some of the challenges facing CBE implementation in your school?
.....
.....
- iv. In your opinion, do you think teachers in your school fully understand the concept of CBE? (Probe for the reasons for the answer given)
.....
.....
- v. How do your teachers perceive CBE curriculum in your school especially in grade seven (Probe on teachers' perception)
.....
.....
- vi. Does your school have adequate resources for the implementation of CBE at junior school?
.....
.....
- vii. Are your teachers in junior school ICT complaint? (Do they have the knowledge and skills on use of ICT in teaching CBE) Explain
.....
.....

APPENDIX IV: DOCUMENT ANALYSIS

Document analysis guide is for collecting information about teacher preparedness in teaching of Kiswahili in junior schools under CBE. The information given will be purely used for the purpose of the study. Kindly respond honestly.

School.....

Gender.....

a. Possession of the professional documents

b. Schemes of work

i) How often do you prepare this document?

Often () Rarely () Never ()

ii) Is there any difference between content in this document under CBE as compared to those that are being used under the previous curriculum
844

iii) How often the document is checked

Weekly () Monthly () Termly () Yearly ()

c. Integrated lesson plan.

i. Possession of integrated lesson plan

ii. Ability to construct integrated lesson plan

iii. Challenges faced in preparing integrated lesson plan

d. Assessment rubrics

i. Ability to construct assessment rubrics

Very good () Good () Fairly Good () Poor ()

ii. Ability to construct assessment rating

Very Good () Good () Fairly Good () Poor ()

iii. Reporting to learners after formative assessment

iv. Possessing assessment records for the learners

v. Challenges in preparing assessment rubrics

e. Learner portfolio

i. Availability of learners' portfolios

ii. Are they physical or E Portfolios?

iii. Is time allocated enough to prepare portfolios for every learner?

iv. What are some of the challenges faced when preparing portfolios?

iv) How many times are the documents checked by the head of institution or HOD?

APPENDIX V: RESEARCH AUTHORIZATION LETTERS

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 305652	Date of Issue: 25/April/2024
RESEARCH LICENSE	
	
<p>This is to Certify that Ms.. CATHERINE NEKESA WAMOKHELA of University of Eldoret, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Uasin-Gishu on the topic: TEACHER PREPAREDNESS IN TEACHING KISWAHILI IN THE COMPETENCY BASED CURRICULUM IN JUNIOR SCHOOLS IN KENYA. for the period ending : 25/April/2025.</p>	
License No: NACOSTI/P/24/35004	
305652	
Applicant Identification Number	Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code
	
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	
See overleaf for conditions	



P.O. BOX 1125-0104
 ELDORET, KENYA
 Tel: 0774340002
 FAX NO: +254-0522 256211 ER - 0000
 info@eldoret.ac.ke

SCHOOL OF EDUCATION

DEPARTMENT OF CURRICULUM AND INSTRUCTION

Our ref: UOE/B/CIM/RES/028

17th April, 2024

The Executive Secretary
 National Council for Science Technology & Innovation
 P.O. Box 30623 - 00100
 NAIROBI.

Dear Sir/Madam,

RE: RESEARCH PERMIT FOR CATHERINE NEKESA WAMOKHELA
REG. NO. EDU/PHD/KE/010/14

This is to confirm that the above named Post Graduate Student has completed Course work of Doctorate of Philosophy in Educational Technology (Kiswahili Education) in the Department of curriculum and instruction.

She is currently preparing for field work to collect data on the thesis title *"Teacher Preparedness in Teaching Kiswahili in the Competency Based Curriculum in Junior Schools in Kenya"*.

Any assistance accorded her to facilitate acquiring research permit for data collection will be highly appreciated

Yours faithfully,

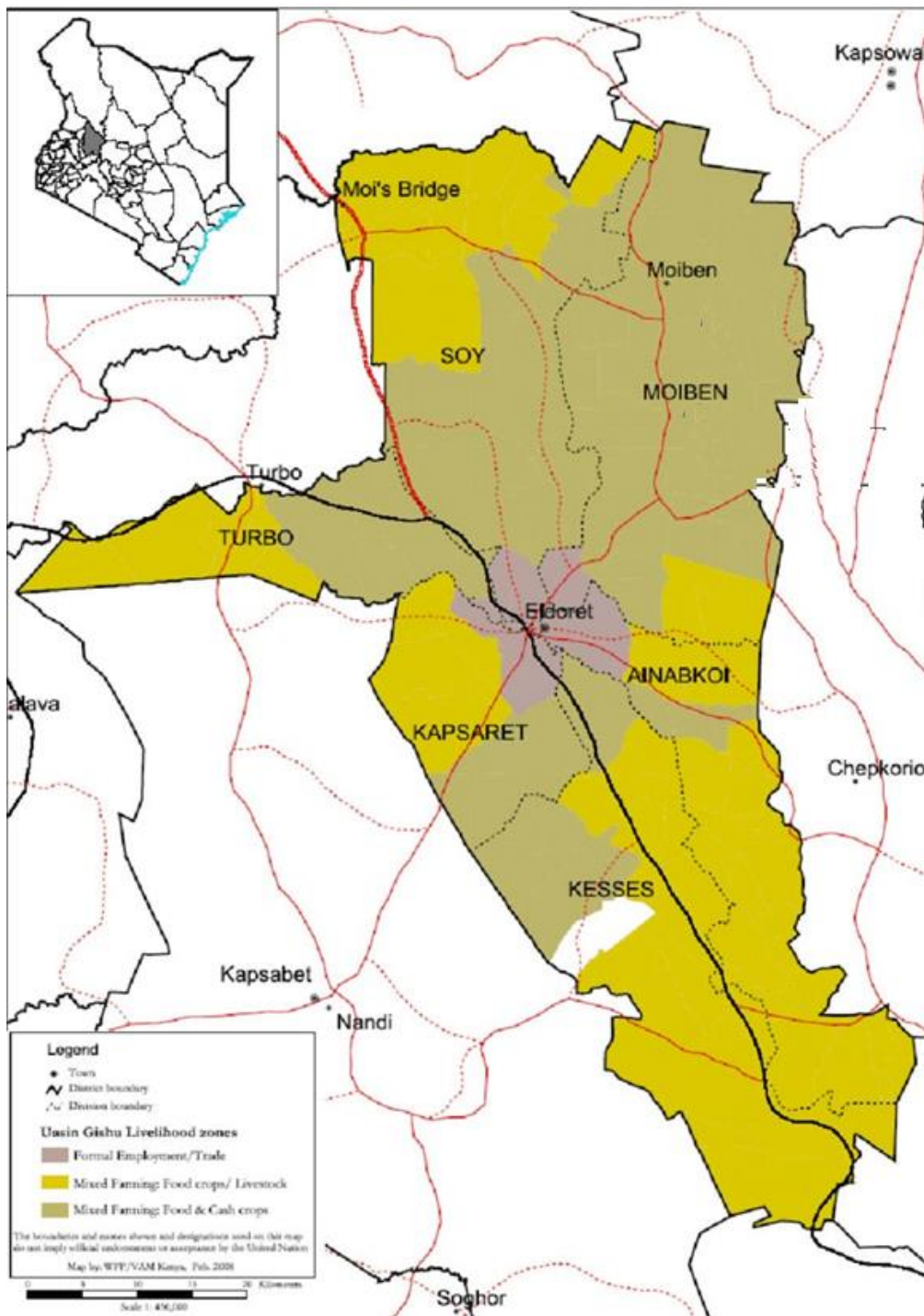
Head of Department
 Curriculum & Instruction
 UNIVERSITY OF ELDORET

DR. BETTY CHERUIYOT
HEAD, DEPARTMENT OF CURRICULUM

University of Eldoret is ISO 9001: 2015 Certified




APPENDIX VI: MAP OF UASIN GISHU COUNTY




Source: International Journal of Innovative and Applied Research [2024]

APPENDIX VII: SIMILARITY REPORT



University of
Eldoret
Centre of knowledge and innovation

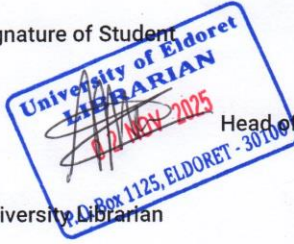


University of Eldoret

Certificate of Plagiarism Check for Dissertation

Author Name	Catherine Nekesa WamokhelaEDU/ PhD/ KE/010/14
Course of Study	Type here...
Name of Guide	Type here...
Department	Type here...
Acceptable Maximum Limit	Type here... ⌵
Submitted By	titustoo@uoeld.ac.ke
Paper Title	TEACHER PREPAREDNESS IN TEACHING KISWAHILI IN THE COMPETENCY-BASED EDUCATION IN PUBLIC JUNIOR SCHOOLS IN KENYA
Similarity	10%
Paper ID	4602325
Total Pages	215
Submission Date	2025-10-31 13:30:02

Signature of Student



University Librarian

Signature of Guide

Head of the Department

Director of Post Graduate Studies

* This report has been generated by DrillBit Anti-Plagiarism Software