



## **A Comparative Study of Teachers' Perceptions and Implementation of the Competency Based Curricula in Public and Private Primary Schools in Vihiga County, Kenya**

Dennis Ndori Maluha<sup>1</sup> & Caleb Mackatiani<sup>2</sup> & Daniel Komo Gakunga<sup>3</sup>

<sup>1</sup> PhD Student, University of Nairobi, Kenya

<sup>2</sup> Lecturer, University of Nairobi, Kenya

<sup>3</sup> Professor, University of Nairobi, Kenya

Correspondence: Dennis Ndori Maluha, University of Nairobi, Kenya

Email: denondori@gmail.com

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### Abstract

Teachers' perceptions are critical determinants of the successful implementation of Competency-Based Curricula (CBC) across diverse educational contexts. This study aimed to investigate how teachers' perceptions influence the implementation of the Competency-Based Curriculum in public and private primary schools in Vihiga County, Kenya. It was based on Open System Theory, as advocated by Von Bertalanffy (1956). The study employed a mixed-methods approach. The total population comprised 4,995, which included 4,567 teachers, 408 head teachers, 5 Sub-County Education Officers (SCEOs), and 15 Curriculum Support Officers (CSOs). Stratified and simple random sampling techniques were used to select a sample of 456. This encompassed 368 teachers, 81 head teachers, 5 CSOs, and 2 SCEOs. Data was gathered using questionnaires, observation, and interview schedules. To enhance the validity and reliability of the study instruments, a pilot study was conducted in two private and two public schools. The study established diverse teachers' perceptions of implementing competency-based curriculum in both public and private schools. Unlike private schools, teachers in public schools had a negative perception of implementing CBC due to a high teacher-to-learner ratio, difficulty in preparing teaching and learning materials and the adoption of digital technology, and the inability to conduct individual child interaction. The study further established a statistically significant difference in head teachers'  $F(5, 56) = 12.748, p < 0.05$ , and teachers'  $F(5, 258) = 36.84, p < 0.05$  in public and private primary schools.

**Keywords:** Competency-Based Curriculum, Implementation, Perception, Public and Private Schools

## **Introduction**

The competency-based curriculum has been found to equip students with requisite skills, competencies, knowledge, critical thinking, learner-centered approaches, talent nurturing and development, flexible pathways, and practical learning, unlike content-driven learning. According to the Organisation for Economic Cooperation and Development (OECD, 2020), teachers' perceptions are essential determinants of implementing the classroom CBC. Fullan (2021) notes that actual teachers' instructional pedagogy leads to successful curriculum change. Teachers' positive attitude is significantly associated with learner-centered approaches, self-efficacy, and assessment methods. International studies indicate that insufficiently trained and unqualified teachers in digital integration and assessment procedures often revert to conventional pedagogy that deters effective implementation of the curriculum (UNESCO, 2022; OECD, 2023). Positive attitudes compounded by continuous professional development and administrative support support teachers' effective engagement and best learning practices.

In spite of policy reforms in most African countries, implementation of the new curriculum faces challenges arising from inadequate infrastructure, instructional materials and equipment, staffing, and professional development influences teachers' perceptions. Similarly, overcrowded classrooms, curriculum, assessment practices, and overload influence teachers' perceptions. Akyeampong, Westbrook, and Lussier (2020) and Africa KIX (2021) revealed that high teacher workloads and insufficient administrative support often result in the implementation of the curriculum partially. Conversely, diverse institutional leadership styles and expertise recognition determine teachers' participation in curriculum reforms (Tabulawa, 2022).

In 2017, Kenya introduced the CBC to replace the 8.4.4 curriculum that was perceived to be theoretical and academic-oriented and ignored practical skills for job creation and sustainability. Despite its inauguration, competency-based curriculum continues to face a multitude of challenges, such as teacher-centered learning, understaffing, inadequate infrastructural and instructional facilities, and overcrowding, leading to teachers' negative perception (KICD, 2020; Ngugi & Mugo, 2021). However, most studies in Kenya have focused on either teachers' attitudes and perceptions on the implementation of the CBC. The current study filled this gap by focusing on a comparative study on teachers' perceptions of the implementation of the competency-based curriculum in public and private primary schools.

In Vihiga County, Obuhatsa (2020) conducted a study on teacher factors affecting the implementation of the competency-based curriculum at lower primary schools. However, the study failed to focus on a comparative investigation of teachers' perceptions of the implementation of competency-based curriculum in public and private primary schools from grades one to six. This gap presented the need for this investigation.

### **Statement of the Problem**

The introduction of competency-based curriculum aims to present a shift from a conventional academic-oriented curriculum to a more competent and skill acquisition for learner practical and global competencies for job creation and employment. Despite its introduction, limited learning resources, high learner enrollment, teacher professional development, and workload continue to hinder the effective implementation of the competency-based curriculum. These barriers influence teachers' perception of effective implementation of the competency-based curriculum.

In Vihiga County, studies on the implementation of the competency-based curriculum in private and public primary schools are insufficient. For example, Kihima (2023) investigated parental involvement in the implementation of competency-based curriculum from grades 1-3. Similarly, Obuhatsa (2020) and Silas (2020) investigated teachers' attitudes and implementation of competency-based curriculum from grades 1-3. Nonetheless, these studies failed to focus on teachers' perception and implementation of the competency-based curriculum, as is the case for this study. This presented a relationship gap that this study sought to fill.

### **Objective of the Study**

To examine teachers' perception of the implementation of the competency-based curriculum in public and private primary schools in Vihiga County, Kenya.

### **Hypothesis of the Study**

H01: There is a significant statistical difference between teachers' perceptions in public and private primary schools in Vihiga County, Kenya.

### **Significance of the Study**

The findings of this study will provide insights for teacher training institutions and the government to enhance priorities in teacher training, staffing, learning resource allocation, and motivation to influence teachers' positive perceptions on the implementation of the competency-based curriculum in both public and private primary schools.

### **Limitations of the Study**

The study prioritized ethical issues by assuring respondents of the confidentiality

of their responses through the use of pseudonyms and an in-depth explanation of the purpose of the study.

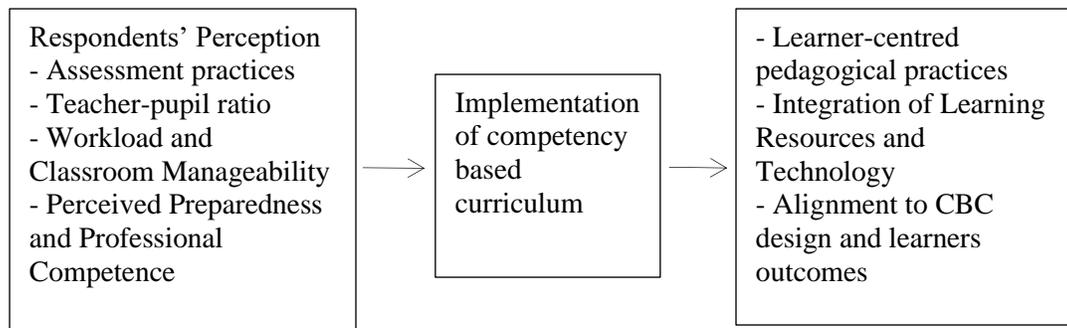
### **Delimitations of the Study**

The study focused on teachers' perceptions of the implementation of the competency-based curriculum in public and private primary schools in Vihiga County, Kenya. Head teachers, teachers, SCEO, and CSOs formed the study respondents. Questionnaires, interviews, and observation schedules were used to gather data.

### **Theoretical Framework**

The study relied on Open System Theory by Von Bertalanffy (1956). The theory presents inputs as teachers' workload and classroom management, teacher-learner ratio, perceived preparedness, and professional competency. The outs include learner-centered pedagogical practices and learner-centered pedagogical practices and learner outcomes. Therefore, teachers' perceptions in both public and private primary schools may influence the implementation of the competency-based curriculum through teaching and learning.

### **Conceptual Framework**



### **Reviewed Literature**

Globally, any curriculum change depends on teachers' ability and preparedness to actively interpret classroom activities into their realization. Teachers' training through in-service and pre-service enables teachers' ability and capacity to implement learner-centered learning. This further aligns with effective teachers' assessment rubrics and learners' acquisition of curriculum goals. For example, teachers revert to conventional teaching methods because of inadequate teacher professional development before and during

implementation of the new curriculum (Sensei Technology, 2025). Thus, effective teacher professional development and perception allow teachers to easily adapt to curriculum change without any difficulties.

A study by Laitsch, Nguyen, and Youngusband (2021) revealed that small class size enhances high teacher satisfaction and morale, individual attention, and fewer disciplinary issues. Studies revealed that a high teacher-student ratio was a barrier to greater cognitive engagement, effective instruction, and teacher support perception (Usman, Shehu & Luka, 2025; Hansen, 2025). Equally, Otieno, Mwaniki, and Obutu (2025) established that increased teachers' workload arising from high class size impedes teacher perception and effective capacity development for implementation of the competency-based curriculum.

In Uganda, Arinaitwe, Nabaasa, and Namatovu (2025) established that teachers who appreciated and understood the aims and goals of competency-based curriculum through motivation, administrative support, and requisite training effectively implemented teaching techniques. Conversely, teachers not exposed to adequate training, limited resources, and high overload are likely to resist change and have less commitment to implementing the new curriculum. Thus, positive perception, which is characterized by collaboration, enthusiasm, and professional confidence, enhances implementation of the curriculum, while teachers' beliefs, capacity, preparedness, demotivation, and negative perception deter progress. However, this study was conducted in public secondary schools in Uganda, while the present study was conducted in public and private schools in Kenya. Studies established that teachers have a positive perception about ICT integration in the learning process as motivating, engaging, and quality instruction, although effective training and lack of infrastructure continue to persist (Akram, Abdelrady, Al-Adwan & Ramzan, 2022). Similarly, Bartilol, Egesa, and Yungungu (2025) and Abel, Likewise, Tondeur, and Sang (2022) noted that teachers' positive attitudes regarding ICT integration during implementation of the competency-based curriculum are essential but not efficient with inadequate resources and teacher development initiatives.

In Ethiopia, Tonkolu and Seyoum (2024) revealed that the majority of teachers noted a positive attitude about instructional resources during classroom learning, yet in the practical aspect, they rarely adopted these resources in spite of their accessibility. This may arise from limited time for preparation, large class sizes, and inadequate teacher professional training. Madete and Nzilano (2024) confirmed that despite the importance of instructional materials, their effectiveness was hampered by limited time, acquisition of skills and competencies, resource constraints, and high teacher-learner ratio, which negatively influence real utilization despite the overall positive attitude.

Teachers develop a positive perception when provided with resource availability to effect any new curriculum change. For instance, studies hold that teachers display diverse opinions about their preparedness and access to instructional resources as a major

hindrance to bringing change to new curriculum goals (Awuonda, 2025; Koros & Achieng, 2023). Inadequate teachers' access to capacity building that is essential for the curriculum reform is another challenge to teachers' perception during classroom learning.

Koros and Achieng (2023) conducted a study on teachers' preparedness on competency-based curriculum. The study revealed that teachers in private schools were better prepared than those in public schools. Likewise, Cherotich (2023) carried out a study on teachers' preparedness in implementing competency-based curriculum in both private and public primary schools. The study revealed that effective implementation of the competency-based curriculum relies heavily on teachers' level of preparedness, including creativity, critical thinking, and collaboration with the learners. A further study by Ngeno, Mwoma, and Mweru (2021) revealed that teachers' attitudes influence the successful implementation of the competency-based curriculum. The studies indicated gaps in teachers' preparedness, such as adjusting to current teachers' assessment techniques and pedagogies. Nevertheless, these studies failed to focus on teachers' perceptions of the implementation of competency-based curriculum in public and private primary schools.

Nonetheless, most research has been conducted on teachers' perception without exploring comparative studies on how it influences the implementation of a new curriculum regarding assessment rubrics, training competency, teacher-pupil ratio, integration of digital technology, and preparation of teaching and learning materials in public and private schools. Similarly, this presents a comparative study on teachers' perception of the implementation of the competency-based curriculum in public and private primary schools in Vihiga County, Kenya.

### **Methodology**

The study embraced a descriptive research design because of its quantitative and qualitative paradigms. It allows to gather respondents' perceptions, beliefs, and practices regarding implementation of the competency-based curriculum as they naturally occur in a school setting without the researcher's manipulation. Whereas quantitative data produced measurable patterns, qualitative data produced an in-depth understanding of the phenomenon under investigation. The total target population was 4995, which included 4567 teachers (4392 public, 175 private), 408 head teachers (387 public, 21 private) in both public and private primary schools, 5 CEOs, and 15 CSOs. The study employed stratified and simple random sampling techniques to sample head teachers and teachers. Alternatively, teachers were further subjected to the Yamane formula (1967) because of the large population in the study. The purposive sampling technique was used to select CEOs and CSOs because of their minimal representation in the population. The total sample comprised 456, which included 368 teachers (public 354, private 14), 81 head teachers (public 77, private 4), 2 CEOs, and 5 CSOs. A questionnaire and an interview

schedule were used to collect quantitative and qualitative data. The study measured construct, face, and content validity, in which the validity index of 0.74 was achieved. The test-retest technique was enhanced for reliability. Validity and reliability were further ensured through a pilot study in two public and two private primary schools that were excluded from the actual study. A coefficient reliability of 0.7 was realized for the instruments' use.

### **Questionnaire Return Rate**

Respondents		Number Issued	Number Returned	Percentage
Head teachers	Public	77	58	75%
	Private	4	4	100%
Teachers	Public	354	250	70%
	Private	14	14	100%
Total		449	326	72%

From the finding, 449 questionnaires were issued, and 326 were returned, representing a 72% questionnaire return rate that was appropriate for the generalization of the findings.

### **Data Analysis**

Data was analysed to examine a comparative study on implementation of the competency based curriculum in public and private primary schools in Vihiga County. Head teachers and teachers provided the quantitative data through questionnaire while SCEO's and CSO's provided the qualitative data through interview.

Table 1: Head teachers opinion on implementation of CBC in public and private schools

Statement	School Type	SD	D	N	A	SA
The assessment methods of CBC are learner friendly	Public	3 (5.2%)	9 (15.5%)	04 (6.9%)	22 (37.9%)	20 (34.5%)
	Private	0 (0.0%)	1 (25.0%)	-	2 (50.0%)	1 (25.0%)
Training of CBC in specific subject teaching methodology is more appropriate	Public	8 (13.8%)	14 (24.1%)	3 (5.2%)	18 (31.0%)	15 (25.9%)
	Private	-	-	1 (25.0%)	2 (50.0%)	1 (25.0%)
An appropriate teacher: learner ratio is motivating for the teachers	Public	4 (6.9%)	5 (8.6%)	3 (5.2%)	31 (53.4%)	15 (25.9%)
	Private	-	-	-	3 (75.0%)	1 (25.0%)
Embracing digital technology during implementation of CBC is most interesting	Public	13 (22.4%)	25 (43.1%)	4 (6.9%)	10 (17.2%)	6 (10.3%)
	Private	-	-	-	3 (75.0%)	1 (25.0%)
Preparation of teaching/learning materials for the implementation of the CBC is time consuming	Public	10 (17.2%)	12 (20.7%)	2 (3.4%)	20 (34.5%)	14 (24.1%)
	Private	-	1 (25.0%)	-	2 (50.0%)	1 (25.0%)

The findings indicate that most of the head teachers in public schools, 22 (37.9%), and private schools, 2 (50.0%), agreed that the assessment techniques of the competency-based curriculum are learner friendly. This is a reflection that school administration in both school categories supports and supervises teachers' assessment methods to ensure learners acquire the core competencies through a learner-centered approach, classroom involvement, and feedback. The administrative support and constant supervision enhance positive teachers' perception towards the implementation of the CBC. The face-to-face conversation with SCEO and CSOs reiterated that teachers' assessment techniques can only be realized when the school head teachers support and provide the necessary learning materials and follow-up mechanisms that motivate teachers. However, they all agreed that large class size and inadequate teacher professional development and learning resources in public schools hinder effective teacher assessment techniques. The assessment methods ensure learner-centered learning, identify learners' talents and abilities, enhance

accountability and feedback, and inform teaching and instruction strategies. The finding is in tandem with Arinaitwe, Nabaasa, and Namatovu (2025), who revealed that teachers who appreciated and understood the aims and goals of competency-based curriculum through motivation, administrative support, and requisite training effectively implemented teaching techniques.

Most head teachers from 18 public (31.0%) and 2 private (50.0%) primary schools agreed that training in competency-based curriculum in specific subject teaching methodology is appropriate. As argued by most SCEO's and CSOs, the Kenya Institute of Curriculum Development (KICD), Teachers Service Commission (TSC), and the Ministry of Education (MoE) have mounted continuous training programs geared to equip teachers with skills and competencies to adjust to the competency-based education. Acquisition of training programs, including workshops and seminars, school-based training, symposia, conferences, and blended learning, promotes teachers' positive perception. Specific subject teaching methodology helps teachers have a positive perception of varying teaching strategies meant for improved classroom management, interaction, learners' performance, fostering creativity and innovation, and promoting learners' different needs. This is in tandem with the findings of Tabulawa (2022), who established that diverse institutional leadership styles and expertise recognition determine teachers' participation with curriculum reforms. The finding contrasts with KICD (2020) and Ngugi and Mugo (2021), who note that CBC continues to face barriers arising from teacher-centered learning and insufficient resources, resulting in teachers' negative perception.

The majority of head teachers in public (31, 53.4%) and private (3, 75.0%) primary schools agree that an appropriate and manageable teacher-to-pupil ratio is a motivating factor for teachers during the implementation of the classroom curriculum. As echoed by the majority of SCEOs and CSOs, most public schools face the problem of low teacher perception due to a high teacher-learner ratio resulting from learner enrollment coupled with inadequate staffing. Conversely, during complementation of the CBC, private schools encounter low learner enrollment with sufficient staffing, resulting in high teacher perception, contrary to public schools. High learner enrollment in public schools makes it difficult for the teachers to manage individual learners' attention and needs. Conversely, an appropriate teacher-learner ratio is ideal for effective relationships, reduced teacher burnout, individualized attention, and the acquisition of competencies that enhance teachers' perception. The finding is in line with a study by Laitsch, Nguyen, and Youngusband (2021), who revealed that small class size enhances high teacher satisfaction and morale, individual attention, and fewer disciplinary issues.

A large representation of head teachers in 25 public schools (43.1%) disagreed that embracing digital technology during the implementation of CBC is most interesting. This finding was contrary to head teachers in 3 (75.0%) private schools, who had a contrary view that embracing digital technology during the implementation of CBC is most

interesting. SCEO 3 reported that digital integration in public primary schools faces hindrance from frequent electricity blackouts, a lack of digital devices, infrastructure, and internet, and limited teachers' competencies. This implies that the implementation of competency-based curriculum faces the problem of negative teacher perception in contrast to private primary schools. Positive teacher perception towards digital integration increases teachers' innovative strategies and adoption of new technologies.

A large proportion of head teachers in public 20 (34.5%) and private 2 (50.0%) schools agreed that preparation of teaching/learning materials for the implementation of the CBC is time-consuming. The findings support SCEO 1, who pointed out that preparation of instructional materials and professional documents in public primary schools is a bit cumbersome. This led to teachers' negative attitudes due to increased teacher workload, inadequate time for preparation and infrastructure, and large class sizes. The study is in agreement with Tonkolu and Seyoum (2025), who established that the majority of teachers had a positive perception of the preparation and use of instructional materials during curriculum execution, but their practices were seldom observed. Using ANOVA, the study examined the relationship between head teachers' perception and implementation of the competency-based curriculum, as illustrated in Table 2.

Table 2: ANOVA relationship between head teachers' perception of implementation of CBC

Source	Sum of Squares	df	Mean Square	F	Sig
Regression	8.742	5	12.748	22.95	0.000
Residual	4.263	56	0.076		
Total	13.005	61			

The ANOVA results establish a statistically significant difference between teachers' perceptions in public and private primary schools and the implementation of the competency-based curriculum. This is shown by a regression model in which  $F(5, 56) = 12.748, p < 0.05$ . The finding corroborates Fullan (2021), who argues that teachers' positive perception can be illustrated by a supportive environment, such as resource support and manageable class size.

Teachers' response on the implementation of CBC in public and private primary schools teachers provided their responses on their perception of the implementation of the competency-based curriculum in public and private primary schools as presented in Table 3.

Table 3: Teachers response on implementation of CBC in public and private primary schools

Statement	School Type	SD	D	N	A	SA
The assessment methods of competency based curriculum are learner friendly	Public	46 (18.4%)	53 (21.2%)	20 (8.0%)	69 (27.6%)	62 (24.8%)
	Private	-	1 (7.1%)	1 (7.1%)	9 (64.3%)	3 (21.4%)
CBC curriculum in specific subject teaching methodology is more appropriate	Public	53 (21.2%)	60 (24.0%)	10 (4.0%)	66 (26.4%)	61 (24.4%)
	Private	-	1 (7.1%)	-	7 (50.0%)	6 (42.9%)
An appropriate teacher: pupil ratio is a motivating factor to the teachers	Public	47 (18.8%)	49 (19.6%)	13 (5.2%)	79 (31.6%)	62 (24.8%)
	Private	-	1 (7.1%)	1 (7.1%)	9 (64.3%)	3 (21.4%)
Embracing digital technology during implementation of CBC is most interesting	Public	62 (24.8%)	74 (29.6%)	11 (4.4%)	54 (21.6%)	49 (19.6%)
	Private	-	1 (7.1%)	1 (7.1%)	9 (64.3%)	3 (21.4%)
Preparation of teaching/learning materials for the implementation of the CBC is time consuming	Public	55 (22.0%)	58 (23.2%)	10 (4.0%)	67 (26.8%)	60 (24.0%)
	Private	3 (21.4%)	4 (28.6%)	2 (14.3%)	3 (21.4%)	2 (14.3%)

From the findings, most teachers in public primary schools (69, 27.6%) and private schools (9, 64.3%) agreed that the assessment methods of competency-based curriculum are learner-friendly. The SCEO and CSOs were in line with that CBC encourages a learner-friendly assessment environment rather than an academic-oriented one that stresses both teachers and learners with large amounts of content to be covered. They argue that the CBC assessment methods focus on competencies, formative feedback, observable learner growth and development, and subject flexibility. The finding is an indicator of teachers' positive perception regarding the formative assessment rubrics. The study agrees with Akyeampong, Westbrook, and Lussier (2020) and Africa KIX (2021), who echoed that high teacher workloads and insufficient administrative support often lead to teachers'

partial implementation of the curriculum.

The majority of teachers from public 66 (26.4%) and private 7 (50.0%) primary schools agreed that training in competency-based curriculum in specific subject teaching methodology is more appropriate. The in-depth conversation with all the SCEO and CSOs corroborated that continuous teacher professional development through in-service courses, conferences, action research, peer observation, mentorship, and coaching has been conducted to promote the acquisition of competencies and improve learners' assessment. These programs are aimed at improving teachers' perception of the implementation of competency-based education in both private and public primary schools. The finding is congruent with UNESCO (2022), which revealed that teacher preparedness and availability of learning resources enable teachers to demonstrate.

A substantial number of teachers in public (79, 31.6%) and private (9, 64.3%) primary schools hold that a manageable teacher-to-pupil ratio is a motivating factor for the teacher's effectiveness. As echoed by CSO 2, small class size results in teachers' effective teacher class management, instructional procedures, timely feedback and assessment, and discipline. The officer maintained that private primary schools experience a minimal teacher-learner ratio that leads to increased teacher perception, unlike in public schools. The finding complements the findings of studies that revealed a high teacher-student ratio was a barrier to greater cognitive engagement, effective instructional and teacher support perception (Usman, Shehu & Luka, 2025; Hansen, 2025).

Subsequently, whereas most teachers in public schools (74, 29.6%) disagreed that embracing digital technology during the implementation of CBC is most interesting, the majority in private schools (9, 64.3%) agreed. This finding was supported by all the CSOs and SCEO, who noted the availability of digital infrastructure and well-trained staff for integration during implementation of the competency-based curriculum in private schools, distinct from public schools. Unlike public schools, most private schools admit learners from middle and high socio-economic statuses, which provides access to digital learning through the provision of digital devices, internet, and infrastructure and enhances teacher professional development; hence, positive teacher perception. The findings concur with Tondeur and Sang (2022), who noted that teachers' attitudes are positive regarding ICT integration during implementation of the competency-based curriculum but negative with inadequate digital resources and limited teacher development initiatives.

Based on the results, a substantial number of teachers in public schools, 67 (26.8%), agreed that preparation of teaching/learning materials for the implementation of the CBC is time-consuming, contrary to the results from private schools, 4 (28.6%), who disagreed with the view. The observation was held by CSO 2, who noted that teachers in most public primary schools are understaffed, and large class sizes and inadequate infrastructure negatively influence teachers' perceptions, in contrast to private schools. The findings support Madete and Nzilano (2024), who confirmed that despite the importance

of instructional materials, their effectiveness was hampered by limited time, skills, resources, and teacher-learner ratio, which negatively influenced real utilization despite the overall positive attitude.

Table 4: ANOVA relationship between teachers' perceptions and CBC implementation

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	18.64	5	3.725	36.84	0.000
Residual	6.148	258	0.024		
Total	24.772	263			

The ANOVA tabulation reveals that there is a statistically significant difference between teachers' perceptions in the implementation of the competency-based curriculum in both public and private primary schools. This was indicated by a regression model at  $F(5, 258) = 36.84, p < 0.05$ . The results confirm Madete and Nzilano (2024) that despite the importance of instructional materials, their effectiveness was hampered by limited time, acquisition of skills and competencies, resource constraints, and a high teacher-learner ratio, which negatively influence real utilization despite the overall positive attitude.

### Conclusion

The results revealed that head teachers' and teachers' perceptions in both public and private primary schools had positive perceptions that the assessment methods of the competency-based curriculum are learner-friendly, the teachers' subject methodology in CBC training is most appropriate, and the teacher-learner ratio is motivating. However, whereas public schools had a negative perception of embracing digital technology and the time taken for preparing teaching and learning materials, private schools had a positive perception during the implementation of the competency-based curriculum. ANOVA results noted a statistically significant difference between head teachers,  $F(5, 56) = 12.748, p < 0.05$ , and teachers,  $F(5, 258) = 36.84, p < 0.05$ , in public and private primary schools.

**Recommendations:** The Ministry of Education should ensure frequent teacher retooling and provision of necessary resources to enable teachers to implement the competency-based curriculum without barriers.

**Suggestions for Further Research:** A similar comparative study should be conducted in public and private senior secondary schools to compare and contrast with the findings of this study.

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