

Teaching Resource Adequacy and Competency-Based Curriculum Implementation in Public Junior Schools in Kisii South Sub-County, Kenya

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Abstract

This study examined the effect of teaching resource adequacy on the implementation of the Competency-Based Curriculum (CBC) in public junior schools in Kisii South Sub-County, Kenya. The challenges faced in the implementation of the Competency Based Curriculum (CBC) in public junior schools continue to be partly exacerbated by inadequate teaching and learning resources that limit the use of pedagogies that emphasise learners, practical activities and the development of competencies. The study used a convergent mixed methods research design in a descriptive survey approach based on the theory of Educational Change. A total of 57 public junior schools were sampled, with 224 respondents (199 teachers and 25 principals). Questionnaires and interview schedules were used to gather data, and a pilot study was conducted in Kisii Central Sub-County. Data analysis involved: SPSS 26 (descriptive statistics, Pearson correlation, regression analysis) and thematic analysis of qualitative data. The findings indicated that teaching resources significantly and positively influenced the implementation of CBC ($\beta = 1.042$, $t = 27.581$, $p < .05$). The research findings show that suitable instructional materials and learning aids are essential in implementing CBC in junior schools. It calls for the Ministry of Education, school boards of management and the Kenya Institute of Curriculum Development to continuously provide, update, maintain and hold teachers and learners accountable for teaching and learning resources.

Key terms: competency-based curriculum; curriculum implementation; Kisii South Sub-County; Kenya; public junior schools; teaching resource adequacy.

1.0 INTRODUCTION

The adoption of the Competency-Based Curriculum (CBC) in Kenyan public junior schools has raised concerns regarding the adequacy of teaching and learning resources required to facilitate competency-based, practical, and learner-centred instruction. CBC is a curriculum orientation aimed at developing and applying learners' knowledge, skills, values, and attitudes in real-world contexts rather than emphasising content reproduction (Yasin, 2026). In this study, teaching resource adequacy refers to the availability, accessibility, relevance, and usability of sufficient quantities of textbooks, classrooms, laboratories, information and communication technology (ICT) facilities, teaching aids, practical materials, and other instructional resources necessary for effective curriculum delivery. Implementation of CBC is defined as the extent to which curriculum intentions are realised in classroom practice through participatory pedagogy, practical activities, continuous assessment, and competency development.

This study is anchored on the Educational Change Theory, which posits that educational reforms are more likely to succeed when policy goals align with institutional conditions, stakeholder readiness, and the availability of adequate implementation resources. From this perspective, CBC implementation represents not merely a policy transition but a comprehensive change process within schools that requires modifications in instructional content, pedagogical approaches, and stakeholder practices. Teaching resources are particularly important because they determine whether teachers can shift from traditional teacher-centred approaches to learner-centred, collaborative, and experiential methods. Inadequate resources may result in superficial implementation of reforms and compromise the development of learner competencies. Evidence from international and regional contexts suggests that competency-based education, when supported by well-trained teachers, adequate instructional materials, and conducive learning environments, can enhance learners' creativity, problem-solving abilities, practical skills, and lifelong learning competencies (Dang, 2026; Agyei, 2021). However, experiences from African countries such as South Africa and Tanzania indicate that curriculum reforms are often constrained by resource limitations and inadequate teacher capacity (Molapo, 2025; Komba, 2022).

These lessons are particularly relevant to Kenya, where weaknesses in the former 8-4-4 education system, including rote learning, examination-oriented instruction, and limited emphasis on twenty-first-century skills, contributed to the introduction of CBC (Miriti et al., 2025). The CBC is designed to develop learners' talents, creativity, critical thinking, collaboration, and problem-solving abilities through hands-on and experiential learning approaches (Ogembo, 2025; Adongo et al., 2025). Effective implementation at the junior school level requires adequate classrooms, laboratories, ICT facilities, textbooks, teaching materials, workshops, sanitary facilities, and subject-specific resources. However, the integration of junior schools within existing primary school facilities has intensified pressure on available resources.

Empirical studies indicate that inadequate instructional materials, limited access to ICT facilities, insufficient classrooms and laboratories, and challenges related to teacher preparedness negatively affect the implementation of practical and learner-centred instruction (Keter & Wabuke, 2026; Wanjiru et al., 2026). Kisii South Sub-County provides a particularly relevant context for examining these issues. According to Digital Literacy Programme records, the sub-county's 59 schools are supported by 3,070 learner devices, 118 teacher devices, 59 routers, 59 projectors, and hard disk drives distributed across Gesero, Igonga, and Suneka zones. This translates to approximately two teacher devices and one projector per school, suggesting limited digital teaching capacity to support effective learning. Although several studies have

examined challenges associated with CBC implementation in Kenya, limited empirical attention has been given to the influence of teaching resource adequacy on CBC implementation in public junior schools within Kisii South Sub-County.

The adoption of the Competency-Based Curriculum in Kenya represents a significant shift from content-based education toward learner-centred, skills-oriented, and practical pedagogical approaches. Successful implementation of CBC at the junior school level depends largely on the adequacy of teaching and learning resources, including classrooms, textbooks, laboratories, workshops, play facilities, practical materials, and subject-specific instructional resources. Ministry of Education guidelines for junior secondary education emphasise the importance of science laboratories, pre-technical workshops, classrooms, sanitation facilities, and other forms of physical infrastructure in promoting effective learning. Despite these policy expectations, empirical evidence indicates that resource inadequacy remains a major challenge in CBC implementation. For example, a mixed-methods survey involving 940 teachers in junior secondary schools in Nyeri County found that 85.4 per cent of respondents reported inadequate school resources, while 85.2 per cent reported limited access to teaching technologies. These findings point to a significant mismatch between curriculum requirements and available resources, thereby constraining teachers' ability to deliver practical, participatory, and technology-supported learning experiences.

The situation in Kisii South Sub-County reflects similar concerns. Digital Literacy Programme data indicate the availability of 3,070 learner devices, 118 teacher devices, 59 routers, 59 projectors, and 59 hard disk drives across 59 schools. This translates to approximately two teacher devices and one projector per school, suggesting limited digital instructional capacity for effective CBC delivery across Gesero, Igonga, and Suneka zones. While previous studies have explored challenges associated with CBC implementation in Kenya, there remains limited empirical evidence regarding the influence of teaching resource adequacy on the implementation of CBC in public junior schools within Kisii South Sub-County. This knowledge gap constrains evidence-based resource planning, policy formulation, and school-level interventions. Consequently, this study aimed to investigate the effect of teaching resource adequacy on the implementation of the Competency-Based Curriculum in public junior schools in Kisii South Sub-County, Kenya.

2.0 LITERATURE REVIEW

Theoretical Framework

The study was based on Educational Change Theory developed by Fullan (2007) to understand the process of educational changes at the policy level and the school level. The theory conceptualises the process of educational change as a three-part process of initiating, implementing and institutionalising a change as opposed to a single policy event. It highlights that the process of successful curriculum reform involves changing teacher beliefs, teacher behaviours, school leadership, professional learning and materials. The Theory is relevant to CBC because the focus of CBC is on teachers to change from content transmission to a learner-centred, competency and practical approach to teaching. In addition, it states that the conditions within and outside the school also influence the implementation of the curriculum in the context of Educational Change Theory. Internal conditions are preparedness of teachers, leadership, instructional practices, and school culture; external conditions are funding, curriculum materials, infrastructure, policy guidance and monitoring systems. This makes the theory applicable to the study of the teaching resource adequacy, as it would affect how teachers implement the intentions of the CBC in the classroom.

Inquiry-based learning, formative assessment and competency development are supported by adequate textbooks, classrooms, ICT tools, laboratories, teaching aids and practical materials. On the other hand, the lack of resources can mean that the activity is superficial, and CBC is introduced as an 'add-on' to the teacher-centred approach. The theory does not pay much attention to structural constraints like inequity in the distribution of resources and lack of resource funding, but is still appropriate since it assumes that CBC implementation is a process of change that relies on teacher agency, readiness of institutions and resources. Empirical Review Competency-based education is a form of instruction that has become widely recognised globally as education systems work on building skills, creativity, problem-solving and skills for lifelong learning.

Empirical Review

Literature from around the world indicates that CBC works best when accompanied by resources to support reform, ongoing professional development and supportive school environments. The results of experiences in Finland, Singapore and Canada show that the reform towards learner centredness cannot be achieved by redesigning the curriculum; teaching materials, technology, assessment tools and institutional capacity for practical and participatory learning are required. However, the majority of the global evidence is from better-resourced systems, making this evidence less easily transferable to public junior schools in resource-constrained environments like Kenya.

In Africa, research indicates that CBC is typically being introduced to meet the demands of twenty-first-century skills, employment and problem-solving. But, in many cases, poor teaching content, lack of teacher training, high class size and poor infrastructure are obstacles to implementation. South Africa and Tanzania provide evidence that competency-based reform is policy-relevant, but that it requires schools to be able to support practical pedagogy. Komba (2022) concluded that although Tanzania's move to CBC impacted teaching practices and outcomes, teachers' support and learning environments needed to be improved. Kasuga and Kalolo (2025) also noted that resource allocation for teaching is one of the key factors that are required in the smooth implementation of CBC. African literature is relevant due to the resource constraints experienced in Kenya. Despite this, many studies are still general and do not explore the influence of individual aspects of the teaching resource adequacy on implementation at the school level.

CBC was piloted in Kenya in 2017 due to the constraints of the 8-4-4 system, such as rote learning, an examination focus, and a limited focus on skills, among others. This is congruent with findings from the Kenyan literature, which all support the ability of CBC to foster creativity, collaboration, critical thinking and problem solving. However, the implementation has been hindered by the lack of teaching and learning materials, ICT in the school and laboratory, classrooms, and the preparedness of teachers. Sifuna and Obonyo (2020) noted that while CBC is about competence development, implementation is fraught with challenges of poor teacher preparation, lack of resources, limited textbooks, and low involvement of stakeholders. This gives the national-level overview, but is not enough to show the relationship between teaching resource adequacy and the implementation of CBC in localised junior school contexts. More specific Kenyan studies support the resources in the delivery of the curriculum. Mwita and Onyango (2022) investigated the instructional resources and the implementation of CBC in public primary schools of Migori and noted that there is a significant positive relationship between teaching-learning materials and the implementation of CBC.

The study clearly connects the learning materials with the teaching of the curriculum in the primary schools, but this focus restricts it to junior schools where there is a need for specialised learning materials such as laboratories, ICT facilities, workshops and subject-specific materials. Similarly, Luembo et al. (2023) examined instructional supervision and teaching resources in pre-primary schools in Webuye East Sub-County and concluded that these resources negatively impacted the implementation of the CBC, although disparities existed across the learning areas. Although it is useful, the pre-primary context is not the same as that of junior school, both in terms of curriculum complexity and the required facilities. Benson and Njuguna (2023) studied the implementation of CBC in the early childhood education centres in Meru Central Sub-County and concluded that the head teachers' support positively influenced the teachers' attitudes towards the implementation of CBC. The research recommended more investment in classroom technology and instructional materials. It, however, was concerned with the ECDE centres and matters related to monitoring, which left gaps in context and concept for studies at the junior school level. Chemagosi (2020) concluded that there was a relationship between teacher readiness and curriculum achievement in the Kilifi and Nandi counties and recommended better training and teaching materials. While it underscores teacher capacity, it has a limited focus on the influence of the level of adequacy, accessibility, relevance and usability of teaching resources on CBC classroom practice.

The literature reviewed shows that teacher preparedness, leadership, instructional supervision, stakeholder support and teaching resources are factors that affect the implementation of CBC. These studies together demonstrate that resources are "enabling conditions" which make possible the learner-centred approach to pedagogy, the practical activities, and the ongoing process of assessment. What has not yet been sufficiently understood, however, is how the teaching resource adequacy is directly related to CBC implementation in public Junior schools. The majority of studies are based on ECDE and pre-primary or primary settings, but there are specific resources for science, pre-technical studies, ICT-supported learning and the development of practical competency that are required for junior schools. Only a few studies focus specifically on the availability, accessibility, relevance and usability of teaching resources as explanatory factors, and limited mixed-methods evidence exists to reflect teachers' and principals' views on the link between the availability of teaching resources and classroom practice. Thus, this study fills this gap by focusing on the impact of teaching resource adequacy on the implementation of CBC in public junior schools of Kisii South Sub-County, Kenya and provides localised evidence for resource planning, policy refinement and intervention at the school level.

3.0 METHODOLOGY

The study adopted a descriptive survey research design within a mixed-methods approach, combining quantitative and qualitative techniques. This design was suitable as it allowed for systematic study of teaching resource adequacy and CBC implementation in their natural school settings without manipulation of variables. It enabled quantitative measurement of relationships between variables while also allowing qualitative exploration of principals' views on challenges in resource provision, use, and implementation, thereby enhancing interpretation and methodological rigour (Siedlecki, 2020).

The study was conducted in Kisii South Sub-County, Kisii County, Kenya, which has 57 public junior schools implementing CBC across rural, peri-urban, and urban settings. The target population comprised 513 respondents, including 456 teachers and 57 principals. Teachers were selected due to their direct role in classroom implementation of CBC, while principals were included due to their responsibility for instructional supervision, resource mobilisation, allocation, and maintenance. A sample of 224

respondents, comprising 199 teachers and 25 principals, was established using Yamane's (1967) formula and chosen via proportionate stratified random sampling based on the two groups of respondents.

The study collected data through structured questionnaires administered to teachers and semi-structured interview guides used with principals. The questionnaires captured quantitative data on teaching resource adequacy (availability, accessibility, relevance, and usability) and CBC implementation (learner-centred pedagogy, practical activities, continuous assessment, and competency development). Interviews provided qualitative insights into resource provision, utilisation, and implementation challenges. Instruments were validated through expert review, with a Content Validity Index (CVI) of 0.84, and tested in a pilot study conducted in Kisii Central Sub-County using 46 respondents to improve clarity and reliability. Reliability was confirmed using Cronbach's alpha coefficient of 0.81. Quantitative data were analysed using SPSS version 26 using descriptive statistics, Pearson correlation, and simple linear regression at a 5 per cent significance level, with the model $Y = \beta_0 + \beta_1 X_1 + \epsilon$. Regression assumptions of linearity, normality, and homoscedasticity were tested. Qualitative data were analysed thematically. Ethical approval and NACOSTI research permit were obtained, informed consent was sought, participation was voluntary, and confidentiality and anonymity were strictly maintained, with the data used exclusively for academic purposes and kept securely.

4.0 FINDINGS AND DISCUSSION

Demographic Data

The study analysed gender, age, education level and years of experience in teaching. Results indicate that there were 103 (59.5%) males and 70 (40.5%) females. Most of the respondents were within the 36–45 age bracket, 69 (39.9%), and those aged 26–35 years were 58 (33.5%). Participants aged 46–55 years were 42 (24.3%), while 4 (2.3%) were aged 18–25 years. Most respondents held a Bachelor's degree, 146 (84.4%), 25 (14.5%) had a Master's degree, and 2 (1.2%) had a Diploma. Additionally, 81 (46.8%) of the respondents had 1–5 years of experience. Moreover, 36 (20.8%) had 11–15 years of teaching experience, 35 (20.2%) had 6–10 years of teaching experience, and 21 (12.1%) had 16–20 years of teaching experience. This is summarised in the table below.

Table 1: Demographic Data

Demographic	Category	Frequency (f)	Percent (%)
Gender	Male	103	59.5
	Female	70	40.5
Age	18-25 years	4	2.3
	26-35 years	58	33.5
	36-45 years	69	39.9
	46-55 years	42	24.3
Education	Diploma	2	1.2
	Bachelor's	146	84.4
	Master's	25	14.5
Experience	1-5 years	81	46.8
	6-10 years	35	20.2
	11-15 years	36	20.8
	16-20 years	21	12.1

Descriptive Findings for Adequacy of Teaching Resources and Implementation of the CBC

The study was conducted to evaluate how teaching resource adequacy impacts the implementation of the CBC in public junior schools in Kisii South Sub-County. A five-point Likert scale was employed in the questionnaire, featuring the following options: Strongly Agree (SA); Agree (A); Not Sure (NS); Disagree (D), and Strongly Disagree (SD). Results showed that their schools were well equipped with adequate teaching materials, with 29.5 per cent strongly agreeing, 61.0 per cent agreeing, 4.6 per cent not sure, 3.2 per cent disagreeing, and 1.7 per cent strongly disagreeing (mean = 4.25, SD = 0.53).

Additionally, the mean score was 4.31 (SD = 0.58) for instructional resources, with 37.0 per cent strongly agreeing, 49.9 per cent agreeing, 5.8 per cent being unsure, 4.7 per cent disagreeing and 2.6 per cent strongly disagreeing that instructional resources were appropriate and aligned with teaching requirements. Additionally, 36.4 per cent strongly agreed, 57.2 per cent agreed, 2.9 per cent were not sure, 2.1 per cent disagreed, and 1.4 per cent strongly disagreed that teachers have received adequate training in equipment and materials required for the implementation of CBC (Mean = 4.34, SD = 0.53).

Furthermore, 34.7 per cent strongly agreed, 54.9 per cent agreed, 4.6 per cent neither agreed nor disagreed, 3.3 per cent disagreed, and 2.5 per cent strongly disagreed about the consistency of the prepared teaching materials and their capacity for long-term needs (Mean = 4.30, SD = 0.55). Likewise, 41.6 per cent strongly agreed, 47.7 per cent agreed, 4.6 per cent were not sure, 3.9 per cent disagreed, and 2.2 per cent strongly disagreed that the CBC learning tools reflected current models and up-to-date standards (Mean = 4.37, SD = 0.57). Finally, there was strong agreement (35.3%) and agreement (51.2%) that schools prioritised the acquisition of durable teaching resources for long-term use, with not sure (5.2%), disagree (4.7%) and strongly disagree (3.6%) (Mean = 4.30, SD = 0.56). This is summarised in Table 2.

Table 2: Descriptives for Adequacy Teaching Resources and Implementation of the CBC

Statement	n	Mean	Std. Deviation	SA (%)	A (%)	NS (%)	D (%)	SD (%)
The school is well-equipped with sufficient teaching materials.	173	4.25	0.53	29.5	61	4.6	3.2	1.7
The instructional resources available in the school are appropriate and aligned with teaching requirements.	173	4.31	0.576	37	49.9	5.8	4.7	2.6
Teachers have received adequate training in using equipment and materials necessary for CBC implementation.	173	4.34	0.531	36.4	57.2	2.9	2.1	1.4
The school's supply of teaching materials is consistent and capable of supporting long-term instructional needs.	173	4.3	0.552	34.7	54.9	4.6	3.3	2.5
The CBC learning tools used in the school reflect current models and up-to-date standards.	173	4.37	0.572	41.6	47.7	4.6	3.9	2.2
The school prioritises acquiring durable teaching resources to ensure long-term use.	173	4.3	0.562	35.3	51.2	5.2	4.7	3.6

Inferential Findings for Adequacy of Teaching Resources and Implementation of the CBC

A Pearson correlation analysis was conducted to analyse the relationship between variables. Findings revealed that teaching resources were strongly and significantly correlated with the implementation of the CBC ($r = 0.904$, $p = 0.000$). Findings are presented in Table 3.

Table 3: Correlation Analysis for Adequacy of Teaching Resources and Implementation of the CBC

		Implementation of CBC
Teaching resources	Pearson Correlation	.904**
	Sig. (2-tailed)	0.000
	N	173

This section provides descriptive results related to teaching resource levels and implementation of the CBC. The study evaluated the effect of teaching Resource Adequacy on the implementation of CBC in public junior schools in Kisii South Sub-County. Besides, a simple linear regression analysis was performed to find out the influence of teaching resource adequacy on the implementation of CBC. The model summary gave a high degree of correlation coefficient ($R = 0.904$), which means that there is a strong positive correlation between teaching resource adequacy and CBC implementation. Teaching resource adequacy explained 81.6 per cent of the variance in the implementation of CBC (coefficient of determination, $R^2 = 0.816$). This indicates that the resources-related conditions make up a significant share of the variance in the capacity of schools to provide learner-centred education, hands-on and competency training.

The ANOVA results indicated that the regression model was statistically significant ($F(1, 171) = 760.704$, $p < 0.05$), indicating that the model could predict CBC implementation. The coefficient indicated that teaching resources had a positive, statistically significant influence on CBC implementation ($\beta = 1.042$, $t = 27.581$, $p < 0.05$). This means that the teaching resource adequacy improvement is significantly related to the implementation of CBC.

Table 4: Regression Results for Adequacy of Teaching Resources and Implementation of the CBC

Model Summary^b					
R	R Square	Adjusted R Square	Std. Error of the Estimate		
.904 ^a	0.816	0.815	0.11813		
ANOVA^a					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	10.616	1	10.616	760.704	.000 ^b
Residual	2.386	171	0.014		
Total	13.002	172			
Coefficients^a					
	Unstandardised Coefficients	Std. Error	Standardised Coefficients	t	Sig.
(Constant)	-0.190	0.163		-1.165	0.246
teaching resources	1.042	0.038	0.904	27.581	0.000
a. Predictors: (Constant), teaching resources					
b. Dependent Variable: implementation_of_CBC					

Qualitative Findings for Adequacy of Teaching Resources and Implementation of the CBC

The qualitative results were organised into themes to illustrate how the principals' interviews and classroom observations provided explanations of the quantitative results related to teaching resource adequacy and CBC implementation.

Theme 1: Uneven Access and Quality of Instructional Resources

Principals indicated that most schools had resources to support teaching, which were, however, not adequate to support effective implementation of CBC. A principal indicated: There are materials that are available in our school, but not all are fully developed to support the CBC. Some classes have adequate

textbooks and basic teaching materials, while others (particularly practical subjects) have few materials or have them shared across classes, which may affect the delivery of lessons. Also, the growing number of learners puts strain on the available materials. Another principal echoed the same worry, saying: Teaching resources are available in the school but are not adequate for CBC lessons; some of the teaching materials are basic textbooks, but there are fewer teaching aids that are more practical for competency-based learning; teachers sometimes use locally available materials to fill the gap in teaching, and ICT are not necessarily being used in all lessons.

Theme 2: Influence of Resources on Learner-Centred and Practical Pedagogy

The extent to which teachers were able to employ a learner-centred and practical approach was influenced by teaching resources, as explained by principals. One principal noted: When adequate teaching resources are available, it is easier to use a practical and learner-centred approach to the material required by CBC; when resources are limited, it is easier to use a teacher-centred approach, which reduces the level of participation of learners and makes it harder for them to achieve desired competencies. One other school principal said: When teaching resources are sufficient, they can be used to organise group work, demonstration and hands-on work for competency development, which makes learning more meaningful and helps learners relate theory to practice; otherwise, when teaching resources are inadequate, it limits the variety of teaching methods that can be applied and sometimes creates the need to rely on explanation.

Theme 3: ICT Constraints, Learners' Experiences and Teachers' Improvisation

The observation results agreed that most of the classes had textbooks, workbooks and reference books as per the CBC; however, the availability and sufficiency of these resources did not meet the standards in all subjects. Some lessons had the learner having his/her own book, others required the learner to share, so this was considered partially satisfactory when compared with the number of learners in a class. There were limited resources to cater for learners' needs in large classes. For this reason, teachers sometimes cluster students or change the materials used in the learning activities, thus sometimes limiting learners' involvement in the learning process. Lack of access to ICT resources. There were a few schools that had a working computer or projector, though they were not used routinely in all lessons. For the majority of cases, ICT tools were not fully integrated into the daily teaching practice, due to limited availability and scheduling issues. Efforts were made by teachers to integrate available materials like charts, real objects and textbooks in teaching. But material shortages and high pupil numbers, as well as access to ICT resources and sometimes delays in distributing resources, were noticed. For some teachers, gaps were filled by improvisation with locally available materials, which helped to maintain continuity of the lessons, but often did not completely replace the use of standardised CBC materials.

5.0 CONCLUSION AND RECOMMENDATIONS

Conclusion: The study concludes that the adequacy of teaching resources supports the implementation of the CBC in schools. Schools well-equipped with teaching materials and instructional resources enhance the effective delivery of CBC. Teachers with sufficient training to use these resources strengthen their ability to implement learner-centred approaches required by the curriculum. A consistent supply of teaching materials supports instructional continuity. Learning tools reflect current models and standards, promoting alignment with modern CBC demands. Additionally, prioritising durable teaching resources supports long-term implementation. The adequacy, relevance and utilisation of teaching resources enhance the effective implementation of CBC, although further improvements are necessary to achieve optimal outcomes.

Recommendations: Since teaching resource adequacy is a significant factor in how the CBC is implemented, resource strengthening should be planned and implemented in phases, with accountability. The Ministry of Education needs to conduct school-level resource audits and allocate specific funds, based on the audit results, for the procurement of textbooks, laboratories, ICT tools, and practical materials. Second, the Kenya Institute of Curriculum Development must ensure that the resources supplied are continuously reviewed and, as such, kept up to date with the changing CBC standards. Third, School Boards of Management shall keep inventories, track the use and maintain instructional materials. Lastly, teacher capacity-building in the effective utilisation of CBC resources and pedagogy using ICT should be enhanced to enable learner-centred instruction, practical activities, and competency development.

Suggestions for Further Research: The study was conducted in a specific focus area of Kisii South Sub-County, limiting its scope. There is a need for further studies to cover the entire Kisii County or to compare Kisii County's results with those of other counties. Future studies should evaluate school-based factors, including leadership, teacher preparedness, parental involvement, assessment practices, and teaching resources, in addition to CBC implementation, to gain a more comprehensive picture of CBC implementation in junior schools. Given the involvement of teachers and principals in the study, future studies could involve the Ministry of Education. And the Teachers Service Commission and the school boards of management, to deepen policy-level interpretation.

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