



# Impact of Selected Human Resource Management Challenges on the Implementation of Competency-Based Education in Public Junior Schools in Baringo County, Kenya

Maldrine Jemutai Tallam, Henry K. Kiplangat & Fredrick B. J. A. Ngala  
Department of Education, School of Education, Humanities and Social Sciences  
Kabarak University, Kenya  
Email: [maldrinetallam@gmail.com](mailto:maldrinetallam@gmail.com)

**Abstract:** *This study examined the impact of selected human resource management (HRM) challenges on the implementation of Competency-Based Education (CBE) in public junior schools in Baringo County, Kenya. CBE was introduced in Kenya in 2017 to equip learners with skills and competencies relevant to the 21st century. However, its success depended largely on effective management of human resources, particularly teacher recruitment, training, motivation, and supervision. The study adopted a descriptive research design to analyze how HRM challenges affected CBE implementation. A sample of 317 respondents, including head teachers, teachers, and sub-county directors, was drawn using stratified random sampling. Data were collected using teachers' questionnaires and interviews guides for headteachers and Sub-county Director of Education and analyzed through descriptive and inferential statistics. The findings revealed that inadequate teacher training, weak recruitment strategies, lack of induction and continuous professional development, limited communication between teachers and policymakers, and high workloads significantly hindered effective CBE implementation. Teachers also exhibited resistance to change, partly due to insufficient preparation for the new pedagogy. Although regression analysis indicated that HRM challenges explained only a small portion of the variance in CBE implementation, qualitative data confirmed their pervasive influence on instructional quality and teacher motivation. The study concluded that addressing HRM constraints through structured training, effective recruitment, mentorship, workload rationalization, and strengthened feedback mechanisms is vital for sustaining CBE reforms. It recommended institutionalizing continuous professional development and improving teacher support systems to enhance curriculum delivery and learner outcomes.*

**Keywords:** *Human Resource Management, Competency-Based Education, Teacher Training, Professional Development, Curriculum Implementation*

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## 1. Introduction

Competency-Based Education (CBE) emerged as a transformative paradigm in global education, shifting the focus from traditional content-based instruction to an

approach that emphasized the acquisition and demonstration of specific skills, knowledge, and attitudes. In Kenya, the introduction of the Competency-Based Curriculum (CBC) in 2017 marked a significant policy shift aimed at aligning education with the dynamic needs of the 21st-century learner and the demands of a rapidly

changing global economy. The successful implementation of CBE, however, depended greatly on the effective management of human resources within the education system. Human resource management (HRM) practices such as teacher recruitment, deployment, training, motivation, and supervision played a crucial role in determining the extent to which CBE goals were realized in schools.

Despite the government's efforts to provide training and capacity-building programs for teachers, numerous challenges persisted in the management of human resources in public junior schools. Shortages of adequately trained teachers, inequitable deployment, and limited professional development opportunities hindered effective curriculum delivery. Furthermore, teacher workload, inadequate motivation, and weak performance appraisal mechanisms created significant barriers to the practical implementation of competency-based teaching methods. These HRM challenges often led to low teacher morale, resistance to pedagogical innovation, and inconsistency in the application of learner-centered approaches that underpinned CBE.

Globally, studies showed that the quality of human resource management practices in education directly influenced the success of curriculum reforms. In countries such as Finland, Singapore, and Canada, the effective management of teaching personnel—through rigorous training, continuous professional development, and supportive supervision—was identified as a key driver of successful competency-based learning. In contrast, developing countries, including Kenya, faced persistent systemic and administrative barriers that constrained teachers' capacity to adapt to competency-based pedagogy.

In Baringo County, public junior schools experienced a range of HRM-related constraints that affected the implementation of CBE. Teacher shortages, high turnover rates, limited mentorship opportunities, and inadequate support from education officers collectively weakened the capacity of schools to implement the curriculum effectively. As a result, learners' competency development and performance outcomes remained below expectations. Understanding how these selected HRM challenges influenced the implementation of CBE was therefore critical in informing policy interventions aimed at strengthening human resource management systems and ensuring the successful realization of educational reforms.

The study therefore sought to establish the impact of selected human resource management challenges on the implementation of Competency-Based Education in public junior schools in Baringo County, Kenya. The findings were expected to contribute to the development of evidence-based strategies to enhance teacher management

practices, promote professional growth, and improve the overall effectiveness of CBE implementation.

## **1.1 Statement of the Problem**

The successful implementation of Competency-Based Education (CBE) in Kenya largely depended on the effective management of human resources within the education sector. Despite government initiatives to train and deploy teachers for the new curriculum, public junior schools in Baringo County continued to face numerous human resource management (HRM) challenges that hindered the realization of CBE objectives. Teachers were often inadequately trained in competency-based pedagogy, and professional development opportunities remained sporadic and insufficient to build the necessary capacity for effective curriculum delivery. Additionally, high teacher workloads, limited instructional support, and weak supervision mechanisms reduce teachers' motivation and efficiency in implementing learner-centered teaching approaches.

Reports from the Ministry of Education and the Teachers Service Commission indicated that disparities in teacher distribution, inadequate staffing, and poor working conditions persisted across many public junior schools, particularly in rural counties such as Baringo. These challenges compromised the ability of teachers to plan and execute competency-based learning activities effectively. Consequently, many teachers reverted to traditional, content-driven teaching methods, undermining the goals of CBE that emphasized practical skills, creativity, and critical thinking.

Although various studies had been conducted on the implementation of CBE in Kenya, most of them focused on curriculum design, infrastructure, and instructional materials, with limited attention given to human resource management challenges. This created a critical knowledge gap regarding how HRM-related factors such as teacher recruitment, motivation, supervision, and professional development affected the effective implementation of CBE in public junior schools.

## **1.2 Research Objective**

1. To establish the impact of selected human resource management challenges on the implementation of CBE in public junior schools in Baringo County, Kenya.

## **1.3 Theoretical Framework**

**Change Management Theory (John P. Kotter, 1996)**

Kotter's Change Management Theory provided a useful framework for understanding how educational institutions, particularly public junior schools, managed the transition from the traditional content-based curriculum to the Competency-Based Education (CBE) system. The theory emphasized that successful change occurs through a structured and sequential process involving the creation of a sense of urgency, formation of guiding coalitions, development of a clear vision, effective communication, empowerment of individuals, creation of short-term wins, consolidation of gains, and institutionalization of new approaches. These eight steps highlighted the importance of leadership, communication, and stakeholder involvement in driving and sustaining change within organizations.

This study was anchored on Kotter's theory because the implementation of CBE represented a significant systemic change that required coordinated management of human resources, effective leadership, and continuous professional adaptation. The theory provided a lens through which the human resource management challenges affecting CBE implementation could be examined. For instance, the lack of sufficient teacher training and professional development reflected the failure to create an adequate sense of urgency and empowerment among educators. Similarly, weak supervision and poor motivation mechanisms suggested gaps in sustaining momentum and institutionalizing change within schools.

In the context of Baringo County, the change from traditional teaching methods to competency-based pedagogy demanded not only new instructional skills but also changes in teachers' attitudes, work culture, and performance expectations. Kotter's model explained that without clear vision, support systems, and consistent leadership, such changes often faced resistance or stagnation. Therefore, human resource management practices such as teacher deployment, mentorship, and appraisal were critical in facilitating each stage of change and ensuring the long-term sustainability of CBE implementation.

By applying Kotter's Change Management Theory, this study provided a conceptual basis for analyzing how HRM challenges—such as inadequate training, poor motivation, and limited supervision—undermined the change process in education reform. It guided the interpretation of findings by linking effective management of human resources to successful educational transformation. The theory thus underscored the idea that the implementation of CBE was not merely a curricular reform but a managed process of organizational change that depended heavily on human resource strategies and leadership commitment.

## 2. Literature Review

### 2.1 Human Resource Management Challenges to Implementation of CBE Junior in Schools

Other researchers have attempted to analyze various human resource management challenges in regards to CBE implementation. For instance, Ramaditya (2023) investigated strategies adopted by private higher education institutions within Indonesia during a period of change. The study sorted these strategies into six categories: efficiency; quality assurance; customer retention programs; heavy marketing; new programs; and mergers & acquisitions, orienting at improving the resilience capacity of these institutions in the event of dynamic external shifts. Though exclusive to higher education, these strategies deeply resonate with human resource challenges in the implementation of CBE within schools. This includes adequately training teachers and lobbying for capital investment in infrastructure, both of which are expected of human resource managers in education, supporting the big picture of executives in rolling out effective training and teaching methods for CBE.

This finding is supported by Mustafa (2023), highlighting the necessity of improving the quality of learning within the education cycle, investments in the provision of appropriate infrastructure, a curricula-aid that would promote desired assessment systems, and work toward an enhanced teacher education program. These strategies reflect the enormous responsibilities resting on employees of different educational structures and systems because CBE will need well-skilled personnel in the formation of enticing learning environments. It puts the HR managers in schools amongst the many dilemmas of providing the knowledge and skills needed with CBE, still a huge concern in Kenyan public schools.

Mugabo et al. (2021) investigated the implementation of CBE in Rwanda and illustrated the imbalanced state of professional development, lack of training, and inadequate remedial resources. The study concluded that continuous teacher training and adequate instructional materials are prerequisites for successful application of new curricula. Similar challenges are foreseen in Baringo County, particularly among rural schools, where infrastructure constraints and underfunding go a long way in aggravating CBE implementation. Therefore, the human resource managers look to ensure consistency in respect to training programs for teachers and the provision of adequate instructional resources.

Suleiman (2020) explored secondary science teachers' responses to the introduction and implementation of the Competency-Based Curriculum (CBC) in Tanzania using a qualitative research design. Data were collected through interviews, classroom observations, and document analysis

from a sample of secondary school science teachers. The study revealed that while most teachers recognized the potential of the CBC to enhance learners' problem-solving, critical thinking, and practical skills, they encountered several implementation challenges. These included inadequate teacher training, limited teaching and learning materials, overcrowded classrooms, and insufficient time for conducting practical lessons. Moreover, the study noted that many teachers found it difficult to transition from traditional content-based instruction to the learner-centred approach emphasized by the CBC. Suleiman (2020) concluded that although the CBC holds promise for transforming science education in Tanzania, its effectiveness largely depends on the extent of teacher preparedness, availability of resources, and institutional support. The study recommended continuous in-service training, enhanced resource provision, and supportive supervision frameworks to strengthen teachers' capacity and ensure successful curriculum implementation.

Nsengimana (2020) conducted a study on the implementation of the Competency-Based Curriculum (CBC) in Rwanda, focusing on its challenges and opportunities. The study adopted a survey design and noted that Rwanda officially transitioned from a knowledge-based to a skills-based education system in 2015. Data were collected through focus group discussions, surveys, and school visits. The findings revealed that while the CBC was widely recognized as a progressive educational reform, its implementation faced several challenges. These included a shortage of teaching and learning materials, insufficient teaching staff, overcrowded classrooms, inadequate physical and ICT infrastructure, and a lack of science laboratories. Despite these difficulties, the study identified several opportunities to strengthen the system, such as the recruitment of more teachers, the construction of additional classrooms, continuous professional development for teachers to align with CBC pedagogical approaches, and increased provision of curriculum materials by the Ministry of Education to enhance effective operationalization of the CBC.

Marishane (2020) discussed the role of school leadership in balancing accountability and innovation within the Tanzanian education system. His study revealed the tension between management and leadership, in which school principals grapple with the challenges of implementing CBE while adhering to standardized policies. This applies especially to the schools in Baringo County, where principals must balance management expectations with the adoption of innovative approaches in CBE implementation. Human resource managers and supervisors have a big role in human resource support to the principals undertaking this leadership task by executing teacher training and encouraging innovative teaching methods.

In Tanzania Mathias (2023) dealt with the challenges of CBE in the Magu District focusing on public secondary school teachers. The study showed problems such as inadequate in-service training, fears of syllabus completion, certification problems, and rigid timetable settings. The implication drawn from this study directly involves the human resource managers in addressing certification concerns and managing workload. Also, the study suggests that fostering teacher dedication could improve through a consistent program of professional development, thus pointing out the critical role human resource management has in overcoming the constraints hindering CBE.

Akala (2021) critically analyzed the challenges encountered during the early stages of implementing the Competency-Based Curriculum (CBC) in Kenya. The study highlighted several impediments, including insufficient human and material resources, misalignment between curriculum content and pedagogical approaches, and inadequate public involvement in the reform process. Akala concluded that the rollout of the CBC had been undertaken hastily, without sufficient preparation or stakeholder engagement. The study emphasized the need for urgent interventions to address these challenges in order to maximize the intended benefits of the CBC and ensure that learners fully benefit from the new educational framework.

In Kenya, Isaboke et al. (2021) has identified many challenges to the implementation of CBE in public pre-primary schools-high on the list is inadequate facilities, large numbers in classes, untrained teachers, and lack of teaching materials. Just like this finding in Baringo County, the study reveals that improvement in teacher recruitment, construction of infrastructure, and increased parental involvement are vital for monitoring the successful implementation of CBE. The study mentions that government intervention to employ more teachers and construct more classrooms could help alleviate the high teacher-pupil ratios that impede the personalized teaching methods that CBE requires.

Abdullahi (2020) conducted a study to examine school-related factors influencing the implementation of the Competence-Based Curriculum (CBC) in pre-schools within Garissa Sub-County, Kenya. The study adopted a descriptive research design and collected data through questionnaires and interview schedules. Findings revealed that the majority of public pre-primary teachers were female and professionally trained to teach at that level. However, a significant proportion (68%) of these teachers did not receive any formal training on how to implement the new curriculum. The study also identified a shortage of instructional resources, particularly digital learning equipment, which posed a major challenge to effective CBC implementation. Based on these findings, Abdullahi

(2020) recommended that the Ministry of Education should enhance the supply of instructional materials, especially ICT equipment to public pre-primary schools to facilitate curriculum implementation. Additionally, the study called for continuous training and capacity-building programs for preschool teachers to strengthen their understanding and application of the CBC. However, the study's reliance on self-reported data collected through questionnaires and interviews may have introduced bias. In response to this limitation, the current study employed a mixed-method approach, incorporating observational checklists, document analysis guides, questionnaires, and interview schedules. The use of observation and document analysis helped verify self-reported data, thereby improving reliability. Moreover, Abdullahi's study did not explore teachers' perceptions of the CBC or their ability to utilize digital media in curriculum delivery. To address these gaps, the current study investigated how public primary school teachers' perceptions of CBC influence its implementation and examined their capacity to use ICT tools in facilitating competence-based learning.

Moreover, Momanyi and Rop (2019) and Sitenei (2020) provide significant insights into some of the human resource challenges involved in the implementation of CBE in Bomet and Kibera, Kenya, respectively. The study conducted by Momanyi and Rop (2019) in Bomet East Sub-County revealed that teachers did not get adequate training on CBE and were having poor knowledge of new pedagogies and assessment methods. The study cited a greater need for in-service training for them. Work by Sitenei (2020) showed that there are overcrowded classrooms, and a huge teacher-student ratio made it hard for the implementation of CBE. Teachers in Kibera have converted these difficulties into reality through limited time for practical lessons and insufficient teaching and learning materials among others for proper implementation of the curriculum.

Cheboi and Nyongesa (2020) conducted a study to examine the impact of teaching materials on learners' literacy development in government pre-primary schools in Webuye West Sub-County, Kenya. The study found that most schools lacked adequate instructional materials necessary for facilitating language skill acquisition among learners. This shortage of teaching and learning resources was shown to negatively affect the development of language knowledge in pre-school children, thereby hindering the effective implementation of the Competence-Based Curriculum (CBC). Based on these findings, the researchers recommended that both the National and County Governments should prioritize the provision of adequate learning and instructional materials in pre-primary schools. This support would enhance language development and strengthen the overall implementation of the CBC at the foundational learning level.

Ngeno (2023) observed that a considerable number of teachers in Kericho County lacked adequate training in competence-based instruction. The study emphasized that addressing the shortage of qualified instructors exacerbated by the growing number of learners requires a strategic focus on curriculum delivery, particularly on improving methods of student performance assessment. To bridge this gap, the author recommended the continuous training of teachers and the recruitment of educators who are already well-versed in the Competence-Based Curriculum (CBC). The findings underscored the critical role of teacher competence in ensuring the successful implementation of the CBC, highlighting that the effectiveness of the curriculum largely depends on the availability of adequately trained, skilled, and proficient teachers who can effectively translate the curriculum's goals into classroom practice.

David (2020) examined the influence of teacher-related factors on the implementation of the Competence-Based Curriculum (CBC) in lower primary schools in Luanda Sub-County, Vihiga County. The study revealed that teachers' qualifications had a significant impact on the effective implementation of the CBC, underscoring the importance of professional competence in curriculum delivery. Similarly, Gathin (2021) emphasized that the expansion and successful adoption of competency-based education require highly skilled teachers, as teaching is a complex and multidimensional process that demands deep understanding of both content and pedagogy. Teachers must be able to synthesize, integrate, and apply their knowledge and skills across diverse learning contexts. To achieve this, Gathin (2021) recommended that teacher training should be rigorous and continuous, incorporating regular in-service seminars and workshops aimed at improving instructional competence. The author further argued that an effective education system must prioritize the continuous retooling and professional development of teachers to ensure sustained and effective implementation of the curriculum.

Munyasias and Maureen (2021) conducted a study on Kenya's Vision 2030 and the efficacy of the Competency-Based Curriculum (CBC) in primary and secondary schools in Siaya County, Kenya. The study emphasized that the successful implementation of CBC relies heavily on the sustainability of key educational resources, particularly the availability of well-trained teachers. Without adequate teacher preparation, the realization of quality education as envisioned in Sustainable Development Goal (SDG) No. 4 would be at risk. The researchers noted that the shortage of teachers, coupled with rising student enrollment, poses a significant challenge to the effective implementation of the curriculum. Using a projection model to forecast future trends, the study found that teacher recruitment in Siaya County is projected to grow by 9.81% between 2024 and

2030. Additionally, teacher establishment in Junior Secondary Schools (JSS) is expected to rise by 33.44% from 2021 to 2030, while teacher requirements are anticipated to increase by 29.63% between 2026 and 2030.

Even though other studies have given insight on the role human resources play in leading to solid CBE implementation across different geographical locations, none has strictly focused its attention on investigating how human resource management challenges affects public junior schools within the context of Baringo County, Kenya. Baringo County has unique socio-economic and infrastructural features that, combined with the specific needs of the CBE, necessitate an in-depth analysis on how human resources challenges influence its implementation at junior school level. The objective of this study was to bridge the gap by examining the effect of human resource management on CBE implementation success in Baringo County. The study will thus fill an important gap by focusing on this under-researched aspect, if needed provide much attention as possible into addressing the missing link with useful insights to the wider narrative of CBE implementation and providing targeted suggestions for improving educational yields in that area.

### **3. Methodology**

The study adopted a descriptive research design to systematically examine how selected human resource management challenges influenced the implementation of Competency-Based Education (CBE) in public junior schools in Baringo County. This design was suitable because it enabled the researcher to collect, describe, and analyze both quantitative and qualitative data to establish relationships between human resource management practices and CBE implementation outcomes. Quantitative data were collected using structured questionnaires administered to junior school teachers, while qualitative data were obtained from semi-structured interviews with headteachers and sub-county directors to gain deeper insights into financial management challenges and implementation processes..

The study was conducted in Baringo County, a predominantly rural region in Kenya's Rift Valley, purposively selected due to its documented human resource challenges, such as teacher shortages, high turnover rates, and inadequate professional development

opportunities. The target population comprised 1,739 respondents, including 532 head teachers, 1,200 teachers, and 7 sub-county directors. A stratified random sampling technique was employed to ensure equitable representation of the different respondent categories, yielding a sample size of 317 participants, determined using Krejcie and Morgan's (1970) sample size table.

Data collection instruments included questionnaires and interview guides, both of which were subjected to a pilot study to ensure clarity, validity, and reliability. Content and construct validity were ascertained by experts in educational administration and curriculum studies, while reliability was tested using Cronbach's alpha, which yielded an acceptable coefficient of 0.663. Quantitative data were analyzed using descriptive and inferential statistics, including frequencies, percentages, chi-square tests, and regression analysis with the aid of SPSS software. Qualitative data from interviews were analyzed thematically to identify patterns and recurring themes related to human resource management challenges such as teacher motivation, supervision, training, and workload in relation to CBE implementation.

Ethical considerations were rigorously observed throughout the research process. Approval was obtained from the National Commission for Science, Technology, and Innovation (NACOSTI) and relevant county education offices. Participants provided informed consent prior to data collection, and confidentiality, anonymity, and voluntary participation were maintained at all stages. Findings from both quantitative and qualitative analyses provided a comprehensive understanding of how selected human resource management challenges influenced the effective implementation of Competency-Based Education in public junior schools in Baringo County.

## **4. Results and Discussion**

### **4.1 Selected Human Resource Management Challenges**

The respondents were asked to indicate their level of agreement on selected human resource management challenges facing junior schoolteachers in the implementation of CBE. The findings were as indicated in Table 1.

**Table 1: Selected Human Resource Management Challenges**

| Statement   | SD      | D       | N       | A        | SA       | Mean  |
|---|---------|---------|---------|----------|----------|-------|
| Frequency   | F %     | F %     | F %     | F %      | F %      |       |
| There are inadequate qualified teachers trained in the CBE curriculum.                    | 15(8%)  | 10 (5%) | 22(11%) | 76 (39%) | 74(38%)  | 4.944 |
| There is resistance to change among junior school teachers regarding the CBE curriculum.  | 18 (9%) | 10 (5%) | 25(13%) | 76(39%)  | 68(35%)  | 4.959 |
| Continuous professional development programs are not provided for junior school teachers. | 25 13%) | 14 (7%) | 13 (7%) | 75 (38%) | 70 (36%) | 4.934 |
| Support staff is inadequate for effective CBE implementation.                             | 13 (7%) | 21(11%) | 30(15%) | 80(41%)  | 53(27%)  | 4.944 |
| Effective recruitment strategies are not in place for junior school teachers.             | 25 13%) | 20(10%) | 24(12%) | 58(29%)  | 70 (36%) | 4.984 |
| Junior school teachers are not properly inducted for CBE.                                 | 20(10%) | 22(11%) | 30(15%) | 68(35%)  | 57 (29%) | 4.923 |
| Teachers are not adequately trained in CBE pedagogies.                                    | 9 (5%)  | 24(12%) | 26(13%) | 79(40%)  | 59 (30%) | 4.934 |
| Regular feedback to teachers is not provided for improving the CBE curriculum.            | 21(11%) | 17 (9%) | 22(11%) | 72(37%)  | 65 (33%) | 4.949 |
| There is little communication between teachers and policy makers.                         | 21 11%) | 10 (5%) | 30(15%) | 77(39%)  | 59 (30%) | 4.944 |
| Teacher workload is not manageable under CBE.   | 7 (4%)  | 25 13%) | 21(11%) | 55 28%)  | 89 45%)  | 4.939 |

The study examined human resource management challenges facing junior school teachers in the implementation of Competency-Based Education (CBE). The findings revealed that 8% of respondents strongly disagreed, 5% disagreed, 11% were neutral, 39% agreed, and 38% strongly agreed that there are inadequate qualified teachers trained in the CBE curriculum. The corresponding mean score was 4.944, indicating a high level of agreement. This suggests that the majority of teachers believe that the number of teachers who have received sufficient training in CBE remains low, posing a significant challenge to the effective delivery of the curriculum. The high cumulative percentage of 77% (39% agreed and 38% strongly agreed) demonstrates that inadequate qualified teachers represent a widespread constraint within junior schools. This finding corroborates earlier studies such as those by Ngeno et al. (2021) and Marion (2020), which reported that insufficiently trained teachers are a key bottleneck in implementing the new curriculum. The results imply that without adequate human resource capacity, the CBE reform may struggle to realize its intended learner-centered and skills-oriented outcomes.

Regarding resistance to change among teachers, 9% of respondents strongly disagreed, 5% disagreed, 13% were neutral, 39% agreed, and 35% strongly agreed that there is resistance to change among junior school teachers concerning the CBE curriculum. The mean score of 4.959

indicates strong agreement, suggesting that a considerable proportion of teachers have not fully embraced the new curriculum reforms. The cumulative agreement level of 74% (39% agreed and 35% strongly agreed) demonstrates that teacher resistance is a significant human factor impeding implementation. This resistance could stem from inadequate sensitization, insufficient training, or fear of the new instructional demands under CBE. These findings are consistent with the work of Koech (2020), who found that attitudinal resistance among teachers is often linked to limited professional preparation and uncertainty regarding curriculum expectations. Such reluctance to embrace reform creates inconsistencies in implementation, slows pedagogical innovation, and reduces teacher morale, ultimately undermining reform effectiveness.

The study also established that 13% of respondents strongly disagreed, 7% disagreed, 7% were neutral, 38% agreed, and 36% strongly agreed that continuous professional development programs are not provided for junior school teachers. The mean score of 4.934 denotes strong agreement, implying that opportunities for regular skill enhancement are inadequate. The total agreement of 74% (38% agreed and 36% strongly agreed) underscores the absence of systematic capacity-building initiatives tailored to CBE. This finding aligns with the argument of Waweru and Chepkemboi (2021), who emphasized that ongoing professional development is indispensable for

sustaining curricular reforms. The implication here is that without regular professional support, teachers are unable to update their instructional techniques or align assessment strategies with competency-based principles. Consequently, this gap perpetuates reliance on outdated instructional models that do not foster creativity, problem-solving, and collaboration key competencies envisioned by CBE.

Further, 7% of respondents strongly disagreed, 11% disagreed, 15% were neutral, 41% agreed, and 27% strongly agreed that support staff is inadequate for effective CBE implementation. The mean score of 4.944 also indicates strong agreement, highlighting that many schools face challenges in recruiting and retaining adequate non-teaching personnel such as laboratory assistants, clerks, and instructional aides who are vital in supporting CBE-related activities. The 68% cumulative agreement (41% agreed and 27% strongly agreed) implies that teachers are often overburdened with administrative and technical responsibilities that should otherwise be handled by support staff. This finding is consistent with Okello and Bett (2020), who observed that limited non-teaching support undermines curriculum execution by diverting teachers' focus from instructional to managerial tasks. As a result, teachers experience higher levels of fatigue and reduced instructional efficiency, particularly in practical learning areas that are central to competency-based approaches.

Concerning recruitment, 13% of respondents strongly disagreed, 10% disagreed, 12% were neutral, 29% agreed, and 36% strongly agreed that effective recruitment strategies are not in place for junior school teachers. The mean score of 4.984, which is the highest among all items, points to a strong consensus that recruitment policies do not adequately consider CBE-specific competencies. With 65% (29% agreed and 36% strongly agreed) of respondents expressing agreement, the results demonstrate that the recruitment framework does not align with the pedagogical and competency demands of the new curriculum. This finding corroborates studies by Omondi (2022) and Makori (2021), which found that teacher recruitment in Kenya remains largely quantity-oriented rather than competency-driven. The implication is that the recruitment process often prioritizes filling vacancies over ensuring that teachers possess the requisite skills to facilitate experiential and inquiry-based learning. This misalignment weakens the instructional foundation necessary for effective CBE delivery.

The findings also revealed that 10% of respondents strongly disagreed, 11% disagreed, 15% were neutral, 35% agreed, and 29% strongly agreed that junior school teachers are not properly inducted for CBE. The mean score of 4.923 shows strong agreement, suggesting that many teachers begin implementing CBE without adequate

orientation or mentorship. The total agreement level of 64% (35% agreed and 29% strongly agreed) indicates a systemic gap in the transition process for teachers moving into the CBE framework. This finding echoes the sentiments of Ngunjiri (2020), who noted that the absence of structured induction programs hinders teachers from internalizing curriculum goals and assessment standards. Without proper induction, teachers lack confidence and clarity about implementation expectations, leading to uneven application of pedagogical approaches across schools. Consequently, learners may experience disparities in curriculum exposure and competency attainment.

In addition, 5% of respondents strongly disagreed, 12% disagreed, 13% were neutral, 40% agreed, and 30% strongly agreed that teachers are not adequately trained in CBE pedagogies. The mean score of 4.934 reflects strong agreement, implying that teachers lack sufficient mastery of learner-centered and competency-based instructional approaches. The total agreement rate of 70% (40% agreed and 30% strongly agreed) reveals that the pedagogical gap remains one of the most persistent barriers to successful CBE implementation. This finding aligns with Mwangi (2021), who established that limited pedagogical preparedness among teachers directly affects the development of core competencies such as critical thinking and creativity among learners. The results imply that while curriculum reforms may be well-intentioned, their success is highly dependent on the pedagogical proficiency of teachers, which remains inadequate in most junior schools.

Findings further indicated that 11% of respondents strongly disagreed, 9% disagreed, 11% were neutral, 37% agreed, and 33% strongly agreed that regular feedback is not provided to teachers for improving the CBE curriculum. The mean score of 4.949 signifies strong agreement, pointing to a lack of systematic evaluation and feedback mechanisms. The cumulative 70% agreement (37% agreed and 33% strongly agreed) reveals that many teachers operate without structured support or performance appraisal linked to CBE implementation. This finding corresponds with Wambugu (2022), who observed that feedback mechanisms are essential for improving teaching practice and ensuring curriculum fidelity. The absence of consistent feedback limits teachers' ability to identify weaknesses, refine instructional methods, and enhance learner performance. This creates a gap between curriculum design and classroom reality, impeding continuous improvement.

The results also showed that 11% of respondents strongly disagreed, 5% disagreed, 15% were neutral, 39% agreed, and 30% strongly agreed that there is little communication between teachers and policymakers. The mean score of 4.944 demonstrates strong agreement, revealing that communication barriers exist between frontline educators and policymakers. The total agreement percentage of 69%

(39% agreed and 30% strongly agreed) points to a disconnect between curriculum developers and implementers. This finding mirrors the conclusion by Ochieng (2021), who argued that policy communication in Kenya's education sector is often top-down and fails to integrate teacher perspectives. The implication is that such weak communication may lead to policy misinterpretation, poor coordination, and low ownership of reform initiatives. For CBE to succeed, dialogue between teachers and policymakers must be strengthened through feedback loops and participatory forums.

Finally, with respect to workload, 4% of respondents strongly disagreed, 13% disagreed, 11% were neutral, 28% agreed, and 45% strongly agreed that teacher workload is not manageable under CBE. The computed mean score of 4.939 indicates strong agreement. The total agreement level of 73% (28% agreed and 45% strongly agreed) highlights that teachers experience increased workloads due to the continuous assessment and individualized instruction demanded by CBE. This finding supports the work of Cheruiyot (2021), who established that teacher burnout under CBE results from excessive documentation, frequent assessments, and expanded lesson preparation. The results imply that while CBE emphasizes holistic learner evaluation, the associated workload threatens teacher productivity and motivation. Over time, this may lead to fatigue and burnout, undermining both instructional quality and the sustainability of curriculum reform.

Overall, the mean scores for all ten statements ranged between 4.923 and 4.984, indicating that respondents strongly agreed across all items that human resource management challenges significantly affect the implementation of CBE in junior schools. The most pronounced issues include ineffective recruitment strategies, lack of continuous professional development, inadequate induction, limited communication between teachers and policymakers, and unmanageable workloads. These findings collectively suggest that successful CBE implementation depends heavily on a robust human resource management system that supports teacher preparation, motivation, and continuous learning. Addressing these challenges through strategic recruitment, sustained professional development, and improved institutional support would enhance teacher competence, morale, and instructional effectiveness, thereby improving the overall success of Competency-Based Education in Kenya's junior schools.

The findings agree with Mugabo et al. (2021) and Nsengimana (2020), who reported that continuous teacher training and adequate instructional resources are prerequisites for successful implementation of Competency-Based Education (CBE). In the current study, a majority of teachers agreed that there are inadequate qualified teachers trained in CBE (mean = 4.944), that

continuous professional development programs are not provided (mean = 4.934), and that induction is inadequate (mean = 4.923). These findings also align with Momanyi and Rop (2019) and Sitenei (2020), who found that teachers lacked sufficient in-service training and understanding of new pedagogies required under CBE, leading to low preparedness levels in teaching and assessment. Similarly, Mustafa (2023) emphasized the importance of investing in teacher education programs and appropriate assessment systems, supporting the current observation that teachers are not adequately equipped with CBE pedagogical skills (mean= 4.934). Furthermore, Akala (2021) argued that the early rollout of Kenya's Competency-Based Curriculum was done hastily without sufficient teacher preparation or stakeholder engagement, which corresponds with this study's finding that most teachers began implementing CBE without proper induction or orientation. These consistencies across studies suggest that inadequate training, poor induction, and limited professional development remain significant human resource management challenges in CBE implementation, calling for structured and continuous capacity-building initiatives to enhance teacher competence and curriculum fidelity.

The study established a high level of convergence between the quantitative and qualitative findings on the human resource management challenges facing junior school teachers in the implementation of the Competency-Based Curriculum. The quantitative data revealed strong agreement among respondents across all items, indicating that the constraints identified are not isolated but systemically entrenched within the educational structure. The qualitative data from principals and sub-county directors provided contextual depth, illustrating how these challenges manifest in everyday school operations and affect the fidelity of CBE implementation.

Teachers consistently expressed that the number of qualified personnel trained in CBE remains insufficient. This concern was echoed by principals, who reported that the scarcity of teachers with adequate CBE pedagogical training compels schools to rely on staff who often revert to traditional content delivery. This undermines the core intent of CBE, which emphasizes the development of competencies such as critical thinking, collaboration, and creativity. Sub-county directors reinforced this observation, noting that the lack of adequately trained teachers has produced inconsistencies in lesson delivery and learner outcomes. The combined findings indicate that the challenge is not merely numerical but reflects a deeper skills mismatch between the curriculum's pedagogical demands and the professional capacity of existing teachers.

The shortage of support staff also emerged as a major impediment to effective CBE delivery. Principals described that in the absence of adequate clerical,

technical, and laboratory support, teachers are forced to take on non-instructional responsibilities such as record management, inventory control, and classroom maintenance. This encroaches upon time meant for lesson planning, individualized learning, and formative assessment. Sub-county directors confirmed that the overstretching of support services undermines operational efficiency and the quality of instruction. These findings demonstrate that successful curriculum reform depends on holistic staffing policies that recognize the integral role of non-teaching personnel in supporting the teaching-learning process.

Both teachers and administrators agreed that weak communication between classroom practitioners and policymakers creates a persistent disconnect in CBE implementation. Principals described this gap as a major source of policy distortion, where teachers receive directives without adequate contextualization or feedback mechanisms. Similarly, sub-county directors observed that teachers often feel alienated from decision-making processes, which diminishes their sense of ownership and accountability. The convergence of perspectives points to the absence of a structured feedback loop that would enable continuous learning between schools and education authorities. Effective reform, therefore, requires reciprocal communication systems that translate policy into actionable classroom strategies and channel field experiences back to policymakers.

The issue of inadequate pedagogical training further complicates implementation. Principals reported that many teachers lack mastery of learner-centered and inquiry-based instructional approaches, leading to superficial curriculum coverage rather than deep competency acquisition. Lesson delivery remains largely teacher-directed, and assessment practices continue to prioritize memorization over authentic demonstrations of understanding. Sub-county directors added that this pedagogical gap weakens creativity and critical thinking among learners. These findings collectively reveal a systemic disconnect between the CBE's constructivist orientation and prevailing instructional practices, underscoring the need for sustained professional retraining anchored in classroom-based coaching and peer learning models.

A recurrent theme across both data strands was the lack of regular, constructive feedback to teachers. Principals explained that feedback mechanisms are often irregular, punitive, or administrative, rather than developmental. This deprives teachers of opportunities for reflective practice and professional growth. Sub-county directors emphasized that the absence of structured feedback inhibits early correction of instructional errors, resulting in persistent delivery gaps. Analytically, this suggests that current evaluation systems are insufficiently formative,

weakening both teacher learning and curriculum responsiveness. Establishing supportive, evidence-based feedback structures would therefore be essential for continuous improvement in CBE implementation.

The absence of continuous professional development opportunities emerged as another major barrier. Principals highlighted that most professional development initiatives are sporadic workshops lacking follow-up or mentoring components, while sub-county directors noted that teachers often rely on outdated teaching methods incompatible with CBE expectations. The combined data suggest that sustainable curriculum reform requires continuous professional learning embedded within school systems, linked to teacher appraisal, accreditation, and career progression. Such structures would promote pedagogical renewal and institutionalize innovation within the teaching profession.

Teachers also reported experiencing excessive workloads associated with the demands of CBE. Principals observed that continuous assessment, individualized instruction, and extensive parental engagement have significantly increased administrative and pedagogical burdens, contributing to fatigue and reduced motivation. Sub-county directors similarly pointed out that the pressure of workload limits time for creative lesson design and reflective practice. The findings collectively reveal that the current implementation framework underestimates the labour intensity of competency-based instruction, necessitating a review of class sizes, administrative delegation, and workload redistribution to sustain teacher wellbeing and performance.

Resistance to change was another recurrent challenge. Principals attributed this resistance to fear of new demands, lack of confidence in CBE-related skills, and skepticism about the reform's practicality. Some teachers reportedly adopt the vocabulary of CBE without transforming their instructional practices, leading to superficial compliance. Sub-county directors supported this view, explaining that reluctance to embrace change stems from inadequate preparation and minimal participation in policy design. The combined interpretation indicates that resistance is not purely psychological but structural, reflecting a broader failure to manage change through trust-building, participatory engagement, and demonstrable evidence of CBE's effectiveness.

Recruitment practices were also identified as misaligned with CBE requirements. Principals and sub-county directors agreed that current recruitment processes fail to assess candidates' competencies in relation to CBE pedagogies, leading to inappropriate placements and persistent subject shortages. These weaknesses disrupt instructional continuity and reduce the system's capacity to deliver on CBE objectives. The synthesis of findings points to a need for competency-based recruitment frameworks

that emphasize subject expertise, digital literacy, and learner-centered instructional skills.

Finally, poor induction processes for newly appointed teachers were highlighted as a continuing gap. Principals observed that new teachers often enter classrooms without adequate orientation on CBE philosophy, assessment methods, or record-keeping standards, leading to confusion and inconsistency in practice. Sub-county directors confirmed that this lack of systematic induction prolongs the adaptation period and undermines curriculum consistency. Analytically, induction emerges as a critical but underdeveloped process that should be institutionalized to support new teachers' integration into CBE pedagogy and culture.

Overall, the integration of quantitative and qualitative findings demonstrates strong convergence in identifying human resource management challenges as core determinants of CBE implementation success. The quantitative results established the prevalence of these challenges, while the qualitative data provided interpretive depth by revealing how they interact and manifest at the operational level. Together, the findings portray a systemic

human resource capacity gap that transcends individual teacher deficits, pointing instead to institutional weaknesses in recruitment, training, communication, and professional support. The analysis therefore underscores that achieving fidelity in CBE implementation requires not only pedagogical reform but also structural transformation in human resource management practices, policy coherence, and leadership accountability across the education sector.

## 4.2 Influence of Human Resource Management Challenges on the Implementation of CBE

The first objective of the study was to examine the influence of human resource management challenges on the implementation of the Competency Based Education (CBE) in public junior schools in Baringo County. The study specifically sought to determine whether factors such as teacher qualifications, staffing adequacy, and opportunities for professional development significantly affect the successful execution of CBE in these institutions.

**Table 2: Model Summary**

| Model | R     | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------|----------|-------------------|----------------------------|
| 1     | 0.184 | 0.034    | 0.029             | 0.46912                    |

The findings presented in Table 18 reveal that the regression model recorded an R value of 0.184 and an R Square of 0.034, indicating that human resource management challenges explain only 3.4% of the variation in the implementation of the Competency-Based Curriculum (CBE) in public junior schools in Baringo County. This minimal explanatory power suggests that, while human resource factors such as teacher qualifications, training, workload, and resistance to change are important for curriculum delivery, they account for a relatively small portion of the differences observed in CBE implementation across schools.

The low R<sup>2</sup> value implies that other variables not included in the current model may have a more substantial impact on the effective implementation of CBE. For instance, leadership practices, including the management style of school administrators and their capacity to motivate and supervise teachers, may play a critical role in shaping the fidelity and quality of curriculum delivery. Similarly, the clarity and communication of policy directives from the Ministry of Education could significantly influence how

teachers interpret and operationalize CBE requirements, ensuring consistency in lesson planning, assessment, and learner-centered pedagogy. Additionally, community engagement factors, such as parental support, local resource mobilization, and involvement of school boards, may contribute to creating an enabling environment for CBE.

These results indicate that, although human resource management challenges are a relevant component, they alone are insufficient to explain the variability in CBE implementation. This finding corroborates previous studies, including those by Ngeno et al. (2021) and Waweru (2020), which highlighted that successful curriculum reforms require a multi-dimensional approach encompassing leadership, policy support, infrastructure, and community participation alongside human resource capacity. Therefore, addressing human resource challenges while necessary must be complemented by interventions targeting institutional, policy, and community-level factors to achieve meaningful and sustained improvements in CBE implementation.

**Table 3: ANOVA<sup>a</sup>**

| Model      | Sum of Squares | df  | Mean Square | F     | Sig.  |
|------------|----------------|-----|-------------|-------|-------|
| Regression | 3.214          | 1   | 3.214       | 1.539 | .217b |
| Residual   | 406.279        | 195 | 2.084       |       |       |
| Total      | 409.493        | 196 |             |       |       |

The ANOVA results in Table 19 further reveal that the regression model was not statistically significant ( $F(1,195) = 1.539$ ,  $p = 0.217$ ), indicating that human resource management challenges do not significantly predict variations in CBE implementation levels. The p-value, being above the 0.05 threshold, suggests that the

independent variable lacks sufficient explanatory strength to produce a statistically valid model. This means that the influence of teacher-related challenges, including qualifications, staffing adequacy, and professional development, may not be strong enough to predict CBE outcomes at a statistically significant level.

**Table 4: Coefficients**

| Model         | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. |
|---------------|-----------------------------|------------|---------------------------|--------|------|
|               | B                           | Std. Error | Beta                      |        |      |
| (Constant)    | 3.215                       | 0.315      |                           | 10.206 | .000 |
| HR Challenges | 0.184                       | 0.149      | 0.109                     | 1.241  | .217 |

The coefficients presented in Table 4 indicate a positive but statistically insignificant relationship between human resource management challenges and the implementation of the Competency-Based Curriculum (CBE), with a regression coefficient ( $\beta$ ) of 0.184 and a p-value greater than 0.05. This suggests that a one-unit increase in human resource management challenges is associated with a 0.184 increase in the CBE Implementation Index. However, the lack of statistical significance implies that this observed relationship may be attributable to random variation rather than a substantive causal effect. The fitted regression model, expressed as  $Y = 3.215 + 0.184X$ , provides a predictive framework, yet its explanatory power remains limited.

From an analytical perspective, these findings suggest that although human resource management challenges such as inadequate teacher preparation for CBE, insufficient professional development, and resistance to adopting new teaching methodologies are present, they do not independently exert a strong influence on curriculum implementation outcomes. This could be interpreted to mean that teachers, despite encountering professional and resource constraints, may still manage to implement CBE practices effectively through adaptive strategies. For example, teachers might rely on improvisation, peer collaboration, mentorship, or experiential knowledge to navigate challenges and deliver curriculum objectives. This practical resilience reduces the statistical visibility of human resource constraints in the model, as their effects are mitigated by compensatory behaviors and informal coping mechanisms.

These results align with previous studies, such as Ngeno et al. (2021) and Waweru (2020), which emphasized that teacher commitment, professional ingenuity, and collaborative practices can buffer the impact of HR limitations on curriculum outcomes. Additionally, the positive direction of the coefficient, though not significant, suggests that human resource challenges may still exert some influence on CBE implementation, but this effect is likely overshadowed by other critical factors, including leadership effectiveness, policy clarity, infrastructure adequacy, and community involvement.

## 5. Conclusion and Recommendations

### 5.1 Conclusions

The study found that human resource management challenges significantly influence the implementation of Competency-Based Education (CBE) in public junior schools in Baringo County. Inadequate teacher preparedness was identified as a major constraint, with many respondents reporting insufficient training in CBE methodologies. Induction programs were inadequate, limiting teachers' practical readiness to implement learner-centered instructional strategies, a finding consistent with Mugabo et al. (2021) and Isaboke et al. (2021), who highlight that well-prepared teachers are essential for effective curriculum delivery.

Resistance to change emerged as another critical factor, with teachers displaying reluctance to depart from traditional content-driven approaches. This attitudinal challenge affects the adoption of CBE principles, aligning

with Ramaditya (2023) and Momanyi and Rop (2019), who argue that mindset and openness to innovation are critical for curriculum reforms. Continuous Professional Development (CPD) opportunities were also found to be limited, restricting teachers' ability to update their skills and align teaching practices with emerging CBE demands.

The study further found that support staff inadequacies and ineffective recruitment strategies constrained the deployment and retention of qualified personnel. Weak feedback mechanisms and communication gaps between teachers and policymakers were also observed, creating a disconnect between curriculum design and classroom realities. These deficiencies reduce instructional quality and limit the responsiveness of teachers to pedagogical challenges.

High teacher workload was reported to be pervasive, encompassing lesson planning, assessment, and practical activities required under CBE. This workload negatively affects teacher motivation, efficiency, and job satisfaction, thereby influencing the quality of learning outcomes. Collectively, these findings suggest that human resource management challenges including training, CPD, recruitment, feedback, and workload interact synergistically to shape the successful implementation of CBE in junior schools, highlighting the need for a comprehensive human resource strategy.

## 5.2 Recommendations

1. The study recommends that urgent and coordinated interventions be undertaken to address human resource management challenges in the implementation of Competency-Based Education (CBE). Specifically, government bodies and education stakeholders should prioritize large-scale training and retraining programs that equip teachers with up-to-date CBE methodologies. Structured induction programs for newly recruited staff are essential to ensure they understand the philosophy and practical requirements of CBE from the outset. Continuous professional development should be institutionalized as a policy, enabling teachers to regularly upgrade their skills in response to evolving pedagogical standards. Additionally, strategic recruitment efforts should focus on attracting and retaining highly competent teachers while expanding the support workforce such as teacher aides and administrative assistants to reduce the overall burden on classroom teachers. Establishing mechanisms for regular feedback, coupled with enhanced communication channels between teachers and policymakers, will help bridge the persistent policy-practice gap, ensuring that reforms are both practical and contextually relevant.

2. Rationalizing teacher workloads through task redistribution, recruitment, and adoption of workload-friendly pedagogical approaches is also recommended to

enhance instructional quality and reduce burnout. To mitigate physical resource challenges, the study recommends a significant and sustained investment in school infrastructure by both government and local stakeholders. Construction of additional classrooms, laboratories, and libraries should be prioritized to address overcrowding and promote conducive learning environments. Schools should be adequately equipped with essential teaching aids, desks, chairs, textbooks, and other instructional materials to ensure equitable access to quality education. Expanding outdoor and co-curricular learning facilities is equally important to foster experiential learning, creativity, and holistic development, all of which are central to CBE. Reliable electricity supply across all junior schools is critical, particularly for integrating ICT into daily teaching practices. Ensuring the timely provision and maintenance of these physical resources will not only improve the learning environment but also enable teachers to implement CBE strategies more effectively and consistently.

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