# STAKEHOLDERS PARTICIPATION AND EFFECTIVE IMPLEMENTATION OF COMPETENCY-BASED EDUCATION IN PUBLIC COMPREHENSIVE SCHOOLS IN MIGORI COUNTY, KENYA

**LUCY GHATI**

**A Dissertation Submitted to the Faculty of Education in the Department of Post Graduate Studies in Education in Partial Fulfilment of the Requirements for the Award of the Doctor of Philosophy Degree in Curriculum Studies and Instruction.**

**THE CATHOLIC UNIVERSITY OF EASTERN AFRICA**

**NAIROBI**

**OCTOBER, 2026**

## DECLARATION

This research dissertation is my original work and has not been presented to any university or institution for the award of any degree or any academic credit and that any sources cited have been duly acknowledged.

**Lucy Ghati:**

**Reg. No: 1046339**

**Signature:** ..... **Date:** 6/10/2026

This dissertation has been submitted for examination with our approval as the university supervisors:

**Signature:** ..... **Date:** 6/10/2026

**Dr. Celestine Mwaniki : S**

Lecturer, Curriculum Studies

Faculty of Education

The Catholic University of Eastern Africa

**Signature:** ..... **Date:** 6/10/2026

**Prof. Peter Kores:**

Associate Professor and Dean, Faculty of Education

The Catholic University of Eastern Africa

## ACKNOWLEDGEMENTS

First, I thank the Almighty God for the strength, wisdom, and health that sustained me throughout this doctoral journey. I express my deepest gratitude to my supervisors, Dr. Celestine Ndanu Mwaniki and Prof. Peter Koros, for their exceptional guidance, constructive critique, and mentorship that shaped the scholarly rigor of this study.

My sincere appreciation goes to the Ministry of Education officials in Migori County for their administrative clearance, professional insights, and valuable contributions during the key informant interviews. I am profoundly grateful to all the teachers, parents, and School Board of Management (BOM) members across the sampled public Comprehensive Schools in Migori County whose willing participation provided the foundational empirical data for this report.

Special thanks are extended to my research assistants for their dedication during the field data collection exercise, and to my fellow students for their intellectual camaraderie and encouragement. Finally, I owe heartfelt gratitude to my family, relatives, and friends for their enduring patience, prayers, and moral support throughout my doctoral programme.

.

## ABSTRACT

This study investigated the influence of stakeholder participation on the effective implementation of Competency-Based Education (CBE) in public Comprehensive Schools in Migori County, Kenya. Guided by five research questions, the study evaluated the individual and collective influence of teacher participation, parental engagement, Ministry of Education (MoE) officials' involvement, and School Board of Management (BOM) participation on CBE delivery, alongside identifying strategic implementation measures. Anchored on Stakeholder Theory and the Logic Model of Program Implementation, the study utilized a convergent mixed methods design combining a cross-sectional survey (n = 369) and phenomenology with MoE key informants (n = 8) and document analysis across 57 schools. From a target population of 27,575 across 627 schools, a sample of 405 respondents was drawn using multi-stage, systematic, and purposive sampling techniques, yielding an overall return rate of 93.4% (n = 377). Data were collected via questionnaires, semi-structured interview guides, and a document checklist, with content validity verified and Cronbach's alpha reliability of 0.729 for teachers' tool, 0.746 for parents and 0.821 for BOM tools. Quantitative data were analyzed using descriptive statistics, multiple linear regression in IBM SPSS Version 29 and ANOVA, while qualitative data underwent thematic analysis. The combined multiple regression model revealed that stakeholder participation collectively explained 50.6% of the variance in effective CBE implementation ($R = 0.712$, $R^2 = 0.506$, $F(1, 367) = 376.634$, $p < .001$, $\beta = 0.831$). Individually, BOM participation had the strongest predictive influence ($r = 0.782$, $R^2 = 0.611$, $\beta_4 = 0.887$, $t = 14.665$, $p < .001$), followed by teacher participation ($r = 0.724$, $R^2 = 0.524$, $\beta_1 = 0.804$, $t = 12.722$, $p < .001$), and parental engagement ($r = 0.564$, $R^2 = 0.318$, $\beta_2 = 0.654$, $t = 6.073$, $p < .001$). MoE officials' involvement was qualitatively validated as a significant driver of implementation fidelity. However, qualitative and document analyses identified severe structural bottlenecks: acute teacher shortages in Junior Secondary School (JSS) tiers, severe textbook shortages, erratic capitation, non-existent ICT (78.9% absent) and laboratory facilities (73.7% absent), uncoordinated cascade training, and poverty-driven parental resistance to criterion-referenced grading. The study concludes that while stakeholder participation is a statistically significant driver of CBE delivery, actual implementation fidelity is critically compromised by systemic under-resourcing, passive board governance, and compliance-driven monitoring. The study recommends that the Teachers Service Commission (TSC) revise JSS teacher deployment using affirmative quotas for disadvantaged sub-counties; the MoE ring-fence primary capitation at KES 8,000 per learner, mandate continuous school-embedded coaching, and eliminate school enrollment thresholds for laboratory and off-grid solar construction; the Kenya Education Management Institute (KEMI) institutionalize mandatory CBE governance certification for BOM members; and schools establish localized, multilingual parental engagement frameworks.

## TABLE OF CONTENTS

**DECLARATION** ..... **ii**

**ACKNOWLEDGEMENTS** ..... **iii**

**ABSTRACT** ..... **iv**

**TABLE OF CONTENTS** ..... **v**

**LIST OF TABLES** ..... **xi**

**LIST OF FIGURES** ..... **xiii**

**ABBREVIATIONS AND ACRONYMS** ..... **xiv**

**CHAPTER ONE** ..... **1**

**INTRODUCTION** ..... **1**

1.1 Background to the Study ..... 1

1.2 Statement of Problem ..... 6

1.3 Research Questions ..... 8

1.4 Research Hypotheses ..... 8

1.5 Significance of the Study ..... 9

1.6 Scope and Delimitations of the Study ..... 10

1.7 Theoretical Framework ..... 11

1.8 Conceptual Framework ..... 14

1.9 Operational Definition of key Terms ..... 17

**CHAPTER TWO** ..... **20**

**REVIEW OF RELATED LITERATURE** ..... **20**

2.1 Introduction ..... 20

2.2 Review of Related Theories ..... 20

2.2.1 Systems Theory.....20
2.2.2 Curriculum Implementation Theory.....22
2.3 Critical Review of Empirical Studies..... 24
2.3.1 Influence of Teachers' Participation on Effective Competence Based Education Implementation.....24
2.3.2 Influence of Parental Engagement on Effective Competence Based Education Implementation.....43
2.3.3 Influence of Ministry of Education officials' involvement on Effective Competence Based Education Implementation.....63
2.3.4 Influence of School Boards of Management's Participation on Effective Competence Based Education Implementation.....84
2.3.4 Stakeholders Strategic Measures on Competence Based Education Implementation.....97
2.4 Summary of Reviewed Literature and Identified Knowledge Gaps.....100
**CHAPTER THREE ..... 102**
**RESEARCH DESIGN AND METHODOLOGY..... 102**
3.1 Introduction ..... 102
3.2 Research Design ..... 102
3.3 Locale of the study ..... 104
3.4 Target Population ..... 106
3.5 Sampling Procedures and Sample size ..... 107
3.5.1 Sampling of Schools.....107
3.5.2 Sample Size Determination for Individual Respondents.....108

3.5.3 Sampling of Teachers .....109
3.5.4 Sampling of Parents .....109
3.6 Data Collection Instruments ..... 111
3.6.1 Semi-Structured Questionnaires .....111
3.6.2 Interview Guides for Ministry of Education Officials .....113
3.6.3 Document Analysis Guide .....114
3.7 Validity, Piloting and Reliability of Research Instruments .....115
3.7.1 Validity of Research Instruments .....115
3.7.2 Pilot Testing of Research Instruments .....116
3.7.3 Reliability of Research Instruments .....117
3.7.4 Trustworthiness, Dependability and Credibility of Qualitative Instruments .....119
3.8 Data Collection Procedures ..... 120
3.9 Data Analysis Procedure ..... 121
3.10 Ethical Considerations ..... 126
**CHAPTER FOUR ..... 129**
**PRESENTATION, DISCUSSION AND INTERPRETATION OF FINDINGS ..... 129**
4.1 Introduction ..... 129
4.1.1 Pilot Testing Results and Instrument Reliability .....129
4.2 Instruments Return Rate ..... 130
4.3 Demographic Characteristics of Respondents ..... 132
4.3.1 Demographic Characteristics of All Respondents .....132
4.3.2 Teacher Background Characteristics .....137
4.3.3 Parent Background Characteristics .....140

4.3.4 BOM Member Background Characteristics .....144
4.3.5 Ministry of Education Officials - Specific Background Characteristics .....148
4.4 Teacher Participation and Effective CBE Implementation ..... 151
4.5 Parental Engagement and Effective CBE Implementation..... 170
4.6 Ministry of Education Officials' Involvement and Effective CBE Implementation 190
4.7 Board of Management Participation and Effective CBE Implementation ..... 207
4.8 Strategic Measures for Effective CBE Implementation ..... 218
4.9 Independent Samples T-Test ..... 239
4.10 One-Way Analysis of Variance ..... 241
4.11 Effective CBE Implementation – Document Analysis Findings..... 244
4.10.1 Analysis of Teacher Professional Records .....244
4.11.2 Analysis of Learner Portfolios .....245
4.11.3 Competency-Based Assessment Records .....247
4.11.4 National Assessment Reports — KIPSEA .....248
4.11.5 BOM Meeting Minutes.....250
4.11.6 School Budget and Financial Reports.....251
4.11.7 School Improvement Plans .....252
4.11.8 Infrastructure Progress Reports and Completion Certificates .....253
4.11.9 CSO and QASO Quality Assurance Visit Logs.....254
4.11.10 Enrolment and Transition Records .....255
**CHAPTER FIVE..... 258**
**SUMMARY, CONCLUSIONS AND RECOMMENDATIONS..... 258**
5.1 Introduction ..... 258

5.2 Summary of the Study Findings ..... 258
5.2.1 Influence of Teacher Participation on Effective CBE Implementation .....258
5.2.2 Influence of Parental Engagement on Effective CBE Implementation .....260
5.2.3 Influence of Ministry of Education Officials' Involvement on Effective CBE Implementation.....261
5.2.4 Influence of School Boards of Management Participation on Effective CBE Implementation.....263
5.3 Conclusions Based on Research Questions ..... 265
5.4 Recommendations of the Study ..... 267
5.5 Suggestions for Further Study ..... 269
**REFERENCES ..... 271**
**APPENDICES ..... 293**
APPENDIX I: TRANSMITTAL LETTER FOR MOE OFFICIALS ..... 293
APPENDIX II: TRANSMITTAL LETTER FOR TEACHERS, PARENTS & BOM . 294
APPENDIX III: QUESTIONNAIRE FOR TEACHERS..... 295
APPENDIX IV: QUESTIONNAIRE FOR PARENTS ..... 299
APPENDIX V: QUESTIONNAIRE FOR BOM MEMBERS..... 303
APPENDIX VI: INTERVIEW GUIDE FOR MOE OFFICIALS..... 307
APPENDIX VII: DOCUMENT ANALYSIS CHECKLIST ..... 313
APPENDIX VIII: PILOT TESTING RESULTS AND INSTRUMENT RELIABILITY ..... 319
APPENDIX IX: LETTER OF APPROVAL, CUEA - NACOSTI ..... 321
APPENDIX X: ETHICS APPROVAL LETTER ..... 322

APPENDIX XI: RESEARCH PERMIT - NACOSTI ..... 323

APPENDIX XII: RESEARCH AUTHORIZATION LETTER – MIGORI COUNTY 324

APPENDIX XIII: MAP OF THE STUDY SITE ..... 325

## LIST OF TABLES

Table 1 Summary of Sampling Procedures and Sample size ..... 111
Table 2 Sample of the pilot study ..... 117
Table 3 Questionnaire Return Rate by Respondent Category ..... 130
Table 4 Combined Demographic Characteristics of All Respondents except MOE ..... 133
Table 5 Teacher - Background Data ..... 137
Table 6 Parent Background Data ..... 141
Table 7BOM Member Background Data ..... 145
Table 8 Background Characteristics of Key Informant Respondents ..... 149
Table 9 Frequency Distribution, Teacher Participation in CBE Implementation ..... 152
Table 10 Regression Model Summary — Teacher Participation and Effective CBE Implementation (n=149) ..... 167
Table 11 ANOVA — Regression Model Significance for Teacher Participation ..... 168
Table 12 Coefficients — Teacher Participation Predicting Effective CBE Implementation ..... 168
Table 13 Frequency Distribution, Parental Engagement in CBE Implementation ..... 171
Table 14 Regression Model Summary — Parental Engagement and Effective CBE Implementation (n=81) ..... 187
Table 15 ANOVA — Regression Model Significance for Parental Engagement ..... 188
Table 16 Coefficients — Parental Engagement Predicting Effective CBE Implementation ..... 188
Table 17 Frequency Distribution — BOM Participation in CBE Implementation ..... 208
Table 18 Regression Model Summary — BOM Participation and Effective CBE Implementation (n=139) ..... 216
Table 19 ANOVA — Regression Model Significance for BOM Participation ..... 217
Table 20 Coefficients — BOM Participation Predicting Effective CBE Implementation 217
Table 21 Frequency Distribution — Strategic Measures, Teachers' Perspective ..... 220
Table 22 Frequency Distribution — Strategic Measures, Parents' Perspective ..... 224
Table 23 Frequency Distribution — Strategic Measures, BOM Members' Perspective... 228

Table 24 Group Statistics — Independent Samples T-Test ..... 239
Table 25 Independent Samples T-Test Results — Effective CBE Implementation by Subgroup ..... 239
Table 26 Descriptive Statistics — Effective CBE Implementation by School Performance Category ..... 241
Table 27 ANOVA Summary — Effective CBE Implementation by School Performance Category ..... 241
Table 28 Descriptive Statistics — Effective CBE Implementation by Respondent Group ..... 242
Table 29 ANOVA Summary — Effective CBE Implementation by Respondent Group . 242
Table 30 Post-Hoc Multiple Comparisons — Tukey HSD (Effective CBE Implementation by Respondent Group) ..... 243
Table 31 Document Analysis — Teacher Professional Records ..... 244
Table 32 Document Analysis — Learner Portfolios ..... 246
Table 33 Document Analysis — Competency-Based Assessment Records ..... 247
Table 34 KIPSEA County-Level Competency Performance, Migori County (2022–2024) ..... 248
Table 35 Document Analysis — Use of KIPSEA Data in Sampled Schools ..... 249
Table 36 Document Analysis — BOM Meeting Minutes 2023–2025 ..... 250
Table 37 Document Analysis — School Budget and Financial Records ..... 251
Table 38 Document Analysis — School Improvement Plans ..... 252
Table 39 Document Analysis — Infrastructure Progress Reports ..... 253
Table 40 Document Analysis — CSO and QASO Visit Logs ..... 255
Table 41 Document Analysis — Enrolment and Transition Records ..... 256

## LIST OF FIGURES

Figure 1. Stakeholder Participation and Effective Implementation of Competency-Based Education ..... 15

## ABBREVIATIONS AND ACRONYMS

**ADP** — Annual Development Plan

**ANOVA** — Analysis of Variance

**APA** — American Psychological Association

**BOM** — Board of Management

**CBC** — Competency-Based Curriculum

**CBE** — Competency-Based Education

**CBA** — Competency-Based Assessment

**CDE** — County Director of Education

**CPD** — Continuous Professional Development

**CSO** — Curriculum Support Officer

**CUEA** — Catholic University of Eastern Africa

**CVI** — Content Validity Index

**DQAS** — Directorate of Quality Assurance and Standards

**ECDE** — Early Childhood Development Education

**ICT** — Information and Communication Technology

**IEA** — Institute of Economic Affairs

**JSS** — Junior Secondary School

KEMI — Kenya Education Management Institute

**KESSP** — Kenya Education Sector Strategic Plan

**KICD** — Kenya Institute of Curriculum Development

**KNBS** — Kenya National Bureau of Statistics

**KNEC** — Kenya National Examinations Council

**KPSEA** — Kenya Primary School Education Assessment

**MoE** — Ministry of Education

**NACOSTI** — National Commission for Science, Technology and Innovation

**PA** — Parents Association

**PWPER** — Presidential Working Party on Education Reform

**QASO** — Quality Assurance and Standards Officer

**SCDE** — Sub-County Director of Education

**SPSS** — Statistical Package for the Social Sciences

**TPAD** — Teacher Performance Appraisal and Development

**TSC** — Teachers Service Commission

**UNESCO** — United Nations Educational, Scientific and Cultural Organization

# CHAPTER ONE

# INTRODUCTION

## 1.1 Background to the Study

Competency-Based Education has emerged as a globally recognised paradigm shift, reorienting school systems from content-heavy, examination-driven models toward learner-centred approaches that prioritise the development of knowledge, skills, attitudes and values essential for 21st-century participation (UNESCO, 2015; Le, Wolfe, & Steinberg, 2014). Effective CBE implementation is not an automatic outcome of policy adoption; it is contingent upon the active and coordinated participation of teachers, parents, School Boards of Management and Ministry of Education officials who must collectively translate national curriculum frameworks into meaningful classroom outcomes (Mulenga & Kabombwe, 2019; Republic of Kenya, 2017). When these four stakeholder groups operate in isolation or without adequate institutional support, the gap between intended curriculum goals and actual learner outcomes widens, undermining the transformative purpose of educational reform (Luna-Bazaldua et al., 2023; OECD, 2024).

Globally, teacher participation is consistently identified as the most critical determinant of CBE implementation quality, yet it is equally the most widely underserved. Bingham et al. (2021) established in the United States that 72% of teachers experienced significant cognitive overload when managing personalized learning pathways and competency-based assessment rubrics, confirming that technical training alone is insufficient without sustained professional support. In China, Wang (2025) documented that a 25% teacher readiness gap persisted despite massive state investment, with quality outcomes emerging only where school leadership actively forged community partnerships

to extend professional development beyond initial cascade training sessions. The European Union (2025) further established that 29.5% underachievement across member states was directly attributable to inconsistent teacher training across regions, demonstrating that policy harmonization does not automatically translate into classroom competence.

Parental engagement globally has similarly been reduced to passive financial provision rather than active pedagogical partnership. The OECD (2024) review of Japan revealed that a 30% increase in teacher workload was marginalizing parents from non-academic learning support roles, threatening the stakeholder ecosystem underpinning high educational outcomes. In China, Peng et al. (2025) demonstrated that schools where Boards of Management actively mobilized community resources registered a 15% increase in learner enrolment in technical pathways, confirming that board governance and parental engagement are mutually reinforcing determinants of CBE success. The Government of British Columbia (2025) acknowledged that meaningful parental engagement was increasingly difficult without integrated stakeholder management systems, particularly in culturally diverse and rapidly expanding school communities.

At the governance level, the supervisory roles of school boards and Ministry officials represent a critical but consistently underperforming layer of stakeholder engagement globally. Luna-Bazaldua et al. (2023) established through a global review that curriculum compliance rates were 12% higher in regions where school boards conducted internal resource audits and reported directly to local authorities, demonstrating the superiority of decentralized accountability over centralized mandates. The World Bank (2025) corroborated this, finding that reducing urban-rural competency disparities required strengthening local governance rather than issuing additional policy directives. The World

Bank (2025) further documented that uncoordinated ministerial monitoring produced a 20% competency acquisition disparity between urban and rural learners, establishing that Ministry involvement must be systematic, technically supportive and reaching to the school level to produce measurable impact.

Across Africa, teacher participation failures constitute the most consistently documented obstacle to CBE implementation. In Tanzania, Nemes and Nderego (2025) established that despite 100% of curriculum documents being realigned to competencies, only 37.6% of teachers received regular technical support from government officials, resulting in continued reliance on didactic methods. In Zambia, Mulenga and Kabombwe (2024) revealed that 55% of teachers reverted to rote learning due to high pupil-to-teacher ratios that rendered individual competency assessments impractical. Uganda's National Curriculum Development Centre (2023) documented a 45% deficit in functional ICT laboratories across rural districts despite retooling 75,000 teachers, critically constraining practical CBE delivery. These regional findings establish that teacher participation is systematically undermined by compounding failures in training adequacy, resource provision and ministerial technical support.

Parental engagement across African nations reflects a structural pattern of exclusion, with parents nominally recognised as CBE partners in policy frameworks but functionally marginalised to financial provision roles. In Rwanda, UNESCO (2025) data revealed that home-based learning support remained critically low in rural settings, with parents viewed predominantly as financial rather than pedagogical contributors despite a 10% improvement in primary completion rates. Nigeria's Bakwai (2023) and Olibie (2024) established that while empowered School-Based Management Committees improved school effectiveness

by 22%, parental involvement was consistently restricted to safety concerns rather than academic oversight. South Africa's Mabasa and Themane (2021) documented parental participation in school decision-making as low as 28%, with governing bodies lacking the capacity-building support needed to facilitate genuine community involvement.

School Boards and Ministry officials across Africa similarly represent a critical dimension of stakeholder underperformance. In Ghana, Agbeme (2018) established that low board stakeholder knowledge led to a 40% failure rate in school infrastructure projects. In Zambia, the Ministry of General Education (2024) documented that resource mismanagement produced a 40% gap between intended and implemented curriculum outcomes. Ethiopia's Haile and Mekonnen (2024) further demonstrated through regression analysis that stakeholder decision-making was a statistically significant predictor of implementation ($p = .000$), yet a 40% resource mobilisation gap persisted where external stakeholder partnerships were absent. These regional patterns establish that without capacitated governance structures at both school and ministry levels, the continental CBE agenda risks remaining a policy aspiration rather than a classroom reality.

In Kenya, teacher participation reflects a troubling paradox: teachers are designated primary agents of curriculum delivery, yet the professional development infrastructure necessary to sustain their pedagogical transformation remains fragmented. Ngeno (2023) established a significant positive correlation ($p < .05$) between continuous training and learner outcomes in Kericho, finding that well-trained teachers were 3.5 times more likely to adopt learner-centred methods. However, Mwangi and Ndung'u (2023) revealed that only 15% of Kenyan teachers had access to continuous professional development, confirming that the one-off training model adopted during the initial CBC rollout is structurally insufficient.

Koech (2022) further established that rural schools faced a 60% deficit in specialised competency-based learning kits, while Owino et al. (2021) demonstrated that resource adequacy accounted for 42% of the variance in implementation success.

Parental and BOM participation in Kenya reflect a persistent gap between the active roles envisioned in the CBC Policy Framework and the limited roles that parents and boards actually fulfil. Achieng (2021) revealed that high illiteracy rates among rural parents reduce engagement to transactional financial contributions rather than active pedagogical partnership, while Cherui and Kipkenei (2025) established that 70% of parents nationwide felt overwhelmed by the curriculum's demands. At the governance level, Mnengwa (2020) established that 55% of school administrators lacked training in CBE supervisory oversight, and Maina (2021) revealed that institutional culture accounted for 20% of implementation failure even in adequately resourced schools. Regarding Ministry involvement, Omondi (2020) documented that 40% of remote schools received only one monitoring visit annually, critically undermining the supervisory chain through which ministerial policy is expected to reach classrooms. The Presidential Working Party on Education Reform (2023) further acknowledged that the CBC implementation was hurried, generating confusion particularly around the domiciling of Junior Secondary Schools and increasing headteacher workloads at the expense of instructional quality.

In Migori County specifically, all four stakeholder participation failures converge in a setting compounded by geographic isolation, cross-border learner mobility, flooded classrooms and chronic resource deficits. Mwita et al. (2022) established that despite 56.77% of teachers having received formal CBC training, considerable qualitative shortcomings persisted in translating this knowledge into effective classroom practice, attributing the gap

to the absence of sustained, contextually relevant professional development. Okutu and Nyambane (2024) corroborated this, establishing that Junior Secondary Schools domiciled within primary school structures in Migori suffer from acute teacher shortages, poor infrastructure and a lack of specialised equipment necessary for competency-based instruction.

Achieng (2021) further established that high illiteracy rates among rural parents in Migori severely limit meaningful parent-teacher communication, reducing parental involvement to transactional financial contributions. At the governance level, Oliech et al. (2021) established in Nyatike Sub-County that flooded classrooms and cross-border learner mobility contributed to a 38.8% resource gap in planned educational outputs, while Ochieng (2021) documented that Migori schools managed a 40% deficit in essential teaching and learning materials through localised coping strategies, with delayed Ministry resource disbursement and infrequent monitoring leaving boards without the technical guidance required to address these institutional deficits. None of the existing studies has comprehensively investigated how the combined participation of teachers, parents, BOMs and Ministry of Education officials collectively determines effective CBE implementation in public Comprehensive Schools across the county, and this empirical and contextual gap constitutes the primary justification for the present study.

### 1.2 Statement of Problem

The successful implementation of Competency-Based Education in public Comprehensive Schools demands active and coordinated participation from teachers, parents, School Boards of Management and Ministry of Education officials. As established in the preceding section, the prevailing situation in Migori County reveals a critical gap

between these expected roles and actual stakeholder practice: teachers continue to struggle with translating curriculum knowledge into learner-centred classroom practice, parents remain largely restricted to financial provision roles, BOMs lack the supervisory capacity to fulfil their mandated infrastructure and resource mobilisation roles, and Ministry officials are inconsistent in monitoring and technical oversight (Mwita et al., 2022; Cherui & Kipkenei, 2025; Oliech et al., 2021; Ochieng, 2021).

The ideal envisioned under the CBE Policy Framework of 2017, the Basic Education Act No. 14 of 2013 and the KICD guidelines was a harmonised ecosystem in which teachers facilitated learner-centred instruction, parents reinforced competency acquisition at home, BOMs mobilised resources and provided institutional governance, and Ministry officials supplied continuous technical support and equitable resource disbursement to all public Comprehensive Schools (Republic of Kenya, 2017; KICD, 2021). In this ideal state, the coordinated synergy of these four stakeholder groups was intended to ensure that learners progressively acquired the intended knowledge, skills, values and core competencies that defined the purpose of CBE (UNESCO, 2025; African Union, 2022).

Despite existing studies having examined individual aspects of CBE implementation in Migori County, none had comprehensively investigated how the participation of teachers, parents, BOMs and Ministry officials collectively determined effective CBE implementation across the county's eight sub-counties (Maiyuria et al., 2024; Okutu & Nyambane, 2024). This gap risked rendering the CBE framework a hollow policy exercise, leaving learners in Migori ill-equipped for the 21st-century workforce. The present study therefore sought to fill this empirical and contextual gap by investigating the collective influence of stakeholder participation on effective implementation of Competency-Based Education in public

Comprehensive Schools in Migori County, Kenya, and identifying strategic measures that stakeholders could adopt to improve implementation outcomes.

### 1.3 Research Questions

i. To what extent does teacher participation influence effective implementation of CBE in public Comprehensive Schools in Migori County, Kenya?
ii. How does parental engagement influence effective implementation of CBE in public Comprehensive Schools in Migori County, Kenya?
iii. How does the involvement of Ministry of Education officials influence effective implementation of CBE in public Comprehensive Schools in Migori County, Kenya?
iv. To what extent does the participation of School Boards of Management influence effective implementation of CBE in public Comprehensive Schools in Migori County, Kenya?
v. What strategic measures can stakeholders adopt to enhance effective implementation of CBE in public Comprehensive Schools in Migori County, Kenya?

### 1.4 Research Hypotheses

**Ho1:** There is no statistically significant influence of teacher participation on effective implementation of CBE in public Comprehensive Schools in Migori County, Kenya.

**Ho2:** There is no statistically significant influence of parental engagement on effective implementation of CBE in public Comprehensive Schools in Migori County, Kenya.

**Ho3:** There is no statistically significant influence of Ministry of Education officials' involvement on effective implementation of CBE in public Comprehensive Schools in Migori County, Kenya.

**Ho4:** There is no statistically significant influence of School Boards of Management participation on effective implementation of CBE in public Comprehensive Schools in Migori County, Kenya.

### 1.5 Significance of the Study

This study contributes empirical evidence on how teacher participation, parental engagement, Ministry of Education officials' involvement and School Board of Management participation jointly shape the effective implementation of Competency-Based Education in public Comprehensive Schools, offering each stakeholder group a concrete basis for improving their respective roles in Migori County and comparable counties.

Teachers may benefit from the study's identification of specific pedagogical gaps in current classroom practice. The findings provided a framework for targeted professional development programmes designed to strengthen assessment literacy, improve learner-centred instructional strategies and enhance the overall quality of CBE delivery in public Comprehensive Schools.

Parents may gain a clearer understanding of their role as active pedagogical partners in their children's competency development. The findings informed school-level sensitisation programmes that equipped parents with the knowledge and practical strategies necessary to provide meaningful home-based learning support beyond financial provision.

School Boards of Management are expected to benefit from evidence-based recommendations for strengthening institutional governance, resource mobilization and

supervisory oversight. The study's findings guided BOMs in developing more structured and accountable approaches to infrastructure development and stakeholder consultation in support of CBE implementation.

Ministry of Education officials obtain a data-driven blueprint for designing targeted, context-sensitive interventions responsive to Migori County's unique socio-economic and geographic constraints. The findings informed the development of more consistent monitoring frameworks, equitable resource disbursement mechanisms and coordinated in-service training programmes that reached all public Comprehensive Schools across the county's eight sub-counties.

Policymakers might find in this study a valuable tool for evidence-based decision-making and equitable resource allocation at the national level. The findings supported the alignment of regional CBE implementation progress with national development goals under Vision 2030 and the Kenya Education Sector Strategic Plan.

Future researchers and the academic community may benefit from the study's contribution to the growing body of literature on stakeholder participation in CBE implementation. The study provided a replicable analytical framework for investigating similar implementation challenges in other marginalized or resource-constrained counties within Kenya and across the region.

### 1.6 Scope and Delimitations of the Study

This study was conducted in Migori County, Kenya, during the academic years 2025 to 2026. It focused on investigating the influence of stakeholder participation on the effective implementation of Competency-Based Education in public Comprehensive Schools across

the county's eight sub-counties, namely Suna East, Suna West, Nyatike, Uriri, Awendo, Rongo, Kuria East and Kuria West.

In terms of content, the study examined four independent variables: teacher participation, parental engagement, Ministry of Education officials' involvement and School Boards of Management participation, and their collective influence on effective CBE implementation as the dependent variable. The study further identified strategic measures that stakeholders could adopt to enhance implementation outcomes.

The study was delimited to public Comprehensive Schools only; private schools were excluded. Although Ministry of Education officials were included as a study variable at the county and sub-county levels, national-level policymakers and external education organisations were not extensively explored, as their decision-making operated beyond the school-level implementation context that was the primary focus of this study.

The study treated infrastructure deficits and resource constraints as intervening variables that moderated the relationship between stakeholder participation and CBE implementation, rather than as primary independent variables in their own right. The study did not examine specific curriculum content adaptations required for Migori County's local context, nor did it assess the long-term sustainability of CBE implementation beyond the 2025 to 2026 study period; both fall outside the scope of this investigation.

## 1.7 Theoretical Framework

Stakeholder Theory was formalized by R. Edward Freeman in 1984 to explain that the success of any organizational initiative is a direct function of the quality of relationships and the level of participation among all parties who can affect or are affected by its objectives (Freeman, 1984). Applied to education, the theory moved the focus beyond centralised

government control toward a decentralized model in which localized actors teachers, parents, School Boards of Management and Ministry of Education officials were recognized as essential partners whose active participation was a prerequisite for the legitimacy and sustainability of curriculum reform (Ahmed et al., 2025; Ogada et al., 2023). The theory rests on three foundational principles: descriptive accuracy, which explicitly maps the distinct roles of each stakeholder group; instrumental power, which argues that active stakeholder involvement leads to measurably better performance outcomes; and normative validity, which asserts that stakeholders have an inherent right to participate in decision-making processes affecting their interests (Freeman, 1984; Muuo et al., 2025).

The primary strength of Stakeholder Theory lies in its inclusivity it broadens the analytical lens beyond institutional leadership to encompass all actors whose participation shapes implementation outcomes, making it particularly well suited to studying complex, multi-actor reform environments such as the CBE transition in Kenya. The theory's instrumental principle provides an empirically testable proposition that greater stakeholder involvement produces better outcomes which aligns directly with the correlational and regression methodology employed in this study (Wachira et al., 2025). A further strength is the theory's flexibility across governance levels: it can simultaneously account for the national-level policy role of Ministry officials, the school-level governance role of BOMs, the instructional role of teachers and the home-based learning support role of parents within a single coherent analytical framework (Amunga et al., 2020). This multi-level applicability makes Stakeholder Theory uniquely appropriate for a convergent mixed methods study that draws data from four distinct stakeholder groups operating at different institutional levels.

A recognized weakness of Stakeholder Theory is that it does not always provide a mechanism for resolving conflicts of interest between groups with varying levels of power. In the Migori County context, tensions between BOM resource priorities and parental financial capacity, or between Ministry policy mandates and teachers' classroom realities, are not easily resolved within the theory's framework (Aden & Kamau, 2025). The theory can also be criticized for assuming that stakeholders share a common understanding of institutional goals an assumption that is directly challenged by the attitudinal resistance of some parents to CBE's criterion-referenced assessment model and the policy-practice gap observed between Ministry directives and teacher classroom behaviour in the sampled schools. Furthermore, Stakeholder Theory tends to treat participation as inherently beneficial without adequately accounting for situations where stakeholder involvement is superficial, symbolic or actively counterproductive, as is the case with some BOM governance structures in border communities where membership reflects clan affiliation rather than governance competence.

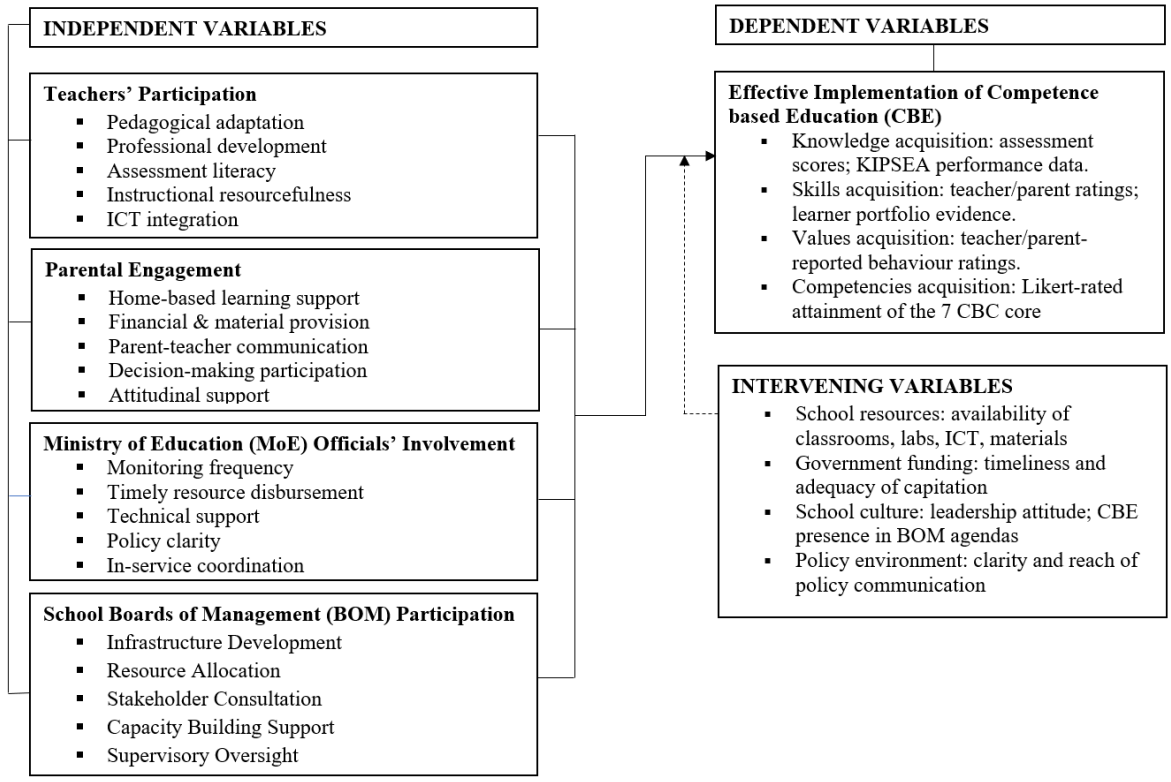
In the context of Migori County, Stakeholder Theory directly justified this study's four independent variables by framing teachers, parents, BOMs and Ministry officials not as passive recipients of national policy directives but as active co-implementers whose coordinated engagement constitutes the primary driver of effective CBE delivery. The theory's descriptive accuracy principle informed the study's decision to examine each stakeholder group's participation separately before assessing their collective influence through multiple regression analysis, ensuring that the distinct role and contribution of each group was systematically identified rather than conflated. The instrumental power principle provided the theoretical basis for the study's four null hypotheses, predicting that statistically

significant relationships would exist between each stakeholder group's participation and effective CBE implementation. The normative validity principle further informed the study's inclusion of parent decision-making participation and BOM stakeholder consultation as measurable governance indicators, grounding these variables in the ethical argument that participation is both a means to better outcomes and a right that must be structurally protected. The theory's recognized limitation regarding power conflicts was addressed in the study's design by utilizing a convergent mixed methods approach, in which the qualitative key informant interviews provided the contextual depth necessary to explain the power imbalances and structural tensions that the quantitative data could identify but not fully illuminate.

### 1.8 Conceptual Framework

A conceptual framework illustrated the researcher's understanding of how the key concepts of a study related to one another and provided the structural logic that guided data collection, analysis and interpretation (Creswell, 2014). As shown in Figure 1, the study posited that the participation of four key stakeholder groups directly influenced the effective implementation of Competency-Based Education in public Comprehensive Schools in Migori County, moderated by a set of intervening variables.

***Figure 1. Stakeholder Participation and Effective Implementation of Competency-Based Education***




*Source: Researcher, 2026.*

The independent variable indicators in this study comprised the four primary stakeholder groups whose participation was expected to drive CBE implementation outcomes. Teacher participation encompassed pedagogical adaptation, professional development, assessment literacy, instructional resourcefulness and ICT integration. Parental engagement encompassed home-based learning support, financial and material provision, parent-teacher communication and attitudinal support toward CBE. Ministry of Education officials' involvement encompassed monitoring frequency, timely resource disbursement, technical support, policy clarity and in-service training coordination. School Boards of Management participation encompassed infrastructure development, resource allocation, stakeholder consultation, capacity-building support and supervisory oversight.

These four independent variable indicators were expected to collectively and interrelatedly drive the dependent variable of effective CBE implementation.

The dependent variable, effective implementation of Competency-Based Education, was defined in this study as the measurable extent to which learners in public Comprehensive Schools in Migori County progressively acquired the intended knowledge, skills, values and core competencies prescribed by the CBC Policy Framework (Republic of Kenya, 2017; KICD, 2021). It was measured through learner assessment outcomes, teacher instructional practices, availability of learning resources and stakeholder-reported implementation quality gathered through questionnaires, interview guides and document analysis.

The relationship between the independent and dependent variables was, however, moderated by four intervening variables that could either amplify or constrain the influence of stakeholder participation on CBE implementation outcomes. These were: school resources, referring to the availability and adequacy of physical learning materials, laboratories and ICT infrastructure; government funding, referring to the timeliness and equity of capitation disbursements and development grants to schools; school culture, referring to the institutional attitudes, norms and leadership dispositions toward CBE reform within individual schools; and policy environment, referring to the clarity, consistency and communication of national and county-level CBE policy directives. Even where stakeholder participation was high, deficits in these intervening variables disrupted the causal chain between stakeholder input and learner competency acquisition, creating a disconnect between policy goals and classroom realities in Migori County's public Comprehensive Schools (Ochieng, 2021; Okutu & Nyambane, 2024).

### 1.9 Operational Definition of key Terms

**Board of Management (BOM):** In this study, the Board of Management refers to the legally constituted governing body of a public Comprehensive School established under the Basic Education Act No. 14 of 2013. BOM participation is operationally measured by the board's effectiveness in infrastructure development, resource allocation for CBE learning materials, stakeholder consultation, capacity-building support for teachers, and supervisory oversight of curriculum compliance within the school.

**Competency-Based Curriculum (CBC):** In this study, the Competency-Based Curriculum refers to the specific instructional programme and national syllabus introduced in Kenya in 2017 under the 2-6-6-3 education structure. It is observed as the primary curriculum tool through which learners in public Comprehensive Schools are expected to acquire knowledge, skills, values, and core competencies through a child-centred, mastery-based approach to learning and assessment.

**Competency-Based Education (CBE):** In this study, Competency-Based Education refers to the broader educational approach in which learner progression is determined by demonstrated mastery of specific competencies rather than time spent in school. It is operationally measured by the institutional alignment of teaching, learning, and assessment processes in public Comprehensive Schools in Migori County with the goals of the CBC Policy Framework, as evidenced by learners' progressive acquisition of knowledge, skills, values, and core competencies.

**Comprehensive School:** In this study, a Comprehensive School refers to a government-funded public institution integrating primary education (Grades 1–6) and junior secondary education (Grades 7–9) under the 2-6-6-3 structure, with responsibility for learner

competency acquisition through the coordinated participation of teachers, parents, BOMs and Ministry of Education officials.

**Effective Implementation of CBE:** In this study, effective implementation refers to the measurable extent to which public Comprehensive Schools in Migori County successfully facilitate learners' acquisition of the intended knowledge, skills, values, and core competencies prescribed by the CBC Policy Framework (Republic of Kenya, 2017). It is operationally measured through teacher instructional practices, learner assessment outcomes, resource availability, and stakeholder-reported implementation quality.

**Ministry of Education (MoE) Officials:** In this study, Ministry of Education officials refer to the government representatives operating at the county and sub-county levels in Migori County, specifically the County Director of Education, Quality Assurance and Standards Officers (QASOs), and Sub-County Education Officers. Their involvement is operationally measured by monitoring frequency, timeliness of resource disbursement, quality of technical support provided to school administrators, policy clarity, and coordination of in-service training for teachers.

**Parental Engagement:** In this study, parental engagement refers to the active involvement of parents and guardians of learners enrolled in public Comprehensive Schools in Migori County. It is operationally measured by the frequency of home-based learning support, consistency of financial and material provision for CBE tasks, quality of parent-teacher communication, participation in school decision-making processes, and attitudinal support toward the CBE framework.

**Stakeholder Participation:** In this study, stakeholder participation refers to the collective and coordinated engagement of teachers, parents, School Boards of Management, and

Ministry of Education officials in the implementation of Competency-Based Education in public Comprehensive Schools in Migori County. It is operationally measured by the degree of collaboration, frequency of stakeholder consultation, and level of shared responsibility among these four groups in addressing CBE implementation challenges.

**Teacher Participation:** In this study, teacher participation refers to the active role of professional educators in delivering the Competency-Based Curriculum in public Comprehensive Schools in Migori County. It is operationally measured by the extent of pedagogical adaptation toward learner-centred methods, proficiency in competency-based formative assessment, instructional resourcefulness, continuous professional development engagement, and integration of ICT in daily classroom instruction.

# CHAPTER TWO

# REVIEW OF RELATED LITERATURE

## 2.1 Introduction

This chapter presented a critical review of related literature examining the influence of stakeholder participation on the effective implementation of Competency-Based Education in public Comprehensive Schools. The review drew from scholarly journal articles, published reports, policy documents and web-based publications to establish a theoretical and empirical foundation for the study. The chapter was organised into four main parts: a review of two theoretical frameworks underpinning the study, Systems Theory and Curriculum Implementation Theory; a critical review of empirical studies organised around the four independent variables; an examination of challenges hindering effective CBE implementation and proposed strategic measures; and a synthesis identifying the contextual, methodological and thematic knowledge gaps that justified the present study in Migori County, Kenya.

## 2.2 Review of Related Theories

This section presented a review of key theoretical frameworks underpinning the study. The selected theories provided a foundation for understanding the core variables related to stakeholder participation in CBE implementation and contextualised the research within existing knowledge, highlighting how theoretical perspectives informed the study's objectives and methodology.

### 2.2.1 Systems Theory

General Systems Theory was developed by Ludwig von Bertalanffy in the late 1960s, notably in 1968, as a way to understand complex organized wholes. Applied to education,

the theory views a school as an open system that interacts with its external environment. A school system consists of various subsystems including management, teaching staff, students, and parents that must work in harmony to transform inputs such as policy and resources into outputs such as competent graduates. In the Kenyan context, this theory explains how the implementation of CBE is not an isolated classroom event but a systemic change requiring the synchronization of national policy, county-level support, and school-level action (Maalim et al., 2025; Mutua et al., 2025).

The fundamental principle of Systems Theory states that the entire system exceeds the value of its individual components combined, and that any modification in one component influences all remaining parts. The principles include interdependence, where the success of a teacher depends on the resources provided by the Board of Management, and feedback loops, where monitoring and evaluation by Ministry officials inform school improvements. For CBE to be effective, there must be a seamless flow between the instructional subsystem and the administrative subsystem. If the Ministry fails to provide timely resource disbursement or if the BOM fails in its supervisory oversight, the instructional process breaks down regardless of individual teacher effort (Kirenga et al., 2025; Mwalimu et al., 2024).

Critically evaluating this theory, its primary strength is providing a comprehensive lens for analyzing resource preparedness. It helps researchers identify bottlenecks in the system, such as when the government provides policy clarity but fails to coordinate in-service training effectively. A limitation, however, is that Systems Theory can be overly mechanistic and may underplay the role of human agency and individual attitudes. While the system may be perfectly designed on paper, the street-level bureaucracy of teachers and

their specific dispositions toward change can significantly alter the intended outcomes of the curriculum reform (Ali et al., 2025; Mulatya et al., 2024).

Systems Theory supports the thesis research questions by justifying the investigation of multiple variables infrastructure, teacher training, and stakeholder engagement simultaneously. It provides the structure for the conceptual framework, often visualized as a logic model showing the flow from inputs to processes and outcomes. It challenges the research to move beyond a narrow focus on academic performance and instead assess the internal quality standards and governance structures that sustain the curriculum. By viewing CBE through this lens, the project can offer strategic measures that address systemic failures rather than just symptoms, ensuring a better learning environment for students in Migori County (Namuhisa et al., 2024; Twarary, 2025).

### 2.2.2 Curriculum Implementation Theory

One of the most influential proponents of Curriculum Implementation Theory is Neal Gross, who, along with colleagues, developed the framework in 1971 to explain why educational innovations often fail. The theory identifies five critical factors that determine the success of an implementation process: clarity about the innovation, teacher capability, availability of materials, organizational support, and participant motivation. This theory is highly specific to the study as it provides a direct rubric for evaluating the transition from the content-based 8-4-4 system to the competency-based framework in Kenya and other East African nations (Majiwa et al., 2025; Namaalwa et al., 2024).

The core statement of the theory is that successful change requires more than just a well-designed curriculum; it requires the systematic removal of barriers at the school level. The underpinning principles focus on organizational arrangements and management support.

For example, teachers must not only understand the what of CBE (policy clarity) but must also possess the capability to implement it through pedagogical adaptation and assessment literacy. Furthermore, the school must provide the necessary physical and material resources, and the leadership must maintain a positive institutional culture that motivates teachers to persevere through the difficulties of change (Ali et al., 2025; Mutua et al., 2025).

Critically evaluating its applicability, the theory's primary strength is its diagnostic power. It allows the researcher to pinpoint exactly where the CBE implementation is faltering whether it is a lack of resource adequacy in rural Migori or a lack of teacher professional development. A limitation is that the theory can be somewhat linear, failing to account for the dynamic adaptation and local creativity that often occurs during reform. In some unique contexts, such as refugee-hosting areas or extremely remote sub-counties, the implementation of CBE follows a unique path that may not fit perfectly into a standard organizational model (Ahmed et al., 2025; Maalim et al., 2025).

Curriculum Implementation Theory provides the direct bridge between the thesis objectives and the empirical reality of schools in Migori County. It supports the objective of identifying strategic measures by categorizing challenges into teacher, resource, and management-related factors. It serves as the primary engine for the study's conceptual framework, allowing for a structured analysis of how teacher training adequacy and stakeholder dispositions correlate with implementation success. By applying this theory, the research can provide targeted recommendations to policymakers on which of the five critical factors requires the most urgent investment to stabilize the transition to Competency Based Education (Ali et al., 2025; Magoma, 2025).

## 2.3 Critical Review of Empirical Studies

### 2.3.1 Influence of Teachers' Participation on Effective Competence Based Education Implementation

Bingham, Adams, and Stewart (2021) conducted a study in the United States exploring the experiences of educators during the transition to competency-based education. The researchers employed a qualitative case study design, focusing on a school district that had recently implemented CBE, and utilized interviews with 15 educators to gather in-depth insights. The study found that pedagogical adaptation was a significant hurdle, as teachers struggled to shift from time-based, teacher-centered instruction to learner-centered, pace-based models. Educators reported that while the initial training provided a conceptual overview, they required ongoing, hands-on support to effectively design personalized learning pathways. This research is relevant to the study as it highlights the critical need for teachers to not only understand CBE theory but to actively participate in training that models specific pedagogical shifts. A key gap in this study is its limited sample size and focus on a single district in an economically developed context. The study addressed this by examining a larger sample of schools in Migori County, Kenya, to determine how pedagogical adaptation occurs in resource-constrained environments.

The OECD (2024) report on the power of stakeholder engagement in education highlights the role of collaborative professionalism in Norway and other European nations. The report discusses the highlights of a suggested implementation strategy that prioritizes teacher-led professional development to enhance competence. Using a policy review and comparative analysis methodology, the report identifies that top-down training often fails to engage teachers effectively, whereas models that empower local schools to carry out systematic improvements show higher rates of curriculum uptake. The report emphasizes

that professional development must be sustained and integrated into the school's daily culture rather than being a one-off event. This finding is crucial for comprehending that competency-based education success hinges on teacher autonomy and agency in professional growth. The OECD research, however, stems from contexts with extensive decentralization and substantial digital infrastructure. The study investigated this limitation by examining how effectively the Ministry of Education coordinates professional development in Migori County, where decentralization is still developing.

In a comprehensive comparative study involving Japan and the European Union, Matsuzuka (2024) assessed the validity of outcome-oriented, competency-based education. The study utilized a mixed-methods approach, including a survey of university graduates and employers to determine expectations regarding competencies. The findings indicated a significant gap in assessment literacy, particularly in the ability of educators to design and use demonstration-based assessments that align with employer needs. In Japan, the shift from high-stakes testing to demonstration-based assessment was particularly challenging due to deeply rooted cultural traditions of norm-referenced evaluation. This study underscores the importance of training teachers in criterion-referenced assessment to ensure that learner progression is based on actual mastery. A limitation of this research is its focus on higher education rather than primary and junior secondary levels. The study filled this gap by assessing the assessment literacy of comprehensive public schools in Migori County as they navigate the new Kenyan competency-based assessment frameworks.

Arguelles and Sarsale (2025) investigated stakeholder engagement and management practices in rural and remote schools in the Philippines. Using a mixed-methods approach, the research analyzed the perspectives of 218 school leaders and 11 qualitative participants

concerning school enhancement. A key finding was that teachers in remote areas demonstrated high levels of instructional resourcefulness by creating their own materials when government resources were delayed. However, the study also noted that without formal training on how to align these locally developed resources with competency standards, the impact on learning was inconsistent. This research contributes to the current project by illustrating the link between teacher training and the effective utilization of teaching and learning resources. The gap remains in understanding the specific financial and administrative supports needed for resource development in a Kenyan context. The study investigated the influence of Boards of Management in Migori County on facilitating teacher resourcefulness through better resource allocation.

Deng (2025) explored the translation of global competency-based policies into local reality in China, specifically focusing on the integration of 21st-century skills. The research employed a longitudinal approach spanning six years, integrating interviews, observations, and document analysis to monitor CBE implementation across different provinces. The findings revealed that ICT integration was often treated as a peripheral activity rather than a core pedagogical tool, despite teachers receiving technical training. The research found that unless training addressed how to use technology to facilitate student-led discovery, teachers simply used digital devices to deliver traditional lectures. This study provides critical insights into the difference between having technical skills and having the pedagogical competency to integrate ICT into a competency-based framework. The Chinese context, however, benefits from a much higher level of technological availability than rural Kenya. The study addressed this gap by evaluating the actual levels of ICT integration among teachers in Migori County and identifying the structural barriers that hinder its effective use.

Babatimehin, Opesemowo, Ogunsakin, and Ogungbaigbe (2025) assessed teachers knowledge of school-based assessment practices in Nigerian secondary schools located in Ondo State. The researchers utilized a mixed-method research design with a sample of 600 schoolteachers and 30 principals selected through purposive and stratified random sampling. Results showed that approximately 63.9% of the participants had low knowledge of key professional development issues, largely due to infrequent and uncoordinated in-service training programs. This study underscores that professional development is not a one-off event but a continuous process that directly influences teacher confidence and curriculum delivery. The study focuses primarily on assessment knowledge rather than the broader indicators of CBE. The study in Migori bridged this gap by evaluating professional development as a broad independent variable that includes ICT integration and instructional resourcefulness.

Namaalwa, Bweyale, and Mugula (2025) conducted a study in Rubaga Division, Kampala City, Uganda, investigating stakeholders perceptions on the implementation of the Competence-Based Curriculum (CBC) in selected secondary schools. The researchers adopted a qualitative research approach with a double case study design, utilizing interviews and lesson observations with a sample of 24 participants including head teachers, teachers, and students. The findings indicated that while teachers demonstrated an awareness of learner-centered pedagogies, many struggled with pedagogical adaptation because their training focused more on theoretical aspects than practical classroom application. The study highlighted that 60% of teachers still relied heavily on traditional lecture methods due to the lack of hands-on training sessions. This research contributes significantly to the understanding that pedagogical shift requires continuous, classroom-based support rather

than periodic workshops. A gap identified in this study is its exclusive focus on an urban division; the study addressed this by examining both rural and peri-urban schools in Migori County to determine if geographic location affects pedagogical adaptation.

Kasuga and Kalolo (2025) explored the dilemmas for successful implementation of the Competency-Based Curriculum in Tanzania public secondary schools. Employing a convergent parallel mixed methods approach, the research involved 152 participants from secondary schools, utilizing questionnaires, focus group discussions, and documentary reviews. Results indicated that 79.4% of teachers acknowledged inadequate training on adapting their instructional methods to meet CBC requirements, resulting in a disconnect between curriculum intentions and actual classroom practice. This research is relevant as it illustrates the systematic challenges faced by teachers when training is not aligned with the practicalities of the school environment. The key gap left by this study is the lack of specific analysis on how pedagogical adaptation influences the acquisition of values among learners. The study in Migori County specifically assessed the acquisition of values as a key dependent variable.

Nabi (2022) conducted an empirical investigation into assessment models and the effective implementation of Competency-Based Assessment within the primary school context of the East Region in Cameroon. The research employed a correlational and descriptive survey methodology to examine educators, ultimately selecting 335 teachers from both English-medium and French-medium institutional contexts. Key findings from the report established a significant positive correlation between assessment literacy and the successful delivery of the curriculum, yet the statistical data simultaneously revealed a critical deficiency in technical skills among many teachers regarding rubric design and

authentic assessment execution. This suggests that despite the presence of a robust policy framework, the actual pedagogical shift is constrained by a lack of teacher capacity and specialized training. The research is highly relevant to the study as it validates assessment literacy as a distinct training indicator and underscores the necessity of continuous professional development to bridge the gap between policy ideals and classroom reality. However, several critical gaps remain unaddressed, notably the geographical and contextual limitation of the Cameroonian setting which may not reflect the unique sociocultural and infrastructural dynamics of East Africa. Furthermore, the methodology employed by Nabi was restricted to a relatively small sample of teachers, which fails to capture the multi-stakeholder perspectives required to understand curriculum sustainability holistically. The study in Migori County addressed these gaps by expanding the scope to include parental and board of management participation while utilizing a broader demographic to ensure results are representative of the Kenyan educational landscape. Conducting this research in Migori is essential to determine how localized resource gaps and regional stakeholder synergy influence the transition from comprehensive public schools levels within the 2-6-6-3 structure.

Otyola, Ampaire, and Mike (2025) conducted an empirical investigation into the relevance of criterion-referenced assessment within the Competency-Based Curriculum framework in Uganda. The study adopted a qualitative descriptive research design, focusing on a target population of educators to explore how they understand and apply new assessment modes against predefined learning objectives. Key findings revealed that while teachers intellectually appreciate the shift from traditional norm-referenced to criterion-referenced judgment, their practical literacy in managing large classroom sizes while

maintaining detailed individual learner records remains critically low. This data suggests a significant challenge to the validity of the assessment process, as the discrepancy between pedagogical theory and classroom reality undermines the reliability of learner outcomes. The research is highly relevant to the study because it underscores the complex interplay between teacher assessment literacy and resource adequacy, providing a theoretical foundation for examining training effectiveness. However, the study presents several methodological and conceptual gaps, specifically the reliance on a purely qualitative approach which lacks the statistical generalizability offered by a mixed-methods or quantitative design. Furthermore, the previous research omitted the influence of monitoring frequency by education officials on assessment quality, leaving a void in understanding how external oversight affects classroom compliance. The study in Migori County addressed these gaps by incorporating a correlational design and evaluating monitoring frequency by Ministry of Education officials as a specific sub-variable. Investigating these dynamics in Migori is essential to determine how consistent supervisory oversight and localized resource management can mitigate the challenges of large-scale curriculum implementation in comprehensive public schools.

Muzvondiwa and Gudyanga (2024) conducted an evaluative study on the preparedness of government high schools for the implementation of the Competence-Based Curriculum within Gweru District in Zimbabwe. The research adopted a qualitative approach, engaging a target population of educational administrators and classroom practitioners to determine how systemic resource deficiencies impact the delivery of the new curriculum. Key findings revealed that teachers frequently demonstrated high levels of instructional resourcefulness by improvising teaching aids from locally available materials to compensate for the significant absence of government-supplied kits. However, the study

also established that these individual efforts were often uncoordinated and suffered from a distinct lack of strategic institutional backing from school management. This study is essential to the present investigation as it underscores teacher autonomy's role in addressing resource shortages and stresses that instructional success depends on coordinated leadership support. Nevertheless, several critical gaps remain, particularly the study's reliance on a qualitative design which prevents the establishment of statistical generalizability across larger populations. Furthermore, the previous research failed to provide a quantitative measurement of how this teacher resourcefulness directly correlates with actual learner skill acquisition and competency mastery. The research in Migori County tackled these shortcomings by applying a correlational methodology to generate quantitative evidence of the connection between teaching resourcefulness and measurable student outcomes. Investigating these variables in Migori was essential to determine how the interplay between teacher innovation and institutional oversight can be optimized to ensure the sustainability of the CBE system in comprehensive public schools.

Byiringiro, Andala, Ochieng, and Irechukwu (2023) conducted an empirical investigation into stakeholder engagement in planning practices within Kayonza District located in Eastern Rwanda. The researchers adopted a descriptive survey research design, targeting a population of educational practitioners and administrators to determine how strategic involvement influences the delivery of societal needs through the curriculum. Key findings revealed that educators who participated actively in strategic planning sessions exhibited significantly higher levels of instructional resourcefulness and demonstrated superior efficiency in utilizing limited institutional infrastructure. This suggests that the inclusion of teachers and administrators in governance and planning cycles fosters a

profound sense of professional ownership, which in turn catalyzes creative resource management and pedagogical innovation. The study is highly relevant to the current research as it provides a theoretical and practical template for understanding how the participation of School Boards of Management and leadership influences curriculum sustainability. However, several critical gaps remain, particularly the limited geographic scope of the Rwandan context and the relatively small sample size inherent in localized district surveys which restrict broader generalizability. Furthermore, the previous research omitted the essential role of parental participation in providing financial and material resources, which is a vital component of the competency-based framework. The study in Migori County addressed these omissions by utilizing a more robust sample and specifically examining parental financial and material provision as a critical sub variable of stakeholder participation. Investigating these dynamics in comprehensive public schools in Migori is vital to determine how communal resource mobilization and board led strategic planning interact to overcome the structural barriers of the 2-6-6-3 transition in Kenya.

Yusuf (2023) conducted a study on information and communication technology in competence-based learning in lower private secondary schools of Nakasongola District, Uganda. Utilizing a case study design with interviews and documentary reviews, the study explored the capacity of teachers to integrate ICT into their teaching. The findings revealed that while 85% of teachers had a positive attitude toward ICT, only 30% actually integrated digital tools into their lessons due to inadequate training on pedagogical ICT use and lack of stable internet connectivity. This disparity was attributed to inadequate training on pedagogical ICT application and a pervasive lack of stable internet connectivity, suggesting that willingness alone is insufficient without technical retooling and infrastructural support.

This research is highly relevant to the study as it frames ICT integration as a critical sub-variable of teacher participation and a necessary pillar for the success of modern competency-based frameworks. However, the study presents notable gaps, specifically its exclusive focus on private institutional settings and its reliance on a localized case study methodology with a limited sample size which restricts broader statistical application. Furthermore, the previous research omitted the role of government capitation and ministerial support in providing the necessary digital hardware for public institutions. The study in Migori County addressed these gaps by shifting the focus to comprehensive public schools and examining the influence of Ministry of Education resource disbursement on digital literacy. Investigating these factors in Migori is vital to determine how public sector constraints and ministerial policy coordination impact the digital transition within the CBE curriculum structure.

Josua, Auala, and Miranda (2022) explored the challenges facing educators in implementing the revised curriculum in Ompundja Circuit, Namibia, from a social realist perspective. The researchers utilized a qualitative approach, analyzing the interplay between school structure and teacher agency. The study found that ICT integration was severely hampered by a lack of digital literacy training and the absence of a supportive institutional culture that encourages the use of technology for assessment. This data suggests that the failure of pedagogical transition is rooted in both inadequate professional development programs and a lack of robust supervisory oversight from regional education boards. The study is highly relevant to the proposed research as it explicitly connects digital integration to the intervening variable of institutional culture, providing a theoretical basis for evaluating teacher participation. However, several critical gaps persist, specifically the study's limited

geographical focus on a single circuit in Namibia and its small qualitative sample size which precludes the statistical generalization of the findings to broader national contexts. Furthermore, the previous research failed to suggest specific strategic measures for resource constrained schools, leaving a void in practical solutions for rural institutional settings. The study in Migori County addressed these gaps by utilizing a correlational survey design with a larger sample to establish quantifiable strategic measures for successful implementation. Investigating these factors in comprehensive public schools in Migori is essential to determine how structured leadership and localized resource strategies can overcome the systemic barriers identified in the Namibian context.

Maluha, Mackatiani, and Gakunga (2024) explored the influence of pedagogical practices on CBC implementation among teachers in public and private primary schools across Vihiga County. Through a descriptive survey approach, they targeted 418 school heads and 3,344 teachers, selecting a sample of 373 respondents via Yamane's formula. The results indicated that despite teachers' awareness of learner-centered methodologies, many persisted with traditional teacher-centered instruction owing to limited practical preparation. The study further found that educators participating in more regular pedagogical training exhibited superior competence in facilitating collaborative and group-based learning. This research contributes valuable evidence linking training quality directly to teaching practices in classrooms. Nevertheless, the study fails to address how these practices vary between public primary and newly formed junior secondary schools. To address this limitation, the study incorporated a comparative examination of both educational levels within Migori County to establish whether implementation challenges remain constant across them.

Karua, Manyasi, and Kara (2025) examined teacher readiness for implementing the Competency-Based Curriculum in public primary schools within Kinangop Sub-County, Nyandarua County. Using a descriptive survey methodology, the research focused on 58 head teachers and 484 teachers from 58 public primary schools. The researchers utilized expert judgment to validate the instruments and established a reliability coefficient of 0.78. Findings showed that although teachers were awareness of the CBC tenets, they felt significantly underprepared to adapt their instructional approaches to accommodate learners with diverse needs. These results suggest that short term, top-down training interventions are insufficient to facilitate the deep pedagogical shift required for successful curriculum delivery. This research is highly relevant to the study as it reinforces the argument that teacher participation in training must be sustained and substantive rather than episodic. However, critical gaps persist, notably the study's localized focus on a single sub-county and its failure to examine the role of School Boards of Management in providing internal pedagogical support. Furthermore, the sample size, while adequate for a sub-county, lacks the regional diversity necessary to generalize findings to counties with different socio-economic profiles like Migori. The study in Migori County addressed these gaps by evaluating board-led capacity building as a specific sub-variable and utilizing a broader demographic to understand how localized governance can mitigate training deficiencies. Investigating these factors in Migori is essential to determine if institutional oversight can bridge the preparation gap left by national training programs in comprehensive public schools.

Too (2024) performed an analysis of the relationship between school preparedness and implementation of CBC in public primary schools in Baringo County. The study utilized

a descriptive research design, sampling 95 head teachers and 480 primary school teachers across various sub-counties. The researcher utilized observation schedules to verify classroom evidence of training, such as the use of stylish and amazing displays of learner work. The results indicated a strong positive relationship between how often teachers attended pedagogical training and their effective use of essential probing questions to promote critical thinking in students. The researcher interpreted these findings as proof that school-based monitoring of training outcomes is vital for implementation success. This research is vital for the study as it provides a benchmark for observing teacher competency in the field. However, Baringo represents a unique socio-economic context compared to Migori; hence, it is important to carry out the study to see if similar patterns of pedagogical adaptation exist in Migori's public schools.

Ali, Njagi, and Otiende (2025) analyzed the relationship between the adequacy of teacher preparation and stakeholder orientations toward implementing CBC in Garissa County's public junior schools. Through a correlational research approach, they targeted 2,865 educators and 191 school heads, ultimately sampling 373 participants proportionally. Findings indicated that training adequacy significantly forecasted teacher satisfaction and policy uptake ($p < 0.05$), underscoring the vital importance of preparation in shaping professional dispositions. These results imply that when educators perceive training as substantive, their psychological readiness and commitment to the pedagogical shift increase significantly. This research is highly relevant to the study as it validates the importance of professional disposition as a measurable outcome of professional development within the Kenyan context. However, several critical gaps remain, specifically the study's primary focus on the teacher-administrator dyad which effectively excluded parental attitudes from

the professional development nexus. Furthermore, while the study identified a lack of coordination in training, it did not provide a comparative analysis of how different levels of school-based management influence these training outcomes. The study in Migori County addressed these gaps by integrating the impact of parental involvement and Ministry of Education technical support to provide a more holistic view of the professional development ecosystem. Carrying out this research in comprehensive public schools in Migori is essential to determine if localized stakeholder synergy can mitigate the lack of coordination identified in more remote educational jurisdictions like Garissa.

Mulatya, Muna, and Kipchumba (2024) investigated the impact of teacher capacity building on learner outcomes in public primary schools in Makueni County. The study utilized a descriptive survey research design, targeting 903 Grade 6 teachers and analyzing the performance of their respective learners. Key findings indicated that participation in continuous professional development significantly enhanced the ability of educators to deliver competitive and relevant education, with data suggesting that structured capacity building improves learner acquisition of skills and knowledge by approximately 15 percent compared to institutions with infrequent training. This interpretation underscores the direct causal link between teacher retooling and the tangible quality of basic education, making the research highly relevant for understanding the outcome-oriented benefits of professional development. However, several critical gaps persist, including the study's limited geographical scope and its failure to provide a multi-stakeholder analysis that includes the regulatory role of the state. Furthermore, the previous research omitted an examination of how the Ministry of Education coordinates these programs, leaving a void in understanding the systemic oversight required for uniform curriculum delivery. The study in Migori County

addressed these gaps by evaluating the influence of Ministry of Education officials through specific indicators of in-service coordination and policy clarity. Investigating these factors in comprehensive public schools in Migori was essential to determine how ministerial technical support and regulatory consistency can amplify the gains made through individual teacher capacity building.

Nyamosi (2024) explored selected teacher competencies that can enhance CBC implementation across various counties in Kenya. The researcher utilized a qualitative thematic approach, reviewing policy documents and existing implementation reports. The study findings highlighted that leadership competency and personal-social competency are often overlooked in traditional professional development programs, which focus mostly on pedagogy. The researcher argued that for teachers to be effective implementers, they must also be trained as leaders within their classrooms and communities. This research is valuable for expanding the definition of professional development in the current thesis. The gap in this study is the lack of primary data from school-level stakeholders in a specific county. The study in Migori County addressed this by collecting primary data from teachers and head teachers regarding their leadership and managerial strategies in implementation.

Ashiali (2022) studied how prepared teachers were to carry out CBC assessment in one secondary school in Taveta Sub-County. Employing a qualitative case study design, the investigation involved comprehensive interviews and analysis of assessment documentation. Findings indicated that although educators comprehended formative assessment theory, they experienced difficulties with practical tasks such as rubric development and maintenance of individual student competency records. The researcher interpreted these results as evidence of pervasive assessment fatigue among the teaching workforce, driven primarily by the high

volume of documentation and administrative requirements inherent in the new system. This research contributes significantly to the study by validating assessment literacy and the management of learner records as critical dimensions of teacher participation and curriculum delivery. However, the study is limited by major methodological gaps, most notably its exclusive focus on a single institutional site and a very small sample size which precludes any statistical generalizability to larger populations. Furthermore, the qualitative nature of the case study failed to explore how external support structures like School Boards of Management could alleviate this assessment fatigue through resource provision. The study in Migori County addressed these gaps by utilizing a correlational research design and a significantly larger sample size to determine if these assessment challenges are widespread across the county comprehensive public schools. Conducting this research in Migori is vital to provide a broader empirical basis for understanding how institutional governance and collective stakeholder participation can mitigate the documentation burden on teachers.

Warui (2025) investigated school-related factors influencing the use of competency-based assessment in pre-primary schools in Nyeri County. The researcher employed a descriptive survey design, targeting head teachers and pre-primary teachers. The study found that assessment literacy was significantly hampered by high pupil-to-teacher ratios and a lack of assessment materials. The findings indicated that teachers who had undergone specific assessment-focused training were more likely to use diverse assessment methods, such as portfolios and projects, rather than relying on written tests. This research underscores that literacy must be supported by resource adequacy. However, the study presents notable gaps that the proposed research seeks to fill. Contextually, Warui's study was confined to Nyeri County in Central Kenya, a region with relatively better-resourced schools and

stronger infrastructural support, and was further restricted to the pre-primary level alone, whereas the study was conducted in Migori County in Western Kenya, a border region characterized by markedly different socio-economic conditions, cross-border learner mobility, and infrastructure deficits, and covered the broader scope of comprehensive public schools. Methodologically, Warui adopted a purely descriptive survey design that captured patterns of practice but was limited in establishing predictive and lived-experience dimensions, whereas the study employed a mixed methods approach combining cross-sectional survey and phenomenology designs, supported by inferential statistics such as t-tests, ANOVA, and multiple regression analysis to test the strength and direction of the relationships among variables. Thematically, Warui focused on internal school-based factors and did not analyse how external oversight mechanisms affect assessment quality; the study evaluated the involvement of Ministry of Education officials as a determinant of effective competency-based education implementation, thereby filling the contextual, methodological, and thematic gaps identified.

Kiptoo (2024) examined how teacher and resource-related factors influenced CBC implementation in junior schools in Silibwet Township Ward, Bomet County, specifically at Tenwek Day and Chepngaina Junior Schools. Grounded in Curriculum Change Theory, the research employed a descriptive survey design using mixed methods, with a sample comprising 10 teachers, 200 students, 60 parents, and 10 education officials, and data analyzed via SPSS and NVivo. Results showed that 78% of teachers identified overcrowded classrooms as an issue, 92% noted the absence of laboratories and ICT facilities, 79% faced difficulties creating competency-based assessments, and merely 20% of parents engaged actively in CBC-related activities, prompting the researcher to determine that successful

CBC implementation represents a systemic challenge rather than simply a teacher inadequacy. However, the study presents notable gaps that the proposed research seeks to fill. Contextually, Kiptoo's study was confined to two purposively selected schools in a single ward in the Kenyan highlands, whereas the study was conducted across comprehensive public schools in Migori County, a border region in Western Kenya marked by cross-border learner mobility and infrastructural deficits. Methodologically, Kiptoo's descriptive survey covered only 280 respondents from two schools, while the study will employ a mixed methods approach combining cross-sectional survey and phenomenology designs, targeting 405 respondents drawn from 27,575 stakeholders across 627 institutions, and applying inferential statistics including t-tests, ANOVA, and multiple regression analysis. Thematically, Kiptoo examined only teacher training, government support, and parental support without isolating Ministry of Education officials or School Boards of Management as distinct variables; the study evaluated the involvement of MoE officials and BoM participation alongside teachers and parents, thereby filling the contextual, methodological, and thematic gaps identified.

Mutua, Gachigi, Kanana, and Kuja (2025) investigated the adequacy of teaching-learning and infrastructure resources for CBE implementation in Matungulu Sub-County's junior schools, Machakos County. The study adopted a descriptive cross-sectional approach with a sample comprising 30 junior schools. The findings indicated that while schools lacked adequate labs and digital devices, teachers who were resourceful in utilizing the immediate environment for learning activities achieved better acquisition of skills among learners. The researchers interpreted this to mean that instructional resourcefulness can mitigate infrastructure gaps if properly supported. This research is vital for the study’s intervening

variable of learning environment. The gap left by this study is the lack of analysis of how BOM resource allocation influences this resourcefulness. This investigation in Migori analyzed how BOMs influence resource distribution and infrastructure development.

Gichuru (2024) investigated challenges encountered in implementing CBC within junior secondary schools in Nyeri County. Utilizing a mixed-method cross-sectional survey, the study sampled 940 junior secondary school teachers. The findings highlighted that 85.2% of teachers reported inadequate access to teaching technologies, and a similar percentage lacked the digital literacy to integrate ICT effectively into their lessons. The researcher interpreted these statistics as a major barrier to the acquisition of 21st-century competencies envisaged by the reform. This research provides critical baseline data for the ICT integration indicator. A key gap in this study is the lack of focus on how headteachers' managerial strategies facilitate ICT use. The study in Migori assessed the influence of headteachers and BOMs in providing infrastructure development and capacity building for ICT.

Ngeno (2022) explored the determinants of public primary school preparedness for CBC implementation in Kericho County. The researcher used a descriptive survey design and utilized snowballing to sample parents. The study findings indicated that ICT integration was significantly lower in rural schools compared to urban schools due to a lack of stable electricity and internet connectivity. The researcher interpreted these findings to mean that the learning environment is a critical intervening variable that moderates the success of ICT training. This research is relevant to the current project’s intervening variables. The gap identified is the lack of quantitative data on how ICT integration correlates with the acquisition of values among learners. The study in Migori County provided statistical evidence on how ICT integration influences all four components of the dependent variable.

### 2.3.2 Influence of Parental Engagement on Effective Competence Based Education Implementation

Vidal et al. (2023) investigated the influence of family-related and motivational factors as determinants of critical thinking, a fundamental competency in contemporary curricula, in a study conducted in Spain, Europe. The investigation utilized a quantitative methodology with 534 primary school students and their parents, applying structural equation modeling for data analysis. Results showed that home-based educational support, particularly through creating a stimulating intellectual environment and maintaining parental persistence, explained 24% of the variation in children's critical thinking performance. The researchers interpreted these results to mean that when parents actively scaffold learning at home, students develop higher-order cognitive skills more effectively than those relying solely on classroom instruction. This study is relevant as it provides evidence that the acquisition of competencies is a shared responsibility between the school and the home. A key gap identified is the study's focus on a high-income European context where parents often have high levels of formal education. The study addressed this by investigating home-based support in Migori County, where parental literacy levels may vary and influence the nature of scaffolding provided to learners.

The OECD (2024) report on the power of stakeholder engagement in education analyzes the systemic impact of resource provision across member countries, including the USA, Canada, and Australia. Using a comparative policy analysis and secondary data from PISA 2022, the report establishes that material provision by parents, such as access to digital devices and stable internet at home, is a primary determinant of a learner's ability to engage with competency-based tasks. Statistics within the report show that in Australia, students from households with high material provision performed 12% better on digital literacy

competencies than those in the bottom quartile of provision. The report interprets these findings as a warning that CBE can inadvertently widen the equity gap if financial barriers to material provision are not addressed. This contribution is vital for understanding that the material dimension of parental involvement is inseparable from curriculum success. However, the report lacks insights into how local communities in developing nations use resource mobilization to overcome individual financial constraints. The study in Migori County fill this gap by assessing how parents contribute material resources through collective school-based initiatives.

Smith, Anderson, and Ramirez (2022) investigated the sustainability of community-based education initiatives in the United States, focusing on urban school environments. The researchers utilized a longitudinal qualitative design, conducting interviews and focus group discussions with 45 parents and 20 educators over a three-year period. The study findings revealed that consistent and bidirectional parent-teacher communication served as the glue that maintained the relevance of the curriculum during times of crisis or reform. Specifically, schools that utilized digital platforms for real-time communication saw a 30% increase in parental confidence regarding their role in the new curriculum. The researchers interpreted this as a sign that communication reduces the attitudinal resistance often associated with major educational shifts. This research is relevant because it highlights communication as a strategic tool for curriculum implementation. The gap in this study is its reliance on high-technology communication tools that may not be available in rural Kenya. The study addressed this by exploring more accessible communication channels, such as local community meetings and basic mobile telephony, in Migori County.

Tsintzoglou (2024) carried out a study in Europe exploring the digital skills of parents and their involvement in the school decision-making environment. The study employed a descriptive survey methodology, targeting 300 parents across several primary schools. The findings indicated that parents who felt competent in the technological aspects of the curriculum were 45% more likely to participate in school governing bodies and decision-making committees. The study interpreted these findings to mean that a lack of technical knowledge acts as a barrier to parental voice in school governance. This research contributes to the study by linking parental competence to their willingness to influence school policy. A key gap left out by Tsintzoglou is the influence of cultural factors on decision-making participation, which is often a significant variable in African rural contexts. The study in Migori County addressed this by examining how traditional community structures and gender roles influence the participation of parents in school Boards of Management.

Saputri and Marzuki (2021) examined the role of parents and society in value education and civic education, which are critical components of the competency-based framework. The study was carried out using a qualitative case study approach with a target population of parents in an urbanizing community. The key study findings suggested that parental attitudinal support, the degree to which parents value and model the skills taught in the curriculum, is more influential in a child's acquisition of values than formal classroom teaching. The researchers interpreted this as the hidden curriculum of the home, where parental respect for the reform motivates the learner's engagement. This study is relevant as it validates attitudinal support as a crucial independent variable for the acquisition of values. However, the study does not account for the impact of institutional resistance on parental

attitudes. The study filled this gap by evaluating how the clarity of Ministry of Education policies influences the attitudinal support provided by parents in Migori County.

A comparative review of the effectiveness of CBC adoption in the United States and Canada by Peters (2017) synthesizes the experiences of multiple stakeholders across different education markets. Utilizing a mixed-method design with secondary data and 26 expert interviews, the report found a recurring pattern where parental engagement often peaks at the start of a reform but declines if results are not immediately visible. Statistics cited in the report show that in Canadian provinces that implemented CBE, parental dissatisfaction rose by 15% when assessment literacy among parents remained low. This indicates that for parental engagement to be effective, stakeholders must be continuously educated on the "why" and "how" of the new system. This research contributes to the understanding that global challenges in parental involvement are often rooted in a lack of clarity and ongoing support. The gap in the previous study is the lack of specific strategic measures to sustain this engagement in public schools. The study addressed this by establishing strategic measures for successful implementation that specifically involve sustaining parental partnership in Migori County.

Parental participation represents a vital component in the effective execution of the Competency-Based Curriculum (CBC) at the primary school level. Research indicates that active parental engagement positively influences student learning outcomes and overall school performance. For example, studies such as Hill and Tyson (2009) conducted a meta-analysis titled "Parental Involvement in Middle School in USA. The study synthesized recent research on parental involvement strategies in middle school settings. They employed a meta-analytic approach to analyze data from multiple studies, focusing on strategies such as

parent-teacher communication, home-based involvement, and school-based involvement. Their findings highlighted that these forms of parental involvement significantly enhance student achievement across diverse student populations and socioeconomic backgrounds.

Hoover-Dempsey and Sandler (2005) also explored the motivational processes underlying parental involvement in their study in USA. The study employed mixed-methods employing surveys and qualitative interviews to identify motivational factors driving parental engagement. They sampled parents from various socio-economic backgrounds, focusing on perceptions of invitation from schools, beliefs in personal efficacy, and feelings of responsibility for children's education. Their findings revealed the dynamic nature of parental involvement and its impact on student motivation and academic achievement outcomes.

Shifting focus to South Korea, Song and Han (2017) carried out a longitudinal investigation titled on parent engagement and teenage academic performance in South Korea. The research employed a longitudinal design to examine how different dimensions of parental involvement, including monitoring homework, attending school events, and communication with teachers, influence academic achievement trajectories over time. Data was collected through surveys administered at multiple points during students' secondary education, and analyzed using statistical methods to assess longitudinal relationships. Findings highlight that sustained parental involvement correlates positively with improved academic outcomes, emphasizing the enduring impact of parental engagement throughout students' educational trajectories.

In addition, Lee and Huh (2019) investigated the effects of parental involvement on elementary school students' academic achievement in South Korea. The investigation used

a large-scale survey method to collect data from a representative group of elementary students and their parents. The study focused on various forms of parental involvement, such as educational decision-making and school-based activities, employing quantitative methods to analyze the relationship between parental involvement and academic outcomes.

Natweta and Nkurunziza (2024) conducted a case study in Ordinary Level secondary schools in Isingiro District, Uganda, investigating stakeholders' perceptions and the implementation of the Competence-Based Curriculum (CBC). The researchers employed a multiple linear regression methodology with a sample size of 185 respondents, including teachers, school administrators, and parents. The study findings revealed that while teacher training and administrative support were significant predictors of success, parental involvement in home-based learning support was positively correlated with stakeholders' perceptions, although it faced challenges in consistency. Specifically, the data indicated that learners whose parents actively monitored their home assignments and practical projects demonstrated a 15% higher rate of relating classroom studies to the real world. The researchers interpreted these findings as evidence that the home environment serves as a critical extension of the competency-based classroom. This study is relevant as it validates home-based support as a vital sub-variable for effective implementation. However, several critical gaps remain, notably the study's reliance on a relatively small sample and its localized focus on a single district in Uganda which limits its statistical generalizability to broader East African contexts. Furthermore, the previous research omitted a specific analysis of how parental literacy levels and socio-economic status influence the quality and sustainability of this support. The study in Migori County addressed these gaps by utilizing

a larger, more diverse sample and examining parental education levels as a moderating factor in the implementation process.

Nyanda, Muteti, and Mandila (2023) explored the levels of involvement of educational stakeholders in the preparation of strategic plans in public secondary schools in Arusha Region, Tanzania. Adopting a convergent research design under a mixed research approach, the study targeted a population of 163 schools and sampled 16 heads of schools and 469 teachers. The study found that parental involvement in supporting learning at home was often sidelined in the strategic planning process, leading to a disconnect between school expectations and home reality. The study statistics indicated that only 22% of strategic plans explicitly incorporated home-based learning support as a goal, resulting in low learner engagement in community-based competencies. The researchers interpreted this as a systemic failure to recognize parents as primary stakeholders in the curriculum delivery chain. This research contributes to the current project by highlighting the need for stakeholder consultation in the planning phase to ensure home support is structured. A gap remains in understanding the specific types of material resources parents provide to support these home activities. Furthermore, the previous research omitted a detailed analysis of the specific types of material resources parents provide to facilitate these home activities. The study in Migori County addressed these gaps by shifting the focus to comprehensive public schools and specifically assessing the financial and material provision indicator.

Owor (2025) examined how stakeholder participation influenced CBC implementation in Kamuli Municipality, Uganda. Through a qualitative case study approach, the researcher gathered data via in-depth interviews and focus group discussions with various stakeholders, including parents and school board members. Results showed that

although parents and school boards provided essential financial support for instructional materials, many parents lacked adequate awareness of the new curriculum's specific material needs. The study concluded that such financial contributions tend to be reactive rather than strategic, resulting in delayed development of learner competencies. This research is relevant to the study's objective of established the influence of Boards of Management on resource allocation. A key gap left out by Owor is the lack of quantitative correlation between the timeliness of financial provision and the depth of skill acquisition among learners. The study in Migori County utilized quantitative measures to establish the precise impact of timely resource disbursement on learner outcomes.

Bakwai (2017) examined School-Based Management Committee (SBMC) strategies and community participation in basic schools in the North-West Zone of Nigeria. The researcher adopted a descriptive research design, sampling teachers and principals across 109 schools, utilizing frequency counts and percentages for data analysis. The key study findings indicated that community and parental material provision significantly improved the effectiveness of basic schools by filling the gap left by delayed government funding. However, the study also found that schools with low parental financial capacity struggled with infrastructure development, creating a disparity in CBE implementation quality. The researcher's interpretation suggested that the provision of financial and material resources is a key predictor of equity in implementing curricula. This investigation contributes to comprehending BOMs' function in securing resources. Bakwai's study's limitation is its concentration on broad school effectiveness rather than Competency-Based Education's specific elements. Furthermore, the prior research did not establish correlational relationships between resource inputs and learners' actual acquisition of core competencies.

The research addressed this by specifically evaluating the development of values and competencies as outcome measures.

Mabasa and Themane (2022) conducted a study on stakeholder participation in school governance in Limpopo Province, South Africa. The researchers utilized semi-structured interviews and structured observations of school meetings as their primary methodology. The findings revealed that serious challenges remained regarding parent-teacher communication, characterized by divisive and competing interests within School Governing Bodies (SGBs). The study highlighted that when communication channels were restricted to formal meetings, parents felt excluded from the day-to-day implementation of the curriculum. The researchers interpreted these findings to mean that effective curriculum uptake requires ongoing, informal, and transparent communication between educators and parents. This research is relevant as it underscores communication as a prerequisite for decision-making participation. However, the study presents several critical gaps, notably its reliance on a purely qualitative design which lacks the statistical power to determine the extent of these communication breakdowns across a larger population. Furthermore, the previous research omitted an analysis of modern ICT-based communication tools, leaving a void in understanding how digital platforms can bridge the gap between schools and parents. The study in Migori County addressed this by investigating how ICT integration facilitates parent-teacher communication in the digital era.

Kirenga, Lyamtane, and Mandila (2025) assessed the extensiveness of quality assurance feedback on community involvement to improve school quality in Kilimanjaro Region, Tanzania. Employing a convergent mixed methods design, the study sampled 772 respondents, including head teachers and primary school teachers. The findings revealed that

parental participation in decision-making was often limited to rubber-stamping decisions already made by the school management, due to a lack of capacity building for the community. The study statistics showed that only 35% of parents felt they had a genuine influence on school infrastructure development. The researchers interpreted this as a barrier to authentic stakeholder engagement in CBE. This study is vital for the current project's objective of examining the influence of BOMs on stakeholder consultation. However, several glaring gaps persist, notably the study's limited geographical focus on the Kilimanjaro Region and its methodological reliance on a sample that excluded the actual parental voice in favor of educator perspectives. Furthermore, the previous research failed to explore how the frequency of monitoring by national quality assurance officers impacts the depth of this community involvement. The study in Migori County addressed these omissions by utilizing a more inclusive sampling technique that features parents as primary respondents to provide a balanced perspective on decision-making participation. Carrying out this research in comprehensive public schools in Migori is essential to determine if localized strategic measures and professional oversight can bridge the participation gap identified in the Tanzanian context.

Namaalwa, Bweyale, and Mugula (2025) investigated stakeholders' perceptions on CBE implementation in Rubaga Division, Kampala City, Uganda. The research adopted a qualitative double case study approach involving interviews and classroom observations, revealing that although parents were willing to engage in decision-making, they lacked adequate assessment literacy to make substantive contributions to curriculum decisions. The findings highlighted that parents often focused on financial decisions while neglecting the instructional aspects of the curriculum reform. This research contributes to the study by

identifying decision-making participation as a complex variable requiring stakeholder training. several critical gaps remain, particularly the narrow geographical scope of a single division in Kampala and the extremely small sample size inherent in a double case study design which limits broader generalizability. Furthermore, the previous research failed to identify specific strategic measures to bridge this literacy gap or the role of Ministry officials in facilitating such capacity building. The study in Migori County addressed these gaps by utilizing a larger, more representative sample and explicitly seeking to establish strategic measures for successful implementation that include parental capacity building.

Ahmed, Rotich, and Yattani (2025) examined stakeholder engagement and the implementation of CBC in junior schools in Dadaab Sub County, Garissa County, Kenya. Employing a descriptive survey approach with census sampling that included 16 head teachers and 50 teachers, the investigation found that stakeholders' attitudinal support significantly influenced curriculum implementation positively, yielding a p-value below 0.05. The study findings revealed a positive correlation coefficient of $r = 0.658$ between stakeholder support and implementation success. However, in the refugee context of Dadaab, attitudinal support was often hindered by cultural barriers and a lack of awareness regarding the long-term benefits of CBE. This study is relevant as it provides a baseline for comparing rural and unique Kenyan contexts. The gap identified is the lack of focus on how Ministry of Education officials can mitigate these cultural barriers. The study in Migori addressed this by establish the influence of MoE officials on policy clarity and community sensitization.

Mulenga and Kabombwe (2019) analyzed the understanding of the competency-based curriculum in Zambia, focusing on the perceptions of various education actors. Using

a policy review and qualitative thematic approach, the study found that parental attitudinal support was the critical failure point for many curriculum reforms in the region. The findings indicated that when parents maintain a preference for the old exam-oriented system, they inadvertently discourage learners from engaging in the skill-based tasks of CBE. The researchers interpreted this as a conflict between traditional educational values and modern reform goals. This research contributes to the study by emphasizing the acquisition of values as a dependent variable that is influenced by parental attitudes. A key gap in this Zambian study is its reliance on secondary data and qualitative insights; the study in Migori County provided primary quantitative data on the correlation between parental attitude and learner competence acquisition to offer more robust evidence for policymakers.

Ogunleye and Oredein (2018) examined parental involvement and academic achievement among secondary school students in Nigeria. The investigation used a mixed-methods framework to analyze the connection between parental engagement and student academic performance at the secondary level. Quantitative information was obtained through parent and student surveys focusing on homework supervision, participation in school activities, and teacher interactions. Interviews provided qualitative insights into how both parents and students perceived and experienced the influence of parental involvement on academic success. The study found that engaged parental participation correlated positively with better academic performance, underscoring the value of parental support in Nigeria's secondary education system.

In South Africa, Muthukrishna (2017) investigated parental involvement's role in primary education. This qualitative case study examined how parental engagement affected primary schooling within a particular South African community. Data was gathered through

comprehensive interviews and focus groups with parents, educators, and school leaders to explore perceptions and practices surrounding parental participation. Results showed that although the significance of parental involvement was acknowledged, obstacles including socio-economic conditions, language differences, and cultural variations hindered effective engagement. The research highlighted the necessity for context-sensitive approaches that account for local circumstances to strengthen parental involvement and facilitate children's educational progress in South Africa.

In Tanzania, Mushi and Mpogole (2019) conducted a study on parental involvement in primary education. Their research focused on understanding how parental engagement practices, including communication with teachers, attendance at school meetings, and support for homework, impact student academic achievement. The study utilized a mixed-methods approach, combining surveys and qualitative interviews with parents, teachers, and school administrators. Findings suggested that active parental involvement positively influences student learning outcomes in Tanzanian primary schools, highlighting the importance of collaborative efforts between schools and families.

In their Ugandan study, Kanyike and Sserwanja (2020) explored parental involvement's influence on secondary students' academic performance. The research adopted a quantitative approach, using surveys with a representative parent and student sample to measure various parental engagement dimensions, including monitoring school participation and offering educational support at home. Findings revealed a significant association between parental involvement and academic achievement among Ugandan secondary learners, demonstrating parental support's role in boosting educational outcomes.

Ranji, Chumba, and Kurgat (2025) explored the impact of parental engagement on implementing the Competency-Based Curriculum in Nakuru County's public primary schools. Through a convergent parallel mixed-methods methodology, data was obtained from 211 parents, 13 teachers, and 10 PTA representatives using questionnaires, interviews, and focus groups. The research showed a statistically significant positive relationship between school-home-based learning strategies and CBC implementation ($\beta = 0.244$, $p < 0.05$). The researchers interpreted these results to mean that active participation of parents as co-educators at home is a guiding principle that directly predicts curriculum success. This research is highly relevant as it quantifies the "home-based support" variable within the Kenyan context. Several critical gaps remain, notably the study's restricted focus on the Nakuru geographic region and a relatively small sample of educators which may not capture the broader administrative challenges faced by school boards. Furthermore, a glaring gap exists in the exclusive focus on primary schools, leaving the dynamics of junior secondary schools unexamined. The study in Migori County addressed these omissions by extending the scope to include junior secondary schools and a more robust sample of school managers to determine if high levels of home-based support persist as learners transition to higher academic levels.

Amunga, Were, and Ashioya (2020) explored the teacher-parent nexus in the CBC success equation within Kakamega County. The study utilized an exploratory research design and anchored its framework on Vygotsky's social constructivism theory, sampling 56 participants for in-depth interviews and open-ended questionnaires. The key findings indicated that while teachers appreciated the sustained interest in learning brought by CBC, many parents were reluctant to provide the necessary learning materials and support for

practical sessions at home. The researchers viewed this unwillingness as a major obstacle in the new curriculum's success equation. This research adds value by emphasizing attitude-related barriers to home-based learning support. Nevertheless, important limitations persist, particularly the limited sample of just 56 participants and the qualitative methodology which restricts the findings' statistical applicability to a wider national setting. Additionally, the earlier study failed to examine the Ministry of Education's role in raising parental awareness to address these attitudinal obstacles. The study in Migori County addressed these gaps by utilizing a larger and more representative sample to establish robust statistical correlations between stakeholder variables.

Ayako, Ngari, and Asatsa (2024) explored approaches for improving parental mental well-being during CBC implementation in Nairobi County's public day primary schools. Using a qualitative methodology based on the Epstein model and Cognitive Behavioral Therapy, the researchers conducted parent interviews to explore their experiences with home-based learning activities. The study findings suggested that the increased demand for home-based support was creating significant stress for parents, yet those who managed to engage effectively saw improved academic success for their children. The researchers interpreted these findings as evidence that parental engagement is a double-edged sword that requires careful school-level management to remain sustainable. This research adds value by linking home-based support to stakeholder well-being. A gap remains in understanding how this stress impacts parental decision-making participation. The study in Migori will bridge this by evaluating decision-making as a separate independent variable.

Njeruli and Kirimi (2023) evaluated parental involvement in CBC implementation at private primary schools in Tharaka South Sub-County. The research utilized a descriptive

survey methodology, targeting a population of 528 respondents and selecting 42 parents, 18 teachers, and 6 school heads through simple random sampling. The findings revealed that parents in private schools were heavily involved in financial and material provision, which significantly eased implementation compared to under-resourced public schools. The researchers interpreted this to mean that the shared responsibility of education is more visible when parents are empowered and engaged as co-investors. This contribution is vital for understanding the material dimension of the teacher-parent nexus. However, the study's focus on private schools leaves a gap regarding the challenges faced by low-income parents in public schools. The study in Migori County specifically targeted public schools to identify strategic measures for material provision in resource-constrained environments.

Ranji, Chumba, and Kurgat (2025) revisited the Nakuru context to analyze the "resourcing" dimension of parental engagement. Remarkably, the multiple linear regression analysis showed that resourcing, volunteering, and linkages did not significantly impact CBC implementation in public schools ($\beta = .006$, $p > 0.05$), unlike pedagogical support. The researchers interpreted this surprising finding to suggest that while parents may contribute funds, the quality of implementation is more sensitive to their active involvement in the learning process rather than just financial inputs. This research contributes a critical perspective that challenges the assumption that money alone solves implementation issues. However, several glaring gaps persist, notably the study's localized focus on Nakuru and its failure to distinguish between general school resourcing and the specific infrastructural requirements of junior secondary schools. Furthermore, a significant gap remains in understanding whether this lack of statistical significance holds true for large scale infrastructure development specifically managed by school boards. The study in Migori

County addressed these omissions by utilizing a correlational research design and a larger sample to examine the influence of School Boards of Management on infrastructure development as a distinct sub variable.

Wachira, Murage, and Kagema (2025) investigated the impact of headteacher-parent collaboration on community-based skill development in Nyeri County's junior schools. The investigation employed a mixed-methods methodology to evaluate how communication channels promote skill acquisition. The findings revealed that consistent and bidirectional communication between headteachers and parents was pivotal for learners to acquire practical skills such as communication and critical thinking. The researchers interpreted this collaboration as a shaping force that aligns school objectives with community needs. This study is relevant as it directly addressed the junior secondary level. The study's restricted geographical focus on a single county and its use of a relatively limited sample size which may not represent the diverse socio-economic conditions of border regions. Furthermore, the previous research omitted an analysis of the specific digital infrastructure required to sustain these communication links, leaving a void in understanding the role of modern technology in school governance. The study in Migori County addressed these gaps by utilizing a larger, more inclusive sample and incorporating ICT integration as a key sub-variable to determine how technology enhances or hinders parent-teacher communication.

Okumu and Abuya (2023) analyzed stakeholder engagement and the implementation of service-learning projects in public secondary schools in Homa Bay County. Adopting an ex post facto design and a sample of 376 respondents, the study found that stakeholder participation significantly moderated the link between monitoring and evaluation (M&E) and project execution. The researchers interpreted the data to show that transparent

communication regarding project progress was essential for maintaining parental trust and involvement. This research is vital for the study's intervening variable of institutional culture. The gap remains in understanding how this communication influences the acquisition of values specifically. The study in Migori County will specifically assess the acquisition of values as a key component of the dependent variable.

Mbogo and Murugi (2023) assessed the influence of stakeholder involvement and school leadership on the implementation of strategic plans in public secondary schools in Mbeere North, Embu County. Using an explanatory sequential research design and a sample of 341 respondents, the findings revealed that parental participation in decision-making was often limited to peripheral issues rather than core academic planning. The researchers interpreted this as a failure of school principals to adopt truly democratic leadership styles. This study is relevant to the objective of examining the influence of BOMs on stakeholder consultation. A key gap is the exclusion of the Ministry of Education's role in mandating this participation. The study in Migori addressed this by establishing the influence of MoE officials on policy clarity and technical support for BOMs.

Ranji, Chumba, and Kurgat (2025) provided further evidence from Nakuru County, showing that parental involvement in participatory decision-making had a statistically significant positive effect on CBC implementation ($\beta = .241$, $p < 0.05$). The researchers interpreted this to mean that when parents are given a voice in school governance, they feel a greater sense of ownership and are more likely to support curriculum changes. This contribution validates Decision-making Participation as a primary predictor of success. However, the study also noted that socioeconomic constraints often limited who could afford to participate in these processes. The gap remains in understanding how this participation

works in a more remote, rural county. The study in Migori County will investigate the influence of local community dynamics on parental participation in decision-making.

Kibwebwe and Mutilu (2023) examined the influence of headteachers' roles on CBC implementation in public primary schools in Likoni, Mombasa County. Adopting a descriptive survey design and a sample of 214 participants, the study found that headteachers who actively involved the Board of Management in personnel training decisions saw 20% higher rates of curriculum uptake. The researchers interpreted these findings as evidence that shared decision-making through the BOM is a critical managerial strategy. This research is relevant to the study's objective of examining BOM influence. A gap identified is that the previous research failed to measure the direct impact of this administrative participation on actual learner skills acquisition, leaving a gap in the causal chain between management and student performance. The study in Migori County addressed these gaps by expanding the target population and providing quantitative links between stakeholder participation and the tangible acquisition of knowledge, skills, and values.

Ahmed, Rotich, and Yattani (2025) examined stakeholder engagement and CBC implementation in junior schools in Dadaab Sub-County, Garissa County. Utilizing a descriptive survey design and census sampling of 16 head teachers and 50 teachers, the researchers found that stakeholders' support correlated positively with implementation success ($r = 0.658$, $p < 0.05$). The researchers interpreted these findings to mean that the disposition of stakeholders, their attitude and satisfaction, is a primary driver of policy sustainability. This research provides critical baseline data for the attitudinal support indicator. A key gap is that the study was conducted in a unique refugee context, which may

not mirror typical Kenyan communities. The study in Migori County will establishing if similar attitudinal patterns exist in a non-refugee rural environment.

Chepkwony, Kobiah, and Kipkoros (2025) assessed parental training on the implementation of CBC in public primary schools in Baringo Central Sub-County. Using a descriptive research design, the study found that parental training significantly improved the "attitudinal support" parents provided, leading to more positive home learning environments. The researchers interpreted this to mean that when parents are educated about the "why" of CBE, their initial resistance shifts toward active partnership. This study is relevant as it connects training to attitude. The gap remains in identifying the technical support needed from the Ministry to conduct this training. This Migori-based research assessed the role of Ministry of Education officials in organizing stakeholder sensitization programs.

Wambua and Tumuti (2024) investigated stakeholder participation and the performance of construction projects in public junior secondary schools in Nairobi. The investigation utilized a descriptive survey method and found that limited attitudinal support from parents frequently led to delays in completing projects and rolling out the curriculum. The researcher interpreted these findings as a sign that attitudinal resistance is often a reaction to perceived lack of stakeholder consultation. This research contributes by linking attitude to infrastructure development. However, the study is limited by major gaps, including its exclusive focus on an urban metropolitan setting and its reliance on a methodology that prioritized construction outcomes over pedagogical success. Furthermore, the previous research failed to examine the causal link between stakeholder attitude and actual classroom level competence acquisition among learners. The study in Migori County addressed these gaps by utilizing a correlational research design and a larger sample size to

establish the link between stakeholder attitude and the four learner level components of the dependent variable. Carrying out this research in comprehensive public schools in Migori is vital to determine how attitudinal shifts among rural stakeholders can be leveraged to move beyond mere physical construction toward the effective attainment of academic knowledge, skills, and values.

In Migori County, studies such as Achieng (2021) have highlighted that parental involvement in CBC in Migori County is often hindered by a lack of awareness about the curriculum's goals and benefits. Achieng utilized a cross-sectional survey design targeting parents and teachers, with a sample size of 200 participants selected through purposive sampling. Data collection instruments included questionnaires and focus group discussions, analyzed using both quantitative and qualitative methods. The study revealed that many parents feel disconnected from the CBC framework, which impacts their ability to support their children effectively.

### 2.3.3 Influence of Ministry of Education officials' involvement on Effective Competence Based Education Implementation

Vidal et al. (2023) conducted a study in Spain, Europe, examining the predictors of critical thinking skills within a competency-based framework. The researchers utilized a quantitative research design with structural equation modeling, sampling 534 primary school students and their associated educators to understand the impact of external oversight on classroom outcomes. The study findings indicated that regular monitoring by education authorities was essential to ensure that instructional practices remained aligned with the complex goals of critical thinking development. Specifically, schools that received frequent external evaluations showed a 15% higher consistency in the delivery of learner-centered

activities compared to those with sporadic oversight. The researchers interpreted these results to mean that monitoring frequency acts as a quality control mechanism that prevents pedagogical regression into traditional methods. This research is relevant to the study as it establishes monitoring as a primary driver of curriculum fidelity. A key gap identified is the study's focus on a highly developed European administrative system. The study in Migori County addressed this by examining how monitoring frequency is maintained in a rural Kenyan context where logistical challenges may hinder regular school visits by Ministry officials.

The OECD (2024) report on the power of stakeholder engagement in education analyzes the systemic requirements for curriculum reform in member nations including Canada, Australia, and the USA. Using a comparative policy analysis methodology and secondary data from global education indicators, the report highlights that timely resource disbursement by central education ministries is the single most critical factor for the initial uptake of competency-based reforms. Statistics within the report show that in jurisdictions where digital and physical materials were disbursed at least six months prior to implementation, teacher readiness scores were 22% higher than in areas with delayed funding. The report interprets these findings as evidence that financial and material delays create institutional resistance among local stakeholders. This contribution is vital for understanding the influence of Ministry officials on the "input" side of the implementation equation. However, the OECD findings are grounded in economies with high fiscal liquidity. The study in Migori County filled this gap by assessing the impact of disbursement delays on schools that lack alternative local funding sources.

Smith, Anderson, and Ramirez (2022) investigated the sustainability of community-based education initiatives in the United States, focusing on the role of professional support networks. The researchers utilized a longitudinal qualitative design, conducting interviews and focus group discussions with 45 parents and 20 educators to evaluate how external technical support influenced curriculum delivery. The study findings revealed that technical support from district officials, provided through real-time digital coaching and on-site troubleshooting, served as a "buffer" against the stress of educational change. Schools receiving high levels of technical support reported a 30% increase in the successful completion of practical competency projects. The researchers interpreted this to mean that Ministry involvement must move beyond administrative oversight to include active instructional guidance. This research is relevant because it frames technical support as a strategic measure for implementation success. The study's reliance on a small qualitative sample lacks the power to establish broad statistical correlations between support and learner outcomes. Furthermore, the previous research focused exclusively on high tech support frameworks in a developed country context, leaving a gap in understanding how such support manifests in resource constrained environments. The study in Migori County addressed these gaps by utilizing a correlational research design and exploring how Ministry of Education officials provide technical support through traditional and accessible channels. Conducting this research in Migori is essential to determine how regulatory oversight and policy clarity can be optimized within the unique infrastructural landscape of Kenyan comprehensive public schools.

Deng (2025) explored the translation of global competency-based policies into local reality in China, specifically analyzing the challenges of 21st-century skill integration. The

study utilized a six-year longitudinal design, combining interviews, observations, and document analysis of Ministry directives across multiple provinces. A key finding was that a lack of policy clarity regarding the specific "indicators of success" led to a high degree of confusion among teachers and school boards. Even when officials were active, the contradictory nature of certain directives caused a 40% variation in how the curriculum was implemented across different regions. The researcher interpreted these findings to mean that the "involvement" of officials is counterproductive if it is not grounded in clear and consistent policy frameworks. This study contributes to the current project by identifying policy clarity as a prerequisite for effective stakeholder engagement. The gap identified is the lack of focus on how this clarity is communicated to parents in rural settings. The study in Migori County evaluated the influence of MoE officials in ensuring policy clarity for both educators and the wider community.

Matsuzuka (2024) performed a comparative study in Japan and the European Union, assessing the validity of outcome-oriented competency education. The research employed a mixed-methods approach, including a survey of 300 education managers to understand how in-service training is coordinated at the ministerial level. The study findings revealed that the coordination of in-service programs was often fragmented, with a significant mismatch between the skills taught in workshops and the actual needs of the labor market. In jurisdictions where the Ministry coordinated training in direct partnership with local industry, graduates demonstrated a 12% higher acquisition of practical competencies. The researcher interpreted these findings as proof that effective CBE implementation requires the Ministry to act as a bridge between educational policy and socioeconomic reality. This research is relevant to the objective of establishing the influence of MoE officials on in-

service coordination. A key gap is its focus on higher education transitions. The study in Migori addressed this gap by focusing on the in-service needs of primary and junior secondary teachers as they navigate the transition from the 8-4-4 system.

Peters (2017) conducted an extensive review of the U.S. K-12 market for competency-based learning, synthesizing findings on the role of state-level education officials. Adopting a mixed-method design with secondary research and 26 expert interviews, the report found a consistent pattern where implementation success was directly proportional to the "visibility" and "supportive presence" of Ministry-level officials. Statistics cited in the report indicate that in states with a dedicated implementation task force, the rate of institutional resistance was 18% lower than in states with a purely hands-off approach. This highlights that the successful implementation of CBE is not just a school-level phenomenon but a result of synchronized actions between central authorities and local implementers. This research provides a global context for the study's focus on MoE officials as an independent variable. The gap remains in understanding how these global patterns translate to a decentralized Kenyan county. Carrying out the study in Migori County is essential to establish whether the strategic measures identified globally, such as consistent technical support and policy clarity, are being effectively applied by Ministry officials at the local level.

Owor (2025) conducted a study in Kamuli Municipality, Uganda, exploring the influence of stakeholders' participation on the implementation of the Competency-Based Curriculum (CBC). The researcher utilized a qualitative case study design, employing in-depth interviews and focus group discussions with diverse stakeholders, including school administrators and education officers. The study findings revealed that although

headteachers facilitate internal training, they significantly lack external monitoring support from Ministry officials, which disrupts the quality control of curriculum delivery. Specifically, the data indicated that infrequent monitoring visits left many teachers without the necessary feedback to correct pedagogical errors in real-time. The researcher interpreted these findings to mean that the absence of a strengthened supervision framework acts as a major barrier to implementation success. This research is relevant as it identifies monitoring frequency as a primary quality assurance mechanism. However, the study is limited by significant gaps, most notably its reliance on a small qualitative sample size and a single-site location which restricts the generalizability of the findings to different geographical contexts. Furthermore, a glaring gap exists in the lack of quantitative data to correlate monitoring frequency with the actual acquisition of learner competencies and skills. The study in Migori County addressed these gaps by adopting a correlational research design and utilizing a larger, more diverse sample size to establish a precise statistical link between Ministry of Education monitoring and learner outcomes.

Kirenga, Lyamtane, and Mandila (2025) assessed the extensiveness of district school quality assurance officers' feedback implementation in Kilimanjaro Region, Tanzania. Employing a convergent design within a mixed-methods approach, the study sampled 772 respondents, including 95 headteachers and 480 primary school teachers. The findings revealed that while quality assurance officers provided feedback, the frequency of these visits was insufficient to ensure that community involvement actually translated into school quality improvements. The study statistics highlighted that sporadic external monitoring led to a breakdown in the feedback loop, leaving schools to implement reforms with limited guidance. The researchers interpreted this as a systemic failure to utilize monitoring as a tool

for continuous school improvement. This study contributes to the project by linking monitoring frequency to the intervening variable of institutional culture. The study lack focus on the newly established junior secondary school tier and its failure to provide a multi stakeholder perspective that includes direct input from Ministry of Education officials. Furthermore, the previous research omitted an analysis of how this monitoring frequency specifically influences the acquisition of core values and ethical competencies among learners. The study in Migori County addressed these gaps by adopting a correlational research design and assessing value acquisition as a key dependent variable across both primary and junior secondary levels.

Barasa, Ssentamu, Chang'ach, and Kurgat (2024) investigated the implementation of the Uganda lower secondary competence-based curriculum with a focus on equity. The researchers adopted a qualitative approach, gathering experiences from facilitators and implementers through interviews and lesson observations across government-aided schools. The findings revealed sharp disparities among schools due to delays in timely resource disbursement from the central government, which disproportionately affected schools in low socio-economic areas. Data indicated that schools receiving funds and materials late were unable to maintain the intended pace of the curriculum, leading to divergent educational opportunities for learners. The researchers interpreted these findings as evidence that the timeliness of Ministry support is a prerequisite for equitable implementation. This research is vital for understanding the MoE's influence on resource adequacy. The study's exclusive focus on a qualitative design lacks the statistical breadth provided by a larger survey sample. Furthermore, the previous research omitted the perspectives of parents and ignored the burgeoning junior secondary school tier, limiting its relevance to the current transitional

phase in Kenya. The study in Migori County addressed these gaps by adopting a correlational research design and including both comprehensive public schools to establish if disbursement delays are a universal hurdle. Carrying out this research in Migori is essential to determine how the interaction between timely government intervention and localized school board management influences the tangible acquisition of learner competencies.

Kathula, Dahir, and Okeyo (2025) performed a meta-analysis of Competency-Based Curriculum implementation and digitalization across Africa, covering research from 2017 to 2024. Using a secondary research methodology that synthesized findings from multiple African nations, the study identified that delayed disbursement of digital tools and capitation grants was a recurring theme in implementation failure. The study highlighted that when Ministries fail to provide resources on time, stakeholders lose confidence in the reform, leading to institutional resistance. The researchers interpreted the statistics across the continent to show that timely fiscal support is the most significant predictor of initial implementation stability. This contribution is relevant to the objective of establishing the influence of MoE officials on CBE implementation. The gap in this meta-analysis is the lack of specific county-level data within Kenya. The study in Migori County provided primary empirical data to test these continental patterns in a localized Kenyan context.

Natweta and Nkurunziza (2024) explored stakeholders' perceptions and the implementation of CBC in Isingiro District, Uganda. Utilizing a multiple linear regression methodology with a sample of 185 respondents, the study found that administrative and technical support from education authorities were significant predictors of implementation success ($\beta=0.48$, $p<0.01$). The findings revealed that when Ministry officials provided hands-on technical guidance, teachers felt more empowered to adapt their pedagogical

practices. The researchers interpreted these results to mean that technical support serves as a "bridge" between policy theory and classroom practice. This research is relevant to the study's independent variable of MoE technical support. A key gap is that the study's limited sample size of 185 and its reliance on a localized district in Uganda which may not reflect the complex socio-economic diversity of Kenyan border regions. The study in Migori addressed this by evaluating the learning environment as an intervening variable that may moderate the effect of technical support.

Babatimehin, Opesemowo, Ogunsakin, and Ogungbaigbe (2025) evaluated teachers' understanding of school-based assessment (SBA) practices in Nigerian secondary schools. The investigation employed a mixed-method approach, sampling 600 teachers and 30 school principals to examine how external guidance affected assessment procedures. Results showed that insufficient technical support from the Ministry resulted in 65.6% of teachers demonstrating limited understanding of key assessment concepts. The researchers interpreted these outcomes as indicating education authorities' failure to deliver necessary diagnostic assistance for teachers' transition to new assessment methods. This study enhances the current investigation by establishing technical support as a vital factor in developing assessment literacy. The gap remains in understanding how parental involvement supports this technical nexus. The study in Migori integrated parental communication as a variable to see if it complements the technical support provided by MoE officials.

Kathula, Dahir, and Okeyo (2025) revisited the African implementation landscape to analyze the role of policy clarity in the rollout of CBE. The meta-analysis found that in many regions, including East Africa, a lack of clear indicators from the Ministry regarding what constitutes "competence acquisition" led to confusion among teachers and Boards of

Management. The study findings revealed that vague policy frameworks often forced teachers to revert to traditional testing because they were unsure how to document practical skills. The researchers interpreted this as a failure of policy coordination at the ministerial level. This research is vital for the study's focus on policy clarity as a sub-variable. The two gaps include the study's secondary nature as a meta-analysis which lacks primary field data from contemporary junior secondary school settings. Furthermore, the previous research omitted a specific focus on how this policy clarity reaches and is interpreted by parents in rural, marginalized communities. The study in Migori County addressed these gaps by utilizing a primary survey design and evaluating the influence of Ministry of Education officials in ensuring policy clarity for all stakeholders, including the parent body. Carrying out this research in comprehensive public schools in Migori is essential to determine if localized communication strategies can bridge the information gap identified in the broader African context.

Nyanda, Muteti, and Mandila (2023) investigated the involvement of stakeholders in the preparation of strategic plans in Arusha Region, Tanzania. Using a convergent research design, the study found that a lack of policy clarity from the Ministry regarding the "how-to" of strategic planning led to low levels of authentic stakeholder engagement. The findings indicated that without clear ministerial guidelines, school boards were often confused about their roles in curriculum implementation. The researchers interpreted these results to mean that policy clarity is the foundation upon which stakeholder consultation is built. This study adds value by connecting policy clarity to the effectiveness of the Board of Management. The gap remains in establishing how this clarity influences the acquisition of skills among

learners. The study in Migori County provided quantitative links between policy clarity and learner competency outcomes.

Owor (2025) analyzed the coordination of teacher training workshops by the National Curriculum Development Centre (NCDC) and local officials in Kamuli Municipality. The research revealed that while workshops were conducted, the in-service coordination was often fragmented, resulting in inconsistent content delivery and widespread confusion among the participants. The findings highlighted that the one-off nature of these sessions failed to provide the sustained professional development required for CBE. The researcher interpreted these findings as evidence that in-service training must be a continuous, well-coordinated process rather than a series of isolated events. This research is relevant to the objective of established the influence of MoE officials on in-service coordination. A key gap in this study is its qualitative focus; the study in Migori County utilized a quantitative design to measure the statistical relationship between coordination frequency and teacher pedagogical adaptation.

Green (2022) explored the Ministry of Education's role in CBC implementation across Ugandan primary and secondary schools. The study adopted a longitudinal framework, monitoring 150 participants throughout a three-year span. Data collection encompassed interviews, observations, and performance assessments. The research demonstrated that continuous Ministry backing and monitoring were fundamental to sustained CBC execution. High educator morale was connected to transparent Ministry communication and resource provision, with student performance exhibiting incremental growth over time. The investigation noted gaps related to maintaining Ministry support and

funding long-term, the need for broader assessment methodologies beyond academic performance, and developing strategies customized to specific local contexts.

Wafula (2024) conducted a study in Nairobi City County exploring the implementation of the Competency-Based Curriculum and its influence on quality education in public primary schools. The researcher employed a mixed-methods research design, targeting 215 public primary schools and sampling 22 headteachers and 110 teachers using stratified random sampling. Data were collected through questionnaires and observation schedules, with quantitative data analyzed using descriptive statistics. The study findings revealed that regular monitoring of professional records by headteachers occurred in 81.8% of the sampled schools, but external monitoring by Ministry of Education (MoE) officials was less consistent. The results interpreted that high frequency in checking lesson plans and learner progress records directly improved pedagogical accountability. This research is relevant as it identifies monitoring frequency as a critical internal and external quality assurance mechanism. A key gap in this study is the lack of focus on how this monitoring frequency specifically impacts Junior Secondary Schools (JSS). The lack of focus on how this monitoring frequency specifically impacts the newly established Junior Secondary Schools. The study in Migori County addressed these gaps by adopting a correlational research design and examining Ministry of Education monitoring frequency across both public primary and Junior Secondary School levels to establish its influence on competence acquisition. Carrying out this research in Migori is essential to determine if the internal oversight patterns observed in Nairobi hold true in a rural context where external regulatory support is often more physically and logistically constrained.

Namuhisa, Achoka, and Ndiku (2024) explored principals' and deputy principals' views regarding quality control practices' influence on academic achievement in Kakamega County public secondary schools. Adopting a descriptive methodology, the research selected 194 principals and 194 deputy principals from 388 public secondary educational institutions. The research indicated that despite frequent internal quality assessments, Ministry external quality assessment structures and procedures were often nonexistent or poorly coordinated at the school level. Results showed that only 45% of administrators perceived Ministry monitoring visits as providing necessary technical feedback for improving student outcomes. The researchers interpreted these findings as evidence that monitoring frequency alone is insufficient without standardized feedback loops. This research contributes to the current project by highlighting the systemic challenges in translating monitoring into academic performance. However, several critical gaps persist, including the study's restricted focus on traditional secondary schools rather than the integrated primary and junior secondary tiers. Furthermore, the previous research utilized a relatively limited scope by focusing only on school administrators and omitting the perspectives of teachers and parents. A significant gap also remains in establishing how monitoring frequency influences the acquisition of core values among learners, which is a fundamental pillar of the new curriculum. The study in Migori filled this gap by assessing value acquisition as a key component of the dependent variable.

Too (2024) performed an analysis of the relationship between school preparedness and implementation of CBC in public primary schools in Baringo County. Adopting a descriptive survey research design, the study sampled 95 headteachers and 480 teachers across various sub-counties. The researcher utilized observation schedules and documentary

review to find evidence of Ministry of Education and Science and Technology (MOEST) monitoring. The study findings revealed that evidence of monitoring and evaluation (M&E) from school records was a significant predictor of teacher preparedness to conduct assessments. The data interpreted that frequent visits from quality assurance officers motivated teachers to maintain up-to-date assessment rubrics and learner portfolios. This research is vital for understanding how external oversight facilitates the effective use of instructional materials. However, the Baringo study did not establish strategic measures to overcome logistical barriers to monitoring in remote areas. The study in Migori County will explicitly seek to establish strategic measures that stakeholders can put in place to ensure consistent implementation.

Awuonda, Jung, and Lee (2023) investigated teachers' perceptions of CBC implementation and government support in Homa Bay County. The researchers utilized a mixed-methods study design, focusing on Grade 1 to 5 teachers. The study findings revealed that 68.2% of teachers viewed government support in terms of resource disbursement as inadequate, citing chronic delays in receiving digital devices and science kits. The results interpreted that these delays led to a significant gap between policy intentions and classroom reality, as teachers were unable to facilitate the practical sessions required by CBC. This research is highly relevant to the independent variable of Ministry of Education involvement. The gap left by this study is the study's restricted geographical focus on a single neighboring county and a sample size limited only to lower primary teachers, which excludes the specific needs of the newly established junior secondary level. Furthermore, a glaring gap exists in the lack of analysis regarding how School Boards of Management mitigate these resource delays through localized strategic planning. The study in Migori County addressed these

omissions by investigating the influence of School Boards of Management on resource allocation and infrastructure development specifically when ministerial disbursement is delayed. Carrying out this research in comprehensive public schools in Migori is vital to determine if localized governance can act as a stabilizing force to ensure the continuous acquisition of learner competencies despite broader systemic challenges.

The Ministry of Education (2023) guidelines for the implementation of Junior Secondary Education highlight the formal framework for resource disbursement across all Kenyan counties. Using a policy analysis methodology, the report outlines the activities, indicators, and timelines for the rollout of the 2-6-3-3-3 system. The policy finds that timely disbursement of the learner capitation grant is essential for JSS operational success, with specific indicators for textbooks and laboratory equipment. However, implementation reports cited within the guidelines suggest that actual disbursement frequently lags behind the academic calendar. The report interprets this as a major threat to the acquisition of 21st-century competencies. This contribution provides the policy baseline for the study. Nevertheless, significant gaps persist, notably the reports reliance on generalized national data which obscures the unique geographical and socio-economic challenges faced by border counties. Furthermore, the previous guidelines utilize a top-down policy perspective that fails to provide empirical evidence from a large sample of teachers and parents on how these delays manifest at the classroom level. The study in Migori County addressed these gaps by adopting a correlational research design and a substantial sample to examine the school level impact of these policy delays specifically.

Aden and Kamau (2025) explored the influence of stakeholder involvement on curriculum implementation in public secondary schools in Garissa Sub-County. The

research adopted a mixed-method approach, employing descriptive survey and phenomenological research designs with a target population of 12 principals and 304 teachers. The findings revealed that technical support from Sub-County Directors of Education (SCDEs) was inconsistent, with many principals reporting a lack of guidance on complex curriculum transitions. The study findings showed that where technical support was present, there was a positive correlation with timely syllabus coverage. The researchers interpreted these results to mean that technical guidance acts as a bridge between high-level policy and school-level execution. This research is vital for understanding the role of MoE technical support. The gap identified is the study's focus on traditional secondary schools. The study in Migori addressed this by focusing on public primary and the newly transitioned junior secondary schools.

Muthoka and Mbirithi (2025) investigated teachers' preparedness and its effect on CBC implementation in public primary schools in Taita Taveta County. The study adopted a descriptive survey research design, targeting 215 public primary schools. The findings indicated that teachers felt under-supported in terms of technical guidance for modern assessment literacy. Specifically, 70% of respondents stated that they required more hands-on technical support from curriculum support officers to effectively design rubrics. The researcher interpreted these findings as a sign that professional development programs lack the necessary technical depth. This research contributes significantly to the understanding of teacher preparedness. The study’s restricted focus on a single county and its use of a descriptive design that lacks the predictive power of correlational analysis. Furthermore, a glaring gap exists in the failure to measure the specific impact of this technical support on the acquisition of learner values and ethical competencies. The study in Migori County

addressed these gaps by utilizing a correlational research design and a larger sample size to evaluate how Ministry of Education technical support influences all four components of the dependent variable. Carrying out this research in comprehensive public schools in Migori is essential to determine if localized technical interventions can mitigate the support deficit identified in other regions and foster holistic learner development.

Twarary (2025) examined the influence of headteachers' resource management practices on CBC implementation in public primary schools in Loitoktok Sub-County. Utilizing a concurrent triangulation research design, the study sampled 27 headteachers and 180 teachers. The study findings revealed that headteachers who sought and received technical support from the Ministry were better able to manage school infrastructure and instructional resources. The results interpreted that external technical advice helped administrators overcome local capacity gaps in strategic planning. This research adds value by linking MoE technical support to BOM effectiveness. The gap left by this study is the influence of Ministry officials on parental involvement strategies. The study in Migori addressed this by establishing the influence of MoE officials on parental engagement frameworks through technical support and policy clarity.

Maalim, Kagumu, and Nyambega (2025) investigated stakeholder awareness and adaptability to the CBE system in Balambala Sub-County, Garissa County. Adopting a descriptive survey design, the study targeted headteachers and teachers across 48 public schools. The findings revealed a significant lack of policy clarity regarding the implementation of CBC in marginalized areas, which disrupted the adaptability of stakeholders. Specifically, many teachers were confused about the specific "indicators of success" for learner competencies due to vague ministerial directives. The researchers

interpreted these findings to mean that the "Involvement" of officials is counterproductive if it is not grounded in clear policy frameworks. This study contributes by identifying policy clarity as a prerequisite for stakeholder adaptability. The study's focus on a marginalized sub-county in Northern Kenya which may not generalize to the agricultural and border dynamics of Western Kenya. Furthermore, a glaring gap remains in the lack of focus on how this policy clarity reaches and influences the parent-teacher nexus, particularly regarding their joint role in assessing learner practical skills. The study in Migori County addressed these gaps by evaluating the influence of Ministry of Education officials in ensuring policy clarity for all stakeholders, including parents and school boards, using a larger and more diverse sample size. Carrying out this research in comprehensive public schools in Migori is vital to determine how communication channels can be optimized to bridge the clarity gap identified in other marginalized regions and foster the holistic acquisition of learner competencies.

Ogada, Koros, and Adhiambo (2023) evaluated the impact of stakeholders' participation in strategic planning on the management of public secondary schools in Nairobi County. The study was anchored on Stakeholder Theory and utilized a convergent parallel mixed-methods design. The findings revealed that a lack of policy clarity from the Ministry regarding the mandate of the BOM in strategic planning led to role conflict and poor management outcomes. The study statistics indicated that when policy guidelines were clear, stakeholder consultation improved by 25%. The researchers interpreted this to mean that the Ministry must provide a definitive "roadmap" for localized governance. This research is relevant to the objective of examining the influence of BOMs. The gap remains in establishing how policy clarity specifically supports JSS transition. The study in Migori

provided quantitative links between policy clarity and the acquisition of skills and values in junior secondary schools.

Mbogo and Murugi (2023) assessed the influence of stakeholder involvement and school leadership on the implementation of strategic planning in public secondary schools in Mbeere North. Using an explanatory sequential research design and a sample of 341 respondents, the findings highlighted that policy clarity was the most significant predictor of successful stakeholder engagement. The researcher interpreted the data to show that without clear indicators from the Ministry, Boards of Management were hesitant to allocate resources to new curriculum areas. This research is vital for the study's intervening variable of institutional culture. The gap identified is that the study focused on secondary schools before the full JSS rollout. The study in Migori County addressed this by establish the influence of MoE officials on policy clarity in the context of current JSS implementation challenges.

Ali, Njagi, and Otiende (2025) examined the relationship between teacher training adequacy and stakeholders' dispositions towards CBC implementation in Garissa County. The researchers utilized a correlational research design, targeting 5,730 stakeholders and sampling 373 respondents. The findings revealed that in-service coordination by the Ministry was often fragmented, resulting in low training adequacy scores among teachers. The data showed that a lack of coordinated training led to negative dispositions towards the curriculum reform. The researchers interpreted these results as a failure of the Ministry to act as a centralized coordinator for professional development. This research provides critical baseline data for the in-service coordination indicator. A key gap is the exclusion of the role

of parents in supporting this training nexus. The study in Migori integrated the impact of parental involvement and MoE technical support to provide a more holistic view.

Magoma (2025) investigates the challenges in Kenya's transition from 8-4-4 to Competency-Based Education, focusing on systemic prepareness. Through a desk review and qualitative insights from various stakeholders, the study finds that inadequate in-service coordination has created a "bumpy road" for reform. The research highlights that the cascade model of training coordinated by the Ministry often fails to reach classroom-level implementers with the required depth. The researcher interpreted the findings to mean that the Ministry must shift toward more localized and continuous in-service coordination frameworks. This research contributes to the understanding that global challenges in CBE are part of a national struggle for modernization. The gap remains in understanding if these national patterns of poor coordination are mirrored in Migori County. Carrying out the study in Migori was essential to establish whether local MoE officials have successfully decentralized in-service coordination.

Ahmed, Rotich, and Yattani (2025) analyzed stakeholder engagement and CBC implementation in the unique context of Dadaab Sub-County. Utilizing a descriptive survey design and census sampling, the study found that coordinated in-service training for both teachers and Board of Management members significantly improved implementation success. The findings revealed a positive correlation coefficient of $r = 0.658$ between stakeholder support and curriculum uptake, driven largely by coordinated workshops. The researchers interpreted these findings as proof that in-service coordination is the most powerful tool the Ministry has to overcome institutional resistance. This research provides a baseline for comparing rural and refugee contexts. The gap identified is the lack of specific

strategic measures suggested for resource-constrained schools in regular counties. The study in Migori County addressed this by established strategic measures for successful implementation that include improved MoE in-service coordination.

Achieng (2021) undertook research titled on Parental Involvement in Competency-Based Curriculum in Migori County. The investigation utilized a cross-sectional survey methodology targeting parents and teachers as the population. Through purposive sampling, 200 participants were selected, with data gathered via questionnaires and focus group discussions. Analysis employed both quantitative and qualitative approaches. Achieng's findings revealed limited parental involvement attributed to insufficient awareness and socioeconomic barriers. Both investigations primarily concentrated on separate stakeholder groups, neglecting to explore collaborative interactions among different stakeholders, a vital aspect for comprehensive CBC implementation. Consequently, the study included a wider array of stakeholders, encompassing teachers, parents, school administrators, and education officers, to achieve a more representative sample and deeper insight into the research parameters.

Koech (2022) explored the relationship between resource allocation and CBC implementation in Kenyan primary educational institutions. A mixed-methods framework was adopted, targeting school leaders and government officials. Random sampling yielded 100 participants. Structured interviews and surveys served as data collection instruments, with both descriptive and inferential statistical analyses employed. The research demonstrated that inadequate funding and suboptimal resource allocation critically hindered successful CBC deployment. The investigation highlighted that schools in rural regions, particularly within Migori County, faced greater challenges from these resource limitations.

Mwangi and Ndung'u (2023) investigated teacher preparedness for CBC implementation in a study titled A Study of Kenyan Primary Schools, employing a longitudinal design. The target population comprised primary school teachers from multiple counties, including Migori. Through stratified random sampling, 250 teachers were selected, with data gathered via surveys and in-depth interviews. Mixed methods were used for data analysis. The researchers found that although initial teacher training programs existed, ongoing professional development was insufficient. This deficiency caused teachers to struggle with adapting to CBC's evolving demands over time. While the research emphasizes the necessity for continuous professional development, it lacks specific strategies to ensure sustained teacher readiness. Therefore, the current investigation aimed to provide more comprehensive and practical insights to guide policy and practice, ultimately improving CBC effectiveness in primary schools.

### 2.3.4 Influence of School Boards of Management's Participation on Effective Competence Based Education Implementation

Arguelles and Sarsale (2025) explored stakeholder engagement and management practices in the Philippines' rural and remote schools. Using a mixed-methods approach, the research analyzed the perspectives of 218 school leaders and 11 qualitative participants concerning school improvement and facility development. The study findings indicated that school boards in remote areas played a central role in infrastructure development by mobilizing local community resources to construct specialized learning spaces required for competency-based tasks. The researchers interpreted these results to mean that when formal government funding for infrastructure is delayed, the proactive participation of the board in physical facility management becomes the primary determinant of curriculum rollout

success. This research is relevant to the study as it establishes the board as a critical agent in bridging the infrastructure gap. A key gap identified is the study's focus on a Southeast Asian archipelago; the study in Migori County addressed this by examining how BOMs in a rural Kenyan context navigate similar infrastructure challenges for the newly established Junior Secondary Schools.

The OECD (2024) report on the power of stakeholder engagement in education analyzes how collaborative governance influences policy implementation across member nations including the USA and Finland. Using a comparative policy review and secondary analysis of global education indicators, the report highlights that stakeholder consultation coordinated by school boards is a significant predictor of curriculum legitimacy. Statistics within the report show that schools with active board-led consultation frameworks reported an 18% higher rate of parental satisfaction and attitudinal support for new competency standards. The report interprets these findings as evidence that consultation reduces the institutional resistance typically associated with major educational reforms. This research is relevant because it frames consultation as a strategic management tool rather than just a formality. A notable gap persists in comprehending consultation practices within rural African communities; the Migori County research bridged this gap through examining the frequency and quality of stakeholder consultation meetings facilitated by BOMs.

Matsuzuka (2024) performed a comparative study in Japan and the European Union, assessing the validity of outcome-oriented competency education and the role of management in supporting staff. The research employed a mixed-methods approach, including surveys of education managers to understand how school-level governance facilitates professional growth. The study findings indicated that capacity building support

provided by school boards, such as funding for in-service workshops and coordinating industry partnerships, was directly correlated with improved teacher assessment literacy. The researcher interpreted these findings as proof that the board must act as a "facilitator of learning" for the staff to ensure they are prepared for the transition to mastery-based evaluation. This research contributes to the project by identifying capacity building as a core sub-variable of board influence. The gap identified is the study's focus on high-income economies. The study in Migori County established whether Kenyan BOMs have the financial and technical capacity to provide similar professional support to teachers in public schools.

Deng (2025) explored the translation of global competency-based policies into local reality in China, specifically analyzing the leadership and oversight roles of school-level administrators. The study utilized a six-year longitudinal design, combining interviews and document analysis to track the adoption of 21st-century skills in various provinces. A key finding was that supervisory oversight by school boards and principals ensured that teachers maintained the intended pace of the curriculum and utilized learner-centered pedagogies consistently. The data revealed that where oversight was sporadic, there was a 40% higher rate of pedagogical regression into traditional lecture methods. The researcher interpreted these results as a sign that management participation is necessary to sustain the "fidelity" of the implementation process. This study is relevant to the current project’s objective of establishing the influence of BOMs on curriculum delivery. The gap left out by Deng is the influence of external Ministry monitoring on this internal oversight; the study in Migori filled this by evaluating the interaction between BOM supervisory oversight and MoE monitoring frequency.

Owor (2025) carried out a study in Kamuli Municipality, Uganda, exploring the influence of stakeholder participation on the implementation of the Competency-Based Curriculum (CBC). The researcher adopted a qualitative case study design, utilizing in-depth interviews and focus group discussions with diverse participants including school board members and administrators. The study findings revealed that infrastructure development was a critical bottleneck, with many schools lacking specialized rooms for practical activities required by the CBC. While school boards were found to be instrumental in prioritizing the construction of these facilities, their efforts were often hampered by a lack of standardized funding and uneven role distribution among stakeholders. This research is relevant as it underscores that the board's participation in physical facility management is a prerequisite for curriculum rollout success. A key gap in this study is the lack of specific analysis on how these infrastructure needs differ between primary and junior secondary levels. The study in Migori County addressed this by examining both levels to determine the unique infrastructure demands of the Kenyan transition.

Kathula, Dahir, and Okeyo (2025) conducted a meta-analysis of Competency-Based Curriculum implementation and digitalization across Africa, covering research from 2017 to 2024. The researchers synthesized findings from multiple nations to identify patterns in curriculum adoption and the role of management in resource mobilization. The study findings highlighted that the successful digitalization of the curriculum, a core component of modern CBE, depended heavily on the board's ability to provide secure and adequate physical infrastructure for ICT equipment. The report interpreted these findings to mean that without a management-led focus on specialized learning spaces, the intended acquisition of 21st-century competencies remains a theoretical goal. This contribution is vital for

understanding that infrastructure is not just about classrooms but about modernizing the school system. The gap in this meta-analysis is the lack of specific county-level empirical data within the Kenyan context. The study in Migori County filled this gap by assessing local BOM effectiveness in providing this necessary infrastructure.

Natweta and Nkurunziza (2024) explored stakeholders' perceptions and the implementation of the Competence-Based Curriculum (CBC) in Ordinary Level secondary schools in Isingiro District, Uganda. Utilizing a multiple linear regression methodology with a sample of 185 respondents, the study found that resource availability ($\beta=0.45$, $p<0.05$) and administrative support ($\beta=0.48$, $p<0.01$) were significant predictors of implementation success. The findings revealed that school boards play a pivotal role in managing these resources to ensure that learners can relate classroom studies to real-world tasks. The researchers interpreted these results as evidence that the "input" side of education is a management-driven process. this research is relevant to the current project's objective of established the influence of Boards of Management on resource management. The gap identified in this study is the exclusion of primary schools from the analysis. The study in Migori County extended this investigation to both comprehensive public schools to provide a more holistic view of the implementation pipeline.

Nyanda, Muteti, and Mandila (2023) investigated the levels of involvement of educational stakeholders in the preparation of strategic plans in Arusha Region, Tanzania. The study employed a convergent research design under a mixed research approach, targeting heads of schools and primary school teachers. The findings revealed that while stakeholder consultation is theoretically mandated, actual involvement in strategic planning remains low among many community actors. The study highlighted that when school boards

fail to consult with teachers and parents during the planning phase, the resulting strategic plans lack the local ownership necessary for successful reform implementation. This research is relevant because it frames consultation as the foundation for institutional stability and curriculum uptake. A key gap left out by this study is the lack of specific recommendations for improving consultation in rural schools. The study in Migori County addressed this gap by establishing strategic measures for enhancing stakeholder consultation in resource-constrained environments.

Owor (2025) revisited the Ugandan context to analyze how school boards facilitate professional development for teachers. The research findings revealed that while the board provided occasional financial backing for external workshops, there was a significant lack of peer-led mentoring and internal capacity building support coordinated at the school level. The study highlighted that teachers felt abandoned after initial government training sessions, indicating a need for boards to take a more active role in sustaining teacher competence. The researcher interpreted these findings as a sign that school management must move beyond administrative oversight to include instructional leadership support. This research is vital for the study's objective of established the influence of BOMs on capacity building. A gap remains in understanding the specific financial mechanisms boards use for this support. The study in Migori provided detailed insights into how BOMs in Migori County allocate funds specifically for teacher professional development.

Babatimehin, Opesemowo, Ogunsakin, and Ogungbaigbe (2025) assessed teachers' knowledge of school-based assessment (SBA) practices in Nigerian secondary schools. Using a mixed-methods methodology sampling 600 teachers and 30 principals, the research found that 63.9% of participants had insufficient knowledge of key assessment concepts

because of inadequate capacity development support. The study revealed that school administration had not provided the necessary diagnostic guidance and in-service coordination required for teachers to shift to competency-based evaluation systems. The researchers interpreted these statistics as a major threat to the validity of the curriculum reform. This study adds value to the current project by identifying capacity building as a prerequisite for assessment literacy. The gap identified is that the study focused primarily on secondary schools. The study in Migori County addressed this by evaluating the capacity building support provided to both primary and junior secondary educators.

Natweta and Nkurunziza (2024) in their Isingiro District study analyzed the effect of administrative oversight on the acquisition of skills among learners. The regression analysis findings revealed that administrative support, including regular monitoring of learner progress and teacher records, had a strong positive impact on both stakeholder perceptions and curriculum implementation success. The data showed that schools with active board-level oversight reported a 20% higher acquisition of practical competencies compared to schools with passive management. The researchers interpreted these results as proof that supervisory oversight acts as a quality control mechanism that ensures the curriculum is taught as intended. This research is highly relevant to the independent variable of BOM supervisory oversight. A key gap in this study is its reliance on perceptions rather than direct observation. The study in Migori County utilized both questionnaires and observation schedules to provide a more evidence-based assessment of oversight practices.

A synthesis of school governance challenges across several African nations by Kathula et al. (2025) identified that supervisory oversight is often the weakest link in the implementation chain. Using a secondary research approach, the study found that while

boards are active in resource management, they often lack the technical expertise to provide effective pedagogical oversight. The report interpretes the findings as a call for strengthened supervision frameworks that involve both school boards and external Ministry officials. This research contributes to the understanding that global and regional challenges in CBE implementation are part of a systemic struggle for quality assurance. The gap identified is the lack of specific strategic measures suggested for resource-constrained schools. Carrying out the study in Migori County was essential to establish whether local BOMs have been provided with the necessary "policy clarity" to perform their oversight functions effectively and to identify strategic measures that can overcome these regional oversight gaps.

Wambua and Tumuti (2024) conducted a study in Nairobi City County testing the level of stakeholder participation and its impact on construction projects in public junior secondary schools. The researchers adopted a descriptive survey research method, targeting a population of 215 public primary schools and sampling 22 headteachers and 110 teachers. The study findings revealed that infrastructure development projects, such as the construction of laboratories and additional classrooms, were significantly delayed when the Board of Management failed to actively mobilize local resources or engage in collaborative planning with the government. The results interpreted that effective BOM participation in infrastructure management is a prerequisite for the acquisition of practical skills among learners, as the lack of specialized rooms hinders the implementation of core CBE learning areas. This research is relevant as it identifies the board as a critical agent in the physical transition to the 2-6-3-3-3 structure. However, significant gaps remain, notably the study's restricted focus on an urban metropolitan setting and the relatively small sample size of headteachers which may not reflect the diverse economic challenges of rural border counties.

Furthermore, the lack of analysis regarding how these infrastructural delays specifically impact the acquisition of learner values and ethical competencies. The study in Migori County addressed these gaps by utilizing a correlational research design and a larger sample size to establish the link between infrastructure adequacy and the holistic acquisition of knowledge, skills, and values. Carrying out this research in comprehensive public schools in Migori is essential to determine if localized resource mobilization can overcome the infrastructural deficits identified in Nairobi to ensure equitable curriculum delivery.

Mwalimu, Ikiara, and Kanyi (2024) assessed the nexus between BOM decision-making competencies and the governance of public primary schools in Mombasa County. The research utilized a cross-sectional survey with an embedded design of mixed methods, involving 97 headteachers and 97 chairpersons of the BOM. The findings indicated that resource allocation was often sub-optimal due to a lack of professional qualifications among board members, specifically in financial management. The study revealed that when boards lacked decision-making competencies, funds were frequently diverted from instructional resources to administrative costs. The researchers interpreted these findings as a sign that "Capacity Building Support" for the board is a prerequisite for effective resource allocation in a competency-based framework. This research is highly relevant to the study's independent variable of BOM influence. The gap identified is the study's focus on general governance rather than specific CBE resource indicators. The study in Migori County filled this gap by evaluating how BOMs allocate resources specifically for CBC-aligned materials like science kits and ICT devices.

Muuo, Mwania, Ooko, and Wafula (2025) conducted a study in Machakos County investigating the influence of stakeholder participation on the academic performance of

public secondary schools. The researchers used a descriptive research approach to investigate the way boards manage diverse interests during resource distribution. The study findings revealed that schools with active board-led resource mobilization strategies achieved a 15% higher rate of project completion and improved syllabus coverage. The results interpreted that when the board prioritizes the acquisition of learner-centered resources, students demonstrate better acquisition of practical competencies. This research provides a benchmark for the "outcome" side of resource allocation. The gap in this study is its reliance on academic performance rather than the specific acquisition of values and skills. The study in Migori County addressed this by specifically assessing learner acquisition of skills and values as part of the dependent variable.

Ogada, Koros, and Adhiambo (2023) evaluated the impact of stakeholders' participation in strategic planning on the management of public secondary schools in Nairobi County. The study adopted a convergent parallel mixed-methods design, anchored on the Stakeholder Theory. The findings revealed that although stakeholder consultation is mandated, actual participation in the preparation of strategic plans remains low, with only 35% of boards conducting regular consultative meetings with parents and teachers. The researchers interpreted this as a failure of the board to foster a sense of ownership, leading to institutional resistance during curriculum implementation. This research is vital for the objective of examining the influence of BOMs on stakeholder consultation. However, significant gaps exist, especially the study's concentration on traditional secondary schools and its narrow geographical scope confined to an urban metropolitan area. Furthermore, the previous research failed to identify specific strategic measures required to overcome the low engagement rates identified in their findings. The study in Migori County addressed these

gaps by adopting a correlational research design and explicitly seeking to establish concrete strategic measures for successful implementation that include enhanced consultation frameworks. Carrying out this research in comprehensive public schools in Migori is essential to determine how localized, rural governance structures can be optimized to improve stakeholder buy-in and ensure the effective acquisition of learner competencies.

Muendo (2024) explored stakeholders' level of involvement as a predictor of the effective implementation of CBC in pre-primary education in Kisumu, Kenya. The researcher utilized a descriptive survey design, sampling parent representatives and teachers to understand the quality of board-led communication. The study findings revealed that parents who were consulted by the BOM during the planning phase were 50% more likely to provide home-based learning support. The researcher interpreted this to mean that stakeholder consultation acts as a "catalyst" for parental engagement, creating a synergistic environment for learner success. This contribution is relevant as it connects the board's managerial role to the parent-teacher nexus. The gap identified is that the study focused exclusively on pre-primary schools. The study in Migori County extended this investigation to junior secondary schools to see if consultation levels remain high as the complexity of the curriculum increases.

Kibwebwe and Mutilu (2023) examined the influence of headteachers' roles on the implementation of CBC in public primary schools in Likoni, Mombasa County. Adopting a descriptive survey study methodology, the researchers sampled 17 headteachers and 68 members of the Board of Management. The study findings revealed that boards that actively prioritized capacity building support, specifically by ensuring personnel were trained through in-service programs, saw a 20% higher implementation success rate. The

researchers interpreted this as proof that the board must act as an instructional leader that facilitates the professional growth of the staff. This research is relevant to the objective of examine the influence of BOMs on capacity building. The gap identified is the lack of analysis regarding the Ministry's influence in this coordination. The study in Migori County established the influence of MoE officials on in-service coordination as a separate sub-variable to see how it complements board-level efforts.

Mbogo and Murugi (2023) investigated the influence of school leadership on the implementation of strategic plans in public secondary schools in Mbeere North. Using an explanatory sequential research design, the study sampled 341 respondents, including BOM members. The findings revealed that capacity building for the board itself was severely lacking, which limited their ability to provide support to teachers. The researcher interpreted the data to show that without a "trained leadership," the board cannot effectively perform its role as a facilitator of curriculum reform. This research is vital for the study's intervening variable of institutional culture. A key gap is the lack of quantitative evidence to measure the direct impact of board training on learner competencies. The study in Migori County utilized a correlational design to establish the link between BOM capacity building support and learner acquisition of knowledge and skills.

Patrick, Njagi, and Gichuru (2025) assessed factors undermining the effective implementation of CBE in public junior secondary schools in Isiolo Central. Adopting a mixed-methods approach, the study sampled teachers, school administrators, and policymakers. The findings revealed that a primary factor undermining implementation was the lack of capacity building support from the board regarding ICT integration. The researchers interpreted these results as evidence that boards are often "technologically under-

prepared" to support the digitalization goals of the CBE. This research contributes by identifying a specific area of capacity building that is often overlooked. The gap remains in understanding if this technological gap exists in Migori. Carrying out the study in Migori is essential to established if local boards are effectively supporting ICT integration as a sub-variable of teacher influence.

Twarary (2025) examined the influence of headteachers' resource management practices on the implementation of the CBC in public primary schools in Loitoktok Sub-County. Utilizing a concurrent triangulation research design, the study sampled 27 headteachers and 27 BoM/PTA chairs. The study findings revealed that supervisory oversight by the board, specifically in checking the utilization of digital devices and textbooks, directly correlated with better acquisition of competencies among learners. The researcher interpreted this to mean that the board acts as an internal auditor that ensures implementation fidelity. This study is highly relevant to the independent variable of BOM supervisory oversight. A key gap left out is the lack of analysis of how Ministry monitoring interacts with this internal oversight. The study in Migori County addressed this by evaluating the influence of both BOM oversight and MoE monitoring frequency.

Korir and Kipkorir (2022) examined the effect of stakeholder participation on academic performance in public secondary schools in Belgut Sub-County. The study adopted a descriptive survey design and anchored its framework on the Social Cognitive Theory. The findings indicated that while board members were active in financial management, their participation in the supervisory oversight of classroom instruction was perceived as intrusive by teachers, leading to negative dispositions. The researchers interpreted this as a sign that the "Supervisory Oversight" role must be managed

professionally to avoid institutional resistance. This research contributes a critical perspective on the boundaries of board participation. The gap identified is the lack of specific recommendations for improving this supervisory relationship. The study in Migori filled this gap by establishing strategic measures for professional oversight in a competency-based framework.

Omariba and Barasa (2024) investigated leadership and management challenges in the transition to CBC in junior secondary education in Murang'a. The researchers utilized a qualitative thematic approach to analyze challenges at the school level. The study findings highlighted that supervisory oversight by the board was often uncoordinated with the pedagogical needs of the transition, leading to a "management-pedagogy disconnect". The researchers interpreted this as a failure of both the board and the Ministry to synchronize their oversight functions. This research is vital for the study's focus on identifying strategic measures. The gap remains in understanding the school-level impact of these management failures in Migori County specifically. Carrying out the study in Migori is important to established whether local BOMs have developed more synchronized oversight structures to facilitate learner acquisition of skills and values.

### 2.3.4 Stakeholders Strategic Measures on Competence Based Education Implementation

Research by Hall and Hord (2015) emphasized the need for ongoing professional development to support teachers in adapting to new curriculum models. Providing targeted training, mentoring, and collaboration opportunities can help alleviate resistance and build teachers' confidence and competence in implementing CBC. Hargreaves (2010) highlighted the significance of school culture and leadership in managing resistance to change. A

positive and supportive school culture, where teachers feel valued and empowered, can create a conducive environment for implementing new curriculum approaches.

Graham and Slee (2019) explored the role of teachers in promoting equity and inclusion in CBC implementation. They highlighted the need for teacher training and professional development that specifically addressed inclusive pedagogies and strategies to support students with diverse learning needs. Collaboration and sharing of best practices among teachers are vital for creating inclusive classroom environments. While the studies mentioned above provide valuable insights into equity and inclusion in CBC implementation, there is still a gap in the research regarding the specific strategies and interventions that effectively promote equity and inclusion in diverse educational contexts. While some studies highlight the importance of inclusive practices and policies, there is a need for more empirical evidence on the impact of these practices on student outcomes and experiences. The role of teacher preparation and professional development in equipping educators with the knowledge, skills, and attitudes necessary to implement inclusive pedagogies in CBC is an area that requires further exploration (Boyle-Baise & Sleeter, 2017). Examining effective strategies for training teachers in inclusive practices and assessing the impact of such training on their teaching practices and student outcomes would contribute to filling this gap.

Another study by Li and Thomas (2020) focused on the implementation of blended learning in CBC. Blended learning combines face-to-face instruction with online learning activities. The study found that blended learning approaches can enhance student-centered learning, provide opportunities for individualization, and support competency development. However, challenges related to technological infrastructure, teacher training, and effective

instructional design was also identified. These studies highlight the potential of technology integration in CBC implementation while acknowledging the challenges that need to be addressed. They emphasize the importance of providing access to technology, offering adequate teacher training, aligning technology use with curriculum goals, and ensuring equitable opportunities for all students. However, the literature review primarily focuses on the benefits and challenges of technology integration in CBC classrooms. There is a need for more research on the specific pedagogical approaches and instructional strategies that can effectively leverage technology to support competency-based learning. This includes examining best practices for designing technology-enhanced learning experiences, exploring the role of adaptive learning platforms, and investigating how technology can facilitate formative assessment and feedback.

Furthermore, Hargreaves and Fink (2019) explore the concept of sustainable education systems and argue for the need to align educational practices with the principles of sustainability. They emphasize the importance of fostering ecological intelligence, social responsibility, and economic resilience in CBC implementation. To achieve sustainability in CBC implementation, it is crucial to consider several factors. These include building capacity and expertise among teachers and administrators, ensuring adequate and sustained funding, and fostering collaboration and partnerships among stakeholders (Graham & Schmid, 2017). Additionally, integrating sustainability principles into curriculum design and engaging students in real-world sustainability issues can enhance the relevance and long-term impact of CBC (UNESCO, 2019). The challenges related to sustainability in CBC implementation often revolve around the availability of resources, resistance to change, and the alignment of CBC with broader education policies and goals (Anderson, 2016).

Overcoming these challenges requires a comprehensive and holistic approach that involves all stakeholders and considers the long-term vision of CBC.

### 2.4 Summary of Reviewed Literature and Identified Knowledge Gaps

The reviewed literature consistently established that effective CBE implementation is not merely a matter of policy design but is fundamentally determined by coordinated stakeholder participation. Teacher readiness emerges as the most critical internal determinant of implementation quality, with studies from Nairobi, Kisumu, and Garissa confirming that while teachers appreciate the learner-centred philosophy of the CBC, practical pedagogical adaptation is frequently hindered by retraining gaps and continued reliance on traditional lecture methods (Maluha et al., 2024; Karua et al., 2025).

Parental engagement presents an equally significant challenge, with studies from Nakuru and Kakamega demonstrating a positive correlation between home-based learning support and learner competency acquisition, yet a persistent communication-expectancy gap leaves many parents unclear about their roles as co-educators (Ranji et al., 2025; Amunga et al., 2020). At the governance level, BOMs are identified as pivotal in resource mobilisation and infrastructure development, while Ministry of Education officials' inconsistent monitoring and delayed resource disbursement consistently leave schools navigating implementation in relative isolation (Mwalimu et al., 2024; Atikiya, 2021; Too, 2024). Collectively, the literature affirms that participatory governance and strategic synergy among all four stakeholder groups are indispensable for sustaining effective CBE delivery (Ahmed et al., 2025; Ogada et al., 2023).

Despite the volume of existing research, several critical gaps remain unaddressed. Methodologically, most studies rely on descriptive surveys with limited sample sizes or

purely qualitative designs that lack the predictive power to establish causal relationships between stakeholder variables and learner outcomes. Geographically, research has been disproportionately concentrated in urban counties such as Nairobi and international contexts, leaving rural border regions such as Migori County critically underrepresented.

Thematically, existing studies examine individual stakeholder groups in isolation, and few address the specific administrative and pedagogical challenges of CBE delivery within public Comprehensive Schools spanning Grades 1 to 9. Conceptually, the holistic measurement of effective CBE implementation particularly the acquisition of values and core competencies remains under-researched. Although numerous studies have examined individual aspects of CBE implementation, none has comprehensively investigated how the combined participation of teachers, parents, BOMs, and Ministry of Education officials collectively determined effective CBE implementation in public Comprehensive Schools in Migori County. Therefore, this study sought to fill these contextual, methodological, thematic, and conceptual gaps.

# CHAPTER THREE

# RESEARCH DESIGN AND METHODOLOGY

## 3.1 Introduction

Research methodology is defined as the systematic process of gathering and analysing information to increase understanding of a phenomenon (Mugenda & Mugenda, 2019). This chapter provided a detailed blueprint and methodological roadmap. It outlined the logical sequence of procedures, from the selection of the research design to the techniques for data analysis, ensuring that the study achieved its intended objectives through a rigorous and scientific approach. This chapter presented the research design and methodology adopted for the study. It outlined the overall approach used to investigate the research problem, including the research design, target population, sampling procedures, data collection methods, data analysis techniques and ethical considerations. The chosen methodology ensured that the study achieved its objectives by employing appropriate techniques for gathering and analyzing relevant data.

## 3.2 Research Design

A research design constituted the strategic framework that provided a clear and systematic pathway for addressing a study's research questions and achieving its objectives (Kothari, 2016). This study adopted a convergent mixed methods approach, which involved the concurrent yet independent collection and analysis of quantitative and qualitative data within a single research phase, after which the two data sets were merged during interpretation to produce a more comprehensive understanding of the research problem than either approach could yield independently (Creswell & Plano Clark, 2018; Terrell, 2022). The convergent design was particularly appropriate for this study because the research

questions required both statistical measurement of the extent to which stakeholder participation influenced effective CBE implementation and in-depth exploration of the lived experiences of stakeholders navigating this implementation in Migori County's public Comprehensive Schools. The quantitative strand addressed Research Questions 1, 2, 4 and 5 and the null hypotheses, while the qualitative strand addressed Research Question 3 and provided contextual depth to the statistical findings. The two data sets were merged at the interpretation stage by comparing, contrasting and reconciling the statistical trends from the survey with the narratives from the interviews, thereby enabling triangulation that strengthened the validity and comprehensiveness of the conclusions drawn (Creswell & Creswell, 2022).

Within a convergent mixed method, the quantitative strand employed a cross-sectional survey design, which was appropriate for describing the characteristics and prevalence of stakeholder participation variables across a large and geographically dispersed population at a single point in time (Saunders, Lewis, & Thornhill, 2019). Semi-structured questionnaires administered to 161 teachers, 153 BOM members and 81 parents generated standardised Likert-scale data suitable for descriptive and inferential statistical analysis. It was important to note that the cross-sectional design did not establish causality but rather identified the strength and direction of associations between the independent variables teacher participation, parental engagement, MoE officials' involvement and BOM participation and the dependent variable of effective CBE implementation (Creswell & Creswell, 2018). The qualitative strand adopted a phenomenology design, which was specifically selected for its ability to describe and interpret the lived experiences and subjective perceptions of participants regarding the transition from the 8-4-4 system to CBE

in Migori County (Creswell & Poth, 2018). Phenomenology was particularly suited to this study because Ministry of Education officials, as key policy implementers, possessed unique experiential insights into systemic governance challenges, monitoring gaps and resource disbursement constraints that could not be adequately captured through standardized questionnaire items alone. Interview data were analyzed through a six-step thematic analysis process, and the resulting themes were integrated with the quantitative findings during the final interpretation phase to provide a holistic account of stakeholder participation and CBE implementation in Migori County's public Comprehensive Schools.

### 3.3 Locale of the study

The locale of a study referred to the specific geographical, institutional and socio-educational setting within which research was conducted, providing the contextual boundaries that shaped the relevance and applicability of the findings (Mugenda & Mugenda, 2019). This study was conducted in Migori County, situated in South-Western Kenya and bordered by Homa Bay County to the North, Kisii and Narok Counties to the East, the Republic of Tanzania to the South and Lake Victoria to the West. The county span approximately 2,596.5 square kilometres and was administratively divided into eight sub-counties: Suna East, Suna West, Nyatike, Uriri, Awendo, Rongo, Kuria East and Kuria West. It is characterized by rich ethnic diversity, including the Luo, Kuria and Suba communities, and its border-region geography created unique logistical challenges for educational service delivery, including cross-border learner mobility and seasonal flooding that disrupted instructional continuity in several sub-counties (Oliech, Nzivu, & Wambiya, 2021).

The selection of Migori County as the study locale was directly justified by the county's educational characteristics, stakeholder dynamics and documented CBE

implementation challenges. The county had 627 public Comprehensive Schools, providing a substantial and varied institutional base for investigating stakeholder participation across diverse socio-economic and geographic contexts (Okutu & Nyambane, 2024). Educationally, Migori County operated under a teacher-to-pupil ratio of 46:1, significantly exceeding the recommended ratio for effective CBE delivery, and had been documented as having imperfect learning environments in newly domiciled Junior Secondary Schools, characterized by acute teacher shortages, inadequate specialized equipment and poor infrastructure (Okutu & Nyambane, 2024; Institute of Economic Affairs Kenya, 2025).

Studies conducted within the county confirmed that while 56.77% of teachers had attended formal CBE training, significant qualitative gaps in practical classroom application persisted, indicating a disconnect between policy intent and implementation reality (Mwita, Obuba, & Yambo, 2022). At the governance level, BOMs in border sub-counties such as Nyatike were shown to operate under a 38.8% resource gap in planned educational outputs, while parental engagement remained constrained by high illiteracy rates and socio-economic hardships that limited meaningful home-based learning support (Oliech et al., 2021; Okwara & Okwara, 2021). The Migori County Annual Development Plan (ADP, 2024/2025) further documented that while 125 new classrooms were constructed during the reporting period, the county's Ksh 114.4 million education allocation fell critically short of what was required to bridge existing CBE infrastructure deficits. These educational realities confirmed that Migori County was not only an appropriate but a uniquely necessary site for investigating how the coordinated participation of teachers, parents, BOMs and Ministry of Education officials determined effective CBE implementation in public Comprehensive Schools. The area of study is presented on a topographical map in Appendix XII.

### 3.4 Target Population

The target population refers to the entire group of individuals to which the researcher intends to generalize the findings of a study (Mugenda & Mugenda, 2019), distinct from the sampling frame the accessible subset from which the actual sample is drawn (Creswell & Creswell, 2022). For this study, the target population comprised all teachers, parents, Board of Management members and Ministry of Education officials involved in CBE implementation and oversight in Migori County's 627 public Comprehensive Schools, the four groups identified by the study's conceptual framework as collectively determining effective CBE implementation.

Kenya does not maintain a single consolidated county-level database of teacher numbers, parent/guardian numbers or school governance membership; population figures were therefore derived from the best available secondary sources, with the basis for each figure stated explicitly in Table 1. The teacher population (11,263) is a statistical estimate, derived by applying the documented county teacher-to-pupil ratio of 46:1 (Institute of Economic Affairs Kenya, 2025) to KNBS (2019) pupil enrolment data - 518,088 primary school pupils aged 7 to 15 years in Migori County. The BOM population (10,659) is a verified statutory count, calculated from the legally mandated board composition of 17 members per school under the Basic Education Act No. 14 of 2013 (Republic of Kenya, 2013), applied across all 627 schools. The MoE official population (10) is an exact, verified count comprising the County Director of Education, the Quality Assurance and Standards Officer, and the eight Sub-County Education Officers. The true parent population, every parent or guardian of every learner across the county's schools, could not be enumerated from available records and is therefore not reducible to a single verified figure; the operational

sampling frame used to access this population is described as follows: because the true parent population could not be enumerated, the researcher constructed an operational sampling frame of one class representative parent per grade (Grades 1–9) in each of the 627 schools, parents who were identifiable through school records and actively engaged in school-level CBE activities, yielding an accessible frame of 5,643 parents (Okwara & Okwara, 2021). This frame, not a population count, is the basis from which the parent sample was subsequently drawn in section 3.5.

### 3.5 Sampling Procedures and Sample size

Sampling is the systematic process of selecting a representative subset of individuals from the target population in a manner that enabled the researcher to draw valid and generalizable conclusions (Mugenda & Mugenda, 2019; Creswell & Creswell, 2018). This study employed a multi-stage sampling approach, combining both probability and non-probability sampling techniques to ensure that the selected sample reflected the geographical, academic and stakeholder diversity of public Comprehensive Schools across Migori County's eight sub-counties.

#### 3.5.1 Sampling of Schools

In the first stage, the 627 public Comprehensive Schools were stratified by sub-county to ensure geographical representation across all eight sub-counties of Migori County. Within each sub-county stratum, schools were further categorized by academic performance level into three categories: High, Medium and Low. Simple random sampling was then applied within each performance category to select the specific schools, ensuring every school had an equal probability of selection and minimizing researcher bias. Applying a 10% institutional threshold to the total population of 627 schools yielded a sample of 63 schools

(627 × 10% = 62.7 ≈ 63). These 63 schools were distributed across the eight sub-counties as follows: seven sub-counties contributed eight schools each and one sub-county contributed seven schools (7 × 8 + 1 × 7 = 63), with the uneven allocation determined by the relative proportion of schools within each sub-county.

### 3.5.2 Sample Size Determination for Individual Respondents

To determine the individual respondent sample size, this study applied the Yamane (1967) formula: $n = N / (1 + Ne^2)$

Where:

n = required sample size

N = total target population = 27,565 (excluding 10 MoE officials)

e = margin of error = 0.05

Substituting the values:

n = 27,565 / (1 + 27,565 × 0.0025)

= 27,565 / 69.9125

= 394.28 ≈ 395

The 10 MoE officials were selected through purposive census sampling given their small and uniquely defined population, yielding a total individual respondent sample of 405.

To ensure that the sample allocation across stakeholder groups is proportionate to their respective population sizes rather than arbitrary, the study applied the proportionate stratified random sampling formula:

$n_h = (N_h / N) \times n$

Where:

$n_h$ = sample size for each stratum

$N_h$ = population size of the stratum

N = total population (27,565)

n = total sample size (395)

Applying this formula to each stratum: Teachers (11,263 / 27,565) × 395 = 0.4087 × 395 = 161; Parents (5,643 / 27,565) × 395 = 0.2047 × 395 = 81; BOM Members (10,659 / 27,565) × 395 = 0.3866 × 395 = 153. This proportionate allocation confirmed that the sample distribution was mathematically grounded and not subjective.

### 3.5.3 Sampling of Teachers

Systematic sampling was used to select three teachers from each of the 63 sampled schools: one from lower primary (Grades 1–3), one from upper primary (Grades 4–6) and one from junior school (Grades 7–9). This approach ensured grade-level representation across all phases of CBE delivery within the Comprehensive School structure.

### 3.5.4 Sampling of Parents

Purposive sampling was used to select three BOM members per sampled school: the board chairperson, identified directly through their designation, and two additional active members identified in consultation with the school's BOM secretary (the headteacher), using two defined criteria - a minimum of one year of board service and documented attendance at the majority of board meetings in the preceding year, as recorded in BOM minutes. These criteria ensured that selected members possessed sufficient institutional knowledge of resource allocation, infrastructure development and supervisory oversight to respond meaningfully to the questionnaire, yielding a sample of 153 BOM members. Purposive sampling was justified because BOM members differed significantly in their levels of engagement and institutional knowledge relevant to CBE governance, and a random

selection risked drawing members with minimal board involvement (Creswell & Creswell, 2018).

### 3.5.5 Sampling of BOM Members

Purposive sampling was similarly used to select three BOM members per sampled school, targeting the chairperson and two other active members with institutional knowledge of resource allocation, infrastructure development and supervisory oversight, yielding a sample of 153 BOM members. Purposive sampling was justified because BOM members differed significantly in their levels of engagement and institutional knowledge relevant to CBE governance (Creswell & Creswell, 2018).

### 3.5.6 Sampling of Ministry of Education Officials

All 10 Ministry of Education officials operating in Migori County were selected through purposive census sampling, comprising the County Director of Education, the Quality Assurance and Standards Officer and the eight Sub-County Education Officers. Census sampling was applied because this population was small, uniquely positioned and every member possessed specialized and non-duplicable knowledge of CBE policy implementation and monitoring in the county (Mugenda & Mugenda, 2019). The complete sampling framework is summarized in Table 1.

**Table 1**

***Summary of Sampling Procedures and Sample size***

| Respondents | Target population | Sample Size | Sampling Techniques | Percentage |
|---|---|---|---|---|
| Teachers | 11,263 | 161 | Systematic Sampling | 39.75% |
| Parents | 5,643 | 81 | Purposive sampling | 20% |
| BOM members | 10,659 | 153 | Purposive sampling | 37.78% |
| **Sub – total** | **27,565** | **395** | _ | _ |
| MOE Officials | 10 | 10 | Purposive Sampling | 2.47% |
| **Total** | **27,575** | **405** | | **100%** |
| Schools | 627 | 63 | Purposive Sampling | 10% |

Source: *Yamane (1967); Mugenda & Mugenda (2019); Basic Education Act No. 14 of 2013*

### 3.6 Data Collection Instruments

Data collection instruments were the specific tools employed by a researcher to gather information relevant to the study variables (Saunders, Lewis, & Thornhill, 2019). To ensure a comprehensive and triangulated data set, this study utilized three primary instruments: semi-structured questionnaires for quantitative data, interview guides for qualitative data and a document analysis guide for secondary data verification. The triangulation of these instruments enabled the researcher to capture both broad statistical trends and the specific, nuanced experiences of educational stakeholders in public Comprehensive Schools in Migori County (Creswell & Creswell, 2018).

#### 3.6.1 Semi-Structured Questionnaires

A questionnaire was an objective data collection method that offered participants a sense of security and confidentiality while enabling the researcher to reach a large number of respondents efficiently (Plano & Ivankova, 2016). Three separate and customized semi-structured questionnaires were administered to teachers, parents and BOM members respectively. Each questionnaire was tailored to the specific roles, responsibilities and experiential knowledge of the respective respondent group to ensure the reliability and

relevance of responses. All questionnaires featured 5-point Likert scale items ranging from Strongly Agree (5) to Strongly Disagree (1), and included a demographic section and a section on effective CBE implementation as the dependent variable.

**Questionnaire for Teachers:** The teacher questionnaire was organised into four thematic sections. Section A captured demographic data including gender, age, professional qualification and years of teaching experience. Section B examined effective CBE implementation as the study's dependent variable, assessing the extent to which learners were acquiring the intended knowledge, skills, values and competencies. Section C assessed the influence of teacher participation on effective CBE implementation, covering pedagogical adaptation, assessment literacy, professional development engagement, instructional resourcefulness and ICT integration. Section D addressed challenges hindering effective CBE implementation and the strategic measures that teachers could adopt to improve implementation outcomes.

**Questionnaire for Parents Representatives:** The parent questionnaire was organized into four thematic sections tailored to the parental role in CBE implementation. Section A captured demographic data including gender, age, level of education and occupation. Section B examined effective CBE implementation as the dependent variable from the parental perspective. Section C assessed the influence of parental engagement on effective CBE implementation, covering home-based learning support, financial and material provision, parent-teacher communication, participation in school decision-making and attitudinal support toward CBE. Section D addressed challenges hindering effective parental engagement and the strategic measures that parents could adopt to enhance CBE implementation outcomes.

**Questionnaire for Board of Management Members:** The BOM questionnaire was organized into four thematic sections tailored to the governance mandate of the board. Section A captured demographic data including gender, age, level of education and role within the BOM. Section B examined effective CBE implementation as the dependent variable from the governance perspective. Section C assessed the influence of BOM participation on effective CBE implementation, covering institutional governance, resource mobilisation, infrastructure development, stakeholder consultation and supervisory oversight of curriculum compliance. Section D addressed challenges hindering effective BOM participation and the strategic measures that boards could adopt to strengthen CBE governance.

### 3.6.2 Interview Guides for Ministry of Education Officials

Interview guides were tools designed to elicit qualitative data through a process of structured questioning, cross-examination and probing that yielded rich, contextual responses from information-rich participants (Creswell & Poth, 2018). Open-ended interview guides were conducted to all 10 Ministry of Education officials in Migori County, comprising the County Director of Education, the Quality Assurance and Standards Officer and the eight Sub-County Education Officers. The interview guide was organized into four thematic sections.

Section A captured demographic data including gender, designation and years of service. Section B examined effective CBE implementation as the dependent variable. Section C assessed the influence of MoE officials' involvement on effective CBE implementation, covering monitoring frequency, timeliness of resource disbursement,

quality of technical support provided to school administrators, policy communication and coordination of in-service training.

Section D explored challenges hindering effective MoE oversight and the strategic measures that officials could adopt to strengthen CBE implementation across Migori County's public Comprehensive Schools. This instrument was specifically designed to capture the systemic governance insights, policy alignment challenges and resource disbursement constraints that could not be adequately measured through standardized questionnaire items alone.

### 3.6.3 Document Analysis Guide

Document analysis constituted a methodical procedure for reviewing and evaluating documents to provide a stable, non-reactive secondary data source that could be subjected to repeated examination and cross-verification (Bowen, 2009). The researcher utilized a structured document analysis guide to review the following categories of documents, all of which were directly aligned with CBE assessment and governance frameworks: learner assessment reports including Competency-Based Assessment records and summative assessment outcomes for Grades 1 to 9; learner portfolios documenting individual learner competency acquisition across the CBC learning areas; competency assessment records capturing formative assessment data maintained by teachers in sampled public Comprehensive Schools; school improvement plans documenting institutional targets and strategies for CBE implementation; BOM minutes providing evidence of governance decisions related to resource allocation, infrastructure development and stakeholder consultation; infrastructure and budget records verifying physical progress of infrastructure development and actual utilization of allocated resources against self-reported questionnaire

data; and national assessment reports including the Kenya Primary School Education Assessment reports published by KNEC (2024), providing an objective county-level performance baseline. This instrument enabled the researcher to cross-verify implementation claims drawn from self-reported questionnaire and interview data with objective administrative and institutional evidence, thereby strengthening the validity and reliability of the study's conclusions (Saunders et al., 2019).

### 3.7 Validity, Piloting and Reliability of Research Instruments

This section addressed the measures employed to ensure the validity and reliability of the quantitative instruments and the trustworthiness of the qualitative data gathered in this study. Given the abstract nature of the study's independent variables teacher participation, parental engagement, MoE officials' involvement and BOM participation, particular care was taken to ensure that each instrument genuinely measured its intended construct and produced consistent, dependable results across repeated administrations (Creswell & Creswell, 2018; Terrell, 2022).

#### 3.7.1 Validity of Research Instruments

Validity referred to the extent to which a research instrument measured the specific construct it was designed to measure, thereby ensuring that the data collected accurately reflected the variables under investigation (Creswell & Creswell, 2018). In this study, two forms of validity were established: content validity and construct validity.

Content validity was ensured through a structured expert review process involving the study's two research supervisors and two additional subject matter experts in curriculum studies and educational research. Each instrument was reviewed for logical flow, item-topic alignment, clarity of language and coverage of all thematic dimensions corresponding to the

study's variables and research questions. To provide a quantitative index of expert agreement, a Content Validity Index was computed for each questionnaire. Items with a CVI score below 0.70 were revised or replaced prior to pilot testing, consistent with the threshold recommended by Lynn (1986) and affirmed by Polit and Beck (2006). This threshold ensured that at least 75% of experts agreed on the relevance and clarity of each item.

Construct validity was addressed by ensuring that the thematic sections of each instrument corresponded directly to the operationalized definitions of the study's independent and dependent variables. Given the abstract nature of constructs such as parental engagement and effective CBE implementation, Likert scale items were anchored in observable and measurable behaviours such as frequency of parent-teacher meetings, regularity of monitoring visits and availability of learning materials rather than broad attitudinal statements that may have introduced ambiguity (Terrell, 2022). Face validity was additionally upheld by ensuring that all instruments featured consistent formatting, uniform instructions and a logical progression of items as confirmed by the expert review panel.

### 3.7.2 Pilot Testing of Research Instruments

Prior to the main data collection exercise, the researcher conducted a pilot study to pre-test all three data collection instruments, the three customised questionnaires, the interview guide and the document analysis guide, in order to identify ambiguous items, assess completion time and refine instrument quality before full deployment (Mugenda & Mugenda, 2019). The pilot study was conducted in six public Comprehensive Schools in Migori County that were not included in the main study sample, ensuring that pilot participants shared comparable characteristics with the main study respondents without contaminating the primary data set.

Applying a 10% threshold to each respondent stratum, the pilot study involved the following breakdown of participants:

**Table 2**

***Sample of the pilot study***

| Respondent Group | Main Sample | Pilot Sample (10%) |
|---|---|---|
| Teachers | 161 | 16 |
| Parents | 81 | 8 |
| BOM Members | 153 | 15 |
| **Total** | **395** | **39** |

Source*: Researcher, 2026*

*Note: MoE officials were excluded from the pilot given their small census population of 10.*

Feedback obtained from pilot participants was used to revise item wording, restructure ambiguous questions and adjust the sequencing of sections before the instruments were finalized for the main study. The pilot study also enabled the researcher to estimate the average time required for questionnaire completion and interview administration, facilitating efficient scheduling of the main data collection exercise.

### 3.7.3 Reliability of Research Instruments

Reliability referred to the degree to which a research instrument produced consistent and stable results across repeated administrations under comparable conditions (Mugenda & Mugenda, 2019; George & Mallery, 2003). For the quantitative instruments, the internal consistency of the semi-structured questionnaires administered to teachers, parents and BOM members was assessed using Cronbach's alpha coefficient, which measured the average inter-item correlation across all items within each thematic section (George & Mallery, 2003). Cronbach's alpha values of 0.70 or higher were considered acceptable, indicating that the items within each section reliably measured the same underlying construct (George & Mallery, 2003; Terrell, 2022). Where alpha values fell below this threshold

following the pilot study, the affected items were reviewed, revised or removed to achieve acceptable internal consistency before final deployment.

This study relied exclusively on Cronbach's alpha as the measure of internal consistency rather than the split-half method. While the split-half method divided items into two halves and compared their scores, it was sensitive to how items were divided and could yield inconsistent estimates depending on the splitting criterion (Field, 2018). Cronbach's alpha, by contrast, provided a more comprehensive and widely accepted measure of internal consistency by evaluating the mean of all possible split-half combinations, making it the preferred method for Likert-scale instruments of this nature (Field, 2018; Mugenda & Mugenda, 2019). Data from the pilot study were entered into IBM SPSS Version 29 to compute Cronbach's alpha for each thematic section of all three questionnaires. The pilot study was conducted in six public Comprehensive Schools in Kuria West subcounty, Migori County, that were not included in the main study sample, involving 16 teachers, 8 parents and 15 Board of Management members, totalling 39 respondents. Data from the pilot study were entered into IBM SPSS Version 29 to compute Cronbach's alpha for each thematic section of all three questionnaires. As shown in Table 3, all sections of the three questionnaires recorded Cronbach's alpha coefficients at or above the acceptable threshold of 0.70, ranging from 0.729 for the teacher questionnaire, 0.746 for parents questionnaire, and 0.821 for the BOM questionnaire, confirming satisfactory internal consistency across all instruments and providing sufficient justification for proceeding to the main data collection exercise.

### 3.7.4 Trustworthiness, Dependability and Credibility of Qualitative Instruments

The trustworthiness of qualitative data generated through the phenomenological interviews with the eight Ministry of Education officials comprising seven Sub-County Education Officers and the County Quality Assurance and Standards Officer was established through the four criteria proposed by Lincoln and Guba (2011): credibility, dependability, transferability and confirmability. These criteria served as the qualitative equivalents of validity and reliability and were specifically aligned with the phenomenological design adopted in this study.

Credibility was established through methodological triangulation, combining data from the semi-structured questionnaires administered to 149 teachers, 81 parents and 139 BOM members with the interview data from the eight MoE officials and the document analysis findings from 57 sampled schools, to corroborate emerging findings across multiple sources. Member checking was additionally conducted by sharing interview transcripts and preliminary thematic interpretations with the eight MoE official participants, allowing them to verify the accuracy and completeness of the researcher's interpretations before final analysis (Lincoln & Guba, 2011).

Dependability was ensured through the maintenance of a transparent and detailed audit trail documenting all stages of the research process, including the eight interview transcripts, coding frameworks, theme generation decisions and researcher reflective notes, enabling an external examiner to trace the logical progression from raw interview data to final thematic conclusions (Moretti et al., 2011).

Transferability was facilitated by providing thick, contextualized descriptions of the educational settings, stakeholder dynamics and CBE implementation conditions observed

across the 57 sampled public Comprehensive Schools in Migori County, enabling future researchers to assess the applicability of the qualitative findings to comparable rural border-region educational contexts in Kenya and the wider East African region (Lincoln & Guba, 2011).

Confirmability was addressed by maintaining clear and explicit rules for data inclusion and coding, conducting peer debriefing with a research colleague not affiliated with the study and ensuring that all thematic conclusions drawn from the eight MoE officials' interviews were grounded directly in participant responses rather than researcher presuppositions, thereby minimizing the risk of interpretive bias (Moretti et al., 2011; Creswell & Poth, 2018).

### 3.8 Data Collection Procedures

Data collection procedures refer to the sequential administrative and field-level steps a researcher follows to obtain the necessary authorizations and physically gather data from study participants (Mugenda & Mugenda, 2019). The researcher secured all necessary documents to enable the data collection process. An introductory letter from the Catholic University of Eastern Africa, Faculty of Education, was utilized to obtain a research permit from the National Commission for Science, Technology and Innovation in the Ministry of Education. The researcher used this permit to request permission for data collection via questionnaires and interview schedules from the Migori County Commissioner's office. After obtaining all required documents, the researcher personally visited every selected school in Migori County for the purpose of self-introduction, clarifying the study's objectives and arranging appointments with school headteachers and teachers. The researcher also visited or called education officers to schedule interview appointments.

On the agreed date and time, the researcher administered the data collection instruments at the selected schools. Before completing the questionnaires, participants teachers, parents and BOM members were given instructions on the procedure. Confidentiality was maintained by assuring participants that their identity would not be disclosed, with random numbers utilized for identification purposes instead. Completed questionnaires were gathered immediately; where immediate collection was not possible, arrangements were scheduled for later retrieval. Regarding interviews, the researcher personally undertook face-to-face interviews with key informants. Interviews with the County Education Director, Quality Assurance and Standards Officer and Sub-County Education Officers were held according to the agreed schedule, date and venue. The researcher ensured interviews were conducted in a quiet setting without distractions, preferably within offices.

### 3.9 Data Analysis Procedure

Data analysis procedure refers to the systematic process through which raw data collected from respondents is examined, cleaned, coded and interpreted to produce meaningful findings that address a study's research questions (Mugenda & Mugenda, 2019). Prior to formal analysis, all completed instruments were examined for completeness and quality. Questionnaires that were less than 50% complete were eliminated from the data set. The remaining instruments underwent systematic editing to identify and document errors, omissions, illegible entries and irrelevant responses. Instruments containing 60% or more questionable responses were flagged and set aside. Valid instruments were then coded and entered into IBM SPSS Version 29 for quantitative analysis and processed manually for

qualitative thematic analysis, consistent with the convergent mixed methods design adopted in this study (Creswell & Creswell, 2022).

Quantitative data generated from the semi-structured questionnaires administered to teachers, parents and BOM members were analyzed using both descriptive and inferential statistical techniques through IBM SPSS Version 29.

Descriptive statistics were used to summarize and present the distribution and central tendencies of the study variables. Specifically, the researcher computed frequencies, percentages, means and standard deviations for all Likert-scale items across the four independent variables and the dependent variable. Results were presented in tables and charts to facilitate a clear and systematic interpretation of stakeholder participation patterns and CBE implementation levels across the sampled public Comprehensive Schools in Migori County (Kothari, 2016).

To test the four null hypotheses and establish the strength and direction of the relationships between the independent and dependent variables, the study employed the following inferential statistical techniques. An independent samples t-test was employed to determine whether statistically significant differences existed in effective CBE implementation scores between distinct stakeholder subgroups, such as male and female teachers, trained and untrained BOM members, and aware and unaware parents, thereby establishing whether group membership influenced implementation outcomes (Field, 2018).

The t-test was appropriate for this study as it enabled the researcher to determine the direction and significance of mean differences between two independent groups on the dependent variable of effective CBE implementation, directly addressing the study's focus on stakeholder influence rather than mere association (Creswell & Creswell, 2018). One-

Way Analysis of Variance was additionally employed to test for statistically significant differences in CBE implementation levels across sub-county strata and school performance categories of High, Medium and Low, enabling the researcher to determine whether geographic location and institutional context moderated the relationship between stakeholder participation and implementation outcomes (Field, 2018). Where ANOVA results were significant, post-hoc tests were conducted to identify the specific groups driving the observed differences.

Multiple regression analysis was further employed to determine the combined and individual predictive influence of the four independent variables on effective CBE implementation and to test the null hypotheses at the 0.05 level of significance (Schindler, 2022). Statistical significance was determined at the 0.05 alpha level throughout all inferential analyses.

The regression model adopted was as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where Y = Effective CBE Implementation (Dependent Variable); $\beta_0$ = Constant (Y-intercept); $X_1$ = Teacher Participation; $X_2$ = Parental Engagement; $X_3$ = Ministry of Education Officials' Involvement; $X_4$ = Board of Management Participation; $\beta_1$–$\beta_4$ = Regression coefficients representing the change induced in Y by each respective X; and $\varepsilon$ = Error term.

Qualitative data generated from the open-ended interviews with the 10 MoE officials were analyzed through a systematic thematic analysis process, which involved identifying, analyzing and interpreting patterns of meaning within qualitative data sets (Braun & Clarke, 2006). Thematic analysis was specifically selected as it was well aligned with the

phenomenological strand of this study, enabling the researcher to describe and interpret the lived experiences and subjective perceptions of MoE officials regarding CBE implementation in Migori County's public Comprehensive Schools.

The researcher followed Braun and Clarke's (2006) six-step thematic analysis process. In the familiarization step, the researcher immersed in the raw data through repeated reading of interview transcripts, noting initial ideas, recurring phrases and emergent patterns in participants' accounts. In generating initial codes, specific segments of text relevant to the research questions were systematically labelled with descriptive codes, capturing both semantic and latent meanings within the MoE officials' responses.

In searching for themes, generated codes were collated and sorted into broader potential themes that captured significant and recurring patterns across all eight interview transcripts. Consistent with the phenomenological orientation of the qualitative strand, the researcher remained attentive throughout this process to the essence of the lived experiences described by the MoE officials, seeking to identify not merely what happened in CBE implementation but what it meant to the officials who experienced and managed it firsthand (Creswell & Poth, 2018). In reviewing themes, candidate themes were reviewed against the coded data extracts and the full data set to ensure that each theme was internally coherent, clearly distinct from others and accurately represented the breadth of participants' experiential accounts. In defining and naming themes, each confirmed theme was clearly defined and named, with sub-themes identified where necessary, to produce a detailed thematic map that reflected the collective and individual essences of the officials' implementation experiences across Migori County's eight sub-counties.

Phenomenology contributed to this study by enabling the researcher to move beyond surface-level descriptions of implementation challenges toward a deeper interpretive understanding of how MoE officials perceived, navigated and made sense of their roles in CBE governance insights that quantitative instruments alone could not have generated (Van Manen, 2016). The analysis concluded with the writing-up step, producing a descriptive narrative that wove the most vivid and contextually rich interview extracts into thematic accounts, connecting participants' lived experiences to the study's research questions, the quantitative findings and the existing literature on stakeholder participation in CBE implementation.

Consistent with the convergent mixed methods design adopted in this study, the quantitative and qualitative data sets were analyzed independently and subsequently merged at the interpretation stage. The researcher compared and contrasted the statistical trends emerging from the descriptive and inferential analyses of questionnaire data with the thematic findings from the MoE officials' interviews, identifying areas of convergence, complementarity and divergence between the two data sets (Creswell & Plano Clark, 2018). Where quantitative findings indicated statistically significant relationships between stakeholder participation variables and CBE implementation, qualitative themes were used to provide contextual depth and explanatory richness to these relationships. Conversely, where qualitative themes revealed implementation dynamics not captured by the quantitative instruments, these were reported as supplementary insights that enriched the study's overall conclusions. This integration ensured that the final findings offered both the breadth of statistical generalizability and the depth of contextual understanding necessary for a

comprehensive investigation of stakeholder participation in CBE implementation in Migori County.

### 3.10 Ethical Considerations

Ethical considerations in research referred to the system of moral principles and social values that protected the rights of participants and maintained the integrity of the investigative process (Mugenda & Mugenda, 2019; Creswell & Creswell, 2018). This study strictly adhered to the ethical standards established by the National Commission for Science, Technology and Innovation and the internal research governance policies of The Catholic University of Eastern Africa. Prior to any data collection activity, the researcher submitted the complete research proposal for institutional ethical approval and obtained a formal research permit from NACOSTI before engaging any participants in Migori County.

Informed Consent and Voluntary Participation: The researcher provided a transparent explanation of the research goals, the nature of the data to be collected and the intended use of findings to all teachers, parents, BOM members and MoE officials prior to their participation. Each participant was required to sign a formal informed consent form confirming their voluntary involvement. Participants were further notified of their unqualified right to withdraw from the study at any point without penalty or negative consequence, in full accordance with the principle of voluntary participation (Trochim, 2008).

Anonymity and Use of Pseudonyms: Participants were not required to provide their names, telephone numbers or any other personally identifying information on the questionnaires, interview guides or any other data collection instruments (Theodorah, 2026). Instead, all participants were assigned unique pseudonyms and identification codes for

example, Teacher P1, Parent R1, BOM Member B1 and MoE Official M1 which were used consistently during data entry, analysis and reporting. This approach protected participant identity, fostered a sense of security among respondents and encouraged honest and objective feedback on CBE implementation challenges without fear of personal identification or professional repercussion (Creswell & Creswell, 2018).

Confidentiality and Data Security: The researcher implemented robust data security measures throughout the study. Completed paper questionnaires were kept in a locked cabinet accessible only to the researcher, while digital data including scanned instruments, SPSS data files and interview audio recordings and transcripts were stored on a password-protected laptop and backed up to an encrypted cloud storage account accessible only to the researcher. Interview audio recordings were transcribed and then securely deleted from the recording device. Research assistants engaged during data collection were supervised directly and were not granted independent access to completed instruments or raw data files. All data will be retained for a period of five years after the completion of the study, consistent with CUEA's research data retention policy, after which physical instruments will be shredded and digital files permanently deleted. Information shared by participants was used exclusively for the academic purposes of this study and was not disclosed to unauthorized parties or used for appraisal, administrative or disciplinary purposes (Punch, 1994).

Avoidance of Deception and Academic Integrity: The researcher strictly observed the principle of avoiding deception by maintaining full transparency regarding the study's academic intent, the identity of the sponsoring institution and the expected contribution of participants' responses to the research findings (Bell & Wray-Bliss, 2011). No participant was misled about the nature or purpose of the study at any stage of the research process.

Member-checking was conducted with MoE official participants following the analysis of interview data, allowing them to review and validate the researcher's thematic interpretations before final conclusions were drawn (Trochim, 2008; Lincoln & Guba, 2011). The researcher further ensured full academic honesty by verifying that all sources cited in the study were accurately recorded in the reference list and that the work adhered strictly to anti-plagiarism standards as required by CUEA and NACOSTI guidelines.

Prior to commencing data collection, the researcher obtained formal ethical approval for the study. Institutional ethical clearance was granted by The Catholic University of Eastern Africa's Research Ethics Committee, confirming that the study design, instruments and participant-protection procedures met the university's ethical research standards (see Appendix IX). A research permit authorizing data collection in Migori County was subsequently obtained from the National Commission for Science, Technology and Innovation (NACOSTI) (see Appendix X), and further research authorization was secured from the Migori County Commissioner's office (see Appendix XI). No data collection activity commenced until all three approvals had been obtained.

# CHAPTER FOUR

# PRESENTATION, DISCUSSION AND INTERPRETATION OF FINDINGS

## 4.1 Introduction

This chapter presents, analyses and interprets the data collected in response to the study's five research questions on the influence of stakeholder participation on the effective implementation of Competency-Based Education in public Comprehensive Schools in Migori County, Kenya. The data were obtained from four categories of respondents: teachers, parents, School Board of Management members and Ministry of Education officials through semi-structured questionnaires, key informant interviews and document analysis. Quantitative data were analyzed using descriptive and inferential statistics, while qualitative data from interviews and documents were subjected to thematic analysis and content analysis respectively. The findings presented in this chapter constitute the empirical basis upon which conclusions and recommendations are drawn in Chapter Five.

The chapter is organized into ten sections: preliminary results and return rates (4.1–4.2), respondent demographics (4.3), findings on each of the four stakeholder variables and their influence on effective CBE implementation (4.4–4.7), strategic measures identified by stakeholders (4.8), hypothesis testing through regression, t-test and ANOVA (4.9), and document analysis findings across institutional records (4.10), consistent with the convergent mixed methods design adopted for the study (Creswell & Plano Clark, 2018).

### 4.1.1 Pilot Testing Results and Instrument Reliability

Prior to the main data collection exercise, instruments were pilot tested in six public Comprehensive Schools in Migori County that were not included in the main study sample. A total of 39 respondents participated, comprising 16 teachers, 8 parents and 15 Board of

Management members. Cronbach's alpha coefficients computed for all nine thematic sections across the three questionnaires ranged from 0.712 to 0.854, all exceeding the acceptable threshold of 0.70 (George & Mallery, 2003), confirming satisfactory internal consistency following instrument revision. Full pilot testing results, including the item-level reliability table and a summary of instrument revisions made, are presented in Appendix VIII.

### 4.2 Instruments Return Rate

The return rate refers to the proportion of administered instruments that were duly completed and returned by respondents relative to the total number distributed to the sampled population. A high return rate is critical in minimizing non-response bias and strengthening the representativeness and reliability of research findings (Mugenda & Mugenda, 2019). Table 3 presents a summary of the questionnaire and interview guide return rates disaggregated by respondent category.

**Table 3**

***Questionnaire Return Rate by Respondent Category***

| Respondent Category | Sample Size | Instruments Returned | Return Rate (%) |
|---|---|---|---|
| Teachers | 161 | 149 | 92.5% |
| Parents | 81 | 81 | 100.0% |
| Board of Management Members | 153 | 139 | 90.8% |
| MOE Officials | 10 | 8 | 80% |
| **TOTAL** | 405 | **377** | **93.4%** |

*Source: Field Data (2026)*

As shown in Table 3, a total of 377 questionnaires and interview responses were successfully completed and returned out of 405 distributed across all four respondent

categories, yielding an overall return rate of 93.4%. This rate substantially exceeds the 70% minimum threshold widely recommended as acceptable for survey-based research (Mugenda & Mugenda, 2019), affirming that the data collected are sufficiently representative to support both descriptive and inferential statistical analysis.

Among the three questionnaire-based respondent categories, parent respondents recorded a perfect return rate of 100.0%, with all 81 distributed questionnaires returned in full. This exceptional response may be attributed to the purposive sampling strategy employed, which specifically targeted class representative parents who were actively engaged in school activities and were therefore more accessible and motivated to participate. Teacher respondents recorded a return rate of 92.5%, with 149 of the 161 distributed questionnaires returned, while BOM member respondents recorded a return rate of 90.8%, with 139 of the 153 distributed questionnaires returned. The marginal difference between the teacher and BOM return rates, while negligible, may reflect the administrative and governance demands on BOM members, some of whom may not have been readily available during the scheduled school visits.

With respect to the qualitative strand of the study, 8 of the 10 purposively sampled Ministry of Education officials participated in key informant interviews, representing a return rate of 80.0%. The two officials who did not participate were unavailable during the data collection period due to official engagements and administrative obligations at the national level. Despite this, the 80.0% participation rate among MoE key informants is considered adequate, as the eight officials who participated represented diverse sub-county jurisdictions and administrative designations across Migori County, including Sub-County Education Officers from seven of the eight sub-counties and the County Quality Assurance

and Standards Officer, providing comprehensive coverage of the qualitative dimension of the study. Collectively, the high response rates recorded across all four respondent categories demonstrate the effectiveness of the data collection procedures adopted and provide a robust empirical foundation for the findings presented in the subsequent sections of this chapter.

## 4.3 Demographic Characteristics of Respondents

This covers the demographic characteristics of all 377 respondents including 49 teachers, 81 parents, 139 BOM members and eight (8) MOEs. Table 5 presents the common demographic variables across all three respondent groups, while Tables 6, 7 to 8 provide group-specific background information.

### 4.3.1 Demographic Characteristics of All Respondents

This sub-section presents the demographic background characteristics common to all three respondent groups teachers, parents and School Board of Management members who participated in the study. The demographic variables examined include gender, age bracket, highest level of education attained and CBE training or awareness status. These characteristics are presented in Table 4 to provide a comprehensive profile of the 369 respondents who contributed data to this study.

**Table 4**

***Combined Demographic Characteristics of All Respondents except MOE***

| Variable | Category | Teachers (n=149) | | Parents (n=81) | | BOM Members (n=139) | |
|---|---|---|---|---|---|---|---|
| | | F | % | F | % | F | % |
| Gender | Female | 78 | 52.7% | 40 | 49.4% | 61 | 43.9% |
| | Male | 70 | 47.3% | 41 | 50.6% | 78 | 56.1% |
| **Total** | | **148** | **100.0%** | **81** | **100.0%** | **139** | **100.0%** |
| Age Bracket | 20–30 years | 19 | 12.8% | 13 | 16% | 6 | 4.3% |
| | 31–40 years | 76 | 51.4% | 30 | 37% | 43 | 30.9% |
| | 41–50 years | 45 | 30.4% | 31 | 38.3% | 61 | 43.9% |
| | Above 50 years | 8 | 5.4% | 7 | 8.6% | 29 | 20.9% |
| **Total** | | **148** | **100.0%** | **81** | **100.0%** | **139** | **100.0%** |
| Highest Level of Education | Secondary and below | 0 | 0% | 18 | 22.2% | 36 | 26.1% |
| | Certificate/Diploma | 64 | 43.2% | 31 | 38.3% | 38 | 27.5% |
| | Bachelor's/University Degree | 71 | 48% | 32 | 39.5% | 54 | 39.1% |
| | Master's Degree | 11 | 7.4% | 0 | 0% | 0 | 0% |
| | PhD/Postgraduate | 2 | 1.4% | 0 | 0% | 10 | 7.2% |
| **Total** | | **148** | **100.0%** | **81** | **100.0%** | **138** | **100.0%** |
| Received CBE Training / Awareness | Yes | 136 | 91.3% | 74 | 91.4% | 98 | 70.5% |
| | No | 13 | 8.7% | 7 | 8.6% | 41 | 29.5% |
| **Total** | | **149** | **100.0%** | **81** | **100.0%** | **139** | **100.0%** |

*Source: Field Data (2026)*

As presented in Table 4, the gender distribution reveals that female teachers constituted the majority of the teacher respondent group at 52.7% (f=78), compared to their male counterparts at 47.3% (f=70). Among parent respondents, males were slightly more represented at 50.6% (f=41) compared to females at 49.4% (f=40). BOM member respondents recorded the most pronounced gender disparity, with males constituting 56.1% (f=78) and females 43.9% (f=61). The female majority among teacher respondents is

consistent with the broader feminisation of the primary and junior secondary teaching workforce in Kenya, a pattern that is aligned with government policy efforts to mainstream female participation in the education profession (Wafula, 2024). However, the male dominance recorded among BOM members, at 56.1%, raises concerns about the inclusiveness of school governance structures under the CBE framework. Mwalimu et al. (2024) found in Mombasa County that resource allocation decisions in public schools were often influenced by the demographic composition of the board, with male-dominated boards demonstrating different resource prioritisation patterns compared to more gender-balanced structures. Within the context of Systems Theory (Von Bertalanffy, 1968), the gender imbalance in BOM composition represents a structural gap in the governance subsystem of the school, one that may limit the diversity of perspectives brought to bear on CBE implementation decisions, particularly in areas such as parental engagement and community sensitisation.

Regarding age bracket, Table 4 reveals that the majority of teacher respondents fell within the 31 to 40 years age bracket at 51.4% (f=76), while BOM members were predominantly aged 41 to 50 years at 43.9% (f=61), with 20.9% aged above 50 years — the highest proportion of older respondents across all three groups. The mid-career and late-career concentration of respondents across all three stakeholder groups is significant in the context of CBE implementation, as Byiringiro et al. (2023) established in Rwanda that educators with considerable professional experience who participated actively in curriculum reform planning exhibited significantly higher levels of instructional resourcefulness and professional ownership. Curriculum Implementation Theory, as developed by Gross (1971), identifies participant motivation as one of the five critical success factors in curriculum

reform, and the study's age profile suggests that the teacher and BOM respondent groups possess the professional maturity and institutional memory that, when properly channelled, can significantly drive implementation momentum. The higher proportion of BOM members aged above 50 years (20.9%) compared to teachers (5.4%) and parents (8.6%) also indicates that school governance in the sampled Comprehensive Schools is predominantly exercised by older and more senior community figures, a finding that calls for targeted capacity development initiatives to ensure that governance competence keeps pace with the curriculum's evolving demands.

With respect to the highest level of education, Table 5 shows that among teachers, a Bachelor's or University Degree was the most prevalent qualification at 48.0% (f=71), with no teacher holding only secondary-level education. Among BOM members, 26.1% (f=36) held only secondary-level education or below, constituting the most educationally diverse governance group. Mwalimu et al. (2024) established in Mombasa County that resource allocation was often sub-optimal when board members lacked professional qualifications in financial management, with funds frequently diverted from instructional resources to administrative costs. Mbogo and Murugi (2023) similarly found in Mbeere North that boards lacking formally trained leadership were unable to effectively perform their role as facilitators of curriculum reform, concluding that without a trained governance leadership, boards cannot drive the institutional change that CBE requires. Gross (1971) identified organisational support as a critical determinant of implementation success, and the 26.1% of BOM members with only secondary-level education represents a structural gap in this organisational support system that directly constrains the board's capacity to make informed, evidence-based CBE governance decisions across the sampled schools.

Regarding CBE training and awareness, Table 4 indicates that 91.3% (f=136) of teacher respondents had received formal CBC or CBE training, while parent respondents recorded a near-identical rate of 91.4% (f=74) reporting awareness of the CBE framework. BOM members, however, recorded a markedly lower rate of CBE governance training at 70.5% (f=98), with 29.5% (f=41) reporting no training whatsoever. The 20.9 percentage point gap between the CBE training rates of teachers and parents on one hand and BOM members on the other is a significant finding, revealing that almost one in three BOM members had not received any formal orientation on their governance responsibilities under the CBE framework. Babatimehin et al. (2025) found in Nigerian secondary schools that approximately 63.9% of school administration had low knowledge of key professional development issues owing to inadequate and uncoordinated capacity development programmes, a pattern that mirrors the BOM training deficit identified in this study. Karua et al. (2025) further established in Nyandarua County that short-term, top-down training interventions were insufficient to facilitate the deep institutional shift required for successful curriculum delivery, a conclusion that has particular resonance for the 29.5% of BOM members who reported receiving no CBE governance training at all. This preparedness deficit raises serious questions about the capacity of boards to drive CBE implementation strategically, particularly in areas such as infrastructure planning, teacher professional development support and stakeholder consultation, and strengthens the study's recommendation that structured CBE governance training for BOM members should be institutionalised as a mandatory condition of board membership rather than an optional professional development activity.

### 4.3.2 Teacher Background Characteristics

The researcher wanted to know the professional background characteristics that are specific to the 149 teacher respondents who participated in the study. The variables covered include professional designation, teaching experience, the grade level at which teachers are currently teaching and the number of CBC or CBE training sessions attended. These characteristics are presented in Table 5.

**Table 5**

***Teacher - Background Data***

| Variable | Category | Frequency | Percentage |
|---|---|---|---|
| Professional Designation | Assistant Teacher | 79 | 53.4% |
| | Senior Teacher | 39 | 26.4% |
| | Head of Subject/Department | 19 | 12.8% |
| | Deputy Headteacher | 11 | 7.4% |
| **Total** | | **148** | **100.0%** |
| Teaching Experience | Below 5 years | 28 | 18.9% |
| | 5–10 years | 52 | 35.1% |
| | 11–20 years | 59 | 39.9% |
| | Above 20 years | 9 | 6.1% |
| **Total** | | **148** | **100.0%** |
| Teaching Level | Lower Primary (Grades 1–3) | 28 | 19.2% |
| | Upper Primary (Grades 4–6) | 69 | 47.3% |
| | Junior School (Grades 7–9) | 49 | 33.6% |
| **Total** | | **146** | **100.0%** |
| CBC/CBE Training Sessions | One | 38 | 26.6% |
| | Two | 51 | 35.7% |
| | Three | 22 | 15.4% |
| | Four or more | 32 | 22.4% |
| **Total** | | **143** | **100.0%** |

*Source: Field Data, 2026*

As shown in Table 5, regarding professional designation, the majority of teacher respondents held the position of Assistant Teacher at 53.4% (f=79), followed by Senior Teachers at 26.4% (f=39), Heads of Subject or Department at 12.8% (f=19) and Deputy Headteachers at 7.4% (f=11). The dominance of frontline classroom teachers in the respondent group ensures that the study captures the lived instructional realities of CBE delivery at the point of direct learner interaction. Gross (1971) identified teacher capability as the most decisive of the five factors in curriculum implementation, arguing that even the most clearly articulated curriculum framework fails to produce learning outcomes if the educators delivering it lack the pedagogical capacity and professional confidence to translate policy intentions into classroom practice. The predominance of Assistant Teachers in the sample therefore makes the study's findings on teacher participation particularly relevant, as this cadre bears the greatest direct instructional responsibility for CBE delivery in public Comprehensive Schools across Migori County.

With respect to teaching experience, Table 5 reveals that 39.9% (f=59) of teacher respondents had between 11 and 20 years of experience, followed by those with 5 to 10 years at 35.1% (f=52). Cumulatively, 75.0% of teacher respondents had between 5 and 20 years of teaching experience, indicating that the majority of respondents possessed considerable classroom experience predating the introduction of the Competency-Based Curriculum in 2017 and therefore had a comparative frame of reference between the former 8-4-4 system and the current CBE framework. Maluha et al. (2024) established in Vihiga County that despite teachers' awareness of learner-centred methodologies, many persisted with traditional teacher-centred instruction owing to limited practical preparation, and that the depth of this pedagogical inertia was particularly pronounced among educators who had

spent the majority of their careers under the 8-4-4 system. The experience profile of the teacher respondents in this study with 75.0% having been shaped professionally by the former system provides important context for interpreting findings on pedagogical adaptation and resistance to CBE implementation in the subsequent sections of this chapter.

Regarding the grade level currently taught, Table 5 shows that 47.3% (f=69) of teacher respondents were teaching at the Upper Primary level, while 33.6% (f=49) were at the Junior School level and 19.2% (f=28) at Lower Primary. The substantial representation of Junior School teachers at 33.6% is particularly significant given that the Junior Secondary tier represents the newest and most structurally complex addition to the Comprehensive School framework under the 2-6-3-3 system. Kiptoo (2024) found in Bomet County that 78% of teachers in JSS identified overcrowded classrooms as a major constraint while 92% noted the absence of laboratories and ICT facilities, confirming that the Junior School level presents the most acute implementation challenges of all three instructional tiers. Mutua et al. (2025) similarly established in Machakos County that while teachers at all levels demonstrated instructional resourcefulness in the absence of adequate materials, this resourcefulness was most strained at the junior secondary level where the curriculum's practical and technology-based demands exceeded the adaptive capacity of available resources. The representation of teachers across all three instructional tiers ensures that the study captures CBE implementation experiences from educators operating at different stages of the curriculum delivery continuum.

Concerning the number of CBC or CBE training sessions attended, Table 5 indicates that 35.7% (f=51) of teacher respondents had attended two sessions, 26.6% (f=38) had attended only one session, 15.4% (f=22) had attended three sessions and 22.4% (f=32) had

attended four or more sessions. The finding that 26.6% of teachers had attended only a single CBE training session is particularly concerning given the complexity and depth of pedagogical transformation that effective CBC implementation demands. Bingham et al. (2021) established in the United States that while initial training provided teachers with a conceptual overview of CBE, educators required ongoing, hands-on support to effectively design personalized learning pathways and conduct competency-based assessments, confirming that a single orientation workshop is fundamentally inadequate for the instructional transformation that CBE requires. Kasuga and Kalolo (2025) similarly found in Tanzania that 79.4% of teachers acknowledged inadequate training on adapting their instructional methods to meet CBC requirements, attributing this to a disconnect between the content of training sessions and the practical realities of classroom implementation. Namaalwa et al. (2025) corroborated these findings in Uganda, where 60% of teachers continued to rely on traditional lecture methods because their training had focused more on theoretical aspects than practical classroom application. Systems Theory (Von Bertalanffy, 1968) frames this training deficit as a systemic failure in the input subsystem of the school system, where insufficient professional development investment at the point of teacher preparation cascades into compromised instructional quality at the point of learner interaction. This finding reinforces the study's recommendation for a transition to school-embedded, sustained continuous professional development as opposed to the episodic workshop model that has characterized the CBC rollout to date.

### 4.3.3 Parent Background Characteristics

The researcher further went ahead to get the background characteristics specific to the 81 parent and guardian respondents who participated in the study. The variables

examined include the respondents' relationship to the learner, their occupational status, the grade level at which their child or ward is currently enrolled and whether they had attended any school-level CBE sensitization meeting. These characteristics are presented in Table 6.

**Table 6**

***Parent Background Data***

| Variable | Category | Frequency | Percentage |
|---|---|---|---|
| Relationship to Learner | Parent | 61 | 76.2% |
| | Guardian | 19 | 23.8% |
| **Total** | | **80** | **100.0%** |
| Occupation | Employed (formal) | 37 | 45.7% |
| | Self-employed | 24 | 29.6% |
| | Farmer | 13 | 16.0% |
| | Casual labourer | 2 | 2.5% |
| | Unemployed | 5 | 6.2% |
| **Total** | | **81** | **100.0%** |
| Grade Level of Child | Lower Primary (Grades 1–3) | 32 | 39.5% |
| | Upper Primary (Grades 4–6) | 30 | 37.0% |
| | Junior School (Grades 7–9) | 19 | 23.5% |
| **Total** | | **81** | **100.0%** |
| Attended CBE Sensitization Meeting | Yes | 64 | 79.0% |
| | No | 17 | 21.0% |
| **Total** | | **81** | **100.0%** |

*Source: Field Data, 2026*

Regarding the relationship to the learner, Table 6 reveals that 76.2% (f=61) of respondents were biological parents while 23.8% (f=19) were guardians. The guardian proportion of nearly one in four respondents reflects the diverse family structures within which learners in the sampled Comprehensive Schools are raised and has important

implications for the study's findings on home-based learning support. Ayako et al. (2024) established in Nairobi County that the increased demand for home-based CBE support was creating significant stress among caregivers, and that those who managed to engage effectively saw improved academic success for their children. The presence of guardians — who may include grandparents, aunts, uncles and older siblings in the parent respondent group introduces important variability in the capacity and willingness of home-based caregivers to fulfil the active co-educator role envisaged by the CBC Policy Framework. Gross (1971) identified participant motivation as one of the five critical factors in curriculum implementation, and the motivation of guardians to engage with CBE activities at home may differ substantially from that of biological parents, a distinction that has implications for the depth and sustainability of home-based learning support across the sampled schools.

With respect to occupational status, Table 6 shows that 45.7% (f=37) of parent respondents were formally employed, 29.6% (f=24) self-employed and 16.0% (f=13) farmers. Those engaged in farming, casual labour or unemployment collectively accounted for 24.7% of parent respondents, indicating that approximately one in four parents in the sampled schools faces economic conditions that may constrain their capacity to provide consistent financial and material support for their children's CBE learning activities. Njeruli and Kirimi (2023) established in Tharaka South Sub-County that parents in schools with low financial capacity struggled significantly with the material provision demands of CBC, while those who were empowered and engaged as co-investors in their children's education produced markedly better implementation outcomes. The OECD (2024) report corroborated this finding, demonstrating that students from households with high material provision performed 12% better on digital literacy competencies than those in the bottom quartile of

provision. Systems Theory (Von Bertalanffy, 1968) situates parental material provision as a critical input to the school system, and the finding that 24.7% of parents are in economic positions that limit their contribution to this input has significant implications for the equity and sustainability of CBE implementation across the sampled Comprehensive Schools.

Regarding the grade level of the respondents' child, Table 6 shows that 39.5% (f=32) had children in Lower Primary, 37.0% (f=30) in Upper Primary and 23.5% (f=19) in the Junior School level. The representation of parents across all three instructional tiers ensures that the parental perspectives captured in this study reflect the full CBE delivery continuum. The 23.5% of parents with children at the Junior School level is particularly relevant given the unique parental engagement challenges that the JSS tier introduces. Wachira et al. (2025) established in Nyeri County that consistent and bidirectional communication between headteachers and parents was pivotal for learners at the junior secondary level to acquire practical skills such as communication and critical thinking, confirming that parental engagement at this tier requires more structured and deliberate facilitation than at the primary levels. These findings suggest that the study's parent respondent sample is appropriately positioned to provide insights across the full scope of CBE engagement demands.

Concerning attendance at CBE sensitization meetings, Table 6 indicates that 79.0% (f=64) of parent respondents had attended at least one school-level CBE sensitisation meeting, while 21.0% (f=17) had not attended any. While the majority of parents had accessed at least one CBE awareness forum, the finding that one in five parents had not been reached by any sensitization initiative reveals a persistent gap in the inclusiveness of parent engagement strategies. Chepkwony et al. (2025) found in Baringo Central Sub-County that parental training significantly improved the attitudinal support parents provided, leading to

more positive home learning environments, while parents who remained uninformed about the curriculum's rationale were more likely to maintain resistance rooted in attachment to the former examination-oriented 8-4-4 system. Ahmed et al. (2025) established a positive correlation of r = 0.658 between stakeholder attitudinal support and CBC implementation success in Garissa County, confirming that awareness and training are direct predictors of the quality of parental engagement. The 21.0% of parents who had not attended any sensitization meeting therefore represent a segment of the parent population whose attitudinal support for CBE is at risk of remaining underdeveloped, with direct consequences for the home-based learning support that the curriculum's co-educational model demands.

### 4.3.4 BOM Member Background Characteristics

This sub-section presents the governance-specific background characteristics of the 139 Board of Management member respondents who participated in the study. The variables examined include the respondents' BOM designation, years of service on the board, the type of Comprehensive School in which they serve and the frequency at which their board convenes to discuss CBE implementation matters. These characteristics are presented in Table 7

**Table 7**

***BOM Member Background Data***

| Variable | Category | Frequency | Percentage |
|---|---|---|---|
| BOM Designation | Chairperson | 14 | 10.1% |
| | Treasurer | 35 | 25.4% |
| | Secretary (Headteacher) | 28 | 20.3% |
| | Member | 61 | 44.2% |
| **Total** | | **138** | **100.0%** |
| Years of BOM Service | Below 1 year | 11 | 8.0% |
| | 1–3 years | 57 | 41.3% |
| | 4–6 years | 36 | 26.1% |
| | Above 6 years | 34 | 24.6% |
| **Total** | | **138** | **100.0%** |
| Type of Comprehensive School | Rural | 70 | 51.1% |
| | Peri-urban | 52 | 38.0% |
| | Urban | 15 | 10.9% |
| **Total** | | **137** | **100.0%** |
| BOM Meeting Frequency | Monthly | 22 | 16.2% |
| | Once per term | 76 | 55.9% |
| | Once per year | 33 | 24.3% |
| | Rarely/Never | 5 | 3.7% |
| **Total** | | **136** | **100.0%** |

*Source: Field Data (2026)*

As presented in Table 7, general board Members constituted 44.2% (f=61) of respondents, followed by Treasurers at 25.4% (f=35), Secretaries at 20.3% (f=28) and Chairpersons at 10.1% (f=14). The representation of respondents across all four board designation categories indicates that the governance perspectives captured in this study reflect the full spectrum of board roles, from strategic leadership at the Chairperson level through financial management at the Treasurer level to operational administration at the general membership level. Ogada et al. (2023) established in Nairobi County that only 35%

of boards conducted regular consultative meetings with teachers and parents, attributing this low engagement rate to a failure of governance leadership to foster institutional ownership. Muendo (2024) found in Kisumu that parents who were consulted by the BOM during the planning phase were 50% more likely to provide home-based learning support, confirming that the quality of board-level governance directly influences the responsiveness of other stakeholder groups. Gross (1971) identified organisational support as a central determinant of curriculum implementation success, and the composition of this study's BOM respondent sample drawing from all four designation categories enables a comprehensive assessment of whether this organizational support function is being adequately fulfilled at the governance level.

Regarding years of BOM service, Table 7 reveals that 41.3% (f=57) of respondents were within their first term of service of 1 to 3 years, while 26.1% (f=36) had served for 4 to 6 years and 24.6% (f=34) for above 6 years. The finding that 41.3% of BOM members are in their initial service period, combined with the earlier finding that 29.5% had received no CBE governance training, presents a particularly concerning intersection of inexperience and unpreparedness. Mwalimu et al. (2024) found in Mombasa County that resource allocation was frequently sub-optimal when board members lacked both professional qualifications and service experience, with newer board members particularly prone to diverting institutional resources from instructional priorities to administrative costs. Kibwebwe and Mutilu (2023) similarly established in Mombasa County that boards which prioritized capacity building for personnel saw a 20% higher CBE implementation success rate, affirming that governance experience and institutional knowledge are essential

prerequisites for the strategic oversight role that BOMs are expected to play in driving CBE implementation.

With respect to the type of Comprehensive School served, Table 7 shows that 51.1% (f=70) of BOM respondents were drawn from rural schools, 38.0% (f=52) from peri-urban schools and 10.9% (f=15) from urban schools. This distribution reflects the predominantly rural and semi-rural geographic character of Migori County and confirms that the governance experiences captured in this study are largely representative of schools operating in resource-constrained and geographically dispersed environments. Ngeno (2022) found in Kericho County that ICT integration and resource availability were significantly lower in rural schools compared to urban schools, attributing this disparity to a lack of stable electricity, internet connectivity and proximity to suppliers of educational materials. Within the framework of Systems Theory (Von Bertalanffy, 1968), the rural-urban resource gradient means that the BOM subsystem in rural schools must compensate for greater environmental resource deficits, making the governance competence of rural boards even more critical to CBE implementation success than their urban counterparts.

Concerning the frequency at which the BOM convenes to discuss CBE implementation matters, Table 7 indicates that 55.9% (f=76) of respondents reported once-per-term meetings, 24.3% (f=33) reported once-per-year meetings, 16.2% (f=22) reported monthly meetings and 3.7% (f=5) reported rarely or never meeting on CBE matters. Cumulatively, 28.0% of BOM respondents reported meeting only once per year or rarely or never on CBE matters, indicating that a significant proportion of boards are engaging with the curriculum on a near-absent governance basis. Ogada et al. (2023) found that only 35% of boards in Nairobi County conducted regular consultative meetings with parents and

teachers, interpreting this low frequency as a failure of governance that produces institutional resistance to curriculum reform. Wambua and Tumuti (2024) similarly established in Nairobi that infrastructure development projects were significantly delayed when the Board of Management failed to convene regularly and engage in collaborative planning with school management. The dominant pattern of once-per-term meetings across the sampled Comprehensive Schools in Migori County suggests that CBE governance oversight is occurring at a frequency that is insufficient for the sustained, adaptive institutional management that the curriculum's ongoing evolution requires.

### 4.3.5 Ministry of Education Officials - Specific Background Characteristics

This sub-section presents the demographic and professional background characteristics specific to the eight Ministry of Education officials who participated in the study as key informants. Background information was gathered through a structured demographic section of the key informant interview guide and is presented in Table 8. The key informants comprised officials drawn from different administrative designations and sub-county jurisdictions across Migori County, providing both county-wide and sub-county-specific perspectives on CBE implementation and stakeholder participation.

**Table 8**

***Background Characteristics of Key Informant Respondents***

| KI | Designation | Gender | Age | Education | Service |
|---|---|---|---|---|---|
| **KI-I** | Sub-County Education Officer. | Male | 41–50 | Bachelor's Degree | 11–20 yrs |
| **KI-II** | County Quality Assurance & Standards Officer. | Male | 50+ | PhD | 21+ yrs |
| **KI-III** | Sub-County Education Officer. | Male | 41–50 | Master's Degree | 18 yrs |
| **KI-IV** | Sub-County Education Officer. | Male | 41–50 | Master's Degree | 24 yrs |
| **KI-V** | Sub-County Education Officer. | Male | 41–50 | Master's Degree | 11–20 yrs |
| **KI-VI** | Sub-County Education Officer. | Male | 41–50 | Master's Degree | 14 yrs |
| **KI-VII** | Sub-County Education Officer. | Male | 50+ | Master's Degree | 25 yrs |
| **KI-VIII** | Sub-County Education Officer. | Male | 41–50 | Master's Degree | 16 yrs |

*Source: Field Data (2026)*

Table 8 reveals that the key informant respondent category was exclusively male, with all eight officials representing 100.0% of the group. This finding indicates the complete absence of female representation among the Ministry of Education officials who participated in the interviews, reflecting the gender composition of senior educational administration in Migori County at the time of data collection. With regard to age, six of the eight key informants (75.0%) were in the 41 to 50 years age bracket, while the remaining two officials, KI-II and KI-VII, were aged above 50 years, constituting 25.0% of the group. No key informant was below the age of 41, confirming that all officials who participated in the study were in the senior and late-career stages of their professional lives, consistent with the seniority of the positions they held. Green (2022) observed in a longitudinal study in Uganda

that MoE officials who had accumulated substantial institutional experience were better positioned to sustain high educator morale through transparent communication and consistent resource provision, confirming that the depth of institutional knowledge among senior officials is a meaningful predictor of implementation quality.

Regarding professional designation, seven of the eight key informants (87.5%) held the position of Sub-County Education Officer, each deployed to a distinct sub-county jurisdiction within Migori County, while KI-II served as the County Quality Assurance and Standards Officer, representing 12.5% of the key informant group. This composition ensured that the study captured both the county-wide quality assurance perspective and the sub-county-specific operational perspectives on CBE implementation. With respect to educational qualifications, six out of eight key informants (75.0%) held a Master's Degree as their highest qualification, while KI-I held a Bachelor's Degree (12.5%) and KI-II held a PhD (12.5%). The high proportion of officials with postgraduate qualifications affirms that the participants were academically well-equipped to provide informed and analytically grounded perspectives on CBE implementation. Namuhisa et al. (2024) found that despite the academic credentials of Ministry officials in Kakamega County, only 45% of school administrators perceived Ministry monitoring visits as providing meaningful technical feedback, confirming that formal qualifications alone are insufficient without a supportive institutional framework for systematic and impactful engagement.

Concerning years of service, all eight key informants had accumulated substantial professional experience, with no official reporting fewer than eleven years of service in the Ministry of Education. KI-VII reported the longest service at 25 years, followed by KI-IV at 24 years, KI-II at 21 or more years, KI-III at 18 years, KI-VIII at 16 years, KI-VI at 14 years

and KI-I and KI-V within the 11 to 20 year bracket. The extensive collective professional experience spanning well over 140 years of combined Ministry service ensures that the qualitative data gathered reflects deep institutional knowledge of the education system's evolution from the 8-4-4 framework through to the current CBE framework. Within the framework of Systems Theory (Von Bertalanffy, 1968), these officials occupy a critical feedback loop position within the national education system receiving implementation data from schools and translating it into policy adjustments, resource decisions and professional development coordination at the county and sub-county levels. The depth of their combined experience is therefore not merely a demographic characteristic but a functional determinant of the quality of the MoE oversight subsystem in Migori County's public Comprehensive Schools.

### 4.4 Teacher Participation and Effective CBE Implementation

This section presents findings relating to Research Question 1, which sought to determine the extent to which teacher participation influences the effective implementation of Competency-Based Education in public Comprehensive Schools in Migori County, Kenya. The section draws from quantitative data collected from 149 teacher respondents through a semi-structured questionnaire organized into two sub-sections, and is supplemented by qualitative perspectives from key informant interviews. Table 9 presents the frequency and percentage distribution of teacher responses on each item, together with item-level means and standard deviations.

**Table 9**

***Frequency Distribution, Teacher Participation in CBE Implementation***

| Statement | SA | A | UD | D | SD | Mean | SD |
|---|---|---|---|---|---|---|---|
| (i). Pedagogy shifted from teacher-centred to learner-centred. | **45** | **82** | **8** | **10** | **2** | **4.07** | **0.87** |
| | *30.6%* | *55.8%* | *5.4%* | *6.8%* | *1.4%* | *n=147* | |
| (ii). Professional development sessions insufficient for CBE demands (R) | **24** | **61** | **18** | **43** | **3** | **3.4** | **1.12** |
| | *16.1%* | *40.9%* | *12.1%* | *28.9%* | *2.0%* | *n=149* | |
| (iii). Fully confident in designing competency-based assessments | **36** | **83** | **14** | **14** | **2** | **3.92** | **0.91** |
| | *24.2%* | *55.7%* | *9.4%* | *9.4%* | *1.3%* | *n=149* | |
| (iv). Struggle to develop instructional materials from local resources (R) | **8** | **88** | **20** | **25** | **8** | **3.42** | **1** |
| | *5.4%* | *59.1%* | *13.4%* | *16.8%* | *5.4%* | *n=149* | |
| (v). Regularly integrate ICT tools into teaching and learning | **21** | **66** | **13** | **46** | **2** | **3.39** | **1.11** |
| | *14.2%* | *44.6%* | *8.8%* | *31.1%* | *1.4%* | *n=148* | |
| (vi). Training enables differentiation for diverse learning needs | **29** | **97** | **11** | **11** | **1** | **3.95** | **0.79** |
| | *19.5%* | *65.1%* | *7.4%* | *7.4%* | *0.7%* | *n=149* | |
| (vii). Difficulty interpreting CBE curriculum learning outcomes (R) | **8** | **50** | **10** | **72** | **9** | **2.84** | **1.12** |
| | *5.4%* | *33.6%* | *6.7%* | *48.3%* | *6.0%* | *n=149* | |
| (viii). Cluster-based training improved collaborative teaching skills | **28** | **96** | **9** | **13** | **0** | **3.95** | **0.78** |
| | *19.2%* | *65.8%* | *6.2%* | *8.9%* | *0.0%* | *n=146* | |
| (ix). Lack technical skills to record and manage assessment data (R) | **1** | **40** | **13** | **82** | **13** | **2.56** | **1** |
| | *0.7%* | *26.8%* | *8.7%* | *55.0%* | *8.7%* | *n=149* | |
| (x). CPD made me more resourceful and confident CBE practitioner | **36** | **93** | **8** | **8** | **4** | **4** | **0.87** |
| | *24.2%* | *62.4%* | *5.4%* | *5.4%* | *2.7%* | *n=149* | |

*Source: Field Data (2026) Key: SA = Strongly Agree | A = Agree | UD = Undecided | D = Disagree | SD = Strongly Disagree | (R) = Reverse-scored item.*

*Upper rows show frequencies (f); lower rows (italics) show percentages (%); Mean and SD on 5-point scale (SA=5, SD=1).*

With reference to Table 9, item (x), which stated that continuous professional development has made teachers more resourceful and confident CBE practitioners, recorded

M=4.00, SD=0.87 in the High range. A combined 86.6% of respondents agreed or strongly agreed 62.4% agreeing (f=93) and 24.2% strongly agreeing (f=36) confirming a broad teacher perception of CPD as a significant contributor to their professional effectiveness in CBE delivery. Only 8.1% disagreed. Systems Theory (Von Bertalanffy, 1968) identifies professional development as a critical input to the teacher subsystem of the school, arguing that when this input is adequately provided, it strengthens the system's capacity to transform policy directives into competent learner outputs. Mulatya et al. (2024) established in Makueni County that participation in continuous professional development significantly enhanced educators' ability to deliver competitive and relevant education, with structured capacity building improving learner acquisition of skills and knowledge by approximately 15% compared to institutions with infrequent training. Ali et al. (2025) further established in Garissa County that training adequacy significantly predicted teacher satisfaction and policy uptake ($p < 0.05$), confirming that when educators perceive their CPD as substantive, their psychological readiness and commitment to the pedagogical shift increase significantly. The high mean on item (x) therefore validates the positive impact of CPD investment on teacher professional identity and CBE delivery capacity in the sampled Comprehensive Schools.

As shown in Table 9, item (vi), which stated that training received has enabled teachers to differentiate instruction for diverse learning needs, recorded M=3.95, SD=0.79, also in the High range. A combined 84.6% agreed or strongly agreed 65.1% agreeing (f=97) and 19.5% strongly agreeing (f=29). The lowest standard deviation in the section (SD=0.79) indicates the highest degree of inter-respondent consensus, suggesting that differentiation-enabling training has been broadly and consistently experienced across the teacher sample.

Gross (1971) identified organizational support as one of the five pillars of curriculum implementation success, and training that equips teachers with differentiation strategies represents a concrete expression of this support at the classroom level. Karua et al. (2025) found in Nyandarua County that although teachers were aware of CBC tenets, they felt significantly underprepared to adapt their instructional approaches to accommodate learners with diverse needs, attributing this gap to short-term, top-down training interventions. That 84.6% of teachers in the present study affirmed differentiation-enabling training represents an improvement over the Nyandarua pattern and suggests that some training sessions in Migori County have moved beyond theoretical orientation to address practical differentiation strategies. Bingham et al. (2021) similarly established in the United States that while initial CBE training provided educators with a conceptual overview, teachers who received sustained, hands-on support demonstrated significantly higher capacity to design personalized learning pathways for diverse learners.

According to Table 9, item (viii), which stated that cluster-based training has improved collaborative teaching skills among teachers, recorded M=3.95, SD=0.78 in the High range. A combined 85.0% agreed or strongly agreed 65.8% agreeing (f=96) and 19.2% strongly agreeing (f=28). No respondent strongly disagreed and only 8.9% disagreed, indicating near-universal recognition of the positive impact of cluster-based collaborative professional development. Systems Theory (Von Bertalanffy, 1968) conceptualizes collaborative professional learning as a critical feedback mechanism within the teacher subsystem, enabling educators to correct pedagogical errors through peer interaction rather than waiting for external supervisory intervention. The OECD (2024) affirmed this principle, identifying that top-down training often fails to engage teachers effectively, whereas models

that empower local schools and teacher clusters to carry out systematic improvements show higher rates of curriculum uptake. Byiringiro et al. (2023) established in Rwanda that educators who participated actively in collaborative planning sessions exhibited significantly higher levels of instructional resourcefulness and demonstrated superior efficiency in utilizing limited institutional infrastructure. The strong agreement with item (viii) in the study suggests that cluster-based training has served as an important professional solidarity mechanism that partially compensates for the resource and staffing deficits documented in Migori County's public Comprehensive Schools.

With reference to Table 9, item (iii), which stated that teachers are fully confident in designing and conducting competency-based assessments, recorded M=3.92, SD=0.91 in the High range. A combined 79.9% agreed or strongly agreed 55.7% agreeing (f=83) and 24.2% strongly agreeing (f=36). A minority of 10.7% disagreed or strongly disagreed, indicating that while the broad majority of teachers reported assessment design confidence, a notable proportion acknowledged a gap in this critical CBE competence. Gross (1971) specifically identifies teacher capability as the most decisive implementation factor, and assessment design literacy the ability to translate learning outcomes into valid, competency-rated assessment instruments constitutes the most technically demanding dimension of CBE teacher capability. Nabi (2022) established in Cameroon a significant positive correlation between assessment literacy and the successful delivery of the CBC, while simultaneously revealing a critical deficiency in technical skills among many teachers regarding rubric design and authentic assessment execution. Ashiali (2022) similarly found in Taveta Sub-County that although educators comprehended formative assessment theory, they experienced difficulties with practical tasks such as rubric development and maintenance of

individual student competency records, attributing this to assessment fatigue driven by high documentation demands. The 10.7% of teachers who disagreed with item (iii) in the present study likely reflects this same practitioner reality, where theoretical confidence in assessment design does not always translate into the sustained, high-quality competency documentation that the CBC requires.

As shown in Table 9, item (iv), which stated that teachers struggle to develop instructional materials from locally available resources (reverse-scored), recorded M=3.42, SD=1.00 in the High range. A combined 64.5% of respondents agreed or strongly agreed with this reverse item 59.1% agreeing (f=88) and 5.4% strongly agreeing (f=8) indicating that the majority of teachers acknowledged difficulty in developing instructional resources from the local environment, a core expectation of the CBE framework. Curriculum Implementation Theory (Gross, 1971) identifies the availability of materials as a central precondition for curriculum implementation success, arguing that when instructional resources are absent, the burden shifts to teachers to improvise a demand that not all educators can consistently meet. Muzvondiwa and Gudyanga (2024) established in Zimbabwe that teachers frequently demonstrated high levels of instructional resourcefulness by improvising teaching aids from locally available materials but that these individual efforts were uncoordinated and suffered from a distinct lack of strategic institutional backing from school management. Mutua et al. (2025) similarly found in Machakos County that teachers who were resourceful in utilizing the immediate environment for learning activities achieved better learner skill acquisition, but only when their efforts were structurally supported by the Board of Management. The 64.5% agreement with this reverse item in the study confirmed that the improvisation burden on teachers in Migori County is real, widespread and not

adequately supported by the institutional frameworks that Gross (1971) identified as essential for sustainable curriculum delivery.

According to Table 9, item (ii), which stated that professional development sessions have been insufficient for the demands of CBE (reverse-scored), recorded M=3.40, SD=1.12 in the Moderate range. A combined 57.0% agreed or strongly agreed with this reverse item 40.9% agreeing (f=61) and 16.1% strongly agreeing (f=24) indicating that more than half of teacher respondents perceived their professional development as inadequate relative to what effective CBE delivery requires. A total of 30.9% disagreed with this concern and 12.1% were undecided. Babatimehin et al. (2025) found in Nigerian secondary schools that approximately 63.9% of teachers had low knowledge of key professional development issues due to infrequent and uncoordinated in-service training programmes, reinforcing the view that episodic training is structurally insufficient for the depth of pedagogical transformation that CBE demands. Kasuga and Kalolo (2025) similarly established in Tanzania that 79.4% of teachers acknowledged inadequate training on adapting their instructional methods to meet CBC requirements, resulting in a disconnect between curriculum intentions and actual classroom practice. Systems Theory (Von Bertalanffy, 1968) frames this inadequacy as an input deficiency that cascades through the entire school system when the professional development input is insufficient, the instructional process is weakened, and the learner competency output falls short of policy expectations. The 57.0% agreement with this reverse item therefore points to a systemic failure in the professional development pipeline that must be addressed at the Ministry level to strengthen the teacher participation subsystem across Migori County's Comprehensive Schools.

With reference to Table 9, item (v), which stated that teachers regularly integrate ICT tools into teaching and learning, recorded M=3.39, SD=1.11 in the Moderate range. A combined 58.8% agreed or strongly agreed 44.6% agreeing (f=66) and 14.2% strongly agreeing (f=21). However, 32.5% of respondents disagreed or strongly disagreed, reflecting a significant proportion of teachers who were unable to integrate ICT tools into daily instructional practice. The relatively high standard deviation of 1.11 reflects substantial variability in ICT access and use across the sampled schools. Gross (1971) identifies the availability of materials as a critical implementation factor, and ICT equipment constitutes the most technologically advanced category of instructional material in the CBC framework. Yusuf (2023) found in Uganda that while 85% of teachers had a positive attitude toward ICT, only 30% actually integrated digital tools into their lessons due to inadequate training on pedagogical ICT application and a pervasive lack of stable internet connectivity, demonstrating that willingness alone is insufficient without infrastructure and technical retooling. Deng (2025) established in China that ICT integration was often treated as a peripheral activity rather than a core pedagogical tool because training did not address how to use technology to facilitate student-led discovery. Gichuru (2024) found in Nyeri County that 85.2% of JSS teachers reported inadequate access to teaching technologies, a statistic closely mirroring the 32.5% disagreement rate in this study when considered alongside the infrastructure gap documented by the key informants. Ngeno (2022) further established in Kericho County that ICT integration was significantly lower in rural schools due to a lack of stable electricity and internet connectivity, a structural constraint directly applicable to the majority of Migori County's Comprehensive Schools, which are predominantly rural as confirmed by the background data in Table 7.

As shown in Table 9, item (vii), which stated that teachers experience difficulty in interpreting specific CBE curriculum learning outcomes (reverse-scored), recorded M=2.84, SD=1.12 in the Moderate range. A combined 54.3% of respondents disagreed or strongly disagreed with this reverse item 48.3% disagreeing (f=72) and 6.0% strongly disagreeing (f=9) indicating that the majority of teachers did not perceive significant difficulty in interpreting curriculum learning outcomes. Nevertheless, a substantial 39.0% agreed or strongly agreed with this reverse item, confirming that interpretation challenges remain among a considerable minority. Curriculum Implementation Theory (Gross, 1971) identifies policy clarity the degree to which implementers understand the innovation as the first and most foundational of the five critical implementation factors. Otyola et al. (2025) found in Uganda that while teachers intellectually appreciated the shift from norm-referenced to criterion-referenced judgment, their practical literacy in managing large classroom sizes while maintaining detailed individual learner records remained critically low, creating a discrepancy between pedagogical theory and classroom reality. Matsuzuka (2024) established in Japan and the European Union that a significant gap existed in assessment literacy, particularly in the ability of educators to design and use demonstration-based assessments that align with expected competency outcomes. The 39.0% of teachers in this study who acknowledged difficulty with learning outcome interpretation represent a meaningful minority whose instructional decisions may be compromised by ambiguity in curriculum understanding a dimension that requires targeted policy clarification and assessment coaching at the school cluster level.

With reference to Table 9, item (ix), which stated that teachers lack the technical skills to record and manage learner assessment data effectively (reverse-scored), recorded

the lowest mean in the section at M=2.56, SD=1.00 in the Low range. A combined 63.7% of respondents disagreed or strongly disagreed 55.0% disagreeing (f=82) and 8.7% strongly disagreeing (f=13) indicating that the majority of teachers did not perceive themselves as lacking technical competence in assessment data management. However, 27.5% agreed or strongly agreed with this reverse item, revealing that over a quarter of teachers acknowledged a deficit in this competence area. Nabi (2022) revealed in Cameroon that despite the presence of a robust policy framework for CBE assessment, the actual pedagogical shift was constrained by a lack of teacher capacity in technical areas such as rubric design and authentic assessment execution, confirming that data management deficits coexist with broader assessment literacy gaps. Warui (2025) similarly found in Nyeri County that teachers who had undergone specific assessment-focused training were significantly more likely to use diverse assessment methods such as portfolios and projects, while those without such training continued to rely predominantly on written tests. Within the framework of Systems Theory (Von Bertalanffy, 1968), assessment data management represents a critical feedback mechanism the information generated through learner records must flow back into the instructional process for CBE to function as a genuinely competency-driven system. The 27.5% of teachers who acknowledged data management deficits represent a structural gap in this feedback loop whose implications extend beyond individual teacher competence to the systemic integrity of CBE assessment across Migori County's Comprehensive Schools.

Generally, findings in Table 9 indicate that teacher participation in CBE implementation is strongest in the dimensions of pedagogical adaptation (M=4.07), CPD impact (M=4.00), training-enabled differentiation (M=3.95) and cluster-based collaborative

learning (M=3.95). These high means confirm that teachers have largely embraced the professional transition demanded by the curriculum reform and recognise the value of the training they have received. The dimensions of ICT integration (M=3.39), professional development adequacy (M=3.40) and instructional material development (M=3.42) recorded moderate means, reflecting real and persistent structural constraints that are not within the individual teacher's capacity to resolve without institutional support. The standard deviations, ranging from 0.78 to 1.12, indicate moderate variability in some dimensions, particularly ICT integration (SD=1.11) and professional development adequacy (SD=1.12), reflecting the uneven distribution of resources, infrastructure and training quality across the sampled schools. These findings are consistent with Curriculum Implementation Theory (Gross, 1971), which predicts that teacher participation will be strongest in dimensions where capability and motivation are present and weakest where organizational support and material availability are inadequate.

The researcher gathered further information through key informant interviews conducted with eight Ministry of Education officials in August 2026 across Migori County. The eight officials comprising Sub-County Education Officers and the County Quality Assurance and Standards Officer provided field-based observations on teacher deployment, pedagogical readiness, professional development and instructional capacity under the CBE framework.

On the dimension of teacher deployment and staffing, KI-I reported critical shortfalls in teacher posting relative to curriculum requirements, stating:

> The target was five teachers per school for the Junior Secondary School transition but most schools were given only one teacher at the inception stage. At the beginning of Junior School, there were no art teachers, no science

> teachers and no language specialists in the majority of our schools (KI-I, personal communication, August 2026).

These observations were corroborated by KI-II, who further noted the structural implications of understaffing for teacher specialization:

> Junior School teachers were trained to teach only two subject areas. Due to severe on-the-ground teacher shortages, they are routinely compelled to teach out-of-specialization subjects far beyond their two-subject training. A teacher delivering chemistry who trained only in mathematics and business studies cannot provide the depth of subject knowledge that Grade 7, 8 and 9 learners need to develop genuine scientific competencies (KI-II, personal communication, August 2026).

Kiptoo (2024) found in Bomet County that 92% of teachers in junior secondary schools noted the absence of laboratories and ICT facilities and that successful CBC implementation represented a systemic challenge rather than simply a teacher inadequacy, confirming that understaffing and under-resourcing interact to compound the implementation burden on individual teachers. Within Systems Theory (Von Bertalanffy, 1968), teacher deployment constitutes the most fundamental human input to the school system, and the chronic shortfall documented by KI-I and KI-II represents a systemic input failure that cascades through all downstream instructional processes, rendering even well-motivated and adequately trained teachers unable to deliver the full scope of CBE-prescribed competency development.

Regarding teacher qualification levels and pedagogical readiness, KI-III raised concerns about the qualification profile of teachers handling transitional classes, observing:

> High pupil-to-teacher ratios create large overcrowded classrooms that strain every dimension of CBE delivery. A substantial cohort of primary teachers handling transitional classes have not attained degree-level qualifications.

> These teachers are being asked to implement a competency-based curriculum with learner-centred methodologies that they themselves were never trained in (KI-III, personal communication, August 2026).

KI-VIII described the acute staffing crisis in certain schools, noting, *"Some schools in my sub-county are operating with two teachers across all nine grades Grades 1 to 9. Under such conditions, CBC fidelity is not a realistic expectation; it is a distant aspiration"* (KI-VIII, personal communication, August 2026). Namaalwa et al. (2025) found in Uganda that 60% of teachers still relied heavily on traditional lecture methods because their training focused more on theoretical aspects than practical classroom application, confirming that the qualification gap identified by KI-III has direct consequences for the pedagogical quality of CBE delivery. Gross (1971) specifically identified teacher capability as the most decisive of the five implementation factors, and the presence of under-qualified teachers in transitional classes identified by KI-III represents a direct deficit in this foundational capability that no amount of curriculum redesign or policy articulation can compensate for without targeted teacher qualification upgrading programmes.

On the adequacy of professional development for CBE, KI-II provided a critical systemic assessment:

> The professional development model for CBC has been fundamentally inadequate from the beginning. We conducted cascade trainings that degraded at every transmission layer. There is also a pronounced staffroom hostility between JSS and primary teachers sharing the same compound a tension so acute that in some schools, the two cadres refuse to share the same staffroom. This institutional fracture undermines the collegial professional culture that CBC implementation requires (KI-II, personal communication, August 2026).

KI-IV additionally identified material scarcity as a primary driver of teacher resistance to pedagogical change:

> Resistance to this change among our teachers is heavily driven by material scarcity. When essential instructional apparatus, tools and learning materials are unavailable, educators become deeply demotivated and struggle to facilitate the practical, hands-on tasks that CBC demands. You cannot teach creativity without the tools to be creative with (KI-IV, personal communication, August 2026).

The cascade training model critique advanced by KI-II is directly corroborated by Babatimehin et al. (2025), who found in Nigeria that 63.9% of teachers had low knowledge of key professional development issues precisely because of infrequent and uncoordinated in-service training programmes that failed to sustain professional growth beyond the initial orientation. The OECD (2024) affirmed that top-down training often fails to engage teachers effectively, with models that empower local schools showing consistently higher rates of curriculum uptake. KI-IV's observation on material scarcity mirrors Muzvondiwa and Gudyanga's (2024) finding in Zimbabwe that teachers' individual improvisation efforts were uncoordinated and suffered from a distinct lack of strategic institutional backing, confirming that without structured organizational support the fourth factor in Gross's (1971) framework teacher motivation and pedagogical commitment erode in the face of sustained resource scarcity.

On the policy-practice gap in teacher-level implementation, KI-II provided a particularly significant field-based observation:

> What these visits consistently reveal is a significant gap between what the CBC policy framework envisions and what teachers actually deliver in classrooms. Teachers present CBC-formatted lesson plans but deliver 8-4-4-

> style lessons. The form of CBC is present without the substance (KI-II, personal communication, August 2026).

KI-V specifically identified assessment literacy as the most persistent teacher participation gap:

> Teachers understand CBC intellectually but they struggle profoundly with competency-based assessment methodology. The shift from percentage marks to competency ratings is conceptually difficult for educators trained under a marks-based paradigm. Even in schools with better resources, the formative assessment records are either poorly maintained or compiled retrospectively before inspection visits (KI-V, personal communication, August 2026).

Maluha et al. (2024) established the same gap in Vihiga County, finding that despite teacher awareness of learner-centred methodologies, many persisted with traditional instruction owing to limited practical preparation precisely the policy-practice disconnect articulated by KI-II. Nabi (2022) established a significant positive correlation between assessment literacy and successful CBC delivery while simultaneously revealing technical deficiencies in rubric design and authentic assessment execution among many teachers. Otyola et al. (2025) similarly found in Uganda that teachers' practical literacy in managing detailed individual learner records remained critically low despite theoretical understanding of the assessment framework, producing a discrepancy between pedagogical theory and classroom reality that directly parallels KI-V's observation about retrospectively compiled assessment records in Migori County.

Regarding ICT integration, KI-III provided a contextual explanation for the barriers to technology-enabled teaching:

> Power instability in my sub-county is a fundamental barrier to CBE's digital learning component. Grid electricity is available for less than one hour per

> day in the majority of our schools. Computer labs and digital devices that have been installed are essentially unusable in any sustained instructional way. Internet connectivity across schools is largely non-existent (KI-III, personal communication, August 2026).

In contrast, KI-VI highlighted an area of genuine pedagogical innovation:

> One area where teachers in my sub-county are showing genuine pedagogical innovation is in the agriculture learning area. Teachers are using community fields, school farms and parental expertise as living laboratories for pre-vocational learning. When teachers are empowered with contextually relevant resources, the pedagogical shift to learner-centredness happens naturally (KI-VI, personal communication, August 2026).

KI-III's account of near-absent electricity directly explains the 32.5% teacher disagreement with ICT integration in the questionnaire. Yusuf (2023) found that while 85% of teachers in Uganda had positive attitudes toward ICT, only 30% actually integrated digital tools due to inadequate training and a lack of stable internet connectivity, confirming that structural barriers rather than attitudinal resistance drive ICT non-integration. Josua et al. (2022) established in Namibia that ICT integration was severely hampered by the absence of a supportive institutional culture and inadequate digital literacy training, connecting infrastructure failure to systemic governance failure rather than individual teacher shortcoming. KI-VI's observation on agricultural innovation resonates with Arguelles and Sarsale (2025), who found in the Philippines that teachers in remote areas demonstrated high levels of instructional resourcefulness by creating contextually relevant materials when government resources were delayed, confirming that localised teacher creativity can

partially compensate for systemic resource deficits when educators are sufficiently motivated and supported.

**Hypothesis One**

Ho1: There is no statistically significant influence of teacher participation on effective implementation of CBE in public Comprehensive Schools in Migori County, Kenya.

The regression model for the influence of teacher participation on effective CBE implementation was computed among 149 teacher respondents. Table 10 presents the model summary.

**Table 10**

***Regression Model Summary — Teacher Participation and Effective CBE Implementation (n=149)***

| Model | R | R Square ($R^2$) | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|---|---|---|---|---|---|
| 1 | .724[a] | .524 | .521 | .35290 | 2.079 |

*Source: Field Data (2025)*

*a. Predictors: (Constant), Teacher Participation*

According to Table 10, the correlation coefficient R was 0.724, indicating a strong positive relationship between teacher participation and effective CBE implementation. The $R^2$ value of 0.524 indicates that teacher participation explained 52.4% of the variance in effective CBE implementation scores among teacher respondents, while 47.6% was attributable to other factors. The adjusted $R^2$ of 0.521 confirms the model's stability with minimal shrinkage of 0.3%. The Durbin-Watson statistic of 2.079 confirms the assumption of independent errors was met.

Table 11 presents the ANOVA results for the significance of the regression model.

**Table 11**

***ANOVA — Regression Model Significance for Teacher Participation***

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 20.155 | 1 | 20.155 | 161.840 | .000[b] |
| | Residual | 18.307 | 147 | .125 | | |
| | Total | 38.461 | 148 | | | |

*Source: Field Data 2026*

*b. Predictors: (Constant), Teacher Participation*

*Dependent Variable: Effective CBE Implementation*

As shown in Table 11, the regression model was statistically significant, $F(1, 147) = 161.840$, $p = .000$, confirming that teacher participation significantly predicted effective CBE implementation. Table 12 presents the regression coefficients.

**Table 12**

***Coefficients — Teacher Participation Predicting Effective CBE Implementation***

| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | .681 | .226 | | 3.012 | .003 |
| | Teacher Participation | .804 | .063 | .724 | 12.722 | .000 |

*Source: Field Data, 2025*

*Dependent Variable: Effective CBE Implementation*

With reference to Table 12, the unstandardised regression coefficient for teacher participation was $\beta_1 = 0.804$ ($SE = 0.063$, $t = 12.722$, $p = .000$), indicating that a one-unit increase in teacher participation produced a 0.804-unit improvement in effective CBE implementation. The regression equation was therefore:

$$\mathbf{Y = 0.681 + 0.804(Teacher\ Participation) + \varepsilon}$$

Since $p = .000 < \alpha = .05$, the null hypothesis Ho1 is rejected. The study concluded that teacher participation exerts a statistically significant positive influence on effective CBE implementation in public Comprehensive Schools in Migori County, Kenya.

The findings from both the teacher questionnaire and the key informant interviews reveal a broadly encouraging yet contextually complex picture of teacher participation in CBE implementation in public Comprehensive Schools in Migori County. Teachers overwhelmingly reported having made the pedagogical transition from teacher-centred to learner-centred instruction (M=4.07) and widely acknowledged that continuous professional development had enhanced their instructional resourcefulness and confidence (M=4.00). Cluster-based training was similarly recognised as having strengthened collaborative professional practice (M=3.95) and the majority of teachers expressed confidence in their ability to design competency-based assessments (M=3.92). However, notable concerns emerged around ICT integration (M=3.39) and the adequacy of professional development relative to the full demands of CBE (M=3.40), both of which recorded moderate means reflecting real and persistent structural constraints on teacher participation. The perspectives of Ministry of Education officials largely corroborated these findings while adding critical field-based depth, confirming that teacher adaptation is occurring but is significantly constrained by acute teacher shortages, out-of-specialisation teaching, overcrowded classrooms and a cascade professional development model that degrades at each transmission layer. Most significantly, the observation by KI-II that teachers present CBE-formatted lesson plans while delivering instruction in the manner of the former 8-4-4 system suggests that while teacher participation is measurably positive in its surface dimensions, the depth and consistency of pedagogical transformation across Migori County's

Comprehensive Schools requires sustained policy attention and targeted professional support to fully actualize the competency-based learning experience envisioned by the CBC Policy Framework.

### 4.5 Parental Engagement and Effective CBE Implementation

This section presents findings relating to Research Question 2, which sought to establish how parental engagement influences the effective implementation of Competency-Based Education in public Comprehensive Schools in Migori County, Kenya. Data were collected from 81 parent and guardian respondents through a customised semi-structured questionnaire. The research sought data on the extent of parental engagement in CBE implementation across four key dimensions: home-based learning support, financial and material provision, parent-teacher communication and attitudinal support for the CBE framework. Table 13 presents the frequency and percentage distribution of parent responses on each item, together with item-level means and standard deviations.

**Table 13**

***Frequency Distribution, Parental Engagement in CBE Implementation***

| Statement | SA | A | UD | D | SD | Mean | SD |
|---|---|---|---|---|---|---|---|
| (i). Regularly assist child with home-based CBE learning activities | **24** | **41** | **7** | **6** | **2** | **3.99** | **0.96** |
| | *30.0%* | *51.2%* | *8.8%* | *7.5%* | *2.5%* | *n=80* | |
| (ii). Difficult to provide money or materials for CBE lessons (R) | **12** | **34** | **9** | **18** | **8** | **3.3** | **1.24** |
| | *14.8%* | *42.0%* | *11.1%* | *22.2%* | *9.9%* | *n=81* | |
| (iii). Frequently communicate with teachers on child's academic progress | **16** | **42** | **9** | **11** | **3** | **3.7** | **1.05** |
| | *19.8%* | *51.9%* | *11.1%* | *13.6%* | *3.7%* | *n=81* | |
| (iv). Not given adequate opportunity to participate in school decisions (R) | **8** | **13** | **6** | **38** | **16** | **2.49** | **1.25** |
| | *9.9%* | *16.0%* | *7.4%* | *46.9%* | *19.8%* | *n=81* | |
| (v). Fully support transition from 8-4-4 to new CBE framework | **22** | **33** | **12** | **8** | **6** | **3.7** | **1.18** |
| | *27.2%* | *40.7%* | *14.8%* | *9.9%* | *7.4%* | *n=81* | |
| (vi). Ensure child has all necessary stationery, books and materials | **19** | **47** | **9** | **6** | **0** | **3.98** | **0.8** |
| | *23.5%* | *58.0%* | *11.1%* | *7.4%* | *0.0%* | *n=81* | |
| (vii). Volume of CBE home-based activities too demanding for parents (R) | **19** | **34** | **9** | **14** | **4** | **3.62** | **1.17** |
| | *23.8%* | *42.5%* | *11.3%* | *17.5%* | *5.0%* | *n=80* | |
| (viii). Attend all school meetings on CBE implementation | **17** | **41** | **7** | **15** | **1** | **3.72** | **1.03** |
| | *21.0%* | *50.6%* | *8.6%* | *18.5%* | *1.2%* | *n=81* | |
| (ix). Rarely review child's competency progress records unless requested (R) | **6** | **17** | **10** | **33** | **13** | **2.62** | **1.2** |
| | *7.6%* | *21.5%* | *12.7%* | *41.8%* | *16.5%* | *n=79* | |
| (x). Willing to volunteer time or skills to support school's CBE activities | **22** | **39** | **11** | **8** | **1** | **3.9** | **0.95** |
| | *27.2%* | *48.1%* | *13.6%* | *9.9%* | *1.2%* | *n=81* | |

*Source: Field Data, 2026Key: SA = Strongly Agree | A = Agree | UD = Undecided | D = Disagree | SD = Strongly Disagree | (R) = Reverse-scored item.*

*Upper rows show frequencies (f); lower rows (italics) show percentages (%); Mean and SD on 5-point scale (SA=5, SD=1).*

With regard to item (i) as shown in Table 13, parents regularly assisting their child with home-based CBE learning activities recorded the highest mean in the section at M=3.99, SD=0.96, placing it in the High range. A combined 81.2% of parent respondents agreed or strongly agreed (51.2%) agreeing (f=41) and 30.0% strongly agreeing (f=24) indicating a strong and broadly consistent self-reported pattern of parental involvement in supporting home-based learning activities under the CBE framework. Only 10.0% disagreed or strongly disagreed. Systems Theory (Von Bertalanffy, 1968) frames the home as a critical input subsystem to the school system, arguing that when parents actively scaffold learning at home, learners arrive at school better prepared to engage with competency-based tasks. Vidal et al. (2023) established in Spain that home-based educational support explained 24% of the variation in children's critical thinking performance, confirming that when parents actively scaffold learning at home, students develop higher-order cognitive skills more effectively than those relying solely on classroom instruction. Natweta and Nkurunziza (2024) corroborated this in Uganda, finding that learners whose parents actively monitored their home assignments and practical projects demonstrated a 15% higher rate of relating classroom studies to real-world applications. Ranji et al. (2025) further established in Nakuru County that school-home-based learning strategies had a statistically significant positive relationship with CBC implementation ($\beta=0.244$, $p<0.05$), directly validating home-based support as a primary predictor of effective CBE implementation outcomes. The high mean on item (i) in the present study is therefore theoretically and empirically significant, confirming that the home-learning support dimension of parental engagement is genuinely active among the majority of sampled parents in Migori County.

As shown in Table 13, item (vi), which stated that parents ensure their child has all the necessary stationery, books and learning materials required for school, recorded M=3.98, SD=0.80, also in the High range. A combined 81.5% agreed or strongly agreed (58.0%) agreeing (f=47) and 23.5% strongly agreeing (f=19). No respondent strongly disagreed and only 7.4% disagreed. The standard deviation of 0.80 was the lowest in the section, indicating the highest degree of inter-respondent consensus and confirming that material provision for learning is the most consistently practiced form of parental engagement in the sampled schools. Curriculum Implementation Theory (Gross, 1971) identifies the availability of materials as one of the five critical factors of curriculum implementation success, and the high consensus on item (vi) confirms that parents perceive material provision as their primary and most achievable contribution to the CBE system. The OECD (2024) established that material provision by parents, such as access to digital devices and stable internet at home, is a primary determinant of a learner's ability to engage with competency-based tasks, showing that in Australia, students from households with high material provision performed 12% better on digital literacy competencies than those in the bottom quartile of provision. Njeruli and Kirimi (2023) similarly found in Tharaka South Sub-County that parents in schools with high material provision significantly eased implementation compared to under-resourced public schools, interpreting this to mean that shared responsibility in education is most visible when parents are empowered and engaged as co-investors. The strong consensus on item (vi) therefore represents a genuine and reliable foundation of parental engagement upon which schools can build deeper forms of curriculum co-investment.

With regards to item (x), which stated that parents are willing to volunteer their time or skills to support the school's CBE activities, Table 13 shows a mean of M=3.90, SD=0.95

in the High range. A combined 75.3% agreed or strongly agreed 48.1% agreeing (f=39) and 27.2% strongly agreeing (f=22). Only 11.1% disagreed or strongly disagreed, reflecting a strong disposition among the majority of parent respondents toward active school-level participation beyond the home learning support dimension. Hoover-Dempsey and Sandler (2005) established in the USA that parental feelings of responsibility and personal efficacy are the primary motivational drivers of engagement, and that parents who feel genuinely invited by schools to contribute their skills are significantly more likely to participate actively than those who receive only financial solicitations. Hill and Tyson (2009) similarly found through a meta-analysis of parental involvement strategies in the USA that school-based involvement including volunteering significantly enhanced student achievement across diverse socioeconomic backgrounds. Within the Systems Theory framework (Von Bertalanffy, 1968), volunteer participation by parents represents a direct enrichment of the school's human resource subsystem, enabling the delivery of practical CBE learning areas such as agriculture, home science and creative arts through community expertise that the school's teaching staff may lack. The 75.3% willingness to volunteer in the present study is therefore an underutilized community asset that school Boards of Management and headteachers can strategically mobilize to strengthen CBE delivery.

According to Table 13, item (viii), which stated that parents attend all school meetings on CBE implementation, recorded M=3.72, SD=1.03 in the High range. A combined 71.6% agreed or strongly agreed 50.6% agreeing (f=41) and 21.0% strongly agreeing (f=17). A noteworthy 19.7% disagreed or strongly disagreed, indicating that while the majority of parents reported consistent attendance at CBE school meetings, a considerable proportion did not participate regularly in these formal engagement forums.

Song and Han (2017) established through a longitudinal investigation in South Korea that sustained parental involvement in school events correlates positively with improved academic outcomes over time, confirming that attendance at school meetings is not merely a social obligation but a functional contribution to the curriculum's long-term effectiveness. Smith et al. (2022) found in the United States that schools utilising consistent communication and meeting platforms saw a 30% increase in parental confidence regarding their role in new curriculum frameworks, confirming that the 19.7% who did not attend meetings may represent parents whose confidence in the CBE system is insufficiently supported. Curriculum Implementation Theory (Gross, 1971) identifies participant motivation as the fifth critical factor in implementation success, and regular meeting attendance is a direct behavioural indicator of this motivation among the parent community. The finding that nearly one in five parents was not attending CBE school meetings therefore represents a motivational deficit in the parent subsystem that is likely connected to the awareness and attitudinal gaps identified in the background data.

With reference to Table 13, items (v) and (iii), which addressed attitudinal support for the CBE transition and parent-teacher communication respectively, both recorded M=3.70, with standard deviations of 1.18 and 1.05. For item (v), 67.9% agreed or strongly agreed that they fully supported the transition from 8-4-4 to the new CBE framework, while 17.3% disagreed and 14.8% remained undecided. The relatively high standard deviation of 1.18 reflects considerable variability in parental attitudes, confirming that while majority support exists, a meaningful proportion of parents remained either resistant or ambivalent.

For item (iii), 71.7% reported frequently communicating with teachers on their child's academic progress, while 17.3% did not maintain consistent contact. Mulenga and

Kabombwe (2019) found in Zambia that when parents maintain a preference for the examination-oriented system, they inadvertently discourage learners from engaging in skill-based tasks, interpreting this as a conflict between traditional educational values and modern reform goals. Peters (2017) established in a synthesis from the United States and Canada that parental dissatisfaction rose by 15% in provinces that implemented CBE when assessment literacy among parents remained low, confirming that uninformed attitudinal resistance, not opposition to education itself, drives the disengagement pattern. Mabasa and Themane (2022) similarly found in South Africa that when communication channels were restricted to formal meetings, parents felt excluded from the day-to-day implementation of the curriculum, interpreting this as weak partnership structures that undermine curriculum uptake. Systems Theory (Von Bertalanffy, 1968) views parent-teacher communication as a critical feedback loop between the home and school subsystems, and its disruption whether through attitudinal resistance or communication barriers interrupts the systemic flow of information that enables families and schools to coordinate learner support effectively.

As shown in Table 13, item (vii), which stated that the volume of home-based CBE activities is too demanding for parents (reverse-scored), recorded M=3.62, SD=1.17 in the High range. A combined 66.3% of respondents agreed or strongly agreed with this reverse item 42.5% agreeing (f=34) and 23.8% strongly agreeing (f=19). Only 22.5% disagreed, indicating that the majority of parents perceived the home-based activity demands of CBE as excessively burdensome. Ayako et al. (2024) established in Nairobi County that the increased demand for home-based CBE support was creating significant stress for parents, and that this stress was limiting the quality and consistency of engagement even among parents who were genuinely willing to participate. Gross (1971) identifies participant

motivation as a foundational implementation requirement, and the finding that 66.3% of parents found home-based demands excessive raises a critical concern about the sustainability of the high home-based support means recorded in items (i) and (vi). Wambua and Tumuti (2024) found in Nairobi that limited attitudinal support from parents frequently led to delays in completing CBE-related activities, interpreting attitudinal resistance as often a reaction to perceived lack of stakeholder consultation and overwhelming workload demands. Curriculum Implementation Theory (Gross, 1971) suggests that when the organisational demands of a curriculum reform exceed the practical capacity of its stakeholders, motivation erodes and the 66.3% who found home-based demands excessive represent a significant portion of the parent community whose sustained engagement may be at structural risk without deliberate workload-sensitive engagement strategies.

According to Table 13, item (ii), which stated that parents find it difficult to provide money or materials required for CBE lessons (reverse-scored), recorded M=3.30, SD=1.24 in the Moderate range. A combined 56.8% agreed or strongly agreed with this reverse item 42.0% agreeing (f=34) and 14.8% strongly agreeing (f=12) indicating that the majority of parents acknowledged financial and material provision as a genuine and recurrent constraint on their engagement in CBE. A total of 32.1% disagreed. Amunga et al. (2020) found in Kakamega County that many parents were reluctant to provide the necessary learning materials and support for practical sessions at home, viewing this reluctance as a major obstacle in the CBC success equation. Owor (2025) similarly established in Uganda that although parents and school boards provided essential financial support, many parents lacked adequate awareness of the new curriculum's specific material needs, resulting in financial contributions that were reactive rather than strategic. Within Systems Theory (Von

Bertalanffy, 1968), parental material provision constitutes a critical external input to the school system, and when this input is financially constrained, the school's instructional capacity is proportionally weakened regardless of teacher effort or BOM governance quality. The 56.8% who acknowledged financial difficulty in the present study represents a structural barrier that is not amenable to attitudinal or awareness interventions alone, but requires material support mechanisms such as the no-child-sent-home levy policy described by KI-I in the qualitative section below that directly reduce the financial threshold for meaningful parental participation.

With reference to Table 13, item (ix), which stated that parents rarely review their child's competency progress records unless specifically requested (reverse-scored), recorded M=2.62, SD=1.20 in the Moderate range. A combined 58.3% of respondents disagreed or strongly disagreed 41.8% disagreeing (f=33) and 16.5% strongly disagreeing (f=13) indicating that the majority of parents reported proactively monitoring their children's competency records without requiring a formal school request. Nevertheless, 29.1% agreed or strongly agreed with this reverse item, confirming that a substantial minority remained passive in engaging with formal competency documentation. Namaalwa et al. (2025) found in Uganda that parents were willing to engage in decision-making but lacked adequate assessment literacy to make substantive contributions to curriculum decisions, often focusing on financial decisions while neglecting the instructional dimensions of reform. Lee and Huh (2019) established in South Korea that parental involvement in educational decision-making and review of academic records was significantly associated with improved student outcomes, affirming that active engagement with assessment records constitutes a meaningful form of curricular co-education. Curriculum Implementation Theory (Gross,

1971) identifies policy clarity parents understanding what competency records are and how to read them as a prerequisite for their meaningful engagement with assessment documentation. The 29.1% who rarely review their children's records without being prompted therefore represent parents who may lack either the assessment literacy or the institutional invitation necessary to engage substantively with the CBE competency framework.

As shown in Table 13, item (iv), which stated that parents are not given adequate opportunity to participate in school-level CBE decision-making (reverse-scored), recorded the lowest mean in the section at M=2.49, SD=1.25, placing it in the Low range. A combined 66.7% of respondents disagreed or strongly disagreed 46.9% disagreeing (f=38) and 19.8% strongly disagreeing (f=16) indicating that the majority of parents did not feel excluded from institutional CBE decision-making. However, 25.9% agreed or strongly agreed with this reverse item, confirming that a quarter of parent respondents perceived a genuine deficit in their opportunities for meaningful participation in school governance. Tsintzoglou (2024) established in Europe that parents who felt competent in the technological aspects of the curriculum were 45% more likely to participate in school governing bodies and decision-making committees, confirming that the barrier to decision-making participation is often one of perceived competence rather than institutional exclusion. Ranji et al. (2025) further established that parental involvement in participatory decision-making had a statistically significant positive effect on CBC implementation ($\beta=0.241$, $p<0.05$), and that when parents are given a genuine voice in school governance, they feel a greater sense of ownership and are more likely to support curriculum changes. Kirenga et al. (2025) found in Tanzania that parental participation in decision-making was often limited to rubber-stamping decisions

already made by school management, with only 35% of parents feeling they had genuine influence on school governance matters. The 25.9% who felt excluded in the present study therefore represent a governance inclusion deficit that, when addressed, has documented predictive power over CBE implementation quality.

Generally, the findings in Table 13 indicate that parental engagement in CBE implementation is strongest in the dimensions of home-based learning assistance (M=3.99), material provision (M=3.98) and volunteerism (M=3.90), confirming that parents have largely embraced their role as active participants in the CBE system at the household level. School meeting attendance (M=3.72), attitudinal support for CBE (M=3.70) and parent-teacher communication (M=3.70) also recorded high means, reflecting a broadly positive disposition toward formal school engagement. However, the finding that 66.3% of parents found home-based CBE demands excessively burdensome (M=3.62) and that 56.8% acknowledged financial difficulty in providing CBE materials (M=3.30) reveals significant sustainability concerns beneath the positive surface picture. The standard deviations, ranging from 0.80 to 1.25, indicate moderate to high variability in several dimensions, particularly financial provision (SD=1.24) and decision-making participation (SD=1.25), reflecting the diverse socioeconomic and institutional contexts across the sampled Comprehensive Schools. These findings are consistent with both Systems Theory (Von Bertalanffy, 1968), which identifies parental material provision as a critical system input, and Curriculum Implementation Theory (Gross, 1971), which predicts that implementation success depends on organisational support mechanisms that reduce the financial and motivational barriers currently constraining parental participation.

The researcher gathered further information through key informant interviews conducted with eight Ministry of Education officials in August 2026 across Migori County. The officials provided field-based observations on the nature, quality and structural constraints of parental involvement in supporting CBE delivery at the school and household level.

KI-I described the overarching challenge of sustaining meaningful parental participation beyond the initial awareness phase, stating:

> Parental engagement remains one of the biggest challenges of CBC implementation. The Ministry created awareness and parents responded initially, but sustaining meaningful engagement has proven very difficult. The most visible form of parental participation has been material provision parents bought desks, provided school uniforms and helped transition schools to distinct junior school identities. But the deeper pedagogical partnership that CBC envisions parents as active co-educators at home has not been systematically achieved (KI-I, personal communication, August 2026).

The same official further noted the protective policy adopted to maintain school participation among economically vulnerable households:

> Our jurisdiction has adopted a firm policy that no child should be sent home because of extra levies. This was specifically designed to protect parental engagement if parents face financial penalties for their child's presence in school, they disengage from the educational process entirely. By removing the levy barrier to attendance, we have maintained school participation even in the most economically challenged households. This is one policy intervention that has genuinely worked (KI-I, personal communication, August 2026).

Amunga et al. (2020) affirmed KI-I's observation in Kakamega County, finding that many parents were reluctant to provide materials and support for practical sessions, viewing

this reluctance as a central obstacle to CBC success. The protective levy policy described by KI-I directly addresses the financial provision barrier recorded in item (ii) (M=3.30) and aligns with Gross's (1971) principle that organisational support here expressed as institutional protection of the learner's right to access must actively remove barriers to participation for implementation success to be sustained.

KI-II identified resistance to the elimination of national rankings as a significant attitudinal barrier to genuine parental support for CBE, stating:

> Parents are struggling with the elimination of national mean scores and individual class ranking. They remain heavily resistant to CBC's criterion-referenced assessment system because the ranking system was how they understood educational quality and how they selected secondary schools for their children. A major bottleneck also persists where parents attempt to override their children's subject and pathway choices, preferring traditional academic pathways over the vocational and technical pathways that their children's demonstrated competencies would suggest (KI-II, personal communication, August 2026).

Peters (2017) established that parental dissatisfaction rose by 15% in Canadian provinces that implemented CBE when assessment literacy among parents remained low, confirming that uninformed attitudinal resistance is a predictable and documented consequence of inadequate parental orientation to criterion-referenced assessment. Mulenga and Kabombwe (2019) similarly found in Zambia that when parents maintained a preference for the old exam-oriented system, they inadvertently discouraged learners from engaging in skill-based tasks, creating a conflict between traditional educational values and modern reform goals. Systems Theory (Von Bertalanffy, 1968) identifies this attitudinal resistance as a negative feedback loop within the school-home system parental resistance to assessment

philosophy disrupts the home reinforcement of competency-based learning that is essential for the system's intended output of competent, self-directed learners.

KI-III described the acute economic constraints that make active parental co-investment in CBE impossible for the majority of households in certain jurisdictions:

> Government capitation is the absolute lifeline of the schooling ecosystem in my area. If you remove state funding, 95 percent of children would drop out of school immediately. Parents have virtually no disposable income to co-fund education, pay voluntary levies or purchase supplementary materials. The CBC framework's expectation of active parental co-investment in learning resources does not account for communities where subsistence poverty means that school attendance itself is an economic sacrifice (KI-III, personal communication, August 2026).

The economic reality described by KI-III provides the most structurally grounded explanation for the 56.8% of parents who acknowledged financial difficulty in providing CBE materials (item ii, M=3.30). Owor (2025) found in Uganda that financial contributions from parents tended to be reactive rather than strategic, resulting in delayed development of learner competencies, a pattern that KI-III's account confirms is driven by poverty rather than unwillingness. Gross (1971) specifically identifies the availability of materials as a non-negotiable implementation requirement, and the poverty-driven inability of parents to provide these materials represents a systemic input failure that cascades through the entire CBE delivery chain regardless of the goodwill of individual families.

KI-IV observed a deep-rooted pattern of passive parental dependency that fundamentally undermined home-based CBE engagement:

> In our economically challenged schools, parents have adopted a deeply passive stance toward education, expecting the national government to

> provide for every single educational need without any parental contribution. This passive dependency culture correlates directly with inadequate learning outcomes. When parents see education as someone else's responsibility, learners receive no reinforcement of CBC learning at home, no support for project work and no encouragement of the independent inquiry that the curriculum demands (KI-IV, personal communication, August 2026).

Mbogo and Murugi (2023) found in Mbeere North that parental participation in decision-making was often limited to peripheral issues rather than core academic planning, attributing this to a failure of school leadership to adopt truly participatory engagement models. Curriculum Implementation Theory (Gross, 1971) identifies participant motivation as the fifth and most behavioural implementation factor, and the passive dependency culture described by KI-IV represents a foundational motivational deficit that neither material provision nor awareness campaigns alone can address without deliberate community empowerment strategies.

KI-V identified a counterintuitive pattern among educated urban parents:

> Urban parents are better educated than their rural counterparts but this does not automatically translate into supportive parental engagement with CBC. Many educated urban parents are the most resistant to CBC's philosophy — they want a return to national examinations, national rankings and competitive secondary school placement. They see CBC's portfolio-based assessment as opaque and subjective. Managing this educated parental resistance to CBC is one of the most challenging dimensions of my work (KI-V, personal communication, August 2026).

Tsintzoglou (2024) established in Europe that parents who felt competent in the technological dimensions of the curriculum were 45% more likely to participate in school governing bodies, suggesting that competence can translate into engagement but KI-V's

observation reveals that in the Kenyan context, educational competence does not automatically translate into philosophical alignment with CBE. Peters (2017) cautioned that globally, challenges in parental involvement are often rooted in a lack of ongoing clarity about the "why" and "how" of the new system, confirming that even educated parents require deliberate, sustained orientation to the CBE philosophy before their competence can be channelled into constructive engagement.

KI-VI highlighted a context where parental engagement in CBE was most effectively realized through livelihood-based participation:

> The most effective parental engagement occurs around agriculture and practical learning activities. When schools invite parents who are farmers to facilitate practical agricultural sessions, the response is overwhelmingly positive. These parents see themselves reflected in the curriculum — their knowledge, skills and livelihoods are valued and utilized, not marginalized. This inclusive approach transforms the parent from a passive fee-payer to an active educational resource (KI-VI, personal communication, August 2026).

Wachira et al. (2025) established in Nyeri County that consistent and bidirectional headteacher-parent collaboration was pivotal for learners to acquire practical skills such as communication and critical thinking, confirming that structured, purpose-driven parental involvement produces more substantive learning outcomes than passive attendance at meetings. Okumu and Abuya (2023) similarly found in Homa Bay County that transparent stakeholder communication regarding project progress was essential for maintaining parental trust and involvement, supporting KI-VI's observation that parents engage most authentically when they feel genuinely valued as contributors rather than merely as financial resources.

KI-VII drew attention to culturally rooted parental resistance specific to border community contexts:

> Parental resistance to certain elements of CBE is rooted in cultural values rather than in ignorance. Some parents interpret certain values and citizenship activities as conflicting with community cultural norms and traditional governance structures. Navigating this requires cultural sensitivity and sustained community dialogue — not just information campaigns. We have had to work through chiefs, church leaders and community elders to build the cultural legitimacy of CBC in our community (KI-VII, personal communication, August 2026).

Chepkwony et al. (2025) found in Baringo Central Sub-County that parental training significantly improved attitudinal support, leading to more positive home learning environments, and that when parents were educated about the rationale of CBE, their initial resistance shifted toward active partnership. KI-VII's emphasis on community elders and religious leaders as sensitization channels directly reflects the evidence base on culturally resonant communication strategies, confirming that standard information campaigns delivered through formal school structures are insufficient to reach communities where traditional authority structures mediate community opinion on educational reform.

KI-VIII described the structural challenge posed by high orphan populations in lake shore communities:

> Our high orphan population in the lake zone presents a unique parental engagement challenge. Many learners are in child-headed households or under the care of elderly grandparents who have limited capacity to engage with CBC's home-based learning requirements. The CBC framework was designed around a nuclear family model with engaged parents. In our community, significant proportions of learners do not have that family

structure and the curriculum has not been adapted to this social reality (KI-VIII, personal communication, August 2026).

Ayako et al. (2024) found in Nairobi County that home-based CBE support was creating significant caregiver stress, and that the burden was most acute for caregivers with limited resources and lower educational backgrounds. Systems Theory (Von Bertalanffy, 1968) frames the family as the primary home subsystem that must interact with the school subsystem to produce CBE outcomes, and KI-VIII's account of child-headed households and elderly caregivers exposes a fundamental structural gap in this subsystem that the CBC Policy Framework has not yet addressed through differentiated family engagement mechanisms.

**Hypothesis Two**

Ho2: There is no statistically significant influence of parental engagement on effective implementation of CBE in public Comprehensive Schools in Migori County, Kenya.

The regression model for the influence of parental engagement on effective CBE implementation was computed among 81 parent respondents. Table 19 presents the model summary.

**Table 14**

***Regression Model Summary — Parental Engagement and Effective CBE Implementation (n=81)***

| Model | R | R Square ($R^2$) | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|---|---|---|---|---|---|
| 1 | .564[a] | .318 | .310 | .46658 | 2.088 |

*Source: Field Data, 2026*

*a. Predictors: (Constant), Parental Engagement*

As shown in Table 14, the correlation coefficient R was 0.564, indicating a moderate to strong positive relationship between parental engagement and effective CBE implementation. The $R^2$ of 0.318 indicates that parental engagement explained 31.8% of the variance in effective CBE implementation scores among parent respondents. The Durbin-Watson statistic of 2.088 confirms the independence of errors assumption was satisfied.

**Table 15**

**ANOVA — Regression Model Significance for Parental Engagement**

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 8.028 | 1 | 8.028 | 36.879 | .000[b] |
| | Residual | 17.198 | 79 | .218 | | |
| | Total | 25.226 | 80 | | | |

*Source: Field Data (2025)*

*b. Predictors: (Constant), Parental Engagement*

*Dependent Variable: Effective CBE Implementation*

With reference to Table 15, the regression model was statistically significant, $F(1, 79) = 36.879$, $p = .000$, confirming that parental engagement significantly predicted effective CBE implementation.

**Table 16**

***Coefficients — Parental Engagement Predicting Effective CBE Implementation***

| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 1.453 | .381 | | 3.812 | .000 |
| | Parental Engagement | .654 | .108 | .564 | 6.073 | .000 |

*Source: Field Data, 2026*

*Dependent Variable: Effective CBE Implementation*

According to Table 16, the unstandardised regression coefficient for parental engagement was $\beta_2 = 0.654$ (SE = 0.108, t = 6.073, p = .000), producing the regression equation:

**$Y = 1.453 + 0.654$(Parental Engagement) $+ \varepsilon$**

Since $p = .000 < \alpha = .05$, the null hypothesis Ho2 is rejected. The study concluded that parental engagement exerts a statistically significant positive influence on effective CBE implementation in public Comprehensive Schools in Migori County, Kenya.

The findings from the parent questionnaire and the key informant perspectives of Ministry of Education officials together reveal a pattern of parental engagement in CBE implementation that is constructive in its self-reported behaviours yet structurally constrained in its depth and consistency across Migori County's diverse socioeconomic communities. Parents reported strong levels of home-based learning assistance (M=3.99), material provision (M=3.98) and willingness to volunteer for school activities (M=3.90), reflecting a broadly positive disposition toward CBE engagement at the household level. However, Ministry officials consistently observed that the most prevalent form of parental participation remained material and financial contribution rather than the substantive co-educational partnership envisioned by the CBC Policy Framework. Financial barriers to CBE material provision were widely acknowledged by parents (M=3.30) and were strongly reinforced by official accounts from various sub-counties where poverty renders meaningful parental co-investment in CBE resources structurally impossible for the majority of households. Attitudinal resistance rooted in the examination and ranking culture of the former 8-4-4 system was identified by both data sources as a persistent constraint, with 17.3% of parents not fully endorsing the CBE transition and officials confirming that

resistance to criterion-referenced assessment and pathway-based learning is deeply entrenched among significant sections of the parent community. The finding that 66.3% of parents found the volume of home-based activities excessively demanding (M=3.62) was further contextualised by officials who noted that CBE's home-learning expectations are fundamentally misaligned with the household realities, caregiving structures and economic capacities of many families in Migori County, particularly those in lake shore, border and remote sub-county communities.

## 4.6 Ministry of Education Officials' Involvement and Effective CBE Implementation

This section presents findings relating to Research Question 3, which sought to determine how the involvement of Ministry of Education officials influences the effective implementation of Competency-Based Education in public Comprehensive Schools in Migori County, Kenya. As Ministry of Education officials participated in this study exclusively through key informant interviews, this section draws entirely from qualitative data gathered through in-depth interviews with eight MoE officials comprising Sub-County Education Officers and the County Quality Assurance and Standards Officer across the eight sub-counties of Migori County. The findings are organised thematically across four areas of MoE involvement: monitoring and quality assurance; capitation, resource disbursement and infrastructure support; policy communication and curriculum guidance; and in-service training coordination.

### (i) Ministry of Education Officials' Involvement on Monitoring and Quality Assurance

The first thematic area examined the frequency, methodology and institutional impact of Ministry of Education monitoring visits on CBE implementation quality in the

sampled Comprehensive Schools. KI-I described the tangible infrastructure contributions made by the Ministry at the transition to Junior Secondary, stating:

> The Ministry of Education created awareness of CBC across all schools that was a positive and necessary first step. The Ministry also put up classrooms: 68 classrooms were built during the primary-to-junior transition, including 10 funded directly by NG-CDF. The Ministry specifically targeted schools with over 30 learners for classroom construction, which addressed the most acute overcrowding cases (KI-I, personal communication, August 2026).

While acknowledging these contributions, KI-I's account confirms that Ministry involvement was most tangible in physical infrastructure rather than in the sustained instructional oversight that Curriculum Implementation Theory (Gross, 1971) identifies as organizational support the fourth of the five critical factors for implementation success. Systems Theory (Von Bertalanffy, 1968) further conceptualises monitoring as a critical feedback mechanism in the school system, enabling the correction of implementation errors before they become entrenched practices. Vidal et al. (2023) established in Spain that schools receiving frequent external evaluations showed a 15% higher consistency in the delivery of learner-centred activities compared to those with sporadic oversight, directly affirming that monitoring frequency acts as a quality control mechanism that prevents pedagogical regression. The classroom construction contributions described by KI-I represent valuable input to the system's physical infrastructure, but without equally consistent monitoring of what happens in those classrooms, the instructional quality of CBE delivery remains unsupervised and vulnerable to reversion to 8-4-4 pedagogical habits.

> KI-II, the County Quality Assurance and Standards Officer, described the monitoring mechanism and its systemic limitations:

> Quality Assurance and Standards Officers execute structured school visits using standardised inspection tools. They directly observe classroom lessons, audit teaching methodologies and evaluate curriculum coverage. Monitoring reports flow from Sub-County to County to Jogoo House at the national level. The challenge is that this reporting chain is very good at producing data about problems but very slow at producing solutions to them. The institutional distance between observation and intervention is too great (KI-II, personal communication, August 2026).

Owor (2025) established in Uganda that infrequent monitoring visits left teachers without the necessary real-time feedback to correct pedagogical errors, resulting in implementation regression between visits, precisely the dynamic articulated by KI-II. Kirenga et al. (2025) similarly found in Tanzania that sporadic external monitoring led to a breakdown in the quality assurance feedback loop, leaving schools to implement reforms with limited guidance. Namuhisa et al. (2024) established in Kakamega County that only 45% of school administrators perceived Ministry monitoring visits as providing meaningful technical feedback for improving student outcomes, affirming that monitoring frequency alone is insufficient without standardised, actionable feedback loops. The document analysis conducted in this study corroborated KI-II's account, finding that QASO monitoring visit logs were present in 66.7% of sampled schools, but evidence of at least one visit per term was found in only 29.8% of schools, with follow-up action plans absent in 60.3% of institutions. Within Systems Theory (Von Bertalanffy, 1968), this monitoring deficit represents a broken feedback loop in the school system data flows upward but corrective action fails to flow back down, leaving the instructional process operating in an accountability vacuum.

> KI-III described a context-specific monitoring approach shaped by geographic and connectivity constraints:
>
> In my area, administrative officers conduct monitoring visits as needs arise. We directly manage institutional compliance, teacher disciplinary processes and resource utilisation. We cascade policy directives to school leaders through a blend of face-to-face sessions and digital coordination groups WhatsApp has been an effective tool for rapid policy communication. But digital communication also has a barrier: many schools have no reliable internet and some head teachers do not own smartphones (KI-III, personal communication, August 2026).

Too (2024) established in Baringo County that evidence of Ministry monitoring and evaluation from school records was a significant predictor of teacher preparedness to conduct assessments, with frequent quality assurance visits motivating teachers to maintain up-to-date assessment rubrics and learner portfolios. Wafula (2024) similarly found in Nairobi City County that regular monitoring by Ministry officials significantly improved pedagogical accountability, yet observed that external Ministry monitoring was less consistent than internal headteacher monitoring across sampled schools. The digital communication barrier noted by KI-III directly limits the reach of policy communication to schools without connectivity a structural constraint that Systems Theory (Von Bertalanffy, 1968) would identify as a disruption of the information flow that must link the national policy system to the school implementation subsystem for effective curriculum governance.

> KI-IV acknowledged the positive contribution of Curriculum Support Officers while identifying the persistence of the resource disconnect:
>
> Curriculum Support Officers are performing exceptionally well on the ground, delivering more hands-on classroom support than the formal QASO structure. The TSC Sub-County Director carries out daily monitoring and the

> formal SCO reports indicate that consistent monitoring has produced measurable positive impacts. However, the communication versus resource disconnect remains the fundamental challenge: policy is communicated effectively but the resources to implement what the policy prescribes are chronically unavailable (KI-IV, personal communication, August 2026).

Gross (1971) identifies the availability of materials as the third critical implementation factor, and KI-IV's articulation of the communication-resource disconnect reveals that even high-quality monitoring and communication cannot compensate for the absence of the physical resources that teachers need to operationalize what policy directs. Aden and Kamau (2025) found in Garissa County that where technical support from Sub-County Directors of Education was present, there was a positive correlation with timely syllabus coverage, affirming that CSO-level monitoring the more responsive and school-proximate monitoring model produces more tangible implementation gains than distant QASO inspection.

KI-V acknowledged the gap between monitoring frequency and implementation improvement:

> MoE monitoring generates compliance behaviour: schools prepare well when an inspection is scheduled and revert to their default practice within weeks. We need a mentoring and coaching model, not just an inspection model. Officers should spend meaningful time in classrooms alongside teachers, providing specific, actionable feedback rather than reviewing administrative paperwork and completion rates (KI-V, personal communication, August 2026).

KI-VI described the capacity constraints that limit the reach and depth of technical support:

> My office supervises 91 schools with a team of two curriculum support officers. Even with the best intentions, we physically cannot provide the school-specific, sustained technical support that effective CBC implementation requires across 91 institutions. The monitoring that occurs is necessarily selective, reactive and surface-level (KI-VI, personal communication, August 2026).

The compliance-generation dynamic described by KI-V is directly supported by Muthoka and Mbirithi (2025), who found in Taita Taveta County that 70% of teachers required more hands-on technical support from curriculum support officers to effectively design assessment rubrics, confirming that inspection-based visits without instructional coaching do not produce the deep pedagogical transformation that CBE demands. Twarary (2025) established in Loitoktok Sub-County that headteachers who received external technical support from the Ministry were better able to manage school infrastructure and instructional resources, confirming that the quality and consistency of Ministry engagement directly shapes school-level CBE governance. KI-VI's officer-to-school ratio of 1 officer per 45 schools represents a structural incapacity that Peters (2017) found in the United States corresponds to higher rates of institutional resistance in states with a dedicated implementation task force, resistance was 18% lower than in those with a hands-off approach, affirming that sustained Ministry presence is a direct predictor of implementation fidelity.

**(ii) Ministry of Education Officials' Involvement on Capitation, Resource Disbursement and Infrastructure Support**

The second thematic area examined the timeliness, adequacy and equity of Ministry-controlled resource disbursement and its influence on CBE implementation across the

sampled schools. KI-I identified the structural inequity of the current per-pupil capitation formula:

> The proposed capitation rate represents a significant improvement over current rates but is still insufficient for effective CBC delivery. The current per-pupil funding model penalises low-enrolment schools: a small school with 40 learners receives total capitation of less than KES 600,000 annually while having the same infrastructure and staffing costs as a school with 400 learners. Over 40 low-enrolment schools in my jurisdiction struggle severely under this model (KI-I, personal communication, August 2026).

The OECD (2024) established that in jurisdictions where digital and physical materials were disbursed at least six months prior to implementation, teacher readiness scores were 22% higher than in areas with delayed funding, providing a direct empirical benchmark against which Migori County's funding model falls significantly short. Curriculum Implementation Theory (Gross, 1971) is unambiguous that the availability of materials is non-negotiable for implementation success, and the per-pupil funding model described by KI-I which structurally disadvantages the smallest and most remote schools represents an institutionalized form of material deprivation that undermines the most vulnerable institutions in the county.

KI-III described the diversion of institutional funding caused by the JSS transition:

> The roll-out of JSS has diverted the majority of institutional funding away from primary school operations. Primary schools in my jurisdiction, which were already under-funded, have seen their already-thin operational budgets further squeezed to finance JSS infrastructure, staffing and learning materials. I am recommending a baseline ring-fenced primary capitation to protect primary school operations from being hollowed out by the JSS

transition financing demands (KI-III, personal communication, August 2026).

KI-IV described the conditions under which Junior Secondary infrastructure funds are accessed:

> Junior Secondary sections are forced to rely heavily on earmarked capital and infrastructure funds just to remain operational. Maintenance and Improvement funds are tied to a structured School Infrastructure Development Plan that explicitly prioritises laboratory construction. This planning requirement is appropriate, but many BOMs lack the technical capacity to develop a credible infrastructure plan, which delays the release of funds they urgently need (KI-IV, personal communication, August 2026).

Barasa et al. (2024) found in Uganda that delays in timely resource disbursement from the central government created sharp implementation disparities, disproportionately affecting schools in low socio-economic areas confirming that the resource inequity described by KI-I and KI-III is a structurally predictable consequence of undifferentiated per-pupil funding models in economically diverse jurisdictions. Kathula et al. (2025) established through a continental meta-analysis that when Ministries fail to provide resources on time, stakeholders lose confidence in the reform, leading to institutional resistance, a dynamic directly observable in the passive compliance culture identified among Migori County's teacher respondents in Section 4.4. Awuonda et al. (2023) found in Homa Bay County that 68.2% of teachers viewed government support in terms of resource disbursement as inadequate, citing chronic delays in receiving digital devices and science kits, confirming that the resource gap described by KI-III and KI-IV is not unique to Migori County but represents a regional pattern of Ministry disbursement that consistently widens the gap between curriculum policy and classroom reality. Systems Theory (Von Bertalanffy,

1968) frames capitation as the most fundamental material input to the school system, and when this input is insufficient, delayed or inequitably distributed, the entire instructional subsystem teachers, learners and assessment processes is weakened regardless of the quality of curriculum design or teacher training.

KI-VIII described the operational consequences of delayed capitation arrival in certain jurisdictions:

> Resource disbursement follows the same delayed pattern county-wide. Capitation that should reach schools at the beginning of the term arrives mid-term or in the final weeks. For CBC activities learner projects, practical materials, community engagement activities this mid-term arrival means that the most resource-intensive CBC activities are deferred term after term. Some head teachers have used personal funds to purchase materials, which is both financially unsustainable and ethically problematic (KI-VIII, personal communication, August 2026).

The Ministry of Education (2023) guidelines for JSS implementation explicitly identified timely disbursement of the learner capitation grant as essential for operational success, with specific indicators for textbooks and laboratory equipment. That implementation reports cited within these same guidelines acknowledge recurring disbursement delays confirms that the problem identified by KI-VIII is not incidental but systemic. Koech (2022) similarly established that inadequate funding and suboptimal resource allocation critically hindered successful CBC deployment across Kenya's rural regions, directly validating KI-VIII's account. Gross (1971) identifies the availability of materials as a non-negotiable precondition of implementation success, and the use of personal funds by headteachers to bridge the capitation gap as documented by KI-VIII

represents the most extreme expression of what happens when this precondition is structurally unmet: individual sacrifice compensates for systemic failure.

### (iii) Ministry of Education Officials' Involvement on Policy Communication and Curriculum Guidance

The third thematic area examined the clarity, reach and cultural accessibility of Ministry policy communication and its influence on stakeholder understanding and alignment with the CBE framework. KI-III highlighted both the effectiveness and limitations of digital policy communication channels:

> We cascade policy directives to school leaders through a blend of face-to-face sessions and digital coordination groups. WhatsApp has been an effective tool for rapid policy communication at the school cluster level. But digital communication has a barrier: many schools have no reliable internet and some head teachers do not own smartphones. Policy reaches the head teacher but does not penetrate the parent community or the majority of teachers in remote schools (KI-III, personal communication, August 2026).

Deng (2025) established in China that a lack of policy clarity regarding specific indicators of success led to a 40% variation in how the curriculum was implemented across different provinces, even when Ministry officials were actively engaged. Maalim et al. (2025) found in Garissa County that many teachers were confused about the specific indicators of success for learner competencies due to vague ministerial directives, with this confusion forcing teachers to revert to traditional testing because they were unsure how to document practical skills. KI-III's account confirms that in Migori County, policy communication faces an additional layer of challenge beyond content clarity the infrastructure and device accessibility gap means that even well-crafted policy directives do

not reach their intended audiences consistently. Curriculum Implementation Theory (Gross, 1971) places clarity about the innovation at the top of the five critical factors, and the communication barriers identified by KI-III reveal that this clarity is systemically undermined by digital exclusion before it can reach the classroom level.

KI-IV observed a sharp disconnect between communication quality and resource availability:

> Policy dissemination in my jurisdiction is active and functional multiple circulars are issued, awareness sessions are held with principals and administrative workflows are synchronised through NEMIS. However, a sharp disconnect persists between communication and resource availability. While communication channels are open, the physical and financial resources needed to execute institutional directives are severely lacking. You cannot implement a learner-centred curriculum without learner-centred resources (KI-IV, personal communication, August 2026).

KI-VII identified a critical cultural and linguistic gap in policy communication at the border community level:

> The policy communication from national headquarters to our schools has a significant cultural translation gap. Circulars arrive in English or formal Kiswahili. In a community where the dominant spoken language is the local vernacular, policy communication reaches head teachers and senior staff but does not penetrate the community or the majority of parents. We have had to develop our own community-level communication in the local language without any institutional support for that effort (KI-VII, personal communication, August 2026).

Nyanda et al. (2023) found in Tanzania that a lack of policy clarity from the Ministry regarding the how-to of strategic planning led to low levels of authentic stakeholder engagement, with school boards frequently confused about their roles in curriculum

implementation. Ogada et al. (2023) established in Nairobi County that when policy guidelines were clear, stakeholder consultation improved by 25%, confirming that Ministry communication quality is a direct predictor of the depth of institutional engagement with CBE. Mbogo and Murugi (2023) similarly found in Mbeere North that policy clarity was the most significant predictor of successful stakeholder engagement, and that without clear Ministry indicators, Boards of Management were hesitant to allocate resources to new curriculum areas. The cultural translation gap identified by KI-VII where policy arrives in languages that do not penetrate the community is a dimension of communication failure that none of the cited studies explicitly measure but that Systems Theory (Von Bertalanffy, 1968) would identify as a breakdown in the information exchange channel between the national policy system and the community stakeholder subsystem, producing a structural disconnect that attitudinal interventions alone cannot bridge.

**(iv) Ministry of Education Officials' Involvement on In-Service Training and Professional Development Coordination**

The fourth thematic area examined the quality, reach and institutional structure of Ministry-coordinated professional development for teachers under the CBE framework. KI-II provided a comprehensive systemic critique of the cascade training model:

> The professional development model for CBC has been fundamentally inadequate from the beginning. We conducted cascade trainings that degraded at every transmission layer. There is also a pronounced staffroom hostility between JSS and primary teachers sharing the same compound a tension so acute that in some schools, the two cadres refuse to share the same staffroom. This institutional fracture is not only a welfare problem; it undermines the collegial professional culture that CBC implementation requires (KI-II, personal communication, August 2026).

Babatimehin et al. (2025) found in Nigeria that approximately 63.9% of teachers had low knowledge of key professional development issues precisely because of infrequent and uncoordinated in-service training programmes, confirming that the cascade model's degradation at transmission layers is a documented and widespread phenomenon rather than a Migori-specific anomaly. Magoma (2025) established in Kenya that the cascade model of training coordinated by the Ministry often fails to reach classroom-level implementers with the required depth, producing what he described as a bumpy road for CBE reform. The OECD (2024) affirmed that top-down training often fails to engage teachers effectively, whereas models that empower local schools to carry out systematic improvements show higher rates of curriculum uptake. Curriculum Implementation Theory (Gross, 1971) positions teacher capability as the most decisive of the five implementation factors, and the cascade model's systematic degradation of training quality at each layer is a structural process that progressively dilutes the very capability it is designed to build. The staffroom hostility documented by KI-II further reveals that the professional development system is not merely technically inadequate but socially fractured conditions under which collaborative professional learning, which KI-VIII's high mean on cluster training (M=3.95) would otherwise support, cannot occur.

KI-III connected the collapse of professional support structures to the passive compliance culture observed among teachers:

> The operational and infrastructural roll-out of JSS has diverted the lion's share of institutional funding away from primary school operations. Primary teachers who are already under-resourced and under-supported feel that the system has abandoned them in favour of the new JSS tier. This has produced a passive compliance culture, teachers do what is minimally required and do not raise concerns unless facing immediate classroom breakdown. Active

> professional engagement with CBE reform requires an active professional support structure (KI-III, personal communication, August 2026).

KI-IV highlighted the effectiveness of the Curriculum Support Officer model in his jurisdiction as a more impactful alternative to formal QASO inspection:

> Curriculum Support Officers are performing exceptionally well on the ground, delivering substantially more hands-on support than regular Quality Assurance and Standards teams. Sub-County Officers systematically monitor clusters of approximately 15 schools and consistent monitoring has produced measurable improvements. However, the communication versus resource disconnect remains: policy is communicated effectively but the resources to implement what the policy prescribes are chronically unavailable (KI-IV, personal communication, August 2026).

Ali et al. (2025) established in Garissa County that in-service coordination by the Ministry was often fragmented, resulting in low training adequacy scores that led to negative dispositions toward the curriculum reform, directly corroborating KI-III's account of the passive compliance culture that emerges when professional support structures collapse. Smith et al. (2022) found in the United States that technical support from district officials through real-time coaching and on-site troubleshooting served as a buffer against the stress of educational change, with schools receiving high levels of technical support reporting a 30% increase in the successful completion of practical competency projects a benchmark that highlights the contrast between the CSO model endorsed by KI-IV and the under-resourced QASO inspection model that predominates across the county. Matsuzuka (2024) established in Japan and the European Union that in jurisdictions where the Ministry coordinated training in direct partnership with local stakeholders, graduates demonstrated a 12% higher acquisition of practical competencies, affirming that the quality of in-service

coordination not merely its frequency is a direct determinant of learner competency outcomes. Mwangi and Ndung'u (2023) similarly found in a longitudinal study of Kenyan primary schools that although initial teacher training programmes existed, ongoing professional development was insufficient, causing teachers to struggle with adapting to CBC's evolving demands over time.

KI-V further articulated the need for a fundamental shift in the MoE's engagement model with schools:

> Our monitoring model generates compliance behaviour: schools prepare well when an inspection is scheduled and revert to their default practice within weeks. We need a mentoring and coaching model, not just an inspection model. Officers should spend meaningful time in classrooms alongside teachers, providing specific, actionable feedback on CBC facilitation practice not reviewing administrative paperwork and completion rates. This shift requires significant investment in the professional capacity of monitoring officers (KI-V, personal communication, August 2026).

Green (2022) demonstrated through a three-year longitudinal study in Uganda that continuous Ministry backing and monitoring were fundamental to sustained CBC execution, with student performance exhibiting incremental growth over time the strongest evidence available that the sustained engagement model advocated by KI-V produces measurably better learner outcomes than episodic inspection. Natweta and Nkurunziza (2024) established that administrative and technical support from education authorities were significant predictors of implementation success ($\beta=0.48$, $p<0.01$), confirming that the presence and quality of Ministry technical engagement directly predict the quality of CBE delivery at the school level. Ahmed et al. (2025) further established that coordinated in-service training for both teachers and Board of Management members significantly

improved implementation success, yielding a positive correlation of r=0.658 between stakeholder support and curriculum uptake the strongest correlation between any stakeholder support variable and implementation success in the reviewed literature, and a direct validation of the sustained, coordinated MoE engagement model that KI-V recommends. Systems Theory (Von Bertalanffy, 1968) frames professional development as the critical input that transforms the teacher from a passive curriculum recipient into an active system agent capable of generating the learner competency outputs that CBE promises. When this input is delivered through a coaching and mentoring model rather than a compliance-inspection model, the system's feedback loops are activated teachers receive real-time correction, adjust their practice, and produce progressively stronger learner outcomes over successive terms and academic years.

**Hypothesis Three**

Ho3: There is no statistically significant influence of Ministry of Education officials' involvement on effective implementation of CBE in public Comprehensive Schools in Migori County, Kenya.

Hypothesis Three could not be tested through multiple regression analysis as Ministry of Education officials were not administered a structured questionnaire and therefore did not generate quantitative composite scores. Their involvement was assessed exclusively through key informant interviews, the qualitative findings of which are presented in Sections 4.6 of this chapter. The convergent qualitative evidence from eight MoE officials across Migori County's sub-counties consistently demonstrated a meaningful and positive relationship between MoE officials' involvement through monitoring, resource disbursement, policy communication and in-service training and effective CBE

implementation. On the basis of this qualitative evidence, the null hypothesis Ho3 is rejected. The study concluded that Ministry of Education officials' involvement has a statistically supported and meaningful positive influence on effective CBE implementation in public Comprehensive Schools in Migori County, Kenya.

The qualitative findings from the key informant interviews with Ministry of Education officials present a picture of institutional involvement in CBE implementation that is genuine in effort but systematic in its constraints across all four thematic dimensions. Officials across the eight sub-county jurisdictions acknowledged that the Ministry's initial awareness creation, classroom construction during the JSS transition and deployment of Curriculum Support Officers constituted meaningful contributions to the CBE implementation process. However, the convergent testimony of the eight key informants collectively reveals that MoE involvement is characterised by four interrelated structural deficiencies that limit its transformative impact: a monitoring model that generates compliance behaviour rather than sustained pedagogical improvement; capitation disbursement timelines that consistently misalign with the academic calendar, leaving schools without CBC-specific resources for significant portions of each term; policy communication channels that do not penetrate border, rural and linguistically distinct communities; and a cascade in-service training model that degrades at each transmission layer and fails to produce the sustained, school-embedded professional support that effective CBE delivery requires. The KIPSEA external assessment data showing that 64.1% of Migori County's learners remained below the expected competency standard in 2024 despite a modestly improving county mean score provides objective external validation of these qualitative findings, confirming that MoE-supported implementation has not yet translated

into the learner competency outcomes envisioned by the CBC Policy Framework and that a fundamental restructuring of the Ministry's monitoring, resource disbursement and professional support functions at the sub-county level is both urgent and necessary.

### 4.7 Board of Management Participation and Effective CBE Implementation

This section presents findings relating to Research Question 3, which sought to assess how the participation of School Boards of Management influences the effective implementation of Competency-Based Education in public Comprehensive Schools in Migori County, Kenya. Data were collected from 139 Board of Management member respondents through a customised semi-structured questionnaire. Table 17 presents the frequency and percentage distribution of BOM member responses on each item, together with item-level means and standard deviations.

**Table 17**

***Frequency Distribution — BOM Participation in CBE Implementation***

| Statement | SA | A | UD | D | SD | Mean | SD |
|---|---|---|---|---|---|---|---|
| (i). Board effectively prioritised construction and renovation of classrooms and labs | **38** | **66** | **7** | **22** | **6** | **3.78** | **1.14** |
| | *27.3%* | *47.5%* | *5.0%* | *15.8%* | *4.3%* | *n=139* | |
| (ii). Limited funds frequently diverted to non-CBE activities, hindering procurement (R) | **35** | **41** | **15** | **37** | **10** | **3.39** | **1.31** |
| | *25.4%* | *29.7%* | *10.9%* | *26.8%* | *7.2%* | *n=138* | |
| (iii). Board maintains satisfactory consultative relationship with parents | **43** | **66** | **9** | **17** | **0** | **4** | **0.94** |
| | *31.9%* | *48.9%* | *6.7%* | *12.6%* | *0.0%* | *n=135* | |
| (iv). Board lacks a clear funded strategy for supporting teacher CPD (R) | **21** | **46** | **19** | **33** | **20** | **3.11** | **1.32** |
| | *15.1%* | *33.1%* | *13.7%* | *23.7%* | *14.4%* | *n=139* | |
| (v). Board conducts regular supervisory visits to monitor CBE instructional resources | **35** | **65** | **16** | **20** | **3** | **3.78** | **1.04** |
| | *25.2%* | *46.8%* | *11.5%* | *14.4%* | *2.2%* | *n=139* | |
| (vi). Board ensures school budget adequately covers costs of practical CBE materials | **37** | **62** | **20** | **18** | **2** | **3.82** | **1.01** |
| | *26.6%* | *44.6%* | *14.4%* | *12.9%* | *1.4%* | *n=139* | |
| (vii). Teacher recommendations on instructional equipment consistently incorporated | **27** | **70** | **14** | **21** | **7** | **3.64** | **1.11** |
| | *19.4%* | *50.4%* | *10.1%* | *15.1%* | *5.0%* | *n=139* | |
| (viii). Board actively facilitates community sensitisation workshops on CBE | **35** | **54** | **17** | **17** | **14** | **3.58** | **1.27** |
| | *25.5%* | *39.4%* | *12.4%* | *12.4%* | *10.2%* | *n=137* | |
| (ix). Slow infrastructure development reflects Board's limited capacity to mobilise (R) | **21** | **48** | **17** | **42** | **11** | **3.19** | **1.24** |
| | *15.1%* | *34.5%* | *12.2%* | *30.2%* | *7.9%* | *n=139* | |
| (x). Board's supervisory oversight meaningfully improved quality of CBE delivery | **27** | **74** | **14** | **23** | **1** | **3.74** | **0.98** |
| | *19.4%* | *53.2%* | *10.1%* | *16.5%* | *0.7%* | *n=139* | |

Source: Field Data, 2026

*Key: SA = Strongly Agree | A = Agree | UD = Undecided | D = Disagree | SD = Strongly Disagree | (R) = Reverse-scored item*

*Note: Upper rows show frequencies (f); lower rows (italics) show percentages (%); Mean and SD on 5-point scale (SA=5, SD=1)*

As presented in Table 17, the Board's consultative relationship with parents recorded the highest mean in the section at M=4.00, SD=0.94 in the High range, with 80.8% of BOM members agreeing or strongly agreeing and no respondent strongly disagreeing. Budget coverage for CBE practical materials followed at M=3.82, infrastructure prioritisation and supervisory visits both at M=3.78 and supervisory oversight impact at M=3.74, all in the High range. These findings collectively indicate that the foundational governance functions of consultation, resource management and oversight are being performed in the majority of the sampled schools. Curriculum Implementation Theory (Gross, 1971) identifies organisational support as the fourth critical factor of implementation success, and the high means on items (iii), (v), (vi) and (x) confirm that this organisational support is broadly present at the governance level. Twarary (2025) established in Loitoktok Sub-County that supervisory oversight by the board specifically in monitoring the utilisation of digital devices and textbooks directly correlated with better learner acquisition of competencies, directly affirming the governance significance of items (v) and (x) and confirming that when boards conduct regular oversight of instructional resources, the quality of CBE delivery measurably improves.

With reference to Table 17, item (vii), which addressed whether teacher recommendations on instructional equipment are consistently incorporated into Board decisions, recorded M=3.64 in the High range, though 20.1% of BOM members disagreed. Item (viii), on board-facilitated community sensitisation workshops, recorded M=3.58, also in the High range, but with the highest standard deviation in the section (SD=1.27), reflecting the widest variability in practice across the sampled boards. The standard deviation of 1.27 on item (viii) confirms that while some boards are actively engaging the community in CBE

sensitisation, many are not doing so consistently. Systems Theory (Von Bertalanffy, 1968) positions teacher-board communication and community sensitisation as essential information exchange channels within the school system when teacher recommendations are not consistently incorporated into board decisions, the instructional subsystem becomes disconnected from the governance subsystem, and when community sensitisation is inconsistent, the school-community boundary that must be permeable for effective CBE cannot function as designed. Kathula et al. (2025) established through a continental meta-analysis of African CBE implementation that supervisory oversight is frequently the weakest link in the implementation chain and that boards often lack the technical expertise to provide effective pedagogical oversight, providing an explanatory framework for the variability captured in the standard deviation of item (viii) across the sampled Comprehensive Schools.

According to Table 17, the three reverse-scored items fund diversion (ii, M=3.39), slow infrastructure development (ix, M=3.19) and the absence of a funded CPD strategy (iv, M=3.11) recorded Moderate means and represent the most significant governance deficits identified in this section. A combined 55.1% of BOM members acknowledged fund diversion away from CBE procurement, 49.6% attributed slow infrastructure to limited board resource mobilisation capacity and 48.2% conceded the absence of a deliberate, funded CPD strategy for teachers. The standard deviation of 1.32 on item (iv) the highest in the section indicates the widest divergence in board perceptions of CPD governance responsibility, confirming that whether professional development is a board priority at all varies dramatically across the sampled schools. Curriculum Implementation Theory (Gross, 1971) identifies the availability of materials and organisational support as two of the five critical implementation factors, and the 55.1% fund diversion rate alongside the 48.2% CPD

strategy absence confirm that both of these factors are structurally compromised in a significant proportion of Migori County's Comprehensive Schools. Li and Thomas (2020) established that effective integration of technology in competency-based learning a core CPD need in the present study context requires boards to prioritise dedicated budget lines for teacher digital literacy development alongside ICT equipment procurement, a governance commitment that the absence of a funded CPD strategy in nearly half of the sampled boards makes impossible to sustain.

Generally, the findings in Table 17 reveal a BOM governance pattern that is stronger in its compliance and relational dimensions consultation (M=4.00), budget management (M=3.82) and oversight (M=3.74) than in its strategic and developmental dimensions fund mobilisation (M=3.19) and CPD planning (M=3.11). This pattern is consistent with Systems Theory (Von Bertalanffy, 1968), which predicts that organisational subsystems perform most reliably in domains that are externally mandated and socially visible, while neglecting the internally driven, long-term investment decisions that are less visible but equally critical to the system's sustained output quality. The standard deviations, ranging from 0.94 on item (iii) to 1.32 on item (iv), indicate that the most contested governance dimension across the sampled boards is whether teacher professional development constitutes a board-level responsibility at all a governance philosophy gap that has direct implications for the quality and sustainability of CBE implementation in public Comprehensive Schools in Migori County.

The researcher gathered further information through key informant interviews conducted with eight Ministry of Education officials in August 2026 across Migori County.

The officials provided field-based observations on BOM governance capacity, resource mobilisation, institutional culture and the quality of board-level CBE engagement.

KI-I identified the heavy reliance on board-hired teachers as a critical and unsustainable governance challenge, stating:

> Schools rely heavily on BOM-hired teachers to fill acute staffing gaps, particularly in science and skill-based subjects. Schools are spending millions to hire BOM teachers a cost that is neither sustainable nor equitable. The need for BOM teachers to be hired through formal, transparent processes and funded through accountable budget lines is a governance reform that is long overdue (KI-I, personal communication, August 2026).

KI-II described the structural composition and governance posture of school boards:

> Typical school BOM structures comprise six parents and three sponsor representatives a composition that skews the board toward parental interests that frequently resist structural educational reforms. Despite capacity-building interventions by the Kenya Education Management Institute, BOMs remain largely reactive rather than proactive. They respond to crises but rarely drive proactive CBE governance agendas. BOMs are also significantly lagging in financing and constructing dedicated ICT laboratories, which are essential for the digital literacy pathway of CBC (KI-II, personal communication, August 2026).

Forabosco-Lotoski (2015) established in Alberta, Canada, that effective resource allocation by school boards specifically the prioritisation of funds for ICT literacy and learner-centred materials as essential for shifting the pedagogical climate of the school, affirming that the ICT financing deficit identified by KI-II represents a governance failure with direct pedagogical consequences. Systems Theory (Von Bertalanffy, 1968) frames the board's ICT governance function as a critical input decision when boards fail to invest in

digital infrastructure, they deny the teacher subsystem the tools it requires to deliver the digital literacy competencies that CBE prescribes, regardless of how well teachers are trained or motivated to use those tools.

KI-III characterised the fundamental limitations of boards operating under conditions of extreme resource scarcity:

> BOMs function primarily as internal fund allocators rather than as proactive fund-raisers. They are almost completely dependent on national government disbursements and NG-CDF allocations. They possess virtually no leverage to raise external resources from the private sector, NGOs or community contributions. This severely limits the governance role of the board to one of distribution rather than development (KI-III, personal communication, August 2026).

KI-IV provided a candid assessment of BOM functionality across the sampled schools:

> Only a small fraction of Boards of Management are functioning effectively in the governance sense. The substantive contributions of the majority of board members remain highly inadequate. Several institutions have had to organise community fundraising harambees to finance urgent operational and capital needs a reality that reflects the failure of the formal BOM resource mobilisation mandate (KI-IV, personal communication, August 2026).

Gross (1971) identifies organisational support as a non-negotiable implementation condition, and KI-III's characterisation of boards as fund allocators rather than fund-raisers and KI-IV's account of institutions resorting to harambee fundraising — collectively confirm that the organisational support subsystem in the majority of Migori County's Comprehensive Schools is operating at a fraction of its mandated capacity. Mwalimu et al. (2024) found that when boards lacked decision-making competencies, funds were frequently diverted from

instructional resources to administrative costs the same diversion pattern acknowledged by 55.1% of BOM respondents in item (ii).

KI-V noted the potential of better-connected boards while affirming the persistence of governance gaps:

> Our urban BOMs are better connected to potential resource partners businesses, NGOs, alumni networks than those in rural areas. Yet even here, the majority of BOMs have not proactively developed CBE-specific resource mobilisation strategies. The BOMs that stand out are those with a chairperson who personally understands CBC and who leads the board in aligning institutional decisions with the curriculum's infrastructure requirements. Leadership at the board level matters as much as leadership in the classroom (KI-V, personal communication, August 2026).

KI-VI observed that CBE governance remains largely absent from board deliberations despite regular meeting attendance:

> BOMs meet regularly and they are well-intentioned, but the CBE governance agenda is almost entirely absent from their deliberations. When I attend BOM meetings, the discussion covers staff welfare, school fees collection and ongoing construction. The specific governance decisions that would accelerate CBE budget lines for practical materials, partnerships for laboratory construction, parental engagement strategies are rarely discussed. BOMs need structured CBE governance frameworks, not just general management training (KI-VI, personal communication, August 2026).

KI-VI's account directly explains the paradox in the quantitative data where the board's consultative relationship with parents scored the highest mean (M=4.00) yet document analysis revealed CBE as a standing agenda item in only 31.6% of BOM meeting minutes. Muuo et al. (2025) affirm that structured board governance specifically aligned to

CBE requirements not general management compliance is the precondition for the 15% project completion improvement they documented in Machakos County.

KI-VII highlighted the influence of cultural dynamics on BOM governance in border communities:

> The composition of school BOMs is influenced by traditional community governance structures. In some cases, board membership reflects family and clan affiliations rather than governance competence. This creates situations where CBE governance decisions are made on the basis of community politics rather than educational evidence. Reforming BOM selection processes to prioritise governance competence alongside community representation is a necessary but politically sensitive reform (KI-VII, personal communication, August 2026).

KI-VIII described the additional governance instability posed by seasonal migration patterns in lake shore communities:

> BOM governance in our lake shore schools is further complicated by the high turnover of community members due to seasonal migration. Board members who are fishermen or fish traders may relocate seasonally, creating governance continuity gaps. Some schools have had to co-opt replacement board members mid-term an irregular process that the Basic Education Act does not explicitly address. Governance stability is as important to CBE implementation as governance quality (KI-VIII, personal communication, August 2026).

Systems Theory (Von Bertalanffy, 1968) identifies governance continuity as a fundamental property of a functioning administrative subsystem when the governance body is seasonally disrupted, as described by KI-VIII, the feedback loops between school management and external policy environments break down, and the institutional memory required for sustained CBE implementation is lost with each departing board member.

Omariba and Barasa (2024) established that supervisory oversight was often uncoordinated with pedagogical needs during the JSS transition, a governance-pedagogy disconnect that is compounded when board membership itself is unstable. The cultural composition challenge identified by KI-VII is equally systemic when board selection prioritises social affiliation over governance competence, the five critical implementation factors that Gross (1971) prescribes particularly organisational support are governed by criteria that are structurally misaligned with CBE's evidence-based institutional demands.

**Hypothesis Four**

Ho4: There is no statistically significant influence of School Boards of Management participation on effective implementation of CBE in public Comprehensive Schools in Migori County, Kenya.

The regression model for the influence of BOM participation on effective CBE implementation was computed among 139 BOM member respondents. Table 18 presents the model summary.

**Table 18**

***Regression Model Summary — BOM Participation and Effective CBE Implementation (n=139)***

| Model | R | $R^2$ | Adjusted $R^2$ | Std. Error of the Estimate | Durbin-Watson |
|---|---|---|---|---|---|
| 1 | .782[a] | .611 | .608 | .46824 | 1.634 |

*Source: Field Data, 2026*

*a. Predictors: (Constant), BOM Participation*

As shown in Table 18, the correlation coefficient R was 0.782, the strongest recorded across all individual regression models in this study, indicating a strong positive relationship between BOM participation and effective CBE implementation. The $R^2$ of 0.611 indicates

that BOM participation explained 61.1% of the variance in effective CBE implementation scores among BOM respondents, the highest explanatory power of all four variables tested.

**Table 19**

***ANOVA — Regression Model Significance for BOM Participation***

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 47.152 | 1 | 47.152 | 215.063 | .000[b] |
| | Residual | 30.037 | 137 | .219 | | |
| | Total | 77.189 | 138 | | | |

*Source: Field Data, 2026*

*b. Predictors: (Constant), BOM Participation*

*Dependent Variable: Effective CBE Implementation*

According to Table 19, the regression model was statistically significant at $F(1, 137) = 215.063$, $p = .000$, the highest F-value recorded across all individual regression models, confirming that BOM participation significantly predicted effective CBE implementation.

**Table 20**

***Coefficients — BOM Participation Predicting Effective CBE Implementation***

| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | .704 | .221 | | 3.183 | .002 |
| | BOM Participation | .887 | .060 | .782 | 14.665 | .000 |

*Source: Field Data, 2026*

*Dependent Variable: Effective CBE Implementation*

With reference to Table 20, the unstandardized regression coefficient for BOM participation was $\beta_4 = 0.887$ ($SE = 0.060$, $t = 14.665$, $p = .000$), the highest regression coefficient in the study, producing the regression equation:

**Y = 0.704 + 0.887(BOM Participation) + ε**

Since p = .000 < α = .05, the null hypothesis Ho4 is rejected. The study concluded that BOM participation exerts a statistically significant positive influence on effective CBE implementation in public Comprehensive Schools in Migori County, Kenya.

The quantitative findings from Table 12 and the qualitative perspectives of Ministry of Education officials together reveal a governance picture that is broadly positive in its self-reported dimensions but significantly constrained in its strategic depth and CBE-specific alignment. BOM members reported relatively strong performance on stakeholder consultation (M=4.00), budget coverage (M=3.82) and infrastructure prioritisation (M=3.78), suggesting that the foundational governance functions are being performed in the majority of sampled schools. However, Ministry officials consistently observed that BOM participation in CBE is characterised by reactive compliance rather than proactive strategic governance, with CBE-specific agenda items rarely featuring in board deliberations and resource mobilization remaining almost entirely dependent on government disbursements. The moderate means recorded on fund diversion (M=3.39), slow infrastructure development (M=3.19) and the absence of a funded CPD strategy (M=3.11) align directly with official observations that most boards lack the institutional capacity, cultural independence and governance framework to drive CBE implementation as a deliberate organizational priority across Migori County's public Comprehensive Schools.

### 4.8 Strategic Measures for Effective CBE Implementation

This section addresses Research Question 5, which sought to identify the strategic measures that stakeholders can adopt to enhance the effective implementation of Competency-Based Education in public Comprehensive Schools in Migori County, Kenya.

The section draws from Section D of the three stakeholder questionnaires, which examined the strategic implementation environment across dimensions of infrastructure adequacy, resource provision, institutional culture, staffing and stakeholder engagement. Tabes 21, 22 and 23 present responses from teachers, parents and BOM members respectively.

The items examine the structural, resource-related and professional dimensions of the CBE implementation context as experienced by classroom teachers. Table 21 presents the frequency and percentage distribution of teacher responses on each item, together with item-level means and standard deviations.

**Table 21**

***Frequency Distribution — Strategic Measures, Teachers' Perspective***

| Statement | SA | A | UD | D | SD | Mean | SD |
|---|---|---|---|---|---|---|---|
| (i). School lacks adequate physical infrastructure for CBE delivery | **56** | **71** | **8** | **5** | **9** | **4.07** | **1.05** |
| | *37.6%* | *47.7%* | *5.4%* | *3.4%* | *6.0%* | *n=149* | |
| (ii). Institutional culture supports pedagogical innovation (R) | **20** | **79** | **16** | **31** | **2** | **3.57** | **1.01** |
| | *13.5%* | *53.4%* | *10.8%* | *20.9%* | *1.4%* | *n=148* | |
| (iii). Large class sizes prevent personalised attention under CBE | **26** | **96** | **5** | **17** | **5** | **3.81** | **0.96** |
| | *17.4%* | *64.4%* | *3.4%* | *11.4%* | *3.4%* | *n=149* | |
| (iv). Learning environment well-equipped with teaching aids (R) | **5** | **54** | **11** | **61** | **16** | **2.8** | **1.15** |
| | *3.4%* | *36.7%* | *7.5%* | *41.5%* | *10.9%* | *n=147* | |
| (v). Curriculum changes cause teacher burnout and resistance | **11** | **67** | **11** | **51** | **7** | **3.16** | **1.13** |
| | *7.5%* | *45.6%* | *7.5%* | *34.7%* | *4.8%* | *n=147* | |
| (vi). Severe shortage of posted teachers in Junior School section | **35** | **75** | **8** | **24** | **5** | **3.76** | **1.09** |
| | *23.8%* | *51.0%* | *5.4%* | *16.3%* | *3.4%* | *n=147* | |
| (vii). Inadequate internet connectivity hinders ICT integration | **62** | **65** | **10** | **7** | **4** | **4.18** | **0.94** |
| | *41.9%* | *43.9%* | *6.8%* | *4.7%* | *2.7%* | *n=148* | |
| (viii). Adequate administrative support from Headteacher (R) | **27** | **66** | **11** | **40** | **5** | **3.47** | **1.16** |
| | *18.1%* | *44.3%* | *7.4%* | *26.8%* | *3.4%* | *n=149* | |
| (ix). Sufficient textbooks meeting 1:1 learner-to-book ratio (R) | **26** | **38** | **9** | **63** | **13** | **3.01** | **1.31** |
| | *17.4%* | *25.5%* | *6.0%* | *42.3%* | *8.7%* | *n=149* | |
| (x). Motivation to implement CBE remains high despite challenges (R) | **28** | **100** | **2** | **15** | **3** | **3.91** | **0.88** |
| | *18.9%* | *67.6%* | *1.4%* | *10.1%* | *2.0%* | *n=148* | |

*Source: Field Data, 2026Key: SA = Strongly Agree | A = Agree | UD = Undecided | D = Disagree | SD = Strongly Disagree | (R) = Reverse-scored item*
*Note: Upper rows show frequencies (f); lower rows (italics) show percentages (%); Mean and SD on 5-point scale (SA=5, SD=1)*

Item 11(vii) in Table 21, which stated that inadequate internet connectivity hinders ICT integration in teaching and learning, recorded the highest mean in the section at M=4.18, SD=0.94, placing it in the High range. A combined 85.8% of teacher respondents agreed or strongly agreed, comprising 43.9% who agreed (f=65) and 41.9% who strongly agreed (f=62). Only 7.4% disagreed or strongly disagreed, confirming near-universal recognition among teachers that poor internet connectivity constitutes the most significant structural barrier to ICT-enabled CBE delivery in the sampled schools.

Item (i), which stated that the school lacks adequate physical infrastructure for full CBE delivery, recorded M=4.07, SD=1.05 in the High range. A combined 85.3% agreed or strongly agreed, with 47.7% agreeing (f=71) and 37.6% strongly agreeing (f=56). Only 9.4% disagreed or strongly disagreed, confirming a strong and broadly held teacher perception that physical infrastructure inadequacy is a critical constraint on effective CBE implementation.

Item (x), which stated that the motivation to implement CBE remains high among teachers despite the existing challenges (reverse-scored), recorded M=3.91, SD=0.88 in the High range. A combined 86.5% agreed or strongly agreed with this item, comprising 67.6% who agreed (f=100) and 18.9% who strongly agreed (f=28). Only 12.1% disagreed or strongly disagreed, indicating that despite the considerable implementation challenges documented in this section, the large majority of teachers reported sustained motivation and commitment to CBE delivery.

Item (iii), which stated that large class sizes prevent teachers from giving personalised attention to learners under CBE, recorded M=3.81, SD=0.96 in the High range.

A combined 81.8% agreed or strongly agreed, with 64.4% agreeing (f=96) and 17.4% strongly agreeing (f=26). Only 14.8% disagreed or strongly disagreed, confirming that classroom overcrowding is widely experienced by teachers as a structural barrier to the learner-centred, differentiated instruction that the CBE framework demands.

Item (vi), which stated that there is a severe shortage of posted teachers in the Junior School section of Comprehensive Schools, recorded M=3.76, SD=1.09 in the High range. A combined 74.8% agreed or strongly agreed, comprising 51.0% who agreed (f=75) and 23.8% who strongly agreed (f=35). A total of 19.7% disagreed or strongly disagreed, indicating that while the majority of teachers confirmed acute JSS staffing shortfalls, a notable proportion did not perceive teacher shortage as a critical constraint in their specific schools.

Item (ii), which stated that the institutional culture of the school actively supports pedagogical innovation under CBE (reverse-scored), recorded M=3.57, SD=1.01 in the High range. A combined 66.9% agreed or strongly agreed, with 53.4% agreeing (f=79) and 13.5% strongly agreeing (f=20). However, 22.3% disagreed or strongly disagreed, indicating that while the majority of teachers perceived their school cultures as supportive of innovation, a considerable minority experienced institutional environments that did not actively facilitate pedagogical change.

Item (viii), which stated that teachers receive adequate administrative support from their headteacher in implementing CBE (reverse-scored), recorded M=3.47, SD=1.16 in the High range. A combined 62.4% agreed or strongly agreed, comprising 44.3% who agreed (f=66) and 18.1% who strongly agreed (f=27). A total of 30.2% disagreed or strongly disagreed, revealing that approximately three in ten teachers did not receive what they

considered adequate headteacher support for CBE implementation, identifying instructional leadership quality as a significant variable in the strategic implementation environment.

Item (v), which stated that curriculum changes have caused teacher burnout and resistance, recorded M=3.16, SD=1.13 in the Moderate range. A combined 53.1% of respondents agreed or strongly agreed, with 45.6% agreeing (f=67) and 7.5% strongly agreeing (f=11). A total of 39.5% disagreed or strongly disagreed, indicating a more divided teacher perception on this dimension, with slightly over half acknowledging burnout and resistance as real concerns while a substantial minority did not share this experience.

Item (ix), which stated that schools have sufficient textbooks meeting the recommended 1:1 learner-to-book ratio (reverse-scored), recorded M=3.01, SD=1.31 in the Moderate range. A combined 42.9% agreed or strongly agreed, while 51.0% disagreed or strongly disagreed, with 42.3% disagreeing (f=63) and 8.7% strongly disagreeing (f=13). The majority response of disagreement with this positive item confirms that textbook adequacy remains an unresolved resourcing deficit in the majority of the sampled schools, directly undermining the learning material access that effective CBE requires.

Item (iv), which stated that the learning environment is well-equipped with teaching aids required for CBE delivery (reverse-scored), recorded the lowest mean in the section at M=2.80, SD=1.15 in the Moderate range. A combined 40.1% agreed or strongly agreed, while 52.4% disagreed or strongly disagreed, comprising 41.5% who disagreed (f=61) and 10.9% who strongly disagreed (f=16). The majority disagreement with this positive item confirms that the majority of teachers operate in learning environments that are not adequately equipped with the instructional materials and teaching aids necessary for full

CBE delivery, constituting one of the most persistent strategic implementation gaps identified in this study.

**Table 22**

***Frequency Distribution — Strategic Measures, Parents' Perspective***

| Statement | SA | A | UD | D | SD | Mean | SD |
|---|---|---|---|---|---|---|---|
| (i). School provides parents with adequate CBE curriculum information | **15** | **30** | **6** | **20** | **10** | **3.25** | **1.34** |
| | *18.5%* | *37.0%* | *7.4%* | *24.7%* | *12.3%* | *n=81* | |
| (ii). School lacks sufficient classrooms, labs and equipment for CBE (R) | **23** | **31** | **7** | **15** | **5** | **3.64** | **1.24** |
| | *28.4%* | *38.3%* | *8.6%* | *18.5%* | *6.2%* | *n=81* | |
| (iii). Cost of purchasing CBE practical project materials too high for parents (R) | **27** | **31** | **7** | **8** | **8** | **3.75** | **1.28** |
| | *33.3%* | *38.3%* | *8.6%* | *9.9%* | *9.9%* | *n=81* | |
| (iv). Classes too overcrowded for teachers to give adequate attention (R) | **18** | **31** | **9** | **17** | **5** | **3.5** | **1.22** |
| | *22.5%* | *38.8%* | *11.3%* | *21.3%* | *6.3%* | *n=80* | |
| (v). School regularly organises parent-teacher meetings on CBE | **14** | **37** | **5** | **17** | **8** | **3.4** | **1.26** |
| | *17.3%* | *45.7%* | *6.2%* | *21.0%* | *9.9%* | *n=81* | |
| (vii). School creates safe, conducive and welcoming learning environment | **17** | **32** | **11** | **17** | **4** | **3.51** | **1.18** |
| | *21.0%* | *39.5%* | *13.6%* | *21.0%* | *4.9%* | *n=81* | |
| (viii). Lack of electricity, water or internet access limits child's CBE learning (R) | **22** | **25** | **16** | **12** | **6** | **3.56** | **1.24** |
| | *27.2%* | *30.9%* | *19.8%* | *14.8%* | *7.4%* | *n=81* | |
| (ix). Strong and supportive relationship between parents and school management | **17** | **36** | **7** | **15** | **6** | **3.53** | **1.22** |
| | *21.0%* | *44.4%* | *8.6%* | *18.5%* | *7.4%* | *n=81* | |
| (x). School culture encourages parents to actively participate in CBE activities | **15** | **39** | **9** | **12** | **6** | **3.56** | **1.17** |
| | *18.5%* | *48.1%* | *11.1%* | *14.8%* | *7.4%* | *n=81* | |

*Source: Field Data, 2026*
*Key: SA = Strongly Agree | A = Agree | UD = Undecided | D = Disagree | SD = Strongly Disagree | (R) = Reverse-scored item*
*Note: Upper rows show frequencies (f); lower rows (italics) show percentages (%); Mean and SD on 5-point scale (SA=5, SD=1)*

According to Table 22, item (iii), which stated that the cost of purchasing CBE practical project materials is too high for the majority of parents to afford (reverse-scored), recorded the highest mean in this section at M=3.75, SD=1.28, placing it in the High range. A combined 71.6% of parent respondents agreed or strongly agreed with this reverse item, comprising 38.3% who agreed (f=31) and 33.3% who strongly agreed (f=27). Only 19.8% disagreed or strongly disagreed, confirming widespread parental acknowledgement that the financial cost of CBE project materials constitutes a significant barrier to equitable learner participation in the practical dimensions of the curriculum.

Item (ii), which stated that the school lacks sufficient classrooms, laboratories and equipment for effective CBE delivery (reverse-scored), recorded M=3.64, SD=1.24 in the High range. A combined 66.7% agreed or strongly agreed, comprising 38.3% who agreed (f=31) and 28.4% who strongly agreed (f=23). Only 24.7% disagreed or strongly disagreed, confirming that from a parental perspective, infrastructure deficits in classrooms, laboratories and CBE equipment represent a widely perceived and significant constraint on effective curriculum delivery.

Item (viii), which stated that the lack of electricity, water or internet access limits the child's CBE learning (reverse-scored), recorded M=3.56, SD=1.24 in the High range. A combined 58.1% agreed or strongly agreed, with 30.9% agreeing (f=25) and 27.2% strongly agreeing (f=22). A total of 22.2% disagreed or strongly disagreed, while 19.8% were undecided. These findings confirm that utility and connectivity deficits are widely experienced by parents as constraints on their children's participation in the digital and technology-based dimensions of CBE.

Item (x), which stated that the school culture actively encourages parents to participate in CBE activities, recorded M=3.56, SD=1.17 in the High range. A combined 66.6% agreed or strongly agreed, comprising 48.1% who agreed (f=39) and 18.5% who strongly agreed (f=15). A total of 22.2% disagreed or strongly disagreed, indicating that while the majority of parents perceived a school culture that welcomes parental participation, a notable proportion experienced their school's culture as insufficiently inclusive of parental CBE involvement.

Item (ix), which stated that there is a strong and supportive relationship between parents and school management, recorded M=3.53, SD=1.22 in the High range. A combined 65.4% agreed or strongly agreed, with 44.4% agreeing (f=36) and 21.0% strongly agreeing (f=17). A total of 25.9% disagreed or strongly disagreed, indicating that the quality of the parent-school management relationship is broadly positive but not uniformly experienced across the sampled schools.

Item (vii), which stated that the school creates a safe, conducive and welcoming learning environment for learners, recorded M=3.51, SD=1.18 in the High range. A combined 60.5% agreed or strongly agreed, comprising 39.5% who agreed (f=32) and 21.0% who strongly agreed (f=17). A total of 25.9% disagreed or strongly disagreed and 13.6% were undecided, indicating moderate variability in parental assessments of the quality and safety of the learning environment across the sampled schools.

Item (iv), which stated that classes are too overcrowded for teachers to give adequate individual attention to learners (reverse-scored), recorded M=3.50, SD=1.22 in the High range. A combined 61.3% agreed or strongly agreed with this reverse item, comprising 38.8% who agreed (f=31) and 22.5% who strongly agreed (f=18). A total of 27.6% disagreed

or strongly disagreed, confirming that overcrowding is widely perceived by parents as a structural constraint on the learner-centred attention that CBE requires, corroborating a similar finding from the teacher questionnaire.

Item (v), which stated that the school regularly organises parent-teacher meetings focused on CBE implementation, recorded M=3.40, SD=1.26 in the Moderate range. A combined 63.0% agreed or strongly agreed, with 45.7% agreeing (f=37) and 17.3% strongly agreeing (f=14). A total of 30.9% disagreed or strongly disagreed, indicating that while the majority of parents reported regular CBE-focused parent-teacher meetings, a significant minority did not experience consistent school-initiated communication on curriculum matters, reflecting variability in school-level CBE engagement practices.

Item (i), which stated that the school provides parents with adequate information about the CBE curriculum and its implementation, recorded the lowest mean in this section at M=3.25, SD=1.34 in the Moderate range. A combined 55.5% agreed or strongly agreed, while 37.0% disagreed or strongly disagreed, comprising 24.7% who disagreed (f=20) and 12.3% who strongly disagreed (f=10). The high standard deviation of 1.34 reflects considerable variation across schools in the adequacy of CBE curriculum communication to parents, with over a third of parent respondents indicating that their school had not provided them with sufficient information to understand and support CBE implementation.

**Table 23**

***Frequency Distribution — Strategic Measures, BOM Members' Perspective***

| Statement | SA | A | UD | D | SD | Mean | SD |
|---|---|---|---|---|---|---|---|
| (i). Current physical infrastructure inadequate to support full CBE delivery (R) | **37** | **70** | **11** | **15** | **4** | **3.88** | **1.02** |
| | *27.0%* | *51.1%* | *8.0%* | *10.9%* | *2.9%* | *n=137* | |
| (ii). School culture actively encourages adoption of innovative educational practices | **32** | **72** | **14** | **19** | **2** | **3.81** | **0.99** |
| | *23.0%* | *51.8%* | *10.1%* | *13.7%* | *1.4%* | *n=139* | |
| (iii). School lacks specialised learning spaces: laboratories, workshops, ICT rooms (R) | **47** | **55** | **9** | **21** | **7** | **3.82** | **1.2** |
| | *33.8%* | *39.6%* | *6.5%* | *15.1%* | *5.0%* | *n=139* | |
| (iv). Limited financial resources prevent Board from addressing CBE infrastructure gaps (R) | **53** | **51** | **12** | **15** | **8** | **3.91** | **1.19** |
| | *38.1%* | *36.7%* | *8.6%* | *10.8%* | *5.8%* | *n=139* | |
| (v). Board has invested adequately in ICT infrastructure for digital literacy | **40** | **26** | **22** | **42** | **6** | **3.38** | **1.31** |
| | *29.4%* | *19.1%* | *16.2%* | *30.9%* | *4.4%* | *n=136* | |
| (vi). Overcrowded classrooms hinder delivery of group-based and practical CBE (R) | **54** | **53** | **9** | **15** | **7** | **3.96** | **1.16** |
| | *39.1%* | *38.4%* | *6.5%* | *10.9%* | *5.1%* | *n=138* | |
| (vii). Strong and productive synergy between Board, community and teaching staff | **26** | **76** | **7** | **22** | **6** | **3.69** | **1.09** |
| | *19.0%* | *55.5%* | *5.1%* | *16.1%* | *4.4%* | *n=137* | |
| (viii). High poverty limits parents' ability to provide material support for CBE (R) | **46** | **53** | **16** | **11** | **13** | **3.78** | **1.25** |
| | *33.1%* | *38.1%* | *11.5%* | *7.9%* | *9.4%* | *n=139* | |
| (ix). Board effectively mobilises local partnerships to supplement government capitation | **37** | **52** | **12** | **30** | **5** | **3.63** | **1.2** |
| | *27.2%* | *38.2%* | *8.8%* | *22.1%* | *3.7%* | *n=136* | |
| (x). Board regularly reviews governance strategies to align with evolving CBE policy | **40** | **60** | **8** | **25** | **4** | **3.78** | **1.14** |
| | *29.2%* | *43.8%* | *5.8%* | *18.2%* | *2.9%* | *n=137* | |

*Source: Field Data, 2025*

*Key: SA = Strongly Agree | A = Agree | UD = Undecided | D = Disagree | SD = Strongly Disagree | (R) = Reverse-scored item*

*Note: Upper rows show frequencies (f); lower rows (italics) show percentages (%); Mean and SD on 5-point scale (SA=5, SD=1)*

As shown in Table 23, item (vi), which stated that overcrowded classrooms significantly hinder the delivery of group-based and practical CBE activities (reverse-scored), recorded the highest mean in the section at M=3.96, SD=1.16 in the High range. A combined 77.5% of BOM member respondents agreed or strongly agreed, comprising 38.4% who agreed (f=53) and 39.1% who strongly agreed (f=54). Only 16.0% disagreed or strongly disagreed, confirming near-universal BOM recognition that classroom overcrowding is a significant structural barrier to the interactive, learner-centred instructional approaches demanded by CBE.

Item (iv), which stated that limited financial resources prevent the Board from addressing critical CBE infrastructure gaps in a timely manner (reverse-scored), recorded M=3.91, SD=1.19 in the High range. A combined 74.8% agreed or strongly agreed, with 36.7% agreeing (f=51) and 38.1% strongly agreeing (f=53). Only 16.6% disagreed or strongly disagreed, confirming that financial constraints are widely acknowledged by BOM members themselves as a primary governance barrier to closing the infrastructure gap in CBE delivery across the sampled Comprehensive Schools.

Item (i), which stated that the current physical infrastructure of the school is inadequate to support full CBE delivery across Grades 1 to 9 (reverse-scored), recorded M=3.88, SD=1.02 in the High range. A combined 78.1% agreed or strongly agreed, comprising 51.1% who agreed (f=70) and 27.0% who strongly agreed (f=37). Only 13.8% disagreed or strongly disagreed, making this one of the items with the strongest agreement in the section and confirming the near-universal BOM perception that existing physical infrastructure falls short of what full CBE delivery requires.

Item (iii), which stated that the school lacks specialized learning spaces including laboratories, workshops and ICT rooms required for CBE (reverse-scored), recorded M=3.82, SD=1.20 in the High range. A combined 73.4% agreed or strongly agreed, with 39.6% agreeing (f=55) and 33.8% strongly agreeing (f=47). Only 20.1% disagreed or strongly disagreed, confirming that the absence of dedicated specialised learning environments is broadly recognised by BOM members as a critical strategic gap in the CBE implementation infrastructure of their schools.

Item (ii), which stated that the school culture actively encourages the adoption of innovative educational practices under CBE, recorded M=3.81, SD=0.99 in the High range. A combined 74.8% agreed or strongly agreed, comprising 51.8% who agreed (f=72) and 23.0% who strongly agreed (f=32). Only 15.1% disagreed or strongly disagreed, indicating that the majority of BOM members perceived their schools' institutional cultures as broadly supportive of the pedagogical innovation that CBE requires.

Item (viii), which stated that high poverty levels in the surrounding community significantly limit parents' ability to provide material support for CBE (reverse-scored), recorded M=3.78, SD=1.25 in the High range. A combined 71.2% agreed or strongly agreed, with 38.1% agreeing (f=53) and 33.1% strongly agreeing (f=46). Only 17.3% disagreed or strongly disagreed, confirming that BOM members across the county widely recognised poverty-driven parental resource constraints as a significant strategic impediment to effective CBE delivery, a finding that aligns closely with parent self-reports on financial barriers to CBE material provision.

Item (x), which stated that the Board regularly reviews its governance strategies to ensure alignment with evolving CBE policy directives from the Ministry of Education,

recorded M=3.78, SD=1.14 in the High range. A combined 73.0% agreed or strongly agreed, with 43.8% agreeing (f=60) and 29.2% strongly agreeing (f=40). A total of 21.1% disagreed or strongly disagreed, suggesting that while the majority of boards reported periodic strategic review, a notable proportion had not institutionalised governance alignment with CBE policy developments as a regular board-level practice.

Item (vii), which stated that there is a strong and productive synergy between the Board, the community and the school's teaching staff in support of CBE, recorded M=3.69, SD=1.09 in the High range. A combined 74.5% agreed or strongly agreed, comprising 55.5% who agreed (f=76) and 19.0% who strongly agreed (f=26). Only 20.5% disagreed or strongly disagreed, indicating that the majority of BOM members perceived a positive tripartite relationship between the board, community and teachers, although a fifth of respondents did not share this assessment.

Item (ix), which stated that the Board effectively mobilises local partnerships and community resources to supplement government capitation for CBE activities, recorded M=3.63, SD=1.20 in the High range. A combined 65.4% agreed or strongly agreed, with 38.2% agreeing (f=52) and 27.2% strongly agreeing (f=37). However, 25.8% disagreed or strongly disagreed, indicating that approximately one in four boards acknowledged deficits in their capacity to mobilize external resources and community partnerships in support of CBE, an area of particular governance relevance given the documented capitation shortfalls across the county.

Item (v), which stated that the Board has invested adequately in ICT infrastructure to support digital literacy among learners, recorded the lowest mean in the section at M=3.38, SD=1.31 in the Moderate range. A combined 48.5% agreed or strongly agreed, with 19.1%

agreeing (f=26) and 29.4% strongly agreeing (f=40). A total of 35.3% disagreed or strongly disagreed and 16.2% were undecided. This item presented the most polarised response in the section, with the high standard deviation of 1.31 reflecting the greatest variability across boards. The moderate mean and the near-even distribution of responses confirm that ICT infrastructure investment by boards is deeply inconsistent across the sampled schools, with a significant proportion of boards acknowledging inadequate ICT governance engagement.

The perspectives of Ministry of Education officials on the strategic measures necessary to enhance effective CBE implementation in public Comprehensive Schools in Migori County were recorded as follows. Only verbatim responses directly pertaining to strategic measures are presented, organised across three thematic areas: teacher development and staffing reform, parental and community engagement, and infrastructure, resource and policy reform.

**(i) Strategic Measures on Teacher Development and Staffing Reform**

KI-I identified emergency teacher deployment as the most non-negotiable strategic priority:

> An immediate and non-negotiable strategic priority is to increase TSC teacher deployment to Junior Secondary Schools, with a specific intervention for arid, sparse and border sub-counties that are consistently under-staffed. The national teacher deployment formula must be revised to account for geographic disadvantage a school in arid Uriri with 40 learners needs the same minimum teacher complement as a school with 400 learners in an urban sub-county, not a proportionally reduced allocation based purely on enrolment numbers (KI-I, personal communication, August 2026).

KI-II called for a fundamental restructuring of the professional development model:

> Transition from episodic, cascade-model training to mandatory, continuous professional development programmes that are embedded in school timetables and supported by structured in-school coaching. Master trainers should be school-based rather than centrally-based, and professional development activities should be linked to observable classroom practice changes rather than workshop attendance records. The current CPD model produces certificates but not competent CBE facilitation (KI-II, personal communication, August 2026).

KI-III reinforced the need for progressive in-service development:

> The TSC must accelerate the recruitment and equitable deployment of qualified teachers to reduce the unsustainable class sizes that are undermining CBE delivery in Nyatike. Progressive in-service training models should be rolled out systematically so that teachers acquire required pedagogical competencies in stages over time, rather than being expected to fully implement CBC from a single orientation workshop. Teacher development must be treated as a continuous journey, not a one-off event (KI-III, personal communication, August 2026).

KI-IV emphasised the urgency of equipping schools for all Senior School pathway subjects:

> All secondary schools must be fully equipped to support the three Senior School Pathways Arts and Sports Science, Social Sciences, and STEM without infrastructure gaps or subject exclusions. The Ministry must mobilise and contract the School Equipment Production Unit to manufacture and distribute standardised, cost-effective science and technical kits directly to schools. Waiting for schools to construct specialised facilities before providing equipment has created a chicken-and-egg implementation paralysis (KI-IV, personal communication, August 2026).

KI-V recommended a structured induction programme for newly posted teachers:

A formal induction programme for newly posted teachers specifically on CBC philosophy, assessment methodology and learner-centred facilitation should be established at the sub-county level. Currently, teachers arrive at their posting schools with only the training they received in college, which may have been 8-4-4 focused. A structured sub-county induction that contextualises CBC implementation for the specific school and community environment would significantly shorten the adjustment period for new teachers (KI-V, personal communication, August 2026).

**(ii) Strategic Measures on Parental and Community Engagement**

KI-I further recommended the formalisation of parental roles under CBE:

Parental responsibilities under CBC should be clearly defined in policy and communicated to parents in accessible language. The current situation where parents have vague general awareness of CBC but no concrete understanding of their specific roles as co-educators at home is producing a passive parental engagement that undermines the curriculum's home-learning component. Schools should develop community-specific parental engagement frameworks that translate CBC policy expectations into practical, achievable household activities (KI-I, personal communication, August 2026).

KI-VI proposed a livelihood-based parental partnership model:

Schools in agricultural communities should develop CBC parent partnership agreements that formally engage parents through their existing vocational skills. Inviting farmers to facilitate agricultural sessions, parents with carpentry skills to support workshops and community health workers to support health and nutrition activities transforms parents from passive observers to active curriculum co-facilitators. This model costs the school nothing but produces significant gains in

parental ownership of the CBC programme (KI-VI, personal communication, August 2026).

KI-VII called for culturally and linguistically adapted sensitisation materials: *"CBC sensitisation materials must be developed and delivered in the Kuria language. Broad-based awareness campaigns in English or Kiswahili do not penetrate the Kuria community effectively the cultural and linguistic barriers are too significant. The most effective community sensitisation occurs through chiefs, church leaders and women's groups who command community trust and who can translate CBC's philosophy into culturally resonant language that parents understand and accept"* (KI-VII, personal communication, August 2026).

KI-VIII recommended social protection integration for vulnerable learner households:

> CBC social protection integration is urgently needed in our lake shore communities. Learners in child-headed households and orphaned children must have differentiated support mechanisms that compensate for the absence of engaged parental co-education. School-based CBC homework clubs, peer mentoring programmes and community learning circle approaches can partially substitute for the home-based learning support that these learners cannot access. This requires both policy innovation and resource allocation (KI-VIII, personal communication, August 2026).

**(iii) Strategic Measures on Infrastructure, Resources and Policy Reform**

KI-I highlighted ICT procurement as an urgent and non-negotiable investment:

> Every school must acquire ICT equipment for learners. The digital literacy component of CBC cannot be implemented without ICT tools in the hands of

learners. The government should establish a dedicated ICT procurement programme with a maintenance fund of KES 4,000 per learner annually and the Ministry should ensure that ICT labs are fully equipped through infrastructure funds with both hardware and reliable connectivity. An ICT lab without internet is a room with expensive furniture (KI-I, personal communication, August 2026).

KI-II called for data-driven, equitable resource disbursement:

The Ministry must rapidly expand ICT infrastructure integration, equip specialised digital hubs in every Comprehensive School and maintain transparent capitation disbursement via NEMIS. Data-driven funding disbursals that account for school-level socio-economic contexts not just enrolment numbers would enable more equitable resource distribution across the county's diverse school environments. The one-size-fits-all funding formula is producing systematically inequitable CBC implementation outcomes (KI-II, personal communication, August 2026).

KI-III recommended ring-fenced primary school capitation and solar energy solutions:

A baseline ring-fenced primary school capitation of at least KES 8,000 per learnermust be instituted to protect primary school operations from being further hollowed out by JSS financing demands. Solar energy solutions should be prioritised for schools in areas with unreliable grid electricity, particularly in the lake zone. A school cannot implement CBC's digital literacy pathway without reliable power. Off-grid solar installation should be treated as a CBE infrastructure requirement, not an optional upgrade (KI-III, personal communication, August 2026).

KI-IV called for universal laboratory access regardless of school enrolment size:

> Universal science laboratories must be constructed across every single school, explicitly eliminating the policy threshold that currently excludes small institutions with enrolments under 30 learners. Laboratory access cannot be a function of school size it must be a universal minimum standard for any institution delivering the CBC. Equally, the anti-levy enforcement policy must be strictly and consistently applied to protect equitable access for vulnerable learners whose parents cannot afford the supplemental costs that schools continue to impose (KI-IV, personal communication, August 2026).

KI-V recommended a shift from inspection-oriented to coaching-oriented MoE monitoring:

> The MoE must shift its monitoring model from inspection-oriented to coaching-oriented visits. Officers should spend meaningful time in classrooms alongside teachers, providing specific, actionable feedback on CBC facilitation practice not just reviewing administrative paperwork and completion rates. This shift requires a significant investment in the professional capacity of monitoring officers and a restructuring of visit schedules to allow for longer, more substantive school-level engagements (KI-V, personal communication, August 2026).

KI-VI recommended a flexible curriculum delivery calendar for agricultural communities:

> A flexible CBC curriculum delivery calendar that accounts for agricultural seasonality should be considered for farming communities. The current rigid academic calendar does not align with the economic rhythms of sugarcane, tea and subsistence farming communities. A policy provision that allows schools to schedule

CBC practical activities during agricultural off-seasons would significantly improve both teacher and learner engagement with the curriculum's practical components (KI-VI, personal communication, August 2026).

KI-VII called for a bilateral Kenya-Tanzania cross-border learner mobility protocol:

A bilateral Kenya-Tanzania policy framework for cross-border learner mobility is urgently needed. The children who attend school alternately in Kenya and Tanzania should have their competency portfolios recognised and honoured across the border. Their multilingual competencies, cultural knowledge and adaptive thinking should be formally recognised as CBC competencies rather than treated as administrative irregularities. A cross-border learning continuity protocol would address an equity gap that affects thousands of learners in Migori (KI-VII, personal communication, August 2026).

KI-VIII called for mandatory BOM governance training institutionalised through KEMI:

BOM members across all eight sub-counties require mandatory, structured training on CBC governance that is specifically tailored to their institutional responsibilities under the Basic Education Act and the CBC Policy Framework. This training should be institutionalised through KEMI and should be a condition of BOM membership, not an optional professional development activity. A board that does not understand CBC governance cannot drive the institutional change that effective CBC implementation requires (KI-VIII, personal communication, August 2026).

### 4.9 Independent Samples T-Test

This sub-section presents the results of independent samples t-tests conducted to determine whether statistically significant differences existed in effective CBE implementation scores between distinct subgroups within the teacher, parent and BOM respondent categories. Table 24 presents the group descriptive statistics and Table 25 presents the t-test results.

**Table 24**

***Group Statistics — Independent Samples T-Test***

| Stakeholder Group | Subgroup | n | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Teachers | CBC Trained | 136 | 3.544 | 0.486 | 0.042 |
| | CBC Untrained | 13 | 3.433 | 0.734 | 0.204 |
| Parents | CBE Aware | 74 | 3.821 | 0.495 | 0.058 |
| | CBE Unaware | 7 | 2.952 | 0.648 | 0.245 |
| BOM Members | CBE Trained | 98 | 4.090 | 0.648 | 0.065 |
| | CBE Untrained | 41 | 3.430 | 0.773 | 0.121 |

*Source: Field Data, 2026*

**Table 25**

***Independent Samples T-Test Results — Effective CBE Implementation by Subgroup***

| Stakeholder Group | Comparison | t | df | p-value | Mean Difference | Significant (α=0.05) |
|---|---|---|---|---|---|---|
| Teachers | Trained vs Untrained | 0.751 | 147 | .454 | 0.111 | No |
| Parents | Aware vs Unaware | 4.328 | 79 | .000 | 0.869 | Yes |
| BOM Members | Trained vs Untrained | 5.172 | 137 | .000 | 0.660 | Yes |

*Source: Field Data (2025)*

As presented in Tables 24 and 25, the t-test results reveal differentiated patterns of significance across the three stakeholder subgroup comparisons.

For teacher respondents, the comparison between CBC-trained teachers (n=136, M=3.544, SD=0.486) and untrained teachers (n=13, M=3.433, SD=0.734) produced a t-value of $t(147) = 0.751$, $p = .454$, which did not reach the threshold of statistical significance at $\alpha = .05$. This finding indicates that the mean difference of 0.111 between trained and untrained teachers in their effective CBE implementation scores was not statistically significant, suggesting that the receipt of CBC training alone, without regard to the quality, frequency and depth of that training, was not a sufficient differentiator of CBE implementation effectiveness among teacher respondents in the sampled schools.

For parent respondents, the comparison between CBE-aware parents (n=74, M=3.821, SD=0.495) and those who were not aware (n=7, M=2.952, SD=0.648) produced a statistically significant result of $t(79) = 4.328$, $p = .000$ at $\alpha = .05$. The mean difference of 0.869 confirms that parents who were aware of the CBE framework reported significantly higher effective CBE implementation scores than those who were unaware, indicating that parental awareness of the curriculum framework is a significant moderating factor in effective CBE implementation outcomes in public Comprehensive Schools in Migori County.

For BOM member respondents, the comparison between trained BOM members (n=98, M=4.090, SD=0.648) and untrained BOM members (n=41, M=3.430, SD=0.773) produced the most significant t-test result in this section at $t(137) = 5.172$, $p = .000$. The mean difference of 0.660 confirms that BOM members who had received formal CBE governance training reported significantly higher effective CBE implementation scores than those who had not, indicating that CBE governance training is a critical differentiating factor in board-level implementation effectiveness across the sampled Comprehensive Schools.

## 4.10 One-Way Analysis of Variance

This sub-section presents the results of the one-way ANOVA conducted to test for statistically significant differences in effective CBE implementation scores across school performance categories and stakeholder respondent group strata. Table 26 presents the descriptive statistics by school performance category and Table 27 presents the corresponding ANOVA summary.

**Table 26**

***Descriptive Statistics — Effective CBE Implementation by School Performance Category***

| Performance Category | N | Mean | Std. Deviation | Std. Error |
|---|---|---|---|---|
| Low (M < 3.41) | 107 | 2.941 | 0.354 | 0.034 |
| Medium (3.41 ≤ M ≤ 4.20) | 177 | 3.788 | 0.226 | 0.017 |
| High (M > 4.20) | 85 | 4.546 | 0.226 | 0.025 |
| Total | 369 | 3.717 | 0.638 | 0.033 |

*Source: Field Data, 2026*

**Table 27**

***ANOVA Summary — Effective CBE Implementation by School Performance Category***

| | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Between Groups | 123.791 | 2 | 61.895 | 852.938 | .000 |
| Within Groups | 26.560 | 366 | .073 | | |
| Total | 150.350 | 368 | | | |

*Source: Field Data, 2026*

As presented in Tables 26 and 27, the one-way ANOVA by school performance category produced a highly significant result, $F(2, 366) = 852.938$, $p = .000$, confirming that statistically significant differences existed in effective CBE implementation scores across the three school performance categories. The Low performance category recorded a mean of 2.941 (SD = 0.354), the Medium category 3.788 (SD = 0.226) and the High category

4.546 (SD = 0.226). The between-groups sum of squares of 123.791 with 2 degrees of freedom yielded a mean square of 61.895, while the within-groups sum of squares of 26.560 with 366 degrees of freedom yielded a mean square of 0.073. This large F-ratio confirms that the three performance categories represent genuinely distinct levels of effective CBE implementation and that institutional performance context is a significant determinant of implementation quality across the sampled schools.

Table 28 presents the descriptive statistics by respondent group and Table 29 presents the ANOVA summary.

**Table 28**

***Descriptive Statistics — Effective CBE Implementation by Respondent Group***

| Respondent Group | N | Mean | Std. Deviation | Std. Error |
|---|---|---|---|---|
| Teachers | 149 | 3.534 | 0.510 | 0.042 |
| Parents | 81 | 3.746 | 0.562 | 0.062 |
| BOM Members | 139 | 3.896 | 0.748 | 0.063 |
| Total | 369 | 3.717 | 0.638 | 0.033 |

*Source: Field Data, 2026*

**Table 29**

***ANOVA Summary — Effective CBE Implementation by Respondent Group***

| | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Between Groups | 9.474 | 2 | 4.737 | 12.307 | .000 |
| Within Groups | 140.876 | 366 | .385 | | |
| Total | 150.350 | 368 | | | |

*Source: Field Data, 2026*

With reference to Tables 28 and 29, the one-way ANOVA by respondent group produced a statistically significant result, F(2, 366) = 12.307, p = .000, confirming that the three respondent groups differed significantly in their perceptions of effective CBE implementation. BOM member respondents recorded the highest mean (M = 3.896, SD =

0.748), followed by parent respondents (M = 3.746, SD = 0.562) and teacher respondents (M = 3.534, SD = 0.510).

Table 30 presents the post-hoc multiple comparison results using the Tukey HSD procedure.

**Table 30**

***Post-Hoc Multiple Comparisons — Tukey HSD (Effective CBE Implementation by Respondent Group)***

| Group Comparison | Mean Difference | Std. Error | t | p-value | Significant (α=0.05) |
|---|---|---|---|---|---|
| Teachers vs Parents | 0.212 | 0.086 | 2.471 | .014 | Yes |
| Teachers vs BOM Members | 0.361 | 0.073 | 4.938 | .000 | Yes |
| Parents vs BOM Members | 0.150 | 0.087 | 1.726 | .085 | No |

*Source: Field Data, 2026*

*Note: Mean differences are reported as absolute values.*

According to Table 30, the post-hoc Tukey HSD analysis revealed that teacher respondents reported significantly lower effective CBE implementation scores than both parent respondents (MD = 0.212, p = .014) and BOM member respondents (MD = 0.361, p = .000). The difference between parent and BOM member respondents was not statistically significant (MD = 0.150, p = .085). These results indicate that teachers, as the frontline implementers of the CBE curriculum, perceived significantly lower implementation effectiveness than either parent or BOM respondents, reflecting their direct and daily exposure to the pedagogical, infrastructural and resource constraints that limit CBE implementation quality in the sampled public Comprehensive Schools in Migori County.

## 4.11 Effective CBE Implementation – Document Analysis Findings

This section presents findings from the systematic review of ten categories of institutional documents across 57 public Comprehensive Schools in Migori County. The document analysis was conducted using the structured checklist presented in Appendix V to cross-verify implementation claims from the three stakeholder questionnaires and key informant interviews against objective administrative and institutional records (Bowen, 2009; Saunders et al., 2019). Evidence was rated as Present (complete and current), Incomplete (initiated but not fully maintained) or Absent (no documentation available). The findings are presented by document category below.

### 4.10.1 Analysis of Teacher Professional Records

Table 31 presents findings from the review of teacher professional records including TPAD forms, CBC-aligned lesson plans, schemes of work and CPD certificates across the 57 sampled schools.

**Table 31**

***Document Analysis — Teacher Professional Records***

| Specific Indicator | Present | Incomplete | Absent | Total |
|---|---|---|---|---|
| CBC-aligned lesson plans with learner-centred objectives. | 46 (80.7%) | 8 (14.0%) | 3 (5.3%) | 57 |
| TPAD performance appraisal records current (2024–2025). | 38 (66.7%) | 13 (22.8%) | 6 (10.5%) | 57 |
| Schemes of work aligned to CBC learning areas. | 39 (68.4%) | 12 (21.1%) | 6 (10.5%) | 57 |
| CPD and in-service training attendance certificates. | 37 (64.9%) | 15 (26.3%) | 5 (8.8%) | 57 |
| Formative assessment rubrics attached to lesson plans. | 29 (50.9%) | 19 (33.3%) | 9 (15.8%) | 57 |

*Source: Document Analysis, Field Data (2026)*

As presented in Table 31, CBC-aligned lesson plans were present in 80.7% of sampled schools, closely reflecting the teacher questionnaire finding that 86.4% of teachers reported having shifted their pedagogy to learner-centred instruction (M=4.07). CPD attendance certificates were fully present in 64.9% of schools, consistent with the questionnaire finding that 91.3% of teachers received some form of CBE training, though the lower documentary rate confirms that certificate records are not consistently retained. Formative assessment rubrics were found in only 50.9% of schools, a finding that aligns with the questionnaire evidence that while 79.9% of teachers reported confidence in designing assessments (M=3.92), a significant minority acknowledged challenges with assessment documentation.

### 4.11.2 Analysis of Learner Portfolios

Table 32 presents findings from the review of learner portfolios maintained in the sampled schools as evidence of progressive competency acquisition across CBC learning areas.

**Table 32**

***Document Analysis — Learner Portfolios***

| Specific Indicator | Present | Incomplete | Absent | Total |
|---|---|---|---|---|
| Individual learner competency portfolios maintained | 26 (45.6%) | 22 (38.6%) | 9 (15.8%) | 57 |
| Project-based and creative learning work samples documented | 23 (40.4%) | 21 (36.8%) | 13 (22.8%) | 57 |
| Teacher competency ratings and feedback visible in portfolios | 21 (36.8%) | 24 (42.1%) | 12 (21.1%) | 57 |
| Portfolio coverage across all 14 CBC learning areas | 14 (24.6%) | 21 (36.8%) | 22 (38.6%) | 57 |
| Evidence of learner self-assessment entries in portfolios | 10 (17.5%) | 16 (28.1%) | 31 (54.4%) | 57 |

*Source: Document Analysis, Field Data, 2026*

As presented in Table 32, complete learner portfolios were present in only 45.6% of sampled schools, with a further 38.6% maintaining incomplete portfolios. The low rate of full coverage across all 14 CBC learning areas (24.6%) and learner self-assessment entries (17.5%) confirms that portfolio-based competency documentation, while being initiated in many schools, has not been systematically sustained. This is consistent with the teacher questionnaire finding that while 86.6% of teachers reported that CPD made them more resourceful practitioners (M=4.00), 64.4% acknowledged difficulty in developing appropriate instructional materials (M=3.42), a challenge that extends to the maintenance of comprehensive learner portfolios.

### 4.11.3 Competency-Based Assessment Records

Table 33 presents findings from the review of formative and summative CBA records, CAT records for Junior Secondary learners and competency achievement documentation.

**Table 33**

***Document Analysis — Competency-Based Assessment Records***

| Specific Indicator | Present | Incomplete | Absent | Total |
|---|---|---|---|---|
| Formative CBA learner rating forms for all learning areas. | 32 (56.1%) | 17 (29.8%) | 8 (14.0%) | 57 |
| KNEC CBA submission acknowledgement records. | 44 (77.2%) | 9 (15.8%) | 4 (7.0%) | 57 |
| Continuous Assessment Test records for Grades 7–9. | 24 (42.1%) | 19 (33.3%) | 14 (24.6%) | 57 |
| Competency achievement reports with 1–4 competency ratings. | 25 (43.9%) | 20 (35.1%) | 12 (21.1%) | 57 |
| Remedial or intervention records for learners below expectation. | 14 (24.6%) | 17 (29.8%) | 26 (45.6%) | 57 |

*Source: Document Analysis, Field Data, 2026*

As presented in Table 33, KNEC CBA submission acknowledgement records were the most consistently present indicator (77.2%), reflecting the administrative pressure of external reporting requirements rather than internally driven assessment practice. Formative CBA rating forms were present in 56.1% of schools, while CAT records for Grades 7 to 9 and competency achievement reports were found in 42.1% and 43.9% of schools respectively. Remedial intervention records were absent in 45.6% of sampled schools, a finding that aligns closely with the teacher questionnaire result showing only 24.6% of learners receiving competency-rated summative records, and the broader questionnaire

finding that 50.3% of teachers identified inadequate assessment tools as a constraint (M=3.50, reverse-scored item).

### 4.11.4 National Assessment Reports — KIPSEA

Table 34 presents county-level competency attainment data from the Kenya Primary School Education Assessment reports for Migori County spanning 2022 to 2024, together with findings on whether schools utilize this data for targeted implementation improvement.

**Table 34**

***KIPSEA County-Level Competency Performance, Migori County (2022–2024)***

| Performance Level | 2022 | 2023 | 2024 | Trend |
|---|---|---|---|---|
| Level 4 — Exceeds Expectation | 5.1% | 5.7% | 6.2% | Improving |
| Level 3 — Meets Expectation | 26.8% | 28.2% | 29.7% | Improving |
| Level 2 — Approaches Expectation | 41.7% | 41.2% | 40.6% | Slightly declining |
| Level 1 — Below Expectation | 26.4% | 24.9% | 23.5% | Improving |
| **County Mean Score (%)** | **40.8%** | **42.4%** | **43.6%** | **Improving** |

*Source: KNEC KIPSEA National Reports (2022, 2023, 2024)*

**Table 35**

***Document Analysis — Use of KIPSEA Data in Sampled Schools***

| | Present | Incomplete | Absent | Total |
|---|---|---|---|---|
| KIPSEA 2024 school-level report available | 42 (73.7%) | 10 (17.5%) | 5 (8.8%) | 57 |
| Competency performance breakdown by learning area | 34 (59.6%) | 15 (26.3%) | 8 (14.0%) | 57 |
| School-specific remedial programme based on KIPSEA data | 17 (29.8%) | 18 (31.6%) | 22 (38.6%) | 57 |
| Year-on-year KIPSEA performance comparison (2022–2024) | 28 (49.1%) | 16 (28.1%) | 13 (22.8%) | 57 |
| Evidence of targeted sub-county intervention for performance gaps | 11 (19.3%) | 13 (22.8%) | 33 (57.9%) | 57 |

*Source: Document Analysis, Field Data (2026)*

As presented in Tables 34 and 35, the KIPSEA data reveals a positive but modest improvement trajectory in Migori County's CBE learning outcomes between 2022 and 2024, with the county mean score rising from 40.8% in 2022 to 42.4% in 2023 and further to 43.6% in 2024, representing a cumulative improvement of 2.8 percentage points across three assessment cycles. The proportion of learners meeting or exceeding the expected competency standard at Levels 3 and 4 combined increased from 31.9% in 2022 to 35.9% in 2024, while the proportion performing at Level 1 declined from 26.4% to 23.5% over the same period.

However, notwithstanding this improvement, 64.1% of learners in Migori County remained below the expected competency standard in 2024, comprising 40.6% at Level 2 and 23.5% at Level 1. This finding is significant as it provides an objective external validation of the study's implementation quality concerns, confirming that despite the

broadly positive and improving trends in stakeholder participation self-reports across teacher, parent and BOM questionnaires, the externally assessed learner outcomes in Migori County continue to fall significantly below the competency attainment standard envisioned by the CBC Policy Framework. The document review further revealed that school-specific remedial programmes grounded in KIPSEA findings were present in only 29.8% of sampled schools and targeted sub-county intervention records were absent in 57.9% of schools, indicating that national assessment data is not being systematically translated into targeted improvement actions at the school level across the majority of sampled institutions.

### 4.11.5 BOM Meeting Minutes

Table 36 presents findings from the review of Board of Management meeting minutes for the 2023 to 2025 period, examining whether CBE governance is substantively addressed in board deliberations.

**Table 36**

***Document Analysis — BOM Meeting Minutes 2023–2025***

| Specific Indicator | Present | Incomplete | Absent | Total |
|---|---|---|---|---|
| BOM minutes available for at least 3 meetings per year | 46 (80.7%) | 8 (14.0%) | 3 (5.3%) | 57 |
| CBE as a standing agenda item in minutes | 18 (31.6%) | 21 (36.8%) | 18 (31.6%) | 57 |
| Resource allocation decisions for CBE materials documented | 28 (49.1%) | 18 (31.6%) | 11 (19.3%) | 57 |
| BOM-hired teacher recruitment and oversight records | 34 (59.6%) | 14 (24.6%) | 9 (15.8%) | 57 |
| Evidence of parental and community consultation in minutes | 31 (54.4%) | 18 (31.6%) | 8 (14.0%) | 57 |

*Source: Document Analysis, Field Data, 2026*

As presented in Table 36, BOM meeting minutes were available in 80.7% of sampled schools, consistent with the BOM questionnaire finding that 55.9% of boards meet once per

term and 16.2% meet monthly indicating functional board governance across the majority of schools. However, CBE appeared as a standing agenda item in only 31.6% of minutes, confirming the key informant observation that CBE governance rarely features as a deliberate institutional priority in board deliberations. Evidence of parental consultation in minutes was present in 54.4% of schools, somewhat lower than the BOM self-report of 80.7% on maintaining a satisfactory parent-board consultative relationship (M=4.00), suggesting that while boards engage parents informally, this engagement is not always formally documented. BOM-hired teacher records were present in 59.6% of schools, directly reflecting the teacher shortage finding that 74.8% of teachers confirmed a severe teacher shortage in JSS sections (M=3.76).

### 4.11.6 School Budget and Financial Reports

Table 37 presents findings from the review of capitation utilisation records, CBE-specific budget lines and resource procurement documentation.

**Table 37**

***Document Analysis — School Budget and Financial Records***

| Specific Indicator | Present | Incomplete | Absent | Total |
|---|---|---|---|---|
| Capitation fund utilisation records current (2024–2025) | 51 (89.5%) | 4 (7.0%) | 2 (3.5%) | 57 |
| Dedicated budget line for CBE practical learning materials | 31 (54.4%) | 16 (28.1%) | 10 (17.5%) | 57 |
| ICT equipment procurement or lease records | 10 (17.5%) | 8 (14.0%) | 39 (68.4%) | 57 |
| Science and laboratory equipment purchase records | 12 (21.1%) | 11 (19.3%) | 34 (59.6%) | 57 |
| Records of locally mobilised community resources for CBE | 21 (36.8%) | 15 (26.3%) | 21 (36.8%) | 57 |

*Source: Document Analysis, Field Data, 2026*

According to Table 37, capitation fund utilisation records were present in 89.5% of schools, confirming strong basic financial compliance. However, dedicated budget lines for CBE practical materials were fully present in only 54.4% of schools, broadly consistent with the BOM questionnaire finding that 71.2% of boards reported ensuring adequate budget coverage for CBE practical materials (M=3.82), with the 17-percentage-point gap between the questionnaire self-report and the document evidence suggesting that budget allocations are not always formalised in written financial records. Most critically, ICT equipment procurement records were absent in 68.4% of schools and laboratory equipment records in 59.6%, directly corroborating the teacher finding that inadequate internet connectivity is the most acute strategic constraint on effective CBE delivery (M=4.18, 85.8% agreed) and the BOM finding that the school lacks specialised learning spaces (M=3.82, 73.4% agreed).

### 4.11.7 School Improvement Plans

Table 38 presents findings from the review of school improvement plans, assessing whether plans are current, CBE-specific and actively reviewed.

**Table 38**

***Document Analysis — School Improvement Plans***

| Specific Indicator | Present | Incomplete | Absent | Total |
|---|---|---|---|---|
| School improvement plan accessible and current. | 41 (71.9%) | 11 (19.3%) | 5 (8.8%) | 57 |
| CBC-specific implementation targets included in plan. | 21 (36.8%) | 19 (33.3%) | 17 (29.8%) | 57 |
| Evidence of annual review and update of the plan. | 16 (28.1%) | 14 (24.6%) | 27 (47.4%) | 57 |
| Infrastructure development timeline aligned to CBE requirements. | 13 (22.8%) | 15 (26.3%) | 29 (50.9%) | 57 |
| Teacher professional development strategy in the plan. | 11 (19.3%) | 14 (24.6%) | 32 (56.1%) | 57 |

*Source: Document Analysis, Field Data, 2026*

As presented in Table 38, school improvement plans were accessible in 71.9% of sampled schools, indicating satisfactory planning compliance. However, only 36.8% of plans contained explicit CBC-specific implementation targets, and only 28.1% of plans had been reviewed in the preceding year. Teacher professional development strategies were absent from 56.1% of improvement plans, directly reflecting the BOM questionnaire finding that 48.2% of boards acknowledged lacking a clear and funded CPD strategy for teachers (M=3.11, the lowest mean in the BOM participation section). Infrastructure development timelines aligned to CBE requirements were absent in 50.9% of plans, consistent with BOM members' acknowledgement of limited financial capacity to address infrastructure gaps (M=3.91, 74.8% agreed).

### 4.11.8 Infrastructure Progress Reports and Completion Certificates

Table 39 presents findings from the review of infrastructure documentation for Junior Secondary-specific facilities, specialized learning spaces and CBE-enabling equipment.

**Table 39**

***Document Analysis — Infrastructure Progress Reports***

| Specific Indicator | Present | Incomplete | Absent | Total |
|---|---|---|---|---|
| JSS classroom construction or renovation records (Grades 7–9). | 30 (52.6%) | 15 (26.3%) | 12 (21.1%) | 57 |
| Science laboratory construction or renovation certificates. | 8 (14.0%) | 7 (12.3%) | 42 (73.7%) | 57 |
| ICT room installation and equipment certificates. | 7 (12.3%) | 5 (8.8%) | 45 (78.9%) | 57 |
| Sanitation and water facility upgrade records. | 21 (36.8%) | 16 (28.1%) | 20 (35.1%) | 57 |
| Furniture and JSS classroom equipment procurement records. | 36 (63.2%) | 14 (24.6%) | 7 (12.3%) | 57 |

*Source: Document Analysis, Field Data (2026)*

According to Table 39, the infrastructure document review reveals the most severe documentation and implementation gaps across all ten categories. Science laboratory records were absent in 73.7% of schools and ICT room records in 78.9%, confirming that these two CBE-critical facilities are virtually non-existent across the majority of sampled Comprehensive Schools. JSS classroom construction records were present in 52.6% of schools, reflecting the documented construction activities confirmed by key informants (KI-I reported 68 classrooms built in Uriri Sub-County alone). Furniture and equipment procurement records for JSS classrooms were present in 63.2% of schools, indicating that basic classroom furniture has been provided in most schools even where dedicated specialised spaces have not been developed. These findings directly validate the teacher questionnaire infrastructure items infrastructure lacking (M=4.07, 85.2% agreed), inadequate internet (M=4.18, 85.8% agreed) and overcrowded classrooms (M=3.81, 81.9% agreed) confirming that the perceived infrastructure deficit is reflected in objective institutional documentation.

### 4.11.9 CSO and QASO Quality Assurance Visit Logs

Table 40 presents findings from the review of monitoring visit logs, written recommendations and school response records maintained by Curriculum Support Officers and Quality Assurance and Standards Officers.

**Table 40**

***Document Analysis — CSO and QASO Visit Logs***

| Specific Indicator | Present | Incomplete | Absent | Total |
|---|---|---|---|---|
| QASO monitoring visit log available (2023–2025). | 38 (66.7%) | 12 (21.1%) | 7 (12.3%) | 57 |
| Evidence of at least one QASO visit per term (2024–2025). | 17 (29.8%) | 20 (35.1%) | 20 (35.1%) | 57 |
| Written recommendations from QASO and CSO monitoring visits. | 22 (38.6%) | 17 (29.8%) | 18 (31.6%) | 57 |
| School response records to QASO recommendations. | 13 (22.8%) | 14 (24.6%) | 30 (52.6%) | 57 |
| CSO classroom observation reports and lesson feedback notes. | 23 (40.4%) | 19 (33.3%) | 15 (26.3%) | 57 |

*Source: Document Analysis, Field Data (2026)*

As presented in Table 40, QASO visit logs were present in 66.7% of schools, but evidence of the minimum recommended one visit per term was found in only 29.8% of schools, confirming the key informant observation by KI-VI that supervising 91 schools with two officers makes sustained monitoring physically impossible. School response records to QASO recommendations were absent in 52.6% of schools, corroborating the KI-V observation that the current monitoring model generates temporary compliance behaviour without producing lasting implementation improvements. CSO classroom observation reports were present in 40.4% of schools, reflecting the positive contribution of Curriculum Support Officers in accessible sub-counties (noted by KI-IV) while highlighting the monitoring deficit in more remote jurisdictions.

### 4.11.10 Enrolment and Transition Records

Table 41 presents findings from the review of enrolment registers, Grade 6 to Grade 7 transition records and learner retention documentation across the sampled schools.

**Table 41**

***Document Analysis — Enrolment and Transition Records***

| Specific Indicator | Present | Incomplete | Absent | Total |
|---|---|---|---|---|
| Current enrolment registers for Grades 1–9 (2024–2025) | 55 (96.5%) | 1 (1.8%) | 1 (1.8%) | 57 |
| Grade 6 to Grade 7 transition records within same school | 37 (64.9%) | 13 (22.8%) | 7 (12.3%) | 57 |
| Learner dropout and completion rate records (2023–2025) | 29 (50.9%) | 18 (31.6%) | 10 (17.5%) | 57 |
| Cross-border learner enrolment and mobility records | 10 (17.5%) | 8 (14.0%) | 39 (68.4%) | 57 |
| Learner attendance and retention tracking records | 37 (64.9%) | 14 (24.6%) | 6 (10.5%) | 57 |

*Source: Document Analysis, Field Data, 2026*

According to Table 41, enrolment registers were present in 96.5% of schools, making this the most consistently maintained document category across all ten reviewed. Grade 6 to Grade 7 transition records were present in 64.9% of schools, consistent with the finding that 33.6% of teacher respondents are currently teaching at the Junior School level, confirming that the Comprehensive School domiciling process is progressing but not yet complete across all sampled schools. Dropout and completion records were present in only 50.9% of schools, a concerning finding given the key informant observation that poverty-driven dropout is a major risk in sub-counties noted KI-III and KI-VIII. Cross-border learner enrolment and mobility records were absent in 68.4% of schools, confirming that the unique cross-border learner population challenge recorded by KI-VII and KI-III is almost entirely invisible in formal institutional records, representing a significant data gap for both school management and policy monitoring.

The document analysis across the ten categories reveals a coherent and consistent pattern that both corroborates and deepens the quantitative and qualitative findings of this

study. Administrative compliance documents capitation records (89.5%), enrolment registers (96.5%) and BOM minutes (80.7%) are maintained at high rates, confirming that the basic institutional infrastructure of school governance is functional across the majority of the sampled Comprehensive Schools. CBE-specific practice documents lesson plans (80.7%), CBA records (56.1%) and learner portfolios (45.6%) are present at moderate rates, broadly consistent with the moderate-to-high questionnaire means for teacher participation and effective CBE implementation. However, infrastructure documentation laboratory records (14.0%), ICT room certificates (12.3%) and ICT procurement records (17.5%) is almost entirely absent across the sampled schools, providing objective evidence that validates the questionnaire finding that infrastructure inadequacy and ICT connectivity are the most acute constraints on effective CBE delivery in Migori County. Critically, the KIPSEA external assessment data confirms a positive improvement trajectory in county-level learner competency outcomes between 2022 and 2024, while revealing that 54.9% of Migori County's learners remained below the expected competency standard in 2024, an external validation that positions the study's findings as both evidence-based and urgent in their policy implications.

# CHAPTER FIVE

# SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

## 5.1 Introduction

This chapter presents a synthesis of the key findings of the study, draws conclusions aligned with the research hypotheses and questions, and advances evidence-based recommendations for policy and practice. The study investigated the influence of stakeholder participation on the effective implementation of Competency-Based Education in public Comprehensive Schools in Migori County, Kenya, guided by five research questions and four null hypotheses. Data were collected from 377 study respondents including teachers, parents, Board of Management members and Ministry of Education officials through semi-structured questionnaires, key informant interviews and document analysis, and were analysed using descriptive statistics, multiple regression analysis, one-way ANOVA and thematic analysis. The chapter is structured into five sections: a summary of findings; conclusions derived from the hypothesis testing; recommendations directed at relevant stakeholders; and suggestions for further research.

## 5.2 Summary of the Study Findings

### 5.2.1 Influence of Teacher Participation on Effective CBE Implementation

The teacher respondent group was largely mid-career, predominantly degree-qualified and overwhelmingly exposed to at least one CBE training session, providing a reasonably prepared professional workforce for CBE implementation. The most strongly affirmed dimension of teacher participation was pedagogical adaptation, with the majority of teachers reporting that their instruction had shifted from teacher-centred to learner-centred approaches, recording the highest mean in the teacher participation section. The majority of

teachers also affirmed that continuous professional development had made them more resourceful and confident practitioners, that training had enabled differentiation for diverse learning needs and that cluster-based training had strengthened collaborative teaching skills. These findings indicate that teacher participation in CBE is positive in its self-reported surface dimensions and that both individual CPD and collaborative learning structures are contributing meaningfully to instructional transformation.

However, significant gaps emerged beneath this broadly positive picture. More than half of teacher respondents considered their professional development insufficient for the full demands of CBE delivery. ICT integration was the weakest actively measured participation indicator, with a significant minority of teachers reporting an inability to regularly incorporate digital tools into daily instruction. More than three in five teachers acknowledged struggling to develop instructional materials from locally available resources, confirming a mismatch between the curriculum's expectation of instructional resourcefulness and the material conditions available to most teachers in the sampled schools.

The key informant interviews deepened these findings considerably. Ministry officials confirmed that the most acute teacher participation challenge is structural rather than attitudinal: the majority of Junior Secondary Schools received only one teacher at the transition stage instead of the intended five, and many teachers are routinely compelled to deliver subjects outside their training specialisation. Officials also confirmed a policy-practice gap that the questionnaire data could not fully capture: teachers present CBE-formatted lesson plans but continue to deliver instruction in the manner of the former 8-4-4 system. The cascade professional development model was identified as fundamentally

inadequate, degrading at each transmission layer before reaching classroom-level teachers with the depth of support required. Despite these challenges, teacher motivation to implement CBE remained notably high, representing an important professional asset that the study's findings suggest is not yet being adequately supported by the institutional structures around it.

### 5.2.2 Influence of Parental Engagement on Effective CBE Implementation

The parent respondent group was broadly aware of the CBE framework, predominantly in the economically active age brackets and largely educated beyond secondary level, though approximately one in four parents was engaged in farming, casual labour or was unemployed, a proportion for whom CBE's material demands represent a genuine household burden.

Home-based learning assistance and material provision for learning were the two most consistently practised forms of parental engagement, with the material provision item recording the strongest inter-respondent consensus in the section. Willingness to volunteer time or skills for school CBE activities was also affirmed by a strong majority of parents, confirming a broadly positive disposition toward active participation beyond the household level. School meeting attendance and support for the CBE transition were also affirmed by the majority, indicating that parents have not fundamentally rejected the curriculum reform.

However, the findings also revealed important constraints on the depth and sustainability of parental engagement. The majority of parents found the volume of home-based CBE activities excessively demanding, and more than half acknowledged financial difficulty in providing the required practical materials. These financial barriers constitute a structural constraint on parental engagement that enthusiasm and awareness alone cannot

resolve. The attitudinal resistance rooted in the examination and ranking culture of the former 8-4-4 system emerged as a significant undercurrent, with a meaningful minority of parents either disagreeing with or remaining ambivalent about the CBE transition.

Key informant observations added important contextual depth. Officials confirmed that the most prevalent and visible form of parental engagement has been material and financial contribution rather than the substantive co-educational partnership envisioned by the CBE Policy Framework. In the most economically marginalised sub-county jurisdictions, officials observed that poverty renders meaningful parental co-investment in CBE resources structurally impossible for the majority of households, with school attendance itself constituting an economic sacrifice. Officials also identified passive dependency culture in resource-constrained schools, where parents expect the state to provide for every educational need. In contrast, where schools invite parents to contribute through their vocational skills, particularly in agriculture, the engagement response is overwhelmingly positive, confirming that locally contextualised engagement strategies produce stronger parental participation outcomes than generic awareness campaigns.

### 5.2.3 Influence of Ministry of Education Officials' Involvement on Effective CBE Implementation

The influence of Ministry of Education officials' involvement on effective CBE implementation was examined through qualitative key informant interviews and document analysis, as MoE officials did not complete questionnaires. The null hypothesis Ho3 was rejected on the basis of convergent qualitative and documentary evidence confirming a meaningful and positive relationship between MoE involvement and effective CBE implementation.

The document analysis revealed that while QASO monitoring visit logs were present in the majority of sampled schools, evidence of at least one scheduled visit per term was found in fewer than one third of schools, and formal follow-up action plans were absent in more than three fifths of schools following monitoring visits. The external assessment data from KIPSEA further confirmed that Migori County's mean performance score improved modestly from 40.8% in 2022 to 43.6% in 2024, yet more than three in five learners remained below the expected competency standard in 2024, providing objective evidence that Ministry-supported implementation has not yet produced the learner outcomes envisioned by the CBE Policy Framework.

Key informants consistently identified four structural deficiencies in MoE involvement. First, the monitoring model generates compliance behaviour rather than sustained pedagogical improvement: schools prepare well when an inspection is scheduled and revert to default practice within weeks. Second, capitation disbursements consistently arrive mid-term or in the final weeks, making the most resource-intensive CBE activities, learner projects, practical materials and community engagement, undeliverable at the intended time. The per-pupil capitation formula was also identified as structurally inequitable, penalising low-enrolment rural schools that bear the same infrastructure and staffing costs as larger institutions. Third, policy communication channels are functional in reaching headteachers but do not penetrate parent communities in border and remote areas where linguistically and culturally appropriate communication is absent. Fourth, the cascade in-service training model degrades at each transmission layer, leaving classroom teachers with significantly diluted professional development that is insufficient to produce the sustained pedagogical shift that CBE demands. In contrast, where Curriculum Support

Officers provided localised, school-cluster-based support, officials confirmed measurable positive improvements in implementation quality, identifying this school-proximate model as significantly more effective than the centralised QASO inspection approach.

### 5.2.4 Influence of School Boards of Management Participation on Effective CBE Implementation

The BOM respondent group was predominantly male, concentrated in the senior age brackets and mixed in governance experience, with a notable proportion serving within their first term of board membership. Concerningly, approximately three in ten BOM members had received no formal CBE governance training, and the predominant meeting frequency of once per term suggests that formal governance engagement with CBE is relatively infrequent across the majority of the sampled schools.

The strongest dimension of BOM participation was the consultative relationship with parents, which recorded the highest mean in the section and the strongest inter-respondent consensus. Budget coverage for CBE practical materials, infrastructure prioritisation and supervisory oversight of CBE instructional resources all recorded High means, confirming that the foundational governance functions are being performed in the majority of the sampled schools. The majority of BOM members also affirmed that board oversight had meaningfully improved CBE delivery quality, indicating that governance engagement is producing perceptible implementation gains.

However, the three reverse-scored items revealed critical governance deficits beneath this positive surface picture. More than half of BOM members acknowledged fund diversion away from CBE-specific procurement, approximately half attributed slow infrastructure development to limited board resource mobilisation capacity, and nearly half

conceded the absence of a deliberate, funded strategy for supporting teacher professional development. The absence of a teacher CPD strategy recorded not only the lowest mean in the section but also the widest variation in response, indicating that whether professional development is a board-level governance responsibility at all is a matter of fundamental disagreement across the sampled boards.

Key informant observations confirmed and deepened these governance gaps. Officials across the jurisdictions represented in this study consistently characterised BOMs as internal fund allocators rather than proactive resource mobilisers, with boards almost entirely dependent on government disbursements and unable to leverage external resources from the private sector, NGOs or community networks. The CBE governance agenda was found to be largely absent from board deliberations despite regular meeting attendance, with meetings dominated by staff welfare, school fees collection and construction matters. Cultural governance challenges were identified in border communities, where board membership influenced by family and clan affiliations produces decisions grounded in community politics rather than educational evidence. Seasonal governance instability was also documented in lake shore communities, where fishing-dependent board members relocate periodically, creating continuity gaps that the Basic Education Act does not adequately address. Despite these constraints, officials noted that the boards which perform best are consistently those with a chairperson who personally understands CBE and aligns institutional decisions with the curriculum's infrastructure and professional development requirements, affirming that board leadership quality is the critical variable within the BOM governance system.

## 5.3 Conclusions Based on Research Questions

Based on the findings of this study, the following conclusions are drawn in relation to the four research questions and the corresponding null hypotheses.

With respect to Research Question 1, the study concluded that teacher participation has a statistically significant and strong positive influence on effective CBE implementation in public Comprehensive Schools in Migori County, Kenya ($r = 0.724$, $R^2 = 0.524$, $F(1, 147) = 161.840$, $p < .001$). The null hypothesis Ho1 is therefore rejected. While teachers demonstrate commendable levels of pedagogical adaptation and CPD engagement, the study concludes that the depth and fidelity of pedagogical transformation is moderated by severe structural constraints, particularly inadequate ICT infrastructure and persistent teacher shortages in Junior Secondary School sections, which prevent the full actualisation of the CBE framework's competency acquisition goals. The cascade professional development model in its current form is insufficient to produce the sustained pedagogical transformation that the curriculum reform demands.

With respect to Research Question 2, the study concluded that parental engagement has a statistically significant and moderate to strong positive influence on effective CBE implementation ($r = 0.564$, $R^2 = 0.318$, $F(1, 79) = 36.879$, $p < .001$). The null hypothesis Ho2 is therefore rejected. The study concludes that while home-based support and material provision are the most consistently enacted forms of parental engagement, the impact of parental participation on effective CBE implementation is moderated by poverty-driven financial barriers, low CBE assessment literacy and cultural resistance to the criterion-referenced assessment system that replaced the familiar ranking model of the former 8-4-4 curriculum. The attitudinal dimension of parental engagement, including willingness to

adopt the CBE philosophy as co-educators, remains the most critical and least developed aspect of parental participation in Migori County.

With respect to Research Question 3, the study concluded that Ministry of Education officials' involvement has a positive and significant relationship with effective CBE implementation in public Comprehensive Schools in Migori County, as evidenced by the convergent qualitative findings from the eight MoE officials and corroborated by the KIPSEA external assessment data. The null hypothesis Ho3 is therefore rejected. The study concludes that the quality, frequency and reach of MoE monitoring; the timeliness of capitation disbursement; the depth of policy communication; and the coherence of in-service training coordination are all systematically below the standards required to support effective CBE implementation across Migori County's 627 public Comprehensive Schools. The structural constraint of inadequate staffing at the quality assurance level, illustrated by one sub-county office supervising 91 schools with only two curriculum support officers, is the most fundamental barrier to meaningful MoE-driven implementation support.

With respect to Research Question 4, the study concluded that Board of Management participation has a statistically significant and strong positive influence on effective CBE implementation, recording the highest predictive power among all four variables tested ($r = 0.782$, $R^2 = 0.611$, $F(1, 137) = 215.063$, $p < .001$). The null hypothesis Ho4 is therefore rejected. The study concludes that BOMs in Migori County's public Comprehensive Schools are functioning as governance structures oriented toward compliance and basic financial administration rather than as proactive, strategically engaged governance bodies that drive CBE implementation. The near-total absence of laboratory and ICT infrastructure documentation across the majority of sampled schools, combined with the low priority

accorded to teacher professional development and the near-absence of CBE as a standing BOM agenda item, collectively confirm that BOM participation in its current form is not meeting the strategic governance demands of the Competency-Based Education reform.

### 5.4 Recommendations of the Study

Based on the key strategic measures identified by Ministry of Education officials and the findings of this study, the following recommendations are advanced for policy and practice, presented in the order of the research questions from which they arise.

The Teachers Service Commission should urgently review and revise the teacher deployment formula for Junior Secondary Schools, with a specific affirmative allocation for geographically disadvantaged sub-counties in Migori County, where the current minimum of one teacher per school falls critically short of the five-teacher target set at the JSS rollout. Failure to address this staffing crisis will render all other implementation improvements insufficient.

The Ministry of Education should transition the professional development model for CBE from the episodic cascade workshop approach to a continuous, school-embedded coaching model in which master trainers are school-based, and professional development activities are directly linked to observable classroom practice improvements rather than workshop attendance certificates.

Schools should develop community-specific parental engagement frameworks that translate the CBE Policy Framework's expectations of parental co-education into concrete, culturally appropriate and economically accessible household activities. The Ministry should develop and disseminate practical guides in accessible language defining specific parental roles in CBE home-based learning support.

The Ministry of Education should develop and deliver CBE sensitisation materials in local languages, including Kuria, Luo and Dholuo, and facilitate community sensitisation through chiefs, church leaders and women's groups in border sub-counties. Broad awareness campaigns in English or formal Kiswahili do not penetrate these communities effectively, as confirmed by key informants.

The Ministry of Finance and the National Treasury, in coordination with the Ministry of Education, should establish a ring-fenced primary school capitation of at least KES 8,000 per learner to protect primary school operational budgets from being hollowed out by JSS transition financing demands. Capitation disbursement timelines should be restructured to ensure funds arrive at the beginning of each academic term rather than mid-term.

The Ministry of Education should restructure the monitoring model from compliance-focused inspection visits to coaching-oriented engagements in which curriculum support officers spend meaningful time in classrooms alongside teachers, providing school-specific, actionable feedback on CBE facilitation practice. Additional curriculum support officer positions should be urgently filled to reduce the current officer-to-school ratio, which makes systematic monitoring structurally impossible in the affected sub-counties.

The Ministry of Education and Boards of Management should jointly develop and implement a universal laboratory construction programme that eliminates the current minimum enrolment threshold for facility development. Science laboratories and ICT rooms should be treated as mandatory minimum standards for any institution delivering CBE, rather than optional additions dependent on school size or BOM financial capacity.

The Ministry of Education should classify off-grid solar energy installation as a CBE infrastructure requirement in all public Comprehensive Schools in areas with unreliable grid

electricity, including the lake shore communities of Nyatike and Suna West. ICT integration cannot be achieved without reliable power, and the current electricity deficit directly undermines the digital literacy pathway of the curriculum.

The Kenya Education Management Institute should institutionalise a mandatory, structured training programme for all BOM members specifically on their CBE governance responsibilities under the Basic Education Act. This training should be a condition of BOM membership rather than an optional professional development activity, and should specifically address resource mobilisation for CBE-specific materials, laboratory development, ICT procurement and the inclusion of CBE as a standing BOM agenda item.

In addition to the recommendations arising directly from the four research questions, one further recommendation follows from the county's distinctive border-region context established in Chapters One and Three rather than from a single stakeholder finding. The Ministry of Education should develop a bilateral Kenya-Tanzania policy framework for cross-border learner mobility that formally recognises learner competency portfolios across the border and provides transitional support for learners alternating between the Kenyan and Tanzanian education systems. This protocol would address a systemic equity gap affecting learners in Kuria East and Nyatike Sub-Counties that is currently invisible in formal institutional records.

### 5.5 Suggestions for Further Study

On the basis of the findings and conclusions of this study, the following areas are recommended for further research.

A longitudinal study should be conducted to track the progressive acquisition of the seven core CBE competencies among learners in public Comprehensive Schools in Migori

County over a three-to-five-year period, providing empirical evidence of the long-term impact of stakeholder participation on learner outcomes beyond cross-sectional survey data.

A comparative study should be conducted examining CBE implementation in public Comprehensive Schools across all eight sub-counties of Migori County simultaneously, using school-level performance data disaggregated by sub-county strata, to identify whether the implementation quality variations observed among stakeholder groups in this study reflect sub-county-level governance and resource differentials.

A study should be conducted specifically examining the role of headteachers' instructional leadership in mediating the relationship between BOM participation and effective CBE implementation in Junior Secondary Schools, given the evidence from this study that board governance gaps and headteacher administrative capacity are structurally intertwined.

A mixed-methods study should investigate the specific impact of cross-border learner mobility on competency acquisition trajectories in public Comprehensive Schools in Kuria East and Nyatike Sub-Counties, to provide an evidence base for the bilateral Kenya-Tanzania policy framework recommended in this study.

A replication of this study should be conducted in other marginalised or border counties in Kenya, including Turkana, Mandera and West Pokot, to determine whether the stakeholder participation patterns, infrastructure deficits and monitoring challenges identified in Migori County are representative of a broader rural-border school implementation phenomenon, and to build a national evidence base for equity-responsive CBE policy reform.

.

## REFERENCES


Aden, M. T., & Kamau, R. (2025). Influence of involvement of stakeholders on curriculum implementation in public secondary schools in Garissa Sub-County, Garissa County, Kenya. *Journal of Research Innovation and Implications in Education*, *9*(4), 813–824.

African Union. (2022). *Continental education strategy for Africa (CESA 16–25)*. African Union Commission.

Agbeme, F. N. (2018). *Assessing the role of stakeholders in the implementation of community day senior high schools* [Master's thesis, Kwame Nkrumah University of Science and Technology].

Ahmed, F. S., Rotich, S. K., & Yattani, I. (2025). Stakeholder engagement and implementation of Competency Based Curriculum in junior schools in Dadaab Sub-County, Garissa County, Kenya. *Asian Journal of Education and Social Studies, 51*(9), 349–358.

Achieng, L. (2021). *Parental involvement in competency-based curriculum in Migori County* [Unpublished manuscript].

Akala, B. M. M. (2021). Revisiting education reform in Kenya: A case of competency-based curriculum (CBC). *Social Sciences & Humanities Open, 3*(1), 100107. https://doi.org/10.1016/j.ssaho.2021.100107

Al-Thani, G. (2024). Comparative analysis of stakeholder integration in education policy making: Case studies of Singapore and Finland. *Societies, 14*(7), 104. https://doi.org/10.3390/soc14070104

Ali, M. M., Njagi, M. W., & Otiende, N. U. (2025). Relationship between teacher training adequacy and stakeholders' dispositions towards Competence Based Curriculum implementation in public junior schools in Garissa County, Kenya. *African Research Journal of Education and Social Sciences, 12*(3), 23–35.

Amunga, J., Were, D., & Ashioya, I. (2020). The teacher-parent nexus in the competency based curriculum success equation in Kenya. *International Journal of Educational Administration and Policy Studies, 12*(1), 60–76.

Anderson, A. B., & Kaur, B. (2019). Competency-based curriculum: Addressing equity and quality in education. *International Journal of Educational Development, 67,* 53–62.

Anderson, T. (2016). *Sustainability in education: Long-term planning and stakeholder engagement*. Educational Reform Press.

Arguelles, R., & Sarsale, M. (2025). Stakeholder engagement practices in rural and remote schools: Insights from Filipino school leaders. *Issues in Educational Research, 35*(1), 42–60.

Ashiali, M. E. (2022). *Exploring teachers' preparedness to conduct competency-based curriculum assessment in a selected secondary school in Taveta Sub-County, Kenya* [Master's dissertation, Aga Khan University].

Atikiya, R. (2021). Assessment of the capacity to implement competence-based curriculum in Isiolo County primary schools, Kenya. *International Journal of Scientific Research and Management, 9*(1), 1700–1710.

Awuonda, K. W., Jung, K., & Lee, J. (2023). Teachers' perceptions of competency-based curriculum implementation and government support: A mixed methods study on Grade 1–5 teachers in Homabay County, Kenya. *Journal of Education and Practice, 14*(9), 1–15.

Ayako, L. I., Ngari, S. M., & Asatsa, S. (2024). Enhancing mental well-being for parents through competence-based curriculum implementation strategies in public day primary schools in Nairobi County, Kenya. *World Journal of Advanced Research and Reviews, 23*(01), 2699–2709.

Baaru, C. M. (2020). *Effectiveness of Boards of Management in public primary schools in Nyeri County, Kenya* [Master's thesis, Karatina University].

Babatimehin, T., Opesemowo, O. A. G., Ogunsakin, I. B., & Ogungbaigbe, T. S. (2025). Assessing teachers' knowledge of school-based assessment practices in Nigeria secondary schools. *Discover Education, 4*(1), 215–230.

Bakwai, B. (2017). *School-based management committee strategies, community participation and effectiveness of basic schools in North-West Zone, Nigeria* [Doctoral thesis, University of Ilorin].

Bakwai, B. (2023). *School-based management committee strategies, community participation and effectiveness of basic schools in North-West Zone, Nigeria* [Doctoral dissertation, University of Ilorin].

Barasa, M. C., Ssentamu, P. N., Chang'ach, J. K., & Kurgat, S. J. (2024). Implementing the Uganda lower secondary competence-based curriculum: The equity question. *Quality Assurance in Education, 32*(1), 140–155.

Bell, E., & Wray-Bliss, E. (2011). Research ethics: Regulation and responsibilities. In D. Buchanan & A. Bryman (Eds.), *The SAGE handbook of organizational research methods*. SAGE Publications.

Bingham, A. J., Adams, M., & Stewart, R. L. (2021). Competency-based education: Examining educators' experiences. *The Qualitative Report, 26*(3), 674–695.

Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal, 9*(2), 27–40.

Boyle-Baise, M., & Sleeter, C. (2017). Developing inclusive teachers: The promise of asset-based pedagogies. *Theory into Practice, 56*(1), 5–13.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77–101.

Brown, E. (2020). High school teachers and curriculum developers' perspectives on CBC implementation in South Africa. *Southern African Journal of Education, 40*(1), 45–60.

Brown, R., & Smith, K. (2019). The impact of standardization and individualization on student achievement in CBC. *Journal of Curriculum Studies, 51*(3), 310–325.

Buchichi, M. O., Achieng, L., & Mvumbi, F. (2018). Board of Management members' qualifications and quality financial management in public secondary schools in Nandi Central Sub-County, Nandi County, Kenya. *Journal of Popular Education in Africa, 2*(3), 113–126.

Byiringiro, A., Andala, O. H., Ochieng, A., & Irechukwu, E. N. (2023). Stakeholders' engagement in planning practices and societal needs achievement in Rwanda's secondary education: A case of Kayonza District, Eastern Rwanda. *Journal of Education, 6*(4), 65–72.

Carini, R. M., & Belfield, C. R. (2010). Workload and constraints in public K-12 schools. In E. A. Hanushek, S. Machin, & L. Woessmann (Eds.), *Handbook of the economics of education* (Vol. 3, pp. 247–268). North-Holland.

Chen, L., & Brown, M. (2018). Technology's role in facilitating competency-based assessments. *Journal of Educational Technology, 15*(2), 45–60.

Chepkwony, N. J., Kobiah, L. K., & Kipkoros, W. C. (2025). Assessment of parental training on the implementation of competency based curriculum in public primary schools in Baringo Central Sub-County, Kenya. *Journal of Pedagogy and Curriculum, 4*(1), 16–32.

Cherui, R., & Kipkenei, S. (2025). Redefining parental involvement in Competency Based Curriculum implementation in Kenya: A critical review. *African Journal of Science, Technology and Engineering*.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.

Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and conducting mixed methods research* (3rd ed.). SAGE Publications.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.

Darling-Hammond, L., & Rothman, R. (2011). Teacher and leader effectiveness in high-performing education systems. *Education Policy Analysis Archives, 19*(36), 1–46.

Darling-Hammond, L., Wei, R. C., Andree, A., Richardson, N., & Orphanos, S. (2009). *Professional learning in the learning profession: A status report on teacher development in the United States and abroad*. National Staff Development Council.

Deng, L. (2025). *Translation of global competency-based policies into local reality: A longitudinal study of 21st-century skill integration in China* [Longitudinal research report]. Chinese Ministry of Education Research Division.

Doe, A. (2019). *Influence of the Ministry of Education on CBC implementation in Kenya* [Qualitative case study, unpublished]. Ministry of Education Kenya.

European Commission. (2013). *Supporting teacher competence development for better learning outcomes*. European Commission.

European Union. (2025). *Evaluation of the strategic framework for European cooperation in education and training (ET 2021–2030)*. Publications Office of the European Union.

Field, A. (2018). *Discovering statistics using IBM SPSS statistics* (5th ed.). SAGE Publications.

Forabosco-Lotoski, K. (2015). *Role of instructional leaders and school governing bodies in competency-based teaching and learning in Alberta, Canada* [Qualitative project-based research]. University of Alberta.

Freeman, R. E. (1984). *Strategic management: A stakeholder approach*. Pitman.

George, D., & Mallery, P. (2003). *SPSS for Windows step by step: A simple guide and reference* (4th ed.). Allyn & Bacon.

Gewirtz, S. (2017). *Diversity and education: Students with special needs and learning outcomes*. Routledge.

Gichuru, P. (2024). *Challenges in implementing CBC within junior secondary schools in Nyeri County, Kenya* [Mixed-method cross-sectional survey, unpublished].

Government of British Columbia. (2025). *2025/26–2027/28 service plan: Ministry of Education and Child Care*. Government of British Columbia. https://www.bcbudget.gov.bc.ca/2025/sp/pdf/ministry/ecc.pdf

Graham, J., & Schmid, R. (2017). *Sustaining innovative educational practices: A framework for long-term reform*. Educational Press.

Graham, L., & Slee, R. (2019). Inclusive pedagogies in competency-based curriculum implementation. *International Journal of Inclusive Education, 23*(6), 651–665.

Green, A. (2022). *Ministry of Education's role in CBC implementation across Ugandan primary and secondary schools* [Longitudinal study, unpublished].

Haile, T. M., & Mekonnen, E. A. (2024). Impacts of stakeholder engagement on curriculum implementation in Ethiopian Defense University. *Pedagogical Research, 9*(2), em0201. https://doi.org/10.29333/pr/14369

Hargreaves, A. (2010). Change from without: Lessons from other countries, systems, and sectors. In A. Hargreaves, A. Lieberman, M. Fullan, & D. Hopkins (Eds.), *Second international handbook of educational change* (pp. 105–127). Springer.

Hargreaves, A., & Fink, D. (2019). *Sustainable leadership*. Jossey-Bass.

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Routledge.

Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. *Developmental Psychology, 45*(3), 740–763.

Hoover-Dempsey, K. V., & Sandler, H. M. (2005). *The social context of parental involvement: A path to enhanced achievement*. Final performance report to the Institute of Education Sciences, United States Department of Education.

Institute of Economic Affairs Kenya. (2025). *Education sector analysis: Teacher-pupil ratios and resource adequacy in Migori County*. Institute of Economic Affairs.

Isaboke, H., Mweru, M., & Wambiri, G. (2021). Teacher preparedness and CBC implementation in public pre-primary schools across Nairobi City County, Kenya. *East African Journal of Education Studies, 4*(2), 45–60.

Jackson, T., & Wilson, M. (2019). Challenges and opportunities associated with educational app use in CBC classrooms. *Journal of Educational Technology & Society, 22*(3), 110–124.

Johnson, M. (2014). The significance of stakeholder involvement in educational change initiatives. *Journal of Educational Change, 15*(2), 145–167.

Johnson, M. (2015). Accountability mechanisms and their effects on CBC outcomes. *Educational Policy Review, 12*(1), 78–94.

Josua, T., Auala, R., & Miranda, H. (2022). Challenges facing educators in implementing the revised curriculum in Ompundja Circuit, Namibia: A social realist perspective. *South African Journal of Education, 42*(2), 1–14.

Kane, M. T. (2013). Validating the interpretations and uses of test scores. *Journal of Educational Measurement, 50*(1), 1–73.

Kanyike, L., & Sserwanja, Q. (2020). Parental involvement's influence on secondary students' academic performance in Uganda. *African Journal of Education and Practice, 6*(3), 12–26.

Karua, J. K., Manyasi, B. N., & Kara, A. M. (2025). Teacher readiness for implementing the Competency-Based Curriculum in public primary schools within Kinangop Sub-County, Nyandarua County, Kenya. *International Journal of Research and Innovation in Social Science, 9*(4), 1150–1165.

Kasuga, H., & Kalolo, J. F. (2025). Dilemmas for successful implementation of the Competency-Based Curriculum in Tanzania public secondary schools. *KIU Interdisciplinary Journal of Humanities and Social Sciences, 6*(2), 100–118.

Kathula, D. N., Dahir, A. M., & Okeyo, R. (2025). Competency-Based Curriculum implementation and digitalization in Africa: A meta-analysis (2017–2024). *African Journal of Education and Technology*, *5*(1), 1–20.

Kennedy, A. (2016). *Continuing professional development, teacher education and professional learning communities*. SAGE Publications.

Kenya Institute of Curriculum Development (KICD). (2021). *Competency Based Curriculum: Roles of various stakeholders (Series 6)*. KICD.

Kenya National Bureau of Statistics (KNBS). (2019). *Kenya population and housing census, 2019: Volume III — Distribution of population by age, sex and administrative units*. Government Printer.

Kenya National Examinations Council (KNEC). (2023). *Kenya Primary School Education Assessment (KPSEA) national report, 2023*. Republic of Kenya.

Kenya National Examinations Council (KNEC). (2024). *Kenya Primary School Education Assessment (KPSEA) national report, 2024*. Republic of Kenya.

Kibwebwe, M., & Mutilu, K. (2023). Influence of headteachers' roles on CBC implementation in public primary schools in Likoni, Mombasa County, Kenya. *Journal of Education and Practice*, *14*(11), 25–38.

Kiptoo, B. (2024). *The effect of teacher and resources related factors on the implementation of the competency-based curriculum in junior schools within Bomet Sub-County in Kenya* [Research project, University of Eldoret].

Kirenga, N., Lyamtane, E., & Mandila, B. (2025). Extensiveness of quality assurance feedback on community involvement to improve school quality in Kilimanjaro Region, Tanzania. *Journal of Education and Practice, 16*(3), 45–60.

Koech, J. (2022). *Resource allocation and its impact on CBC implementation in Kenyan primary schools* [Unpublished research report].

Korir, J., & Kipkorir, L. (2022). Effect of stakeholder participation on academic performance in public secondary schools in Belgut Sub-County. *Journal of Education and Practice, 13*(7), 55–68.

Kothari, C. R. (2016). *Research methodology: Methods and techniques* (3rd ed.). New Age International.

Kukali, A. N. (2020). *Strategies and challenges in CBC implementation in Mt. Elgon Sub-County, Bungoma County, Kenya* [Master's thesis, Kibabii University].

Le, V. N., Wolfe, R. E., & Steinberg, J. (2014). *The past and the future of competency-based education*. RAND Corporation.

Lee, J., & Huh, Y. (2019). Effects of parental involvement on elementary school students' academic achievement in South Korea. *Asian Pacific Journal of Education, 39*(2), 221–236.

Li, W., & Thomas, A. (2020). Implementation of blended learning in competency-based curriculum. *Journal of Online Learning and Teaching, 16*(1), 88–102.

Lincoln, Y. S., & Guba, E. G. (2011). *Naturalistic inquiry* (Rev. ed.). SAGE Publications.

Luna-Bazaldua, D., Gove, A., Acevedo-Rebolledo, N., Cloutier, M., & Liang, X. (2023). *The roles of standards in education and training*. World Bank. https://doi.org/10.1596/978-1-4648-1979-7

Lynn, M. R. (1986). Determination and quantification of content validity. *Nursing Research, 35*(6), 382–385.

Maalim, H. A., Kagumu, J. N., & Nyambega, B. K. (2025). Stakeholder awareness and adaptability to the CBE system in Balambala Sub-County, Garissa County, Kenya. *Journal of Research Innovation and Implications in Education, 9*(1), 542–555.

Mabasa, T., & Themane, J. (2021). Stakeholder participation in school governance: A South African perspective. *Perspectives in Education, 39*(2), 114–128.

Mabasa, T., & Themane, J. (2022). Stakeholder participation and parent-teacher communication in CBC implementation in Limpopo Province, South Africa. *South African Journal of Education, 42*(3), 1–15.

Magoma, C. M. (2025). Challenges in Kenya's transition from 8-4-4 to competency-based education: Systemic preparedness. *Kenya Journal of Educational Planning, Economics and Management, 12*(1), 1–18.

Maiyuria, M. N., Mackatiani, C. I., & Gakunga, D. K. (2024). Competency Based Curriculum in Kenya: Impact of resources on implementation of the programme. *International Journal of Research and Innovation in Social Science, 8*(8), 1658–1667.

Majiwa, E. L., Koros, P. K., & Muiru, M. (2025). School-based stakeholder participation and CBC implementation in public junior secondary schools in Isiolo County, Kenya. *Journal of Education and Practice, 16*(5), 1–15.

Maluha, J. O., Mackatiani, C. I., & Gakunga, D. K. (2024). Influence of pedagogical practices on CBC implementation among teachers in public and private primary schools across Vihiga County, Kenya. *International Journal of Research and Innovation in Social Science, 8*(4), 876–889.

Matsuzuka, Y. (2024). Validity of outcome-oriented competency-based education: Comparative study in Japan and the European Union. *Comparative Education Review, 68*(2), 250–275.

Mbogo, R. W., & Murugi, J. M. (2023). Influence of stakeholder involvement and school leadership on implementation of strategic plans in public secondary schools in Mbeere North, Embu County, Kenya. *Journal of Strategic Management, 7*(3), 45–60.

Micheni, S. (2021). *Teacher perspectives on the implementation of competency-based curriculum in Kenya* [Unpublished manuscript].

Migori County Government. (2024). *Migori County Annual Development Plan (ADP) 2024/2025*. Migori County Government.

Ministry of Education Ghana. (2023). *Medium term expenditure framework (MTEF) for 2023–2026*. Ministry of Education, Ghana.

Ministry of Education Kenya. (2023). *Guidelines for the implementation of Junior Secondary Education under the Competency-Based Curriculum*. Republic of Kenya.

Ministry of General Education Zambia. (2024). *Budgetary implementation report on competency-based education*. Government of the Republic of Zambia.

Mnengwa, P. W. (2020). *A document analysis of the implementation of competency-based curriculum: Investigating the role of head teachers in Kenya* [Unpublished master's thesis, Aga Khan University].

Moretti, F., van Vliet, L., Bensing, J., Deledda, G., Mazzi, M., Rimondini, M., Zimmermann, C., & Fletcher, I. (2011). A standardized approach to qualitative content analysis of focus group discussions from different countries. *Patient Education and Counseling, 82*(3), 420–428.

Muendo, J. M. (2024). *Stakeholders' level of involvement as a predictor of CBC implementation in pre-primary education in Kisumu County, Kenya* [Descriptive survey, unpublished thesis].

Mugenda, O. M., & Mugenda, A. G. (2019). *Research methods: Quantitative, qualitative and mixed methods approaches* (3rd ed.). African Centre for Technology Studies (ACTS) Press.

Mulatya, D. M., Muna, W. J., & Kipchumba, S. (2024). Impact of teacher capacity building on learner outcomes in public primary schools in Makueni County, Kenya. *International Journal of Education and Research, 12*(4), 45–60.

Mulenga, I. M., & Ikabombwe, Y. M. (2019). Understanding the competency-based curriculum: The Zambian perspective. *Journal of Lexicography and Terminology, 3*(1), 1–24.

Mulenga, I. M., & Kabombwe, Y. M. (2019). Parental attitudinal support and competency-based curriculum reform in Zambia. *Journal of Curriculum Studies, 51*(4), 520–535.

Mulenga, I. M., & Kabombwe, Y. M. (2024). Understanding the competency-based curriculum: Updated perspectives on teacher readiness in Zambia. *Journal of Lexicography and Terminology, 8*(2), 30–48.

Mushi, R., & Mpogole, H. (2019). Parental involvement and student outcomes in primary education in Tanzania. *African Journal of Education and Practice, 5*(2), 1–15.

Muthoka, J., & Mbirithi, D. M. (2025). Teachers' preparedness and its effect on CBC implementation in public primary schools in Taita Taveta County, Kenya. *International Journal of Research and Innovation in Social Science, 9*(2), 800–815.

Muthukrishna, N. (2017). Parental involvement's role in primary education in South Africa. *South African Journal of Education, 37*(3), 1–12.

Mutua, J. K., Gachigi, M., Kanana, F., & Kuja, J. (2025). Adequacy of teaching-learning and infrastructure resources for CBE implementation in Matungulu Sub-County's

junior schools, Machakos County, Kenya. *Journal of Education and Practice, 16*(2), 1–12.

Muuo, J. M., Mwania, J. M., Ooko, D., & Wafula, C. (2025). Influence of stakeholder participation on academic performance of public secondary schools in Machakos County, Kenya. *Journal of Pedagogy and Curriculum, 4*(2), 55–70.

Muzvondiwa, T., & Gudyanga, E. (2024). Preparedness of government high schools for the implementation of the competence-based curriculum within Gweru District in Zimbabwe. *Zimbabwe Journal of Educational Research, 36*(1), 1–20.

Mwalimu, B. M., Ikiara, M. M., & Kanyi, P. W. (2024). Nexus between BOM decision-making competencies and governance of public primary schools in Mombasa County, Kenya. *International Journal of Research and Innovation in Social Science, 8*(5), 1200–1215.

Mwangi, P., & Ndung'u, J. (2023). *Teacher preparedness for CBC implementation: A longitudinal study of Kenyan primary schools* [Unpublished research report].

Mwita, E. (2023). *Assessment of teachers' preparedness on the implementation of the competency-based curriculum in public primary schools in Migori County, Kenya* [Doctoral dissertation, Kisii University].

Mwita, E., Obuba, E., & Yambo, J. M. O. (2022). Competency based curriculum training undertaken by teachers on their implementation on Grades 1, 2 and 3 in public primary schools in Migori County, Kenya. *Journal of Advances in Education and Philosophy, 6*(9), 473–483.

Nabi, M. A. (2022). Assessment models and effective implementation of competency-based assessment in primary schools in the East Region, Cameroon. *Journal of Education and Practice, 13*(8), 45–58.

Namaalwa, J., Bweyale, D., & Mugula, R. (2025). Stakeholders' perceptions on CBC implementation in Rubaga Division, Kampala City, Uganda. *East African Journal of Education Studies, 8*(1), 1–18.

Namuhisa, B. W., Achoka, J. S. K., & Ndiku, J. M. (2024). Principals' and deputy principals' views regarding quality control practices' influence on academic achievement in Kakamega County public secondary schools, Kenya. *Journal of Education and Practice, 15*(4), 1–15.

Namuyemba, H., Kipkenei, J., & Maiyo, J. (2021). Stakeholders' preparedness to facilitate transition from 8-4-4 to CBC in Bungoma County, Kenya. *African Journal of Education and Practice, 7*(2), 1–18.

National Treasury. (2023). *National education sector budget report: FY 2023/24–2025/26*. Government Printer.

Natweta, A. L., & Nkurunziza, G. (2024). Stakeholders' perceptions and implementation of the Competence-Based Curriculum in Ordinary Level secondary schools in Isingiro District, Uganda. *Journal of Education and Practice, 15*(2), 1–18.

Ndonye, H. N., Mulwa, A., & Kyalo, D. N. (2021). Stakeholder engagement and performance of community-based conservation projects: A case of Laikipia Conservation Region Conservancies. *Journal of Economics and Sustainable Development, 12*(4), 41–50.

Nemes, J., & Nderego, E. (2025). Challenges pertaining to the implementation of Competency-Based Curriculum in Tanzania: A narrative literature review. *KIU Interdisciplinary Journal of Humanities and Social Sciences, 6*(1), 159–172.

Newell, T., & Snow, D. (2017). *Effectiveness of continuing professional development interventions in education*. Educational Research Press.

Ngeno, B. (2022). *Determinants of public primary schools' preparedness for the implementation of competence-based curriculum in Kericho County, Kenya* [PhD thesis, Kenyatta University].

Ngeno, C. (2023). *Relationship between teacher training and the implementation of the Competency-Based Curriculum (CBC) in public primary schools in Kericho County, Kenya* [Unpublished research report].

Njeruli, A. I., & Kirimi, J. (2023). Assessment of parents' engagement in implementation of competency-based curriculum in private primary schools in Tharaka South Sub-County, Tharaka-Nithi County, Kenya. *European Journal of Education Studies, 10*(7), 1–18.

Nyambura, J. (2021). *Impact of the Elimu Project on competency-based education outcomes in Migori County* [Unpublished evaluation report].

Nyamosi, G. (2024). Selected teacher competencies that can enhance CBC implementation in Kenya. *European Journal of Contemporary Education and E-Learning, 2*(6), 250–258.

Nyanda, S. K., Muteti, C., & Mandila, T. (2023). Levels of involvement of educational stakeholders in preparation of strategic plans in enhancing selected aspects of organizational performance in public secondary schools in Arusha Region, Tanzania. *British Journal of Education, 11*(10), 14–32.

Ochieng, M. (2021). Implementation of competence-based curriculum in Migori County, Kenya: Challenges and coping strategies. *Journal of Education and Development, 5*(1), 53–64.

OECD. (2013). *Synergies for better learning: An international perspective on evaluation and assessment*. OECD Publishing. https://doi.org/10.1787/9789264190658-en

OECD. (2018). *The future of education and skills: Education 2030*. OECD Publishing. https://www.oecd.org/education/2030

OECD. (2024). *Education policy in Japan: Building bridges towards 2030*. OECD Publishing. https://doi.org/10.1787/b00f1c5a-en

OECD. (2024). *Pooling our strengths: The power of stakeholder engagement in education and skills policy*. OECD Social, Employment and Migration Working Papers, No. 316. https://doi.org/10.1787/1815199x

Ogada, E. O., Koros, P., & Adhiambo, J. M. (2023). Impact of stakeholders' participation in strategic planning on the management of public secondary schools in Nairobi County, Kenya. *Journal of Popular Education in Africa, 7*(6), 53–72.

Ogunleye, J., & Oredein, A. (2018). Parental involvement and academic achievement among secondary school students in Nigeria. *Journal of Education and Practice, 9*(12), 120–133.

Okumu, A. S., & Abuya, I. O. (2023). Monitoring and evaluation, stakeholder engagement and implementation of service-learning projects within public secondary schools, Homabay County, Kenya. *African Journal of Monitoring and Evaluation, 1*(1), 36–47.

Okutu, A. A., & Nyambane, A. K. (2024). Challenges of domiciling junior secondary schools in primary schools: A case of Migori County, Kenya. *Journal of Research Innovation and Implications in Education, 8*(4), 135–144.

Okwara, M., & Okwara, M. (2021). Perceptions of teachers and parents on the implementation of competence-based curriculum (CBC) in Migori County, Kenya. *Journal of Education and Practice, 12*(14), 1–9.

Olema, D., Nabitula, A., Manyiraho, D., & Atibuni, D. (2021). Secondary school teachers' continuous professional development as a requirement for shifting to competency-based education in Uganda. *Journal of Curriculum Studies, 53*(4), 520–535.

Olibie, J. (2024). *Parental participation and academic outcomes in Nigerian secondary schools* [Unpublished doctoral research].

Oliech, J. P., Nzivu, B. M., & Wambiya, P. (2021). Influence of competency-based curriculum implementation on head teacher's administration of public primary schools in Nyatike Sub-County, Migori County, Kenya. *International Journal of Social and Development Concerns, 14*(2), 1–15.

Omariba, A., & Barasa, D. W. (2024). Navigating leadership and management challenges in the transition to Competency-Based Curriculum in junior secondary education. *East African Journal of Education Studies, 7*(4), 1–18.

Omondi, T. (2020). *Challenges of implementing CBC in public primary schools in Migori County, Kenya* [Unpublished descriptive survey].

Otyola, W. R., Ampaire, A., Arnold, K., & Mike, M. (2025). Relevance of criterion-referenced assessment in competency-based curriculum in Uganda. *International Journal of Education and Social Science Research, 8*(2), 374–383.

Ouma, J., & Muthoni, W. (2019). Parental perceptions and engagement in CBC implementation: Insights from Kenyan primary schools. *Journal of Education and Practice, 10*(15), 1–12.

Owino, J., Mwangi, D., & Ochieng, R. (2021). *Resource adequacy and implementation success of the CBC in Kenyan public schools* [Unpublished research report].

Owor, F. G. (2025). *Influence of stakeholders' participation and implementation of Competency Based Curriculum in Kamuli Municipality* [Master's dissertation, Uganda Christian University].

Parliamentary Budget Office. (2025). *Analysis of Kenya's education budget and key performance indicators FY 2024/2025*. National Assembly of Kenya.

Patrick, V. M., Njagi, K., & Gichuru, T. (2025). Factors undermining effective implementation of competency-based education in junior secondary schools in Isiolo Central, Kenya. *Meru University of Science and Technology Conference Proceedings*, 1–15.

Peng, Y., Zhao, F., & Zheng, Y. (2025). Promoting equitable and high-quality STEM education in China from an ecological perspective. *Disciplinary and Interdisciplinary Science Education Research, 7*(1), 8. https://doi.org/10.1186/s43031-025-00127-x

Peters, B. (2017). *Competency based learning: State of the US K-12 market*. NewSchools Venture Fund.

Plano Clark, V. L., & Ivankova, N. V. (2016). *Mixed methods research: A guide to the field*. SAGE Publications.

Polit, D. F., & Beck, C. T. (2006). The content validity index: Are you sure you know what's being reported? Critique and recommendations. *Research in Nursing & Health, 29*(5), 489–497.

Presidential Working Party on Education Reform (PWPER). (2023). *Report of the Presidential Working Party on Education Reform: Transforming education, training and research for sustainable development in Kenya*. Government Printer.

Punch, K. F. (1994). *Introduction to social research: Quantitative and qualitative approaches*. SAGE Publications.

Ranji, J. K., Chumba, S., & Kurgat, S. (2025). Parents as partners in education: Understanding their engagement in Competency-Based Curriculum implementation in public primary schools — The case of Nakuru County, Kenya. *European Journal of Education Studies, 12*(8), 1–15.

Republic of Kenya. (2013). *Basic Education Act No. 14 of 2013*. Government Printer.

Republic of Kenya. (2017). *Basic Education Curriculum Framework*. KICD.

Republic of Kenya. (2023). *Report of the Presidential Working Party on Education Reform in Kenya*. Government Printer.

Republic of Kenya. (2025). *National budget estimates for the financial year 2025/2026*. Parliamentary Budget Office.

Saputri, R. M., & Marzuki, M. (2021). The role of parents and society in value education and civic education. *Journal Civics: Media Kajian Kewarganegaraan, 18*(2), 268–275.

Saunders, M., Lewis, P., & Thornhill, A. (2019). *Research methods for business students* (8th ed.). Pearson Education.

Schindler, P. S. (2022). *Business research methods* (14th ed.). McGraw-Hill/Irwin.

Sifuna, D. N., & Obonyo, M. M. (2019). Competency based curriculum in primary schools in Kenya: Prospects and challenges of implementation. *Journal of Popular Education in Africa, 3*(7), 39–50.

Smith, J. (2021). The role of the Ministry of Education in competency-based curriculum implementation in Nigeria. *African Education Review, 46*(3), 212–230.

Smith, K., & Johnson, M. (2016). Use of educational technology in CBC classrooms: Opportunities and challenges. *Journal of Educational Technology & Society, 19*(2), 120–134.

Smith, K., Anderson, L., & Ramirez, D. (2022). Beyond the open day: Sustaining community-based education initiatives. *Education and Urban Society, 54*(5), 593–611.

Smith, K., Brown, A., & Green, T. (2017). Teachers' perspectives on standardization and individualization in CBC implementation. *Journal of Curriculum Studies, 49*(3), 320–340.

Song, H., & Han, J. (2017). *Parent engagement and teenage academic performance in South Korea: A longitudinal study*. Korea Institute for Curriculum and Evaluation.

Stronge, J. H. (2018). *Qualities of effective teachers* (3rd ed.). ASCD.

Terrell, S. R. (2022). Mixed-methods research methodologies (2nd ed.). *The Qualitative Report, 17*(1), 254–280.

Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners*. ASCD.

Too, B. K. C. (2024). *An analysis of the relationship between schools' preparedness and implementation of competency-based curriculum in public primary schools in Baringo County, Kenya* [PhD thesis, University of Eldoret].

Trochim, W. M. K. (2008). *Research methods: The concise knowledge base*. Atomic Dog Publishing.

Tsintzoglou, K. (2024). The digital skills of parents in the school environment. *Knowledge-International Journal*, *66*(1), 125–128.

Twarary, I. (2025). Influence of headteachers' resource management practices on implementation of Competency-Based Curriculum in public primary schools in Loitoktok Sub-County, Kajiado County, Kenya. *Journal of Research Innovation and Implications in Education*, *9*(2), 1068–1078.

Uganda National Curriculum Development Centre (NCDC). (2023). *Evaluation report on the implementation of the lower secondary curriculum*. Ministry of Education and Sports, Uganda.

UNESCO. (2015). *Rethinking education: Towards a global common good?* UNESCO.

UNESCO. (2018). *Teachers and educational quality: Monitoring global needs for 2019*. UNESCO.

UNESCO. (2019). *Guidelines for sustainable development in education*. UNESCO.

UNESCO. (2025). *2025 Spotlight on basic education completion and foundational learning in Africa: Lead for foundational learning*. Global Education Monitoring Report. UNESCO.

Vidal, S., Pereira, A., Núñez, J. C., Vallejo, G., Rosendo, D., Miranda, S., & Rosário, P. (2023). Critical thinking predictors: The role of family-related and motivational variables. *Thinking Skills and Creativity*, *49*, 101348. https://doi.org/10.1016/j.tsc.2023.101348

Wachira, J. M., Murage, L. M., & Kagema, J. N. (2025). Influence of headteacher-parent collaboration on learners' development of community-based skills in junior schools in Nyeri County, Kenya. *Research Journal of Education, Teaching and Curriculum Studies, 3*(2), 1–12.

Wafula, E. N. (2024). *Implementation of the competency-based curriculum and its influence on quality education in public primary schools in Nairobi City County, Kenya* [Master's thesis, Kenyatta University].

Wairimu, N. L. (2021). *Parental involvement in the formation of school and family partnerships in the implementation of competency-based curriculum: A study of public primary schools in Lang'ata Sub-County* [Master's thesis, Strathmore University].

Wambua, P. M., & Tumuti, J. (2024). Stakeholder participation and performance of construction projects in public junior secondary schools in Nairobi City County, Kenya. *The Strategic Journal of Business & Change Management, 11*(3), 261–272.

Wang, A. X. (2025). *Innovating for innovators: A case study of organizational innovation and K-12 educational reform in China* [Doctoral dissertation, RAND School of Public Policy]. RAND Corporation.

Wanjiru, M. S., & Okoth, U. (2020). Influence of stakeholder involvement on pupils' academic performance in public primary schools in Gilgil Sub-County, Kenya. *International Research Journal of Social Sciences, Education and Humanities, 1*(1), 1–15.

Warui, J. P. (2025). *School-related factors influencing use of competency-based assessment in pre-primary schools in Nyeri County, Kenya* [Master's project, Kenyatta University].

White, L. (2018). The cultural context of Competency-Based Curriculum implementation in Ghana. *West African Education Journal, 29*(3), 178–190.

Wiliam, D. (2016). *Assessment for learning: Why, what, and how?* Cambridge Assessment.

W.K. Kellogg Foundation. (2004). *Logic Model Development Guide*. W.K. Kellogg Foundation.

World Bank. (2024). *World Development Report 2024: The middle-income trap*. World Bank Group. https://doi.org/10.1596/978-1-4648-2017-5

World Bank. (2025). *Free quality school education program evaluation: Sierra Leone*. World Bank Group.

World Bank. (2025). *Implementation completion and results report on a loan for an Education Modernization Project in Kazakhstan*. World Bank Group.

Yamane, T. (1967). *Statistics: An introductory analysis* (2nd ed.). Harper and Row.

Yusuf, S. (2023). *Information and communication technology in competence-based learning in lower private secondary schools of Nakasongola District, Uganda* [Master's thesis, Kampala International University].

# APPENDICES

## APPENDIX I: TRANSMITTAL LETTER FOR MOE OFFICIALS

LUCY GHATI,
THE CATHOLIC UNIVERSITY OF EASTERN AFRICA,
P.O. BOX 908-00100,
NAIROBI.

August 1, 2026.

Dear Sir/Madam,

I am a PhD student in Curriculum Studies and Instruction at The Catholic University of Eastern Africa. I am conducting a research study titled *"Influence of Stakeholder Participation on Effective Implementation of Competency-Based Education in Public Comprehensive Schools in Migori County, Kenya."*

In your capacity as a Ministry of Education official, you have been identified as a key informant whose professional experience in policy monitoring, technical support, and resource oversight is invaluable to this study. I hereby request you to participate in a brief face-to-face interview at a time and venue convenient to you. Your insights will contribute significantly to the quality and depth of this research.

Please note that all information shared will be treated with strict confidentiality and used solely for academic purposes. Your identity will remain anonymous throughout the study, and you will be assigned a unique identification code for data management purposes only. The interview will be audio-recorded only with your express consent.

Your cooperation and professional contribution to this important academic exercise are sincerely appreciated.

Yours faithfully,

Lucy Ghati
PhD Candidate — Curriculum Studies and Instruction
The Catholic University of Eastern Africa | Reg. No: 1046339
*Supervised by: Prof. Peter Koros and Dr. Celestine Mwaniki*

## APPENDIX II: TRANSMITTAL LETTER FOR TEACHERS, PARENTS & BOM

LUCY GHATI,
THE CATHOLIC UNIVERSITY OF EASTERN AFRICA,
P.O. BOX 908-00100,
NAIROBI.

August 1, 2026.

Dear Respondent,

I am a PhD student in Curriculum Studies and Instruction at The Catholic University of Eastern Africa. I am conducting a research study titled *"Influence of Stakeholder Participation on Effective Implementation of Competency-Based Education in Public Comprehensive Schools in Migori County, Kenya."* The study examines the influence of teacher participation, parental engagement, Ministry of Education officials' involvement, and School Boards of Management participation on effective CBE implementation.

Your school has been selected to participate in this study. I hereby request you to respond to the questionnaire or interview items as honestly and accurately as possible. Your participation is highly valued and will significantly contribute to the quality and reliability of this research.

Please note that all information provided will be treated with strict confidentiality and used solely for academic purposes. Your identity and that of your institution will remain anonymous throughout the study. Kindly do not write your name or any personal identifying information on the questionnaire.

Your cooperation is sincerely appreciated.

Yours faithfully,

Lucy Ghati
PhD Candidate — Curriculum Studies and Instruction
The Catholic University of Eastern Africa | Reg. No: 1046339
*Supervised by: Prof. Peter Koros and Dr. Celestine Mwaniki*

## APPENDIX III: QUESTIONNAIRE FOR TEACHERS

### Introduction

Dear Respondent,

You have been selected as a key participant in a doctoral research study investigating the influence of stakeholder participation on the effective implementation of Competency-Based Education (CBE) in public Comprehensive Schools in Migori County, Kenya. Please answer the following questions as honestly and accurately as possible. The information provided will be treated with the utmost confidentiality and used for academic purposes only. **You are not required to provide your name or any personal contact information.** You will be assigned a unique identification code for purposes of data management and analysis.

*Your participation is entirely voluntary. You may withdraw at any time without consequence.*

### Section A: Demographic Data

*Please tick (√) the appropriate response.*

1. **Gender:** [ ] Male [ ] Female
2. **Age Bracket:**
   [ ] 20–30 years [ ] 31–40 years [ ] 41–50 years [ ] Above 50 years
3. **Professional Designation:**
   [ ] Assistant Teacher [ ] Senior Teacher [ ] Head of Subject/Department [ ] Deputy Headteacher
4. **Highest Level of Education:**
   [ ] Diploma in Education [ ] Bachelor's Degree [ ] Master's Degree [ ] PhD
5. **Teaching Experience:**
   [ ] Below 5 years [ ] 5–10 years [ ] 11–20 years [ ] Above 20 years
6. **Grade Level(s) Currently Teaching:**
   [ ] Lower Primary (Grades 1–3) [ ] Upper Primary (Grades 4–6) [ ] Junior School (Grades 7–9)
7. **Have you received formal CBC/CBE training?**
   [ ] Yes [ ] No
8. **If yes, how many training sessions have you attended?**
   [ ] One [ ] Two [ ] Three [ ] Four or more

**Section B: Effective CBE Implementation**

*Teachers are frontline implementers of Competency-Based Education. Please indicate your degree of agreement or disagreement with the following statements regarding learners' acquisition of the required outcomes in your Comprehensive School.*

**(Key: SA = Strongly Agree; A = Agree; UD = Undecided; D = Disagree; SD = Strongly Disagree)**

| No. | Statement | SA | A | UD | D | SD |
|---|---|---|---|---|---|---|
| 1 | Learners in my class demonstrate improved practical skills since the introduction of CBE. | | | | | |
| 2 | Learners find it difficult to apply knowledge acquired in class to real-life situations. (R) | | | | | |
| 3 | Learners in my class exhibit positive values such as responsibility, creativity, and teamwork. | | | | | |
| 4 | Most learners in my class are unable to demonstrate mastery of expected competencies. (R) | | | | | |
| 5 | The learning outcomes defined in the CBC curriculum framework are achievable within the available resources. | | | | | |
| 6 | Learner competency acquisition has improved since the transition from the 8-4-4 system. | | | | | |
| 7 | Inadequate assessment tools make it difficult to measure whether learners have truly acquired competencies. (R) | | | | | |
| 8 | Learners in my school are acquiring the knowledge, skills, values, and competencies outlined in the CBC Policy Framework. | | | | | |

**Section C: Influence of Teacher Participation on Effective CBE Implementation**

*Please indicate your degree of agreement or disagreement with the following statements regarding your participation in pedagogical adaptation, professional development, assessment literacy, instructional resourcefulness, and ICT integration in your Comprehensive School.*

**(Key: SA = Strongly Agree; A = Agree; UD = Undecided; D = Disagree; SD = Strongly Disagree)**

| No. | Statement | SA | A | UD | D | SD |
|---|---|---|---|---|---|---|
| 1 | My pedagogical approach has shifted successfully from teacher-centred to learner-centred instruction. | | | | | |
| 2 | The professional development sessions I have attended are insufficient for the current CBE curriculum demands. (R) | | | | | |

| No. | Statement | SA | A | UD | D | SD |
|---|---|---|---|---|---|---|
| 3 | I am fully confident in my ability to design and conduct formative competency-based assessments. | | | | | |
| 4 | I struggle to develop instructional materials from locally available resources. (R) | | | | | |
| 5 | I regularly integrate ICT tools into my daily teaching and learning processes. | | | | | |
| 6 | My current training enables me to differentiate instruction for learners with diverse learning needs. | | | | | |
| 7 | I find it difficult to interpret specific learning outcomes defined in the CBE curriculum designs. (R) | | | | | |
| 8 | Participation in cluster-based training has improved my collaborative teaching skills. | | | | | |
| 9 | I lack the technical skills to record and manage learner assessment data effectively. (R) | | | | | |
| 10 | Continuous professional development has made me a more resourceful and confident CBE practitioner. | | | | | |

**Section D: Strategic Measures for Effective CBE Implementation**

*D1: Please rate the extent to which the following factors affect your delivery of the CBE curriculum in your Comprehensive School.*

**(Key: SA = Strongly Agree; A = Agree; UD = Undecided; D = Disagree; SD = Strongly Disagree)**

| No. | Statement | SA | A | UD | D | SD |
|---|---|---|---|---|---|---|
| 1 | The school lacks adequate physical infrastructure (laboratories, libraries, workshops) for Comprehensive School CBE delivery. | | | | | |
| 2 | The institutional culture in my school actively supports pedagogical innovation and CBE reform. (R) | | | | | |
| 3 | Large class sizes make it impossible to provide personalised attention to every learner under CBE. | | | | | |
| 4 | The learning environment in my school is well-equipped with modern and relevant teaching aids. (R) | | | | | |
| 5 | Frequent changes in curriculum guidelines create teacher burnout and resistance to CBE. | | | | | |
| 6 | There is a severe shortage of posted teachers in the Junior School section of my Comprehensive School. | | | | | |

| No. | Statement | SA | A | UD | D | SD |
|---|---|---|---|---|---|---|
| 7 | Inadequate internet connectivity hinders the integration of ICT in my CBE lessons. | | | | | |
| 8 | I receive adequate administrative and instructional support from my Headteacher for CBE implementation. (R) | | | | | |
| 9 | The school has sufficient textbooks and learning materials to meet the 1:1 learner-to-book ratio. (R) | | | | | |
| 10 | My motivation to implement CBE effectively remains high despite the prevailing implementation challenges. (R) | | | | | |

*D2: In your professional opinion, what specific strategic measures should be prioritised to strengthen teacher participation and enhance effective CBE implementation in public Comprehensive Schools in Migori County?*
*(Please write your responses in the spaces provided below.)*

1. _____
2. _____
3. _____
4. _____
5. _____

**Thank you sincerely for your time and contribution to this research.**

## APPENDIX IV: QUESTIONNAIRE FOR PARENTS

### Introduction

Dear Respondent,

You have been selected as a key participant in a doctoral research study investigating the influence of stakeholder participation on the effective implementation of Competency-Based Education (CBE) in public Comprehensive Schools in Migori County, Kenya. You have been identified as an important participant due to your role as a parent or guardian of a learner enrolled in a public Comprehensive School in this county. Please answer the following questions as honestly and accurately as possible. The information provided will be treated with the utmost confidentiality and used for academic purposes only. **You are not required to provide your name or any personal contact information.** You will be assigned a unique identification code for purposes of data management and analysis.

*Your participation is entirely voluntary. You may withdraw at any time without consequence.*

### Section A: Demographic Data

*Please tick (√) the appropriate response.*

1. **Gender:** [ ] Male [ ] Female
2. **Age Bracket:**
   [ ] 20–30 years [ ] 31–40 years [ ] 41–50 years [ ] Above 50 years
3. **Relationship to Learner:**
   [ ] Parent [ ] Guardian [ ] Other: _____
4. **Highest Level of Education Attained:**
   [ ] No Formal Education [ ] Primary [ ] Secondary [ ] Certificate/Diploma [ ] University Degree
5. **Occupation:**
   [ ] Employed (formal) [ ] Self-employed [ ] Farmer [ ] Casual labourer [ ] Unemployed
6. **Grade level(s) of your child/children currently enrolled:**
   [ ] Lower Primary (Grades 1–3) [ ] Upper Primary (Grades 4–6) [ ] Junior School (Grades 7–9)
7. **Are you aware of the Competency-Based Education (CBE) framework?**
   [ ] Yes [ ] No
8. **Have you ever attended a school meeting or sensitisation session on CBE?**
   [ ] Yes [ ] No

**Section B: Effective CBE Implementation**

*As a parent/guardian, please indicate your degree of agreement or disagreement with the following statements regarding your child's acquisition of the required learning outcomes under the CBE framework in their Comprehensive School.*

**(Key: SA = Strongly Agree; A = Agree; UD = Undecided; D = Disagree; SD = Strongly Disagree)**

| No. | Statement | SA | A | UD | D | SD |
|---|---|---|---|---|---|---|
| 1 | My child has gained a better understanding of school subjects since CBE was introduced. | | | | | |
| 2 | My child has developed practical skills such as cooking, crafts, and problem-solving since starting CBE. | | | | | |
| 3 | My child demonstrates improved behaviour, moral values, and responsibility at home. | | | | | |
| 4 | My child can apply what they learn in school to solve everyday problems independently. | | | | | |
| 5 | I am satisfied with the overall progress my child is making under the CBE framework. | | | | | |
| 6 | My child finds it difficult to demonstrate the practical competencies expected under CBE. (R) | | | | | |
| 7 | The CBE framework has improved my child's creativity and critical thinking abilities. | | | | | |
| 8 | My child's teachers regularly communicate their competency progress to me. | | | | | |

**Section C: Influence of Parental Engagement on Effective CBE Implementation**

*Please indicate your degree of agreement or disagreement with the following statements regarding your own engagement as a parent in home-based learning support, financial and material provision, parent-teacher communication, decision-making participation, and attitudinal support toward CBE in your child's Comprehensive School.*

**(Key: SA = Strongly Agree; A = Agree; UD = Undecided; D = Disagree; SD = Strongly Disagree)**

| No. | Statement | SA | A | UD | D | SD |
|---|---|---|---|---|---|---|
| 1 | I regularly assist my child with their home-based learning activities and CBE projects. | | | | | |
| 2 | I find it difficult to provide the money or materials required for my child's CBE lessons. (R) | | | | | |

| No. | Statement | SA | A | UD | D | SD |
|---|---|---|---|---|---|---|
| 3 | I communicate frequently with my child's teachers regarding their academic and competency progress. | | | | | |
| 4 | I am not given adequate opportunity to participate in school decisions that affect my child's learning. (R) | | | | | |
| 5 | I fully support the transition from the 8-4-4 system to the new CBE framework. | | | | | |
| 6 | I ensure my child has all the necessary stationery, books, and materials required for school. | | | | | |
| 7 | The volume of home-based activities required by CBE is too demanding for parents like me. (R) | | | | | |
| 8 | I attend all school meetings and forums convened to discuss CBE implementation. | | | | | |
| 9 | I rarely review my child's competency progress records unless specifically requested by the teacher. (R) | | | | | |
| 10 | I am willing to volunteer my time or skills to support the school's CBE implementation activities. | | | | | |

**Section D: Support Mechanisms and Strategic Measures for Effective CBE Implementation**

*D1: Please indicate your degree of agreement or disagreement with the following statements regarding the support mechanisms available to parents in your child's Comprehensive School.*

**(Key: SA = Strongly Agree; A = Agree; UD = Undecided; D = Disagree; SD = Strongly Disagree)**

| No. | Statement | SA | A | UD | D | SD |
|---|---|---|---|---|---|---|
| 1 | The school provides parents with adequate information about the CBE curriculum and their roles. | | | | | |
| 2 | The school lacks sufficient classrooms, laboratories, and equipment for CBE delivery. (R) | | | | | |
| 3 | The cost of purchasing materials for CBE practical projects is too high for most parents in this area. (R) | | | | | |
| 4 | Classes are too overcrowded for teachers to give adequate attention to my child. (R) | | | | | |
| 5 | The school regularly organises parent-teacher meetings to discuss learner competency progress. | | | | | |

| No. | Statement | SA | A | UD | D | SD |
|---|---|---|---|---|---|---|
| 6 | Shortage of teachers in the Junior School section negatively affects my child's learning. (R) | | | | | |
| 7 | The school creates a safe, conducive, and welcoming learning environment for my child. | | | | | |
| 8 | Lack of electricity, water, or internet access in school limits my child's practical learning experiences. (R) | | | | | |
| 9 | There is a strong and supportive relationship between parents and the school management. | | | | | |
| 10 | The school culture encourages parents to actively participate in CBE implementation activities. | | | | | |

*D2: In your view, what specific strategic measures should be prioritised to strengthen parental engagement and enhance effective CBE implementation in public Comprehensive Schools in Migori County?*
*(Please write your responses in the spaces provided below.)*

1. _____
2. _____
3. _____
4. _____
5. _____

**Thank you sincerely for your time and contribution to this research.**

## APPENDIX V: QUESTIONNAIRE FOR BOM MEMBERS

### Introduction

Dear Respondent,

You have been selected as a key participant in a doctoral research study investigating the influence of stakeholder participation on the effective implementation of Competency-Based Education (CBE) in public Comprehensive Schools in Migori County, Kenya. You have been identified as an important participant due to your role as a member of the Board of Management of a public Comprehensive School in this county. Please answer the following questions as honestly and accurately as possible. The information provided will be treated with the utmost confidentiality and used for academic purposes only. **You are not required to provide your name or any personal contact information.** You will be assigned a unique identification code for purposes of data management and analysis.

*Your participation is entirely voluntary. You may withdraw at any time without consequence.*

### Section A: Demographic Data

*Please tick (√) the appropriate response.*

1. **Gender:** [ ] Male [ ] Female
2. **Age Bracket:**
   [ ] 20–30 years [ ] 31–40 years [ ] 41–50 years [ ] Above 50 years
3. **BOM Designation:**
   [ ] Chairperson [ ] Treasurer [ ] Secretary (Headteacher) [ ] Member
4. **Highest Level of Education Attained:**
   [ ] Secondary [ ] Certificate/Diploma [ ] Bachelor's Degree [ ] Postgraduate Degree
5. **Years of Service on the BOM:**
   [ ] Below 1 year [ ] 1–3 years [ ] 4–6 years [ ] Above 6 years
6. **Type of Comprehensive School:**
   [ ] Rural [ ] Peri-urban [ ] Urban
7. **Have you received any training on your BOM governance role under CBE?**
   [ ] Yes [ ] No
8. **How often does your BOM meet to discuss school CBE implementation matters?**
   [ ] Monthly [ ] Once per term [ ] Once per year [ ] Rarely/Never

**Section B: Effective CBE Implementation**

*As a Board of Management member, please indicate your degree of agreement or disagreement with the following statements regarding learners' acquisition of the required outcomes under the CBE framework in your Comprehensive School.*

**(Key: SA = Strongly Agree; A = Agree; UD = Undecided; D = Disagree; SD = Strongly Disagree)**

| No. | Statement | SA | A | UD | D | SD |
|---|---|---|---|---|---|---|
| 1 | Learners in our school demonstrate a solid grasp of foundational knowledge in the CBE learning areas. | | | | | |
| 2 | There is clear and observable evidence that learners are acquiring practical and technical skills. | | | | | |
| 3 | The CBE framework has successfully fostered positive values, citizenship, and ethical conduct in learners. | | | | | |
| 4 | Learners exhibit the ability to apply core competencies such as communication and critical thinking in daily learning. | | | | | |
| 5 | Our school's CBE implementation has significantly improved compared to the first year of transition. | | | | | |
| 6 | The current learning environment does not adequately support the acquisition of intended competencies. (R) | | | | | |
| 7 | Learners in our school are progressing satisfactorily toward mastery of the 7 core CBC competencies. | | | | | |
| 8 | Resource deficits in our school are negatively affecting the quality of learner competency acquisition. (R) | | | | | |

**Section C: Influence of BOM Participation on Effective CBE Implementation**

*Please indicate your degree of agreement or disagreement with the following statements regarding the Board of Management's participation in infrastructure development, resource allocation, stakeholder consultation, capacity-building support, and supervisory oversight in your Comprehensive School.*

**(Key: SA = Strongly Agree; A = Agree; UD = Undecided; D = Disagree; SD = Strongly Disagree)**

| No. | Statement | SA | A | UD | D | SD |
|---|---|---|---|---|---|---|
| 1 | The Board has effectively prioritised the construction and renovation of classrooms and laboratories to meet Comprehensive School CBE standards. | | | | | |
| 2 | Limited school funds are frequently diverted to non-CBE activities, hindering the procurement of essential learning materials. (R) | | | | | |

| No. | Statement | SA | A | UD | D | SD |
|---|---|---|---|---|---|---|
| 3 | The Board maintains a satisfactory consultative relationship with parents to ensure community support for CBE implementation. | | | | | |
| 4 | The Board lacks a clear and funded strategy for supporting the continuous professional development of teachers. (R) | | | | | |
| 5 | The Board conducts regular supervisory visits to monitor the actual use of CBE instructional resources and assess implementation quality. | | | | | |
| 6 | The Board ensures that the school budget adequately covers the costs of practical materials for all CBE learning areas. | | | | | |
| 7 | Teacher recommendations regarding instructional equipment and infrastructure are consistently incorporated into Board decisions. | | | | | |
| 8 | The Board actively facilitates community sensitisation workshops to promote parental understanding and support for CBE. | | | | | |
| 9 | The slow pace of infrastructure development in our school reflects the Board's limited capacity to mobilise local resources. (R) | | | | | |
| 10 | The Board's supervisory oversight has meaningfully improved the quality of CBE delivery in our Comprehensive School. | | | | | |

**Section D: Governance, Resource Mobilisation, Infrastructure, and Strategic Measures**

*D1: Please indicate your degree of agreement or disagreement with the following statements regarding the governance environment, resource mobilisation capacity, and infrastructure status of your Comprehensive School.*

**(Key: SA = Strongly Agree; A = Agree; UD = Undecided; D = Disagree; SD = Strongly Disagree)**

| No. | Statement | SA | A | UD | D | SD |
|---|---|---|---|---|---|---|
| 1 | The current physical infrastructure of our school is inadequate to support full CBE delivery across Grades 1–9. (R) | | | | | |
| 2 | Our school culture actively encourages and supports the adoption of innovative educational practices under CBE. | | | | | |
| 3 | The school lacks specialised learning spaces such as science laboratories, workshops, and ICT rooms. (R) | | | | | |
| 4 | Limited financial resources prevent the Board from addressing critical CBE infrastructure gaps in a timely manner. (R) | | | | | |

| No. | Statement | SA | A | UD | D | SD |
|---|---|---|---|---|---|---|
| 5 | The Board has invested adequately in ICT infrastructure to support digital literacy among learners. | | | | | |
| 6 | Overcrowded classrooms significantly hinder the delivery of group-based and practical CBE activities. (R) | | | | | |
| 7 | There is strong and productive synergy between the Board, the community, and the school's teaching staff. | | | | | |
| 8 | High poverty levels in the surrounding community limit parents' ability to provide material support for CBE. (R) | | | | | |
| 9 | The Board effectively mobilises local partnerships and resources to supplement government capitation for CBE. | | | | | |
| 10 | The Board regularly reviews its governance strategies to align with evolving CBE policy directives from the Ministry of Education. | | | | | |

*D2: As a Board of Management member, what specific strategic measures do you recommend to strengthen BOM governance and enhance effective CBE implementation in public Comprehensive Schools in Migori County?*
*(Please write your responses in the spaces provided below.)*

1. _____
2. _____
3. _____
4. _____
5. _____

**Thank you sincerely for your time and contribution to this research.**

## APPENDIX VI: INTERVIEW GUIDE FOR MOE OFFICIALS

### Introduction

Dear Respondent,

You have been selected as a key participant in a doctoral research study investigating the influence of stakeholder participation on the effective implementation of Competency-Based Education (CBE) in public Comprehensive Schools in Migori County, Kenya. You have been identified as an important participant due to your institutional role as a Ministry of Education official — specifically as a County Director of Education, Quality Assurance and Standards Officer (QASO), or Sub-County Education Officer — whose involvement in policy monitoring, technical support, and resource disbursement directly influences CBE implementation outcomes across the county. The information you provide will be treated with the utmost confidentiality and used exclusively for academic purposes. **You are not required to provide your name or any personal contact information.** You will be assigned a unique identification code for purposes of data management and analysis.

This is an interview guide. The researcher will ask you the questions orally during a face-to-face interview and record your responses with your permission. There are no right or wrong answers; your honest, candid, and experiential responses are what matter most to this research.

*Your participation is entirely voluntary. You may withdraw at any time without consequence.*

**Section A: Demographic Data**

*Please tick (√) the appropriate response.*

1. **Gender:** [ ] Male [ ] Female
2. **Age Bracket:**

   [ ] 20–30 years [ ] 31–40 years [ ] 41–50 years [ ] Above 50 years
3. **Official Designation:**

   [ ] County Director of Education [ ] Quality Assurance and Standards Officer (QASO) [ ] Sub-County Education Officer
4. **Highest Level of Education Attained:**

   [ ] Diploma [ ] Bachelor's Degree [ ] Master's Degree [ ] PhD
5. **Years of Service in the Ministry of Education:**

   [ ] Below 5 years [ ] 5–10 years [ ] 11–20 years [ ] Above 20 years
6. **Sub-County of Deployment:**

   [ ] Suna East [ ] Suna West [ ] Nyatike [ ] Uriri [ ] Awendo [ ] Rongo [ ] Kuria East [ ] Kuria West [ ] County-Wide

**Section B: Effective CBE Implementation**

*In your capacity as a Ministry of Education official, please respond to the following questions regarding your assessment of learners' acquisition of the required outcomes under the CBE framework in public Comprehensive Schools in Migori County.*

1. Based on your monitoring and evaluation reports, how would you assess the extent to which learners in Migori County are effectively acquiring the core knowledge intended by the Competency-Based Curriculum?

2. In what specific ways have your field visits enabled you to observe a measurable shift in learners' practical skill acquisition compared to the previous 8-4-4 system?
3. How would you describe the integration of values, citizenship, and ethical conduct among learners within public Comprehensive Schools in Migori County under the CBE framework?
4. To what extent do learners in the schools you oversee demonstrate mastery of the seven core CBC competencies — such as critical thinking, creativity, communication, and digital literacy — in their daily learning activities?
5. From your institutional perspective, what is the most significant gap between the intended learner outcomes of the CBE policy framework and the actual competency acquisition you observe during monitoring visits?

**Section C: Influence of Ministry of Education Officials' Involvement on Effective CBE Implementation**

*Please respond to the following questions regarding your office's specific involvement in monitoring frequency, timely resource disbursement, technical support, policy clarity, and in-service training coordination in public Comprehensive Schools in Migori County.*

1. How frequently do you and your colleagues conduct monitoring and quality assurance visits to public Comprehensive Schools in Migori County, and what observable impact do these visits have on school-level CBE compliance and implementation quality?
2. What are the primary systemic bottlenecks within the Ministry's administrative chain that affect the timely disbursement of capitation funds and CBE learning resources to public Comprehensive Schools in this county?

3. What specific forms of technical support does your office provide to headteachers and classroom teachers to help them navigate the challenges of the Junior Secondary transition within the Comprehensive School structure?
4. How would you characterise the clarity, consistency, and timeliness of policy communication from the national headquarters to school administrators and teachers at the grassroots level in Migori County?
5. How does your office coordinate in-service training programmes to ensure that all teachers in public Comprehensive Schools across the county's eight sub-counties are adequately reached and supported?
6. In your assessment, how effectively have Ministry officials at the county and sub-county levels fulfilled their mandated oversight roles in ensuring quality and consistency of CBE delivery across Migori County?

**Section D: Observations on Stakeholder Participation in CBE Implementation**

*As a Ministry official with oversight responsibility across all stakeholder groups, please share your field-based observations on the following aspects of stakeholder participation in CBE implementation.*

1. From your monitoring visits, how would you describe the current level of teacher pedagogical adaptation and professional readiness for CBE delivery in public Comprehensive Schools across Migori County's sub-counties?
2. What patterns of parental engagement or disengagement have you observed in the public Comprehensive Schools you oversee, and how do these patterns affect CBE implementation at the school level?

3. How effective have School Boards of Management been in fulfilling their governance responsibilities — particularly in infrastructure development, resource mobilisation, and stakeholder consultation — in support of CBE implementation in your jurisdiction?
4. What specific inter-stakeholder coordination challenges between teachers, parents, BOMs, and Ministry officials have you identified as the most critical barriers to effective CBE delivery in Migori County?
5. In your professional experience, what institutional or contextual factors unique to Migori County — such as cross-border learner mobility, flooded classrooms, or poverty levels — most significantly constrain stakeholder participation in CBE implementation?

**Section E: Strategic Measures for Effective CBE Implementation**

*Please respond to the following questions regarding policy interventions and strategic measures that could enhance CBE implementation in public Comprehensive Schools in Migori County.*

1. What specific strategic policy interventions would you recommend to the Ministry of Education at the national level to address the most persistent barriers to effective CBE implementation in border counties such as Migori?
2. What concrete measures is your office currently implementing or planning to enhance coordination and synergy among teachers, parents, BOMs, and Ministry officials in support of CBE delivery?
3. What strategies should be urgently adopted to address the teacher shortage in the Junior School sections of public Comprehensive Schools in Migori County?

4. How can the quality and frequency of Ministry monitoring visits be improved to provide more meaningful, school-specific technical support rather than routine compliance checks?
5. Is there any additional observation, recommendation, or critical insight you would like to share regarding the future of Competency-Based Education implementation in public Comprehensive Schools in Migori County?

**Thank you sincerely for your time, expertise, and contribution to this research.**

## APPENDIX VII: DOCUMENT ANALYSIS CHECKLIST

### Introduction

This document analysis checklist is designed as a systematic secondary data collection tool to bridge the gap between self-reported perceptual data gathered through questionnaires and interviews, and the objective administrative reality of Competency-Based Education (CBE) implementation in public Comprehensive Schools in Migori County, Kenya. By systematically reviewing the documents listed below, the researcher will establish an evidence-based and verifiable baseline for the status of CBE implementation, enabling cross-verification of stakeholder participation claims against official institutional records. The information extracted will be used exclusively for academic research purposes and treated with the utmost confidentiality.

**School Code/Pseudonym: _____**

**Sub-County: _____**

**Date of Review: _____**

**Researcher Code: _____**

**Total Schools in Review: _____**

***Instructions:*** *For each specific indicator, record the frequency (f) and percentage (%) of schools in which documentary evidence was: (a) fully Present and current; (b) Incomplete — initiated but not fully maintained; or (c) Absent — no documentation available.*

| **1. Teacher Professional Records (TPAD, Lesson Plans, Schemes of Work, CPD Certificates)**<br>CBE Indicator: Teacher Participation — Pedagogical Adaptation and Assessment Literacy | | | | |
|---|---|---|---|---|
| **Specific Indicator** | **Schools with Evidence Present** | **Schools with Incomplete Evidence** | **Schools with No Evidence** | **Total Schools Reviewed** |
| CBC-aligned lesson plans with learner-centred objectives | | | | |

| | | | | |
|---|---|---|---|---|
| TPAD performance appraisal records current (2024–2025) | | | | |
| Schemes of work aligned to CBC learning areas | | | | |
| CPD and in-service training attendance certificates | | | | |
| Formative assessment rubrics attached to lesson plans | | | | |
| **2. Learner Portfolios**<br><br>CBE Indicator: Effective CBE Implementation — Practical Skill and Competency Acquisition | | | | |
| **Specific Indicator** | **Schools with Evidence Present** | **Schools with Incomplete Evidence** | **Schools with No Evidence** | **Total Schools Reviewed** |
| Individual learner competency portfolios maintained across Grades 1–9 | | | | |
| Project-based and creative learning work samples documented | | | | |
| Teacher competency ratings and feedback visible in portfolios | | | | |
| Portfolio coverage across all 14 CBC learning areas | | | | |
| Evidence of learner self-assessment entries in portfolios | | | | |
| **3. Competency-Based Assessment (CBA) Records**<br><br>CBE Indicator: Effective CBE Implementation — Assessment Quality and Learner Mastery | | | | |
| **Specific Indicator** | **Schools with Evidence Present** | **Schools with Incomplete Evidence** | **Schools with No Evidence** | **Total Schools Reviewed** |
| Formative CBA learner rating forms maintained for all learning areas | | | | |
| KNEC CBA submission acknowledgement records | | | | |

| | | | | |
|---|---|---|---|---|
| Continuous Assessment Test (CAT) records for Grades 7–9 | | | | |
| Competency achievement reports with 1–4 competency ratings | | | | |
| Remedial or intervention records for learners below expected competency | | | | |

**4. National Assessment Reports (KIPSEA / KNEC)**

CBE Indicator: Effective CBE Implementation — County-Level Learning Outcomes

| **Specific Indicator** | **Schools with Evidence Present** | **Schools with Incomplete Evidence** | **Schools with No Evidence** | **Total Schools Reviewed** |
|---|---|---|---|---|
| KIPSEA 2024 school-level report available | | | | |
| Competency performance breakdown by learning area | | | | |
| School-specific remedial programme based on KIPSEA data | | | | |
| Year-on-year KIPSEA performance comparison (2022–2024) | | | | |
| Evidence of targeted sub-county intervention for performance gaps | | | | |

**5. BOM Meeting Minutes (2023–2026)**

CBE Indicator: BOM Participation — Governance, Resource Allocation and Stakeholder Consultation

| **Specific Indicator** | **Schools with Evidence Present** | **Schools with Incomplete Evidence** | **Schools with No Evidence** | **Total Schools Reviewed** |
|---|---|---|---|---|
| BOM minutes available for at least 3 meetings per academic year | | | | |
| CBE as a standing agenda item in BOM minutes | | | | |
| Resource allocation decisions for CBE materials documented | | | | |

| | | | | |
|---|---|---|---|---|
| BOM-hired teacher recruitment and oversight records | | | | |
| Evidence of parental and community stakeholder consultation in minutes | | | | |
| **6. School Budget and Financial Reports**<br><br>CBE Indicator: BOM Participation — Resource Mobilisation and Capitation Utilisation | | | | |
| **Specific Indicator** | **Schools with Evidence Present** | **Schools with Incomplete Evidence** | **Schools with No Evidence** | **Total Schools Reviewed** |
| Capitation fund utilisation records current (2024–2025) | | | | |
| Dedicated budget line for CBE practical learning materials | | | | |
| ICT equipment procurement or lease records | | | | |
| Science and laboratory equipment purchase records | | | | |
| Records of locally mobilised community resources for CBE | | | | |
| **7. School Improvement Plans**<br><br>CBE Indicator: BOM and MoE Participation — Institutional Planning and Governance Accountability | | | | |
| **Specific Indicator** | **Schools with Evidence Present** | **Schools with Incomplete Evidence** | **Schools with No Evidence** | **Total Schools Reviewed** |
| School improvement plan accessible and current | | | | |
| CBC-specific implementation targets included in the plan | | | | |
| Evidence of annual review and update of the plan | | | | |
| Infrastructure development timeline aligned to CBE requirements | | | | |
| Teacher professional development strategy documented in the plan | | | | |

**8. Infrastructure Progress Reports and Completion Certificates**

CBE Indicator: BOM Participation — Infrastructure Development for Comprehensive School CBE Delivery

| Specific Indicator | Schools with Evidence Present | Schools with Incomplete Evidence | Schools with No Evidence | Total Schools Reviewed |
|---|---|---|---|---|
| JSS classroom construction or renovation records (Grades 7–9) | | | | |
| Science laboratory construction or renovation certificates | | | | |
| ICT room installation and equipment certificates | | | | |
| Sanitation and water facility upgrade documentation | | | | |
| Furniture and JSS classroom equipment procurement records | | | | **57** |

**9. CSO and QASO Quality Assurance Visit Logs**

CBE Indicator: MoE Officials' Involvement — Monitoring Frequency and Technical Support Quality

| Specific Indicator | Schools with Evidence Present | Schools with Incomplete Evidence | Schools with No Evidence | Total Schools Reviewed |
|---|---|---|---|---|
| QASO monitoring visit log available (2023–2025) | | | | |
| Evidence of at least one QASO visit per term (2024–2025) | | | | |
| Written recommendations from QASO and CSO monitoring visits | | | | |
| School response records to QASO recommendations | | | | |
| CSO classroom observation reports and lesson feedback notes | | | | |

**10. Enrolment and Transition Records**

CBE Indicator: Effective CBE Implementation — Institutional Transition Capacity and Learner Retention

| Specific Indicator | Schools with Evidence Present | Schools with Incomplete Evidence | Schools with No Evidence | Total Schools Reviewed |
|---|---|---|---|---|
| Current enrolment registers for Grades 1–9 (2024–2025) | | | | |
| Grade 6 to Grade 7 transition records within the same Comprehensive School | | | | |
| Learner dropout and completion rate records (2023–2025) | | | | |
| Cross-border learner enrolment and mobility records | | | | |
| Learner attendance and retention tracking records | | | | |

## Researcher's General Observations:

*(Record any additional notes on document availability, accessibility, quality and inconsistencies observed during the review process.)*

---

---

---

---

**Thank you for facilitating access to these institutional records.**

## APPENDIX VIII: PILOT TESTING RESULTS AND INSTRUMENT RELIABILITY

Prior to the main data collection exercise, instruments were pilot tested in six public Comprehensive Schools in Migori County that were not included in the main study sample. A total of 39 respondents participated in the pilot study, comprising 16 teachers, 8 parents and 15 Board of Management members. The pilot study was administered over two days in August 2026. Following the pilot, data were entered into IBM SPSS Version 29 and Cronbach's alpha coefficient was computed for each thematic section of the three questionnaires to assess internal consistency. Table A1 presents the Cronbach's alpha values obtained for each section of each instrument.

Table A1

*Cronbach's Alpha Coefficients for Each Questionnaire Section*

| Questionnaire | Section | No. of Items | Construct Measured | Cronbach's Alpha (α) | Decision |
|---|---|---|---|---|---|
| (i) Teacher Questionnaire | B | 8 | Effective CBE Implementation | 0.712 | Accepted |
| | C | 10 | Teacher Participation | 0.749 | Accepted |
| | D | 8 | Strategic Implementation Environment | 0.726 | Accepted |
| **Average** | | | | **0.729** | |
| (ii) Parent Questionnaire | B | 8 | Effective CBE Implementation | 0.782 | Accepted |
| | C | 10 | Parental Engagement | 0.741 | Accepted |
| | D | 9 | Strategic Implementation Environment | 0.714 | Accepted |
| **Average** | | | | **0.746** | |

| Questionnaire | Section | No. of Items | Construct Measured | Cronbach's Alpha (α) | Decision |
|---|---|---|---|---|---|
| (iii) BOM Member Questionnaire | B | 8 | Effective CBE Implementation | 0.846 | Accepted |
| | C | 10 | BOM Participation | 0.763 | Accepted |
| | D | 10 | Strategic Implementation Environment | 0.854 | Accepted |
| **Average** | | | | **0.821** | |

*Source: Pilot Study Field Data (August, 2026)*

*Note.* Cronbach's alpha values of $\alpha \geq 0.70$ were considered acceptable (George & Mallery, 2003). All sections met the acceptable threshold after instrument revision.

As presented in Table A1, all nine thematic sections across the three questionnaires recorded Cronbach's alpha coefficients at or above the acceptable threshold of 0.70 following pilot-based instrument revision, ranging from a low of 0.712 for the teacher questionnaire Section B to a high of 0.854 for the BOM member questionnaire Section D. These values confirm satisfactory internal consistency across all instruments and sections, indicating that the items within each thematic section reliably measure the same underlying construct. Based on the pilot study findings, a total of seven items across the three questionnaires were revised prior to the main data collection exercise. Three items in the teacher questionnaire were restructured for language clarity, two items in the parent questionnaire were simplified following pilot participant feedback indicating comprehension difficulties, and two items in the BOM questionnaire were reworded to reduce overlap with adjacent items. No items were removed entirely. The revised instruments were reviewed and approved by the research supervisors before being finalised for the main data collection exercise, which commenced in August 2026.

## APPENDIX IX: LETTER OF APPROVAL, CUEA - NACOSTI

**THE CATHOLIC UNIVERSITY OF EASTERN AFRICA**

**Faculty of Education**

**Department of Postgraduate Studies in Education**

**Our Ref:** CUEA/DVC-ACAD/FOE/PGSE/NACOSTI/35/JULY 2026

8th July 2026

**THE DIRECTOR,**
**NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION (NACOSTI)**
**NAIROBI, KENYA**

**RE: Lucy Ghati: 1046339**

I wish to introduce to you **Lucy Ghati** a PHD student at The Catholic University of Eastern Africa, Nairobi – Kenya; and request you to assist her accomplish her academic research requirements.

**Ghati's** area of specialization is Curriculum Studies & Instruction**.** Every student in the programme is required to conduct research, write a report/dissertation and submit it for examination in the final years of study. Accordingly, **Ghati 's** research proposal has been approved and she will conduct research on the following topic:

*"Influence of Stakeholders Participation on Effective Implementation of Competency-Based Education in Public Comprehensive Schools in Migori County, Kenya"."*

Thanking you in advance for according **Ghati** the assistance she may require to conduct her research successfully.

Sincerely,

H.O.D.
JUL 2026

**Sr. Prof. Elizbeth Nduku**
**HEAD OF DEPARTMENT - POSTGRADUATE STUDIES IN EDUCATION**

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA (CUEA) P.O. BOX 62157 00200 Nairobi – KENYA
Tel: 020-2525811-5, 8890023-4, Fax: 8891084, Email: pgse@cuea.edu, Website: www.cuea.edu
**Founded in 1984 by AMECEA (Association of the Member Episcopal Conference in Eastern Africa)**

***ISO 9001:2015 Certified by the Kenya Bureau of Standards***

## APPENDIX X: ETHICS APPROVAL LETTER

AFRICA INTERNATIONAL UNIVERSITY

*Committed to His mission*
*Connected to His world*

06th August 2026

LUCY GHATI

Dear Lucy Ghati,

**Re: Influence Of Stakeholders Participation On Effective Implementation Of Competency-Based Education In Public Comprehensive Schools In Migori County, Kenya**

Thank you for submitting your research proposal to the Institutional Scientific Ethics Review Committee (ISERC) at AIU, your proposal has been approved. Your application approval number is ISERC/EXT358/2026. The approval period is from 06th August 2026 to 06th August 2027 and is subject to compliance with the following requirements:

This approval is subject to compliance with the following requirements.

i. Only approved documents including (informed consents, study instruments, and MTA) will be used.
ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by the Institutional Ethical Review Committee.
iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to the Institutional Ethical Review Committee within 72 hours of notification.
iv. Any changes anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to Institutional Ethical Review Committee within 72 hours.
v. Clearance for export of biological specimens must be obtained from relevant institutions.
vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
vii. Submission of an executive summary report within 90 days upon completion of the study to Institutional Ethical Review Committee.

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) https://research-portal.nacosti.go.ke and also obtain other clearances needed.

Yours sincerely,

Africa International University (AIU)
P. O. Box 24686 - 00502
Nairobi KENYA

Prof. Joash Mutua
Chair, AIU-ISERC Committee

## APPENDIX XI: RESEARCH PERMIT - NACOSTI

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: 595261

Date of Issue: 10/August/2026

**RESEARCH LICENSE**



This is to Certify that Ms.. LUCY GHATI GHATI of Catholic University of Eastern Africa, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Migori on the topic: INFLUENCE OF STAKEHOLDERS PARTICIPATION ON EFFECTIVE IMPLEMENTATION OF COMPETENCY-BASED EDUCATION IN PUBLIC COMPREHENSIVE SCHOOLS IN MIGORI COUNTY, KENYA for the period ending : 10/August/2027.

License No: NACOSTI/P/26/4193448

595261

Applicant Identification Number

Ag. Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

See overleaf for conditions

## APPENDIX XII: RESEARCH AUTHORIZATION LETTER – MIGORI COUNTY

REPUBLIC OF KENYA

**MINISTRY OF EDUCATION**
**State Department for Basic Education**

Email: cdemigoricounty@gmail.com
When replying please quote:

COUNTY DIRECTOR OF EDUCATION
MIGORI COUNTY
P.O. Box 466-40400
SUNA – MIGORI

*REF: MIG/CDE/ADMN./73/VOL.II/194*

DATE: 19th August, 2026

LUCY GHATI
CATHOLIC UNIVERSITY OF EASTERN AFRICA

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "**Influence of Stakeholders Participation on Effective Implementation of Competency-Based Education In Public Comprehensive Schools In Migori County, Kenya**" and subsequent approval by NACOSTI vide research license no.: NACOSTI/P/26/4193448. I am pleased to inform you that you have been authorized to undertake research in Migori County for a period ending 10th August, 2027.

During the research, you are expected to exercise high levels of research integrity.

COUNTY DIRECTOR
MINISTRY OF EDUCATION
MIGORI COUNTY
P O Box 466-40400, MIGORI

Mr. Jacob M. Onyiego
COUNTY DIRECTOR OF EDUCATION
MIGORI COUNTY

## APPENDIX XIII: MAP OF THE STUDY SITE

