

Human Resource Capabilities And Successful Implementation Of Competence Based Curriculum In Tharaka Nithi County, Kenya.

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ABSTRACT

In order to equip learners with the knowledge, abilities, and competencies required to succeed in the twenty century nations around the world are updating their education curriculum more often. To have a curriculum that is current and more comprehensive, many countries are embracing Competence Based Curriculum (CBC) education system. Hence the purpose of this study is to determine the relationship between human resource capabilities and successful implementation of competence based curriculum in Tharaka Nithi County, Kenya. The study adopted descriptive survey research design and correlational research design. This study was guided by Individualized Theory developed by Fred Keller Gilmour Sharman (1968) and System Theory of Management founded by Ludwig Von (1968). A sample of 333 participants took part in the study to gather information from the respondents for the study. A questionnaire and interview schedule were employed to collect data. Quantitative data was analysed by use of descriptive statistics whereas qualitative data were subjected to thematic analysis. Data was analysed with the aid of statistical Package for Social Science (SPSS Version 26). Hypotheses were tested using linear regression statistics at alpha =0.05 significant level. The study findings indicated that teachers lacked the necessary preparations to successfully integrate competence based curriculum in their classrooms. The study found a statistically significant relationship between adequacy of human resources and effective implementation of competence based curriculum. The study recommends that government should equip human resources with the necessary skills to enable them implement competence based curriculum successfully.

Keywords: Curriculum, Competence, Competence Based Curriculum, Implementation

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I. Background Information

Competence Based Curriculum (CBC) can help enhance students' academic achievement (Waddel, 2006). However, this can only be realized with competent human resources, the implementers of the Competence based curriculum. The effectiveness and efficiency of CBC depend on human resources' ability to carry out teaching and learning activities responsibly and effectively. Therefore, qualified individuals with adequate and appropriate knowledge and skills are crucial for the successful implementation of CBC (Mosha, 2012). Changes in the curriculum approaches calls for equipping human resources with the relevant competencies for handling new teaching methodologies (Woods, 2008). The implementation of CBC requires using new assessment strategies aligned with the new paradigm. Further, Woods (2008) argue that to implement curriculum change, all teachers must be knowledgeable and equipped with new alternative approaches to assessment.

The transition from a curriculum focused on content to one centred around competencies necessitates a shift in teachers' mind set and approach to their work. Competence based curriculum forces teachers to think holistically about the whole authentic task that competent professionals perform. Sudsomboon (2010) argues that successful implementation of CBC heavily relies on the teachers who are expected to give up their role as knowledge transmitters

and adopt the role of coach and instructional designer. CBC requires teachers who are professional, knowledgeable, and conversant with the Competence based curriculum. In order to successfully implement competence based curriculum there was a need for professional development and training for supervisors and teachers on its implementation, assessment, and instructional technology (Alajmi, 2021). According to Ambei and Ambei (2020) it is important for educational stakeholders to brainstorm and ensure that teachers have expertise in the practical implementation of CBC.

A research study conducted by Kabombwe and Mulenga (2019) in Zambia explored the implementation of the Competence based curriculum among History teachers recommended enhancement of in-service training and continuing professional development sessions for teachers to facilitate the acquisition of necessary knowledge and skills among educators to enable them successfully implement the curriculum. In conquence Hwande and Mpofo (2017) study in Bulawayo, Zimbabwe, investigated the readiness of primary schools to implement the grade three Competence Based Curriculum (CBC). The findings revealed a mismatch between the teacher development training provided and the actual needs of the teachers. A number of teachers lacked proficiency in the requirements of the new curriculum. In a research study conducted by Komba and Mwandangi (2015) in Tanzania, to explore the implementation of a Competence based curriculum in secondary schools. The findings of the study indicated that a majority (86%) of the participating teachers lacked a proper understanding of the Competence based curriculum. Still, most (78%) of the reviewed lesson plans failed to reflect the qualities of a Competence based lesson plan. Moreover, the involvement of students in classroom activities by the observed teachers was, overall, shallow. Lastly, teachers practiced formative student assessments in less than 50% of the observed classroom sessions. Given these findings, implementing a Competence based curriculum in the selected schools seemed ineffective. In view of these findings, the study recommended that regular training for in-service teachers should be conducted in order to enable them acquire up-to-date teaching skills as required by the changes introduced in the school curriculum.

In Kenya, Waweru (2018) conducted research on the impact of teacher preparation on the implementation of a competence based curriculum in public primary schools in Nyandarua North Sub-County. The study established that 98.8% of the teachers needed more training to apply the Competence Based Curriculum (CBC) successfully. Additionally, 95% of the teachers revealed that it was impossible to create lesson plans for all their students. The study also showed that more than 50% of the teachers needed assistance in incorporating imagination and creativity competencies into their lesson plans and in creating evaluation rubrics to gauge how well their students were able to do activities. In addition, a research study by Kimosop (2019) on evaluating teacher readiness and competence in implementing CBC, established that most pre-school teachers in the country needed to be better prepared to implement the curriculum, and that teachers must be involved when a new curriculum is being prepared since they are the key implementers.

In accordance with Jess, Carse, and Keay (2016), teachers are responsible for translating the curriculum with the help of their students and other interested parties. It is the teacher's responsibility to implement the curriculum, the teachers divide the curriculum into manageable parts. The syllabus has to be broken down to get the scheme of work, the units of a project, and the lesson plan, which is used daily in teaching. An effective teacher teaches to achieve the desired objectives. An effective teacher gives all it takes and strives towards the achievement of that stated objective. Therefore, there is a need to prepare and train teachers to meet the objectives of a curriculum, specifically on the Competence based curriculum. Therefore, the need to establish whether teachers in Tharaka Nithi County have the relevant competencies to effectively implement competence based curriculum.

Statement of the Problem

Countries strive to develop a well-prepared younger generation to meet the nations' specific needs, to achieve this objective, nations globally reform their education system's to adopt the relevant curriculum to cope with the ever-changing market conditions. Therefore, human resource capabilities, need to be enhanced to align with the demands of the new curriculum. In Kenya, the implementation of the Competence Based Curriculum (CBC) began in January 2017 with the aim of nurturing students' talents. However, concerns have been raised by various education stakeholders regarding the effective execution of CBC. The successful implementation of CBC in classrooms necessitates well prepared human capital to adequately implement the competence based curriculum. Hence, the objective of this study was to determine the relationship between human resource capabilities and effective implementation of competence based curriculum in Tharaka Nithi County.

objective of the Study

This study sought to determine the relationship between human resource capabilities and successful competence based curriculum implementation in Tharaka Nithi County

Research Hypothesis

The research sought to test the following hypothesis at a significance level of = 0.05:

Ho: There is no statistical significant relationship between the human resource competencies and the implementation of competence based curriculum in Tharaka Nithi County, Kenya.

II. Methodology

The study employed descriptive research design and a correlational research design. Primary data was collected through questionnaires and interviews with focal persons in the implementation of CBC. Through cluster sampling, 109 primary schools were identified to take part in the study. The study had a sample size of 333 participants comprising 109 head teachers, 218 teachers, 3 Teachers Service Commission county directors, and 3 sub county directors of education. Validity of the study was ensured through expert’s opinions while reliability of the instruments was enhanced through a pilot study. Pearson correlation coefficient of 0.732 was obtained which was considered appropriate for the study. Data was analyzed using Statistical Packages for Social Sciences (SPSS) for inferential statistics.

III. Results and Discussions

The following are results of the study

Demographic Information of the Respondents

The study sought to determine the gender distribution of the target population. The respondents' gender breakdown is seen in Table 1.

Table 1: Distribution of Respondents by Gender.

Gender	Head teacher		Teacher		Total	
	F	%	F	%	F	%
Male	58	53.2	100	45.9	158	48.3
Female	51	46.8	118	54.1	169	51.7
Total	109	100	218	100	327	100

According to the findings in table 1, the head teacher's population had 58 male respondents 53.2% compared to 51 females 46.8% of the respondents. The teachers' population had 100 males representing 45.9% males, as compared to 118 females representing 54.1%.

The researcher sought to determine the age distribution of the respondents. The findings of their ages is shown in Table 2.

Table 2: Age of the Respondents

Respondents	Below 25 years		26-30 years		31-35 years		36-40 Years		Above 41		Total
	F	%	F	%	F	%	F	%	F	%	
Head teachers	0	0	6	5.5	10	9.2	11	10.1	82	75.2	100
Teachers	6	2.8	17	7.8	53	24.3	50	22.9	92	42.2	100
Total	6	2.8	23	2.8	7	63	19.3	61	18.7	53.2	100

According to the study, most head teachers who responded were over the age of 41 (75.2%), followed by those who were between the ages of 36 and 40 10.1%. None of the head teachers were under the age of 25, and the minority (5.5%) were between the ages of 26 and 30. The findings show that most head teachers are experienced teachers, and at middle-age. Most teachers were above the age of 41 (42.2%), followed by those between the ages of 31 and 35 24.3%, and just a small percentage of them were under the age of 25 (2.8%).

The survey also aimed to determine the educational backgrounds of the instructors and head teachers. The results are shown in Table 3.

Table 3: Respondents' Academic Qualification

Respondents	PhD		Master's degree		Bachelor's degree		Diploma		Certificate		Total
	F	%	F	%	F	%	F	%	F	%	%
Head teachers	0	0	7	6.4	44	40.4	47	43.1	11	10.1	100
Teachers	2	0.9	7	3.2	56	25.7	84	38.5	69	31.7	100
Total	2	0.9	14	4.9	100	30.6	131	40	80	24.5	100

Table 3 shows that a small percentage (0.9%) of the respondents' teachers had a Ph.D. or more, which is the greatest degree of education, whereas none of the head teachers had that level of education, while a majority of the respondents had diploma certificates (43.1%) for head teachers and (38.5%) for teachers. The study also established that 40.4% of head teachers and 25.7% of the teachers had bachelor's degrees, respectively. In comparison with 6.4% of head teachers and 3.2% of 7 teachers were reported to have attained a master's as their highest academic qualification.

Human Resource Competencies and Effective Implementation of CBC

Information was sought regarding competence of human resources and effective implementation of CBC. The research instrument addressed several aspects of human resources that could measure their competencies for effective implementation of competence based curriculum. The research variables were measured by a Likert scale to evaluate the respondents' agreement with the propositions. The scale variables were: Strongly agree (5); Agree (4); No opinion (3); Disagree (2); Strongly disagree (1). Table 4 displays the head teachers' opinions on the human resources' competencies.

Table 4: Head Teachers' Responses on Teacher Competencies and Effective CBC Implementation.

Statement	SA		A		NO		D		SD		Total
	F	%	F	%	F	%	F	%	F	%	%
Teachers were adequately prepared for the CBC curriculum	0	0	22	20.2	6	5.5	51	46.8	30	27.5	100
Teachers were adequately trained on how to use digital devices in teaching e.g., computers, smartphones, tablets, laptops	0	0.0	7	6.4	7	6.4	59	54.1	36	33.0	100
Teachers in my school understand CBC evaluation techniques	4	3.7	48	44.0	15	15.8	37	33.9	5	4.6	100
The teachers can draw effective CBC lesson plans	6	5.5	72	66.1	7	6.4	17	15.6	7	6.4	100
Teachers can prepare scheme of work for the CBC curriculum	4	3.7	75	68.8	10	9.2	17	15.6	3	2.8	100
The school has enough financial resources to support the CBC curriculum	5	4.6		3.7	5	4.6	42	38.5	53	48.6	100
Teachers are well equipped with assessment criteria for CBC	1	0.9	32	29.4	13	11.9	47	43.1	16	14.7	100
Teachers are well-trained in learning areas for CBC	3	2.8	47	43.1	15	13.8	35	32.1	9	8.3	100
Teachers are well-trained on how to engage parents for effective CBC implementation	2	1.8	40	36.7	15	13.8	36	33.0	16	14.7	100

SA= Strongly Agree; A=Agree; U=Undecided; D=Disagree and SD=Strongly Disagree

Table 4 shows information on the responses on the competencies of teachers and effective implementation of competence based curriculum. A majority of the respondents (74.3%) disagree with the claim that instructors were sufficiently prepared for the successful implementation of CBC. However, 20.2% of the respondents agree that teachers were adequately prepared for CBC implementation. The results of this study agrees with Chemagosi's (2020) claim that instructors in lower public primary schools in Kilifi and Nandi lacked the necessary preparation to successfully execute the CBC curriculum. TSC sub county directors also agree with this assertion but stated that there has been continues training of teachers since the inception of CBC curriculum by various agencies such as TSC, KICD, KNEC, SMASSE among others. This implies that teachers need to be well prepared with the necessary competencies to adequately implement CBC curriculum effectively. On the statement that teachers were adequately trained on how to use digital devices in teaching and learning 87.1% of the respondents disagree with the statement, a small percentage (6.4%) of the respondents agree with the proposition. These findings from the current study are supported by Odumbe, Simatwa and Ayodo (2015) observations that majority (75%) of teachers in public schools

were not competent enough in use of ICT. Digital literacy requires that all the teachers and learners be conversant with all aspects of digital literacy learning.

Further, on the aspect of teachers understanding CBC evaluation techniques 47.7% of the respondents agree that teachers understood CBC evaluation techniques. However, 38.5% of the respondents disagree with the assertion. These findings differ with Adewusi, Airinola and Ogegbo (2020) revelation that teachers rarely used CBC recommended assessment methods, most teachers employed traditional assessment methods. This was also confirmed by Andiema (2020) study conducted to assess teacher’s competence in evaluation of CBC among special needs learners in Kenya, the findings observed that majority of the of the teachers in special needs institutions were not adequately prepare to evaluate and assess learners in special institution following the CBC guidelines. On the proposition on whether teachers can draw effective CBC lesson plans, majority (71.6%) of the participants agree, in contrast to 22.0% who disagree with the assertion. The results of this study disagree with Chemagosi's (2020) claim that instructors in lower public primary schools in Kilifi and Nandi lacked the necessary preparation to successfully execute the CBC curriculum. This argument is supported by Rutere and Njeru (2019) assertion that teachers had challenges in preparing competence based curriculum CBC lesson plan. The same argument is supported by Kyulilo (2012) observation that teachers were not able to write competence based curriculum lesson plan. In regard to the assertion that teachers can prepare scheme of work for effective CBC implementation 72.5% of the respondents agreed that teachers can prepare schemes of work for effective CBC implementation. However, 18.4% of the respondents disagree.

Moreover, on the proposition that schools had enough financial resources to support CBC implementation the study findings observed that 87.1% of the participants disagreed with the assertion, against 8.3% of the respondents who agreed. The results of this study are supported by Kiugu, Kibaara, and Wachira's (2021) views that the government's capitation payments to schools was insufficient to enable schools provide sufficient teaching and learning resources to support the efficient implementation of the CBC curriculum. Similarly, a research by Sisungu, Keberia and Buhre (2014) an investigation on the relationship between the school level of funding and performance of KCSE in Mumias District, Western Province, Kenya postulated that there was a significant relationship between learner’s performance and the school level of funding. Hence, schools should be adequately funded to ensure successful implementation of CBC curriculum.

In regard to the assertion that teachers are well equipped with assessment criterion for effective CBC implementation majority (57.8%) of the respondents disagreed. However, 30.3% of the respondents agreed. This argument is in line with Hakielimu's (2012) assertion that teachers rarely use the suggested CBC evaluation methods, including project work, practical assignments, and report writing when evaluating students. On the statement that teachers are well trained in competence based curriculum learning areas for effective implementation of CBC 45.9% of the respondents agreed. However, 40.4% of the participants disagreed. The results of the current study differ from those of KNUT (2019), which found that CBC was introduced when most instructors lacked adequate training in its content, assessments, and instructional strategies. The findings of this study are emphasized by Chemagosi (2020) postulation that teacher training significantly contributes to effective implementation of competence based curriculum, so, for effective implementation of CBC teacher training should be emphasized. On the assertion that teachers are well trained on how to engage parents for effective implementation of CBC majority (47.7%) of the respondents disagreed, while 38.5% agreed with the assertion. The results of the current study are in harmony with Otieno and Onyango (2019), argument that competence based curriculum came with new costs that necessitate parental engagement, particularly in the supply of infrastructure and teaching and learning materials to allow the effective implementation of the curriculum. As a result, parents must be included in the implementation of competence based curriculum.

The study further sought teacher’s perception on the teachers’ competencies and successful implementation of competence based curriculum in Kenya’s Tharaka Nithi County. Teachers responses are presented in Table 5.

Table 5: Teachers' Responses on Perceived Teacher Competencies and Effective CBC Implementation

Statement	Strongly Agree		Agree		No Opinion		Disagree		Strongly Disagree		Total
	F	%	F	%	F	%	F	%	F	%	
Teachers were adequately prepared for the CBC curriculum	9	4.1	36	16.5	21	9.6	92	42.2	60	27.5	100
Teachers were adequately trained on how to use digital devices in teaching, e.g., computers, smartphones, tablets, laptops	8	3.7	30	13.8	20	9.2	96	42.2	64	29.4	100

Teachers in my school understand CBC evaluation techniques	12	5.5	75	34.4	34	15.6	72	33.0	25	11.5	100
The teachers can draw effective CBC lesson plans	20	9.2	102	46.8	37	17	46	21.1	13	6.0	100
Teachers can prepare scheme of work for the CBC curriculum	21	9.6	108	49.5	32	14.7	46	21.1	11	5.0	100
The school has enough financial resources to support the CBC curriculum	11	5.0	10	4.6	16	7.3	94	42.1	87	39.9	100
Teachers are well equipped with assessment criteria for CBC	13	6.0	53	24.3	25	11.5	86	39.4	41	18.8	100
Teachers are well-trained in learning areas for CBC	15	6.9	70	32.1	27	12.4	76	34.9	30	13.8	100
Teachers are well-trained on how to engage parents for effective CBC implementation	15	6.9	51	23.4	28	12.8	90	41.3	34	15.6	100

Table 5 summarizes teachers’ responses on teachers’ competencies and effective implementation of competence based curriculum. In regard to the assertion that teachers were adequately prepared for effective implementation of CBC. Majority (69.7%) of the respondents disagreed with the assertion. However, 20.6% of the respondents agreed with the proposition. These results are in consistent with a study by Ondimu (2018) on teachers' readiness for CBC implementation in private pre-primary schools in Dagoreti, Nairobi, Kenya, which found that 66.6% of teachers lacked the necessary skills to successfully apply in the implementation of competence based curriculum. The findings are also supported by Kanyonga, Mtana and Wendt (2019) revelation that teacher preparation is critical in enhancing effective implementation of CBC. The study found that majority (73.4%) of the respondents disagreed with the assertion teachers were adequately trained on how to use digital devices in teaching, while 17.5% of the respondents agreed with the proposition. The results of this study agree with a study by Ondimu (2018) on teachers' readiness for implementing competence based curriculum, which found that while most teachers had attended in-service training on implementing CBC, they lacked adequate preparation in using digital tools in the classroom. These findings are supported by KICD (2018) report that induced that 67% of teachers had not been trained on ICT application in teaching and learning. These findings from the current study are also affirmed by Njeru and Itegi (2018) observation that teachers lacked adequate skills to handle digital literacy.

In regard to the assertion that teachers understand CBC evaluation techniques 44.5% Of the participants disagreed with the assertion. However, 39.9% of the respondents agreed. These findings are supported by Paulo (2014) argument that teachers used traditional assessment methods instead of the recommended competence based curriculum assessment approaches. On whether teachers can draw effective CBC lesson plans for effective implementation of CBC 56.0% of the participants agreed with the assertion, while 27.1% of the respondents disagreed. This result disagrees with findings from a research by Komba and Mwandanje (2015) on the implementation of CBC in secondary schools in Tanzania, which showed that 78% of teachers lacked the necessary abilities to create lesson plans that complied with the competence based curriculum's requirements. On the proposition that teachers had the ability to prepare CBC scheme of work, majority (58.7%) of the respondents agreed and 26.1% disagreed with the proposition. These findings differ with Momanyi and Rop (2019) study on teacher’s capacity to develop instructional tools by inducing that 69% of the teachers had challenges in preparing effective scheme of work that confirm to the CBC requirements.

The results reveal that most of the participants (83.0%) disagreed with the claim that schools had adequate financial resources to facilitate the efficient implementation of CBC. On contrast, 9.6% of the respondents agreed. The finding concurs with Wambua and Waweru (2019) argument that schools had not been provided with adequate financial support to facilitate effective implementation of CBC. Effective implementation of CBC needs adequate funding to support CBC activities and programs. Further, on the assertion that teachers were well equipped with competence based curriculum assessment criterion 58.2% of the respondents disagreed with the assertion. Moreover, 30.3% of the respondents agreed with the assertion. The findings concur with Andiemba (2020) postulation that teacher’s competencies in evaluating and assessing learners was average. This claim is consistent with Njagi (2020) study which examined the impact of teacher preparation on the implementation of a competence based curriculum in public primary schools in Kiambu County, Kenya. The study findings concluded that teachers needed in-service training on the subject of the assessments used in competence based curriculum.

Moreover, on the assertion that teachers were well trained in the CBC learning areas for effective implementation of competence based curriculum, majority (48.7%) of the respondents disagreed with the assertion. However, 39.0% of the participants agreed with the statement. These results are in harmony with study findings by

Komba and Mwandangi (2015) who found that 86% of the teachers lacked a proper understanding of the curriculum objectives. As a result, teachers need to be trained in all CBC subject areas for them to develop the necessary skills as outlined in the CBC curriculum guidelines. On the proposition that teachers are well trained on how to engage parents for effective CBC implementation majority (56.9%) of the respondents disagreed with the statement while, 30.3% of the respondents agreed. Lack of parental engagement in the implementation of CBC affect negatively on the implementation of CBC.

Regression of Human Resource Capabilities and Effective Implementation of CBC

The objective of this study was to determine the relationship between human resource capabilities and successful competence based curriculum implementation in Tharaka Nithi County. To assess the relationship between human resource capabilities and effective implementation of CBC the following hypothesis was tested.

Ho: There is no statistical significant relationship between the human resource competencies and the implementation of competence based curriculum in Tharaka Nithi County, Kenya. The results for Head teachers are presented in Table 6.

Table 6: Linear Regression Coefficient for Head Teachers

Model		Coefficients					95.0% Confidence Interval for B	
		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Lower Bound	Upper Bound
		B	Std. Error	Beta				
1	(Constant)	1.916	.275		6.959	.000	1.370	2.462
	C.H.R	.457	.095	.420	4.788	.000	.268	.646

Table 6 summarizes the head teachers’ linear regression coefficient results. The regression intercept labeled 'constant' took a value of 1.916. It represents the predicted value of independent variable when the independent variable has a zero value. The regression slope or unstandardized coefficient (B in SPSS) takes the value 0.457 for competence of human resource. These was the amount by which the dependent variable change for an increase of 1 unit in independent variable. As a result, an increase in human resource competence will result in a 45.7% rise in the CBC's ability to be implemented effectively. The t-value for human resource competence is 4.788 at a 0.000 p-value, which is less than 0.05. Thus, there is a statistically significant relationship between human resource competencies and the successful implementation of a competence based curriculum in Tharaka Nithi County, hence the null hypothesis is rejected. The researcher further computed linear regression coefficient for teachers. Teachers findings are presented in Table 7.

Table 7: Linear Regression Coefficient for Teachers

Model		Coefficients ^a			T	Sig.	95.0% Confidence Interval for B	
		Unstandardized Coefficients		Standardized Coefficients			Lower Bound	Upper Bound
		B	Std. Error	Beta				
1	(Constant)	16.601	1.066		15.570	.000	14.499	18.702
	C.H.R	.277	.053	.334	5.196	.000	.172	.381

a. Dependent Variable: effective CBC

Table 7 shows linear regression coefficient results for teachers, the regression intercept labeled 'constant' took a value of 16.601. It represents the predicted value of independent variable when the independent variable has a zero value. The regression slope or unstandardized coefficient (B in SPSS) took the value 0.277 for competence of human resource. These were the changes in the dependent variable as a result of an increase in the independent variable of one unit. As a result, an improvement in human resource competencies will result in a 27.7% rise in the CBC's ability to be implemented effectively. The t-value for enough human resources competence is 5.196, with a p-value of 0.000, which is less than 0.05. Hence, there is a statistically significant relationship between human resource competence and the successful implementation of a competence based curriculum in Tharaka Nithi County. Thus, the null hypothesis is therefore rejected

Results on human resource competencies and effective implementation were positive and significant for head teachers and teachers. The findings of this study are in harmony with Fullan (2015) postulation that when teachers have the necessary skills, successful implementation of a curriculum would materialize. These findings are in coherent with the observations made by Kisa and Correnti (2015) that if teachers lack knowledge, beliefs, and practices would hinder smooth curriculum implementation. Therefore, practical experience and continuous training of teachers will

enhance the successful implementation of CBC. Thus, the attraction, development, and retaining of competent teachers should be stakeholders' priority in enhancing the effective implementation of competence based curriculum.

Correlation between Competence of Human Resources and the Effective Implementation of CBC

To determine there if human resources competencies and successfully implementing a competence based curriculum were related, Pearson Moment Product Correlation was performed. The head teachers and teachers' results are shown in Table 8 and 9.

Table 8: Correlation for Head Teachers

Correlations ^b			
		Effective CBC	C.H.R
Effective CBC	Pearson Correlation	1	.420**
	Sig. (2-tailed)		.000
C.H.R	Pearson Correlation	.420**	1
	Sig. (2-tailed)	.000	

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

Table 8 summarizes head teachers' findings on the correlation between human resource competencies and effective implementation of competence based curriculum. The Pearson correlation coefficient value of 0.420 was obtained, which is significant at 0.05 level of significance because its p value is 0.000. It shows that there is a positive relationship between effective CBC implementation and the competence of the human resource. The researcher further computed correlation coefficient from the teachers' data. Table 9 presents teachers' findings.

Table 9: Correction for Teachers

Correlations			
		Effective CBC	c.h.r
Effective CBC	Pearson Correlation	1	.334**
	Sig. (2-tailed)		.000
	N	218	217
c.h.r	Pearson Correlation	.334**	1
	Sig. (2-tailed)	.000	
	N	217	217

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

Table 9 summarizes teachers' findings on the correlation between human resources competencies and effective implementation of competence based curriculum The Pearson correlation coefficient value of 0.334 was obtained, which is significant at 0.05 level of significance because its p value is 0.000. Hence, it shows that there is a positive relationship between effective CBC implementation and the competence of the human resource.

IV. Conclusion and Recommendations

Based on the objective of this study, the following conclusion was made teachers lacked the necessary preparation to successfully integrate competence based curriculum in their classrooms

The researcher recommends Professional development programs should be provided to teachers to enhance their competencies for the successful implementation of the competence based curriculum.

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