



Institutional and Stakeholder Support in the Implementation of Competency-Based Education: Teachers' Perception from Junior Schools in Trans-Nzoia West Sub-County, Kenya

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Abstract

The shift from content-based education to competency-based education (CBE) which is learner centered calls for concerted effort from all stakeholders. Stakeholders and institutional support are critical pillars for successful implementation of any education reform. Teachers, parents' involvement, the ministry of education involvement and school administrators support, greatly determine the successful implementation of CBE. Teachers interpret the curriculum and tailor it to fit students' learning needs, parents support student learning by providing learning resources in collaboration with the ministry of education while school administrators utilize the allocated resources within school environment. This study examined teacher perception on stakeholders' support and institutional support in the successful implementation of competency-based education reform. Competency-based education being a practical oriented education reform, it was critical that stakeholder and school administration support be examined to determine the extent to which teachers are facilitated and involved in the implementation of CBE reforms in line with the sustainable development goals (SDG's). The study was based on constructivism learning theory which gives autonomy to student centered learning. Learners' subjective experiences are taken into



consideration as teachers serve as mediators, organizing learning materials and creating conducive school environment. The study used mixed method concurrent research design. Data were collected using teachers' questionnaire, interview schedule for head teachers and observation schedule for gathering first-hand information. Experts helped determine item validity. A pilot test was carried out and Cronbach's alpha coefficient reliability was found to be 0.825. Descriptive statistics was used to analyze data through the help of SPSS version 22. Chi-square inferential statistics was used to determine the association between the two categorical variables. This study examined teachers' perceptions of institutional and stakeholder support in the implementation of Competency-Based Education (CBE) in junior schools within Trans-Nzoia West Sub-County, Kenya. A concurrent mixed-methods research design was applied, allowing for simultaneous collection of quantitative and qualitative data. The target population comprised 288 junior school teachers and 60 heads of institutions across 60 junior schools. Data collection instruments included a five-point Likert scale questionnaire administered to teachers, interview schedules for head teachers, and an observation checklist. Reliability of the questionnaire was confirmed using Cronbach's alpha coefficient of 0.73. Quantitative data were analyzed using descriptive and inferential statistics through SPSS, while qualitative data were thematically analyzed. Findings indicated that teachers perceived institutional and stakeholder support as inadequate, particularly in terms of resource provision, teacher collaboration and clear guidelines from educational authorities. Chi-square analysis ($\chi^2=148.200$, $p<0.05$) showed a significant association between teachers' perceptions and CBE implementation outcomes. Interviews with head teachers highlighted resource scarcity, limited parental involvement, and insufficient ICT facilities as major barriers. Despite some progress in addressing initial challenges, CBE remained resource-intensive, demanding greater institutional commitment and stakeholder collaboration. The study concluded that institutional and stakeholder support for Competency-Based Education (CBE) was perceived as inadequate by teachers, despite their pivotal role in successful implementation. Consequently, it is recommended that the government and the Ministry of Education must adequately engage teachers, parents, and other stakeholders before and during curriculum reforms to ensure proper resource access and collaborative success.

Keywords: Teacher Perception, Competency-Based Education, Stakeholder Support, Institutional Support

Introduction

Background Information



Education is widely regarded as a catalyst for economic and societal transformation. For education to remain relevant in the 21st century, it ought to adapt to technological advancement and labor market. In Kenya this led to replacement of 8-4-4 system of education, which was content oriented with competency-based education which advocates for acquisition of practical skills. For its smooth implementation, stakeholder participation and institutional support remains critical. A stakeholder is perceived as a person or individual interested in an institution with the potential to influence or be influenced by the operations of the institution (Johnson & Oketch, 2021). They include parents, government officials, school administrators and teachers. Provision of quality education in any learning institution cannot be monopolized but rather requires concerted effort with various well-meaning individuals, who are expected to complement and supplement each other in order to achieve sustainable development goals.

Stakeholders are critical pillars who contribute significantly in developing personality and career of students. Lack of institutional support is a demanding situation hindering effective implementation of CBE in most African schools. According to David et al., (2019), Pacaol (2021) and Benjamin (2011), insufficiency of institutional support can exacerbate a feeling of isolation among teachers, leading to negative perception and increased attrition rates. Tambwe (2017) documented that lack of institutional help limits a powerful implementation of CBE in schools. Therefore, the educators, parents and students' reluctance to change poses a critical challenge that may threaten CBE implementation.

The current change from content-based education to competency-based education poses a departure in the educational philosophy and practice. Some stakeholders are skeptical about the efficacy of such framework, highlighting concerns over implementation, feasibility and its influence on student achievement. Stakeholders are parties which are either directly or indirectly affected by the success or failure of an institution.

This resistance and reluctance often stem from low understanding and familiarity with the new model and objectives. Communication and stakeholders' engagement become essential when addressing these apprehensions in building support for CBE (KICD, 2017; Prince et. al., 2017). A thorough communication is to be made to stakeholders such as teachers, parents and students. Every institution requires effective utilization and management of communication in passing information to improve positive relationship among workers. How information is passed in organizations is considered as an indispensable tool and a bridge through which ideas are passed from one person to another and for harmonious co-existence among stakeholders. When conducting the study, the researcher informed teachers



on the importance of taking part in the study; this was geared towards bringing out the teacher perception regarding status of CBE implementation in JS. According to Aiwuyo et al. (2020), communication is pivotal in the management of any institution as it touches on all facets of life. For effective implementation of CBE, effective communication either verbally or non-verbally should exist among all the stakeholders.

The study was carried out against the backdrop of recognizing the complexity CBE and its importance in effectively implementing educational changes; with effective stakeholder engagement through effective participatory communication. According to Presidential working party on education reforms (PWPER), (Government of Kenya, 2023), proponents argue that effective communication is essential to get stakeholders acceptance of proposed changes. Another critical aspect of CBE is parental involvement. Parent involvement is a significant factor that impacts on CBE implementation (Kazaara and Nelson, 2024). It is an essential component since learning extends beyond the classroom and helps learners to put into practice the acquired skills in solving real-life challenges. However, a majority of parents in Trans-Nzoia west sub county have limited knowledge on CBE, which affects their support and potentially contributing to teacher perception. From previous researches it has been shown that parental awareness and other stakeholders involvement impacts on student progress and attitude towards learning (Brighton et al., 2023). Additionally, when parents understand CBE, they are more likely to encourage and support their children to engage with practical skills at home (Dingili & Yungungu, 2023; Kampurira et al., 2023).

Statement of the Problem

As evidenced by reports of trial-and-error practices and lack of clarity among teachers due to inadequate teacher training, (Okeyo & Mokuu, 2023; KNUT, 2019); implementation of CBE in Junior schools is facing significant challenges. Unprepared teachers, lack of adequate stakeholder participation and inadequate institutional support become an impediment in the successful implementation of CBE. Teacher collaboration, institutional administrators support and provision of adequate teaching-learning resources are factors potentially affect teachers' perception and the teaching strategy they are likely to adopt. This study aims to address this gap by exploring and documenting the perceptions of teachers regarding stakeholder engagement and institutional support in relation to effective CBE implementation. By understanding teachers' perceptions, the study aims at contributing valuable insights that may inform policy adjustments and improve on the overall quality of education in JS within Trans-Nzoia west sub-county.



Research objectives

- i. To assess stakeholder participation on CBE implementation.

Research questions

- i. To what extent are educational stakeholders involved in the implementation of CBE?

Theoretical framework

A theoretical framework entails review of the existing theories that act as a roadmap that guides the development of study arguments. It serves as a blueprint for the entire study. It is structured in a way that it represents the theories and concepts that guide research. This study was based on constructivism learning theory. Perception, in this context was seen as an active process of interpreting sensory information based on prior knowledge and one's subjective experiences. The study was anchored on constructivism theory since it advocates for learner active participation in building their knowledge and understanding of the world as opposed to passively receiving information. Jean Piaget (1896-1980), argued that knowledge is built through action, modelling and transformation (Waite-Stupiansky, 2022). Piaget (1964) argues that learning involves a continuous cycle between stimulus and response, where each influences the other. CBE reforms are theoretically grounded in constructivism, emphasizing on learner agency and demonstration of competence over time spent in learning and memorization with the aim of developing students who can apply knowledge and skills effectively in solving real life challenges. Competency-based education is in concurrence with the constructivism philosophy, where learning is viewed as an active process of constructing knowledge and skills through subjective experiences and interaction among peers, rather than passively receiving information.

Despite its wide influence and application, constructivism has also been criticized. Its major criticism is its inefficiency, particularly for teaching fundamental facts and foundational knowledge. While it is effective for complex problem-solving, the approach can be time consuming and may potentially leave gaps in learner's foundational knowledge base (Esmaiel, 2006). Some studies have contended that direct instruction and guided practice, which are downplayed in constructivism are more effective for certain subjects, especially in early stages of learning. another key criticism is that constructivism places a high demand on both the educator and learning environment. Therefore, teachers must be highly skilled mediators who can effectively manage a dynamic classroom and provide individualized support.



Teachers' beliefs influence their teaching attitudes and behaviors, (Roose et al., 2019). In line with this study, teacher perception was an essential factor that could likely affect the implementation of CBE. Constructivist theory encourages students to use their imagination by fostering creative thinking (Sum and Kwon, 2020). Teacher perception can either positively or negatively affect the willingness to adopt certain teaching approaches, (Schunk and DiBenedetto, 2020). From a social context, teachers are likely to adapt their teaching strategy according to the socio-cultural context. Teachers with more constructivist teaching belief are likely to engage in active and interactive teaching activities (Tas et al., 2018; Maniteze and Oniye, 2025).

Literature Review

In this chapter, research on teacher perception stakeholder involvement on the implementation of the competence-based education was reviewed. The chapter analyzes teacher perception on stakeholders' involvement and institutional support. To attain this objective, this study was guided by the following research question: To what extent are stakeholders involved in the implementation of CBE?

Stakeholder and Institutional Support

Stakeholders' involvement in an institution is underpinned by the ideals of democracy which advocate for fair representation in any system of governance in order to advance quality education. Teachers perform key roles in educating students. They have a great deal of control over what and how students learn in classrooms. Teachers also engage closely with other stakeholders in order to formulate best practices to educate each learner. According to Nakiyaga (2021), the participation of stakeholders is of utmost importance. For instance, teachers serve as a link between the school and the parents; therefore, their involvement has an impact in determining the success of any education system. Teachers bridge the gap between schools and the community, leading to increased support for schools and better understanding of the challenges faced by educators.

Interactions between teachers are actions of collaboration, communication plays a major role in developing mutual understanding and in shaping teacher perception. Teacher-teacher interaction is influenced by organizational culture. In a competitive environment, individual effort dominates and sharing is perceived as a way of giving one's competence; in this case little collaboration does exist. Collaboration is highly necessary since it supports individual schools, learners and teachers (Vangrieken et al., 2015; Ronfeldt et al., 2015) to build their ability to reflect, gain new skills and



knowledge. Previous research has identified factors that can foster or hinder teacher collaboration and consequently influence teacher perception. Such factors include age and gender.

According to Mora-Ruano et al. (2018), teacher collaboration is generally more practiced by younger and female teachers. Additionally, empirical evidence has shown that compared to primary school teachers, secondary school teachers collaborate with colleagues less frequently (Tallman, 2021; Tobias et al., 2016). While recognizing the significance of teacher collaboration, for effective CBE implementation, other factors need to be considered. Teacher-related factors include self-efficacy, attitude, age, gender, and teaching experience. According to Haddock et al. (2020), attitude is an expression of a persons' opinion of a given attitude object and is strongly related to a persons' actions. Therefore, it is assumed that attitudes play a crucial role in shaping teachers' perception in CBE implementation.

Teacher collaboration significantly influences educators' instructional approaches, educational success and enhances student engagement (Vescio, Ross and Adams 2008). Working together is a vital means to developing a culture that is supportive of professionals and supports professional growth. Further, research has shown that collaborative teaching practices like co-teaching, team-teaching or peer mentorship have favourable effect on students' learning compared to conventional approaches. It has been established that collaborative teaching has the potential to improve on instructional ability of teachers and can also assist learners who have different learning needs and create a conducive learning environment for all. In a nutshell, teacher collaboration in teaching may have a positive influence on teacher perception and improve on professional development and student grades. It is for this reason that this study sought to examine teacher perception on collaborative activities and CBE implementation.

Evidence from research shows that effective teaching strategies are student-centered and they make use of pedagogical strategies that promote learner collaboration, inquiry by learners, analytical and reflective thinking, creativity and problem-solving skills. Through the help of teachers, students develop these skills so that they can analyze information. When teachers help students with critical thinking and problem-solving skills, learners develop a deeper understanding of the content and will acquire CBE competencies needed to compete in dynamic 21st century to be responsible citizens (Kabita & Lili, 2017).

The challenges that face JS schools in Trans-nzoia west sub county and in Kenya with regard to CBE implementation and its effect in competency development requires continued research to provide evidence that may be used to mitigate the situation. For instance, stakeholders' involvement and



teacher collaboration may influence teacher perception. By examining the relationship between stakeholders' involvement, teacher competence and collaboration in junior schools, the study aims to contribute to the enhancement of teaching practices tailored to a school setting. Moreover, the study findings may inform intervention measures aimed at bolstering teacher efficacy for improved educational outcomes.

Methodology

This study made use of mixed approach concurrent research design. The design enabled the researcher to collect qualitative and quantitative data simultaneously; however, analysis of qualitative data and quantitative data obtained was done separately. Use of concurrent mixed approach research design is very useful since it gave a better understanding of research problems that lead to better results in the course of solving research problem more accurately (Creswell et al., 2018). The qualitative aspect of the study made use of descriptive survey to deeply delve into teachers' experiences when implementing CBE, challenges and perceived benefits associated benefits. This qualitative approach was aimed at providing rich and detailed insights regarding the teachers' perspectives, thereby allowing for a thorough understanding of CBE and its influence on teaching-learning processes. Quantitative data allowed necessitated result triangulation and the identification of correlations between teachers' perceptions. In addition to qualitative approach, the study incorporated quantitative methods to collect numerical data that complemented and strengthened the qualitative findings. Since the qualitative data and quantitative data was concurrent, it strengthened research validity findings.

The target population was 60 junior secondary schools in Trans-nzoia west subcounty (MoE, 2025). In the schools, 288 junior school teachers were involved in the implementation of CBE and 60 heads of institutions. Data was collected using a Five-point Likert scale questionnaire. The head teachers of respective schools were interviewed through interview schedule guide. An observation schedule was also used to collect first-hand information on teacher collaboration and institutional support.

Reliability for test items was determined using Cronbach's alpha coefficient which was found to be 0.73 and therefore questionnaire items were appropriate for the study. Descriptive and inferential statistics data analysis was done by use of statistical package for social sciences (SPSS). Descriptive statistics, the mean and standard were computed and interpretations done as follows: mean of below 1.5, signified strong disagreement (SD); 1.5-2.4 disagree (D); 2.5-3.4 Moderate (M), 3.5-4.5 agree (A) and mean above 4.5



strongly agree (SA) (Croasmun and Ostrom, 2011). A standard deviation of less than 1.5 shows consensus in test items while $SD > 1.5$ portrays lack of consensus among test items. Chi-square test inferential analysis was also conducted to determine the degree of association of the independent variable (teacher perception) and the dependent variable CBE implementation. Research ethics were adhered to by the researcher.

Result and Discussion

This section interprets and discusses the study findings. Analysis of data was based on themes according to research objectives, which were to assess stakeholder involvement on effective implementation of CBE and institutional support on CBE implementation.

Response Rate

The study collected data from 64 junior school teachers and 15 heads of institutions. However, only 62 teachers returned their questionnaires, this translated to a return rate of 96.89%. Two questionnaires were not completely filled their questionnaires. Therefore, only 60 questionnaires were found suitable for analysis. This was taken as the study sample size.

Teacher Perception on Institutional and Stakeholders' Support

The teachers were provided a list of statements and they were asked to indicate the extent to which they received institutional and stakeholders support by filling a five-point Likert scale questionnaire where, 1=SD, 2=D, 3=M, 4=A and 5=SA. The mean scores of test items were interpreted as follows; less than 1.5 strongly disagree, 1.5-2.4 disagree, 2.5-3.4 moderate, 3.5-4.5 agree while above a mean above 4.5 signified a strong agreement. The results of data collected was summarized as shown on Table 1 below.

From the summary, a majority of teachers with a mean of 2.02, SD of 0.431 reported that the level of implementation of CBE was not similar across all teaching staff. This implied that the level of institutional support and support from stakeholders such as parents was not sufficient. Given that CBE requires concerted collaboration for its effective implementation, lack of adequate collaboration is a major hindrance to CBA implementation. On statement number two, most of the teacher with mean score of 1.88 and SD of 0.372 recorded that CBE implementation was not similar in all schools. This signified that CBE implementation was at different levels based on the school. This was interpreted to mean that the level of institutional support in terms of resource provision for CBE implementation was accessible while in some, teachers could not access adequate institutional and stakeholders' support.



Additionally, on the third item a majority of the teachers with a mean of 2.08, SD= 0.462 reported that authorities had not set clear guidelines when developing CBE reform.

Table 1: Institutional and stakeholder's support

Item	N	Mean	S.D	Skewness	Kurtosis	Stat	S.E
	Stat	Stat	Stat	Stat	S.E		
The level of implementation of CBE to learning is similar across all teaching staff	60	2.02	.431	.098	.309	2.77	.608
The level of implementation of CBE to teaching is similar in all schools	60	1.88	.372	-1.37	.309	3.118	.608
The educational authorities set clear guidelines for developing a competence-based education reform	60	2.08	.462	1.392	.309	5.861	.608
When I am unsure about something related to competency-based teaching, I have access to appropriate advice	60	1.87	.536	-.124	.309	.394	.608
Summary	60	1.96	.350	.468	.309	3.47	.608

Source: Field data 2025

This was interpreted to mean that at the early stages of CBE development, teachers as key stakeholders did not adequately participate in developing CBE. This shows that their understanding of CBE was done later through in-service training and teacher workshops. Further, a majority of teachers with mean 1.87, SD=0.536 did not agreed that they had access to appropriate advice when seeking clarification. This was interpreted to mean that a higher proportion of teachers do not engage in teacher collaboration among teaching staff. This was also interpreted to mean that teachers could be handling teaching areas they did not have adequate and proper training on. Consequently, in a school the teacher lacks an expert in the same area for teacher collaboration and for team teaching. This could also point to a likely of inadequate institutional and stakeholder's support. Table 2 below shows the Chi-Square test of the association between the two variables. The p-value demonstrates that research variables are dependent of one another and they show a statistically significant association of factors ($\chi^2=148.200$,



$P=0.000<0.05$) with a conclusion that teacher perception impacts teaching-learning process and the implementation of CBE framework.

Table 2: Chi-Square Test: Institutional and stakeholder's support

	Value	Degrees of freedom	Asymp. Sig (2-tailed)
Chi-Square	148.200	8	0.000
Valid cases	60		

Source: Field data 2025

Head Teacher's Responses to Interview Schedule

Institutional support and stakeholder participation is key for the successful implementation of competence-based education. Heads of institutions are tasked with the responsibility of monitoring curriculum implementation and in availing resources required in a learning process. However, in most of the schools, heads of institutions reported having challenges in providing adequate resources necessary for effective implementation. This has greatly affected CBE implementation especially in subjects that require regular practical and carrying out school projects. It was also noted that support received from parents is not adequate. These findings are in concurrent with findings from teacher questionnaire which indicated that parent involvement is a matter that requires intervention. Since CBE is a resource intense curriculum, there is need to bring parents on board through regular communication. The following is an excerpt from interview schedule:

"In most of the areas, the challenges we were facing in the first phase of implementation have been addressed. However, one critical aspect that has not been resolved is the aspect of economic resources and instructional facilities. CBE is a resource intensive reform. To a large extent, resources available in school were not adequate for effective implementation. For instance, students require certain resources that are costly to provide, for instance ICT equipment and project-based learning require that learners carry out activities that require a lot of resources. On this, little support has been received from parents and other stakeholders. The government has an obligation to come in strongly to allocate resources for such activities"

Based on HM05 views during the interview, economic resources were a major impediment in CBE implementation. He highlighted that head teachers faced challenges providing economic resources that were a key component that facilitates project-based learning. Further, he noted that a majority of the parents from local community could not facilitate their children to carry out projects that could instill in them creative and innovative skills. However, it



was noted that educators could use locally available resources where possible to carry out project-based learning. On the aspect of ICT, the ministry of education should come up with a program of establishing ICT centers to facilitate acquisition of digital literacy skills.

Conclusion

Teachers are key pillars in the successful implementation of any education reform. Teacher's perception is critical because when they not have adequate access to right instructional resources and infrastructural facilities, material presentation to students could be improper and adversely affect acquisition of CBE competencies. Teacher perception on CBE has a great impact on how they will learn and train students. Consequently, it is essential that teachers' input be sought and put into consideration during the implementation phase. The following conclusions were made based on the findings of the study, which was guided by research objective.

- i. Institutional and stakeholder support was necessary for effective implementation of CBE. However, teachers noted that institutional and stakeholder support was not adequate. Stakeholders such as parents need to be adequately engaged since CBE calls for concerted effort from both parents, teachers and school administration.
- ii. The government through the ministry of education did not adequately involve other stakeholders when carrying out education reforms.

Recommendations

Based on research findings, the researcher recommends that:

- i. The government through MoE to adequately engage teachers, parents and other stakeholders before rolling out curriculum reforms.
- ii. To promote teacher self-efficacy, headteachers and stakeholders should collaborate with teachers and offer advice when required.

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