

## 102. Factors undermining effective implementation of competency-based education in Junior Secondary Schools in Isiolo Central, Kenya

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**Subtheme:** Education- the role of social science and educational institutions in climate change mitigation

### Abstract

Competency-Based Education (CBE) is designed to equip learners with competencies essential for success across various fields. In Africa, including Kenya, CBE serves as a strategic response to technological advancements, globalization, and economic growth. Despite the Kenyan government's concerted efforts to implement a competency-based curriculum, significant challenges persist, particularly in junior secondary schools in Isiolo Central. The general aim of the study is to investigate the factors undermining the effective implementation of CBE in public junior secondary schools in Isiolo Central, Kenya. The study's theoretical framework is grounded on educational change theories, which emphasize the importance of contextual factors and stakeholder engagement in the successful implementation of curricular reforms. The research will consider socio-cultural, economic, and institutional variables that may influence the adoption of CBE. A mixed-methods approach will be employed, incorporating both quantitative and qualitative data collection techniques. Questionnaires and interviews will be administered to collect data from the stakeholders, including teachers, administrators, and policymakers. Data analysis will involve statistical methods for quantitative data and thematic analysis for qualitative data. The study will use stratified random sampling to ensure representation from all 15 public junior secondary schools in Isiolo Central. The study population will include teachers, school administrators, policymakers, and students. A total of 130 participants will be sampled, comprising 60 teachers, 15 school administrators, 10 policymakers, and 45 students, providing a comprehensive understanding of the implementation challenges. The findings of this study will address the existing knowledge gap regarding CBE implementation in Isiolo Central by evaluating the adequacy and condition of classrooms and buildings, assessing the availability and quality of instructional materials, analyzing the integration and effectiveness of technological resources, and investigating the role of financial resources, including government capitation. Additionally, the study will offer valuable recommendations for improving educational practices and policies, thereby enhancing the effectiveness of CBE in junior secondary schools. This research aims to contribute to the broader discourse on educational reform in Kenya and provide actionable insights for policymakers, educators, and stakeholders involved in the education sector.

**Keywords:** *Competency-Based Education, Classroom Adequacy, Instructional Materials, Technological Resources, Financial Resources, Government Capitation, Junior Secondary Schools, Isiolo Central, Kenya,*