African Journal of Emerging Issues
Peer reviewed | Double blind | Interdisciplinary

African Journal of Emerging Issues (AJOEI)
Online ISSN: 2663 - 9335
Available at: https://ajoeijournals.org

EDUCATION

INFLUENCE OF PROVISION OF PHYSICAL FACILITIES ON IMPLEMENTATION OF COMPETENCY-BASED CURRICULUM IN PUBLIC JUNIOR SECONDARY SCHOOLS IN BANISA SUB-COUNTY, MANDERA COUNTY, KENYA

[1]Issack Enow Adan & [2]Dr. Reuben K. Kenei
[1*]Mount Kenya University, Kenya; Email: issackenow12344@gmail.com; ORCID ID:
https://orcid.org/0000-0002-9428-810X; Tel No.:0725023200
[2]Mount Kenya University, Kenya; Email: rkenei@mku.ac.ke; ORCID ID:
https://orcid.org/0000-0001-9237-7320; Tel No.: 0720388896

Publication Date: October 2023

ABSTRACT

Purpose of the Study: The purpose of the study was to assesses the influence of provision of physical facilities on implementation of competency-based curriculum in public junior secondary schools in Banisa Sub- County, Mandera County, Kenya. Provision of physical facilities is a key pillar in the implementation of competency-based curriculum (CBC) in secondary schools.

Statement of the Problem: The implementation of CBC in Banisa Sub-County has not been smooth, as evidenced by the low competencies exhibited by many learners in public junior secondary schools in key learning areas such as mathematics, language, and sciences, among others.

Methodology: The research employed mixed methodology, combining descriptive and phenomenological research designs. It targeted a total of 126 respondents, including 17 headteachers, 107 teachers, and 2 Sub- County Directors of Education (TSC and MoE). The sample size was 95 participants determined using Yamane's Formula. Stratified and simple random sampling methods were used to select participants, and both qualitative and quantitative data analysis techniques were employed to analyze the collected data.

Findings: The study established that students' participation in public secondary schools is still low despite the efforts by the government. Despite increased enrollment, the number of students who compete their secondary education is low with characterized with high dropout rates. This is attributed to hidden costs amidst other economic dynamics.

Conclusion: The implementation of the competency-based curriculum (CBC) in public junior secondary schools in Banisa Sub- County faces substantial challenges primarily related to the inadequacy of physical facilities. The absence of conducive classrooms, safe playgrounds, well-stocked resource centers, and proper sanitary facilities has impeded effective CBC delivery and resulted in lower competencies among students in critical subjects.

Recommendations: The study recommends that the Ministry of Education and other stakeholders should continue the process of constructing more conducive classrooms and repair existing ones, more sanitary facilities and provide well-stocked resource centers with up-to-date learning materials anchored on key CBC learning areas. The Ministry of Education should formulate a policy which details procedures through which different stakeholders can partner with school management to enhance the implementation of competency-based curriculum.

Keywords: *Implementation, competency-based curriculum, physical facilities, public secondary schools, Banisa Sub-County, Mandera County.*

INTRODUCTION

Education constructively impacts on learners' mind, character traits and physical ability and is, thus viewed as the process through which every society imparts knowledge, skills and values from generation to generation. In modern systems of education worldwide, education in school settings consist of a set of academic activities which take place during learners' growth period and is aimed at producing an all-round and a holistic individual who becomes a responsible of society (UNESCO, 2015). To achieve this noble role, different countries in the world continually change their education systems and undertake learner-centered curricula reforms to suit the needs, interests, preferences of learners and to tap on their talents and competencies at any given moment. This has seen many countries across the world adopt competency-based curriculum as a panacea to education challenges.

According to Bondi and Wiles (2014), competency-based curriculum is the form of a curriculum that emphasizes the complex outcomes of a learning process, that is, knowledge, skills and attitudes to be applied by learners rather than mainly focusing on what learners are expected to learn about in terms of traditionally-defined subject content. However, its implementation has not been without its fair share of challenges. In the Latin America, Hanushek and Luque (2018) note that only 23.9% of primary schools have bene able to implement CBC with a paltry 20.8% of learners manifesting improved basic numeracy, language and creativity skills. The researchers opine that failure to implement CBC has been attributed to a multiplicity of dynamics including provision of physical facilities.

Physical facilities are cardinal determinants of successful curriculum implementation. Beynon (2012) also enumerate school facilities as the offices, staffrooms, laboratories and classrooms.

They also include; workshops, equipment, stores, libraries, hostels, staff houses and the school grounds. In the context of competency-based curriculum, these physical facilities include classrooms, playgrounds for outdoor activities, resource centers such as libraries as well as furniture among others. These facilities have had major impacts on the extent to which competency-based curriculum is implemented in schools. Cognizant of this fact, Rivkin, Hanushek and Kain (2011) conducted a study in the United States of America which established the relationship between availability of school facilities and implementation of competence-based curriculum. Rivkin et al (2011) further noted that inadequate facilities and resources in junior secondary schools leads to poor academic performances among learners.

This was consistent with the findings of a study undertaken in Indonesia by Amilia, Fauziah, Yusoff, Maziah and Vitasari (2011), which revealed that achievement of educational aims through learning actions in institutions is judged by the availability of educational infrastructure in harmony with the National Education Standards (NES). These findings are indicative of the fact that, besides other dynamics which determine how CBC is implemented, the place of physical infrastructure cannot be overlooked. In other words, learning institutions which have well-equipped resource centers, conducive classrooms, healthy toiletry facilities and space for outdoor activities, implemented of CBC tend to be smooth and learners manifest improved mastery of basic numeracy, language, creativity and environmental skills.

In a study conducted in Chicago, Lunenburg (2011) revealed that implementation of CBC has bene a challenge since more than 55.0% of the total 597 schools were destroyed since the buildings were no longer suitable for learning. In India, Singh and Mallik (2016) assert that a learning process is significantly affected by the school facilities since, with the expansion of learners' abilities and attitudes, there is need to ensure standard fields will be provided for sports for learners, workshops and laboratories will be necessary infrastructure for smooth implementation of CBC. This indicates that, for CBC to be implemented smoothly and yield the desired results and outcomes, the government and stakeholders must provide appropriate, relevant and adequate infrastructure in all schools.

In many countries in Sub-Saharan Africa, one of the key pillars in the implementation of CBC is the availability and condition of physical facilities. For example, a study carried out in Ghana by Avery (2012) found that, to effectively implement CBC in learning institutions, physical facilities must be readily available and in good condition. The study further revealed that schools with conducive classrooms, well-maintained playgrounds as well as well-stocked

resource centers such as libraries, found it easy to implement CBC and learners registered impressive learning outcomes compared to their counterparts which had none. This supports the assertions of Beynon (2012) that, owing to the important role of physical facilities in implementation of CBC, many stakeholders allocate more resources for construction of new classrooms and buying furniture, their maintenance, repair, re-modeling and replacement. Thus, these findings point to the fact that school managers have the responsibilities of ensuring that there are adequate classrooms, safe playgrounds and resource centers which can cater for the number of learners without overcrowding for effective teaching and learning process. In Kenya, the competency-based curriculum has been introduced as a solution to the challenges which bedeviled 8.4.4 education system. Ondimu (2019) notes that 8.4.4 system had loaded syllabus content and did not respond to the immediate needs of the learners. Ondimu (2019) asserts that CBC was rolled out in 2018 to tap into the talents and competencies of learners with school management being at the center of the implementation. To this effect, the Ministry of Education embarked on capacity building of schools through re-training of teachers on CBC models, supply of curriculum support materials to schools, building of extra classrooms and other forms of infrastructure.

A study conducted in Meru County by Kinoti and Njeru (2020) also revealed that there is need for much preparedness among stakeholders in terms of extensive consultations, trainings of the implementers and headteachers as well as provision of resources to schools is mandatory so as minimize stress and failures of CBC curriculum. Despite these initiatives, implementation of competency-based curriculum is still facing numerous challenges. An assessment undertaken in Nairobi County by Karimi (2020) revealed that implementation of CBC has not been devoid of shortcomings with many learners in public junior secondary schools showing low levels of competencies in basic numeracy, creativity and essential skills such as lifeskills and leadership. This further lends credence to the findings of an earlier report by Uwezo (2016) which also noted that many learners aged between 4-8 years still manifest competencies in mathematics, languages and sciences among others which are below expectations. This has been attributed to several dynamics including provision of physical facilities.

In Kenya, following the launching of Free Junior secondary Education, schools have witnessed instances of over-enrolment which has constrained the available resources in schools which has an effect on the implementation of competence-based curriculum (Onyango, 2010). Thus, to implement CBC, the government embarked on providing new furniture and constructing

new classrooms. Republic of Kenya (2015) also asserts that learning occurs in everyplace, however, confident learning results which education systems seek must happen in good surroundings and thus, learning surroundings should be made up of excellent educational amenities. Public Junior Secondary Schools in Banisa Sub-county are no exception with many learners manifest low competencies in designed learning areas. A report by the Banisa Sub-county Education Office (2023) shows that, despite the introduction of junior secondary classes, learning has not been effective, with many learners manifesting low competencies in mathematics, languages, sciences, foreign languages, and business studies. The report further indicates that, in the internal assessments conducted during term one of 2023, only 23.8% of learners registered competencies in mathematics above expectations, 20.7% manifested improved language and communicative competencies, and 19.4% registered science skills above expectations. In other words, the mastery of concepts in key learning areas among learners in public junior secondary schools is still below expectations. This situation has been attributed to the condition of physical facilities. To support this assertion, Adan (2016) revealed that the conditions of physical facilities in a school are key drivers of how learning takes place and determine the eventual academic performance of learners in different learning areas. However, much still needs to be done since Adan (2016), as well as other reviewed empirical studies, have not thoroughly investigated the extent to which the levels of adequacy of different physical facilities influence how CBC is implemented in public junior secondary schools.

STATEMENT OF THE PROBLEM

Competency-based curriculum is important because it benefits learners by tapping into their talents and competencies, with the role of school management in the implementation of the curriculum being paramount. However, in Banisa Sub- County, the situation since the implementation of CBC in public junior secondary schools has not been smooth in realizing the intended objectives. Many learners in public junior secondary schools still manifest low learning outcomes and competencies in designed learning areas such as mathematics, languages, sciences, business studies, foreign languages, and life skills, among others. As indicated earlier in the background, a report by Banisa Sub- County Education Office (2023) shows that, despite the introduction of junior secondary classes, learning has not been effective, with many learners manifesting low competencies in key learning areas. The report further shows that, in the internal assessments conducted during term one of 2023, only 23.8% of learners registered competencies in mathematics above expectations, 20.7% manifested

improved language and communicative competencies, and 19.4% registered science skills above expectations. In other words, the mastery of concepts in key learning areas among learners in public junior secondary schools is still below expectations. Despite this state of affairs, few empirical studies have interrogated the influence of the provision of physical facilities on the implementation of a competency-based curriculum, thus prompting the need for this study.

RESEARCH OBJECTIVES

The study was guided by the following objectives:

i. To assess the status of implementation of competency-based curriculum in public junior secondary schools in Banisa Sub- County.

ii. To determine the influence of provision of physical facilities on implementation of competency-based curriculum in public junior secondary schools in Banisa Sub-County;

THEORETICAL FRAMEWORK

This study was guided by the curriculum implementation theory which was postulated by Gross (1971). This theory holds that, for any implementation of any new schooling system to prosper, it should be based on teacher capability, managing of the support amenities, and the clearness of the implementing person. Each of these elements is significant to the investigation in that, they are the foundation of the investigation. The theory has a connection in this investigate since it is about curriculum implementing. The theory clarifies three vital components: teacher capability, managing of support amenities and accessibility and utilization of resources. Precisely, Gross (1971) advocated for four key components that impact curriculum implementing. As far as clarity of the innovation to implementers is concerned, it necessitates those teachers who are the implementing and transformation agents in as far as conveying of knowledge to learners and aware of changes in the curriculum.

On the competence of the implementers, which is the second major element in curriculum implementation theory as proposed by Gross (1971), they should be qualified to oversee the curriculum. Regarding the third component of the curriculum implementation theory, as identified by Gross (1971), there is a focus on the necessity of accessible resources for use in

the course of implementing a new or existing curriculum. These resources, apart from being readily available, should also be applicable. The fourth component pertains to providing broader managerial support while also ensuring effective classroom organization and management by the instructor, who should work enthusiastically and keenly with school leaders.

Additionally, heads of schools must be involved in giving helpful leadership chiefly to instructors who are the key curriculum implementers but likewise to learners, parents and every other pertinent player for the curriculum implementation procedure to be successful. The curriculum implementing theory by Gross (1977) was seen to be the most suitable owing to the fact that it tailored well with variables of the current investigation on implementing CBC, by considering components related to instructor qualifications, provision and utilization of resources and active classroom management. Materials required for the implementing of the curriculum must likewise be measured in terms of relevance and obtainability for use by the instructors and learners. The institutions managing personnel likewise have to back curriculum implementing and make permitting atmosphere in every aspect in institution for better implementing of the curriculum to happen. In the context of this study, this theory fits in that it underscores the vitality of strategies adopted by school management geared towards implementation of CBC such as provision of facilities.

RESEARCH METHODOLOGY

The research adopted a mixed methodology and applied descriptive and phenomenological research designs. The target population consisted of 126 respondents, including 17 headteachers, 107 teachers, and 2 Sub-County Directors of Education (TSC and MoE). From this population, a sample of 95 respondents was determined using Yamane's Formula. Stratified sampling was used to create three different strata based on the number of zones in Banisa Sub-County. From each zone, three (3) headteachers were selected using purposive sampling. The two Sub- County Directors of Education (SCDE) were purposively considered for the study. However, from each zone, 28 teachers were selected using simple random sampling. This procedure resulted in a sample of 9 headteachers, 84 teachers, and 2 SCDEs. Questionnaires were used to collect quantitative data from teachers, while interview guides were used to gather qualitative data from headteachers and Sub- County Directors of Education. Additionally, there was a document analysis guide for the researcher. Qualitative data were analyzed thematically based on the objectives and presented in narrative form. Quantitative data were analyzed using

descriptive statistics such as frequencies and percentages, and inferentially using Pearson's Product Moment Correlation Analysis with the assistance of Statistical Package for Social Sciences (SPSS Version 23). The results were presented using tables.

RESULTS AND DISCUSSIONS

This section presents the findings of the study based on the objectives. It also outlines the methods used for presenting the study findings and conducting discussions.

RESPONSE RATES

In this study, 83 questionnaires were administered to teachers, and in return, 81 questionnaires were filled and returned. Additionally, the researcher conducted interviews with 8 headteachers and 2 Sub-County Directors of Education. This yielded response rates as shown in Table 1.

Table 1: Response Rates

Respondents	Sampled Respondents	Those Who Participated	Achieved Return Rate (%)
Headteachers	10	8	80.0
Teachers	83	81	97.6
Sub-county Directors of Education (TSC & MoE)	2	2	100.0
Total	**95**	**91**	**95.8**

Source: Field Data (2023)

Table 1 shows that headteachers registered a response rate of 80.0%, while teachers achieved a response rate of 97.6%. Notably, all (100.0%) of the Sub- County Directors of Education (TSC & MoE) participated in the study. This resulted in an average response rate of 95.8%, which is consistent with the assertions of Creswell (2014) that a response rate above 75.0% is considered adequate. This information was important as it allowed the researcher to generalize the study outcomes to the target population.

Status of Implementation of Competency-based Curriculum in Public Junior Secondary Schools

The study sought to assess the status of implementation of competency-based curriculum in public junior secondary schools in Banisa Sub- County. This was measured by assessing learners' manifestation of competencies in key learning areas in line with the CBC rubrics such

as mathematics, language, sciences skills and essential life and environmental skills. Results are shown in Table 2;

Table 2: Status of Implementation of Competency-based Curriculum in Public Junior Secondary Schools

Levels of Competencies among Learners in JSS	**Exceeding Expectations**	**Approaching Expectations**	**Below Expectations**
	%	%	%
Learner competencies in mathematics activities	31.7	18.0	50.3
Learner competencies in language activities	30.2	20.9	48.9
Learner competencies in science activities	45.1	25.6	29.3
Learners can undertake tasks in essential environmental or life activities	33.8	27.3	38.9

Source: Field Data (2023)

Table 2 shows that slightly less than a third (31.7%) of the learners in public junior secondary school's manifest learner competencies in mathematics activities which exceed expectations, 25(18.0%) indicated approaching expectations whereas slightly more than half, 70(50.3%) indicated below expectations. Table 2 also shows that 42(30.2%) of the learners exceed expectations in language activities, 29(20.9%) approach expectations whereas 68(48.9%) manifest language skills which are below expectations. Table 2 further shows that 63(45.3%) of the learners manifest competencies in science activities which exceed learning expectations, 36(25.9%) approach expectations whereas 40(28.8%) are below expectations. On essential environmental or life skills, 47(33.8%) of the learners can undertake tasks in essential environmental or life activities, 38(27.3%) approach expectations whereas 54(38.9%) are below expectations. These findings were supported by the headteachers and teachers who stated that many teachers rarely cover syllabus in time which has occasioned low learning outcomes among learners in Junior Secondary Schools (JSS). Headteacher, H1, noted:

> *In my junior secondary school, teachers rarely complete their syllabi on time. Sometimes, learners are rushed through the content just to cover the syllabus. This has hurt the learning outcomes of learners in public junior secondary schools*

These findings corroborate the results of a report by Banisa Sub- County Education Office (2023) that, despite the introduction of junior secondary classes, learning has not been effective, with many learners manifesting low competencies in key learning areas. The report

further shows that, in the internal assessments conducted during term one of 2023, only 23.8% of learners registered competencies in mathematics above expectations, 20.7% demonstrated improved language and communicative competencies, and 19.4% exhibited registered science skills above expectations. This indicates that the mastery of concepts in key learning areas among learners in public junior secondary schools is still below expectations. This implies that, despite the efforts by different stakeholders to improve the learning outcomes of learners in public junior secondary schools, many learners in public junior secondary schools still achieve low grades in key learning areas under CBC, such as mathematics, language, sciences, and essential environmental or life skill activities.

Provision of Physical Facilities and Implementation of Competency-based Curriculum in Public Junior Secondary Schools

The study sought to determine how the provision of physical facilities influences the implementation of competency-based curriculum in public junior secondary schools. Descriptive data were collected from teachers, organized and summarized into specific thoughts. Results are presented in Table 3

Table 3: Teachers' Views on the Influence of Provision of Physical Facilities on Implementation of Competency-based Curriculum in Public Junior Secondary Schools

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
Public junior secondary schools do not have conducive classrooms which has made CBC implementation difficult	55.4	14.4	5.8	16.5	7.9
Inadequacy of safe playgrounds has lowered the pace with which CBC is being implemented in public junior secondary schools	59.7	7.2	3.6	26.6	2.9
In public junior secondary schools, there are no well-stocked resource centers to support CBC implementation	53.2	8.6	4.3	21.6	12.3
Public junior secondary schools have inadequate well-conditioned sanitary facilities to improve CBC implementation	51.8	13.7	3.6	27.3	3.6
Inadequate provision of physical infrastructure has compromised learners' mastery of concepts under CBC	45.3	6.4	2.2	42.5	3.6

Source: Field Data (2023)

Table 3 shows that 45(55.4%) of the teachers strongly agreed with the view that public junior secondary schools do not have conducive classrooms which has made implementation of CBC difficult while 12(14.4%) agreed, 5(5.8%) were undecided, 13(16.5%) disagreed whereas 7(7.9%) strongly disagreed. More than half, 48(59.7%), of the teachers strongly agreed with the view that inadequacy of safe playgrounds has lowered the pace with which CBC is being implemented in public junior secondary schools while 6(7.2%) agreed, 3(3.6%) were undecided, 22(26.6%) disagreed whereas 2(2.9%) strongly disagreed. The study revealed that 43(53.2%) of them strongly agreed with the view that, in public junior secondary schools, there are no well-stocked resource centers to support the implementation of CBC while 7(8.6%) agreed, 3(4.3%) were undecided, 17(21.6%) disagreed whereas 10(12.3%) strongly disagreed.

These findings corroborate the findings of a study carried out in Ghana by Avery (2012) which revealed that schools which had conducive classrooms, well-maintained playgrounds as well as well-stocked resource centers, easily implemented CBC and learners registered impressive learning outcomes compared to their counterparts which had none. This implies that, for effective implementation of CBC, the role of conducive classrooms and well-stocked resource centers cannot be overlooked.

Majority, 42(51.8%), of the teachers strongly agreed with the view that public junior secondary schools have inadequate well-conditioned sanitary facilities to improve CBC implementation whereas 11(13.7%) agreed, 3(3.6%) were undecided, 22(27.3%) disagreed whereas 3(3.6%) strongly disagreed. The study found that 37(45.3%) of the teachers strongly agreed with the view that inadequate provision of physical infrastructure has compromised learners' mastery of concepts under CBC while 5(6.4%) agreed, 2(2.2%) were undecided, 34(42.5%) disagreed whereas 3(3.6%) strongly disagreed. These findings are consistent with the findings of a study undertaken in Indonesia by Amilia et al. (2011), which revealed that achievement of educational aims through learning actions in institutions is judged by the availability of educational infrastructure. These findings are indicative of the fact that, besides other dynamics that determine how CBC is implemented, physical infrastructure is crucial. In other words, learning institutions that have well-equipped resource centers, conducive classrooms, healthy toiletry facilities and space for outdoor activities, implementation of CBC tend to be smooth and learners manifest improved mastery of Mathematics, language, sciences and environmental skills. These findings further affirm the fact that the conditions of physical facilities in a school

as well as their levels of adequacy are the key drivers of effective implementation of CBC in public junior secondary schools.

Inferential Analysis

To verify the influence of the provision of physical facilities on the implementation of the competency-based curriculum in public junior secondary schools, data were collected from the 8 sampled public junior secondary schools regarding the levels of adequacy (Adequate = 3, Not Adequate = 2, and Not Sure = 1) of physical facilities and the average learning outcomes among learners in JSS in terms I and II results. The results are presented in Table 4.

Table 4: Levels of Adequacy of Physical Facilities and Implementation of CBC in Public Junior Secondary Schools

Levels of Adequacy of Physical Facilities	Average Learning Outcomes among Learners in JSS in Terms I & II Results (%)
2	41.7
1	38.4
3	50.4
1	34.8
1	37.5
2	55.1
1	29.8
1	20.6

Source: Field Data (2023)

Table 4 shows that public junior secondary schools with adequate provision of physical facilities have had their learners register fairly good grades in terms I and II examinations. These results were subjected to Pearson's Product Moment Correlation Analysis. Results are shown in Table 5:

Table 5: Relationship between Provision of Physical Facilities and Implementation of Competency-based Curriculum in Public Junior Secondary Schools

		Levels of Adequacy of Physical Facilities	Implementation of CBC in JSS
Levels of Adequacy of Physical Facilities	Pearson Correlation	1.000	.750*
	Sig. (2-tailed)		.032
	N	8	8
Implementation of CBC in JSS	Pearson Correlation	.750*	1000
	Sig. (2-tailed)	.032	
	N	8	8

*. Correlation is significant at the 0.05 level (2-tailed).

Table 5 presents a Pearson Product Moment Correlation Test Analysis, which yielded a correlation coefficient of r = 0.750 with a corresponding significance level (p-value) of 0.032. This p-value is less than the predetermined level of significance, which is 0.05 (p-value = 0.032 < 0.05). This indicates a significant influence of the provision of adequate physical facilities on the implementation of the competency-based curriculum in public junior secondary schools.

Thematic Analysis

During the interviews, the headteachers and the Sub- County Directors of Education (TSC & MoE) also responded in favour of the view that many public junior secondary schools do not have conducive classrooms which have made implementation of CBC difficult. Headteacher, H2, noted;

> *Implementation of CBC requires more learning space, which is conducive, for learners. However, in my junior secondary school, classrooms are overcrowded thus, making it difficult to space learners as envisaged in CBC.*

On their part, the Sub- County Directors of Education (TSC & MoE) echoed sentiments. They also noted that classrooms in many public junior secondary schools are overcrowded and thus, not conducive for effective learning, as envisioned under CBC, to take place. Sub-county Director of Education (MoE), SCDEMoE1, noted;

> *In my sub-county, despite the concerted efforts by the government and other stakeholders, to construct more classrooms, the available ones are still not conducive for learning since every class requires at least 15 to 20 learners for effective learning to take place under CBC.*

On the question of playgrounds, the interviewees stated that all public junior secondary schools have playgrounds where learners can undertake outdoor activities. However, their conditions are not good since they are not fully safe for learners. Headteacher, H3, stated;

> *In my junior secondary school, there are playgrounds, though they are not fully safe for learners. They often develop potholes, rough and with stones which can be dangerous for learners. They require constant maintenance, which is sometimes hampered by inadequacy of resources.*

The interviewees conceded that many junior secondary schools have no resource centers that are stocked with books and other curriculum support materials. Headteacher, H4, affirmed;

> *In my junior secondary school, there is no resource center where learners can access learning materials with ease.*

These views were supported by the Sub-county Directors of Education together with parents' representatives, who indicated that many public junior secondary schools do not have resource centers such as libraries well-stocked with curriculum support materials. On the question of sanitary facilities, the interviewees noted that many public junior secondary schools have inadequate well-conditioned sanitary facilities. Headteacher, H5, stated;

> *In my school, we have sanitary facilities like water points and toilets but they are not adequate to take care of the large learner population. Sometimes, we get overstretched.*

These views further affirm the fact that provision of adequate and well-conditioned physical facilities is a critical step in the implementation of CBC in public junior secondary schools.

SUMMARY OF FINDINGS

From the study findings, it is evident that the implementation of CBC is still a challenge in public junior secondary schools in Banisa Sub-County. Many teachers do not cover the syllabus on time, and there is unimproved classroom pedagogy characterized by low learning outcomes of learners in key learning areas under CBC. The study found that many public junior secondary schools lack conducive classrooms since many classrooms are overcrowded. While they have playgrounds for learners' outdoor activities, their safety for learners is questionable, as they have potholes that are rough and filled with stones, which pose a danger to learners. Furthermore, these schools do not have resource centers that are well-stocked with books and other curriculum support materials.

CONCLUSION

In conclusion, the implementation of the competency-based curriculum (CBC) in public junior secondary schools in Banisa Sub- County faces substantial challenges primarily related to the inadequacy of physical facilities. The absence of conducive classrooms, safe playgrounds, well-stocked resource centers, and proper sanitary facilities has impeded effective CBC delivery and resulted in lower competencies among students in critical subjects. The statistical analysis affirms a significant positive correlation between the availability of adequate physical facilities and improved CBC implementation. Thus, the study concludes that addressing these infrastructure deficiencies is crucial for realizing the full potential of CBC and enhancing students' competencies in public junior secondary schools.

RECOMMENDATIONS

The study recommends that the Ministry of Education and other stakeholders should continue the process of constructing more conducive classrooms and repair existing ones, more sanitary facilities and provide well-stocked resource centers with up-to-date learning materials anchored on key CBC learning areas. The Ministry of Education should formulate a policy which details procedures through which different stakeholders can partner with school management to enhance the implementation of competency-based curriculum.

REFERENCES

Adan, A. I. (2016). *Institutional factors influencing learners' academic performance at Kenya Certificate of Primary Examination level in public schools in Mandera East Sub- County, Kenya*. Med in Educational Administration, the University of Nairobi.

Amilia, H., Fauziah, W., Yusoff, W. Maziah, & Vitasari, P. (2011). A framework study of school facilities performance in public junior secondary school of Batubara district in Indonesia. *Journal of procedia - social and behavioral sciences*, 15(3), 708-371.

Avery, C. (2012). *And with a light touch: Learning about reading, writing and teaching with first graders.* Portsmouth: Heinemann.

Bondi, J., & Wiles, J. (2014). *Curriculum development: a guide to practice*. Upper Saddle River New Jersey: Prentice Hall.

Creswell, J. (2014). *Research design: qualitative, quantitative and mixed methodology.* Thousand Oaks, California: Sage Publications.

Gross, N. (1971). *Implementing Organizational Innovation: A Sociological Analysis of Planned Education Changes*. New York: Basic Book Inc.

Hanushek, E. A. & Luque, J. A. (2018). Efficiency and equity in schools around the world, Economics of *Education Review*, 22, 481-502.

Karimi, S. S. (2020). *Participatory monitoring and evaluation process, school environment and performance of literacy and numeracy educational programme in public junior secondary schools in Nairobi County, Kenya.* PhD Thesis, University of Nairobi.

Kinoti, D. A. & Njeru, J. N. (2020). Competency- Based Curriculum (2-6-3-3-3); Is Kenya ready for its adoption? *International Journal of Advanced Research in Engineering & Management (IJAREM)*, 6(2), 45-49.

Lunenburg, F. C. (2011). Curriculum development: Inductive models. *Schooling, 2*(1), 1-8.

Ondimu, S. M. (2019). *Teachers' preparedness for the implementation of competency-based curriculum in private pre-schools in Dagoretti North Sub-county, Nairobi City County, Kenya.* Unpublished MED Thesis, the University of Nairobi.

Onyango, G. A. (2010). *Competencies Needed by secondary school heads and Implications on Pre-service Education.* Unpublished Ph.D. Thesis. Nairobi: Kenyatta University.

Republic of Kenya (2015). *Ministry of Education Science and Technology, National Education Sector Plan (2013-2018).* Nairobi: Government Printer.

Rivkin, S. G., Hanushek, E.A. & Kain, J. F. (2011). Teachers, schools, and academic achievement. *Econometrica*, 73(2), 417-458.

Singh, S., & Malik, S. (2016). Factors Affecting Academic Performance of Students. *Indian journal of research, 5*(4), 176-178

UNESCO (2015). *A report on World Conference on Education for All*, Jomtien, Thailand.

Uwezo (2016). *Needs assessment report of junior secondary school learners*. Nairobi: Acts press.