A Study on Resource Preparedness for the Implementation of Competency-Based Education in Public and Private Juniour Secondary Schools in Taveta Sub County, Kenya

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ABSTRACT

The purpose of this study was to examine the status of resource preparedness for the implementation of competence-based education in junior secondary schools in Taveta subcounty. The study examined the status of teacher preparedness, physical infrastructure and resources available for implementation of CBE in Taveta subcounty. The study was guided by Dewey's social constructivism theory and adopted a descriptive survey research design. The target population comprised 40 junior secondary schools in Taveta sub-county. Comprising of 40 school heads, 200 teachers from 36 public junior schools and 20 teachers from 4 private junior schools and 2 curriculum support officers. Simple random sampling was used to select 24 schools out of the 36 public junior schools from where the respondents were drawn and all the 4 private schools were purposely selected to represent the population. 5teachers from each of the 28 schools were randomly selected to constitute a sample of 84 respondents. All heads and curriculum support officers were purposely included representing 70% and 100% of the population respectively. Questionnaires were used to collect data from the respondents, while collected data was analyzed both qualitatively and quantitatively. The study found out that Necessary learning and teaching resources like smartphones, projectors, laptops, computers, music and art studios, home science rooms, science labs, swimming pools, desks and chairs and internet connections are inadequate especially in public school whereas, in private schools the school and parents provide for their children. The study recommended that schools to be equipped with necessary resources to help teachers effectively implement CBE curriculum. It also recommends teachers to be trained on creative arts and sports activities. Also, a similar study be carried out in other regions in Kenya in order to facilitate generalizations of research findings of the status of resource preparedness of junior secondary schools in Kenya.

Keywords*:* Competency- Based Education, Competency- Based Curriculum, resource preparedness, junior school, learning resource, Infrastructure resources.

INTRODUCTION

Background to the Study

Education is widely valued across the world as a central factor in the economic, political, and social development of any country (Republic of Kenya 2012). It is the best tool society has for mitigating the challenges of the future. The dynamic culture and growing anxiety of acquiring 21st-century skills, digital literacy, and globalization have impacted the approaches to teaching and learning, underscoring the need to ensure everyone's achievement of new competencies for their personal and social development (Pamia, 2017). This has led to a shift in skills required to execute various activities in tandem with changes (Khanna & Mehrotra, 2019). The Curriculum, therefore, serves as the medium through which nations worldwide empower the general public with the values, knowledge, skills, and attitudes necessary for them to be economically and socially engaged thereby achieving national and personal development (Wambua,2019). The need for a competence-based curriculum (CBC) is therefore necessary and was proposed to meet the needs of a dynamic society.

In America, the need to eliminate less skilled workers and increase global competitiveness, required flexible problem solvers and life learners, hence the adopting of CBC (Hitt,2009). High unemployment among youth

prompted the adoption CBC in France, which was made mandatory since 2007. Furthermore, Hodge (2007) posits that the USA implemented CBC in 1957 in reaction to the Soviet Union's launch of the first satellite. Australia wanted to have skills, but they observed that there were weaknesses in workforce skill levels following changes in the economy and technology. This led to the implementation of CBC in 1990 Smith, 1996). In 1998, Japan promoted the CBC reform under the slogan 'ikirichikara', meaning zest for living. CBC in Indonesia was initiated by the Ministry of National Education (MoNE) in 2007 (Utomo 2005).

In Africa, different countries are currently embracing CBC, such as Rwanda, Uganda, Tanzania, South Africa, Ghana, Cameroon, Ethiopia, and Kenya. In 2013, the East African community settled on placing a common curriculum structure that would change the aim from the standard curriculum design to a competency-based curriculum and one that aligns with the global trends. In Africa, South Africa introduced CBC in 1998 due to shortages of professionals such as engineers, technicians, and artisans to equip them with employable skills (Mulenga and Kabobwe, 2019). The adoption of this system was meant to change the attitudes of all South Africans and equip them with employable skills to cope with challenging issues in the 21st century (Mulenga and Kabombwe, 2019. In Rwanda, the competency-based curriculum (CBC) was launched in April 2015. The new curriculum has been lauded for being less academic and more practical-oriented, more skills-based, and tailored to a working environment and daily life (REB, 2015). In 2013, the Zambian education system revised its curriculum from a knowledge-based one to a skills-based one in a bid to prepare learners for future challenges in the rapidly changing world (MoGE, 2013). The aim was to produce self-motivated, life-long learners, confident and productive individuals, and holistic, independent learners with the values, skills, and knowledge to enable them to succeed in school and in life (Zulu, 2015).

In Kenya, a competence-based curriculum was started in 2017. The Government of Kenya, through the Ministry of Education (MoE), is implementing CBC within the reformed 2:6:3:3 structures as the Knowledge-Based Curriculum within the 8:4:4 structures in a progressive phase. The Basic Education Curriculum Framework (BECF, 2017) provides the organization of Basic Education, which comprises of two years of Pre-primary Education (PP1 and 2) and three years of lower Primary Education (Grades 1-3), followed by three (3) years of Upper Primary (Grade 4-6) and three (3) years of Junior Secondary School (Grades 7-9). Senior Secondary School (SSS) comprises three years (Grades 10-12). The pioneer cohort of Grade 6 learners under the 2:6:3:3 (CBC) transited to Junior Secondary School (JSS) Grade 7 in 2023. The transition takes cognizance of the recommendations of the Presidential Working Party on Education Reforms regarding the domiciling of JSS in Primary School.

The Guidelines for Implementation of Junior Secondary Education (JSE) are based on international and national policy imperatives that have a bearing on access and equity in education provision; the socio-economic, political, and human resource development agenda. At the global level, this is anchored by, among others, the UN Agenda 2030 (Sustainable Development Goal No. 4), the transformative promise of 'leave no one behind', and the African Union's Continental Education Strategy for Africa (CESA 16-25). At the National level, the Guidelines give effect to the Constitutional provisions that address the achievement of the Kenya Vision 2030 and quality human capital to support the provision of a high-quality life for all citizens.

The Guidelines emphasize Section 58(2) of the Basic Education Regulations (2015), which provides that all children who complete their Primary Education shall be eligible for admission to a Secondary School regardless of their assessment scores in summative evaluation at the Primary Education level. The provisions spelt out in the Guidelines are critical to the realization of the Sessional Paper No. 1 of 2019 and National Education Sector Strategic Plan (NESSP, 2018-2022) on enhancing access and participation; quality competency-based inclusive education and training, and improving governance and accountability in education. At the operational level, the Guidelines are underpinned by the Basic Education Curriculum Framework (2017), as well as various other policies that place a premium on global access, equity, and completion of Basic Education. These include the MoE policy on 100 per cent transition from Primary to Secondary. The aim is to solve the problems of unskilled school leavers with a knowledge-based curriculum and a practical-based curriculum (Ministry of Education, 2019).

The Kenya Vision 2030 emphasises the connection between quality education and the labour market, the need to create invention, innovative skills and competencies that will support both public and private sectors

(Ministry of Education, 2019).However, there have been speculations by various stakeholders that the system was not thoroughly planned and implemented (Sifuna & Obonyo, 2019). Various aspects of perceived unpreparedness have been cited in some parts of the country. Such unpreparedness includes but is not limited to: minimal training of teachers on the curriculum content and teaching methods, inadequacy of instructional materials, and lack of participation by parents and other relevant stakeholders.

However, the availability of resources like infrastructure, instructional materials, and equipment for practical learning areas such as Music and digital literacy in various locations in the country is unclear (Ondimu, 2018; Momanyi & Rop, 2019; Wambua & Waweru, 2019; Sitenei, 2020; Marion, 2020). Moreover, the availability of Physical resources like classrooms, laboratories for science practicals, halls, and open fields for games, games equipment, dormitories, sanitary facilities is also unclear. The government of Kenya only supplies a limited number of educational resources to public schools, but it appears that school directors and parents in private schools are doing a great job of providing the necessary learning resources for their students. These impediments have been established to be possible hurdles that may test the implementation of CBC in both public and private Junior schools in Kenya.

Objective of the Study

To examine the status of resource preparedness for the implementation of CBE in junior secondary schools in Taveta sub county.

Statement of the Problem

The Government of Kenya, through the Ministry of Education (MoE), is implementing the Junior Secondary Curriculum (JSC) as the reformed 2:6:3:3 structures within the 8:4:4 structures in a progressive phase. Junior Secondary Education (JSE) is a distinct level of education with a broad-based curriculum that is intended to prepare learners for the pathways in Senior Secondary Education (SSE). It is at this level that the learner is expected to identify his or her potential to pursue his or her career. The pioneer cohort of Grade 6 learners under the 2:6:3:3 (CBC) transited to Junior Secondary School (JSS) Grade 7 in 2023. This is a crucial phase of learning between Primary School and JSS, targeting learners in the age bracket of 12 to 14 years. The age group of the transiting learners coincides with rapid physical, cognitive, psychosocial, and emotional growth and developmental transformations. This is a crucial stage for learners' psychosocial well-being.

The Kenyan government has come out to support the implementation of the new competence-based curriculum through many trainings conducted by MOE, KICD, TSC, KISE, CEMASTEA, and KEMI with an aim of updating, developing, and broadening the knowledge of different stakeholders in the education sector. However, several studies have been done on the implementation of the Competency-Based Curriculum. Sitienei (2020) did a study on school-based factors influencing the implementation of competency-based curriculum in public primary schools. Owala (2021) did a study on the Successes and challenges of implementing the Competency-Based Curriculum in Kenya. Makunja (2015) did a study on Adopting Competence-Based Curriculum to improve quality of secondary education in Kenya, A letter by Kenya National Union of Teachers (KNUT) addressed to the Cabinet Secretary of Education in 2017 feared that the new system was speedily completed, lacking suitable designs, pupils' books and trainers were ill prepared (Daily Nation, 27th Dec. 2017). This implies that competence-based curriculum approaches are still unclear to teachers due to limited knowledge on their application at the classroom level, usage, and adequacy of instructional materials with limited physical resources. Since the preceding discussions, it is obvious that there is a need to examine resource preparedness on Implementation of JS Curriculum in Taveta subcounty

LITERATURE REVIEW

Is Junior School prepared for CBC implementation in Kenya?

The implementation of CBC has prompted significant research on how the government and private schools are prepared for the implementation of the Competency-Based Curriculum. Preparation is the state of being

prepared for a particular situation. In our discussion, we are investigating how effective the Kenyan state is for the implementation of junior schools. Curriculum implementation should be like the preparation of an explorer

whose journey is not clearly known. Therefore, the Curriculum is meant to shape the course, aspirations and history of a given country. Curriculum entails three main components, namely teachers, students, and the learning materials Taiba et al, 2021). Junior secondary name was changed to Junior school, which was also recommended that it be domiciled in the primary school Ruto (2022). This points to our discussions about why we're investigating the preparedness in JS.

Teacher preparedness

According to Fullan (2007), educational change depends on what teachers do and think. Teachers are facilitators of the learning process; they are the compass where learners check to get the coordinates. Teacher training and capacity building studies have highlighted the need for comprehensive teacher training on CBC pedagogy, assessment, methods, and use of diverse learning resources according to Omwala, et al (2021). CBC is expected to have learners learn at their own pace, whereas the teacher is also expected to decide on which competencies are to be taught and how to adapt their course material for students to move through at different speeds.

Kenya Institute of Curriculum Design (KICD), during the preparation of design, recognized that "provision of quality education is to a large extent determined by the capacity of teachers to interpret the curriculum" KICD, 2017, P. 128). Darling–Hammond (2000) learning outcomes of students are determined by the quality of a teacher. While the quality of a teacher is influenced by various factors, mentoring for beginning teachers and opportunities for continued professional development play a significant role, as well as involving teachers in the development of curricula (Darling–Hammond et al., 2009).

Capacity building, according to Muraya (2019), a team of 181 master trainers has since trained 1165 regular and special needs trainers and 1320 CBC champions. This is part of the preparation that the Kenyan government is doing. Despite the training, teachers feel that CBC tripled their work, and the stakeholders feel the new cost that must be borne by parents is high and may end up driving the students out of the school. Otieno and Onyango (2019) noted that this preparedness was not embraced by all. However, the quality, extent, and consistency of this training vary depending on the region, trainers, and amount of resources allocated. The Kenyan government has employed 80000 against 140000 teachers who are needed in junior schools. This is just slightly more than half this number, which places about 3 teachers per school, meaning they have to teach all learning areas.

Subject specialization in the curriculum requires teachers with expertise in Juniour School. The government has employed intern teachers in all junior schools; however, some have the same subject combination. Teachers are forced to teach subjects that they are not trained in. This has hampered the delivery of the CBC. Junior secondary teachers are demoralized, hence the rise in adequacy of current teaching staff.

Infrastructure and Resources

For effective curriculum implementation, Musset (2016) posits that curricula require the employment of qualified educators who are capable of delivering content, using appropriate and adequate teaching resources, and a sufficient supply of resources and institutions that are adequately equipped Abuya, 2021). Our Junior school lacks the infrastructure that is needed not only to implement but also to facilitate teaching.

The importance of resources in educational institutions is immeasurable, as they are essential for the instruction of curriculum content Njeri et al, 2024). Mackatian et al (2023) implementation of the Competency-Based Curriculum is facilitated by resources. Amunga et al 2020 posit that large class sizes are a challenge to the implementation of the competency-based curriculum. Kenyan classes are large in urban areas and slums, and CBC is a 'hands-on' teaching where learners are expected to interact with tools as they do experiments. With congested classes in urban towns, this is not possible; hence, junior School students may not learn what is intended for them.

Junior school starts at age 12 and lasts for three years this learning stage it's supposed to include a career guidance program, which will form basic direction in senior secondary. Senior secondary education is divided

into three major paths arts and sports science, social sciences, and science, technology, engineering, and mathematics. Lack of sports fields and their sporting equipment, and laboratories in our junior school will make CBC education fail. The aim of CBC is to form a career guideline for learners without infrastructure. The objective, methodology, and expected outcome will definitely fail. Political and government institutions are only interested in building classrooms. At the same time, learning is not limited to classes only. State Department for Basic Education, Principal Secretary confirms 13200 classrooms have been constructed against the target of 16000. Classrooms are not the only learning areas, but they are not the only infrastructure that is required in the implementation of CBC. Some schools are in towns where there are no playing fields.

According to ROK (2023), the Kenyan government supplies learning resources and learning materials that are needed for learning. Learning resources refer to electronic and non-electronic teaching and learning materials. All learners are supposed to be provided with learning materials on a 1:1 basis in all subject areas. Movement of learners from one school to another is common, parents migrate from place to another constantly, hence there is a strain on learning resources in some areas. The government provided books in 2022 in the ratio 1:1. The government continued supplying books in the same number as in 2022. Schools have expanded and learners have increased, so the ratio of 1:1 is not realized in most public schools in Kenya. The ministry doesn't review the learners regularly, or yearly; they rely on the previous data provided by the learners. More so, the government is supplying two to three different copies of the same learning area. This has left the learners and teachers without enough resources. Furthermore, choosing the main course book becomes a challenge when we have different books for the same learning area.

According to ROK (2023), the Ministry of Education shall ensure that all learning resources used by JSS take into consideration the varied interests, abilities, learning styles, cultural background, and age appropriateness of the learners. This has made our learners not learn equitably since some cultural backgrounds are not equal, where least education should equate all. The Ministry of Education should address the storage, disposal, replacement, and donation of learning resources. The government provided learners with digital devices, tablets, teachers learning digital devices in 2017; most of these devices stopped working or were crushed without any repair or replacement. This situation makes the learning environment not conducive to learners who can't access online, work, store or retrieve the learning material. Learning environment is good when all the learning resources are working. E-portfolios storage is not possible since there are not enough teacher digital devices or laptops. Most schools were only provided with two laptops, which were and are kept by the head of the institution if it's still working. Lack of internet is a weakness where the facilitator of learning uses as a basic tool to connect to learning materials, hence preparedness and implementation of junior school may not give the required results. Learners are supposed to learn the basics of coding and robotics using a Scratch application. Hence, CBC is supposed to keep learners competitive in the global realm, The Government of Kenya has yet to employ computer teacher; learners' well-being is not conducive.

Sports and Creative art are a learning area in junior school in Kenyan education, according to the Ministry of Education. Basic junior school infrastructure schools shall provide fields, relevant facilities, and equipment for athletics games, physical fitness, and health. ROK (2023). Implementation of the junior school, the above have not been implemented yet. Creative art and sports are core learning areas. Swimming pools, which are supposed to be taught from grade one, yet after eighty years of implementation of Competency Based Curriculum, it has not been provided to the learners. They are supposed to do the assessment with the facilities they have not seen or used. More so, library, home science, language rooms, art room, and studio equipped with working benches where learning is supposed to be hands-on have not been provided. This leaves the learners not learning. The facilitator is torn between not being able to facilitate learning. Hence, learners/teachers' learning well-being is not taken care of.

Kenyan schools lack basic equipment that educators and students need, such as basic laboratories, game equipment, science rooms, art studios, and a swimming pool, which are core units in sports that are supposed to be taught from grade one to grade twelve.

The curriculum education implementation should be implemented where the state of facilitators and learners is stable and ready, and when all basic materials and resources are provided, junior schools don't have cameras or closed circuit Television (CCTV). Teachers are generally innovators to create a learning conducive environment. The Basic Education Act provides for data protection previously, teachers used their mobile phones to document learners as they did their experiments currently, this is not possible, hence it's not possible to ascertain whether learning took place when learners are left on their own to experiment.

RESEARCH METHODOLOGY

This study employed a descriptive survey research design. This is because the design allows generalization of research findings to the entire population. The target population comprised 40 junior secondary schools in Taveta sub-county. Comprising of 40 school heads, 180 teachers from 36 public junior schools and 20 teachers from 4 private junior schools and 2 curriculum support officers. Simple random sampling was used to select 24 schools out of the 36 public junior schools from where the respondents were drawn and all the 4 private schools were purposely selected to represent the population. 5teachers from each of the 28 schools were randomly selected to constitute a sample of 84 respondents. All heads and curriculum support officers were purposely included representing 70% and 100% of the population respectively. For collection of data questionnaires and interviews were used. Validity and reliability of research instruments was effectively done while collected data was analyzed qualitatively and quantitatively and represented in figures and tables and graphs.

RESEARCH FINDINGS AND DISCUSSION

Table 4.1: Instrument return rate

Category	Sample size	Return rate	%
headteachers	28	28	100
Teachers in public JSS	120	120	100
Teachers in private JSS	20	20	100

Table 4.1 indicates that the study achieved response rate of 100% for public and private JS school teachers. This implied that the research was perfectly conducted since Fincham (2016) recommended a response return rate of at least 75% to allow result generalization.

Table 4. 2: Demographic information

		What category of school are you currently teaching in		
		public	private	Total
What is your age bracket	Below 30yrs	80	14	94
	31-40yrs	46	5	51
	41-50yrs	14	3	17
	51-60yrs	6	2	8
How long have you been a teacher in junior school	Below 1yr	25	7	32

	1-2 yrs 2-3yrs	49 72	11 3	60 75

From the study findings above most of the respondents are below 30yrs both in public and private JSS. This means that most of the teachers teaching in junior schools are young and well-versed with CBC pedagogical skills to effectively implement CBE in junior schools.as per the teaching experience majority of the respondents have been teaching for a considerable period of time, between 2-3 years since the commencing of JS education in 2023. this shows that the findings were relevant and reliable in ascertaining resource preparedness and effective Implementation of CBE in JS schools.

Table 4. 3: CSOs, Head teachers' and teachers' responses on the extent to which they agree with statements related to teacher preparedness for implementing CBE in JSS

	CSO		Headteacher		Teacher
Statement		Public	Private	Public	Private
Teachers' trainings were undertaken for sufficient period	Slightly adequate	Slightly adequate	Slightly adequate	Slightly adequate	Slightly Adequate
teachers were sufficiently trained on how to use ICT to implement CBE	Slightly adequate	Slightly adequate	adequate	Slightly adequate	inadequate
Teachers were trained to teach creative arts and sports	Slightly adequate	inadequate	adequate	Slightly adequate	Inadequate
Teachers were adequately trained in the recommended teaching methods	adequate	adequate	Adequate	Adequate	Adequate

According to the study findings above all the respondents from both public and private JS schools indicated that teacher training was slightly undertaken for sufficient periods. The CSOs also indicated that teachers were slightly trained to teach creative arts and sports and ICT implementation. Most of the teachers indicated that training on ICT was inadequately done and were not trained to teach creative arts and sports. This implied that the respondents strongly disagreed that were adequately trained on the CBC contents in both private and public schools. Overall findings imply that the curriculum development practices were not done satisfactorily in the following aspects, adequate training of teachers on the appropriate teaching methods and ICT implementation. It also failed to provide for sufficient time for training teachers.

Correspondingly, the results of this study agree with what other researchers have said about how the curriculum for CBC in Kenya is made. According to Sifuna and Obonyo (2019), the CBC wasn't planned and put into place in a systematic way, and most teachers didn't get much training on its contents and teaching methods.

Teachers Response on resource availability and implementation of CBE in Public and Private junior secondary Schools

The study sought responses from respondents in both public and private primary schools on the availability of teaching and learning resources. Resources included; textbooks and workbooks, charts and maps, models and real objects, ICT labs, whiteboards and projectors, digital tools like online platforms, digital videos and E-books. Their responses were reflected in Table 4.4 below

Table 4. 4

	Public JSS			Private JSS		
Response	Headteacher	Teachers	CSOs	headteacher	Teachers	CSOs
	n %	n %	n %	n %	n %	n %
Adequate	4 6.7	0 0	0 0	3 75	15 75	0 0
Inadequate	20 83.3	120 100	2 100	1 25	5 25	2 100
Total	24 100	120 100	2 100	4 100	20 100	2 100

In Table 4.4, 16.7% of head teachers in public JSS and 75% of head teachers in private JSS indicated that schools had adequate resources for CBE implementation. While 83.3% and 25% in both public and private JSS said schools had inadequate physical resources.

Also, 100% of teachers in public JSS reported inadequate physical resources for CBC implementation. Besides,75 % of teachers in private JSS noted that there were adequate physical resources while 25% indicated the resources were inadequate. The curriculum support officers interviewed said both public and private primary schools had inadequate physical facilities for CBE implementation.

Overall, the findings indicate that public JSS had inadequate resources compared to private JS schools. The findings concurred with Ashiono (2018) and Mackatiani (2018) who found physical facilities in public schools to be inadequate while in private schools adequate, thus affecting the quality of education provided.

Teachers' responses to statements on status of physical infrastructure in JSS.

Teachers were asked to indicate whether true or false on whether they agree with statements regarding school physical infrastructure. The findings were shown in Table 4.5 below.

Table 4. 5:

Public JSS					Private JSS			
Statement	T		F		T		F	
	f	%	f	%	F	%	f	%
School has adequate electricity/solar and sockets in classrooms	83	69.16	37	30.83	18	90	2	10
School has sufficient ICT infrastructure such as computers, smartphones, projectors	15	12.50	105	87.50	20	100	0	100
The school has co-curricular music/art studio, home science room, laboratory	0	0.00	120	100	15	75	5	25
The school has fields for ball games and equipment for athletic activities	90	75	30	25	20	100	0	100
The school has a swimming pool used for swimming lessons	0	0.00	120	100	4	20	16	80

The school has a farm or field for agriculture projects	73	60.83	47	39.16	19	95	1	05
The school has internet connections	66	55	54	45	20	100	0	100
The school have enough desks and chairs	35	29.16	85	70.83	20	100	0	100

From the findings above, 69.16% of teachers in public schools stated that schools had adequate electricity/solar and sockets in classrooms while 37% disagreed. Similarly in private JSS 90% of the teachers agreed that school have adequate electricity, however 87.5% of public teachers stated that schools had no ICT tools like smartphones, computers, and projectors despite the fact that the school had electricity. More so,100% stated that schools had no music/art studios, home science rooms, and science laboratories for science practicals, contrary 75% of private JSS agreed to the statements. However, all public JSS teachers stated that their schools had no swimming pools for swimming lessons, which is in line with private schools as only 20% had a swimming pool. however, most schools had internet connections both in public and private JSS 85% and 100% respectively. most public schools had no enough desks and chairs, where in private the desks and chairs are sufficient.

The study findings above, imply that physical infrastructure was a challenge to the effective implementation of CBE in public and private JSS. The main shortcoming were inadequate electricity and sockets, insufficient computers, smartphones and projectors, lack of ICT labs, art/music studios and home science rooms, lack of swimming pools for swimming lessons and inadequate internets connections.

CONCLUSION

From the findings of this study, it is apparent that most public junior schools have no adequate resources for implementation of CBE in Taveta sub county. Necessary learning and teaching resources like smartphones, projectors, laptops, computers, music and art studios, home science rooms, science labs, swimming pools, desks and chairs and internet connections are inadequate especially in public school whereas, in private schools the school and parents provide for their children.

RECOMMENDATION

This study recommends that schools to be equipped with necessary resources like smartphones, projectors, laptops, computers, music and art studios, home science rooms, science labs, swimming pools, desks and chairs and internet connections to help teachers effectively implement CBE curriculum. It also recommends teachers to be trained on creative arts and sports activities. Also, a similar study be carried out in other regions in Kenya in order to facilitate generalizations of research findings of the state of resource preparedness of public and private junior schools in Kenya and Africa.

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