

**EVALUATION ON CHANGE MANAGEMENT STRATEGIES FOR EFFECTIVE  
IMPLEMENTATION OF COMPETENCE BASED CURRICULUM IN PRIVATE  
UNIVERSITIES IN NAIROBI COUNTY, KENYA**

**ANN MUKIRI KIAIRA**

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the Requirements for the Conferment of the Degree of**

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**DECLARATION AND RECOMMENDATION**

**Declaration**

This thesis is my original work and has not been presented for a degree or any other award in any other University.

Sign----- Date-----

ANN MUKIRI KIAIRA

EDU-1-0448-1/2020

**Supervisors' recommendation**

We confirm that the work reported in this thesis was carried out by the candidate under our supervision.

Sign----- Date-----

DR. JOHNSON IKIUGU

Sign----- Date-----

DR. ROSEMARY KIRAMBIA

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## **DEDICATION**

I dedicate this thesis to my parents late John Kiira (Baaba) and Elizabeth (Maama), my husband, George Thaimuta and my children Loise Makena, Stephen Justus Munene and Abigail Kathure.

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## ABSTRACT

In 2017, Kenya replaced the 8-4-4 curriculum with a Competency-Based Curriculum (CBC) that focuses on developing competencies and applying knowledge to real-life tasks. The first CBC graduates will enter universities in 2029. However, there exists a research gap on change management strategies for effective implementation of CBC in private universities in Nairobi County, Kenya. The objectives of the study were : to assess change management strategies used to effectively implement CBC in private universities in Nairobi County, to find out curriculum review strategies deployed by private universities in Nairobi County to suit CBC requirements, to examine capacity building strategies for faculty members that support CBC implementation, to identify physical facilities improvement strategies established to support CBC requirements and to determine the effect of instructional strategies on effective implementation of CBC in private universities. Lewin's three-phase theory of change underpinned the study. Unfreeze; preparing the universities for change by challenging the status quo, creating awareness, and building motivation. Change (or Transition) implementing new methods, processes, or practices. This is the action stage where training, support, and adjustments take place. Refreeze, embedding the change into the organizational culture so it becomes the new norm. Lewin's theory assists the study in providing a framework, guides analysis, evaluates effectiveness and practical recommendations. This ensures sustainability. The study used a cross-sectional descriptive design with a mixed methods approach. A cross-sectional descriptive design ensures the study captures a broad, current overview of change management strategies across private universities, while a mixed methods approach enriching the evaluation by combining measurable data with in-depth perspectives resulting in a comprehensive and actionable understanding of CBC implementation. A multi-stage sampling strategy was used: purposively sampling, Stratified sampling and Simple random sampling. This combination makes the findings valid, reliable, and generalizable, while still being tailored to the unique context of CBC implementation in private universities. The sample included 312 participants from church based, faith-based and private universities. Data collection involved semi-structured questionnaires and an interview guide. Descriptive and inferential statistics were employed for data analysis, presented by use of tables and graphs. Findings revealed a significant and positive effect of change management strategies on implementation of CBC in private universities in Nairobi County ( $\beta = 0.347$ ,  $t=3.256$ ,  $p = 0.002$ ). There was a significant and positive effect of curriculum review strategies on implementation of CBC in private universities in Nairobi County ( $\beta = 0.505$ ,  $t=4.655$ ,  $p = 0.000$ ). Findings indicated a significant and positive effect of capacity building strategies on implementation of CBC ( $\beta = 0.078$ ,  $t=4.487$ ,  $p = 0.003$ ). There was a significant and positive effect of physical facilities improvement strategies on implementation of CBC in private universities in Nairobi county ( $\beta = 0.087$ ,  $t=3.833$ ,  $p = 0.000$ ). Findings showed a significant and positive effect of instructional strategies on implementation of CBC in private universities in Nairobi county ( $\beta = 0.606$ ,  $t=6.498$ ,  $p = 0.000$ ). The study concludes that private universities in Nairobi County are adopting strategic change management for CBC implementation, focusing on stakeholder engagement, updated curricula emphasizing practical skills, continuous faculty training and enhanced infrastructure through various funding sources for improved instructional strategies. The study recommends that private universities should secure increased financial support from the government and stakeholders for facility upgrades and faculty training. Further, they should continuously invest in faculty development and focus on modern teaching methodologies. The study recommends that private universities should collaborate among themselves and with educational stakeholders for CBC implementation. Private universities should establish elaborate assessment methods through continuous feedback from all stakeholders. The study recommends that private universities should emphasize student-centered learning strategies to better equip students with practical skills and competencies.

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#### **LIST OF ACRONYMS AND ABBREVIATIONS**

<b>CBC</b>	Competence Based Curriculum
<b>CBE</b>	Competence Based Education
<b>CBL</b>	Competence Based Learning
<b>CHE</b>	Commission of Higher Education
<b>CoDs</b>	Chairperson of the Department
<b>CUE</b>	Commission of University Education
<b>ECD</b>	Early Childhood Development
<b>EI</b>	Emotional Intelligence
<b>FLCs</b>	Faculty Learning Community
<b>HODs</b>	Heads of Department
<b>IBL</b>	Inquiry Based Learning
<b>ICT</b>	Information Communication Technology
<b>ILO</b>	International Labor Organization
<b>JSS</b>	Junior Secondary School

<b>KCPE</b>	Kenya Certificate of primary Education
<b>KeMU</b>	Kenya Methodist University
<b>KICD</b>	Kenya Institute of Curriculum Development
<b>KPSEA</b>	Kenya Primary School Education Assessment
<b>LIA</b>	Letter of Interim Authority
<b>LMS</b>	Learning Management Systems
<b>MCK</b>	Methodist Church in Kenya
<b>MoeST</b>	Ministry of Education Science and Technology
<b>MOOCs</b>	Massive Open Online Courses
<b>NBU</b>	Northern Boarder University
<b>PBL</b>	Project Based Learning
<b>PP1</b>	Pre-Primary 1
<b>PP2</b>	Pre-Primary 2
<b>SD</b>	Standard Deviation
<b>SDGs</b>	Sustainable Development Goals
<b>STEM</b>	Science Technology Engineering and mathematics

## CHAPTER ONE

### INTRODUCTION

Education systems worldwide are evolving to meet the dynamic needs of the 21st century, with a growing emphasis on competency-based curricula (CBC) designed to equip learners with practical skills and knowledge (Nzoka, 2024). The education sector in Kenya has undergone significant shift, with the adoption of the Competence-Based Curriculum (CBC) being one of the most notable latest reforms. The CBC was introduced to replace 8-4-4 system (Ruth & Ramadas, 2019). CBC aims to equip learners with practical skills, critical thinking abilities, and adaptability to real-world challenges. Much attention has been given to CBC implementation in primary and secondary schools (Amutabi, 2019). The adoption of CBC in Kenya, has gained momentum, extending beyond basic education to higher learning institutions, including private universities. However, the effective implementation of CBC in these institutions requires well-structured change management strategies. Change management is crucial in guiding educational institutions through transitions (Law, 2024).

This ensures that faculty, students, and administrators adapt seamlessly to new methodologies. Private universities in Nairobi County face unique challenges in implementing CBC, such as resistance to change, inadequate training for educators, and resource constraints. Effective change management strategies, including leadership commitment, stakeholder engagement, and capacity-building programs, are essential in addressing these challenges and ensuring a smooth transition. This study is an evaluation on change management strategies employed by private universities in Nairobi County in implementing CBC. It examines the effectiveness of these strategies, identifies key success factors, and highlights existing gaps. By doing so, the study provides insights into best practices that can enhance CBC adoption in higher education.

CBC, adoption in private universities remains an area that requires critical evaluation. Hence, Effective change management strategies are essential for ensuring a burnished transition, overcoming resistance, and achieving desired learning outcomes in higher education institutions particularly in private universities. This study evaluated change management strategies employed by private universities in Nairobi County to facilitate the implementation of CBC. It seeks to analyze the effectiveness of leadership approaches, institutional preparedness, stakeholder involvement, and resource allocation in driving in curriculum change. The study also explores the challenges encountered and proposes recommendations for improving the CBC adoption process. To clearly envision the topic of this study, this chapter has intensely covered the following subtopics: background, the statement of the problem, objectives, research questions, research hypothesis, justification, significance, scope, assumptions, limitations and delimitations of the study and operational definition of terms.

## **1.1 Background**

Curricula serve as essential frameworks within education systems, ensuring that learners acquire the necessary knowledge, skills, values, and attitudes. They aim to enhance students' ability to acquire, develop, and apply these competencies in real-life situations (Gouédard et al., 2020). Additionally, curricula foster the growth of students' knowledge, beliefs, and attitudes, facilitating the effective utilization of acquired skills (Mulenga & Kabombwe, 2019). According to Ojong and Maduka (2017), curricula shape the educational trajectory and influence the type of society individuals will contribute to and live in. They establish the standards and methodologies that guide educators in designing and structuring academic programs.

Moreover, curricula play a critical role in evaluating and implementing necessary adjustments to enhance their effectiveness. They also encourage teachers to reflect on the overall learning experience, assessing both the curriculum's impact and their instructional methods in relation to student performance. Additionally, curricula provide opportunities to review and, when necessary, redefine educational goals and systems to ensure continuous improvement (Ojong & Maduka, 2017). Grinus (2020) explains that the supply of a well-developed curriculum allows learners to get right to access to broader education by way of being capable of choosing from a number of curriculum topics than a narrow variety of traditional topics. A curriculum explains problems and questions of theories, assumptions, values and ideas all which cause proper education. Also, curriculum targets at enhancing, the excellence of gaining understanding and facilitates instructors' enhancement in making plans or even assisting them appraise themselves because of what they are doing in contrast to the assumption of what they are doing.

Tran and O'Connor (2024) explain that a curriculum is an enabler to learner to realizing their voices, nurture their curiosity to think, ask questions and combine their experiences with information attained. Holistically, it enhances ability development and enables families to guide their expectations, cultivates democratic values- liberty, fraternity, and equality within the minds, of learners. A curriculum is great in every walk of existence (Tran & O' Connor, 2024). Curriculum is a means to obtain the desires of a country's education. Nzoka (2024) examines that curriculum is a foundation of educational reforms and framework that is geared toward accomplishing satisfactory studying outcomes as a well stipulated and systematic choice of know-how, information, talents and values. On this view in 2017, the education system changed from 8-4-4 to CBC (Amutabi, 2019)

The motive is that competence -based education focuses in general on assisting students develop the capabilities that enhance their capacity to address limitations in day-by-day life (Echols et al., 2018). Moreover, CBC is a capacity approach of enhancing the attainment of learning goals with the intended behavioral shift and for the successful execution of actual task roles (Mauki et al., 2020). Education remains a critical parameter that crucially affects any person's circumstances inside the job marketplace upon graduation (Hassanein, 2021). Given that education's most important motive is to increase ability and allow individuals of a society to emerge as efficient (Murungi et al., 2019). In Africa, education changes because of the dominance of technological advancement and globalization (Ruth & Ramadas, 2019).

For that matter, many are trying hard to be at the equal level as global requirements for knowledge economic system development (Wirba, 2022). Kenya is not left in the back of either; that is why many changes have characterized the Kenyan education system since the attainment of independence. After Kenya became politically independent in 1963, the government introduced a curriculum change whose structure turned into 7-4-2-3. This meant that beginners could end seven years in basic school this is primary, it includes at least three years of university, two years of high school, and four years of secondary school (Gichuru et al., 2021).

The principal reason was that the Kenyan government targeted increasing access to education and additionally addressed racial discrimination related to the colonial education system that favored Europeans over Asians and Africans (Katam, 2020). Several initiatives aimed at improving the country's educational system were launched after Kenya gained its independence in 1963. The 7-4-2-3 system of education, which was in use from 1964 to 1985, is as follows: primary school seven years, lower secondary four years, upper secondary 2 years and 3 years in university (7-4-2-3).

The 7-4-2-3 system of education came under fire for allegedly not being adaptable enough to meet requirements of both evolving needs of individual Kenyans and the demands of the job market in terms of technological proficiency, work ethic, and new skill sets. (Masika, 2020). Since it lacked ability and flexibility to cope with the changing ambitions of specific Kenyans, 7-4-2-3 education system was criticized for mostly generating learners who aspired to white-collar careers.

It was also said that it couldn't meet needs of job market. The requirements of labour market were not addressed by the system of education and for this reason there arose a growing need for new talents, new technology, and the attitude in the direction of (Kirui, 2019). Furthermore, it broadly critiqued that elites portrayed an individualistic mind-set amongst other graduates. Kenyans believed that the 7-4-2-3 education system might accelerate economic growth and social mobility across the nation. The education was now not able to supply as the numbers of jobless graduates swelled and continued to grow after independence (Imana, 2020).

According to Opondo et al. (2023), the eight CBC fundamental values love, responsibility, respect, teamwork, patriotism, social justice, and integrity are meant to be inculcated in students. This explains why today the 7-4-2-3 and the 8-4-4 learners have been stated to portray individualistic behaviors. Therefore, CBC is the best option because students develop flexible mindsets, beliefs, and abilities that make them greater contributors to society and more at home in any of the world's human communities (Nzoka, 2024). As a result, in 1981, a task force was formed which recommended shifting from the 7-4-2-3 education system. With the revision of the curriculum, the focus shifted from exams to more technical and practical subjects.

Nevertheless, limited resources were just one of many difficult obstacles that the 8-4-4 system of education had to overcome, loss of adequately trained personnel and facilities, became primarily

examination based (Amutabi, 2019). The claims that a basic academic education may not offer learners with necessary content or tools to help them find and keep a job led to the implementation of 8-4-4 system of education. Therefore, 8-4-4 method was implemented with the hope that it may improve students' skills and make it easier for them to get employment.

Thereby supporting people who dropped out of school at different levels of education to either turn out to being self-employed or attain employment within the informal sector. The commission leading the educational system change asserted that the new policy would lead young Kenyans to self-employment. Attitudes and skills necessary for success in the workplace and, ultimately, self-employment were prominent themes in the 8-4-4 curriculum (Indire, 2022).

It's far recorded that the three things that led to implementation of 8-4-4 system of education had been the 1996 convention on education which was held in that year at Kericho, Kenya. The convention emphasizes the significance of which include rural development. The other became the worldwide labour organization (ILO), whose report was referred to as "employed, incomes and equality. This became a strategy for growing productiveness in employment of the time. The other which led to changes in education the national Committee on educational which deliberated on the objectives and regulations (Maina, 2023). The 8-4-4 curriculum became categorized as a curriculum which had several demerits. It was defined as a curriculum which had shallow content. Once more, it was categorized as a curriculum which had turned into examination primarily based. Moreover, it was further associated with misallocation of resources.

Also, the instructors were fewer than learners hence imbalance in the instructor -learner ratio hence did not suit. Additionally, there was a challenge when it came to teaching learning resources. There

were insufficient teaching learning resources and inadequate instructor training ensuing in lack of instructor preparedness (Akala, 2021). According to Amukowa et al. (2013), Kenyan education has been undergoing transformations, which are described as repairs. The purpose of the repairs has been to address different needs as they emerge. All along the target of any change in Kenyan education has been due to a need to choose the type of education that suitably addressed specific needs.

Wanjohi (2011) illustrates the many changes that have occurred in Kenyan education since the country gained its independence. It was renamed Ministry of Basic Education from Ministry of Education. The curriculum consists of a nine-year introductory course to the basic education system (Wanjohi, 2011). The arguments were that the earlier system of education was quite short for that reason no longer sufficiently rigorous to provide graduates with enough practical education (Akala, 2021). Moreover, it was also stipulated that the first six years of primary were mainly for dealing with numeric concepts particularly dealing with numeric and literacy competencies while the final two years dwelt on fundamental education emphasizing practical orientation. This represented a situation where minimal focus was laid on enrollment and instead focused thoroughly on restructuring the programs taught in a way taking care of the increased and widening variety of jobless youths in Kenya (Imana, 2020).

Furthermore, Makau (2011) stated that, with the exception of the pre-school year, Kenya's educational system was structured as 8-4-4, with primary, secondary, and university being the divisions. Kenyan children must begin their formal education in the primary school system at the age of six and continue for many more years.

The primary level one to three was taught in vernacular, whilst English and Kiswahili turned into the language of command for learners in class four to class eight. The majority of the educational institutions that were part of the 8-4-4 system was public and ran on the harambee principle. However, number of private schools, has and had multiplied quite fast even though their number has now not yet exceeded the general public. Standards in terms of enrolment level were met by the primary schools as they concluded with an examination for the Kenya Certificate of primary Education (KCPE) (Makau, 2011).

For the learners to complete Secondary school training, they studied for 4 years. Most of secondary schools had been run on the Harambee basis even though a fragment became government run. The private schools were quite highly priced leading to excessive expenses required to obtain education. Many offered British O-level, followed by the next level which was referred to A-level or international Baccalaureate. The enrollment in secondary level became quite small in comparison to the primary school. Since education at the secondary school was no longer free. Day secondary schools are in part free and cheap to enroll even though they are nevertheless unaffordable to many Kenyans (Muricho, 2023).

Education at the university level in the system of the 8-4-4, took four years. It is stated that since the establishment of university of Nairobi in 1970, which is the first public university in Kenya, seven more general public universities were established and 17 non-public universities followed. Most of the non-public universities were operated by use of religious organizations. These days there are 35 public universities and over 30 private universities yet the number of enrollments is low (Indire, 2022). However, this study has examined 26 private universities only, the ones that are offering education programs in Nairobi County, Kenya.

According to Kenya's official records, the 8-4-4 was a major shift in country's approach to education. The system has undergone a lot of criticism (Milligan, 2017). Both the students and their parents or guardians found it to be too extensive, costly, and onerous. This system has been implicated as a main cause of strikes that terrorized numerous schools in Kenya, and was defined as a poor quality of education (Gichuru et al., 2021). On the same education system, training recommendations have been arrived at and on reduction of examinable subjects. Regardless, 8-4-4 replacing 7-4-2-3 system, which was influenced by colonialism and aimed at teaching students' theoretical concepts rather than practical ones.

The country's educational systems nevertheless had gaps. Similarly, noble aim of transforming 8-4-4 school system into a talent-based one was achieved (Kinuthia, 2023). Though it comes with its fair share of problems, the new educational system, 2-6-3-3, has been thought of as the best option (Amutabi, 2019). Many stakeholders have persistently been expressing concern about the Kenyan education system. Many have contended that a big number of Kenyan university graduates who now do not find employment upon graduation are also prevented from pursuing other avenues of employment that would allow them to help themselves (Akala, 2021).

As a result, concerns had been and have been raised regarding the value and quality of Kenya's 8-4-4 educational system in addition to university education (Milligan, 2017). Therefore, the introduction of CBC is a call to reconsider the cost and effectiveness of Kenyan education in Kenya (Kirui & Sang, 2019). This explains why USA is right to shift from a curriculum which is content material-orientated to one which competency-based is (Simon, 2022).

According to Osyanju et al. (2021), notably, the components of curricular reform have attracted the interest of many stakeholders, along with a plethora of views, critiques, skepticism, and cynicism. According to Osyanju et al. (2021), problems, such as whether the reforms are possible and if a nation like Kenya can implement them in a practical manner.

Questions have arisen on the ability and flexibility of Kenyan teachers to comply with adjustments and if changes may be effectively noted. It is imperative that all necessary methods and results be carefully considered while implementing curriculum changes. In addition, curriculum reforms, consequently, is supposed to be undertaken with eager interest to all approaches and results (Osyanju et al., 2021).

Nevertheless, just as the rest of the world the Kenyan government has embraced a type of education that is assumed to cope with these day's instructional challenges that is the Competence Based Education (CBE). In order for Kenyan learners to acquire the advantages of CBE, a type of education that makes specialization in the acquisition of talents that not most Effectively suit them for international jobs but additionally help learners confronts life challenges, (Mauki,2020).

The transition to CBC is a significant shift as it entails utterly leaving the old 8-4-4 system and embracing the 2-6-3-3-3, curriculum (Mwang'ombe, 2021). Included in this category are unique pedagogy, learning areas, instructional materials, and curricular frameworks (Akala, 2021). A need for an educational model that encourages students to become self-sufficient was the guiding principle behind the 8-4-4 system's inception (Murungi, 2019).

This has warranted the introduction of CBC which has been described as appropriate and holistic curriculum which is nurturing learners' capacity, to cooperate in both education and co-curricular

activities (Mohamed ,2023). Additionally, CBC has been said could encourage gender learning, equality and equity. Mandela (2021) asserts that hence, providing a solution on how girls could be assisted in STEM. Nonetheless, clear policies on how to incorporate gender issues ought to be established to spearhead CBC activities (Mandela, 2021).

Therefore, the primary motive behind the establishment of the CBC in Kenya is the skill development Akala, (2021). In addition, Opondo et al. (2023) exclaimed that CBC is a concern towards addressing the need to remedy unemployment in the midst of the young Kenyans. This triggered Kenyan government through MoE to source for suitable solution to the national menace. Hence as a result, it was resolute that the most suitable approach turned into equipping learners with sufficient appropriate capabilities and expertise in relation of their competencies (Opondo et al.,2023).

Moreover, the new curriculum's stated objective is to provide students with up-to-date, that is 21st - century abilities. Considering that CBC is concerned with student's competency, character, patriotism, citizenship, and capacity to live as an accountable person, it aligns with country wide desires (Mauki, 2020). As a result, in 2022, the first student within the CBC class is in grade 6 (Simon, 2022). This suggests that their very last year of elementary school was in 2023. The implication here is that in the year 2024 the CBC pioneers are certainly in grade 8. Therefore, there is no going back; by way of the year 2029, students enrolled in the CBC system will be enrolled in all Kenyan universities.

MoeST, said that “universities should be prepared to enroll the CBC by 2029”. Within the light of this; Dr. Chege indicates that colleges, universities and all other institutions of tertiary education should begin evaluating and reviewing their curricula to be able to accommodate CBC

learners (Owiti, 2021). This is due to the fact that educational institutions are fundamental in provision of management within the sector (Heffernan et al., 2021). Moreover, in consistent with (Akala, 2021), in order for Kenyan schools to correctly obtain CBC targets, there is need for enough resources; significant involvement from all stakeholders; and teacher retooling in CBC education strategies, since instructors are the basis of every aspect of the innovation (Akala, 2021).

In line with Osyanju et al. (2021), change and transition strategies are complex, an organization's capacity to adapt has been defined as its capacity to prepare for and react to unexpected changes, whether such changes originate inside or outside the company. An organization may develop new skills necessary for survival and success, as well as improve or update its current organizational abilities, using this functional capacity (Madi et al., 2023). Change inside the organization can also have an impact on behavior, shared beliefs the way wherein it's far achieved (Errida & Lotfi ,2021).

There are a lot of steps involved in the change process, which is a method of redesigning the organization or understanding its current vision, in order to carry out outstanding responsibilities, collectively with performing tasks alongside; organizational audit, making plans for the 8-4-4 through the use of designing a change approach, speaking, coaxing and integrating the change (Osyanju et al., 2021).

At present, the CBC which was rolled out by the ministry of education to mitigate the demanding situations experienced in the 8-4-4 and also as way to restructure education in Kenya. The CBC is structured in a way that highlights the significance of learning and growing one's abilities, as well as putting those skills to use in the actual world. At the end of the learning period, students should

have acquired competencies such as: the ability to communicate and work together, to think critically and solve problems, to be creative and imaginative, to be good citizens, to learn how to conduct their own research, to have faith in their own abilities, and to be proficient in the use of digital tools (Gichuru et al., 2021).

CBC is organized according to three levels: early year's education, middle school and senior school. According to CBC, courses are referred to by their grade. For example, in the field of early childhood education, there are two levels: pre-primary 1 (PP1) and pre-primary 2 (PP2) (Wanjiku, 2022). The piloting of the Competency-Based Curriculum (CBC) in Kenya began in 2017. Amutabi, (2019), explain that the key Aspects of the Piloting Phase involved Initiation and framework development occurred between 2016-2017. The Kenya Institute of Curriculum Development (KICD) developed the curriculum framework.

The stakeholder consultations were held with teachers, parents, education experts, and policymakers. Pilot Implementation of CBC in both private and public primary school happened in 2018. Then, the duration between 2018-2019 was the evaluation and Feedback phase. KICD and the Ministry of Education collected feedback from teachers, parents, and students. Adjustments were made based on the challenges identified, including teacher training gaps and resource shortages (Muchira et al., 2023).

Moreover, Akala (2021) assert that the piloting phase manifested several challenges such as inadequate training for teachers, limited learning materials, resistance from some stakeholders due to unclear transition structures. In 2019, after the successful piloting phase, CBC was formally rolled out in the entire country.

It started with Pre-Primary to Grade 3. The next phase was the middle school which incorporated Grades 4-6. The phase was designed for learners whose ages ranged between 9-11 years. The grade 4-6 is where learners were introduced to subjects as agriculture, home science, and pre-technical studies to develop practical skills. The main focus is developing values, citizenship, and digital literacy (Kamau, 2024). The Ministry of Education in 2019, highlights that at the end of this phase, learners undertake a formative assessment, the Kenya Primary School Education Assessment (KPSEA), to transition to Junior Secondary (Mohamed, 2023).

The Junior Secondary School popularly referred to as (JSS), to attend to educational needs for learners for Grades 7-9 educational needs. The level, caters for learners aged 12-14. The phase builds on the knowledge from middle school and introduces more specialized subjects. Learners begin exploring career pathways in: STEM (Science, Technology, Engineering, and Mathematics), Social sciences, Performing and creative arts and Sports sciences. This cohort of learners are domiciled in existing primary schools to ensure easy transition and accessibility (Otieno, 2024). The other phase is Senior Secondary School which is referred to as Grades 10-12. At this level learners shall be aged between 15-17. Hence, they are expected to choose specific career pathways based on their talents and interests. The available pathways shall include: Arts and Sports Science, Social Sciences Science, Technology, Engineering, and Mathematics (STEM).

The phase aims at laying the ground work for learners' higher education, technical training, or direct entry into the workforce (Sagwa et al., 2024). Implications of CBC had been said to be quite involving in terms of technology. This has been recorded because the main challenge to learners, parents and guardians and even instructors, which is in away a disadvantage to parents, guardians and individual schools, disadvantaging, the less advantaged learners and educational

institutions too. In particular people with poor access to electricity energy and internet connectivity (Kamwitha, 2022). Therefore, this explains clearly what lead the researcher to carry out an evaluation on change management strategies for effective implantation of competence-based curriculum in private universities, in Nairobi County, Kenya.

## **1.2 Statement of the Problem**

Kenya is now implementing competency-based curricula, the curriculum that emphasizes on growing competencies and making use of information in real-global contexts at the same time embracing a learner-centered pedagogy, formative, and authentic evaluation methodology (Sifuna & Obonyo, 2019). Kenya 's pioneers of CBC finishing junior secondary school in 2025, despite allegations that CBC was said not to be methodically planned and executed. This is because the main obstacles to CBC implementation were stated as shortage of sufficient funding, insufficient physical facilities, inadequate workforce development and training (Waruingi et al., 2022).

Furthermore, it was highlighted that teachers received little or no training on the CBC, both in terms of subject matter and pedagogy. This makes it difficult to apply the curriculum's required knowledge and abilities. There are complaints that there aren't enough authorized textbooks and other teaching resources available for instructors and students (Makunja, 2016).

Furthermore, there was insufficient public and stakeholder participation in the curriculum reform process, including parents (Sifuna & Obonyo, 2019). Further, Muchira et al. (2023) highlights many challenges that Kenya has in implementing CBC, like insufficient opportunities for teacher training, incongruent assessment methods, and disparate pedagogical approaches. The authors also emphasized how difficult it has been for CBC to adopt the Competence Based Education (CBE) models because of these difficulties.

Still, CBC students will be enrolling in Kenyan public and private colleges by 2029. To achieve successful transitioning to universities, the CBC models should be learner-centered and use pedagogical strategies. According to Isaboke et al. (2017), instructors encounter a number of difficulties while adopting CBC in the classroom, like inadequate teaching and learning materials, insufficient school infrastructure, and insufficient teacher training on CBC. The authors also noted that because CBC was applied randomly, learners were not familiar with the paradigm. A CBC model may have difficulties if it is used at higher education institutions since it was unsuccessful in elementary schools.

Finding suitable change management techniques is therefore crucial to ensuring that they are implemented in higher education sector effectively. There is a gap because studies on change management techniques to guarantee the successful implementation of CBC programs in Kenyan private universities have been minimally done. The purpose of this study was to investigate management strategies for the effective implementation of CBC at private institutions in Kenya and to fill this knowledge gap. Additionally, 20 years back, higher education has changed significantly globally. Therefore, for Kenya to provide high-quality higher education, the country must adapt by placing more emphasis on in-class and extracurricular learning.

The country also needs academically trained professionals who are adaptable and capable of handling new challenges as they arise. Moreover, given the shifting nature of knowledge in the modern world, it is imperative to learn "just-in-time knowledge," or the knowledge needed at the precise moment. This entails acting on knowledge when necessary and being aware of the appropriate course of action (Boughey & McKenna, 2021). This led to this evaluation on management strategies for the effective implementation of CBC in private universities, in Nairobi County.

### **1.3 Objectives of the Study**

The research was directed by the following objectives:

- i. To assess change management strategies used to effectively implement CBC in private universities in Nairobi County, Kenya.
- ii. To find out curriculum review strategies deployed by private universities in Nairobi County to suit CBC requirements.
- iii. To examine capacity building strategies for faculty members that support CBC implementation.
- iv. To identify physical facilities improvement strategies established to support CBC requirements.
- v. To determine instructional improvement strategies deployed to support CBC implementation requirements.

### **1.4 Research Questions**

The research questions for the study were:

- i. How have private universities in Nairobi County managed strategies for effective implementation of CBC?
- ii. In what ways have curriculum review strategies been deployed by private universities in Nairobi County to align with CBC requirements?

- iii. How have private universities in Nairobi County established capacity building strategies for faculty members to support CBC implementation?
- iv. In which ways have private universities improved their physical facilities to support CBC?
- v. How are instructional strategies being deployed by private universities in Nairobi County, Kenya, to support CBC?

### **1.5 Research Hypotheses**

The hypotheses tested for the study were:

H<sub>1</sub>: Private universities in Nairobi County have employed effective change management strategies towards implementation of CBC.

H<sub>1</sub>: Private universities in Nairobi County have established curriculum reviewed strategies to suit CBC requirements.

H<sub>1</sub>: Private universities in Nairobi County have invested in comprehensive capacity building strategies for faculty members in preparedness to implementation of CBC.

H<sub>1</sub>: Private universities in Nairobi County have established physical facilities transposition strategies to accommodate CBC.

H<sub>1</sub>: Private universities have established instructional strategies to support CBC.

### **1.6 Justification of the study**

Kenyan Public Universities operational cost is usually subsidized; based on that, the government may end up increasing the subsidies to ensure appropriate implementation of CBC (Akala, 2021).

This definitely lower the university tuition further placing the public universities at a place of advantage as compared to the private universities. Therefore, in contrast to their private sector competitors, they are in a stronger position to provide the infrastructure required to achieve CBC implementation and delivery. Private universities may suffer financial constrains to ensure

effective implementation of CBC. Also, they have earlier been associated with financial constraints that affect their day-to-day operations (Odhiambo, 2018). Further, according to King'oo et al. (2020), their financial challenges has not gone unnoticed by the Kenyan government. All these lies behind the fact that private universities finance their programs and all other undertakings by use of the tuition fees paid by students undertaking different academic programs, university income generating projects, investments and donations (Odhiambo, 2018).

### **1.7 Significance of the Study**

The management strategies used to effectively integrate competency-based curricula in Kenya's private universities has been assessed in the study. The study first is a source of information to government, industry, community groups, staff, alumni, and students about change management techniques employed by private universities to successfully implement competency-based curricula. Two, it informs private universities on the steps accomplished in preparation to ushering in competence Based Curriculum students in the universities in 2029 henceforth. Three, the study sheds light and offers an illumination on handles private universities are experiencing in the process and possible techniques used to conquer stated challenges.

It further informs policy makers, the administrators and stakeholders of public universities as well as other institutions of higher learning in Kenya on structures established to enhance smooth implementation of CBC in private universities. Moreover, it is a gateway to many more studies on matters relating to CBC in Kenya. Additionally, this study is an enhancement to CBC literature and through the suggested recommendations the study shall provide guidance to enhance university implementation of CBC as policy makers coin favorable policies that will assist universities in their endeavor of implementing CBC. The study acts as an eye opener to the government of Kenya on the extent the private universities are prepared for CBC, challenges

private universities are experiencing and then the government and well-wishers intervene and support as need arises for them to succeed in enrolling CBC students in the year 2029.

### **1.8 Scope of the Study**

The study evaluated change management strategies employed to effectively implement CBC in private universities. The research was conducted using following categories of private universities: Faith based private universities; Church based private universities and Private, private universities. Private universities in Nairobi County were categorized as: Faith-based and Church-based and private universities.

### **1.9 Assumptions of the Study**

Study assumptions were:

- i. Private universities in Kenya may not have established change management strategies towards effective implementation of CBC program.
- ii. Private universities in Kenya have laid down strategies towards improvement of physical facilities to accommodate CBC requirements based on the fact that the process requires adequate planning and financing.

### **1.10 Limitations of the Study**

Describe aspects that affect the outcomes yet are completely outside the researcher's control (Clark & Sloan, 2021). The limitations for this study were: Limited access to information; Limited time: Conflict over biased views and personal issues. However, to overcome limited access to information, the researcher assured the respondent confidentiality and anonymity. Also, the researcher assured the participant protection through observation of research ethics. The researcher also reached out the participants prior to the material dates and time of data collection to book

appointments. This helped save the limited time. Concerning conflict over biased views the researcher observed to abide by the questionnaires as much as possible.

### **1.11 Delimitations of the Study**

Refers to boundaries set (Clark & Sloan, 2021). Consequently, the study's delimitation in this case was restricted to private universities. In addition, the research's results and data acquired was from the respondents of the church based, faith based and church based private universities in Nairobi County, Kenya was applied.

### **1.12 Operational Definition of Terms**

**Evaluation**

It is the process of assessing or measuring something to determine its value, quality, effectiveness, or significance. It involves collecting and analyzing information to make informed judgments or decisions.

**Change**

This is the process of becoming different or making something different. It is the transformation or modification from one state, condition, or form to another.

**Management:**

Academic members of staff who serves at the top-level management as the VC, DVCs, deans of schools and heads of departments and who are involved in most decision-making process.

<b>Change management</b>	Change management is the structured approach to transitioning individuals, teams, and organizations from a current state to a desired future state. It involves planning, implementing, and reinforcing change to minimize resistance and ensure successful transition to CBC.
<b>Strategies</b>	This refers to plans, methods, or approaches designed to achieve a specific goal or solve a problem. Strategies are often used in various fields to ensure effective decision-making and success.
<b>Change management strategies</b>	It is structured and planned approaches that guide and facilitate transition from traditional to CBC in private universities.
<b>Implementation</b>	This refers to the structured and thoughtful approach of deploying change management strategies in ensuring adoption of CBC.
<b>Competence-based curriculum</b>	This refers to an educational approach that relies on assessing specific skills, knowledge, and abilities of students studying at private universities.
<b>Private universities:</b>	Institutions of higher education that are not financed by government.
<b>Curriculum</b>	Structured plan that outlines the subjects, topics, and learning experiences students are expected to engage in during their education. It serves as a guide for teachers and learners, defining what should be taught how it should be taught, and how learning outcomes should be assessed.
<b>Curriculum Review Strategies</b>	These are the methods and approaches used to assess, update, and improve a curriculum to ensure it remains relevant, effective, and aligned with educational goals, industry needs, and societal changes
<b>Capacity building</b>	This the process of developing and strengthening the skills, abilities, resources, and infrastructure that individuals, organizations, or communities need to effectively perform their functions, solve problems, and achieve sustainable development

<b>Capacity building strategies</b>	These are approaches used to strengthen the skills, knowledge, resources, and structures of individuals, organizations, or communities to improve their effectiveness and sustainability
<b>Physical Facilities</b>	They are the tangible infrastructure and resources that support various activities in an institution.
<b>Physical Facilities Improvement</b>	The process of upgrading, maintaining, or expanding existing physical infrastructure to enhance functionality, safety, and efficiency
<b>Physical facilities improvement strategies</b>	The planned actions taken to enhance the quality, functionality, and sustainability of buildings, infrastructure, and equipment in an institution or organization
<b>Instructional strategies</b>	The techniques, methods, or approaches that teachers use to deliver lessons and facilitate student learning. These strategies are designed to help students engage with the content, develop skills, and achieve learning objectives effectively
<b>Stakeholders Engagement</b>	This is the process of involving individuals, groups, or organizations that have an interest or stake in a project, policy, or decision.
<b>Planning</b>	This is the process of setting goals, defining strategies, and outlining the steps required to achieve a desired outcome.
<b>Effective communication:</b>	The ability to convey information clearly and accurately in a way that is easily understood by the recipient.
<b>Feedback mechanism:</b>	It is a structured process through which information about performance, behavior, or outcomes is collected, analyzed, and used for improvement.
<b>Peer learning communities:</b>	Groups of individuals, usually colleagues or students, who come together to share knowledge, experiences, and best practices to enhance their learning and professional growth.

<b>Curriculum development workshops:</b>	These are interactive sessions where educators, curriculum developers, and other stakeholders collaborate to design, review, or improve educational programs.
<b>Professional development:</b>	This is an ongoing learning and training activities that help individuals improve their skills, knowledge, and expertise in their respective fields.
<b>Training:</b>	A structured process of acquiring specific skills, knowledge, or competencies to improve performance in a particular job or task.
<b>Technology infrastructure:</b>	Hardware, software, networks, and digital systems that support technology use in an organization or institution.
<b>Learning management system</b>	A software application or digital platform that helps manage, deliver, and track educational courses and training programs.
<b>Facilities upgrade</b>	The process of improving or modernizing physical structures and resources in an institution to enhance functionality
<b>Instruction materials</b>	The resources used by educators to support teaching and learning. They include textbooks, workbooks, digital resources, videos, charts, and other tools that enhance understanding and engagement in lessons.
<b>Competency-based assessment</b>	This is a method of evaluating learners based on their ability to demonstrate specific skills, knowledge, and attitudes rather than relying solely on memorization.
<b>Continuous evaluation:</b>	Continuous process of assessing students' progress throughout a course or academic year rather than relying only on final exams. It includes quizzes, assignments, projects, observations, and formative assessments to ensure continuous learning and improvement.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

This chapter presents a review of existing literature related to change management strategies and their role in the effective implementation of the Competence-Based Curriculum (CBC). The review examines key theories and models of change management, explores global, regional and local perspectives on CBC implementation, and evaluates challenges and best practices in managing educational reforms. By analyzing previous studies, this chapter provides a foundation for understanding the relationship between change management strategies and the success of CBC adoption in higher education institutions. The review is structured around key themes, including the theoretical framework, change management approaches, CBC implementation experiences, and knowledge gaps that this study seeks to address.

Therefore, this chapter has reviewed a range of scholarly publications that showed the advancements in knowledge and advanced understanding of using a competence-based curriculum. The chapter contains the following subtitles: An introduction, CBE, CBC, global perspective on implementation of CBC, Regional perspective on implementation of CBC, local perspective on implementation of CBC. Challenges encountered when implementing CBC in Kenya, change management strategies to implementation of CBC in universities, strategies deployed in reviewing of university curriculum to suit CBC requirements, established capacity building strategies for faculty members to enable implementation of CBC, improvement of physical facilities strategies and instructional strategies to suit CBC requirements. Further the chapter also contains the theoretical framework, the Lewin's three-step change theory, research gaps, conceptual framework, and operationalization of variables in conceptual framework.

## **2.1 Introduction**

This section has looked at a range of academic publications that showed the advancements in knowledge and advanced understanding of using a competency-based curriculum. Paul and Criado (2020) a comprehensive overview of all the published works on a certain topic is provided by a literature review. Researchers may have a better understanding of the topic's background and character, as well as spot issues and gaps in their study with its assistance. Further literature review is an art form that involves investigation, reading, analysis, evaluation and summary of relevant material (Frederiksen et al., 2018).

The study is then integrated with the topic by the researcher to enhance understanding of the given issue. The literature on the application of competency curricula around the globe was reviewed in this chapter. Therefore, the chapter is organized under the following subheadings: Qualities of Competence-Based Education; Global Viewpoint on Application of CBC; Regional Viewpoint on Application of CBC; and Local Viewpoint on Application of CBC Development. Literature on Lewin's "Three-Step Change" Theory, change management theory, research gaps, problems facing CBC a brief summary of the literature review. A conceptual framework was then proposed.

## **2.2 Competence Based Education (CBE)**

According to Mkonongwa (2018), competence is the ability to use specific information, talents, and abilities needed to accomplish critical job duties in a specific work environment. Skill tests are frequently employed as a potential metric for determining the level of skill attained (Pang et al., 2019).

Additionally, the foundation for skill standards outlines the abilities, know-how, and proficiency needed to succeed in the position. Competency is a measure of demonstrated understanding and verified ability. It can be assessed in terms of behavioral competency, often known as soft skills, and the capacity to carry out certain technical tasks, such as sewing and machine operating (Mkonongwa, 2018).

Consequently, competency-based education emphasizes students' knowledge, skills, and capacities, allowing for self-paced learning (Cavanaugh, 2013). Additionally, it offers targeted instruction that leads students to demonstrate their understanding of the material (Amunga et al., 2020). CBC is based on evaluating specific information, abilities, and skills that students exhibit mastery of (Dunagan & Larson, 2021). Ruth and Ramadas (2019) CBE provides assurance to the labor market that institutions are providing graduates and prospective employees with abilities, knowledge, and skills needed for productive workforce. Moreover, CBC learners are advised but not instructed (Ndiokubwayo et al., 2021). Furthermore, CBE outlines competencies, their acquisition methods, their content and activities, and the evaluation procedures (Mulenga & Kabombwe, 2019).

The connections between learning, assessments, and particular competencies are established and communicated using CBE (Mauki et al., 2020).CBE emphasizes students' abilities, knowledge, and skills while enabling self-paced learning (Cavanaugh, 2013). Additionally, it provides focused instruction that enables pupils to demonstrate mastery of the subject topic (Amunga et al., 2020). Dunagan and Larson (2021) state that the foundation of CBC is the assessment of particular knowledge, skills, and aptitudes .That pupils demonstrate mastery of. Competency-based education ensures access to the labor market.

Universities are equipping graduates and prospective workers with abilities, knowledge, and skills required to make up productive workforce (Ruth & Ramadas, 2019). Ndiokubwayo et al. (2021), assert that CBC learners receive direction but not teaching. Competency-based education (CBE), concerns how to acquire competencies, knowledge and actions that will be evaluated (Mulenga & Kabombwe, 2019). Again, Cavanaugh (2013) asserts that competency-based education thus emphasizes students' knowledge, skills, and capacities, allowing for self-paced learning. Moreover, it offers targeted instruction that leads to students demonstrating subject-matter mastery (Amunga et al., 2020).

According to Dunagan and Larson (2021), CBC is based on evaluation of particular information, skills and abilities that learners exhibit mastery over. The employment market is guaranteed by competency-based education that colleges are providing graduates and aspiring employees with the abilities, knowledge, and skills required for a productive labour force (Ruth & Ramadas, 2019). Furthermore, CBC learners receive guidance but not instruction, according to Ndiokubwayo et al. (2021). According to Mulenga and Kabombwe (2019), CBE also outlines competencies, how to acquire them, and the activities and information that will be evaluated.

The three parts of CBE are CBC, competency-based learning (CBL), and competency-based teaching (CBT). The primary focus of this inquiry is the CBC. It will, however, give a brief synopsis of CBL and CBT. In reference to Shahdevan et al. (2021), CBL comprises a change in methodology from an outcome-based strategy that prioritizes gaining individual competencies to a time-based approach. These competences specify the knowledge, skills, and dispositions needed for a particular specialization. Furthermore, according to Hassanein (2021), CBL stops imposing deadlines! Rather, students are allowed the freedom to learn at their speed and acquire knowledge.

Before moving on to the next level, learning objectives shift from making sure students acquire a wide range of information within a set amount of time, such as a semester, to making sure they meet predetermined learning outcomes. Since it links the curriculum to the skills and regulations of a particular area of specialization, competency-based learning has become more popular (Hassanein, 2021). Moreover, competence-based teaching is a component of CBE. CBE, CBC, proficiency-based education, outcome-based education, mastery-based education, standard-based education, and performance-based education are all implied by competency-based teaching, according to (Mkonongwa, 2018).

On the other hand, Competency-based teaching is an approach to education that emphasizes assessing and reporting on students' progress towards learning outcomes rather than focusing on the content covered in class (Muchabaiwa, 2022). A competency-based curriculum emphasizes life skills and assesses the mastery of abilities required for an individual to perform well in a particular field. It is a practical approach to education (Wiysahnyuy, 2021). To guarantee competent graduates, the design also emphasizes the knowledge, abilities, and attitudes that graduates must possess to succeed in their chosen fields (Muraraneza, 2021). According to Mulenga and Kabombwe (2019), CBC aims to pack students' knowledge, skills, and abilities to learn and do things as well as to collaborate with others.

In keeping with Kitta and Tilya (2018), adopting CBC requires shifting from evaluation strategies from gauging as well orchestrated pathway, contents and also to move further to assessing pre-established learning outcomes. A competency-based curriculum is in one way as it should administer education and training for the complex modern world (Mulenga & Kabombwe, 2019).

Further, it should provide people who are stable in their brains, emotions, and bodies encourages holistic robust, and an integrated improvement of each person's capability (Katam, 2020). Rasmussen et al. (2021) noted that CBC reorganizes the educational process with the goal of achieving competence and practicing what one learns in the real world, away from classrooms. A bridge between academics and employers is created, and as a result, learners may better comprehend the kinds of knowledge and abilities that companies and real-world situations require of them. Furthermore, competency-based education makes higher education accessible and affordable (Rasmussen et al., 2021).

A succinct definition of competency-based learning is result-based, learner-centered style of training that emphasizes observable competencies. Additionally, it shifts the focus from credit to a competency-based system, from teachers to students, and from conventional grading to continuous competency-based assessment. It also emphasizes personalized learning by making teachers more available and transparent (Hassanein, 2021).

### **2.3 Competence Based Curriculum (CBC)**

CBC is an educational framework that focuses on developing specific competencies in students. Competency refers to the set of abilities that pupils must possess in order to carry out a variety of activities and challenges successfully in different settings (Nyaboke et al., 2021). As earlier expressed by Gervais (2016), the foundation of CBC is the establishment of specific, observable, and quantifiable goals for student learning. Instead of focusing only on developing theoretical understanding, it places an emphasis on developing practical skills and the capacity to apply information in real-life situations.

Individual students' strengths and weaknesses are prioritized, so that they may study at their own speed and in their own way. Assessment's methods are designed to evaluate whether students have achieved the specified competencies (Kangalawe, 2019). This often involves performance-based assessments, such as projects, portfolios, and practical tasks, in addition to traditional tests and exams. The curriculum is often more flexible than traditional curricula, allowing for adjustments based on students' progress and the evolving demands of the workplace or society (Ngwacho, 2019). Further the curriculum embarks on integrating various subjects and learning areas to reflect the interconnected type of knowledge and skills in ideal-world application while ensuring room for continuous feedback and improvement, both for students and educators.

This includes ongoing professional development for teachers to effectively deliver the curriculum (Ndungu, 2021). The goals of CBC curricula include helping students develop their independence, self-confidence, capacity for lifelong learning, and problem-solving skills (Muchira et al., 2023). This is because Competence-Based Curriculum has been described as a way of enhancing learner outcomes through targeted educational strategies. These were deductions arrived at as a result of a comparative study between USA, South Korea and Kenya. Learners obtain advanced problem-solving capabilities because CBC focus on skills more than it focuses on content. It aims at developing critical capabilities rather than memorization.

In USA and also South Korea, the change motivated learners to think analytically and handle challenges from a diverse perspective. When learners are exposed to real-world challenges and project-based learning, learners use their problem-solving skills, use knowledge creatively and effectively in real world situations Furthermore Competence based curriculum is an approach that encourages collaboration amongst learners. This is because learners work together to perform tasks that relating to the real-world challenges.

Hence the tasks lead learners to negotiation, discussion, teamwork, innovation and creativity which all lead towards problem-solving skills (Muchira et al., 2023). In CBC, learners are enhanced to take ownership of their own learning, which gradually train them towards a lifelong learning process. Learners are exposed to different learning techniques; hence advance their ability to learn independently. This prepares towards a future to which they require continuous adaptation to new knowledge, information and technologies. CBC is an adaptive curriculum which is designed to lean towards flexibility, creating room for learners to learn at their own pace, which encourages their capability to carry on learning throughout their lives (Heto et al., 2020).

The curriculum drives learners towards self-efficacy, which means the learners believe in their capabilities enhance progress based their own mastery of the attained skills. These skills help learners have confidence in their individual progress and personal achievements, unlike in aspects of comparing themselves to others. Therefore, as they obtain competence in diverse areas, they acquire a belief in one's own capability to excel in different contexts of life. This is made possible because CBC is a feedback-oriented curriculum. Feedback in CBC enable learners establish their abilities and identify where they need improvement, developing their confidence even more (Nyaboke et al., 2021).

CBC is a method to education known as a learner-centered approach, and it revolves around the student. Learners are exposed to activities that lead them towards more control over how and what they learn, which results to a sense of responsibility and independence. They are enabled to make decisions concerning their own education, hence building more on their capacity for autonomy in their future educational and job pathways (Holmes et al., 2021). CBC is an avenue for personalized Learning Pathways. This is because it often creates room for differentiation, where learners can proceed towards areas of interest.

It basically encourages learners to proceed to pathways cultivated through one's own self-motivation and autonomous learning (Nzoka, 2024). This implies that CBC is a curriculum that equips learners with essential skills that go beyond the classroom. The ability to think independently, solve complex problems, learn new things, and have faith in one's own abilities are all essential qualities for thriving in today's dynamic global economy. The learner-centered, skill-oriented approach of CBC is directly responsible for these results, as it emphasizes teaching students how to apply what they've learnt in real-world contexts rather than just regurgitating information (Muchira et al., 2023).

According to studies, Competence based curriculums learners' exhibit several learning outcomes. Akala (2021) asserts that in CBC, learning outcomes plays key role in structuring and guiding instructional process. Those outcomes are specific statements that articulate what learners are anticipated to realize, understand and have ability to do upon the completion of a program. They serve as clear, measurable goals that outline the end-result of the learning journey, providing a roadmap for each educator and students. Competence based curriculum key characteristics of learning outcome method, is that the learning results are written in a clear, precise and concise language, making them easily comprehensible for all stakeholders, along with students, instructors and parents (McTighe & Ferrara, 2021).

They keep away from ambiguity and generalizations, hence specializing in unique know-how, talents, and attitudes that scholars need to gather. This leads to measurability, which is an important parameter in gaining knowledge of results in CBC outcomes are designed to be measurable, allowing teachers to evaluate whether or not learners have attained preferred competencies. This measurability guarantees that the assessment method is goal based and is based on observable evidence of student performance (Wambiya & Ogula, 2023).

Again, in CBC emphasis is on what the scholar will learn and be capable of demonstrating, in preference to what the teacher will cover .The approach shifts the point of interest from teaching to gaining knowledge ensuring that the educational process is targeted on student development and success (Machila 2023)

Moreover, getting to know results without delay and are aligned with the core capabilities that the curriculum objectives to broaden. This alignment guarantees coherence and consistency in the instructional procedure, with all activities and assessments geared in the direction of achieving these outcomes, even in the designing of effective learning outcomes. The procedure of designing the intended learning results involves numerous steps. These steps consist of identifying core competencies; this means that the primary thing is identifying crucial competencies that the curriculum goals target to develop. These competencies are the foundation upon which learning outcomes are built. Additionally, it entails defining specific outcomes which are indicated for each competence and specific learning outcomes are defined. Moreover, they clearly articulate what students have to be able to do. The action verbs such as analyze, create, exhibit is used that denote observable and measurable behaviors (Manduku & Sang, 2021).

Therefore, it's far important to make certain measurability which is showed with the aid of making sure that each learning outcome is measurable. The measurement process includes specifying the criteria for fulfillment and determining how achievement can be assessed. Additionally, the outcomes should be aligned with academic activities, implying it is essential to design instructional activities and examinations that align with the learning outcomes. These activities ought to offer possibilities for school learners to expand and reveal the preferred talents (Wambiya & Ogula, 2023).

Learning outcomes are measured through questioning whose target is analyzed and evaluated in complex texts to pick out underlying assumptions and arguments. Moreover, formulate coherent arguments and present them effectively in written and oral form (Manduku & Sang, 2021). When comparing traditional and competency-based approaches to education, innovative pedagogies in CBC stand out. Similarly, is the collaboration work efficiently in various teams to acquire common goals. They demonstrate conflict resolution skills in group settings (Ratanya et al., 2022).

In examining learning outcomes, digital literacy is also an integral consideration. Information gathering, analysis, and synthesis via the use of digital resources; the creation and distribution of digital material in a variety of forms; and the maintenance of compliance with applicable legal and ethical requirements (Otieno, 2020). Learning outcomes are significant in guiding instructions. They provide a clear direction for educators in planning and delivering instruction, ensuring that teaching activities are purposeful and aligned with preferred competencies (Rupia, 2022). Additionally, they facilitate assessment, measurable learning outcomes; make it easier to design assessments that accurately examine students' performance. This guarantees that assessments are meaningful and well aligned with instructional goals (Godfrey, 2018).

Learning outcomes enhance transparency, this implies that clear learning outcomes enhance transparency in the educational process, creating room for students to understand what is expected of them and the way they will be assessed (Manduku & Sang, 2021). Learning outcomes promote accountability by setting explicit standards for student performance. This holds both educators and students accountable for achieving the desired competencies (Ndiokubwayo et al., 2020). Learning outcomes are the cornerstone of a CBC, providing clear, measurable goals that guide the educational process.

They ensure that instruction is focused and purposeful, assessments are meaningful and aligned, and students are well-prepared to demonstrate the competencies they require to thrive in their academic and professional fields. The success and efficacy of competence-based education are greatly influenced by learning outcomes, which define the knowledge and skills that students should possess. CBC offers numerous advantages that make it an attractive approach to education.

Because CBC permits personalized learning pathways, it provides personalized learning that is responsive to each student's unique requirements and learning speed. This fosters greater engagement and motivation. Alignment with Industry Needs, by focusing on competencies that are relevant to the workplace, CBC ensures that students are better prepared for their careers. This alignment with industry needs enhances employability and career readiness. Flexibility and adaptability, as explained in this study CBC is inherently flexible, allowing for adjustments based on students' progress and changing industry demands. This adaptability ensures that education remains relevant and effective (Amutabi, 2019).

#### **2.4 Global Perspective on implementation of competence-based curriculum**

To keep up with the needs of an ever-evolving global context, educational institutions throughout the globe are experiencing massive changes. The CBC is a paradigm-shifting strategy that aims to provide kids the tools they will need to thrive in the modern world (Malik, 2018). A new approach to education known as CBC places more weight on students' actual abilities than on their theoretical understanding of subject matter (Dooly, 2012). Therefore, CBC should help students acquire modern-day skills (Zhao & Watterston, 2021), also help students thrive in the globalized world characterized with smart machines.

This means teaching learners creativity, entrepreneurship, and globally competence (Zhao & Watterston, 2021). Furthermore, but this program caters to both the nation's and each citizen's specific requirements (Dooly, 2012). It is worth noting that the global shift toward a CBC reflects an evolving understanding of education, prioritizing the development of competences and abilities above the study of facts and theory as noted by (Namwambah, 2020).

Furthermore, according to Muchira et al. (2023), the goal of this educational paradigm is to teach learners to think critically, solve problems, work together, and be flexible so that they may succeed in today's environment. The increasing need for educational institutions that create diverse and talented people who can make meaningful contributions to both the workforce and society as a whole has led to the adoption of CBC in many nations (Muchira et al., 2023). Competence is defined as the ability to effectively use one's psychological resources, abilities, and attitudes to tackle difficult problems (Pamies et al., 2015).

Thus, Competency Based Education (CBE) is a better means to producing people with needed labor capabilities (Johnstone & Soares, 2014). Global universities have emphasized in art related practices, nurturing skills of effective communication, critical thinking and lifelong learning (Hernández-de-Menéndez & Morales-Menendez, 2019). Different countries and international organizations assert that CBC has been implemented from 1990s (Anderson-Levitt, 2017). The competencies attained are awarded as a pass or not pass and narrative transcripts, stating properly what a student can be able to do after completing the stated initiative (Açıkgöz & Babadogan, 2021). CBC has been claimed to be flexible, such that universities, despite their size or age, can integrate it at various levels based on their resources and strategies (Aithal & Aithal, 2020). CBE has been proposed as a solution to solve global problems, though there lacks the required skilled manpower (Sistermans, 2020).

However, this can be attained only when concerned stakeholders work in collaboration and harmony (Hernández-de-Menéndez & Morales-Menéndez, 2019). According to Gervais (2016), a means for American education to lead towards accountability is the adoption of CBE. He asserts that the CBE model is one of the most suitable educational programs to embrace across the country as a means to realize innovative ways to measure learners' learning outcomes. According to Gervais (2016), competency-based education is a reliable approach for several academic institutions and accreditation agencies, as it fairly connects theory to practice. CBE serves as an enactment for the improvement of education (Gervais, 2016).

Van Griethuijsen et al. (2020) explain CBE as a type of remodeling in (vocational) education, which targets improving students' competences. A competency-oriented curriculum is based on defining and outlining the many levels of expertise required succeeding in a certain profession (Tahirsylaj & Fazliu, 2021). In addition, CBE is a systems-change strategy that seeks to reorganize long-held assumptions about where, when, what and how students acquire and display academic competence (Evans et al., 2020). Competence-based education is rooted in the psychological view that individuals have varying learning styles and starting points (Brauer, 2021).

CBE is an educational technique focused on identifying multiple issues related to development and reciprocity through evaluation during the learning process, rather than simply rating students (Hastings & Rasmussen, 2017). Furthermore, as stated by Hastings and Rasmussen (2017), CBE programs and courses are designed to provide top-notch learning spaces that harmonize goals, lessons, and tests.

They emphasize that in order to ensure alignment between education and assessment standards at institutions like the University of West Florida, instructors can use assessment results to enhance

learning activities (Ikhwan, 2019). Given that CBE is a byproduct of increased globalization, Irvine and Kevan (2017) argue that curriculum development in higher education is important in advancing knowledge-based economy and meeting labor market demands.

Consequently, higher education must adopt competency-based courses (Konwar & Barman, 2011). Additionally, over the past 100 years, competence-based education has expanded in the U.S. (Brick, 2017) with its roots largely in educational theory and the belief in the importance of experiential learning. The rapid rise in popularity of CBE has increased friction within educational systems, especially in graduate and professional schools, leading to intense focus and scrutiny (Curry & Docherty, 2017).

The Industrial Revolution made vocational training necessary outside of home economics and agriculture curricula, which resulted in the creation of CBE in the US (Barrick, 2017). The objective was to provide the military with the personnel it needed during emergencies and to teach those seeking employment after serving in the military. All educational institutions were under tremendous pressure due to criticism that they were not giving the public the education that they required. Today's career and technical education has changed in response to these expectations (Barrick, 2017). The CBC targets to develop skills, abilities, and competences of learners from their previous experiences. As stated earlier, CBC has its roots in the United States but later spread out to Europe, Asia and Africa (Manizabayo, 2019).

Competency-based education (CBE) in Australia has heightened the requirement for a thorough reconsideration of the training system's foundational elements in light of 21st-century demands

(Chappell et al., 2020). Furthermore, according to Byrne et al. (2013), CBC was developed in England specifically for learners who have reached 11 years old, to meet the need for transferable skills, rather than focusing on subject-specific content. These skills were seen as crucial for shaping students into high-achieving citizens of the twenty-first century (Byrne et al., 2013).

Transferable skills, which are applicable across various contexts, are considered essential for enhancing employability and can be adapted to new circumstances (Nägele & Stalder, 2017). Pamies et al. (2015) stated that between 2006 and 2013, Spain undertook educational reforms incorporating the concept of competency, which influenced policy changes, leading to diverse competencies in Spanish primary and secondary education. The degrees offered by the University of Barcelona's Faculty of Education further exemplified this shift (Pamies et al., 2015). In efforts to enhance education, Indonesia reportedly adopted competency-based education techniques from the West (Nederstigt & Mulder, 2011).

The drive for steady economic development and the expansion of international education supported this policy change. A Dutch-funded project helped implement a competency-based curriculum in selected study programs to create a pool of adaptable, skilled university graduates (Ornellas et al., 2018). This approach met the demands of an evolving society shaped by economic and technological advancements (Czaja & Urbaniec, 2019). However, educators often lack the practical tools needed to effectively implement CBC (Misbah et al., 2020).

Before introducing CBC nationwide, Ministry of Education of China updated national curriculum to align with current and future needs, reorganizing the curriculum for Chinese high schools to clarify goals and content while also expanding elective course options (Wang, 2019). Globally, CBE is viewed as solution to the shortage of workers with necessary skills (Hernández-de-

Menéndez & Morales-Menéndez, 2017). The importance of developing abilities like critical thinking, interpersonal communication, creativity, and the capacity for continuous learning has been recognized by several universities all over the world (Chen, 2017).

CBE documents learners' competencies through narrative transcripts alongside pass or fail grades (Jorre-de-St-Jorre et al., 2021). Based on the fact that CBE is adaptable, institutions of varying sizes and ages can implement it at different levels depending on their strategies and resources. Nonetheless, demand and supply gaps for skilled workers remain, which could be mitigated through effective collaboration among all stakeholders (Hernández-de-Menéndez & Morales-Menéndez, 2017).

In Saudi Arabia, a study on competency-based education revealed that the Kingdom needs a suitable educational approach. Hassanein (2021) found challenges in implementing CBE at the Northern Border University (NBU), where faculty's understanding of CBE was rated as medium and teaching practices as low, indicating limited support for CBE in course descriptions. This highlighted the need for enhanced faculty comprehension of competency-based learning and course design (Hassanein, 2021). As mentioned, CBC is focused on preparing students to tackle real-world challenges by providing them with the precise knowledge, attitudes, and abilities they need.

Developed countries have implemented CBC with varied approaches. In Finland, a student-centered learning model emphasizes personalized learning tailored to individual strengths and interests (Rathod & Kämpfi, 2023). Additionally, Finland's interdisciplinary approach integrates thematic modules across subjects, promoting holistic understanding; teachers still have a lot of leeway to tailor lessons to their learners' individual requirements (Sahlberg, 2021). An educational

trend towards better preparing students for the issues they would face in the real world is seen in the CBC that have recently been adopted in industrialized nations (Catacutan et al., 2023).

Through concentrating on skills and competencies, these countries are fostering a generation of learners equipped to thrive in a dynamic global landscape. Each country's approach offers valuable insights and lessons for others looking to adopt or refine CBC model (Catacutan et al., 2023). Programme for International Student Assessment (PISA) results show that Finland's educational system places a strong emphasis on students' ability to think critically and solve problems (Crato, 2021). Moreover, Finnish education has been described as a well-Rounded Education where students develop a steady set of competencies, including social skills, creativity, and digital literacy (Niemi et al., 2024). According to Ei and Soon (2021), Singapore, has undertaken the approach of establishing framework for 21st Century Competencies.

Singapore's curriculum is structured around key competencies like critical thinking, communication, and collaboration. The country has strengthened Educational Pathways. This is by ensuring the curriculum offers various pathways catering to different interests and strengths, such as the Integrated Program and the Applied Learning Program. Technology Integration by emphasis on digital literacy and usage of technology in learning (Hairon, 2021).

Outcomes of deploying such initiatives in an education system have been achieving a global competitiveness. According to records Singapore students excel in global assessments, reflecting their capability to use knowledge and skills in diverse environment and adaptability where graduates are well-prepared for the dynamic global workforce, with strong problem-solving and innovative capabilities (Wong et al., 2020). Sanjakdar (2024) claims that the basics of reading, writing, using technology, thinking critically and creatively, being able to connect with others on

a personal and social level, having a knowledge of ethics and how to cooperate across cultures are all part of the Australian curriculum framework.

The curriculum shifted to focus on project-based learning, which has students work on group projects that call for a wide range of skills. Furthermore, the Australian education system embarks on the professional Development for Teachers. This in cooperates an ongoing training to help teachers effectively implement CBC (Wambiya & Ogula, 2023). The outcome of deploying of such approaches is an improved Engagement which increased student engagement and motivation, as learning is more relevant and practical. Also, skill development, which means enhanced development of a broad range of skills that are transferable across various contexts and careers (Tran et al., 2021).

Teaching students to think critically, creatively, collaboratively, and communicatively is central to the Ontario curriculum in Ontario, Canada (Boyd, 2021). Emphasizing on experiential learning, which implies laying strong emphasis on experiential learning opportunities, such as cooperative education and community-based projects. Also, deploying enhanced assessment reforms which called for a shift towards formative assessments that provide ongoing feedback and support skill development (Chan, 2023).

The outcomes for deploying such kind of education are holistic development. Students acquire a broad set of skills that prepare them for both higher education and the workforce, and what can be defined as an inclusive education. The curriculum caters to diverse learning needs, promoting equity and inclusion (Price & Slee, 2021). In the United Kingdom, the education system involves national Curriculum which Incorporates competencies like problem-solving, analytical skills, and digital literacy (Care, et al., 2018).

The curriculum, emphasis on STEM that is strong focusing on science, technology, engineering and mathematics (STEM) to foster innovation and critical thinking. Also, work-readiness, hence, integration of employability skills and career education within the curriculum (Winterton & Turner, 2019). The outcomes of the United Kingdom curriculum are employment of graduates. Graduates are better prepared for the labor market with relevant skills and competencies. Moreover, increased innovation and research, and learners have an increased participation in STEM fields and higher education research (Tomei et al., 2014).

On a global perspective, implementation of competence-based curriculum involves ensuring teachers are adequately trained and supported to deliver CBC. Assessment strategies are key therefore requires developing assessment methods that accurately measure competencies rather than rote knowledge. It is paramount to ensure equity. This includes making sure that all learners can get their hands on tools and experiences they need to become proficient (Muchira et al., 2023). It is important to observe contextual adaptation that is customizing Competence Based Curriculum to fit local contexts and cultural values. Also, ensure continuous improvement by regularly updating the curriculum based on feedback and emerging educational trends. Too, seamlessly, involving stakeholder by engaging educators, parents, students, and industry stakeholders in the curriculum development process (Catacutan et al., 2023).

## **2.5 Regional Perspective on implementation of Competence Based Curriculum**

Adoption and implementation of CBC vary significantly across regions, influenced by cultural, economic, and political factors (Akala, 2021).

In Europe, according to Davies, (2017), many countries have integrated competence-based approaches into their educational frameworks, focusing on lifelong learning and aligning curricula with the needs of the labor market (Davies, 2017).

As an example, from a young age onwards, Finland's school system often hailed as the finest in the world places an emphasis on competences such as creativity and problem-solving. In contrast, developing countries in Africa and Asia are also gradually embracing CBC, though obstacles like inadequate resource, teacher preparedness, and infrastructural limitations often hinder effective implementation (Lavonen & Korhonen, 2017). Countries like Kenya have been pioneers in Africa, rolling out a CBC to replace the traditional content-based approach, focused on improving the relevance of education to the lives and future careers of students (Masika, 2020).

As a result of higher technical innovation and the rise of globalization, African education has continued to change, according to (Ruth & Ramadas, 2019). Mampane et al. (2018), explained this forced a number of African nations to continuously keep up with international standards regarding the advancement of the information economy. Equally, CBC ushers in new advancements on the global significance of African education. Primary focus of CBC is on graduates' competency acquisition, which is critical to their marketability as employees (Ruth & Ramadas, 2019).

However, the implementation of the CBC in developing countries has become a focal point in education reform efforts, with the aim of replacing static memorization with a more interactive, skills-based approach. Aligning educational institutions with the needs of the 21st century, this paradigm shift aims to emphasize practical application of information, critical thinking, and problem-solving (Ruth & Ramadas, 2019). The journey towards effective implementation is

riddled with challenges and varying degrees of success across different region. Despite the challenges a curriculum centered on competencies was initially suggested in Mozambique in 1999.

Eduardo Mondlane University's Installation Commission completed the shift to competence-based teaching (Dos Santos, 2018). The institution launched three post-graduate education programs in August 2001. The goal was to implement a competency-based approach within three programs: one for adult education, a second for science and mathematics education, and third for a master's in curriculum and instruction development. The aim of Faculty of Education's CBC design, development, and implementation was to mitigate the insufficiency of Mozambique's educational system's effectiveness and quality (Dos Santos, 2018).

CBC aims to deliver best information possible and apply it in relevant ways (Mulenga & Kabombwe, 2019). Like many other African countries, Zambia updated its curriculum to include CBC. The purpose of educational curriculum is to instill in students a set of core values, attitudes, and knowledge that society requires. This aims to become proficient in didactic, closed-minded curriculum. By directing learners towards the application of acquired abilities, it helps them acquire, develop, and apply knowledge, beliefs, and attitudes (Mulenga & Kabombwe, 2019).

Boateng et al. (2023) notes that Ghana's approach to competence-based curriculum (CBC) reflects a concerted effort to enhance vocational and technical education. The Ghanaian government has revised curricula to include more practical and hands-on training, preparing students for the job market. According to Alhassan and Ibrahim (2024), it is revolutionizing education. However, the success of this initiative is tempered by the need for more qualified teachers and better infrastructure. Strengthening teacher education programs and investing in educational infrastructure are key for proper implementation of CBC in Ghana (Alhassan & Ibrahim, 2024).

Fasinro et al. (2024) explained that the National Policy on Education, revised in Nigeria was revised in 2004 and 2013.

This was to incorporate elements of competence-based education. However, the actual implementation started gaining momentum around 2015, with more structured policies and curriculum reviews. The implementation strategy involved, curriculum review. This is a process that was undertaken by Nigerian Educational Research and Development Council (NERDC) has played a significant role in reviewing the curriculum to include competence-based elements, especially in the areas of basic and secondary education Fasinro et al. (2024). The implementation process has encountered a myriad of challenges, such as teacher preparedness. Many teachers are still not fully prepared or equipped to implement the competence-based curriculum effectively.

The transition from traditional teaching methods to CBC requires continuous professional development, which is often lacking. Inadequate resources, where many schools, especially in rural areas, lack the necessary resources, like textbooks, teaching guides, and infrastructure, to execute CBC fully. Assessment difficulties, shifting from traditional exam-based assessments to competency-based assessments has been challenging due to the lack of standardized tools.

Also, the subjective nature of some assessments and resistance to change. Students, parents, and teachers who are used to the old way of doing things may be hesitant to change to the CBC because they don't see its value (Fasinro et al., 2024). Further, in Nigeria implementation of CBC has been marked by regional disparities and challenges related to educational funding. In more affluent regions, CBC has seen relative success with better-resourced schools and trained teachers (Okolie et al., 2021).

Conversely, in less affluent regions, the lack of funding and resources has hindered progress. Addressing these regional inequalities and ensuring consistent support across the country is vital for the uniform implementation of CBC. However, Okolie et al. (2021) supports the idea that problem-based learning in technical and vocational education (TVET) institutions is key to Nigeria's competency-based curriculum's goal of increasing graduate outcomes (Okolie et al., 2021). The CBC has turned out to be a focus within the East African community (EAC). This is because the nations are striving hard to reform their education so that it is able to better conform to requirements of 21st century.

Also, based on the fact that CBC emphasizes on skills, information, values, and attitudes which might be important for learners to excel in an increasing number of complex and dynamic world (Wambiya & Ogula, 2023). As a result of its suitability, CBC ought to be promoted in EAC schools. In addition, CBC has now been successfully implemented in 4 EAC schools and the instructors have been overloaded. This implies that there have been fewer instructors contrasted to number of students to satisfy requirements of CBC. Additionally, it has come to light that those educators have a pessimistic view of CBC. In most cases, the EAC has struggled to effectively apply CBC. Moreover, some have even gone so far as to say that the EAC governments should do more to invest in their schools' academic programs.

Additionally, government agencies should launch programs to educate school administrators and teachers on the best practices for using computers, the internet, and multimedia tools in the classroom. In addition, the government should mandate Kiswahili, ICT and other practical subjects throughout the entire school curriculum. The education ministry and teacher unions should work together to expand nationwide programs that enhance the qualifications of language instructors,

particularly those who teach Kiswahili, foreign languages, and practical skills (Wambiya & Ogula, 2023).

In Tanzania, CBC has been integrated with a focus on fostering creativity and innovation among students (Kimaro & Otieno, 2022). The Tanzanian government has developed a comprehensive framework for CBC, emphasizing experiential learning and student-centered teaching methods. Despite these efforts, difficulties like big class sizes and insufficient teacher training persist. Effective policy implementation and continuous teacher support are necessary to overcome this obstacle (Kimaro & Otieno, 2022). Furthermore, according to Amunga et al. (2020), CBC emphasizes the attitudes and skills that student acquires and applies later in their professional lives. Tanzania implemented a curriculum based on competencies in the 2000s to help students' master knowledge, skills, and abilities. Tarmo and Kimaro (2021) argue that CBC is an instrument for raising Tanzania's educational standards.

The results of teacher training in colleges showed how successful it was to implement CBC. It was suggested that to assist student teachers in acquiring the most recent teaching abilities required by CBC, successful programming and ongoing training should be implemented (Ngao & Chunga, 2020).

In Rwanda, the government has made significant strides in implementing CBC, concentrating on integration of ICT in education. As a foundational component of Rwanda's Vision 2020, CBC will help the nation transition to a knowledge-based economy. While the use of technology in classrooms has been a positive development, disparities in access to ICT tools between urban and rural areas present a significant challenge. For CBC to be successful in Rwanda, it is essential to ensure that everyone has equal access to technology (Ndiokubwayo & Habiyaremy, 2018).

In addition, Nsengimana et al. (2020) claimed that five years ago, Rwanda switched to a curriculum that focused on competencies rather than knowledge. He continues by saying that CBC can address the concerns of its people locally (Nsengimana et al., 2020). The use of CBC in developed countries has increased graduation levels with measurable results (Ruth & Ramadas, 2019). Moreover, Nsengimana et al. (2020) contend that CBC is still incapable of successfully tackling socioeconomic issues at the individual or societal levels as planned. Still, it's critical to apply CBC (Nsengimana et al., 2020). It is advised that nations adopting CBC create specialized "laboratories" in science-educational facilities and enhance the content expertise of instructors as they create modern teaching strategies to ensure the effective application of CBC concepts (Nsengimana et al., 2020).

In Tanzania, CBC has been integrated with a focus on fostering creativity and innovation among students. Nzima (2016), note that the Tanzanian government has developed a comprehensive framework for CBC, emphasizing experiential learning and student-centered teaching methods. Despite these efforts, obstacles like big class sizes and insufficient teacher training persist. Effective policy implementation and continuous teacher support are necessary to overcome these obstacles (Nzima, 2016).

Further a study carried out in Tanzania by Suleiman (2020) emphasizes that CBC has been used in African nations, but that inspectorates and school administration exert significant pressure on teachers, who are considered crucial stakeholders. The result is that educators are unable to carry out the curriculum in the intended manner (Nzima, 2016). According to Muzvondiwa and Gudyanga (2024), the implementation of a CBC in Zimbabwe began around 2015 as part of an educational reform to align with the country's broader goals of enhancing quality of education and providing learners with practical skills and competencies. Zimbabwe adopted its CBC in 2017,

driven by the need to reform its education system to better meet requirements of 21<sup>st</sup> century (Nyikadzino, 2023).

In 2017, CBC was officially rolled out in schools across Zimbabwe, starting with early childhood education up to Grade 2, and gradually extending to higher grades over the following years (Muzvondiwa & Gudyanga, 2024). Every primary and secondary school in the country had adopted the CBC by 2019. Instead, then teaching students to memorize facts and figures, the curriculum shifted its emphasis to developing their critical thinking, problem-solving, creative, and practical abilities. Deploying learner-Centered approach by promoting active learning, it promotes active learning by having students solve problems in groups using real-world examples and engaging in hands-on activities.

The CBC in Zimbabwe includes continuous assessment to monitor students' progress in acquiring specific competencies, as opposed to relying solely on final exams, integrating life skills, ethics, and values education to better equip learners to face the problems that contemporary society poses (Tzenios, 2022). Skills in practical application, critical thinking, and problem resolution are the primary curricular goals.

Zimbabwe's implementation strategy included the phased introduction of the new curriculum, starting with lower levels of education and progressively extending to higher levels. Despite the strategic planning, Zimbabwe faces significant challenges, including economic constraints, a shortage of teaching materials, and the need for ongoing teacher training. The success of CBC in Zimbabwe is closely tied to the country's ability to overcome these challenges (Nyikadzino, 2023).

In Zimbabwe, the government commenced strategies to advance quality of education. CBC rather than one focused on subject-matter expertise, was important in achieving this. Key considerations

in the process of implementation of the CBC were: political sphere, psychological sphere, professional sphere, and institutional sphere, as well as the competence of educators and the economy, as well as the development and execution of suitable infrastructure. (Gory et al., 2021).

Competence-Based Curriculum in Zimbabwe has shown promise in making education more applicable and constructive; it has resulted in improved engagement. The CBC has led to more interactive and engaging classroom environments, where students actively participate in learning activities, skill development as students are developing practical skills and competencies that are more aligned with demands of the job market and societal needs. Also, a lead towards, holistic education: An all-encompassing method of teaching has emerged as a result of the incorporation of moral principles, ethics, and life skills into course work (Machingura & Hapanyengwi-Chemhuru, 2021).

However, Competence based curriculum in Zimbabwe has faced ongoing challenges that need to be addressed to fully realize it's potential. These challenges include, teacher preparedness, this is one of the significant challenges that have been. Preparedness of educators to effectively implement CBC. Muzvondiwa and Gudyanga (2024) note that many teachers required additional training to adapt to the new teaching methods. Inadequate resources, including instructional materials, physical space, and technology resources, have hampered the effective use of CBC. In many cases, schools, especially in rural areas, have struggled with these resources. Assessment issues to enable transitioning from a traditional exam-based system to continuous assessment have been challenging.

There have been concerns about the consistency and fairness of assessments, as well as the added workload for teachers and just as in other developing countries, parental and community understanding. The shift in curriculum has required a change in mindset among parents and the community, who may not fully understand or appreciate the new focus on skills over traditional academic achievements (Mpofu & Sefotho, 2024). These perspectives have been of importance to this study which is an evaluation on change management strategies to proper implementation of CBC in private universities.

According to Tabora (2018), Rwanda has put CBC into practice, to include the accreditation of curriculum developers', career counsellors', and market orientation specialists' competencies. However, based on the finding of Ndiokubwayo & Habiyaremye (2018), very much like the old knowledge-based curriculum, CBC is packed with information. Despite that, it was noted that the textbooks' structure, illustrations and content were learner-based. Furthermore, learners collaborated and worked together to attain skills.

Nonetheless, some contents were quite heavy for learners' level; so, activities needed to be narrowed down to suit learners' capability and involvement. Nsengimana (2020) further explained that CBC implementation has not been free from challenges. Inadequate teaching and learning resources, laboratory equipment, and chemical reagents are among the difficulties .Rwanda has encountered in implementing CBC. Teachers have called on the Rwandan government and other education stakeholders to work together to solve the problems they have seen. Suggestion implied that collaboration would be a way to overcome the challenges facing CBC's successful implementation.

Teachers in Rwanda, who teach a variety of disciplines, including English as a second language, have long advocated for the need of ongoing professional development for classroom instructors (Nsengimana, 2020). Not only that the Rwandese teachers who were to implement and instrument CBC were insufficiently prepared and encountered the challenge of limited resources. Hence Manizabayo (2019) suggests the need for teacher preparedness, availability of teaching materials, administrative support, and school environment to enhance implementation of CBC (Manizabayo, 2019).

CBC is a significant shift in Uganda's education system, centering on preparing students for the real world by providing them with the information, attitudes, and practical skills they need (Kinyunyu, 2020). This approach moves away from traditional rote learning methods to emphasize the application of skills in various contexts. Since, the previous curriculum in Uganda focused heavily on theoretical knowledge, which often led to memorization without understanding. Graduates were finding it difficult to apply their knowledge in practical situation (Adom & Marion, 2022). Charles et al. (2022) notes that Uganda's experience with CBC highlights similar struggles and successes.

The Ugandan government introduced CBC to primary education with a phased approach, emphasizing demand for continuous professional growth for teachers. However, lack of sufficient teaching materials and resources has impeded the full realization of CBC goals. Addressing these resource gaps and enhancing community engagement are critical for sustainable execution of CBC in Uganda (Charles et al., 2022).

Competence based curriculum enables Ugandan learners to suit for global Competitiveness. To better prepare its students for the global job market, Uganda is attempting to modernize its

educational system by adopting a competency-based approach (Timothy & Hollan, 2024). Critical thinking, creativity, problem-solving, communication, and teamwork are some of the important skills that the CBC aims to instill in its students. The curriculum is designed to be more learner-centered, allowing learners to participate in their education.

Teachers act as facilitators rather than just providers of knowledge. Kidega et al. (2024) maintained that ICT integration is necessary because the curriculum promotes the integration of ICT to improve instruction, equip students for success in the digital era, and for real-world evaluations. This is assessments under the CBC focus more on practical application of skills rather than just theoretical knowledge. Continuous assessment is a key feature, allowing for ongoing evaluation of a student's progress (Kidega et al., 2024).

## **2.6 Local Perspective towards Effective Implementation of Competence-Based Curriculum**

Kenya is recognized as one of the pioneers of CBC in Africa, launching its curriculum reform in 2017 (Heto et al., 2020). The CBC in Kenya emphasizes the holistic development of students, focusing on key competencies like communication, critical thinking, creativity, and digital literacy.

Implementation process has been gradual, starting with lower primary levels and progressively advancing through higher educational stages. Despite challenges such as resource limitations and resistance from some educators and parents, the Kenyan government remains steadfast in its commitment to the full rollout of CBC, viewing it as essential for cultivating a skilled workforce (Heto et al., 2020).

The attributes of the CBE program in Kenya are influenced by various reports and policy documents created by different educational commissions. This study was compiled in 2012 by the Task Force on the Reorganization of Kenya's Education Sector. Its purpose was to examine and

bring research, training, and education in line with the Kenyan Constitution of 2010 (Mauki et al., 2020). These reports and policy documents underpin shift from 8-4-4 to CBC, emphasizing societal needs as the core drivers. The identified societal needs have been integrated into the curriculum at each educational level.

Education in Kenya has evolved over time in response to national objectives that have been fine-tuned by assessments of current and future conditions. These reviews and specialized reports have served to articulate the country's vision for development and have guided the evolution of the education system. The implementation of CBC across all educational stages reflects this commitment to meeting national development priorities. Moreover, discussions on CBE also provide direction for Kenyan universities in realigning their curricula (Mauki et al., 2020).

Helping students acquire the values, attitudes, information, and skills they will need to overcome life's challenges is CBC's top priority (Okeyo & Kanake, 2021). Furthermore, it uses approved assessment methodologies, a learner-centered pedagogy, and formative assessments to place an emphasis on the practical application of knowledge and the acquisition of new skills (Ali, 2021). As stated by Katam (2020) providing staff with coordinated support is a necessary part of implementing curriculum. This facilitates the process of ensuring that the revised curriculum is put into practice in the classroom. This suggests that a change process's implementation is typically more complicated than it first appears. According to Katam (2020), it's a process that entails adopting new resources, innovative teaching strategies, and a shift in mindset.

Beginning in 2017, Kenya began implementing the CBC methodology (Koskei & Chepchumba, 2020). This curriculum is jam-packed with advantages for students, including improving their own wellbeing and gaining the knowledge and abilities necessary to make a meaningful contribution to

economy and society (Akala, 2021). Kenyan government is allocating funds for education. The definition of curriculum as an idea, plan, or prescription that outlines what should occur in institutions and how the curriculum is currently seen in those institutions provides an accurate representation of what actually occurs in those institutions, according to challenges to this definition (Akala, 2021).

Furthermore, the educational system favors the development of 21st-century talents including competence, creativity, and teamwork (Nyaboke et al., 2021). In contrast to the 8-4-4, which was designed to develop students who could support themselves, this system became overly academic and exam-focused (Amutabi, 2019). With the goal of advancing science, technology, and innovation in line with Vision 2030, Kenya enacted the CBC, 2-6-6-3, in 2017 (Simon, 2022). Universities in Kenya must both comprehend the recent modifications to the educational system and participate in curriculum reform (Mauki et al., 2020).

In order to accommodate the new curriculum, universities must reorganize their classrooms, provide pre-service teacher training, refresher courses for lecturers to improve their skills, and locate schools and placement sites where students can be placed for both teaching practice and employment. Participate in cooperative teacher preparation programs as well as incorporate technology into your teaching and learning. ICT, ethics and integrity, emotional intelligence, teamwork, mentorship, and the addition of new courses should all be made required (Mauki et al., 2020).

A lot of people are worried about the spread of CBC since it focuses more on students' abilities than their knowledge. The issue of the research may be better examined with the use of the data

collected for it and the concepts from other studies that will be considered as the inquiry develops. Mandillah (2019) recommended some management implementation strategies to implement CBC in universities in Kenya. Author recommended following strategies: lecturer training and clear vision and leadership. The authors further argued that faculty development and comprehensive training is critical for the staff to comprehend the principles and methodologies of CBC. Lecturers should be retooled to adopt and develop the necessary competencies and teaching materials that align with the CBC framework (Ogembo, 2024).

A clear vision and leadership are critical strategies for effective CBC implementation in Kenyan universities. Competent lecturers possess the skills to oversee students' transition to CBC by providing them with guidance and direction. Adequate resource allocation is a critical management skill that should be considered in implementing CBC (Akala, 2021). Private universities should ensure adequate resource allocation for university infrastructure, e-learning platforms, libraries, and laboratories. These resources will be employed to make sure that learners have required resources for learning.

Furthermore, the authors recommended that learning institutions should secure adequate funding to facilitate research and development and curriculum enhancement. Similarly, Kim (2015) suggests that the deployment of student support services is an effective management strategy adoption in the implementation of CBC in universities. The authors argued that the establishment of student support services helps in establishing an inclusive learning environment, which is one of the critical pillars of the CBC curriculum. The delivery of CBC is improved by technology integration, like learning management systems (LMS) and online materials, which encourage efficacy in teaching and evaluation (Murithi & Yoo, 2021).

Stakeholder engagement is an imperative strategy in implementation of CBC in private universities (Anyango et al., 2020). Stakeholder engagement involves the interaction with education stakeholders to ensure the university curriculum aligns with the present job market demands. Furthermore, Akala (2021) contended that the involvement of the relevant stakeholders in CBC allows feedback from the students, faculty, and parents, and this feedback could be used to ensure efficacy in the implementation of CBC.

Gruppen et al. (2012) argued that communication and transparency are necessary and a critical management strategy for the effective implementation of CBC, as they ensure that the appropriate communication channels are maintained between the faculty, staff, and students. These communication channels allow the communication and transparency of CBC development and changes. As such, in case of any gaps, corrective measures are deployed to ensure the success of the CBC program.

Summarily, Kenya CBC implementation began with a phased approach. In 2017, the pilot phase of CBC was introduced in Grades 1-3 to test the new system. This involved select schools across the country. In 2018, full implementation started for pre-primary and lower primary levels. This phase saw the expansion of the curriculum to all schools in Kenya. 2019-2020 (Syomwene, 2023). The Competence Based Curriculum was rolled out in upper primary (Grades 4-6), with each year seeing an additional grade being brought under the new curriculum. Beginning in 2023, the first class of CBC students enrolled in Junior Secondary (Grades 7-9), marking a significant milestone as the 8-4-4 system began to be phased out. This year also marked the introduction of the CBC in secondary education.

By the year 2029, the CBC is expected to be fully implemented across all levels, including senior secondary education and universities (Muricho, 2023). Just as in other developing countries, the curriculum focuses on skills development: The CBC has been lauded for its emphasis on developing learners' competencies in various skills rather than rote learning (Okono, 2023). Students' capacity to think creatively, critically, and solve problems has been enhanced as a result. Inclusivity, in which a more adaptable and learner-centered approach to the curriculum is provided to meet the varied and complex educational requirements of all learners, including those with exceptionalities.

According to Amunga et al. (2020), holistic education where the CBC emphasizes a holistic approach to education, integrating co-curricular activities with academics, which has been well-received by educators and parents alike and teacher training and retooling. An important component of the CBC's effectiveness in implementation has been ongoing professional development for educators. The new curriculum can be successfully implemented by teachers since they have received the training they need (Kikwei, 2023).

Implementation of CBC in Kenya has not been free of associated obstacles (Opondo et al., 2023). Reason being, this is what has been going on in Kenya ever since the CBC took over from the 8-4-4 models in 2017. This is a step that was undertaken to equip the Kenyan learners with understanding and capabilities required for the 21<sup>st</sup>C. From the time it was rolled out, it has been associated with myriads of demanding requirements which started even before the enrollment hence some stakeholders ended up rejecting it (Kukali, 2021). Some of the challenges that have been raised at the onset have come to haunt the implementation and hence leaders need to take measures (Nyikadzino, 2023).

This is to ensure inexperienced persons are not disadvantaged. Some of the principle demanding challenges is low trainer- learner ratio, inadequate infrastructure, instructor education problems, understaffing and absence of parental support among others (Opondo et al., 2023). Education by all means is a necessary tool and one of the valuable pillars of national development (Fägerlind & Saha, 2016). The primary purpose of education to any society is the transmission of knowledge that integrates people and empowers them to be more important parts of the society and enable them with capacity of handling issues successfully. Therefore, teachers are important stakeholders especially in the implementation of any form of curriculum.

The implication is, if teachers are poorly trained and equipped the entire process can end up failing because they cannot be able to pass the same knowledge to their learner (Assem et al., 2023). A competence-based curriculum is an approach towards mastery in which students learn at their own tempo to show case mastery within the competence in their selected area of study. CBC promotes individualized studying and contains a selection of studying styles, making it a customized experience. In addition, CBC promotes individualized studying and contains a selection of studying styles, making it a customized experience (Opondo, 2023).

Teachers should be thoroughly trained and be quite vast with the requirements of CBC and be able to trainer the learners at their disposal. Kenyan government through MoE has engaged teachers to diverse modes of training with an aim of immersing teachers in the foundation principles and objectives of CBC. Additionally, revealing individual subject curriculum designs, practical roles all targeting eased interpretation and proper alignment with the curriculum. However, these trainings have not been adequate because someone cannot be trained to a new curriculum in short periods as a week and expect the same to deliver the knowledge appropriately to train (Masika, 2020).

Therefore, this study has embarked on research to evaluate the change management strategies deployed by private universities in implementing CBC in Nairobi County, Kenya. This shall assist in curving the challenge and support the government trainings until teachers are adequately conversant with the curriculum. Lack of sufficient educational materials is another recognized obstacle to the widespread adoption of CBC. CBC is a resource-intensive curriculum. It is a mode of teaching and learning that involves a lot of practice to acquire skills.

This implies a need for more resources which a vast majority of schools currently don't have (Sifuna & Obonyo, 2019). Learning institutions and teachers have found themselves at a situation where we they have to endeavor in innovation. So, they have been encouraged to be innovative and use locally available resources nonetheless, it has remained an obstacle in implementing CBC. Kenyan schools and classes have quite large number of learners which may jeopardize the innovation for resources and are likely to be a challenge for teachers (Akala, 2021).

This study endeavors to identify strategies established towards improvement of physical facilities to accommodate CBC requirements. The other challenge associate with implementation of CBC in Kenya has been identified as teacher-learner ratio (Omariba, 2022). Kenyan schools have been understaffed for a quite a long time even during the 8.4.4 system (Owuor, 2022). CBC implementation requires more monitoring and teacher leaner interaction which means fewer learners to be assigned per teacher. However, it has been observed that some classes in public schools have more learners per class which may not be easily manage under the new curriculum (Akala, 2021).

The Kenya government recruited teachers for junior high school (JSS), but majority of schools received as many as one or two teachers. It is not hard such a number or even as many as four or

five teachers to teach the complete set of subjects required for a CBC class (Otieno, 2024). Hence the government has to come up with strategies to fund education annually and increase teachers in schools. This will enhance proper implementation of CBC (Otieno & Ochieng, 2020). Teachers are important stakeholders hence the government must deploy more teachers and keep increasing teacher learner ratio and minimize the teacher-learner ratio challenge and enhance on the delivery of the CBC (Orina et al.,2021).

In addition, Orina et al. (2021) noticed that public schools, particularly in Nairobi County, had too many students for a learner-centered approach to be implemented effectively, which is crucial for the CBC in Kenya. Additionally, the report hinted that low-cost non-public schools were gradually closing down in various regions of the nation, which would leave teachers without a way to make a living. This implies unutilized instructor, unutilized abilities and wasted training. So, to address public school excesses, some have proposed implementing charter schools at primary level and providing financing for affordable private schools.

In addition to making, it easier for teachers to manage reduced class sizes, this will allow for the successful and high-quality implementation of the competency-based curriculum via the use of learner-centered learning approaches (Orina et al., 2021). Another challenge associated with the implementation of CBC is poor ICT skills and infrastructure (Mwang'ombe, 2021). Digital skills are amongst the essential core competences in competence-based curriculum. Unfortunately, most schools are deficient and are bare of at least a desktop or a laptop. Some primary schools lack electric or any other source of power connection.

This rises a great concern on how learners from such schools acquire the required competencies in CBC. In addition, a majority of teachers in some of these schools' lacks have fundamental ICT

skills to apply in personal day today digital requirements let alone to train their learners on the same skills (Mwang'ombe, 2021). To achieve the core competencies engraved in CBC and ensure equality in accessing education to Kenyan learners digital and infrastructure challenge should be dealt with sufficiently anyhow all learners and schools should be assisted to address the inconsistencies.

Furthermore, teachers in the field and teaching service should be in serviced with CBC pedagogical and ICT skills since these skills were not taught in their teacher training course. Hence the employer should enhance capacity building amongst their employee (Ngeno, 2023). These trainings should be continuous, comprehensive to address the new curriculum challenges. Also, the capacity building training should be regular until these implementers get conversant with the ideal methods of delivering the new curriculum with confidence (Ngaruiya, 2023).

Furthermore, majority of schools have minimal resources and materials to implement the CBC curriculum (Sifuna & Obonyo, 2019). According to Opondo et al. (2023), this is a concern that needs to be resolved with urgency least some learners remain disadvantaged. Schools, teachers, and learners for the time being to embark on innovative strategies and use locally available resources in their institutions for learning (Opondo, 2023). Moreover, schools should share resources especially those which are close together. However, the government should consider addressing the challenge promptly to ensure equity for all Kenyan learners (Rupia, 2022).

There are suggestions that teacher training courses should be changing their curriculum to suit CBC pedagogy skills. This way there shall be a guarantee that graduates from these institutions goes to their job roles while already skilled hence do not require retraining. Diverse stakeholders

in teacher training institutions including universities should work together to achieve the demand since teachers are instrumental implementers of the CBC curriculum. (Cheruiyot, 2024).Implementation of CBC in Kenya has sparked broad conversation about need for public awareness and the active involvement of all educational stakeholders, especially parents.

Opondo (2023) emphasizes the importance of sensitizing the public and parents about the significance of the CBC curriculum. This means that stakeholders, including parents and educators, must be adequately informed about the curriculum's benefits, objectives, and their respective roles in the implementation process. When the public, especially parents, is well-informed about the CBC, there is a greater likelihood of gaining their support, which is critical for minimizing resistance to the change process. Opondo suggests that the government should prioritize these awareness campaigns to ensure that citizens understand the rationale behind the implementation of CBC.

This education can be conducted through various forums such as school meetings, media campaigns, and community forums, which are essential for creating an enlightened society that will support CBC implementation. Similarly, Cheruiyot (2024) argues that the government should spearhead a robust campaign to educate citizens about the importance of the CBC. Teachers and parents will be better able to adapt to the new system if they are well-informed. This will ensure that the implementation process proceeds more smoothly, as the resistance that often accompanies educational reforms is reduced.

The awareness programs should not only highlight the benefits of CBC but also offer a platform for parents to understand how their involvement directly influences their children's learning experience. Mbithe et al. (2023) further support this view, noting that public enlightenment plays

key role in making CBC implementation more effective and reducing opposition. Despite these awareness efforts, there are infrastructural challenges that hamper smooth CBC implementation, particularly in schools that lack basic technological resources. According to Murithi and Yoo (2021), many educational institutions in Kenya face difficulties related to inadequate access to power, computers, and the internet.

CBC, which places significant emphasis on digital skills and practical learning, requires a stable electricity supply and internet connectivity to function properly. Consequently, the government should make infrastructure development a top priority so that schools have access to the technology they need. Akala (2021) suggests that the government could consider reviving the free primary laptops project, which was initially introduced but later collapsed. The provision of computers to schools would enhance digital accessibility and facilitate the use of technology in delivering CBC content. In addition, CBC can only be effectively implemented with high-quality teacher training.

Many teachers are not fully equipped to teach digital skills and use technology effectively in the classroom (Opondo et al., 2023). Therefore, a focused effort to train educators in digital competencies is necessary. Teachers should be trained not only in how to use technology in teaching but also in how to conduct Competency-Based Assessment (CBA), a central aspect of CBC. These assessments are designed to evaluate the practical application of knowledge, and teachers must be adequately prepared to assess learners' competencies in a way that is both fair and accurate.

Muchira et al. (2023) emphasize the need of using multi-faceted approaches to guarantee the successful execution of CBC. One of the critical areas they emphasize is the balance between standardization and personalization in curriculum. While it's critical to establish benchmarks for

student performance, it's just as critical to be adaptable enough to meet the unique requirements of each student. Because of its adaptability, the CBC can accommodate students from a wide range of backgrounds and skills. Additionally, Muchira et al. (2023) stress the importance of assessment design, making sure that assessments are valid and dependable to measure students' competencies accurately.

The role of resource allocation cannot be overstated. For CBC to succeed, educational institutions must invest in the necessary resources, particularly technology and support systems. Adequate funding should be allocated to schools to provide the tools needed for effective teaching and learning. All schools must have access to reliable energy, computers, and the internet, and there must be processes in place to help with problems and keep everything running properly. In addition, Wilson and Mergel (2022) propose the establishment of digital champions within schools—teachers who are specifically trained in technology and can support their colleagues in using digital tools effectively.

These leaders would make sure that educators had the resources they need to effectively teach students' digital skills and deal with any problems that may develop. As part of this, teachers should also be trained in the nuances of Competency-Based Assessment, which requires a different approach from traditional examinations. Cabero-Almenara et al. (2020) emphasize that competence-based assessment requires teachers to assess not only knowledge but also application of skills in real-world situations.

## **2.7 Change Management Strategies for effective Implementation of Competence Based Curriculum in Universities**

Things are changing at a dizzying pace in our planet. It would seem that hardly a day passes by without some major advancement in scientific knowledge, some new discovery, or some innovative creation. Everyone is becoming more and more overwhelmed by the rate of change and new discoveries. Leading change isn't easy. Consequently, effective leaders have a proven record of success as well as the humility to acknowledge when they're wrong and the resilience to bounce back quickly.

In addition, they need to be able to see both the big picture and the finer points of any given situation, be both practical and visionary, be aware of both international and domestic concerns, and foster a sense of personal accountability while also fostering collaboration in order to adapt to new circumstances (Cameron & Green, 2019). Leaders must be capable of establish close relationship with their workforce, and maintain appropriate distance when necessary. This enables them lead, and keep themselves within the background. They should trust their workforce, and maintain watch on what is taking place. They have to tolerant, and are aware of how matters are functioning.

They must uphold the goals of their departments in thoughts, and remain unwavering to the entire system while planning personal time, ensuring flexibility with the agenda. They should freely express their personal view and stay diplomatic visionary and maintain personal feet firmly on the ground trying and win consensus and in order to reduce resistance and be dynamic, and also reflective and humble (Day et al.,2020). A seamless transition and long-term success are possible outcomes of well-executed change management solutions throughout the complex process of CBC implementation at institutions.

CBC focuses on equipping students with specific competencies, such as knowledge, skills, and attitudes that can directly improve their employability and prepare them for the workforce (Dawson, 2022). According to Cameron and Green (2019), it is crucial for leaders in higher education to have a deep understanding of stakeholders' emotions, strengths, and motivations in order to achieve lasting success. Leaders must stabilize efforts across various dimensions, including results, interests, authority, and emotional factors, to develop an environment good for change and adaptation. Key strategy for successfully implementing CBC in universities is establishing a practical structure for change.

Franklin (2021) highlights that successful change management planning requires the establishment of clear deadlines, resources, and cooperative efforts among stakeholders. Deadlines should be enforced, and the evolution of the change plan must align with the institution's needs. By involving various parties, from faculty members to administrative staff, and equitably distributing resources, universities can ensure that CBC is implemented in a way that meets educational institution's objectives while catering to the evolving demands of learners.

Ownership is a key strategy in the successful adoption of CBC in universities. Evans (2020) argues that faculty members must take responsibility for the implementation of the CBC initiative. The academic reputation of the institution rests squarely on the shoulders of its faculty members, who are also essential in shaping and delivering the courses offered. Akala (2021) stresses the need of instructors having the knowledge and skills, including CBA training, to help deliver the CBC effectively. The CBC has a better chance of being accepted and successfully integrated into teaching methods by faculty members if they are actively engaged and have a feeling of ownership over the change process.

The involvement of university leadership is also crucial for ensuring the success of CBC implementation. University leaders, including Vice-Chancellors, Deans, and Heads of Departments, must actively support the change process. Errida and Lotfi (2021) argue that leadership is integral from the planning stage through to the monitoring and evaluation of the CBC. Leaders must advocate for the change both internally and externally, explaining the importance of the curriculum, its alignment with institutional goals, and the anticipated benefits.

Leadership should also be proactive in protecting faculty members from criticism, managing risks, and celebrating successes and failures along the way (Eddy & Kirby, 2020). Furthermore, Schweiger, Müller and Güttel (2020) note that leaders must be adept at using their positional power to support processes, particularly when challenges arise. Through effective leadership, universities can create an atmosphere of trust and collaboration, which is vital for the success of CBC.

Evaluation of strategic planning, is key for the successful adoption of CBC in universities. According to Shoko (2022), universities must engage in a comprehensive planning process that addresses several critical questions. These include questions about the timeline for implementation, the practical needs of students, how to balance institutional capacity with the demands of the new program, and the objectives and performance metrics of the program. Through assessing these factors, universities can ensure that the CBC is implemented in a way that maximizes available resources while also addressing student needs and institutional goals.

To ensure the successful implementation of CBC, universities must also prioritize stakeholder engagement. Mbogo and Mugwe (2023) emphasize that involving all stakeholders, including

faculty members, students, administrative staff, employers, and accrediting bodies, is crucial for gaining their support and buy-in. Stakeholders may be better informed about the changes, their advantages, and their involvement in the process if a transparent communication strategy is developed with an emphasis on listening and cooperation. Furthermore, Ayodele (2024) suggests that universities should identify and empower change champions who can advocate for the CBC and support their peers throughout the implementation process.

Moreover, the leadership in universities must have a clear vision and objectives for the CBC implementation. Anyango et al. (2020) emphasizes the significance of CBC's alignment with the aims, principles, and objectives of the university. Developing a comprehensive competency framework that outlines the essential skills and knowledge that students should acquire is also essential. Involvement of faculty, industry professionals, and other stakeholders in curriculum design is necessary to guarantee that the final product is useful and applicable to students' and employers' requirements.

Dodge (2023) highlights the essence of promoting a culture that embraces lifelong learning, adaptability, and innovation. Universities must encourage continuous learning and the development of new competencies, ensuring that both faculty and students are equipped to meet requirements of changing education sector. Implementing ongoing assessment and evaluation mechanisms allows universities to monitor progress and effectiveness, making necessary adjustments based on data-driven decisions (Dodge ,2023).

Integrating digital tools and learning management systems to their full potential is another tactic for CBC implementation success. These tools are integral to supporting competency-based education, and universities must make sure that both faculty and learners have access to necessary

technical support (Mulenga & Kabombwe, 2019). This includes ensuring that faculty members are trained in digital skills and are equipped to use these tools in classroom. Similarly, learners must have access to digital platforms that allow them to engage with the course material in an interactive and self-paced manner. In CBC, digital technologies play a crucial role in creating a learning atmosphere that promotes independence and skill improvement.

Policy review is another essential management strategy for implementing CBC in universities. As highlighted by Dawson (2022), implementing CBC often necessitates a review of academic policies and administrative procedures. The new curriculum may need revisions to existing laws, such as those pertaining to enrolment status, eligibility for financial assistance, and academic achievement. Additionally, universities should ensure that their accreditation processes and Department of Education approvals are updated to reflect the shift to CBC (Hagan-Short & Addison, 2019).

By aligning policies and procedures with the new curriculum, universities can make sure that implementation of CBC is smooth and well-supported by institutional structures. Universities need to be ready for how CBC will change their procedures and technology. Integration of technology is crucial for the success of CBC, as digital tools are central to competency development and assessment. As Mulenga and Kabombwe (2019) suggest, universities must ensure that their technological infrastructure is capable of supporting the demands of CBC, including ensuring adequate internet access, power, and hardware. University systems may better equip their students for competency-based learning if they anticipate and plan for these technology demands.

## **2.8 Curriculum review Strategies Deployed to Suit CBC Requirements.**

Reviewing the curriculum is key for effective implementation of CBC, because it guarantees that educational materials, practices, and evaluations are always being fine-tuned to match the ever-changing demands of students, communities, and employers (Poh, 2024). Curriculum review allows educational institutions to align with CBC goals, ensuring relevance by aligning content, teaching methods, and assessments with the objective of developing specific competencies in students.

This process targets what students need to achieve and prepares them for real-world situations (Gouëdard et al., 2020). Moreover, curriculum review provides a pathway for continuous improvement by identifying gaps and challenges that may impede the development of necessary competencies, such as areas where learners may underperform or where the curriculum inadequately prepares them for practical applications.

Addressing stakeholder feedback, including input from teachers and students, further enhances the curriculum's relevance and effectiveness (Lorente, 2023). Curriculum review also enables adaptation to technological and societal changes. As technology rapidly evolves, reviewing the curriculum allows for the integration of new tools and platforms, which enhances digital competency development in learners. Additionally, curriculum review allows educational programs to respond to shifts in economic priorities and emerging global issues, thereby ensuring students acquire competencies that address current societal challenges (Nyaboke et al., 2021).

This process also supports teachers and other educators by highlighting the need for professional development, ensuring that instructors are equipped to deliver the CBC effectively. Resource alignment is another benefit, as it ensures that teaching resources, textbooks, and materials align with targeted competencies, enhancing teaching effectiveness. Regular curriculum reviews also

ensure that assessment methods align with desired competencies, often shifting from traditional exams to more practical, project-based assessments. These reviews assess whether the curriculum effectively cultivates the targeted competencies, allowing for adjustments as necessary (Gouédard et al., 2020).

Furthermore, reviews help maintain alignment with national education policies and international standards, ensuring consistency in competency development across the education system. Periodic curriculum reviews ensure compliance with regulatory requirements and promote equity and inclusion by addressing diverse learning needs and backgrounds, thereby guaranteeing that all students reach the required competencies (Karakus, 2021).

In universities, aligning curricula with competency-based requirements involves a structured approach to make sure that learners develop skills, knowledge, and attitudes required to meet industry or professional standards (Dodge, 2023). Collaboration with industry professionals, accreditation bodies, alumni and faculty are essential to define the competencies necessary for graduates. This often includes adopting a competency framework that outlines essential skills and attitudes, analyzing existing curricula to note gaps and overlaps, and mapping present courses to competency framework to determine where competencies are already taught and assessed (Muchira et al., 2023).

Redefining course objectives to align with required competencies is integral to this process, as is the incorporation of active learning, project-based learning, and experiential learning methods. Assessment methods must also be adapted, moving towards practical exams and simulations that

measure competency acquisition. Providing faculty with professional development on CBC principles and practices is essential, as it equips them with the tools needed for effective curriculum delivery. Universities can further benefit from piloting new curriculum structures in selected courses and gathering feedback from students, faculty, and industry partners to refine the curriculum as necessary (Nurdin et al., 2023).

A successful curriculum review requires a regular assessment to ensure alignment with industry standards and competency requirements. This involves continuous improvements based on feedback and evolving industry needs. Additionally, compliance with accreditation standards is essential to uphold quality assurance in competency-based education. Educational institutions should adopt quality assurance processes to maintain high teaching and learning standards (Wambiya & Ogula, 2023).

Integrating digital tools, such as Learning Management Systems (LMS), can support competency tracking and personalized learning paths, enhancing the learning and assessment processes. Establishing industry partnerships for internships and real-world learning opportunities, as well as engaging alumni to provide mentorship, further supports students in acquiring practical skills.

Clear communication of curriculum changes and the benefits of CBC to stakeholders, including students and faculty, is vital for successful implementation. Effective documentation of curriculum changes, competency frameworks, and assessment methods ensures transparency and consistency throughout the process. Universities that engage in comprehensive curriculum review and alignment with CBC requirements better prepare graduates for their professional careers (Muchira et al., 2023).

As CBC emphasizes learning outcomes, it is important for universities to examine their curricula to ensure alignment with CBC standards (Manduku & Sang, 2021). Unlike traditional education that focuses primarily on subject content, CBC emphasizes competencies demonstrated by learners, such as knowledge, skills, and attitudes. The ever-changing demands of society, students, and teachers are met by this learner-centered approach, which is both flexible and adaptive.

By focusing on real-world applications of knowledge and skills, CBC prepares learners for practical challenges. Competency-based curricula incorporate cross-curricular competencies, providing students with a holistic educational experience that emphasizes applied skills (Manyukhina & Wyse, 2019)

## **2.9 Establishment of capacity building strategies for faculty members**

Establishing capacity-building strategies for faculty members is essential for enhancing their skills, knowledge, and effectiveness, particularly in implementing CBC. This process starts with universities conducting surveys and gathering feedback from faculty to understand their current skill levels and identify areas needing improvement (Cherotich, 2023).

Performance evaluations can help pinpoint specific needs, guiding targeted professional development efforts. Regular workshops and seminars on topics such as pedagogy, technology integration, research methodologies, and subject-specific updates are critical to this process. Additionally, providing access to online courses and Massive Open Online Courses (MOOCs) on relevant CBC topics can further expand faculty expertise. Mentorship and peer coaching also play key role in capacity-building. Pairing less experienced faculty members with seasoned mentors, universities can foster knowledge transfer and support for professional growth. Peer coaching

sessions allow faculty members to share best practices and learn from one another, cultivating a collaborative learning environment (Cherotich, 2023).

Furthermore, providing funding opportunities and grants for faculty research projects and collaborations can enhance research capabilities and deepen faculty engagement with CBC. Facilitating partnerships with other institutions and industry partners is also valuable, as it can provide insights and resources that improve CBC implementation. Technical training is another vital component. Regular sessions on the use of new educational technologies, coupled with ongoing technical support, ensure faculty members are well-equipped to integrate these tools into their teaching.

Establishing centers dedicated to teaching and learning provides faculty with resources, workshops, and expert guidance, all of which can enhance teaching methods and results. Maintaining a library of teaching resources, like books, articles, and online materials, can further support faculty in adapting to CBC requirements (Muzvondiwa & Gudyanga, 2024). Leadership training for faculty members interested in leadership roles is equally important, as it helps prepare future leaders within the institution. This can be complemented by succession planning to ensure a continuous flow of skilled leaders.

Regular evaluations of the effectiveness of capacity-building programs enable universities to adjust strategies based on feedback and changing needs (Wambiya & Ogula, 2023). Creating a culture of innovation is also beneficial, encouraging faculty members to experiment with new teaching methods that align with CBC objectives. Faculty retreats, networking events, and forums allow members to build community, foster collaboration, and share experiences. Recognition and incentives are powerful motivators for faculty engagement. Award programs that acknowledge

faculty achievements, coupled with tangible rewards like promotions, salary increases, or sabbaticals, can enhance commitment to professional development and CBC goals.

Providing these incentives promotes a sense of accomplishment and motivates faculty to maintain high standards in teaching and research (Sikolia, 2024). Building capacity is essential because it provides educators with tools required to adapt to curriculum changes effectively. According to Kumari (2022), capacity-building initiatives help faculty understand their evolving roles within a changing curriculum. With CBC's focus on practical skills for adapting to real-world challenges, educators need to master not only subject content but also pedagogical approaches that allow for personalized and competence-based learning experiences.

This also helps faculty members foster positive attitudes toward the curriculum, motivating them to act as change agents, build team spirit and pursue continuous professional development (Kumari, 2022). Moreover, capacity-building efforts enable faculty to align student qualifications with job requirements and organizational needs. Meilana (2020) emphasizes that capacity-building empowers faculty to adapt their instruction to meet both academic and professional standards, thereby enhancing graduates' employability. To remain effective, capacity-building should be an ongoing process that evolves with advancements in knowledge, curriculum changes, and technology (Saiyad et al., 2020).

## **2.10 Instructional improvement strategies deployed to support CBC implementation requirements.**

Improving instructional strategies and physical facilities to suit CBC requirements involves several key aspects. These include learner centered approaches, that engaging students through problem-solving, discussions, and hands-on activities. Instructions should be differentiated such that

teaching methods are tailored to accommodate diverse learners' needs, ensuring all students can succeed. Encouraging collaborative learning, this by promoting group work and peer learning to enhance social skills and teamwork (Mwang'ombe, 2021).

Continuous assessment of students' progress to provide timely feedback and adjust teaching methods accordingly. Technological integration, such as interactive whiteboards, tablets, and educational software to create dynamic learning experience for learners. Tools available online, such as electronic libraries and e-learning platforms provide students access to a plethora of study materials. Combining traditional classroom teaching with online instruction to offer flexible learning option for learners is an important consideration (Pramana et al., 2021).

Regularly conducting of workshops and training sessions to update teachers on CBC methodologies and best practice. The goal of peer mentoring is to encourage more seasoned educators to guide their less experienced colleagues through the implementation of CBC strategies; this will help promote a growth mindset among educators, encourage teachers to reflect on their own practice and that of their peers, and ultimately lead to better classroom management.

In additional is the improvement of physical facilities (Prasetyono et al.,2021). Providing adaptable learning spaces with movable furniture to facilitate different teaching and learning activities. Equip classrooms with interactive space, such as projectors, and ample power outlets for student devices. Designating areas for collaborative work, independent study, and resource access. Establishment of technological infrastructure as robust and high-speed internet access throughout the school to support digital learning too. Provision of tech-enabled classrooms, with sufficient computers, tablets, and other digital devices for students and teacher. Also, it is

paramount to provide maintain ace and support by establish a system for regular maintenance and technical support for all digital equipment (Kariippanon et al., 2019).

Improvement of instructional strategies and physical facilities to suit Competence Based Curriculum Requirements is paramount. Ngeno et al. (2021) assert that physical infrastructure moderately influences on the implementation of CBC. Therefore, effective implementation of CBC wholly, require specialized facilities as science, technology, engineering, and mathematics (STEM) labs equipped with modern tools and materials, art and creativity space, as studios and workshops for art, music, drama, and other creative pursuit, sports and recreation areas, with adequate sports facilities and play areas to promote physical education and extracurricular activities (Heto et al., 2020).

Another important consideration is safety and accessibility, of clean, safe, and secure school premises, including well-maintained buildings and playgrounds. Inclusive design, whereby, all facilities are reachable to learners with disabilities, including ramps, elevators, and accessible restrooms, while observing health and hygiene, with provisions of clean drinking water, sanitation facilities, and regular health check-up.

Other component in relation to improvement of instructional strategies and physical facilities to suit Competence Based Curriculum requirements is collaboration and community involvement (Ngeno et al., 2021). This entails stakeholder engagement, by encouraging parents to engage in school activities and support their children's learning at home, collaborating with local businesses, organizations, and educational institutions to enrich the learning experience. Seeking government support, while work with education authorities to secure funding and resources for implementing CBC requirements (Eden et al., 2024).

Another key component of improvement of instructional strategies and physical facilities to suit Competence Based Curriculum requirements is regularly conducting surveys with students, parents, and teachers to gather feedback on instructional strategies and facility conditions, holding focus group discussions to explore specific issues and gather in-depth insight and organize open forums and meetings to discuss progress, challenges, and potential improvement (Assey, 2022). Improving instructional strategies and physical facilities to align with the requirements of CBC involves a comprehensive approach to ensure that educational environments and teaching methods effectively support the development of competencies in students (Godfrey, 2018).

The universities should invest in active learning techniques, like project-based learning (PBL). This requires involving learners in real-world projects that need problem-solving, critical thinking, and collaboration (Tan & Huet, 2021). Inquiry based learning as described by Boss and Krauss (2022), is a situation where learners are included in activities that encourage them to ask questions, conduct research, and explore topics more deeply without forgetting inclusion of differentiated learning techniques as stated by (Tomlinson & Imbeau, 2023).

Competence based progression, is another key observation in implementation of CBC. Instead of being graded on how much time students spend in class, they are instead evaluated on how well they exhibit competence (Mulenga & Kabombwe, 2019). Implementing the strategies discussed above and improvements all requires collaboration among educators, administrators, policymakers, and the community to develop a learning environment that aids goals of a CBC. Therefore, at all times it is important for universities to put into consideration such considerations and to take this into account to guarantee successful implementation of CBC. Having high-quality instructional resources is essential for effective teaching and learning in the classroom (Sifuna & Obonyo, 2019).

EU defines competence as integration of values, attitudes, knowledge, and skills. Success in school depends on students' ability to demonstrate mastery of course material via various forms of evaluation and reporting. After that, through applying what they have learnt, students show that they have learned (Gervais, 2016). Instructional resources are essential because they prevent rote learning and repetition from becoming the primary focus of a lesson, which can be harmful to both the teacher and the students. Through the use of resource materials, students can gain real-world experience. They are able to work in a different autonomous strategy since these assist them in developing the necessary concepts and skills (Santika et al., 2022).

Teaching and learning also rely heavily on educational materials. They make available the tools instructors need to organize and conduct efficient lessons and to help students learn (Alban & Alieto, 2022). Effective use of educational resources can raise student achievement. Because of this, teachers ought to choose resources that both fit the curriculum and the needs of their students (Namestovski & Kovari, 2022).

Teaching and learning are greatly aided by instructional resources, which can be utilized to complement and enhance class content, assist students in acquiring new ideas, and offer real-world experiences. Textbooks, workbooks, games, software, websites, and manipulative materials are a few examples of instructional resources. Workbooks are used to supplement textbooks and give students more practice opportunities, however textbooks are the main source of material in a class.

Blocks and puzzles are examples of manipulative materials that facilitate the teaching of new concepts by letting students manipulate things and see how they function together. Additionally, helpful in raising student interest and aiding in material retention are games. Websites and software applications give users access to a wealth of knowledge on virtually any subject and enable them

to engage in interactive learning experiences. To guarantee that instructional materials have the greatest possible effect on students' learning, educators should also receive training on how to use them (Sutarto et al., 2020). So, this study sought to find out whether private universities in Nairobi County have improved their instructional strategies and physical facilities to suit Competence Based Curriculum requirements.

## **2.11 Theoretical Framework**

A theoretical framework provides a way to make predictions regarding the interactions between the different variables in a research study (Kivunja, 2018). Furthermore, Nord et al. (2019) indicated it is essential to guiding study's complete procedure. Rosenbaum et al. (2018) noted that change management requires ongoing experience, expertise, and understanding of a variety of crucial challenges.

The Lewin Three-Step theory will be applied in this investigation. Kurt Lewin's Three-Step Change Model is a fundamental framework for regulating change in various contexts, including educational curriculum changes. There are three phases to this model: Unfreezing, changing (or moving), and Refreezing. The theory is extensively discussed below in this section of this study.

### **2.11.1 Lewin's Three-Step Change Theory**

Lewin's Three-Step Change Theory which involves unfreeze, move, in this study, step two is change and refreeze (Unfreeze – Change – Refreeze). The theory provides a theoretical framework that is used to evaluate change management strategies for effective implementation the Competence-Based Curriculum (CBC) in private universities in Nairobi County, Kenya. The theory is used in the study to help understand effective change management strategies for

implementing competence-based curricula in private universities. Change management is essential in any form of businesses (Burnes, 2019).

Lewin (1947) developed the three-step change theory to understand how individuals adapt to societal change and new environments. Lewin found that individuals must be prepared for change, helping them to adapt and cope with organizational change. The change stages include unfreezing, moving, and refreezing.

According to unfreezing, both individuals and organizations need to understand that change is necessary. Relocating clarifies how to start a change. Refreezing entails creating a novel state of affairs (Burnes, 2020). Lewin presumably advocated a method of looking for the process of transformation as a whole. There are three stages to the transformation process that he suggested organizations use. Determining the existing state of affairs, identifying the factors that are driving and opposing change, and visualizing an ideal future state constitute the first stage in unfreezing the current situation. In the second, people actively participate in making a change, and in the third, they work to solidify that change by establishing policies, recognizing successes, and implementing the new changes (Cameron & Green, 2019).

Unfreezing, that is the first stage, entails generating the will to change by upending the status quo and creation of concern about survival. Further it involves establishing a psychologically secure space to get over learning fear. The Phase Two is the acquiring new knowledge and interpretations for well-known concepts. The phase involves imitation and attachment to role models. Looking for answers and learning by doing. Whereas Phase Three Refreezing calls for taking in fresh ideas and interpretations. It also involves integration with one's identity and self-concept. Hence integration into the new and with the necessary connections in the new (Santos et al., 2023).

Furthermore, unfreezing is all about developing the will to change, internalizing new ideas and meanings, and picking up new concepts and meanings from the old ones. Before fully concentrating on the new learning during the early unfreezing period, the people involved must unlearn some things. It is claimed that every person going through any form transformation is governed by two forces. Anxiety related to learning is the primary force.

This is the nervousness that comes with picking up new skills. Will I fall short? Shall I be made public? The other opposing factor is the fear of not surviving. This has to do with the pressure to adapt. And what if I stay the same? Will I fall behind? These fears might manifest in various ways. The fears manifest in a way as fear of momentary incompetence and the awareness of one's incapacity to handle an unfamiliar circumstance (Cameron & Green, 2019). Additionally, Cameron and Green (2019) note that the other fear is the fear of incompetence-related punishment: the worry that, should this ineptitude be found or evaluated, one would somehow lose out or suffer a penalty. Fear of losing one's identity: the inner anguish that arises when one's regular thought and feeling patterns are no longer necessary, or when one's identity is derived from a role or position that is no longer accepted by organization.

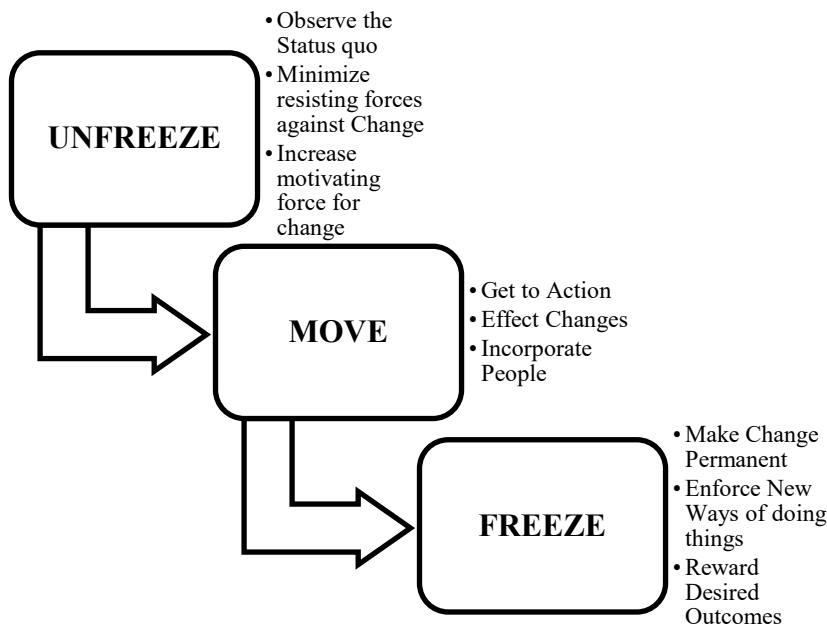
Fear of losing organizational membership: For some, network of relationships they have at work has a significant impact on their identity, much as their role can define them. Similar to how a team's or group membership's steady equilibrium can promote health, instability brought on by changing team dynamics (Cameron & Green, 2019). Instead of attempting to enhance person or organization's sense of survival tension, it is far important to lessen the character's getting to know tension. This is obtained by considering that the restraining force additionally is beneficial. However, this is reduced by gaining knowledge of anxiety through developing the learners' experience of mental safety by use of some interventions.

Interventions including inspiring future visions, formal education, learner engagement, and informal training of key team members; carry out practical learning, involving coaches to train, receiving and giving remarks; high quality role modeling; consistent systems and structures redesigning; learning through imitation and also through trial and error (Scholkmann, 2021).

This is illustrated in Fig.1

**Fig 2.1**

*An illustration of Lewin's Three-Step Change Theory (Cameron, & Green, 2019)*



According to Burges (2020), this three-step transformation model addresses a dynamic balance of parties operating in various directions. According to Hussain et al. (2018), Lewin indicated three phases to change: unfreezing, moving, and freezing. These motivating factors make change easier because they point workers in the right direction. Change is resisted by restraining factors because

they steer workers in the wrong direction. It serves as a lens to help strike a balance by unfreezing the current state if necessary and freezing the participants if necessary to the future state (Burnes, 2019). As a result, these parties must be carefully analyzed.

This is significant enough that those in charge shouldn't overlook it. This is significant enough that individuals in charge of advancing the change and its advancement shouldn't overlook it (Hayes, 2022). Furthermore, Njenga and Gachunga (2016) state that unfreezing the current circumstance is the initial step in the process of changing a certain perspective. The status quo, or equilibrium state, is what is currently in place. Then, unfreezing is used to break through the barriers set up by both individual defiance and collective agreement. Moreover, people learn new behaviors when they unfreeze (Njenga & Gachunga, 2016). People usually accept new ways of doing things though it requires motivation (Haslam et al., 2022). The second step is changing itself in which the organization presents a new dimension (Endrejat & Burnes, 2022).

This means introducing a logical and appealing alternative for a new pattern of behavior (Stangor et al., 2022). Moreover, these occur when people perceive the need for change and opt for new ideas. The change needs to be properly orchestrated and planned for implementation. The implementation can be in whichever way moderate or otherwise radical (Jewell et al., 2022). Refreezing is the last phase, and it involves strengthening the new behavior in the mentioned organization, either officially or informally. In order to solidify the new processes, managers might encourage the new behaviors (Worley & Mohrman, 2014).

Lewin's change model is broken down into three parts, according to Hussain et al. (2018): unfreezing, changing, and refreezing. The three steps that make up a shift, according to Lewin, are identifying the problem, improving one's behavior to a more desired level, and finally establishing

the new level of behavior as the norm. This suggests that three elements are needed for a transition to be successful: first, unfreezing present level when required, and then moving on to new level. The freezing group is the next to arrive at the new level, as stated by (Hussain et al, 2018).

The model, as per Katam (2020), can be investigated in further detail as follows: "The unfreezing" is the first phase. The stage is the phase in which a change is planned to take place. Therefore, if the driving forces exceed the restraining forces, people get more motivated toward change as compared to resisting change. Hence at this stage, people prepare to make the stated change. To arrive at this point, a lot of resistance may be experienced due to fear of the unknown and also the process of breaking old habits. This must be overcome by the deployment of strategies such as proper communication. Keeping the people involved updated about the situation of the change and also informing employees about the impact the change may bring on them and their work (Bruggeman et al., 2021).

Training also aids in the process of unfreezing. Training equips individuals with the necessary information and abilities to achieve the desired results (Herodotou et al., 2019). In addition, employee involvement in decision-making about the change also allows them to bring in their contribution. Employees at this stage also need to be trained in stress management by giving them a chance to discuss their concerns about the change carried out as well as emphasizing meeting the set deadlines (Katam, 2020).

The unfreezing step requires the continued creation of awareness of the procedure of the change. This is to all stakeholders mainly the teachers, who are the key implementers. Walker (2022) says that they need to be propelled in a way that warrants them to own the change philosophy,

pedagogy, objectives, resources, and evaluation. This is best achieved through training and retraining as well as embracing their views (Katam, 2020).

The second phase entails changing phase. This is when change practically occurs. Allaoui and Benmoussa (2020) state that people here truly learn new behaviors, systems, and new structures. This implies changes in culture, norms, and practices in the curriculum implementation. This stage requires substantial collaboration between all stakeholders as each play well-stipulated roles to encourage the successful implementation of the new change. The most important stakeholders in curriculum change are mainly the teachers who are paramount as implementers. All they need is sufficient support to propel them forward unlike causing them to go backward to their initial methods of implementation (Kang et al., 2022).

Refreezing is the final phase. This entails maintaining support for the implemented change continuously (Walker, 2022). The reinforcement of the alteration occurs during the refreezing phase. This is accomplished by means of feedback and incentives provided by the organization each time a worker demonstrates the desired behavior. In a similar vein, positive reinforcement is provided to instructors' educators to encourage them to keep implementing the change. The stage requires proper monitoring least the change fails due to poor continued support to the teachers, inadequate resources also administrative challenges (Kuusmaa, 2022).

There are several critiques and limitations to this theory. Scholars argue that it lacks accountability for interaction in individuals, groups, organizations, and society, instead, the organization does not comprehensively address change complexity and iteratively (Wojciechowski et al., 2016). The authors further argued that Lewin only broke down change process into 3 steps, yet change in real life is complex and more intricate, as it involves multiple stages and factors. Lewin's three-step

change theory was also criticized by Hayes (2018), who argued that the Three-Step Change Theory does not address adequately the resistance to change experienced in most change processes in organizations.

The author went on to say that the theory does not consider the possible influence of feelings and irrational behavior that arises during the process of change. Burnes (2020) asserts that this theory provides a helpful framework for comprehending change, making it pertinent and appropriate to the current study. The theory suggests that there are three steps involved in understanding and managing change in an organization. As such, the first stage, unfreeze, could be used to create awareness among educators, administrators, and university students in private universities in Kenya.

The unfreezing stage also helps CBC implementers to delve into various questions before implementing change in adopting the CBC curriculum, such as what is the problem with the current education model, why it is necessary to adopt the CBC curriculum, and what benefits will the universities and students gain by implanting the CBC curriculum in universities. The application of the refreezing stage will help the researcher to comprehend how the CBC changes would be communicated appropriately to the lecturers, and the appropriate channels to communicate this change.

This stage would further assist in implementing the CBC curriculum into the university culture. Arguably, in the view of this theory, anchoring the CBC changes in the university culture would allow a smooth transition to the new curriculum. This ensures that sustainable practices have been adopted to allow the CBC curriculum to become a part of the students, which, ultimately, becomes

part of the university and all the stakeholders. The theory offers a framework for managing resistance, which makes it even more pertinent and useful to the current investigation.

Moreover, Grønvad et al. (2024) assert that Lewin suggests that change resistance should be resolved using open communication and stakeholder involvement during change process. Therefore, to get additional information about the implementation of the CBC curriculum, private colleges should promote town hall meetings, focus groups, interviews, or surveys in order to foster open communication (Grønvad et al., 2024). The education curriculum is changing in Kenya. Therefore, in the thought of this theory leaders shall be expected to monitor, evaluate, and plan changes to enable easy and swift response to the internal as well as the external environment. Further, envision the road change is taking as far as individuals, products, technology, and markets are concerned (Hussain et al., 2018).

Private universities shall have to plan for the change towards CBC. Therefore, this shall require the system to be unfreezing. This shall require private universities to divert from their current position or status quo to a new direction which is CBC. The unfreezing stage shall thus improve the group behaviors for change. Additionally, it might enhance the leader's determination for change at a higher level. Therefore, according to Lewin, the forces that want things to stay the same will cause less friction and resistance than the ones that are changing things. A more suitable and, maybe, more fruitful transformation approach is therefore proposed (Hussain et al., 2018).

According to this change model, the leadership position entails driving change, articulating a vision, gaining support, overseeing the transition, and fostering the will to keep the change going. This explains the unfreezing of the current position of the organization. During the moving stage of a change, one must build support and manage the transition. During the implementation and

refreezing phases, one must retain motivation (Memon, 2021). Simply this study shall examine the unfreezing process of rolling out the old and then adapting the new.

In this case, the new is the CBC, which when adapted the universities shall be required to move on with the CBC and refreeze shall be seen as carrying on with the new CBC curriculum. This is where the new now becomes the norm. In this study the Lewin's change management theory Step One which concerns Unfreezing simply defines preparing for Change. Implying in the context of CBC implementation, the phase involves realizing the need for change in private universities. Hence addressing resistance from faculty, administrators, and students by creating awareness about the benefits of CBC.

Change management strategies in this step include stakeholder engagement, training programs and also policy formulation, though the study did not go to depths of policy formulation. The change management theory step Two, involve Moving, which is the actual Change. The practical implementation of the transition. The step involves rolling out the CBC framework in private universities, together with redesigning the CBC that is curriculum review, capacity building for faculty members through training, and developing resources. Developing resources include improving both the physical facilities and instructional material.

Moreover, effective change management strategies at this stage also include technology integration. The success of this phase according to this study is dependent on continuous monitoring and adaptability. Whereas step three of the theory calls for Refreeze, which is sustaining the Change. That means once CBC is implemented, private universities need to institutionalize the new curriculum through policies, faculty development, and student assessment reforms. Change management strategies focus on reinforcing the new system, ensuring ongoing

support, and making modifications based on feedback obtained. Additionally, evaluation at this stage assesses whether the CBC has been successfully adopted and whether it is achieving the desired educational outcomes.

Summarily, Lewin's Three-Step Change Theory which involves Unfreezing, moving (change) and Refreezing connects the independent and dependent variables in this study which is an evaluation on change management strategies for the effective implementation of the Competence-Based Curriculum (CBC) in private universities in Nairobi County, Kenya. Unfreeze is the wake-up call to recognizing the need for change. In this case the Independent Variables: change management strategies Leadership commitment, stakeholder engagement, planning, institutional readiness, training programs. The Dependent Variable in this case is awareness and willingness to adopt (C B C).

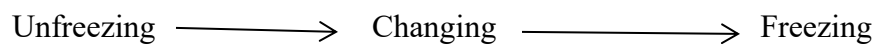
The independent Variables: Change Management strategies that include capacity building, resource allocation, policy adjustments determine the dependent variable which is adoption and integration of CBC into teaching and learning in practice. Refreeze calls for sustaining the change: Independent Variables: Continuous monitoring, institutional culture shift, reinforcement mechanisms. Dependent Variable is long-term effectiveness and sustainability of CBC in private universities. Lewin's Model is important in evaluating change management strategies in private universities in Nairobi County Kenya, because it is a structured approach which provides a definite roadmap for universities transitioning to CBC.

Two, stakeholder engagement that is it leads to ensuring buy-in from faculty, students, and administrators. Three, sustainability, the theory helps universities maintain CBC implementation and avoid reverting to traditional methods as it guides towards problem identification. That is

highlights areas of resistance and enables targeted interventions for smoother adoption. This change process can be demonstrated as follows:

**Figure 2.2**

*Illustration of Lewin's Change Theory (Cameron, & Green, 2019)*

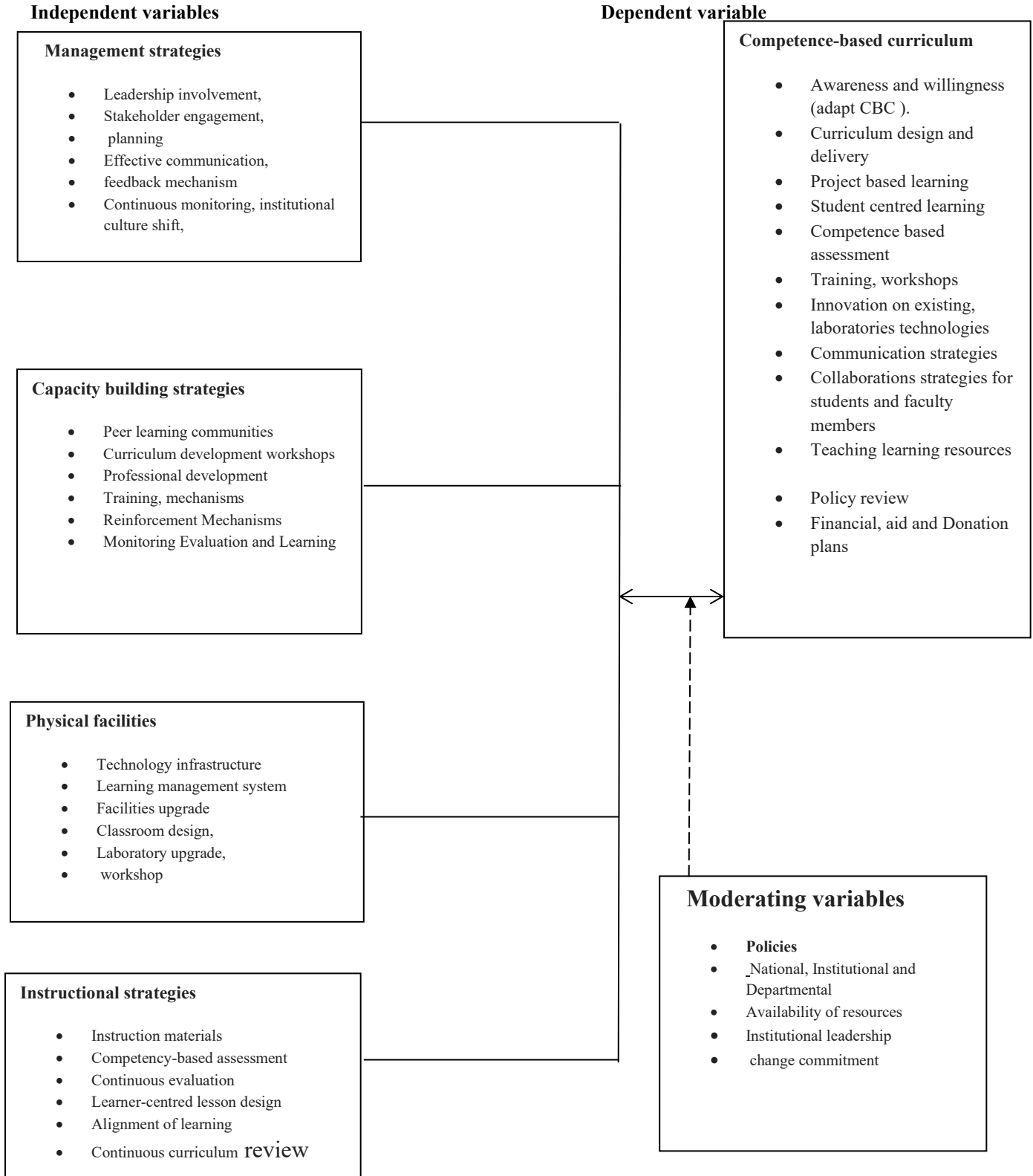


**2.13 Conceptual framework**

Both the independent and dependent variables that were considered in the literature review are interdependent, as shown in this portion of the conceptual framework. It is derived from the preexisting theoretical framework and literature research. It illustrates the diverse independent variables that influence the dependent variable. This research adopted a conceptual framework comprised of three variables: independent variable, dependent variable and moderating variables and their interconnection and features are indicate

**Figure 2.3**

*Conceptual Framework*



## **2.14 Summary of the Literature Review**

Literature examined pertinent research on implementation of CBC, globally, regionally and locally. The implementation of CBC literature as portrayed both successes and challenges in the implementation process. The successes that stood out were: many countries have successfully implemented Competence-Based Curricula (CBC) mainly by focusing on learner-centered approaches, practical assessments, and strong teacher training. These implementation strategies and ideas Kenya can adopt. These countries that stood out according to the study's literature review include: Finland, whose education system is Student-centered type of learning and teacher autonomy.

The system emphasis on less emphasis on exams but put much focus on problem-solving, creativity, and real-world skills unlike memorization. Two, embarking on highly trained teachers, meaning only master's degree holders teach while ensuring quality education. Three, flexible curriculum, this means schools and teachers have autonomy to design lessons that fit their students' individual needs. Finally, deploying an interdisciplinary learning approach, where subjects are integrated into broad topics instead of being taught in isolation. Another country that stood out is Singapore with her strong foundation in STEM and Vocational Training.

Singapore success in the implementation of CBC is based on specifically applied learning pathways. This means learners can choose either academic or vocational training early. Two, industry partnerships, whereby schools work closely with businesses to ensure graduates have job-ready skills. Thirdly, Singapore has embraced digital learning integration, the use of AI, e-learning, and digital platforms for individual personalized learning. The other country is Switzerland who thrives in a dual vocational education and training (VET).

The country emphasis on Work-Based Learning, meaning 70% of learners enrolls in vocational education that combines school learning with apprenticeships. Two, keeping Close Ties with Employers, which means companies help in designing the curricula and provide internships. In addition is a lifelong learning culture, which implies continuous up skilling opportunities for all citizens. Another country is Canada which is adorned with a Personalized Learning and Inclusive Education. The type of education focuses on Individualized Learning Plans (ILPs), a curriculum orchestrated towards students' strengths and interests.

Two, Competency-Based Assessments, implying much emphasis is made on problem-solving, collaboration, and communication rather than exams. Finally, focus on Inclusive Education, where special programs are established for learners with disabilities or unique learning needs. This has shown that CBC focuses on skills development, where the CBC has been lauded for its emphasis on developing learners' competencies in various skills rather than rote learning. This has fostered creativity, critical thinking, and problem-solving abilities among learners. Two, inclusivity, where curriculum is designed to cater to the diverse learning demands of all learners, including those with disabilities, by offering a more flexible and learner-centered approach.

Three, holistic education, where the CBC emphasizes a holistic approach to education, integrating co-curricular activities with academics, which has been well-received by educators and parents alike and teacher training. The literature review as shown that there has been continuous professional development for teachers that has been key success factor in implementation of CBC. Teachers have been equipped with required skills to deliver new curriculum properly.

Several changes have been reviewed in the literature, the challenges that commonly stood out are: Resource constraints; implying that is the implementation of CBC has faced challenges due to

inadequate resources, including insufficient learning materials and infrastructure, especially in rural and marginalized areas. Two, teacher Preparedness, meaning despite ongoing training, some teachers still feels unprepared to effectively deliver the CBC due to the requirements of new curriculum and shift from traditional teaching methods. Three, parental involvement, since the CBC requires active involvement from parents, which has proven challenging due to varying levels of understanding and engagement among parents.

Four, assessment concerns; There have been concerns about new assessment strategies under CBC, that focus on continuous assessment rather than standardized exams. Some stakeholders are uncertain about how these assessments will impact students' future academic progression and policy and infrastructures Support: The transition to CBC has highlighted the need for more robust policy frameworks and infrastructure to support the curriculum effectively. This includes the need for digital resources, modern classrooms, and adequate learning materials. Change management strategies for effective implementation of CBC in private universities in Nairobi County, Kenya, has not featured in the reviewed literature to find out whether private universities in Kenya have reviewed their curriculum to suit CBC requirements, and literature to examine capacity-building strategies established for faculty members.

The literature found that following management strategies were effective in implementation of CBC curriculum: leadership training, clear vision, leadership, and stakeholder engagement. In addition, putting less emphasis on exams, deploying of highly trained educators, deploying a flexible curriculum and embracing an interdisciplinary learning.

Furthermore, including applied learning pathways, incorporating industry partnerships, and digital learning integration, work-based learning, observing close ties with employers, without

overlooking the importance of lifelong learning culture. Individualized learning plans (ILPs) have portrayed to be a crucial factor to consider, Competency-Based Assessments and Inclusive Education. However, the literature found out that private universities had not yet aligned their curriculum to fit in CBC's requirements.

Lewin's Model is important in evaluating change management strategies in private universities in Nairobi County Kenya, because it is a structured approach which provides a definite roadmap for universities transitioning to CBC. Two, stakeholder engagement that is it leads to ensuring buy-in from faculty, students, and administrators. Three, sustainability, the theory helps universities maintain CBC implementation and avoid reverting to traditional methods as it guides towards problem identification. That is highlights areas of resistance and enables targeted interventions for smoother adoption. Hence the researcher was further motivated to embarked on data collection to clearly determine change management strategies for effective implementation of CBC in private universities.

## **CHAPTER THREE**

### **METHODOLOGY**

Sample size and sampling techniques, data gathering tools, pretesting of research tools, validity of tools, and reliability of research tools, data gathering procedures, data analysis and ethical considerations.

#### **3.1. Research Philosophy and Research Design**

##### **3.1.1 Research Philosophy**

Pragmatism research philosophy best suited this study because, one, it emphasizes on real-world applications and the practical consequences of ideas. This study that is evaluating change management strategies for effective implementation of CBC in private universities in Nairobi County, Kenya, helped determine the most effective strategies for implementing CBC. Particularly, strategies which align with the pragmatist view that knowledge should lead to action and problem-solving. Moreover, the philosophy supports the Mixed-Methods research approach, supporting both qualitative and quantitative research to obtain a comprehensive understanding of a problem. This study involved Surveys the quantitative method to measure the effectiveness of different change management strategies. It also used interviews qualitative method to explore deans, Cods' and faculty members to obtain insights in their experiences with CBC implementation.

Two, the philosophy is stakeholder-Centered Approach. It emphasizes on engaging stakeholders who include the faculty members, administrators, policymakers, and the learners in developing practical solutions, though the study did not involve learners in the data collection process. Furthermore, the philosophy suited this study most because it involves collecting feedback from these groups to evaluate and refine change management strategies. Three, the philosophy believes in Continuous Learning and Experimentation. This implies learning through doing. In this case CBC by itself is based on the idea of competency-based learning. Hence, this research evaluated change management strategies which work best in practice rather than relying on theoretical frameworks alone.

For that matter, pragmatism provided a stable philosophical foundation for this study. This is because it aligned with the need for practical, adaptable, and evidence-based approaches to managing curriculum change in private universities in this study. It also, ensured that study evaluation focuses on what worked in real-world educational settings rather than just theoretical assumptions. This study adheres to the pragmatist philosophy of research. To address the research problems posed by this study, the researcher must use research methodologies that draw practical inferences from the factors that proved to be most effective. This enabled this research to be innovative and dynamic in its ways as it finds solutions to the research objective.

### **3.1.2 Research Design**

Research designs a scientific and systematic pursuit of knowledge to obtain relevant information on a specific topic (Cr, 2020). It involves the art of scientific investigation, where researchers use methodical processes to explore and analyze subjects of interest (Cr, 2020).

Once a research subject has been determined, the next crucial step is to develop a research design that will serve as a roadmap for the study, formulating research questions, and selecting an appropriate design to answer those questions. Abutabenjeh and Jaradat (2018) emphasize that research design is the most vital step in conducting research, as it outlines the approach a researcher will take.

Sileyew (2019) describes research design as a blueprint that organizes different stages of the study, including the formulation of objectives, development questions, data collection, data measurement, and presentation of results. Asenahabi (2019) further explains that research design is essential for conducting unbiased and systematic analysis to address social and scientific issues. This organized approach to research facilitates the discovery of new knowledge and provides a path for solving complex problems (Goundar, 2012). Bryman (2016) notes that research methodology is a framework for gathering and analyzing data. Research methodology includes specific methods, such as structured interviews, questionnaires, and participant observation, allowing researchers to engage directly with subjects (Bryman, 2016). Sileyew (2019) elaborates that methodology represents the entire process researchers follow to ensure accurate and meaningful outcomes. Research approaches can vary; they include qualitative, quantitative, and mixed methods, each chosen according to the nature of the questions and objectives (Bryman, 2016).

Data collection, measurement, and analysis are integral elements of research design. Descriptive research design is particularly valuable in collecting data about current conditions, offering a systematic approach to understanding and describing the study subject in detail.

According to Asenahabi (2019), descriptive surveys are essential for systematically gathering data, allowing researchers to analyze it for a comprehensive understanding of populations or phenomena. These surveys inform decision-making and serve as cornerstone for other researches, demonstrating their importance in developing a complete picture of the research area. The study deployed descriptive survey research design since it is a powerful tool for the researcher that provides an ordered way to collect detailed information about a population for the study.

### **3.2 The Descriptive Survey**

It is a quantitative strategy employed to collect data from specific population or sample to describe characteristics, behaviors, opinions, or conditions. The primary purpose is to provide a snapshot of the current situation without manipulating variables (Siedlecki, 2020). It answers questions about "what," "where," "when," and "how" aspects of the subject under study (Rahi, 2017). Often, descriptive research uses quantitative methods such as surveys, observational studies, or archival research, with data that is typically numeric and analyzed statistically to identify patterns, trends, and relationships (Nardi, 2018). According to Siedlecki (2020), descriptive research does not involve testing hypotheses or manipulating variables but instead focuses on summarizing data to reflect the current state of the subject. It emphasizes gathering comprehensive data, enabling researchers to understand characteristics, behaviors, opinions, or conditions of a population in detail, which aids in addressing the "what" of the research question (Siedlecki, 2020).

Additionally, Rassel et al. (2020) state that surveys in descriptive research can be administered to large groups, enhancing the generalizability of findings and allowing researchers to make more

accurate inferences about the population. Descriptive surveys may be applied across different fields, consisting of market research, public opinion assessment, and program evaluation, due to their flexibility in accommodating diverse research topics (Rassel et al., 2020). The design can be used to identify trends and patterns, this is by analyzing survey data, researchers can identify trends, patterns, and correlations within the population. This can lead to valuable insights that might inform further research or decision-making (Siedlecki, 2020). The information gathered through descriptive surveys can be useful to policymakers, organizations, and businesses in making informed decisions. It provides evidence-based data that can guide strategic planning and policy formulation. Therefore, descriptive surveys serve as a baseline for future research, helping track changes over time and assess the impact of interventions or programs (Pandey & Pandey, 2021).

Descriptive studies can deploy both qualitative and quantitative data. Common methods include surveys, observations, and case studies. In quantitative research, the primary objective is to ascertain the link, within a specific population, between an independent and dependent variable, often known as an outcome variable. Subjects are typically measured once and sometimes subjected to experiments in descriptive quantitative research approaches. In other words, measurements are taken of the subjects both before and after the intervention. An experimental investigation proves causation, whereas a descriptive analysis just reveals relationships between variables (Patton et al., 2017). The quantitative research methods are crucial in collecting the numerical data and extrapolate it to other populations. The same data can be utilized to explain a particular phenomenon (Konopczyński et al., 2019).

Consequently, prior to collecting any data, the research is carefully prepared in every aspect. The data is then presented as numbers and statistics, which are often structured in tables, charts, figures,

or other non-textual formats (Mahajan, 2018). Researchers gather numerical data utilizing tools like computer software and questionnaires (Jain, 2021). It is numbers-based research discipline. It measures attitudes, behavior, and performance statistically and presents the results in easier-to-understand percentages. Making use of several methods and assessments, (Mohajan, 2018). It enables demonstrating perspectives on the correlation between theory and reality. This provides a yardstick for making distinctions and enables the researcher to explicitly define differences between individuals in terms of the relevant features.

Through correlation analysis, the method primarily offers the foundation for more accurate assessments of the degree of association between concepts (Bryman, 2016). The descriptive survey incorporates qualitative research. This method concentrates more on words than on numbers is known as qualitative research (Bryman, 2016). Qualitative research refers to the process of collecting and analyzing information that is not numerical in nature (Lam et al., 2021). Qualitative research is a great way to get to the bottom of a problem or come up with new study ideas.

Furthermore, by using a particular set of research techniques such conversations, observation, content analysis, visual approaches, histories, and biographies, the research method enables the researcher to thoroughly analyze people's experiences (Hennink et al., 2020). Researchers may get insight into the perspectives of study participants by understanding the meanings and interpretations they ascribe to events, objects, and behaviors (Hennink et al., 2020).

As per this study the descriptive survey helped the researcher to systematically collect and analyze data and also helped to describe characteristics, behaviors, opinions, and conditions of the population. It allowed the researcher to gather both quantitative, the numerical data which involved percentages, means, and standard deviations and descriptive data capturing opinions and

experiences and findings generalizable. Findings from the descriptive survey provide policymakers, educators, and other stakeholders with evidence-based insights for planning and decision-making.

### **3.2.1 The Mixed Method**

Researchers using this method collect and analyses qualitative and quantitative information on the same subject (Shorten & Smith, 2017). Dawadi et al. (2021) assert that mixed methods assist researchers in perceiving a more complete picture of the study as compared to that of a stand-alone quantitative or qualitative study. This is because the method integrates the benefits of both methods (Dawadi et al., 2021). Furthermore, it is a straightforward acronym for research combining quantitative and qualitative components into a single study, according to Bryman (2016). Accordingly, research using a combination of research methods that cut across the two research strategies is known as mixed methodologies research (Bryman, 2016). It is a multi-strategy study that combines quantitative and qualitative research to explain investigations.

There are criticisms of the approach despite its many benefits. While quantitative and qualitative researches are two distinct models, it is suggested that the research methodologies entail epistemic commitments (Bryman, 2016).

Nonetheless, it's a study approach whereby a researcher or researchers combine qualitative and quantitative methods. These comprise methods for gathering, analyzing, and drawing conclusions according to both qualitative and quantitative data (Schoonenboom & Johnson, 2017). This is because the methodology is a combination of two research categories. Thus, it has the capability of counterbalancing the shortcomings of a single method thus offering increased validity and reliability of study findings (Hafsa, 2019). Expanding and strengthening the study's results and

improving the literature employed in the study are both achieved via the use of mixed methodologies research aspects.

Further, it aids researchers to answer study's research questions, and enhance heightened knowledge and integrity of findings (Johnson & Christensen, 2019). Bryman (2008) acknowledges that it results in credibility of research, hence, enhancing integrity of findings. Rich contextual awareness and generalization are enhanced by mixed method design, which also reveals broad correlations among variables through survey data and uses qualitative data to highlight quantitative conclusions. This juices the dry quantitative findings. Hence, improved usefulness of the findings to both the practitioners and consumers, (Bryman, 2006).

The integration of qualitative data for hypothesis generation and quantitative research for hypothesis testing all within the same project, the method aids in confirmation and discovery. Lastly, there is the feature of diversity of perspectives, opinions, ideas, experiences, and understanding (Bryman, 2006). Schoonenboom and Johnson (2017) assert that it anchors in the theoretical drive. Further, the design allows a researcher to identify the point at which the components are mixed.

An example is when combining two data sets, incorporating the analysis of one set of data into the gathering of another, incorporating a particular kind of data into a bigger design, and combining the data sets using a theoretical framework (Schoonenboom & Johnson, 2017). As stated earlier this study employed the descriptive design based on its vested advantages. The quantitative methods shall help achieve objectivity while a qualitative method explains a given research phenomenon.

According to Skamagki et al. (2022), mixed method design allows for a more thorough and synergistic usage of data, which improves comprehension of complicated phenomena and research challenges compared to using any one approach alone. Because the outcomes are complementary to one another, the evaluators can use the information from one approach to validate, expound upon, or clarify the conclusions from the other method. Furthermore, after simultaneously gathering both kinds of data, Almeida (2019) indicates that results from both approaches can be compared.

After that, the data may be examined and the outcomes contrasted through side-by-side talks. Through the quantitative scoring of the qualitative data set conversion. As an alternative, the researchers can provide both kinds of data simultaneously, allowing the data to corroborate one another and provide a strong foundation for final assessments (Bergin, 2018). Furthermore, the outcomes of one approach can be utilized to advance the application of the other. The researcher can then supplement a study of quantitative outcomes with qualitative data. Last but not least is the participatory element, or the viewpoint of the participants; the mixed approach provides study participants a voice and guarantees that study conclusions are based on participants' experiences (Almeida, 2018).

Whatever has advantages has disadvantages too, thus mixed method design has been criticized for its complexity. It is not an easy method since it involves several barriers (Creswell & Clark, 2017). The method requires more work and financial resources and more time to implement. The approach is difficult for the researchers, according to Adu et al. (2022), since driving the qualitative and quantitative descriptions requires them to learn a broad variety of competencies. Despite that, the broader skill requirement can be a motivation to the researcher in broadening the range of methods (Nadirah et al., 2020).

Descriptive approach has been used in this study. The data was gathered quantitatively and qualitatively. The study involved a case of private universities in Nairobi County. A detailed study of these private universities has been carried out to a certain change management strategy for effective implementation of CBC. The study vigorously and intensively used descriptive research designs which involved mixed methodology research due to the fact that it entails merging data both qualitative and quantitative sources into one study (Hafsa, 2019). This method provided a broader spectrum of ways to better understand study's research problems. This study derived benefit from the diverse skills needed to effectively implement the methodology.

To address research challenge, researcher was encouraged to think more rigorously conceptually, considering novel approaches to address research concerns, and uncover additional undiscovered dimensions. Furthermore, the descriptive design focused on providing a detailed account of a subject whereas the mixed methods aimed at combining different types of data to explore research questions from multiple perspectives.

### **3.3 Location of Study**

Study was conducted in Nairobi County, Kenya, at twenty-six (26) private universities (CUE ,2024), which offers educational programs in Nairobi County and their constituents.

### **3.4 Target Population of the Study**

According to Bryman (2016), it is universe of units from which the sample will be drawn. He goes on to say that a random sample of the population is taken into consideration because the researcher would choose to sample from a universe of nations, cities, regions, organizations, and enterprises (Bryman, 2016). It was performed in twenty-six (26) private universities in Nairobi County. The study mainly focused on faith-based, church-based and the private, and private universities.

Sampling method for the study was purposive, as researcher considered only faith-based, Church-based and private universities. It also considered private universities offering educational degree programs and they were selected. The study targeted a population of 312 which was consisting of 26 deans, 26 CODs, and 260 faculty members as the respondents. This has been illustrated clearly in the Table 1:

**Table 3.1**

*Target population*

<b>Private Universities</b>	<b>Target Population</b>
Deans	26
Chair of departments	26
Faculty members	260

### **3.5 Sample Size and Sampling Techniques**

Sampling is the method by which a representative group from the target population is selected to participate in a study. Due to the difficulty of recruiting the whole population of interest, this research strategy relies on collecting data from a smaller sample (Turner, 2020). Sampling is the intentional selection of a subset of population to offer data on, for purposes of conducting research, on behalf of a larger group. The subsets for this study were deans, Chairs of Departments and Faculty members from Church based, Faith based and private universities. The sample was a representative to enable the generalization of the research findings from sample to population (Bryman, 2016).

The research employed multi-stage sampling strategy which helped in arriving at a representative sample of private university respondents. The study adopted the three-stage sampling technique. One, Nairobi County was purposively selected. Two, stratified sampling was used in categorizing the private universities into three strata namely: faith-based, church-based, and private. In the third stage, simple random sampling was used in selecting the specific faculty members who participated in research.

Finally, purposive sampling was used for the dean and the Chairs of Departments as well as for department of education. This is because department deals directly with education curriculum not only in implementation but also it trains the teachers and all other educators, career changers, administrators, paraprofessionals and all other educational agents. Purposeful Sampling was reliant on the objective or target of the assessment. The elements of the study that are most appropriate for the research are the only ones that were chosen from the population (Kalu, 2019).

Consequently, this study involved sampling of faculty members randomly, deans, and chair of the educational department purposively and the universities were stratified. For the different strata of private universities in the study, the study's sample size was 30% among the faculty members. Sample size of 10–50% is considered appropriate for descriptive research (Mugenda & Mugenda, 2003). Purposive sampling was employed to choose deans of faculty/school of education and Chair of department (COD) of education since there always exists only one school/faculty of education in universities and one education department(s). Ten faculty members from each university's school/faculty of education were selected through simple random sampling.

Then a random selection of 30 % of the faculty members each stratum was considered for this research. The study used stratified sampling where each type of private university formed a

stratum. The implication is that the private universities were stratified in three (3) strata. This stratification ensured representation across the different types of private universities. There are 6 faith-based universities, 9 church-based universities, and 11 private universities included. In total, 26 universities make up the study population. Respondents per University: From each university, 3 groups of respondents were targeted.

Deans were 1 per university, Chairs of Departments (CoDs, 1 per university and Faculty members 3 per university. This gives 5 respondents per university: 1 Dean plus 1 CoD plus 3 Faculty equals 5 respondents per university. The Sample Calculation: was as follows: Faith-based universities  $6 \times 5$  equals to 30 respondents, Church-based universities: 9 times 5 equals 45 respondents, Private universities: 11 times 5 equals 55 respondents, Total sample equals 130 respondents across all 26 universities.

The design ensures equal representation at the institutional level and every university contributes the same number of respondents, while still reflecting the different number of universities per category. This avoids bias by ensuring all university types are proportionally represented.

The table below shows from each university, 1 Dean, 1 CoD, and 3 faculty members were sampled, giving 5 respondents per university. This resulted in a total sample size of 130 respondents drawn proportionally from 26 universities across three categories as indicated in Table 2

**Table 3.2***Sample Size*

<b>Type of university</b>	<b>No. of Universities per strata</b>	<b>No of Deans</b>	<b>CoDs</b>	<b>Faculty Members</b>	<b>Sample</b>
Faith Based	6	6	6	18	30
Church Based	9	9	9	27	45
Private	11	11	11	33	55
<b>Total</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>78</b>	<b>130</b>

**3.6 Data Collection**

Data collection is a methodical procedure that involves acquiring information from several sources to address certain research questions, test hypotheses and assess results. This is an essential part of the research process because it helps researchers gather data that is needed to make relevant conclusions (Pandey & Pandey ,2021). Data is the foundation for research because data collection provides the raw material for analysis.

This is due to the fact that without accurate and relevant data, the entire research process can be compromised; leading to invalid results and conclusion. According to Tracy (2019), data collection is a means for a researcher to make informed decision-making. Since accurate data collection allows a researcher to make proper decisions according to empirical evidence rather than assumptions and guesses. This is crucial in all fields where decisions do have significant impact. Moreover, data collection ensures validity and reliability, according to the fact that proper data collection ensures reliability and validity of research findings. Meaning, reliable data collection

methods yield consistent results over time, while valid methods accurately capture the phenomenon being examined.

Also, data collection ensures measurement of variables, because through data collection process, researchers quantify variables and assess relationships between the variables. This is prime for testing hypotheses and understanding cause-and-effect relationships (Tracy, 2019). In addition, high-quality data collection enhancing credibility because the credibility of research is demonstrated by the findings based on sound evidence. This is important for gaining the trust of stakeholders, including academic peers, policymakers, and the public. The ability to compare results across research, groups, and time periods is a key benefit of collecting data systematically. It is essential for identifying trends, patterns, and generalizations.

Furthermore, effective data collection ascertains resource optimization. Efficient data collection assist in optimizing the use of resources by focusing all possible efforts on collecting relevant data, reducing redundancy, and minimizing errors and supports replication. This means accurate and well-documented data collection procedures enable other researchers to replicate studies, which is essential for verifying results and building on existing knowledge (Pandey & Pandey ,2021).

### **3.6.1 Data Collection Instruments**

These are tools employed by researchers to collect data from respondents or sources to answer research questions and test hypotheses (Taherdoost, 2021). Research goals, methods, and the nature of the data (qualitative or quantitative) all have a role in the selection of an appropriate tool (Bloomfield & Fisher, 2019). Research often makes use of the following tools to gather data: Questionnaires, observations, focus groups, tests and assessments, documents review, case studies,

experiments, surveys, interviews, diaries and journals. However, for this study the researcher used questionnaires, observations, documents review, case studies and interviews (Mazhar et al., 2021).

Since the study can only be as good as the data used in it, the data gathering process is crucial. The devices used to gather required data are known as data collecting tools (Guest, 2013). This is a reference to the methods the researcher used to collect the necessary data or information. While there are many technologies available for collecting data, the type of research determined which instrument were the best (Punch & Oancea, 2014). As stated earlier in the study the researcher used questionnaires, observations, documents review, case studies and interviews. Questionnaires are written questions designed to gather information from respondents.

They fall in the category of structured that is closed-ended questions or unstructured which are the open-ended question. The researcher used closed- questions and open-ended questions. Study used Likert scale which is widely used in rating scale in surveys and research. The study statements were provided that respondents evaluated based on their level of agreement or disagreement. Participants rated their agreement on a scale which was rated as strongly agree, agree, neutral, disagree and strongly disagree.

In closed ended questions, respondents choose from predefined options, they ticked true or false, and for the ranking questions the respondents' ranked items in order of preference or importance and were to tick 1, 2, 3, 4, or 5. The semi -structured questions in this study were used to allow for standardized data collection while providing room for respondents to express additional thoughts (Adeoye-Olatunde et al., 2021).The respondents were asked to select the most appropriate response from a range of choices in closed-ended structured questions (Creswell & Sinley, 2017). The respondent also had the option to offer their answers to open-ended, unstructured inquiries.

Additionally, matrix questions were administered too. With this kind of inquiry, the respondent was asked multiple questions and asked to rate each one on pre-established scales.

According to Nemoto and Beglar (2014), this implies that study used interviews, which required the researcher directly asks questions to the respondents. Interviews were structured, semi-structured, or unstructured (Emde, 2014). The structured section of the interview had pre-determined questions in a fixed order. Semi-structured interview provided guided questions but permitted flexibility in exploring new questions. The unstructured interview used open-ended questions which were not pre-determined, allowing for a conversational flow between the respondents and the researcher.

The researcher was able to get a thorough grasp of the participants' emotions, experiences, and ideas via the interviews that made up this study. Hence, they provided rich, detailed data, which revealed the motivations, beliefs, and perceptions of individual respondents. Moreover, interviews, which had the structured, semi-structured, or unstructured, questions allowed the researchers to adapt questions based on the flow of the conversation, thereby exploring new insights as they arose.

Furthermore, they were useful for clarification since they allowed the researcher to ask follow-up questions and explain the participant's answers, which helped to get a good grasp on their point of view. Respondents were more forthcoming with honest information because of the relationship that developed via the researcher's face-to-face interactions with them. Moreover, case study method deployed in the study provided a comprehensive analysis of a private universities and implementation of CBC. This method was valuable as it provided an understanding of the

complexities and context-specific factors that influenced implementation of CBC in private universities.

Case study offered insights into real-life situations, providing a rich context for understanding how different variables interacted within the study; and enabled researcher examine topic from multiple angles, combining various sources of data, from interviews, documents and observations hence forming a well-rounded view. The case study further permitted researchers to test the study theory in real-world situation, thereby assisting in connecting theory with practice. Also, the study obtained data through, observations (Ishtiaq, 2019). Therefore, the study applied observation, which allowed the researcher to study respondents in their everyday environment, thus providing authentic insights into behaviors, actions, and interactions as they occurred naturally, without the influence of the researcher's presence.

Observations, was particularly useful for studying and understanding the non-verbal behaviors, routines, and actions of respondents who could not have been consciously aware of or able to articulate. The researcher gained insight into the setting in which behavior takes place, illuminating the impact of external circumstances on participants. Finally, the researcher collected unbiased data, capturing how things actually happened rather than relying solely on self-reported information.

In the qualitative portion of the research, the data gathering techniques that were mentioned, case studies, observations, and interviews were crucial. This was by providing various types of data and insights. Interviews offered in-depth personal perspectives, as the case studies provided a comprehensive understanding of specific instances, and the observations delivered authentic,

context-based data. These tools provided research with a comprehensive view of the topic and enriched the overall analysis and understanding of change management strategies to effective implementation of CBC in private universities.

Perceptions, attitudes, values, and behavior as stated earlier were all measured with the scales discussed (Wang et al., 2015). Research questions were simple to complete, and allowed for quick comparison, for both the researcher and respondents found them to be quite more popular. The Likert style of questions, according to Biasettonet al. (2023), makes it simpler for participants to finish survey and also to analyze results with ease. Therefore, this study deployed questionnaires and interview guides strategy. Questionnaires were important as they enabled the researcher to collect much data from many respondents at once.

Also, respondents expressed their opinion freely especially when were assured anonymity as explained by (Siraj-Blatchford, 2020). In addition, the interview guide enabled the researcher flexibility and allowed room to obtain original and unique data directly from the respondent. Further, they were easy to carry out and enabled obtaining reliable data quickly as noted by (Flick, 2021).

### **3.7 Pretesting of the Research Instruments**

Before the main research, a test known as a pilot study was conducted. This helped the research verify whether the questionnaires were working appropriately. Pilot testing of research instruments helped reveal shortcomings and helped to improve the structuring of questions. Since it allowed for the opportunity to enhance the questions and the framework of the instrument, it guaranteed the questionnaire's content validity (Pandey & Pandey, 2021).

Pilot testing was carried out in a private university in Nairobi County. It involved six ( 6) respondents; that is in cooperating 1 Dean, 2 CODs, and 3 faculty members. To ensure clarity, the results of the pilot research were reviewed independently and did not constitute part of the overall results. Researcher was being able to monitor how long it took to complete the questionnaire with aid of pilot study (Malmqvist et al., 2019).

The study benefited from the tools of pilot testing in that ambiguous questions were carefully identified and skillfully rephrased. As a result, the content got better. Additionally, unclear instructions were clarified, and the researcher was able to determine whether the analysis was acceptable and completed. The piloted questionnaires underwent a validity and reliability pretest as well. The finding found out that the questionnaires were well structured and were suitable for administration to collect data for this study.

### **3.8 Validity of Instruments**

The degree to which a test consistently evaluates the desired result is known as validity, and it may be measured (Sanda et al., 2021). The content validity of tools for this study was realized by the help of my supervisors who ensured that the measurement covered all relevant aspects of the topic studied.

They reviewed the measurement tool and ensured that they included all the necessary items and dimensions of the study objectives were well captured. Furthermore, the researcher compared the tool's content with existing literature to check whether it covered all aspects of the study topic. As explained by Clark et al. (2021) the face validity of the instruments was obtained through the respondents' views. The researchers wanted to know whether the measuring equipment seemed to measure what it was meant to measure, and they confirmed that the instruments were face valid.

A study's internal validity may be defined as the degree to which it successfully reduced the possibility of bias by establishing a causal link between its variables. This study used statistical controls which included regression analysis to account for potential confounding variables (Clark et al., 2021).

This was made possible by examining the instrument layout after the questionnaires were presented for approval. Based on the design of the surveys, the respondents were notified during the pilot test regarding how simple it was to answer questions. Almasreh et al. (2019) states suitability of a construct being employed in a study is gauged by its construct validity. Discussions on the research questions and what exactly they were examining guarantee content validity. This was to make sure that data collected through questionnaires accurately reflected the variables change management so that conclusions drawn from the information would be valid and insightful.

Content validity refers to the degree to which a measure seems to embody all potential understandings inside an idea (Flake & Fried, 2020). Researcher determined validity forms of instrument. The validity was examined by analyzing the themes that arose from the respondents' statements and utilizing the open-ended component of the questionnaire for content analysis.

Conducting the pilot research with diverse groups to determine whether comparable results would be found in the real study validated the study's external validity, which refers to the degree to which the findings might be generalized to other contexts or people (Siedlecki, 2020). The results were the same hence a guarantee of validity. Moreover, other researchers can carry out the same research in other setting to determine the relationships in the findings for this study. This made it easier for the respondents to read and comprehend the questionnaire's items when answering them.

Indeed, the response rate in this study was quite high which indicated strong engagement and interest from the participants. Furthermore, it was anticipated to support the researcher in evaluating the gathered data in accordance with the constructs, coming to conclusions and offering advice needed (Sanda et al., 2021). Questionnaires were subjected to tests that checked their face, construct and content validity. When items on an instrument appeared to be measured the intended idea, it was said to have faced validity (Parrish, 2018).

### **3.9. Reliability of Research Instruments**

Assessment of the long-term reliability and consistency of measuring tools and methods is an important part of ensuring credibility in research. It ensures that the results obtained are repeatable and not due to random error or variability (Rudeck et al., 2020). Reliability in this study was said to be the stability of findings (Sürücü & Maslakçi, 2020). Further, it was trust that a researcher could have in the data obtained from the research instrument deployed. It concerned the magnitude to which any measuring tool controlled for random error. This was important to ensure that data was replicable, and the attained results were accurate (Creswell & Hirose, 2019).

Again, for survey research and other questionnaires having more than two choices, for example, the Likert scale, the Cronbach Alpha approach is the most suitable internal reliability test (Kothari & Garg, 2014). Thus, Cronbach Alpha coefficient was used to guarantee reliability of research. Results from the Cronbach's reliability test showed that the survey instrument used in this research had an exceptionally high degree of internal consistency, with a score of 0.980 (Taber, 2017). It was clear from the high reliability score that the survey questions were strongly associated and assessed the same underlying concept efficiently. In general, it is believed that survey data is credible and consistent when Cronbach's Alpha is greater than 0.9 (Taber, 2017).

Summarily, the study reliability was a curtained by use of test-retest reliability. This means assessing the method to ensure consistency of the measures. On two separate occasions, the researcher gave the same test to the identical sample of people. Then calculated correlation between the scores from the tests administration and obtained a high correlation which indicated high test-retest reliability. Internal reliability was also obtained by evaluating the consistency of results across items within the study. A study that looked at how well several test items that were meant to assess the same construct really measured that construct. The Cronbach's Alpha, measure was used to assesses how closely associated a set of variables were as explained in chapter four. With a Cronbach's Alpha value higher than 0.7, the research was considered reliable. There was a good level of reliability in terms of internal consistency.

Reliability in this study ensured that measurements were consistent and repeatable. The different methods which included test-retest, and internal consistency, were used as both statistical data and research design favored the process. The study findings could not have been genuine without the high dependability, which mitigated the effects of random mistake and bolstered trust in the findings.

### **3.10 Data Collection Procedures**

The researcher was able to apply for research permission from the National Commission for Science, Technology, and Innovation (NACOSTI) after obtaining an introduction letter from the Directorate of Postgraduate Studies at Kenya Methodist University. The researcher then went ahead and got approval from the commission of higher education to start collecting data. Researcher visited private universities and booked appointments with the respondents. Hence scheduled specific dates suitable for meeting each category of the respondents.

### **3.10.1 Questionnaire Administration**

Once the researcher had permission from the deans of private institutions to collect data from the department chairs, they organized the distribution of questionnaires and determined the best time and place to do so. The researcher distributed questionnaires to respondents for data collection in the three categories of private universities. After almost eight weeks of thorough data collection, the researcher got enough data for the study. The researcher enlisted the help of three research assistants before the scheduled dates, and they were instructed by the researcher on the study's goals and methods for handling respondents at private institutions.

Also, they were guided on appropriate, dressing code since some universities required specified dressing code and were strict to that. The researcher also trained the research assistants about communication skills and all other forms of etiquette. Researchers briefed participants on the study's aims before handing them questionnaires. Additionally, they were briefed on topics such as privacy, confidentiality, and voluntary involvement. Some questionnaires obtained right after the session whereas others were later sent to the researcher's emails agreed upon and others were to be picked at an agreed date and time. Once received the questionnaire were numbered as appropriate.

The researcher collected the filled questionnaires, first obtained the raw data which was filled in the excel. Then the researcher fed the data to the SPSS, to calculate correlations, standard deviations and mean.

### **3.10.2 Interview Procedures**

The researcher met the deans, chair of departments and faculty members in different private universities and asked them to feel free to participate in interview session. The researcher contacted

the interviewees by phone to give them advance notice of the planned in-person interview. Day, time, and location were all verified by the researcher. According to the interview plan, researcher ran the interview. Notes assisted the researcher grasp the insights of deans, CoDs and faculty members. After every session the researcher appreciated the respondents for their devotion and the information they offered.

One hundred and twenty-four (124) participants participated in the actual study. Notably, one hundred and seven (107) out of one hundred and twenty-four questionnaires. They were returned and they were duly filled, which mathematically represented  $(107/124*100)=86.3\%$  response rate. Response rates above 70% are usually regarded as high (Wu et al., 2022). The researcher conducted the interview as the interview schedule. It is clear that the participants were sufficiently engaged and interested based on the high response rate.

Hence, this suggests that results of this research are a fair representative of broader population of private universities in Nairobi County. The high response rate also underscores the relevance and importance of topic of CBC implementation among the stakeholders involved. Following data collection, researcher proceeded with data cleansing. Data cleaning involves removal of data that does not belong in the required dataset (Costanzo, 2023).

### **3.11 Data Analysis**

To conduct an analysis of the information that was collected from participants in private universities in Nairobi County, Kenya. The data was first compiled, classified, and organized, and then it was imported into the SPSS Statistics program for analysis (Bryman, 2016). Descriptive statistics were generated to provide a fundamental account of the data patterns. These statistics include frequencies, percentages, means and standard deviations. To achieve its aims, research

used theme analysis to classify respondents. In summary, primary and secondary data were gathered through questionnaires, observations, and the study and analysis of documents; the quantitative data obtained from the surveys were examined (Clark et al., 2021).

Additionally, the researcher also employed standard multiple linear regression as a form of inferential statistics. Figures, tables, and bar charts were utilized to display data (Clark et al., 2021). Objectives of this research and categories of respondents informed the analysis of the qualitative data collected. Data analysis for this study was procedurally conducted. The researcher deployed the use of SPSS. First data entry process was carried out. The researcher input data into SPSS by importing it from the Excel. The next step was data cleaning, a process in which the researcher checked for missing values, outliers, and errors to ensure data quality (Ganti & Sarma, 2022).

The variables were defined by labeling variables and set measurement levels as either, nominal, ordinal, scale. For the descriptive statistics the researcher ran basic statistical summaries: the mean, standard deviation was determined. The Inferential Statistics, the researcher conducted regression, tests to analyze relationships. Next was data visualization which involved generating tables, graphs, and charts for better interpretation. The researcher interpreted results by analyzing output tables and charts to draw conclusions.

Finally, the findings were reported in writing (Muzari, et al 2022). The findings for this study were summarized according to the research objectives as shown below. Results for each of the five study objectives are shown in Table 5, which provides descriptive statistics. It shows descriptive statistics for each of the questions for the study as seen below.

### **3.12 Ethical Considerations**

Ethical considerations are crucial at every stage of data collection to ensure respect for participants, integrity of research, and compliance with ethical guidelines. Before data collection, to ensure the study is ethically sound and does not harm participants and also to establish trust and transparency with participants. The researcher obtained necessary approvals from relevant ethical bodies. These include, Kenya Methodist University's postgraduate department who provided an introduction letter to NACOSTI, which enabled the researcher to get research permission. In addition, researcher got a cover letter asking for the respondents' assistance to go along with the questionnaires.

In this case respondents were requested to respond voluntarily and engage in this study. The researcher endeavored in complying with voluntary consent of Deans, CoDs and Faculty members. Respondents gave their informed, voluntary agreement when the researcher explained the study's true purpose. To protect their anonymity, the respondents were not required to write their names or provide any other kind of identification. Rather, participants received coded identification from the researcher.

The researcher ensured the study design minimizes potential harm of any kind. During the data collection process the confidentiality of any information gathered from respondents and institutions was also observed as explained to the participants earlier.

The researcher observed carefully to protect participants' rights, dignity, and well-being, ensured honesty, accuracy, and fairness in data collection and avoided any form of manipulation, coercion, or deception. By following the approved research protocol without deviations, ensuring

confidentiality by anonymizing responses where possible, respecting participants' autonomy and allowing them to withdraw at any time as they wished. Also, the researcher-maintained transparency and avoided misleading participants.

The researchers made it clear to the participants that their involvement in the study was totally optional, and that they might withdraw at any time. Also, the respondents were informed that they were free to end the participation whenever they choose without any consequences. The responders also heard the researcher's explanation of the study's objective, and observed that it was primarily intellectual and academic in nature. Respondents were informed that any information gathered during the information-gathering sessions and in the entire process was handled with the utmost confidentiality.

The surveys were coded so that participants couldn't write their names or any other personal information on them (Bryman, 2016). Further during data collection, the researcher ensured participants felt safe and comfortable. After data collection, the researchers further observed the privacy of participants and maintain research integrity. Ensuring responsible use of data in analysis and reporting, while complying with data protection rules and policies (Hammer, 2017). The data was stored securely by use of encrypted password document, observed anonymity. Then reported findings honestly without falsification or any form of misrepresentation, ensuring that published data does not expose individual identities.

The data was finally stored ethically. Data analysis, and presentation was carried out with as much privacy as possible and confidentiality was observed (Bryman, 2016). At the data analysis stage, high standards of integrity were maintained as all data was processed in a way that guarantees the presentation or rephrasing of only the respondents' opinions. Researcher avoided

any kind of data falsification or exaggeration since they believed honesty and impartiality to be of the utmost importance while presenting the results of their study.

Additionally, researcher made sure that all theoretical and empirical literature sources were appropriately and accurately recognized, acknowledged and recorded in the reference list and in-text citations as explained by (Clark et al., 2021). Further, citations were made in accordance with the rules laid down in the APA 7th edition reference style. To prevent accusations of plagiarism, the researcher made sure that every referenced material was adequately summarized and paraphrased.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

This section presents results, analysis and subsequent discussions of study which evaluated change management strategies to effective implementation of CBC in private universities in Nairobi County, Kenya. Study's research questions were: How have private universities in Nairobi County managed strategies for effective implementation of CBC? In what ways have curriculum review strategies been deployed by private universities in Nairobi County to align with CBC requirements?

How have private universities in Nairobi County established capacity building strategies for faculty members to support CBC implementation? In which ways have private universities improved their physical facilities to support CBC? How are instructional strategies being deployed by private universities in Nairobi County, Kenya, to support CBC? The chapter also describes the study's findings, offers a thorough analysis of the collected data, and discusses the findings. Quantitative and qualitative findings were presented respectively. These findings were put together to incorporate all findings of the study and help in explaining the observed results.

#### **4.1 Response Rate**

One hundred thirty-three people participated in this research. To guarantee the integrity and trustworthiness of the survey's findings, the respondents who took part in the pilot study did not take part in the real study. The response rate in research, according to Russell et al. (2020), is a measure of how many people responded to a survey or study out of the total number of individuals who were asked to participate.

Then, it is expressed as a percentage for that matter it is an important indicator of the representativeness and reliability of the survey results (Rassel et al., 2020). That is:  $\text{Response Rate} = (\text{Number of Surveys Sent or Sampled} / \text{Number of Responses}) \times 100$ . The formula describes how to change the figures to percentage. So, the researcher multiplies the final number by 100 (Beehr et al., 2024).

To determine response rate for this research, researcher divided the total number of completed surveys by the total number of participants invited to fill them out.  $\text{Response Rate} = (\text{Number of Completed Responses} / \text{Number of Eligible Participants}) \times 100$ . One hundred and twenty-four (124) participants participated in the actual study. The researchers distributed 124 questionnaires but obtained 107 back. This implies, 107 questionnaires were returned and they were duly filled. According to Stedman et al. (2024), the response rate for cross-sectional surveys was 60%; nevertheless, this study's documented rate was higher. Further, Mwititi (2021) said that the received return rate should be acceptable, recommending rates of 70% as excellent and 60% as decent.

A response rate of 70% or higher is regarded excellent and indicates a strong engagement from participants. Based on this explanation when the response rate was expressed in percentage form it is one hundred and seven out of one hundred and twenty-four times hundred. This was represented  $(107/124 \times 100) = 86.3\%$ , meaning 86% response rate. The researcher conducted 21 out of 25 interviews which is equals to 84%. A high response rate has been described as more reliable data, hence strengthening the background of the research. The implication is response rates above 70% are regarded as high (Wu et al., 2022).

A high response rate of 86% is considered by this research. It shows that the people taking part in the research were very involved and enthusiastic about it. The implication is that the study's results could be indicative of private university students in Nairobi County, Kenya as a whole.

The significant number of responses also shows that the stakeholders see the subject of CBC implementation as important and relevant. Table 3 displays response rate:

**Table 4.1**

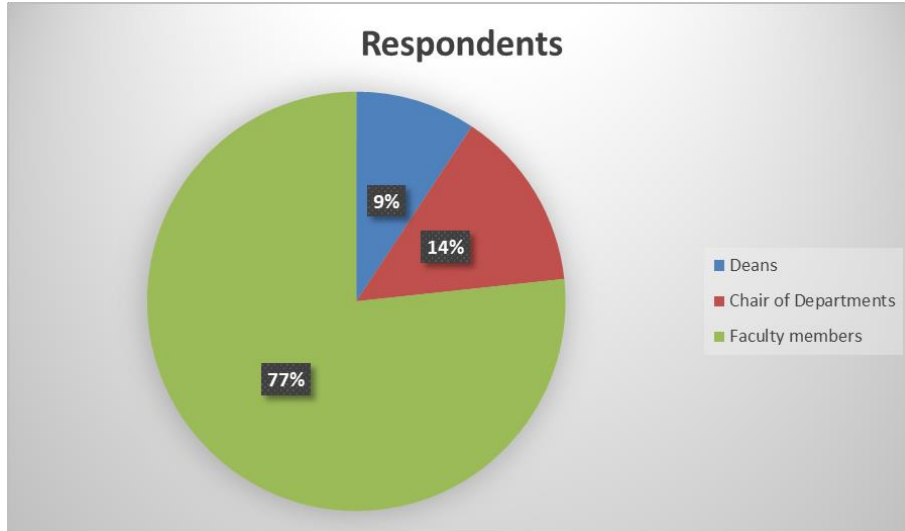
*Response Rate*

<b>Status</b>	<b>Response Rate (Frequency)</b>	<b>Percentage</b>
Responded	107	86.3
Did not respond	17	13.7

The implication is that the researcher distributed hundred and twenty-four (124) questionnaires and only one hundred and seven were filled. This means ,107 participants responded, who were comprised of ten (10) deans, fifteen (15) CODs and eighty-two (82) faculty members. This was computed in percentages and the researcher found out that 9% of the participants who responded were deans, 14% were CoDs and 77% were faculty members. As seen in Figure 4, this data was represented using a pie chart.

**Figure 4.1**

*Respondents' distribution*



#### **4.2 Reliability Test**

Reliability test is a terminology applied to refer or as an explanation of reproducibility of a study (Gundersen 2021). A study that is reproducible and similar results are obtained; the study is said to be reliable. Reliability of a research is evaluated using a Cronbach alpha reliability test. The reliability of the instruments used in this study was tested using Cronbach's alpha. Reliability statistics was conducted on 35 questions randomly picked from the questionnaire. The questions were selected from the statements linked to study's research objectives, which included to assess change management strategies used to effectively implement CBC in private universities in Nairobi County, Kenya, find out curriculum review strategies deployed by private universities in Nairobi County to suit CBC requirements, examine capacity building strategies for faculty members that support CBC implementation, identify physical facilities improvement strategies established to support CBC requirements, determine instructional improvement strategies deployed to support CBC implementation requirements.

The researcher used Cronbach’s Alpha to ascertain a measure of internal consistency. Having in mind that with values above 0.7 is said to be generally considered acceptable, 0.8–0.9 indicating good reliability, and values above 0.9 suggesting excellent reliability but possible redundancy (George & Mallery, 2019). The score obtained was .980. The high degree of internal consistency was shown by this score, indicating that the survey instrument utilized in this research was reliable. The survey questions are closely connected and assess the same underlying concept effectively, as evidenced by the high reliability score. According to Taber (2017), if the Cronbach's Alpha score is more than 0.9, it indicates that the survey data is consistently and reliably gathered. The Score has been recorded in tabular form as shown in Table 4.

**Table 4.2**

*Reliability Statistics*

<b>Cronbach's Alpha</b>	<b>No. of Items</b>
0.98	35

**4.3 Normality Test**

Quantile-Quantile(Q-Q) plot, mainly is a visual tool that explains whether a sample was gotten from a population that follows in accordance to specific probability distribution This type of distribution is described as a normal distribution (Casement & McSweeney, 2022). Quantile-Quantile (Q-Q) plots are often used to check if a dataset follows a normal distribution (Yue, 2016).

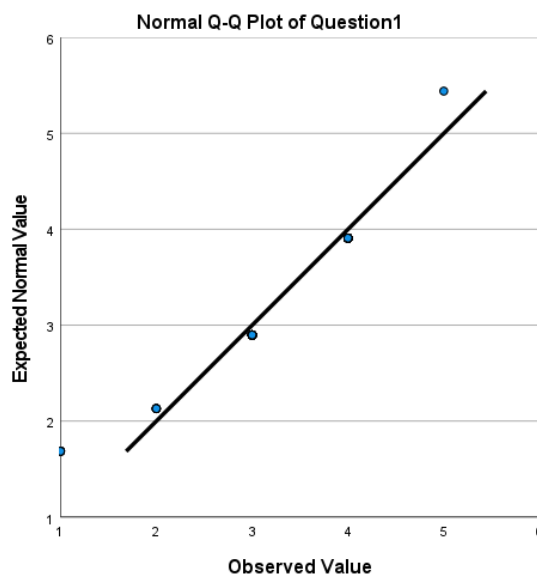
Using a normal distribution as a reference, this research compares the data's quantiles. The data in this research was found to follow a normal distribution, with the points sitting roughly along a 45-

degree line, according to a number of questions. Figures 4.1, 4.2, 4.3, and 4.4 below present the various Q-Q plots related to the study's research questions respectively, derived from SPSS output.

First quantile -quantile plot was conducted for research question one that concerned change management strategies for effective implementation of CBC. The data distribution as shown in the diagram below was normally distributed, the points were lying approximately along a straight line. This represents a normal distribution as the points to some extent fell on almost 45 -degrees reference.

**Figure 4.2**

*Change management strategies for effective CBC implementation*

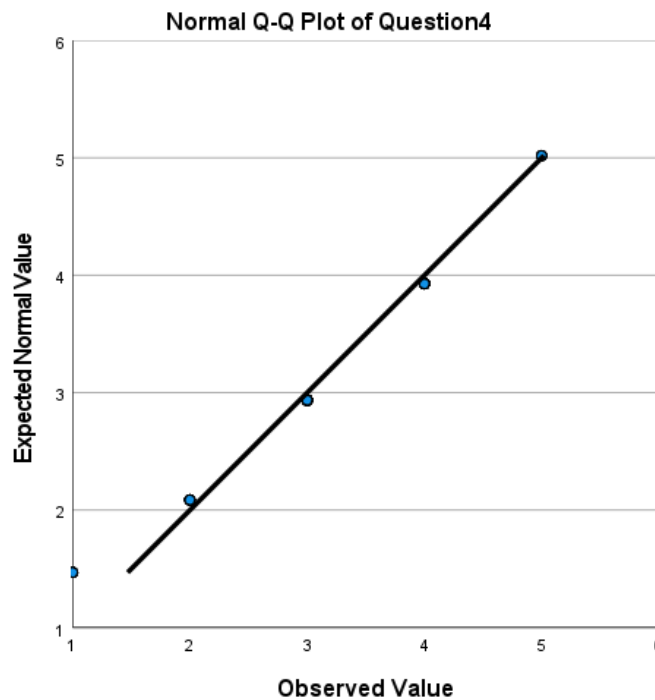


The second quintile- quintile plot was conducted for research question number two, which examined curriculum review strategies to suit effective implementation of CBC in private universities. Data followed a normal distribution, as seen in figure 4 below. There was a near-

straight line connecting the spots as well. This represented a normal distribution since the points were almost falling at angle of 45 -degrees reference.

**Figure 4.3**

*Curriculum review for effective CBC implementation*



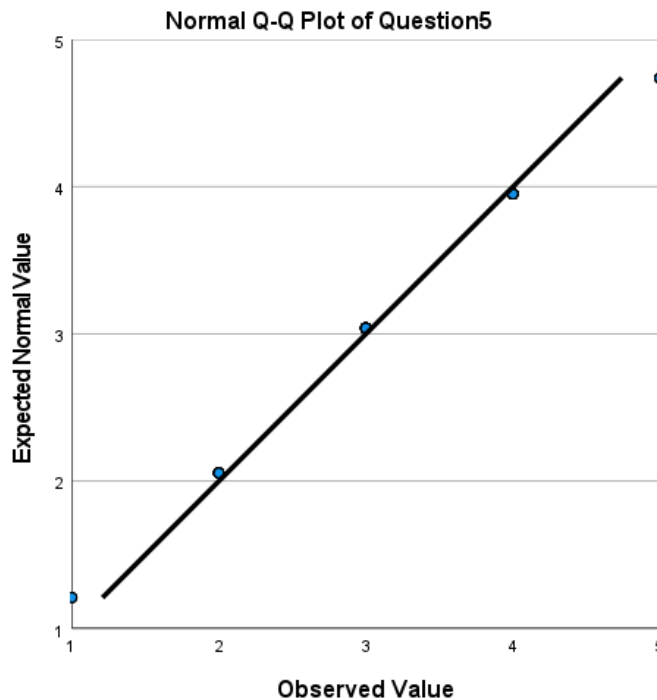
The third quintile- quintile plot was carried out for research question number three. The research question evaluated capacity building strategies deployed for faculty members by private universities in Nairobi County, Kenya to ensure effective implementation of CBC.

The data distribution as shown in the diagram 4.3 below showcased a normal distribution.

The points were almost perpendicular to one another. This representation can be described as a normal distribution because the points were almost aligning at an angle of 45 -degrees reference.

**Figure 4.4**

*Capacity building strategies for effective CBC implementation*



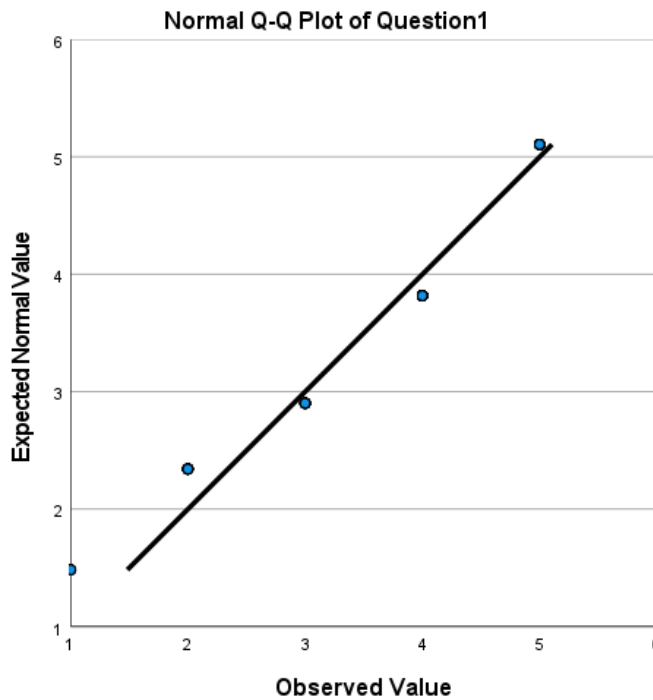
The fourth quintile- quintile plot was conducted for the fourth research question. The research question researched on physical facilities transformation process deployed by private universities in Nairobi County, Kenya to ensure effective implementation of CBC. The data distribution as shown in the diagram 4.4 below was observed a normal distribution. The points spread out almost in a straight line.

This representation can be described as a normal distribution because the points were almost aligning at an angle of 45 -degrees reference. The private universities were transforming their

physical facilities to suit competence-based curriculum requirements. This is broadly explained deeper in the qualitative session below.

**Figure 4.5**

*Physical facilities transformation for effective CBC implementation*



**4.4 Descriptive Statistics**

Descriptive statistics is explained as branch of statistics that concerns summarizing and organizing data in order for data to be easily understood.

It differs with inferential statistics; in that it seeks to make predictions or inferences concerning a population according to sample of data. The descriptive statistics basically describes what the data

shows (Mocnangan et al., 2024). Furthermore, descriptive statistics in research are crucial aspects. They are crucial in research because they help in summarizing massive amounts of data in a way that is simple to interpret and digest. This is important to researcher as it creates room for researchers to quickly grasp the main characteristics of the data. Additionally, it facilitates researcher's ability to see patterns in the data and make conclusions based on the data (Cooksey & Cooksey, 2020).

The deeper explanation of the finding obtained from the data concerning each of the main study questions of this research was clearly explained. Hence below are the descriptive statics on: Change management strategies and implementing CBC, universities curriculum review to suit CBC requirements, capacity building strategies and CBC implementation and strategies to improve physical facilities for CBC implementation.

#### **4.4.1 Change Management Strategies towards Implementation of CBC**

Question 1, sought to determine the management strategies private universities in Nairobi County has deployed towards effective implementation of CBC. The table below presents survey data on change management strategies adopted by private universities in Kenya to implement the Competence-Based Curriculum (CBC). The responses are measured on a 5-point Likert scale, where **1** represents the lowest level of agreement and **5** the highest. It shows descriptive statistics for each of the questions for the study as shown in the table below.

**Table 4.3***Change Management Strategies towards Implementation of CBC*

<b>Statements</b>	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Private university has taken necessary steps towards reviewing of their curriculum to suit CBC requirements	107	1	5	3.23	0.875
Private universities in Kenya have established capacity building for faculty members towards implementation of CBC?	107	1	5	3.30	0.964
Private universities in Kenya are transforming their physical facilities to accommodate CBC?	107	1	5	3.03	0.906
Private universities in Kenya have established instructional strategies to fit CBC requirements	107	1	5	3.15	0.950
Private universities have engaged stakeholders in relation to CBC requirements	107	1	5	3.33	1.053

The Table 5 displays the descriptive statistics for question 1 which evaluated whether “Private universities had undertaken Change Management Strategies towards implementation of CBC. The Sample size (N): 107 respondents across all items were used. Responses are on a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree). The mean shows the central tendency (average perception of respondents). The Std. Deviation (SD) shows the variability, that is how spread out the responses were). A higher SD means more disagreement among respondents. The Curriculum Review aspect obtained a Mean of 3.23, and a Std. Dev of 0.875. This shows respondents slightly agree that private universities have reviewed their curriculum to align with CBC”.

The implication is that private universities have taken steps to review their curricula to align with CBC, but the response is moderate. Moderate consensus ( $SD < 1$  shows opinions are not widely

spread). This may be interpreted to suggest that while some progress has been made; full implementation is not yet achieved. Question 2: "Private universities in Kenya have established capacity-building for faculty members towards the implementation of CBC". Faculty Capacity Building statement obtained a Mean of 3.30 and Standard. Deviation of 0.964. There is a moderate agreement that universities are training faculty for CBC. However, there shows a slightly more variation in views (SD close to 1).

This reflects a general agreement among participants that private universities in Kenya have established capacity-building initiatives for faculty members to implement CBC. There are efforts to build faculty capacity for CBC implementation put in place, though with some variability in responses, indicating differing levels of preparedness among universities. Simply indicating that while most respondents somewhat agree with this statement, there are differing opinions, reflecting varying levels of perceived effectiveness and comprehensiveness of the capacity-building initiatives.

As far as Physical Infrastructure Transformation is concerned in this study, the mean score is 3.03, with Standard Deviation of 0.906; that is Question 3: "Private universities in Kenya are transforming their physical facilities to accommodate CBC". Respondents are neutral to slightly agreeing that facilities are being transformed. This suggests this area is less advanced compared to others. An indication that efforts to upgrade physical facilities to support CBC are still in the early stages.

The standard deviation shows a moderate variability in responses, suggesting while some respondents agree, others may not be as convinced about the adequacy of the physical transformations taking place hence showing some universities may be lagging behind. Question 4:

"Private universities in Kenya have established instructional strategies to fit CBC requirements". The question about Instructional Strategies obtained a Mean of 3.15, and a Standard Deviation of 0.950.

Indicating that, on average, participants somewhat agree that private universities in Kenya have established instructional strategies to fit CBC requirements. The moderate diversity in responses suggests that while there is a general agreement on establishment of these techniques, there are varying perceptions of their effectiveness and implementation quality. Respondents perceive that some instructional strategies are in place, but the average is only slightly above neutral a considerable variation in opinion (SD close to 1). Therefore, private universities have started adapting instructional strategies to meet CBC requirements, but the responses suggest ongoing challenges in full implementation.

Question 5: "Private universities have engaged stakeholders in relation to CBC requirements". This scored highest among the strategies, meaning respondents generally agree that universities are engaging stakeholders. However, it has the highest variability (SD > 1), showing strong differences in opinion. Some think engagement is high, others very low. This is indicated by a mean score for of 3.33, with SD of 1.053. The relatively higher standard deviation for this question suggests significant diversity in opinions, indicating that while many respondents agree with the statement, there are also respondents who might have experienced or observed insufficient stakeholder engagement.

Overall, the mean scores for all questions are above 3, indicating a general tendency towards agreement or neutrality regarding the steps taken by private universities to implement CBC. The standard deviations, which indicate moderate variability, suggest that while there is a consensus

among many respondents, there are also diverse opinions reflecting varying experiences and perceptions. This diversity is particularly notable in stakeholder engagement, where opinions are more widely spread. Views on CBC's introduction in private universities are better understood with the help of these descriptive data.

They highlight areas where efforts are perceived positively and areas that might require more targeted interventions or support to ensure effective implementation and stakeholder satisfaction. In addition, private universities in Nairobi County, Kenya, discovered using Pearson correlation analysis that there is positive and statistically significant association between change management practices and effective implementation of CBC. Specifically, the correlation coefficient ( $r = 0.343$ ) is significant at the 0.01 level ( $p < 0.001$ ). Suggesting that as application of change management strategies improves; the effectiveness of CBC implementation also increases.

The null hypothesis that change management practices do not correlate with successful CBC implementation is rejected since the p-value is less than 0.01. The alternative hypothesis, which states that these variables are significantly related, is therefore accepted. This decision rule underscores the reliability of our findings and confirms the critical role that change management strategies play significant role in implementing CBC effectively.

**Table 4.4***Correlation between change management and Implementation of CBC*

		<b>Implementation of CBC</b>	<b>Change Management Strategies</b>
Implementation of CBC	Pearson Correlation	1	.343**
	Sig. (2-tailed)		0.000
	N	107	107
Change Management Strategies	Pearson Correlation	.343**	1
	Sig. (2-tailed)	0.000	
	N	107	107

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

The study conducted regression analysis on change management strategies and implementation of CBC in private universities in Nairobi County. Table 7 summarises presents the model summary for change management strategies and implementation of CBC. Results indicate a weak relationship between change management strategies and implementation of CBC, with an R value of 0.303. According to the model, change management strategies accounts for only 9.2% of the variance in implementation of CBC, denoted by R square of 0.092.

**Table 4.5***Model summary for change management strategies and implementation of CBC*

<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
.303 <sup>a</sup>	0.092	0.083	0.47593

a. Predictors: (Constant), change management

ANOVA was used to assess whether there was a statistically significant difference between group means and to determine if the independent variable explained a significant portion of the variance in the dependent variable. Table 8 indicates a significance level of 0.002, hence a significant relationship between change management strategies and implementation of CBC in private universities. The calculated F-value ,10.6, is greater than the critical F-value ,3.9, indicating that the regression model was statistically significant.

**Table 4.6**

*ANOVA for change management strategies and implementation of CBC*

	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Regression	2.401	1	2.401	10.600	.002 <sup>b</sup>
Residual	23.784	105	0.227		
<b>Total</b>	<b>26.185</b>	<b>106</b>			

a. Dependent Variable: implementation

b. Predictors: (Constant), change management

Table 9 illustrates the regression equation as:

$$Y = 2.819 + 0.347 X_1 + \varepsilon$$

Hence, there was a significant and positive effect of change management strategies and implementation of CBC ( $\beta = 0.347$ ,  $t=3.256$ ,  $p = 0.002$ ). Hence, implementation of CBC would vary by 0.347 units for every unit change in change management strategies.

**Table 4.7***Regression coefficients for change management strategies and implementation of CBC*

	<b>Unstandardized Coefficients</b>	<b>Std. Error</b>	<b>Standardized Coefficients</b>	<b>t</b>	<b>Sig.</b>
(Constant)	2.819	0.440		6.404	0.000
Change management	0.347	0.107	0.303	3.256	0.002

a. Dependent Variable: implementation

These findings support the alternative hypothesis H<sub>1</sub>: private universities in Nairobi County have employed effective change management strategies towards implementation of CBC. The positive and significant beta coefficient confirms that change management affects implementation of CBC in private universities in Nairobi County. These findings align with those of Cameron and Green (2019) , who argue that in a world where change is rapid and constant, effective leaders must not only possess a strategic vision but also the emotional intelligence and humility to adapt, inspire, and guide others through uncertainty.

The successful implementation of CBC in private universities is consistent with this view, highlighting how institutional leaders in Nairobi have cultivated both the practical and visionary traits necessary to guide academic transformations. Moreover, the findings corroborate those of Dawson (2022) , who observed that successful CBC implementation depends on well-executed change management solutions. The proactive and inclusive strategies observed in private universities—such as involving faculty members, aligning institutional goals with CBC objectives, and investing in digital infrastructure demonstrate a clear commitment to these principles.

Franklin (2021) emphasizes that change management in education requires clearly defined timelines, resource allocation, and collaborative planning. Private universities in Nairobi County adopt such strategic planning frameworks, ensuring alignment between institutional capacity and curriculum demands. Additionally, the findings echo the importance of leadership involvement as explained by Errida and Lotfi (2021) and Eddy and Kirby (2020), who stress that leadership must be hands-on throughout the change process—from planning to monitoring—to ensure the long-term success of CBC.

In the context of Nairobi County, leaders in private universities appear to have embraced this role, advocating for CBC internally and externally, managing institutional risks, and supporting faculty development through training and capacity building (Akala, 2021) In the qualitative findings of the study as evidenced by the responses provided, under this theme are concerned, it has shown that private universities in Nairobi County are adopting various change management strategies to effectively implement CBC. The first notable thing is the emphasis on learners' abilities rather than mere knowledge acquisition, as stated by Response 1, who emphasized that the universities were putting focused energies towards CBC by ensuring that emphasis was put on learners' abilities than knowledge.

This method is in line with CBC ideals, which stress the importance of developing one's abilities rather than relying on rote memorization (Ruth & Ramadas, 2019). The same thought was backed up by the other respondent assertion, “the university have embarked on enabling learners to grow their competencies, abilities and skills through involving them practically to enhance generation of new knowledge. The respondent added that, there students participate in university activities that involves expression of abilities and mainly in innovative projects.

This way this respondent backed up Ruth and Ramadas (2019), who explained, that, “the focus is so much on what students can do with what they know, rather than just what they know.” Another response advocated that CBE has always been in implementation, though not as vigorously as it is being done; students were being trained in CBC since they are the implementers of CBC in the junior and senior school. Another key strategy involves encouraging students to engage in research and pursue their interests, as mentioned in Response 2: This was noted when the respondent explained saying, “Our students have been encouraged to carry out research and pursue own interest topics.”

This strategy fosters a more personalized and relevant learning experience, which is essential for developing competencies (Penrabel et al., 2022). This further shows that students have given space to advance in independent learning. In a situation of this kind, students learn to think for themselves, evaluate information critically, and develop solutions without relying solely on external guidance as their tutors. This independence is important as stated earlier for lifelong learning and continuous personal and professional development which is a key element of competence-based curriculum. This is a means to entrepreneurship and innovation (Tan, 2021).

Additionally, universities are encouraging students to develop their critical thinking and problem-solving skills, as indicated in Response 3. Where the respondent stated explaining, “We are also provoking our learners to think critically and become problem solvers.” To equip students to face problems in the real world, it is essential that they develop their critical thinking and problem-solving abilities (Singh et al., 2020). Further, these skills enhance adaptability to real-world challenge hence can tackle real-world challenges effectively. This is because the students learn to analyze situations, consider various solutions, and choose the most appropriate one.

This will help learners prepare for their future jobs and everyday lives by simulating the complexity and unpredictability of real-life scenarios. Additionally, these skills enhance decision-making skills by creating room for students to weigh options, consider potential outcomes, and make informed choices. This leads to better personal and professional decision making. Also, promote independent learning amongst students as the students learn to think for themselves, evaluate information critically, and develop solutions without relying solely on external guidance.

This independence is essential for lifelong learning and continuous personal and professional development. Problem-solving encourages creativity and innovation mindset, essential in today's rapidly changing world as added by Response 3. In addition, considering other perspectives and developing original ideas are often required of learners when they encounter challenges (Birgili, 2015). Another change management strategy notice in this study was the aspect of strategic planning and policy development. This was explained by response 5, by stating clearly saying, "The key things have been engaging in is strategic planning and policy development".

The respondent explained more saying that the private university was working with the faculty members in developing and aligning the curriculum with CBC requirements and best practices (Akala, 2021). Change management strategies that incorporated stakeholder involvement and this was explained in descriptive statistics of this study Question 5, which stated, "Private universities have engaged stakeholders in relation to CBC requirements". The evaluation obtained a mean score of 3.33, with SD of 1.053. Description indicated a general agreement among respondents that private universities have engaged stakeholders in relation to CBC requirements.

Stakeholders are an important in decision making as pertains curriculum change and implementation. The role of involving stakeholders' regular consultation, engaging faculty

members, students, employers and industrial partners to understand their needs and expectations. "Setting goals and motivating our faculty members and students towards embracing the new approach of CBC..." said response 6. This response echoed that of Haile and Makonnen (2024), who stressed the essence of clear objectives and motivational strategies in promoting a supportive environment for competency-based curriculum adoption. According to their research, CBC improvements can only be effectively implemented if objectives are aligned and if both students and instructors are enthusiastic about them.

Again, strategic planning discussed above is a great constituent of change and a remedy to minimize change resistance as Lewin proposes that the forces necessitating for status quo generate minimum resistance and tension as compared to the forces applying. Accordingly, the change strategy is more appropriate and possibly more successful (Hussain et al., 2018). Additional key constituent of change management towards effective implementation of competence-based curriculum is effective communication. Response 6, explain saying, "furthermore, we are encouraging effective communication in this university.

This way we shall be able to manage the transition, addressing concerns and ensuring all stakeholders understand the benefits and requirements of CBC...however, it is a continuous process". This Response 6, confirms the essence of effective communication in effective implementation of CBC (Makena, 2023). Another change management strategy found out in this study was faculty development and training. The respondents highlighted efforts towards support service provision to both students and faculty members, for the students, career counseling services.

According to the respondent, internship placements and mentorship programs were being enhanced, this was a means of helping success in CBE educational environment, said Response 6. The respondent noted that faculty members were provided support through provisions as noted by (Sistermans, 2020). These include access to resource center, collaborative platforms and also a forum for sharing best practices and innovative teaching strategies asserts response 6. Again, peer support is another type of services were sighted being provided as another facet of change management strategies towards implementation of CBC. This aspect of change management strategy is crucial in providing emotional support, information to improve knowledge and skills (Shawa & Botma, 2020).

Further, Response 7 boldly stated, “my role is to ensure that this curriculum is implemented and adapted promptly.... therefore, we have established programs to train our faculty members.... some sessions are being held virtually. The objective is to enhance competencies aligning them with CBC.” In addition, private universities are aligning their programs with CBC objectives. Though Response 9, stated it is work in progress. These thoughts agree with the change model which asserts that change is a continuous process and is an ongoing adjustment (Wee & Taylor, 2018).

Response 5, further explained that the university was quite involved in embracing change. The respondent stated, “It is a change period... we have to manage change ...as we are transitioning from the traditional teaching methods... to CBE approach. To overcome opposition and encourage a positive attitude towards this change, it is necessary to use change management tactics. Response 5, clearly explained the change process as it is explained in the Lewin’s three phase change theory, which explains that leadership entails driving change, articulating a vision, gaining support, overseeing transition, and fostering the will to keep the change going.

This is said to be an explanation of change process. It entails, unfreezing of current position of organization. Building support and managing the transition convey change's moving stage, while keeping motivation then convey change's implementation and refreezing stages (Memon, 2021). The response 5, state that change management require deployment of strategies that enables combating resistant to change and foster positive attitude which can be translated to aspect of unfreezing, moving and refreezing to allow change management.

This study examines the unfreezing process of rolling out the tradition approach 8-4-4 and then adapting the new that is the CBC. In this case, CBC, which when adapted the universities required to move on with the new CBC and refreeze shall be seen as carrying on with the new CBC curriculum. This is where the new now becomes the norm. Further, unfreezing of the current position of the private universities in Nairobi County, Kenya. Building support to the faculty members, students, other stakeholders and managing the transition convey the change's moving stage. This is an enabler to overcome resistant to while maintaining motivation conveys the change's implementation and refreezing stages (Memon, 2021).

The constituents of change management as effective communication stakeholder involvement are strategies essential in ensuring change as stated by responses. In relation to the change theory engaged in this study, Grønvad et al. (2024), asserts that Lewin explains that change resistance should be resolved using open communication and stakeholder involvement during the change process. In addition, this study cannot ignore the notion on monitoring and reporting a thought that was stipulated by response 6, who said," monitoring and reporting are essential change management strategies considered in this university.

We have established mechanisms for continuous monitoring and reporting ...which extends not only today but also the future of the curriculum here...we are endeavoring to use of data and feedback to drive improvements and encourage us to report outcomes to the university management (Benson & Njuguna, 2023). Response 8 lamented on university infrastructure as the response stated, the challenge lies with the university infrastructure establishment and renovation”. When the researcher inquired further, Response 8 explained, “...it is quite an expensive endeavor, we need funding, but the university is sourcing for extra fund.”

This agreed to some extent with Odhiambo (2018), who noted that private universities suffer financial constrains to ensure effective implementation of CBC as they have earlier been associated with financial constraints that affect their day-to-day operations (Odhiambo, 2018). Nonetheless, private universities finance their institutional needs through sources as donations from different sources. This was stated by response 7, who explained what the university was doing to fund CBC and said, “our donors, friends, alumni, the governments and our collaboration are involved in funding some parts of our curriculum...we are embarking on sourcing for more financial aid as they help not only our programs but also students from humble background.

Therefore, findings corroborate with existing literature on implementation of CBC in higher education. Since, the findings of the study are generally positive. However, they have portrayed a varied perception among stakeholders regarding change management strategies undertaken by private universities towards implementation of CBC. Respondents acknowledged efforts in curriculum review and faculty capacity building, which aligns with Wiggins et al. (2022), who asserts that curriculum development should be an interactive process that ensures alignment with desired educational results. It is further reinforced by Schmidt et al. (2021), who emphasize the necessity of continuous curriculum review to meet evolving industry and societal needs.

The observed variability in responses suggests that while many institutions are making strides, there are inconsistencies in implementation. This mirrors Franco et al. (2023), view that professional development must be an ongoing process and integrated within educational practices to be truly effective. The perceptions of efforts to transform physical facilities to accommodate CBC also reflect the challenges which were also identified by Kabombwe and Mulenga (2019), who noted that physical infrastructure often lags behind curricular changes.

Furthermore, the study's findings on instructional strategies and stakeholder engagement reveal a general agreement on the efforts made, but significant variability, particularly in stakeholder engagement. This variability suggests that while there is recognition of the essence of involving stakeholders in CBC implementation process, the extent and quality of this engagement differ widely across institutions. This observation is consistent with Mpisili (2022), who emphasized on the need for effective communication and collaboration among all stakeholders to achieve shared educational goals (Mpisili, 2022).

Further, the findings also support Mackatiani et al. (2023), research on the necessity of adopting instructional methods that foster active learning, problem-solving, and critical thinking, which are critical components of competence-based education. The moderate variability in responses about instructional strategies indicates that while these strategies are being implemented, there is room for improvement in ensuring their consistent application across different contexts. Overall, these findings emphasize essence of a holistic approach to CBC implementation: encompassing curriculum review, faculty development, physical infrastructure, instructional strategies, and stakeholder engagement as essential elements for achieving successful educational change.

#### **4.4.2 Universities Curriculum Review to Suit CBC Requirements**

The descriptive statistics table presents data on five key aspects related to curriculum development practices in private universities, in the context of implementing CBC. Table provided the number of respondents (N), minimum and maximum scores, mean scores, and standard deviations (SD) for each question. For Question 1: Examined whether private universities have defined clear learning outcomes suitable for CBC.

The mean score of this question was 3.20, which indicates that respondents generally agreed that private universities have defined clear learning outcomes. The standard deviation was that of 1.004. This type of standard deviation suggests that there is some variability in responses. While many universities may have established clear learning outcomes, the variability indicates that not all institutions have achieved this to the same extent. Some universities are still refining their learning outcomes to align more closely with CBC requirements.

In question 2: that examined if Private universities have identified essential competencies, the descriptive statics indicated mean score of 3.28. This shows a moderate agreement that private universities have identified essential competencies necessary for CBC. However, the standard deviation for this question was 0.969. It was lower compared to that of Question 1, which is an indication of slightly less variability among responses. Due to this variability, it can be suggested a need for a more uniform effort across private universities in Nairobi County, Kenya in identifying these essential competencies. Question 3: Which sought to examine whether private universities had designed courses that facilitate required competence-based competencies, the descriptive statistics realized a mean score of 3.41.

This implies, there is a relatively higher agreement that private universities in Nairobi County have designed courses to facilitate the acquisition of required competencies. The standard deviation of question 3, turned out to be 0.911. This indicates that there is less variability in responses compared to other questions, which suggests a more consistent approach across different private universities in designing courses aligned with CBC requirements. The other question examined in this category was Question 4; which sought to find out whether private universities in Nairobi County had designed modules that facilitate the acquisition of the required competencies.

The descriptive statistics for this question have a mean score of 3.28; demonstrating that respondents moderately agree that private universities have designed modules to facilitate the acquisition of required competencies. SD of 0.960 shows moderate variability in responses, indicating differences in how well these modules are designed and implemented across various institutions. Question 5: Examined whether private universities have revamped their curriculum to align with competence-based education.

The descriptive statistics expressed a mean score of 3.17; reflecting general agreement that private universities in Nairobi County have revamped their curriculum to align with competence-based education. The standard deviation which stood out as 0.995 was an indication of a significant variability in responses. Therefore, suggesting that while some universities have made considerable progress in revamping their curricula, others are at different stages of this process or facing challenges in implementation of CBC. Overall, the mean scores across all questions range from 3.17 to 3.41, indicating a progressive trend towards agreement or neutrality regarding the curriculum development practices in private universities aimed at supporting CBC.

The standard deviation, ranging from a value of 0.911 to 1.004, is an indicator of moderate to high variability in responses. This type of variability proposes differences in the extent and effectiveness of CBC implementation across different private universities in Nairobi County. The findings of this descriptive statistics highlight areas where universities are performing well, such as designing courses that facilitate required competencies, and other areas that might require more focused efforts and resources, such as defining clear learning outcomes and revamping the curriculum. To make sure that all the private universities in Nairobi County are using CBC consistently and effectively, it is essential to address these gaps. This would help universities provide their students with the skills they need to succeed in the real world.

**Table 4.8**

*Curriculum development practice and effective CBC implementation*

<b>Statements</b>	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Private universities have defined clear learning outcomes suitable for CBC	107	1	5	3.20	1.004
Private universities have identified essential competencies	107	1	5	3.28	0.969
Private universities had designed courses that facilitate required competence-based competencies	107	1	5	3.41	0.911
Private universities in Nairobi County have designed modules that facilitate the acquisition of the required competencies	107	1	5	3.28	0.960
Private universities have revamped their curriculum to align with competence-based education	107	1	5	3.17	0.995

The correlation analysis between the variables "Universities Curriculum Review" and "CBC Implementation" indicates a significant positive relationship. The p-value is less than 0.001, and the Pearson correlation coefficient is 0.596. This result suggests strong and significant link between curriculum review processes undertaken by universities and the effective implementation of the CBC. The null hypothesis that curriculum revision and CBC implementation are unrelated is rejected since the p-value is less than 0.01. The null hypothesis that these variables do not have any meaningful link is rejected. This decision confirms the substantial impact of thorough curriculum review on the success of CBC implementation.

Private universities are taking significant steps to review and align their curricula with CBC requirements. Response 8 highlights the revamping of teaching methods to fit CBC: "It has become common sense faculty members have revamped their teaching methods; it is CBC." The change towards more interactive and student-centered teaching styles is a clear indication of the importance of competence-based education (Msamba et al., 2023).

Additionally, Response 9 stated, "aligning holistic, where we are aligning to specific aims of CBC". This adheres with Tarmo and Kimaro (2021), who states that competence-based curricula focus on equipping learners with particular skills, knowledge, and attitudes required for success in their personal and professional lives. These goals include: skill Development: developing practical and relevant skills that are directly applicable to workplace or real-life situation and encouraging hands-on learning and experiential education. The other goal is personalized learning as earlier explained in this study. Students are able to work at their own speed, gaining expertise in one area before moving on to the next, thanks to personalized learning, which adapts instruction to each student's unique set of circumstances.

CBC is outcome oriented, hence focusing on achieving specific, measurable learning outcome, while emphasizing proficiency of specific competencies rather than time spent in class. It inclines towards relevance to Real World, that aligning educational content with industrial standards and requirements. Additionally, it helps students get ready for the real world by teaching them to think critically, solve problems, and make sound decisions; it links theoretical information with practical application; and it integrates both types of knowledge (Mauki et al., 2020).

Additionally, Response 9 emphasizes the significance of practical activities in curriculum: "The universities have embarked on learners to grow their competencies abilities and skills through involve them with practical activities to evoke creativity and generation of new knowledge." Incorporating practical activities into the curriculum is vital for helping students grow skills and competencies required for their future careers (Hussein, 2023). These steps are aligned with best practices in curriculum design for competence-based education, which emphasize the integration of experiential learning opportunities and the alignment of teaching methods with desired competencies (Qoyyimah et al., 2020).

Another key element that was noted in this study is training of faculty members. Response 1 explained, "CBC is a bridge between theory taught and real-life situation." the assertion corroborates Mwang'ombe (2021), who expressed that Competence based curriculum integrates knowledge and skill. Hence according to Response 1, rigorous training for faculty members was in progress to ensure they were at breast with CBC requirements. Training for CBC originally started with the leaders who started by discuss the readiness of universities with CBC, said Response 2.

“The trainings were conducted by various experts in CBE. After the training those from different universities who attended, prior training was designated to train the rest of faculty members.” On the same note Response 2, who claimed to be one of the people who went for the trainings said, ...”CBC plays an essential role in achieving the SDGs”. Hence, the big concern in the semester was to thoroughly train faculty members, retooling them as the university continues waiting to formerly receive CBC students in 2029.

The other Response emphasized on how the universities had embarked on research and retraining to make sure successful implementation of CBC. According to these Respondents successful reviewing of their curriculum could best be achieved by achieving CBC goals holistically, since CBC does not operate in bits but it is compressive as it was explained by Response 9. The private universities had sourced for faculty members, industry and also other peers, to collaboratively establish curriculum review. However, some were still struggling and had minimal to say as it concerns curriculum review to suit CBC. Despite this, in the researchers view, they were working on it as they seemed to be doing it indirectly. Response 2, stated that the university was busy expanding her program to address diverse market demands. According to this study this is CBC requirement.

Another Response 4, when responding to curriculum review to suit CBC requirements said,” we are retooling our curriculum to be learner centred...by emphasizing active learning, student engagement, and personalized instruction.” The response added, “we are doing this by reexamining our assessment strategies. We are deploying both formative and summative assessments which will help us to evaluate competencies rather than rote memorization (Kubai, 2023).

To enhance our assessment strategies, “we first started with doing content analysis.” ...’ This is an examination of the existing curriculum content to identify gaps in competencies and skills development. Assessed the teaching methods and instructional strategies used, and review current assessment practices to ensure they align with CBC goals”, said Response 9. The findings from the descriptive statistics indicate a general agreement among respondents that private universities in Nairobi County are actively engaging in practices necessary for the implementation of CBC.

This alignment with CBC principles is essential for enhancing quality and importance of higher education. For instance, the agreement that private universities have defined clear learning outcomes (mean score of 3.20, SD of 1.004) supports importance of outcome-based education as highlighted by Syomwene (2023), who argue that clearly defined learning outcomes are crucial for aligning teaching techniques and assessment strategies to make sure that learners achieve desired competencies. However, the observed variability in responses suggests that while some universities have made significant progress in this area, others may still be developing or refining their learning outcomes to better align with CBC principles.

This is consistent with the findings of Muindi and Thinguri (2022), who note that the transition to competence-based curricula can be uneven, with institutions progressing at different rates based on their resources and commitment to educational reforms. Similarly, the identification of essential competencies by private universities, reflected by a mean score of 3.28 and SD of 0.969, is a foundational step in CBC implementation. This method makes sure that students learn the things they need to know to be successful in their careers, as emphasized by (Lam et al., 2018).

The relatively lower variability in responses for this question indicates a more consistent approach among universities, suggesting that there is a shared understanding of the critical competencies

needed for their programs. This result is in line with what is already known from research: that in order to build an effective curriculum and conduct effective assessments, it is crucial to first identify and then articulate the important abilities that students must have (Rodgers & Alice, 2023). However, the moderate level of agreement also indicates that there is room for improvement, and continuous collaboration among educational stakeholders could further enhance the identification and integration of these competencies into the curriculum.

The higher mean score of 3.41 for the statement that private universities have designed courses to facilitate the acquisition of required competencies, with SD of 0.911; suggesting that there is substantial agreement on this aspect of CBC implementation. This finding is significant because it underscores the role of course design in competence-based education. As Pale and Amukowa (2020) point out, well-designed courses are essential for ensuring that students can achieve the desired competencies through appropriate learning activities and assessments.

The lower variability in responses indicates a more uniform effort across institutions in designing courses that align with CBC requirements, suggesting that many universities have adopted best practices in this area. However, continued efforts are required to make sure that all courses are systematically aligned with the identified competencies and that faculty members are adequately supported in designing and delivering these courses. The agreement on the design of modules that facilitate acquisition of required competencies, revealed by a mean score of 3.28 and SD of 0.960, further supports positive trend in CBC implementation. Modules that focus on specific competencies allow for more detailed and targeted instruction, which is crucial for achieving the desired learning outcomes (Mpisili, 2022).

The moderate variability in responses suggests differences in how effectively these modules are designed and implemented across institutions. This finding highlights the need for ongoing professional growth for faculty members and sharing of best practices to ensure that all modules are designed to effectively support competence-based learning. Additionally, it stresses the essence of continuous curriculum evaluation and revision to address any gaps or inconsistencies in module design and implementation. Finally, the mean score of 3.17 for the statement that private universities have revamped their curriculum to align with competence-based education, with a standard deviation (SD) of 0.995.

This indicates a general agreement but also significant variability in responses. It suggests that while many universities have made considerable efforts to align their curricula with CBC principles, others may still be in the process of making these changes or facing challenges in implementation. This result is in line with what is found in the literature on educational change management, which stresses the difficulties and complexity of curricular reform (Muchira et al., 2023).

The observed variability in responses may be due to differences in institutional capacity, resources, and commitment to change. To address these challenges, universities may need to invest in capacity-building initiatives, provide ongoing support and resources for faculty members, and engage stakeholders in the curriculum reform process. In doing so, they may improve the quality and relevance of their educational programs and better prepare students for the needs of the contemporary workforce by ensuring competence-based education is consistently and effectively implemented.

The study conducted regression analysis on curriculum review strategies and implementation of CBC in private universities in Nairobi County. Table 10 presents the model summary for curriculum review strategies and implementation of CBC. Results indicate a moderate relationship between curriculum review strategies and implementation of CBC, with an R value of 0.414. According to the model, curriculum review strategies accounts for only 17.1% of the variance in implementation of CBC, denoted by R square of 0.171.

**Table 4.9**

*Model summary for curriculum review strategies and implementation of CBC*

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<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
.414 <sup>a</sup>	0.171	0.163	0.45467

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a. Predictors: (Constant), curriculum review

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ANOVA was used to assess whether there was a statistically significant difference between group means and to determine if the independent variable explained a significant portion of the variance in the dependent variable. Table 11 indicates a significance level of 0.000, hence a significant relationship between curriculum review strategies and implementation of CBC in private universities. The calculated F-value ,21.7, is greater than the critical F-value ,3.9, indicating that the regression model was statistically significant.

**Table 4.10***ANOVA for curriculum review strategies and implementation of CBC*

	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Regression	4.479	1	4.479	21.667	.000 <sup>b</sup>
Residual	21.706	105	0.207		
Total	26.185	106			

a. Dependent Variable: implementation  
b. Predictors: (Constant), curriculum review strategies

Table 12 illustrates the regression equation as:

$$Y = 2.1 + 0.505 X_2 + \varepsilon$$

Hence, there was a significant and positive effect of curriculum review strategies and implementation of CBC ( $\beta = 0.505$ ,  $t=4.655$ ,  $p = 0.000$ ). Hence, implementation of CBC would vary by 0.505 units for every unit change in curriculum review strategies.

**Table 4.11***Regression coefficients for curriculum review strategies and implementation of CBC*

	<b>Unstandardized Coefficients</b>	<b>Std. Error</b>	<b>Standardized Coefficients</b>	<b>t</b>	<b>Sig.</b>
(Constant)	2.100	0.463		4.537	0.000
curriculum review strategies	0.505	0.109	0.414	4.655	0.000

a. Dependent Variable: implementation

These findings support the alternative hypothesis H<sub>2</sub>: Private universities in Nairobi County have established curriculum reviewed strategies to suit CBC requirements. The positive and significant beta coefficient confirms that curriculum review strategies affect implementation of CBC in private universities in Nairobi County. These findings align with Poh (2024), who notes that reviewing the curriculum is important for effective CBC implementation as it ensures that educational content, instructional methods and assessments are constantly refined to meet the evolving needs of learners, communities and employers.

Gouëdard et al. (2020) also emphasize that curriculum review enables alignment with CBC goals by ensuring that students acquire relevant competencies through content that reflects real-world applications. Lorente (2023) notes that this process allows institutions to address feedback from stakeholders and improve curriculum relevance and effectiveness. Similarly, Nyaboke et al. (2021) highlight that curriculum review facilitates integration of emerging technologies and responsiveness to societal changes, which are vital to competency development. In support, Karakus (2021) argues that regular reviews enhance compliance with policy and promote inclusion by meeting diverse learning needs.

Dodge (2023) and Muchira et al. (2023) further observe that aligning university curricula with competency-based frameworks requires redefining course objectives, adopting experiential learning, and adjusting assessments to focus on skills acquisition. Moreover, Nurdin et al. (2023) emphasize piloting revised curricula and using feedback loops to ensure continuous improvement, while Wambiya and Ogula (2023) point out the role of quality assurance and digital tools in tracking competencies and maintaining standards.

As Manduku and Sang (2021) explain, CBC prioritizes learning outcomes over traditional subject content, making curriculum review a critical tool in promoting learner-centered, real-world competency development.

#### 4.4.3 Capacity Building Strategies for Faculty Members towards Implementation of CBC

Five questions about private universities' investments and infrastructure in Nairobi County, Kenya, towards implementing CBC were answered, and descriptive data for these questions are shown in Table 4.5 below. Each question was rated on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree), and table displays number of respondents (N), minimum and maximum scores, mean scores, and standard deviations for each question.

**Table 4.12**

*Capacity Building Strategies for effective CBC implementation*

<b>Statements</b>	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Private universities have invested in technological resources that support CBC	107	1	5	3.08	0.923
Private universities have installed interactive learning materials tailored towards suitability of CBC	107	1	5	3.07	0.939
Private universities have invested in simulation tools and learning management systems tailored towards CBC requirements	107	1	5	3.05	0.946
Private universities have established physical infrastructure aligned with the demands of CBC	107	1	5	2.93	1.034
Private universities have created flexible learning spaces to meet the demands of CBC	107	1	5	3.08	1.074

Question one obtained a mean score for this question is 3.08, with SD of 0.923; indicating that participants generally agree, albeit moderately, that private universities have invested in technological resources that support CBC. The standard deviation also suggests there are some variations in responses, indicating differing levels of perceived investment in technology across different private universities. As for question 2, the mean score is 3.07, and SD of 0.939. This implication here is that participants are somewhat in agreement that private universities have installed interactive learning materials tailored towards suitability of CBC.

The variation in responses, as indicated by standard deviation, in the descriptive statistics, points to differences in the extent or effectiveness of these installations across various private universities in Nairobi County. Answering on whether private universities have invested in simulation tools and learning management systems tailored towards CBC requirements, mean score landed at 3.05, and SD was 0.946. Argument here is that respondents are generally neutral to somewhat agreeing that investments in simulation tools and learning management systems have been made. The moderate standard deviation indicates a variety of perceptions regarding the adequacy and implementation of these tools.

On question 4, whether private universities have established physical infrastructure aligned with the demands of CBC, the mean score for this question as seen in the descriptive statistics table 4.5 above, the mean scores are 2.93, whereas the standard deviation is that of 1.034. This score as observed is slightly lower than the previous questions, suggesting a more neutral or slightly negative perception about the adequacy of physical infrastructure in alignment with CBC demands. Higher standard deviation shows a wide range of opinions, suggesting inconsistency in the establishment of appropriate physical infrastructure across different private universities.

On whether private universities have created flexible learning spaces to meet the demands of CBC, mean score for this question is marked as 3.08, with SD of 1.074. Respondents somewhat agree that flexible learning spaces have been created to meet CBC demands. The relatively high standard deviation suggests significant variability in responses, which is also an indication of diverse experiences and perceptions regarding the flexibility of learning spaces in different universities. Overall, the mean scores for all questions indicated a general trend towards agreement or neutrality regarding the investments and infrastructure developments made by private universities to support CBC. The standard deviations, which ranged from 0.923 to 1.074, indicate moderate to high variability in responses.

This variability suggests that while some institutions may have made significant progress, others may still be lagging, leading to differing experiences and perceptions among respondents. These insights highlight areas where universities are perceived to be performing well and other areas that might require more focused efforts and resources to achieve a more consistent and effective implementation of CBC across all private universities in Nairobi County. Correlation analysis between "Capacity Building Strategies" and "Effective CBC Implementation" reveals a significant positive relationship.

The p-value is less than 0.001, and Pearson correlation coefficient is 0.768. This strong and statistically significant correlation indicates that robust capacity-building strategies are closely associated with successful implementation of CBC in private universities. A p-value lower than 0.01 allows us to reject the idea that capacity-building measures and CBC implementation are unrelated. If there is a statistically significant correlation between these variables, then we may accept the null hypothesis. This decision underscores the key role of effective capacity building in achieving successful educational reform.

**Table 4.13***Correlation between Capacity Building capacities and Effective CBC Implementation*

		<b>Effective CBC Implementation</b>	<b>Capacity Building Strategies</b>
Effective CBC Implementation	Pearson	1	.768**
	Correlation		
	Sig. (2-tailed)		0.000
	N	107	107
Capacity Building Strategies	Pearson	.768**	1
	Correlation		
	Sig. (2-tailed)	0.000	
	N	107	107

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

The study conducted regression analysis on capacity building strategies and implementation of CBC in private universities in Nairobi County. Table 13 presents the model summary for capacity building strategies and implementation of CBC. Results indicate a weak relationship between capacity building strategies and implementation of CBC, with an R value of 0.067. According to the model, capacity building strategies accounts for only 2.4% of the variance in implementation of CBC, denoted by R square of 0.024.

**Table 4.14***Model summary for capacity building strategies and implementation of CBC*

<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
.067 <sup>a</sup>	0.024	0.018	0.49826

a. Predictors: (Constant), capacity building

ANOVA was used to assess whether there was a statistically significant difference between group means and to determine if the independent variable explained a significant portion of the variance in the dependent variable. Table 14 indicates a significance level of 0.003, hence a significant relationship between capacity building strategies and implementation of CBC in private universities. The calculated F-value ,14.5, is greater than the critical F-value ,3.9, indicating that the regression model was statistically significant.

**Table 4.15**

*ANOVA for capacity building strategies and implementation of CBC*

	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Regression	0.117	1	0.117	14.473	.003 <sup>b</sup>
Residual	26.067	105	0.248		
<b>Total</b>	<b>26.185</b>	<b>106</b>			

a. Dependent Variable: implementation

b. Predictors: (Constant), capacity building

Table 15 illustrates the regression equation as:

$$Y = 4.6 + 0.505 X_3 + \varepsilon$$

Hence, there was a significant and positive effect of capacity building strategies and implementation of CBC ( $\beta = 0.078$ ,  $t=4.487$ ,  $p = 0.003$ ). Hence, implementation of CBC would vary by 0.078 units for every unit change in capacity building strategies.

**Table 4.16***Regression coefficients for capacity building strategies and implementation of CBC*

	<b>Unstandardized Coefficients</b>	<b>Std. Error</b>	<b>Standardized Coefficients</b>	<b>t</b>	<b>Sig.</b>
(Constant)	4.575	0.482		9.490	0.000
capacity building	0.078	0.113	0.067	4.487	0.003

a. Dependent Variable: implementation

These findings support the alternative hypothesis H<sub>3</sub>: Private universities in Nairobi County have invested in comprehensive capacity building strategies for faculty members in preparedness to implementation of CBC. The positive and significant beta coefficient confirms that capacity building strategies affect implementation of CBC in private universities in Nairobi County. This is consistent with Cherotich (2023), who highlights that establishing capacity-building strategies is critical for enhancing faculty skills, knowledge, and overall effectiveness in implementing CBC.

Universities initiate this process by conducting needs assessments and gathering feedback to identify skill gaps, followed by targeted professional development such as workshops, seminars, and access to online courses and MOOCs. Muzvondiwa and Gudyanga (2024) further emphasize the importance of technical training and access to teaching and learning centers that provide expert guidance and resources to support faculty in integrating CBC-aligned teaching methods. Peer mentorship and coaching, as noted by Cherotich (2023), enhance knowledge sharing and create collaborative environments that are essential for CBC implementation.

Wambiya and Ogula (2023) also highlight the role of leadership development and continuous evaluation in refining capacity-building initiatives to match evolving institutional and CBC needs.

Recognition and incentive systems, such as those discussed by Sikolia (2024), further motivate faculty engagement and commitment to CBC goals. Moreover, Kumari (2022) points out that these efforts not only improve pedagogical competence but also help educators internalize their roles as change agents in CBC.

Competence-based curriculum in any type of university requires faculty members to transit from traditional teaching strategies towards student-centered strategies. In this case the faculty members undertake the task of facilitation of learning (Manske, 2021). According to respondents in this study, private universities have established capacity building strategies for the faculty members with a target of enabling implementation of CBC. To support implementation of CBC, private universities are investing in capacity-building strategies for their faculty members. Some of the strategies include establishment of professional development workshops, peer mentoring and collaboration, learning communities, access resources, administrative support, continuous improvement, external partnerships and leadership development. Different respondents articulated their ideas.

Professional Development Workshops: This is an idea, the researcher captured as was stated by Response 7, who said, “The University is trying quite much. There is no short cut, we are right inside the change, it is CBC.” The response added saying, “the whole of this week we are having virtual workshop who focuses is designing and developing competence-based curriculum, and how to create learning outcomes, assessments, and activities aligned with competencies.”

This is evident that private universities in Nairobi County are involved in the transition from the 8-4-4 models to CBC. Furthermore, this clearly tallies with Syomwene (2023), assertion that occurring worldwide educational trends and the accompanying ever changing of society and

learners dictate the needs of the global society require for continued curriculum reviews and development higher education institutions. The respondent added, “the workshop conducted by our university is emphasizing on training faculty members on various active learning strategies like problem-based learning, project-based learning, and collaborative learning, sentiments which agrees with (Anazifa & Djukri, 2017).

In addition to the content of the professional development workshop constituents, the respondent emphasized on training on designing assessments aiming at evaluation of competencies. The respondent stated that the workshop clearly explained and demonstrated types of assessment. These included formative and summative assessments, rubrics, and feedback mechanisms. This corroborated with (Amin et al., 2020). However, some respondents asserted that private universities were yet to fully to incorporate faculty members in adequate training in competence-based curriculum. Respondents for this study expressed a need for university to trickle training, professional developments to all cadres of faculty members to categorically be able to implement competence-based curriculum in private universities in Nairobi County.

These squabbles are noted in the descriptive statistic as they are expressed in mean scores and standard deviations. Then Response 1 brought in the idea of peer mentoring and collaboration. Peer Mentoring and Collaboration: According to Response 1, private universities were also involved in peer mentoring and collaboration. The respondent explained that this was enabled by pairing experienced faculty members with faculty members who are new to competence-based education. The aim is according to the respondent is to provide guidance and support.

This response 1 backed the other response 7 in the study by stating, “we are in middle of change, we have to change or change will be to our disadvantage”. Therefore, we are doing all we can to

ensure we are at par with the change which is CBC and its requirement Response 1. Response 7, agreed with Nissilä et al. (2022), who stressed on significance of pairs in training in teacher education stating that it allows humor and laughter which gives strength in collaboration. This is when the respondent added that the workshops involved mentorship activities as pairing experienced faculty members, the facilitators with those new to competence-based education in the workshop to provide guidance and support hence maximizing the effectiveness of the workshop. Another important strategy the researcher captured was private universities motivated faculty members to carry out collaborative planning.

This was raised by Response 5, in this study who explained saying, " we encourage faculty members to work in collaboration in areas such as planning for the courses and in growth of materials for teaching and learning.... A culture of cooperation and the exchange of successful strategies is something we are actively attempting to foster. Respondent added that the collaboration was extensive as the universities were also extending collaboration with partner universities to ensure effectiveness in implementation of competence-based curriculum.

The respondents' statement colludes with Nissilä et al. (2022) who states, key to people's prosperity lies in their common goals, trust, and compassion". However, Response 7 mentioned that training faculty members was expensive due to infrastructural cost. Nonetheless the respondent explained that education is for everybody; therefore, the government should provide some resources physical and aid in training toward CBC implementation.

The respondent felt that the private universities were part of the government concern because they are training not only the country's citizens but also helped the country improve her rapport with other countries of the world as they embraced international students in the universities. This

highlights the need of continuous professional development for teachers so that they can provide competence-based education successfully (Mahajan et al., 2021). Response 8 also suggests that faculty members have adapted their teaching techniques to conform to CBC: "It has become common sense faculty members have revamped their teaching methods, it is CBC." This indicates that universities are encouraging and supporting faculty in adopting new pedagogical approaches that are more conducive to competence-based learning (Rupérez, 2022).

To guarantee that teachers are adequately equipped to help their learners build competences, it is essential to place a focus on professional development and training for teachers (Ngeno, 2023). Learning Communities: This an assertion that was noticed by the researcher of this study when Response 9, stated, "the faculty members belong to a category of a learning community. These were had been named as faculty Learning Communities (FLCs). "In these FLCs, faculty members meet and liberate on different CBC faculty concerns and share experiences, challenges, and successes related to CBC and its implementation in the delivery in real classroom situations.

The Other Response added, "incased we come across an area that requires other FLCs to intervene...during reporting we report the challenge, success and new knowledge in the general Faculty Learning Community which is shared by the dean of school." Other Response joined in and added, "This way we have been able to overcome burn out since CBC subject of concern even from the MoE, Commission of University education and all other stakeholders." This resonated with (Njiru & Odundo, 2024).

Community Learning: Response 3, of this study explained another strategy in the category of community learning that is interdisciplinary groups which was described. The respondent explained that interdisciplinary groups are groups that convene faculty members from different

disciplines to foster an interdisciplinary strategy to teaching and learning, which is another requirement in implementation of competent based curriculum.” This idea agrees with Baumber (2020) who asserts that partnership in higher education obtained importance over modern times. Additionally, is creation and enabling easy access to required teaching and learning resources. This has into consensus with Adhikari et al. (2020), on the use of electronic database.

Additionally, is the provision of technological tools, to faculty. These tools according to response 4, are mainly the required technological tools and training to relevant in implementation of CBC, for example learning management systems, e-portfolios, and assessment software. Response 4, informed on the importance of administrative support. The despondence explained that the universities had developed and communicated clear policies and support structures that encouraged and enabled adoption of CBC. These mirrored words of Rogers (2021), who explained the importance in policy changes to promote adoption of CBE.

The policies are a moderating variable as it can be seen in the conceptual framework. Policies are integral consideration in enduring effective implementation of CBC in private universities in Nairobi County. Response 2, explained this when the respondent stated, “we first had to make known the universities policies, which are driven from the ministry policies concerning Competence based curriculum.” The other further explained how Chairs of departments were assigned a role to ensure faculty members had copies all university policies. According to Mauki et al. (2020), these policies are related to societal needs *have* encouraged a call to align the curriculum at all levels.

Another capacity building strategy for faculty members is use of incentives and recognition. Added Response 2, “it is importance to recognize and reward faculty members, those who show

effort in using innovative strategies in their teaching practices. Also, those who show dedication in the implementation of CBC. However, this idea caused diverse opinions and discussions in the interview section. Some agreed as others urged universities to seek a standard way of appreciation. Some highlighted that monetary incentives could be expensive sentiments raised on the teacher merit pay by (Pham et al., 2021).

The study notice emphasizes from respondents who could not ignore the importance of continuous improvement. The Response explained that private universities has established systems for regular feedback from students and peers to help faculty members clarify and improve their teaching practices and encouraged faculty to engage in reflective practices. According to response 4, Practices of the kind included activities as maintaining teaching journals, critically examining and betterment of their teaching methods. The universities according to this study have engaged in external partnerships through collaborations with industry and community organizations to ascertain delivery of real-world contexts for learning.

Also according the study respondents this also helps ensure that competencies synchronize with professional standards and workforce requirements. This well explained in the literature review as noted by Akala (2021). The study further found out that private universities were encouraging faculty members to join encouraging faculty members to join professional associations attend, and possibly participate in conferences to stay informed on new trends and effective practices in competence-based education Sirianni et al. (2020). The respondents also cited the aspect of leadership developments.

When the researcher sought clarifications, Response 1, explained saying, “universities are offering leadership training for faculty members particularly on how to support and lead shift from 8-4-4

to CBC within their department. Response 2, added, “faculty members to be trained on leading the transition and be equipped with change management skills to effectively spearhead and support the faculty through transition process, which agreed with (Ghazali et al., 2021).

Hence, the findings from descriptive statistics offer a delicate understanding of current state of investments and infrastructure development in private universities in Nairobi County, Kenya, towards implementation of CBC. Overall, responses indicate moderate level of agreement that these universities are making strides in supporting CBC, but there are significant variations in perceptions across different institutions. The responses indicate a general agreement among respondents that private universities have invested in technological resources that support competence-based learning. This finding aligns with the growing recognition of technology's role in modern education, as emphasized by scholars like Cherotich et al. (2023), who argue that effective integration of technology is essential for enhancing teaching and learning processes.

However, variability in responses recommends that not all institutions may be investing equally or effectively in technological resources. This variation could be attributed to differences in financial capabilities, institutional priorities, or levels of technological readiness among the universities. Respondents generally agree that private universities have installed interactive learning materials tailored towards CBC, reflecting a positive trend towards adopting innovative educational tools. Interactive learning materials, such as digital simulations and multimedia resources, are crucial for engaging students and facilitating active learning, as highlighted by (Syomwene, 2022).

The discrepancies in responses point to differences in how comprehensively these materials have been adopted and implemented across different institutions. Some universities might have more advanced or better-integrated interactive learning solutions, while others may still be in the early

stages of adoption or face challenges in integrating these tools into their curricula effectively. The perception that private universities have invested in simulation tools and learning management systems (LMS) tailored towards CBC requirements is neutral to somewhat positive. Simulation tools and LMS are vital for providing practical, hands-on learning experiences and managing the complexities of CBE, as indicated by Mokaya and Kebaya (2022).

The variability in responses suggests differences in how well these tools are implemented and utilized. Some institutions may have robust systems in place, while others might struggle with technical issues, lack of training, or insufficient resources to fully leverage these technologies. The perception regarding the establishment of physical infrastructure aligned with CBC demands is more neutral or slightly negative, indicating that respondents feel that physical infrastructure improvements are lagging behind other areas. This suggests that while some universities have made strides in updating their facilities to support CBC, others have not kept pace. This is consistent with findings by Hussein (2023), who noted that physical infrastructure often lags behind curricular changes, creating challenges in providing the necessary environments for competence-based education.

There is a general agreement that private universities have created flexible learning spaces to meet needs of CBC. Flexible learning spaces are essential for facilitating diverse teaching and learning strategies, supporting active learning, and accommodating various learning activities. The variability in responses suggests that while some universities have successfully created such spaces, others may still be in the process of developing or optimizing them.

This aligns with the views of researchers like Akala (2021), who argue that flexible learning environments are critical for modern education but require significant investment and thoughtful

design. According to findings, the descriptive statistics offer a nuanced understanding of current state of investments and infrastructure development in private universities, towards implementation of a CBC. Overall, responses indicate a moderate level of agreement that these universities are making strides in supporting CBC, but there are significant variations in perceptions across different institutions. The responses indicate a general agreement among respondents that private universities have invested in technological resources that support competence-based learning.

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Flexible learning spaces are essential for facilitating diverse teaching and learning strategies, supporting active learning, and accommodating various learning activities. The variability in responses suggests that while some universities have successfully created such spaces, others may still be in the process of developing or optimizing them. This aligns with the views of researchers like Akala (2021), who argue that flexible learning environments are critical for modern education but require significant investment and thoughtful design.

The findings indicate that private universities in Nairobi County are making commendable efforts in promoting capacity building in several areas essential for CBC implementation, including technological investments, interactive learning materials, and the creation of flexible learning spaces. However, the variability in responses highlights the inconsistencies across different institutions, particularly in areas such as the establishment of physical infrastructure and the comprehensive adoption of advanced educational tools.

These insights suggest that while progress is being made, there is a need for more consistent and widespread efforts to ensure all institutions can fully support the demands of competence-based education. Future research and policy initiatives should focus on addressing these disparities to achieve a more uniform implementation of CBC across all private universities in the region.

#### **4.4.4 Strategies Universities have deployed towards Improving their Physical Facilities and Instructional Material to Suit Implementation CBC**

The descriptive statistics table below presents data on the perceptions of respondents regarding various initiatives undertaken by private universities in Nairobi County to aid in the implementation of CBC. Table includes number of respondents (N), minimum and maximum scores mean scores and standard deviations (SD) for each of the five questions. Below is an expanded interpretation of these findings: Question 1: sought to examine whether private universities have maintained and serviced the physical facilities: classrooms, laboratories, and their libraries. Results of descriptive statistics showed mean score of 3.58. This mean suggests that respondents generally agreed that private universities have maintained and serviced their physical facilities to support CBC implementation.

The standard deviation of the same showed 1.064 which indicates moderate level of variability in responses. This propose that while some universities are doing well in maintaining their facilities, some others could be struggling and still need improvement. This variability could be attributed to differences in individual institutional resources, priorities, and management practices. In relation to Question 2; under this subheading examined whether private universities have leveraged their educational tools and platforms to support CBC implementation. The descriptive statistics as shown in the table showed a mean score of 3.63; this clearly showed that there is a strong agreement among respondents that universities have leveraged their educational tools and platforms to support CBC implementation.

The standard deviation of 0.995 was realized which shows some variability in responses. Further, indicating that while most universities are effectively utilizing their educational tools and platforms, there are still some differences in the extent and efficiency of their use. This discovery further emphasizes the need of ongoing training investments for the efficient use of educational technology. Question 3, was about the private universities and their reviewed to their physical facilities to allow flexible learning pathways.

The mean score as the descriptive statics showed 3.69, indicating high level of agreement that universities have reviewed their physical facilities to allow flexible learning pathways. The standard deviation of 1.004 was noted, which propose that moderate variability in responses. Hence, indicating that while many universities are adapting their physical spaces to support flexible learning, some may be facing challenges in fully implementing these changes. This variability could stem from differences in funding, availability of space, and institutional priorities.

Question 4, inquired where private universities have established a CBE framework. In response to this question, the mean score of 3.69 was obtained. This shows a strong agreement among respondents that universities have established a CBE framework. The standard deviation turned out to be 0.936 which indicates relatively lower variability compared to other questions. This demonstrated a more uniform effort across institutions in establishing CBE frameworks. The effective use of CBC depends on this kind of uniformity: because it offers a methodical framework for both the creation and evaluation of curricula.

Question 5, asked in this part acted as Lenses to observe strategies deployed by private universities in aid of improving the physical facilities for CBC implementation was whether these universities have established project-based learning to accommodate CBC requirements. The mean score obtained from the descriptive statistics table showed mean score of 3.74. This reflected a high level of agreement that private universities have established project-based learning to accommodate CBC requirements. The standard deviation of is highlighted as 1.022 an indication of moderate variability in responses.

Consequently, suggesting that while many private universities were effectively integrating project-based learning into their curricula, some others may still be in the process of doing so. The significance of CBC's project-based learning is shown by this discovery, as it provides practical, hands-on experiences that are essential for developing competencies which is a necessity for competence-based curriculum. The mean scores for all questions indicated a trend towards agreement regarding the various initiatives undertaken by private universities to support CBC implementation.

The mean scores range from 3.58 to 3.74, which shows a generally positive perception of these efforts. Response variability is moderate, as shown by standard deviations ranging from 0.936 to 1.064. However, suggesting differences in the extent and effectiveness of these initiatives across different private universities. These findings highlight areas where universities are performing well, such as leveraging educational tools, reviewing physical facilities for flexible learning, and establishing project-based learning.

Nonetheless, the variability in responses also indicates that there is room for improvement, particularly in maintaining and servicing physical facilities and ensuring a more consistent implementation of CBC frameworks. By addressing these disparities, universities can ensure a more effective and uniform implementation of CBC which is one of the major subsequent of competence-based education, ultimately improving quality and significance of their educational programs.

**Table 4.17**

*Strategies by private universities for effective CBC implementation*

<b>Statements</b>	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Private universities have maintained and serviced the physical facilities	107	1	5	3.58	1.064
Private universities have leveraged their educational tools and platforms to support CBC implementation	107	1	5	3.63	0.995
Private universities have reviewed their physical facilities to allow flexible learning pathways	107	1	5	3.69	1.004
Private universities have established a CBE framework	107	2	5	3.69	0.936
Private universities in aid of improving the physical facilities for CBC implementation	107	2	5	3.74	1.022

The correlation analysis between "Physical Facilities" and "Effective CBC Implementation" reveals a significant positive relationship. With a p-value below 0.001, the Pearson correlation coefficient comes out at 0.554. This moderate and statistically significant correlation indicates that improvements and investments in physical facilities are associated with the successful implementation of the CBC in private universities. We may reject the null hypothesis that CBC adoption is unrelated to physical facility improvement since the p-value is less than 0.01. The null hypothesis that these variables do not have any meaningful link is rejected. To successfully deploy CBC, this choice highlights the need of having sufficient physical infrastructure.

**Table 4.18**

*Correlation between physical facilities and effective CBC Implementation*

		<b>Effective CBC Implementation</b>	<b>Physical Facilities</b>
Effective CBC Implementation	Pearson	1	.554**
	Correlation		
	Sig. (2-tailed)		0.000
Physical Facilities	N	107	107
	Pearson	.554**	1
	Correlation		
	Sig. (2-tailed)	0.000	
	N	107	107

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

The study conducted regression analysis on physical facilities improvement strategies and implementation of CBC in private universities in Nairobi County. Table 16 presents the model summary for physical facilities improvement strategies and implementation of CBC.

Results indicate a moderate relationship between physical facilities improvement strategies and implementation of CBC, with an R value of 0.350. According to the model, physical facilities improvement strategies accounts for only 12.3% of the variance in implementation of CBC, denoted by R square of 0.123.

**Table 4.19**

*Model summary for physical facilities and effective CBC Implementation*

<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
.350 <sup>a</sup>	0.123	0.114	0.46772

a. Predictors: (Constant), physical facilities

ANOVA assessed whether there was a statistically significant difference between group means and to determine if the independent variable explained a significant portion of the variance in the dependent variable. Table 17 indicates a significance level of 0.000, hence a significant relationship between physical facilities improvement strategies and implementation of CBC in private universities. The calculated F-value, 14.7, is greater than the critical F-value, 3.9, indicating that the regression model was statistically significant.

**Table 4.20***ANOVA for physical facilities and effective CBC Implementation*

	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Regression	3.215	1	3.215	14.696	.000 <sup>b</sup>
Residual	22.970	105	0.219		
Total	26.185	106			

a. Dependent Variable: implementation  
b. Predictors: (Constant), physical facilities

Table 18 illustrates the regression equation as:

$$Y = 2.8 + 0.335 X_4 + \varepsilon$$

Hence, there was a significant and positive effect of physical facilities improvement strategies and implementation of CBC ( $\beta = 0.087$ ,  $t=3.833$ ,  $p = 0.000$ ). Hence, implementation of CBC would vary by 0.087 units for every unit change in physical facilities improvement strategies.

**Table 4.21***Regression coefficients for physical facilities and effective CBC Implementation*

	<b>Unstandardized Coefficients</b>	<b>Std. Error</b>	<b>Standardized Coefficients</b>	<b>t</b>	<b>Sig.</b>
(Constant)	2.823	0.374		7.556	0.000
physcial_facilities	0.335	0.087	0.350	3.833	0.000

a. Dependent Variable: implementation

These findings support the alternative hypothesis H<sub>4</sub>: Private universities in Nairobi County have established physical facilities transposition strategies to accommodate CBC. The positive and significant beta coefficient confirms that physical facilities improvement strategies affect implementation of CBC in private universities in Nairobi County. This is complemented by Prasetyono et al. (2021), who highlight the need for physical spaces to be adaptable, well-equipped with digital tools and conducive to collaborative and individualized learning. Kariippanon et al. (2019) also advocate for the establishment of elaborate technological infrastructure including reliable internet, digital devices and ongoing technical support—to enable the use of innovative instructional resources.

This aligns with Eden et al. (2024), who stress that institutional support through teacher training, peer mentoring and regular workshops is essential to keeping educators updated on CBC methodologies. In a similar vein, Ngeno et al. (2021) found that physical infrastructure moderately influences the implementation of CBC. They argue that facilities such as STEM labs, creative arts spaces, and sports grounds are critical in supporting the holistic development envisioned in CBC. Heto et al. (2020) stress the role of inclusive, safe, and hygienic environments in supporting both academic and social-emotional learning, which is fundamental to CBC.

Moreover, Gervais (2016) and Godfrey (2018) point out that CBC emphasizes the demonstration of competencies through authentic assessments, which require resource-rich environments. This view is echoed by Sifuna and Obonyo (2019), who emphasize the importance of quality instructional resources in preventing rote learning and enhancing student engagement.

The study conducted regression analysis on instructional strategies and implementation of CBC in private universities in Nairobi County. Table 19 presents the model summary for instructional strategies and implementation of CBC. Results indicate a moderate relationship between instructional strategies and implementation of CBC, with an R value of 0.536. According to the model, instructional strategies accounts for only 28.7% of the variance in implementation of CBC, denoted by R square of 0.287.

**Table 4.22**

*Model summary for instructional strategies and implementation of CBC*

<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
.536 <sup>a</sup>	0.287	0.280	0.42173

a. Predictors: (Constant), instructional strategies

ANOVA assessed whether there was a statistically significant difference between group means and to determine if the independent variable explained a significant portion of the variance in the dependent variable. Table 20 indicates a significance level of 0.000, hence a significant relationship between instructional strategies and implementation of CBC in private universities. The calculated F-value, 42.2, is greater than the critical F-value, 3.9, indicating that the regression model was statistically significant.

**Table 4.23***ANOVA for instructional strategies and implementation of CBC*

	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Regression	7.510	1	7.510	42.224	.000 <sup>b</sup>
Residual	18.675	105	0.178		
Total	26.185	106			

a. Dependent Variable: implementation

b. Predictors: (Constant), instructional strategies

Table 21 illustrates the regression equation as:

$$Y = 1.7 + 0.606 X_4 + \varepsilon$$

Hence, there was a significant and positive effect of instructional strategies and implementation of CBC ( $\beta = 0.606$ ,  $t=6.498$ ,  $p = 0.000$ ). Hence, implementation of CBC would vary by 0.606 units for every unit change in instructional strategies.

**Table 4.24***Regression coefficients for instructional strategies and implementation of CBC*

	<b>Unstandardized Coefficients</b>	<b>Std. Error</b>	<b>Standardized Coefficients</b>	<b>t</b>	<b>Sig.</b>
(Constant)	1.667	0.399		4.178	0.000
instructional strategies	0.606	0.093	0.536	6.498	0.000

a. Dependent Variable: implementation

These findings support the alternative hypothesis H<sub>5</sub>: Private universities have established instructional strategies to support CBC. The positive and significant beta coefficient confirms that instructional strategies affect implementation of CBC in private universities in Nairobi County. This aligns with a study by Mwang'ombe (2021), who emphasizes that CBC calls for differentiated instruction to meet the diverse needs of learners, engagement through hands-on activities, and continuous assessment to provide timely feedback. These practices support the paradigm shift from teacher-centered to student-centered learning an essential feature of CBC.

Pramana et al. (2021) note that the adoption of e-learning platforms, tablets, and interactive digital content transforms the learning environment into a dynamic space that supports flexible, blended learning. Additionally, Tan and Huet (2021) and Boss and Krauss (2022) support the use of project-based and inquiry-based learning as effective strategies for building competencies. Tomlinson and Imbeau (2023) emphasize the importance of differentiated learning techniques, while Mulenga and Kabombwe (2019) highlight the need for competence-based progression, all of which depend on the availability of flexible instructional and infrastructural systems.

Santika et al. (2022), Alban and Alieto (2022) and Sutarto et al. (2020) assert that instructional materials such as textbooks, software, and manipulatives are instrumental in promoting interactive and experiential learning key principles of CBC. These resources, when supported by trained educators and adequate infrastructure, can significantly enhance teaching effectiveness and learner outcomes.

The analysis of the respondent's opinion obtained in the qualitative data concerning the research question, seeking to understand how private unities were transposing their physical facilities to accommodate CBC. The study noticed that private universities were focusing on developing students' competencies through practical, personalized, and technology-enhanced learning experiences as noted by Bratianu et al. (2020). Response 1, in this study explained, "Competency Based Curriculum (CBC) as reshaping educational landscapes globally".

Hence according to Response 1, universities have nothing else to do, other than adapting their physical facilities to align with the approach. This resonates with Adžić (2021), who asserts that change is inevitable. Further, strategies discussed in this study, with the emphasis that changes in nonnegotiable and therefore it must take place either way (Akala, 2021). According to respondents in this study Private universities have engaged in transposing their physical facilities to accommodate CBC.

This s it was noted by Abdul-Raheem (2020), when he scripted on transposing educational institutions for effective performance in the 21st century. Moreover, the universities are embracing inclusivity. This was acknowledged by Response 4 who said, "private universities are creating spaces with movable walls and furniture to accommodate different group sizes and activities for our learners." Further the Response added, "spaces are being designed to encourage group work, discussions, and peer learning, often equipped with technology to facilitate these activities." This evinces that private universities are improving their physical facilities to accommodate collaborative learning which is a major feature of CBC (de Hei et al., 2020).

Another respondent brought to the attention of the researcher, the aspect of smart classrooms. After the researcher sought for further explanation, the respondent said, “These are classrooms which are equipped with interactive whiteboards, projectors, and sound systems to support dynamic teaching method”. The smart classrooms have been explained to be a convenient playground for high order thinking skills as noted by (Meng & Zhang, 2020). Furthermore, private universities in Nairobi County paces designed Learning management systems.

According to Response 3, “we have established LMS which have undergone improvements since the Covid 19 period.” Also, the Response added, “these have helped to facilitate the use of online platforms where students can access resources, submit assignments, and engage in virtual discussion.” Another Response 3 added, explaining added importance of LMS, saying, “this also has helped faculty members in their engagements with the, students, this underscores the importance of technological enhanced learning as noted by (Al-Nuaimi & Al-Emran, 2021).

Also, the thoughts of these respondents agreed with Bradley (2021) claimed that learning management systems (LMS) play a significant role in improving education by way of online, virtual classrooms. In addition to facilitating academic success, the right learning management system (LMS) should promote user-to-user communication, collaboration, professional development, and retooling (Bradley, 2021). Private universities in Nairobi, County had embarked on enhancing their laboratories. These were assertions that were made by Response 4, who explained about the importance of enhanced laboratories as facilities for enhancing practical. Also, they are important as hands-on learning experiences for learners. These are assertions that agreed with Thees et al. (2020) who explained the importance of enhanced laboratories as an enhancer in traditional learning environments and enhancing educational relevance.

Then Response 3, added saying, "laboratories are crucial for competency-based education, words which agreed with Nsengimana et al. (2020) who explained laboratories as a factor to consider the implementation of science CBC in Sub-Saharan African, (Nsengimana et al., 2020). According to the respondents' universities had set aside areas for students to study independently or in groups. "These areas have been equipped with resources and technology," said Response 3. These are thoughts that agreed with Michaelsen et al. (2023) who emphasized on team-based learning, without underestimating the importance of individual learning as a means to allow for reflections.

Moreover, the universities have set aside paces where students can receive guidance and support from faculty and advisors. These are thoughts which concur with Powers and Wartalski (2021). Who explained the importance of setting aside space for advising to enhance effective student growth as well as academic success. Furthermore, the set aside areas are essential for personalized learning pathways in CBC as explained by Manduku and Sang (2021), who described all these initiatives as innovative pedagogies in competency-based learning (Manduku & Sang, 2021).

In addition, according to respondents of this study, Private universities have created areas for students to create mock-ups and engage in project-based learning and innovation hubs. These are thoughts which were risen by Response 4, who explained how these areas are designed to enhance creativity and innovation. These views are shared by Nadir (2021), who could not deny the significance of learning via projects and solving problems. The same respondent explained that these areas serve the purpose which is often connected to entrepreneurial activities and collaborations with industry partner (Laptev & Shaytan, 2022).

A respondent also explained that outdoor spaces and informal learning areas were other strategies considered by private universities in Nairobi County. These were ideas explained by Response 3 ,

the respondent stated, “the university has area that has established outdoor spaces and informal learning areas. The Response 3, explained, utilizing outdoor areas for learning activities are a suitable way of promoting a connection with nature and well-being. “These contributions from these respondents concur with (Berg et al., 2021).

The areas according Response 3, included places as cafes and lounges, these are places where students engaged in informal learning and discussions. According to Berman (2020), these areas have enabled students learn, and are strategies universities have put into consideration as utility that benefits obtained through informal learning spaces (Berman, 2020). Moreover, the study found out that the private universities had enhanced their traditional libraries to include digital resources and spaces for multimedia learning as noted by Kiugu (2020), as libraries are a means to ensure seamless implementation CBC. They have established specialized centers and the centers have infrastructure equipped with resources and support for student research and competency development explained Response 2.

The respondents noted that the private universities were ensuring that all facilities as much as possible are accessible to students with disabilities. In this manner the universities were ensuring advancement of an inclusive learning environment as explained by (Ali et al., 2023). Private universities have established areas to ensure wellness of their learners. Response 5, explained, “We have dedicated specific areas for doing counseling. These are roles played by professionals in our university who provides guidance and support to not only students but the entire university family seeking improvement in various areas of their lives. In this case teachers and counselors serve as consultants, (Kaul, 2024).

The respondents clarified that those students carry out peer counseling, tutoring, and other student support services to cater to diverse need, said Response 4. The thoughts of the respondent, accorded with Saputra et al. (2021) who explained significance of counseling in learning. However, despite all these, the Responses highlight several challenges related to the adaptation of physical facilities to accommodate CBC. Response 4, pointed out the financial burden of infrastructure renovation. This Was captured by the researcher when the respondent stated, "the challenge is the university infrastructure renovation... since it is an expensive activity". The respondent continued to add, "We need more funds."

This reflects the significant investment required to update physical spaces to support competence-based learning environments as noted by (Arends, 2023). Both Responses 5 and 6 discussed the efforts to secure external funding to be able to carry out these renovations. One explained that they were reaching out to donors and others friends of their university including the government. Response 6, added, "The government of Kenya should be informed to come in assist private university effectively implements CBC." These statements indicate that universities are seeking financial support from various sources to address the high costs associated with upgrading their physical facilities to suit competence-based curriculum requirements (Thummaphan et al., 2022).

Additionally, Response 7, emphasized the importance of addressing the teacher-learner ratio and the need for government assistance too. The respondent stated that the main concern was about CBC effective implementation based on what the university would do about teacher learner ratio. These sentiments resonate with, Akala (2021), who stipulated that that inadequate human and material resources could jeopardize Competence based curriculum effective implementation.

Hence, proposed that learning institutions should be sufficiently resourced, teachers to be retooled and trained on CBC since they are backbone of implementation of CBC (Akala, 2021). Moreover, according to these respondents, expensive infrastructural expenses and cost of training faculty members were another challenge that could not be ignored. These were thoughts stated by Response 6. This highlighted the need for adequate staffing and physical resources to help proper implementation of CBC (Gulled, 2023).

In conclusion, analysis of responses offers a thorough overview of change management strategies, and challenges associated with the implementation of CBE in private universities in Nairobi County. The mean values of 3.03–3.33 indicate moderate progress in CBC-related change management strategies, but none are strongly agreed upon, no mean  $\geq 4$ . By aligning these findings with relevant literature, it is clear that significant progress is being made, though ongoing efforts and support are needed to fully realize the potential of CBC. Private universities in Kenya are making moderate efforts toward CBC implementation, with noticeable strengths in stakeholder engagement and faculty capacity building, but slower progress in physical facility transformation and instructional adaptation.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

A summary of the study's results and discussion from the previous chapter is presented in this chapter. It presents the study's results, recommendations derived from those findings, and the theoretical, policy, and practical consequences of those findings. This study aimed to evaluate change management strategies for the effective implementation of CBC in private universities in Nairobi County, Kenya.

The study questions focused on the management strategies deployed by universities, the steps taken to review curricula, the capacity-building strategies for faculty members, and the adaptations of physical facilities to accommodate CBC. To assess the recognized phenomena, a mixed-methods strategy based on descriptive survey research was used. The research included 124 participants who filled out self-administered questionnaires and followed interview schedules to gather data.

Thematic grouping was used to analyse qualitative data, while mean and standard deviation were computed for quantitative data. The descriptive research thematic analysis of the responses provided insights into these areas, revealing various strategies and challenges faced by private universities in their quest to implement CBC effectively.

#### **5.1 Summaries of Study's Findings**

The total percentage of responders was 85.3%; 14 out of 16 interviewees and 289 out of 384 questionnaire takers were included in the sample. The results were organized thematically when the variables were identified.

A brief overview of the profiles of the respondents is given first. A total of 130 participants were surveyed for this research, with 6 participants participating in the pilot. A total of 124 questionnaires were sent out to those who agreed to take part. This means 124 participants participated in the actual study. The researchers distributed 124 questionnaires but received back only 107. This means 17 questionnaires were not received by researcher. This implies, 107 out of 124 questionnaires were returned and they were duly filled. The response rate of the study was 86.3% which was obtained as follows  $(107/124*100) = 86.3\%$ , hence 86% response rate. The researcher conducted 21 out 25 interviews which were computed to 84%.

A high response rate has been described as more reliable data, hence strengthening background of study. The quintiles of the data are compared to the quintiles of a normal distribution in this research. Results showed that the data followed a normal distribution, with points roughly aligned along a 45-degree line, according to a number of questions in this research. The first quantile - quantile plot was conducted for research question one that concerned change management strategies for effective implementation of CBC.

The data distribution as shown in the diagram 41, Was normally distributed, the points were lying approximately along a straight line. This represents a normal distribution as the points to some extent fell on almost 45 -degrees reference. The second quintile- quintile plot was conducted for research question number two, which examined curriculum review strategies to suit effective implementation of CBC in private universities. Data distribution as presented in diagram 4.2. Points also were lying almost on a straight line. This represented a normal distribution since the points were almost falling at angle of 45 -degrees reference. The third quintile- quintile plot was carried out for research question number three.

The research question evaluated capacity building strategies deployed for faculty members by private universities in Nairobi County, Kenya to ensure effective implementation of CBC. Data distribution showcased a normal distribution, and points were almost aligning at an angle of 45 -degrees reference. The fourth quintile- quintile plot was conducted for the fourth research question.

The research question researched on physical facilities transformation process deployed by private universities in Nairobi County, Kenya to ensure effective implementation of CBC. The data distribution as shown in the diagram 4.4 below was observed a normal distribution because the points were almost aligning at an angle of 45 -degrees reference. Following the specified sequence of the research questions posed in this study, the descriptive statistics summary is shown below.

### **5.1.1 Change Management Strategies Universities and implementation of CBC**

According to Question 1: that sought to evaluate, whether private universities have taken necessary steps towards reviewing their curriculum to suit CBC requirements. The mean score for Question 1 is 3.23, with SD of 0.875; indicating that, on average, participants somewhat agree that private universities have taken necessary steps towards reviewing their curriculum to suit CBC requirements.

The moderate standard deviation suggests that there is some diversity in opinions among respondents, with most of them agreeing or remaining neutral about the curriculum review efforts. Question 2: "Private universities in Kenya have established capacity-building for faculty members towards the implementation of CBC" .

The mean score for Question 2 is 3.30, with SD of 0.964; reflecting a general agreement among participants that private universities in Kenya have established capacity-building initiatives for faculty members to implement CBC. The moderate variability in responses indicates that while

most respondents somewhat agree with this statement, there are differing opinions, reflecting varying levels of perceived effectiveness and comprehensiveness of the capacity-building initiatives.

Question 3: "Private universities in Kenya are transforming their physical facilities to accommodate CBC" For Question 3, the mean score is 3.03, with SD of 0.906; suggesting that participants are neutral to somewhat agreeing that private universities in Kenya are transforming their physical facilities to accommodate CBC. The standard deviation indicates moderate variability in responses, showing that while some respondents agree, others may not be as convinced about the adequacy of the physical transformations taking place. Question 4: "Private universities in Kenya have established instructional strategies to fit CBC requirements" Question 4 has a mean score of 3.15 and SD of 0.950; indicating that, on average, participants somewhat agree that private universities in Kenya have established instructional strategies to fit CBC requirements.

The moderate diversity in responses suggests that while there is a general agreement on establishment of these techniques, there are varying perceptions of their effectiveness and implementation quality. Question 5: "Private universities have engaged stakeholders in relation to CBC requirements" The mean score for Question 5 is 3.33, with SD of 1.053; indicating a general agreement among participants that private universities have engaged stakeholders in relation to CBC requirements.

The relatively higher standard deviation for this question suggests significant diversity in opinions, indicating that while many respondents agree with the statement, there are also respondents who might have experienced or observed insufficient stakeholder engagement. Overall, the mean scores

for all questions are above 3, indicating a general tendency towards agreement or neutrality regarding the steps taken by private universities to implement CBC.

The standard deviations, which indicate moderate variability, suggest that while there is a consensus among many respondents, there are also diverse opinions reflecting varying experiences and perceptions. This diversity is particularly notable in stakeholder engagement, where opinions are more widely spread. These descriptive statistics offer important insights into overall perceptions of implementation of CBC in private universities. They highlight areas where efforts are perceived positively and areas that might require more targeted interventions or support to ensure effective implementation and stakeholder satisfaction.

The findings indicate that private universities in Nairobi County are placing a strong concentration on development of learners' abilities and practical competencies, rather than adhering strictly to traditional knowledge acquisition. The core concepts of CBC, which emphasize the development of skills relevant to real-world situations, are consistent with this new approach. These schools are helping students become more competent problem solvers and critical thinkers, which will serve them well when they enter the workforce and meet the challenges of today. This approach resonates with contemporary educational theories that advocate for learner-centered education, which is designed to enhance higher-order thinking skills.

Commitment to nurturing these competencies reflects a broader educational philosophy aimed at empowering students to become autonomous, innovative, and effective in their respective fields. Emphasizing development of practical skills guarantees that students acquire both information and the ability to use it in relevant, real-world contexts. A more adaptable and dynamic educational

framework that meets the changing demands of the global labor market is replacing the old, static model, which places an emphasis on theoretical knowledge and rote memorization.

### **5.1.2 University Curriculum Review towards Implementation of CBC**

The descriptive statistics table presents data on five key aspects related to curriculum review practices in private universities, in context of implementing a CBC. Table provides the number of respondents (N), minimum and maximum scores, mean scores, and standard deviations for each question. For Question 1: that examined whether private universities have defined clear learning outcomes, the mean score turn out to be that of 3.20. This is an indication that those respondents generally agree that private universities have defined clear learning outcomes.

The standard deviation portrayed as 1.004. Such a standard deviation suggests that there is some variability in responses. Many private universities have established clear learning outcomes. However, the variability indicated that not all institutions have achieved this to the same extent. Anyhow, some private universities are still refining their learning outcomes to align more closely with CBC requirements. Concerning Question 2, which sought to find out whether Private in Nairobi County have identified essential competencies, the descriptive statistics showed a mean score of 3.28. This while observed statistically it shows a moderate agreement that private universities have identified essential competencies necessary for CBC.

The lower standard deviation of 0.969, compared to Question 1, indicates slightly less variability among responses, suggesting a more uniform effort across private universities in Nairobi County identifying these essential competencies. Question 3: "Private universities have designed courses that facilitate required competencies", with a mean score of 3.41, there is a relatively higher agreement that private universities have designed courses to facilitate the acquisition of required

competencies. The SD of 0.911 reveals that there is less variability in responses compared to other questions, suggesting a more consistent approach across different universities in designing courses aligned with CBC requirements.

Question 4: "Private universities have designed modules that facilitate the acquisition of the required competencies", The mean score of 3.28 for this question recommends that respondents moderately agree that private universities have designed modules to facilitate the acquisition of required competencies. The SD of 0.960 shows moderate variability in responses, indicating differences in how well these modules are designed and implemented across various institutions.

Question 5: "Private universities have revamped their curriculum to align with competence-based education", The mean score of 3.17 reflects a general agreement that private universities have revamped their curriculum to align with competence-based education.

The standard deviation of 0.995 indicates significant variability in responses, suggesting that while some universities have made considerable progress in revamping their curricula, others are at different stages of this process or facing challenges in implementation. Overall, the mean scores across all questions range from 3.17 to 3.41, revealing a trend towards agreement or neutrality regarding the curriculum development practices in private universities aimed at supporting CBC.

The standard deviations, ranging from 0.911 to 1.004, show moderate to high variability in responses. This variability suggests differences in the extent and effectiveness of CBC implementation across different institutions. The findings highlight areas where universities are performing well, such as designing courses that facilitates required competencies, and other areas that might require more focused efforts and resources, such as defining clear learning outcomes and revamping the curriculum. For competence-based education to be more consistently and

effectively implemented throughout all private colleges in Nairobi County, it is essential to address these gaps. This is a great way for universities to help their students become well-rounded professionals.

This study reveals that private universities are engaged in an ongoing process of curriculum review and revitalization to meet the demands of CBC. This comprehensive overhaul involves integrating practical activities and experiential learning opportunities that are crucial for growth of relevant competencies. The incorporation of these components guarantees that the course material is both academically solid and practically relevant, giving students the practical experience, they need to succeed in their future endeavors. In response to this change, educators have revised their pedagogical practices to create classrooms where students actively participate. This includes the use of innovative pedagogical approaches that promote active learning and critical engagement with course material.

The commitment to creating a dynamic educational experience is evident in the efforts to align teaching practices with the goals of CBC. This alignment reflects a broader institutional commitment to educational excellence and responsiveness to demands of students. Private universities are equipping their students to succeed in today's dynamic and competitive job market by emphasizing hands-on learning and real-world experience.

The significance of ongoing refinement and modification in higher education is shown by this forward-thinking strategy for curriculum creation.

### **5.1.3 Capacity Building for Faculty Member and Implementation of CBC**

CBC in any type of university requires faculty members to transit from traditional teaching strategies towards student-centered strategies. In this case the faculty members undertake the task

of facilitation of learning (Manske, 2021). According to respondents in this study, private universities have established capacity building strategies for the faculty members with a target of enabling implementation of CBC. To support implementation of CBC, private universities are investing in capacity-building strategies for their faculty members.

Some of the strategies include establishment of professional development workshops, peer mentoring and collaboration, learning communities, access resources, administrative support, continuous improvement, external partnerships and leadership development. These are discussed respectively based on how different respondents articulated their ideas. To support the implementation of CBC, private universities are investing in capacity-building strategies for their faculty members. Response 7 mentions the need for training faculty members: "Expensive infrastructure cost of training faculty members. Education is for everybody; the government should provide some resources physical and aid in training toward CBC implementation."

This highlights the need of continuous professional development for teachers so that they can provide competence-based education successfully (Mahajan et al., 2021). Response 8 also suggests that faculty members have adapted their teaching strategies to conform to CBC: "It has become common sense faculty members have revamped their teaching methods, it is CBC."

This indicates that universities are encouraging and supporting faculty in adopting new pedagogical approaches that are more conducive to competence-based learning (Rupérez, 2022). The emphasis on faculty development and training is key for making sure that educators are well-prepared to facilitate the development of competencies in their students (Ngeno, 2023). Table 4.4 displays the descriptive data for the five issues about private universities' investments and infrastructure in Nairobi County, Kenya, with regard to the implementation of CBC. The table

shows the total number of respondents (N), the range of scores (from 1 to 5), the average scores, and the standard deviations for each question.

The ratings were given on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree). The question has a mean score of 3.08 and SD of 0.923. This shows that most people believe, albeit to a lesser extent, that private universities have put money into CBC-supporting technology. The standard deviation suggests there is some variation in responses, indicating differing levels of perceived investment in technology across different institutions. The mean score for this question is 3.08, with SD of 0.923; indicating that participants generally agree, albeit moderately, that private universities have invested in technological resources that support CBC.

The standard deviation suggests there is some variation in responses, indicating differing levels of perceived investment in technology across different institutions. The mean score for Question 2 is 3.07, with SD of 0.939; suggesting that participants are somewhat in agreement that private universities have installed interactive learning materials tailored towards CBC. The variation in responses, as indicated by the standard deviation, points to differences in the extent or effectiveness of these installations across various private universities in Nairobi County.

Answering on whether private universities have invested in simulation tools and learning management systems tailored towards CBC requirements, mean score is 3.05, with SD of 0.946. To effectively implement CBC, private universities are making significant investments in the professional development of their faculty members. This necessitates extensive professional development programs that provide innovative pedagogical strategies and the use of technological tools into classroom instruction.

To ensure that teachers have the information and abilities to successfully implement competence-based education, programs like these are crucial. However, the study also highlights the substantial financial burden associated with these training programs. The high costs of professional development underscore the need for additional support from the government and other stakeholders to make sure that all faculty members are properly prepared. This support is crucial for overcoming the financial barriers that can impede the successful implementation of CBC.

In spite of all these obstacles, the dedication to faculty development shows that the shift to competency-based education recognizes the importance of teachers' roles. Universities can improve the quality of education for students and guarantee that their teachers can handle CBC by funding their professional development. This focus on capacity building is a testament to the dedication of private universities to fostering a supportive and effective educational environment.

#### **5.1.4 Strategies established towards transposing of physical facilities for CBC implementation**

The descriptive statistics table below presents data on the perceptions of respondents regarding various initiatives undertaken by private universities in Nairobi County to support the implementation of CBC.

The table 4.6 includes the number of respondents (N), minimum and maximum scores, mean scores, and standard deviations for each of five questions. Below is an expanded interpretation of these findings: Question 1: "Universities have maintained and serviced the physical facilities: classrooms, laboratories, and the library". The mean score of 3.58 suggests that participants generally agree that universities have maintained and serviced their physical facilities to support CBC implementation.

The SD of 1.064 indicates a moderate level of variability in responses, suggesting that while some universities are doing well in maintaining their facilities, others may still need improvement. This variability could be attributed to differences in institutional resources, priorities, and management practices. Question 2: "Universities have leveraged their educational tools and platforms to support CBC implementation". With a mean score of 3.63, there is a strong agreement among participants that universities have leveraged their educational tools and platforms to support CBC implementation. The SD of 0.995 shows some variability in responses, indicating that while most universities are effectively utilizing their educational tools and platforms, there are still differences in the extent and efficiency of their use.

This discovery emphasizes the need of ongoing training and investment in educational technology. Question 3: "Universities have reviewed physical facilities to allow flexible learning pathways". The mean score of 3.69 indicates a high level of agreement that universities have reviewed their physical facilities to allow flexible learning pathways. The study underscores the significant financial challenges that private universities face in renovating and updating physical facilities to support CBC. The transition to competence-based education requires substantial investments in infrastructure, including the development of flexible learning spaces, laboratories, and technology-enhanced classrooms.

Despite these challenges, universities are actively seeking external funding from donors, friends of the university, and the government to address these needs. The pursuit of additional resources highlights the determination of private universities to overcome financial obstacles and create an environment conducive to competence-based learning. Having sufficient physical resources is essential for CBC to be effectively implemented, since it has a direct influence on the quality of education and students' capacity to participate in practical, hands-on learning.

In addition, it is crucial to keep the teacher-to-student ratio low so that each student may get the individualized attention and assistance they need. A more comprehensive appreciation for the significance of the learning environment in education is shown by the dedication to modifying physical facilities. By investing in infrastructure improvements, private universities are laying the groundwork for a more effective and responsive educational system that can meet the demands of learners and prepare them for the challenges of current world.

## **5.2 Conclusions**

This study found that private institutions in Nairobi County are focusing less on traditional knowledge acquisition and more on helping students build their skills and practical competences. This strategic shift is in alignment with the fundamental principles of CBC, which prioritizes the cultivation of skills that are directly applicable to real-world contexts. These schools are helping students become more competent problem solvers and critical thinkers, which will serve them well when they enter the workforce and meet the challenges of today. This approach resonates with Lewin's theory that advocate for unfreezing, moving and refreezing. This calls for shifting from traditional knowledge acquisition strategies to development of learners' abilities and practical competencies which is designed to enhance higher-order thinking skills.

Commitment to nurturing these competencies reflects a broader educational philosophy aimed at empowering students to become autonomous, innovative, and effective in their respective fields. Emphasizing the development of practical skills guarantees that students acquire both information and the ability to use it in relevant, real-world contexts. This shift represents a significant departure from traditional educational models that prioritize rote memorization and theoretical knowledge.

Consequently, aligning with the ever-changing demands of the global labour market requires a more dynamic and adaptable educational framework, as stated by a respondent saying, “The focus is so much on what students can do with what they know, rather than just what they know. “So, the private universities are training students to think critically and become problem solvers, while obtaining adaptability to real-world challenge, and preparing them for their future careers and usual live.” Enhance their decision-making skills enabling them to make informed choices. According to findings, this leads to greater personal and professional decision making.

For that matter promoting independent learning amongst students, as the students learn to think for themselves, evaluate information critically, and develop solutions without relying solely on external guidance. This independence is essential for lifelong learning and continuous personal and professional development. Problem-solving encourages creativity and innovation mindset essential in today’s rapidly changing world, when students face problems, creative problem-solving and thinking outside the box are often required of them. Private universities have established strategic planning and policy development policies. Hence a respondent said, “The key thing is we have been engaging in is strategic planning and policy development”.

They study found out universities have been working with the faculty members in developing and aligning the curriculum with CBC requirements and best practices, incorporated and also involved stakeholder engagement of diverse caliber. This was stated by a respondent who said, "Private universities have engaged stakeholders in relation to CBC requirements". The role of involving stakeholders’ regular consultation, engaging faculty members, students, employers, and industrial partners to understand their needs and expectations.

Articulating a clear vision, setting goals and motivating our faculty members and students towards embracing the new approach CBC. The strategic planning discussed above is a great constituent of change and a remedy to minimize change resistance as Lewin proposes that the forces necessitating for status quo generate minimum resistance and tension as compared to the forces applying effective implementation of CBC. Study embraces importance of effective communication as explained by respondents in the study, who cites, we are encouraging effective communication in this university.

This way we shall be able to manage the transition, addressing concerns and ensuring all stakeholders understand the benefits and requirements of CBC.” The successful implementation of CBC relies heavily on clear and concise communication. Faculty development and training, providing support service to both students and faculty members. For students, career counseling services. Internship placements and mentorship programs were being enhanced. This was described as a means of helping success in CBE educational environment. Provisions to faculty members and students included access to resource center, work together on platforms and venues that facilitate the exchange of new pedagogical techniques and best practices.

Peer supports is another type of services sighted as a provision as another facet of change management strategies towards implementation of CBC. This aspect of change management strategy was noted as crucial in providing emotional support, information to improve knowledge and skills. Universities established programs to train faculty members to enhance competencies and aligning them with CBC and aligning their programs with CBC objectives. Nonetheless, this was noted in this study as “work in progress”.

These thoughts agree with the change models which asserts that change is a continuous , The challenge is deploying change management strategies to address resistance and promote positive attitude towards this change process and is an ongoing adjustment, transitioning from the traditional teaching methods as shown in Lewin's three phase change theory, which explains that leadership entails driving change, articulating a vision, gaining support, overseeing the transition, and fostering the will to keep the change going. Summarily, effective communication and stakeholder involvement are strategies essential in ensuring change.

Additionally, is university infrastructure though respondents acknowledged the challenge of university infrastructure establishment and renovation, though universities are sourcing for extra fund, since they finance their institutional needs through sources as donations from different sources as was stated, "Our donors, tuition fees, friends, alumni, the governments and our collaboration are involved in funding some parts of our curriculums. The universities articulated the need for more funds since the added financial help, help their students from humble background.

### **5. 3 Curriculum Review**

The study reveals that private universities are engaged in an ongoing process of curriculum review and revitalization to meet the demands of CBC. This alignment with CBC principles is essential for enhancing the quality and importance of higher education. For instance, the agreement those private universities have defined clear learning outcomes (mean score of 3.20, SD of 1.004) supports importance of outcome-based education as highlighted by (Syomwene, 2023). However, the observed variability in responses suggests that while some universities have made significant progress in this area, others may still be developing or refining their learning outcomes to better align with CBC principles.

This is consistent with the findings of Muindi and Thinguri (2022), who notes that the transition to competence-based curricula can be uneven, with institutions progressing at different rates based on their resources and commitment to educational reforms. Similarly, the identification of essential competencies by private universities, reflected by a mean score of 3.28 and SD of 0.969, is foundational step in CBC implementation. This process ensures that the curriculum concentrates on developing particular skills and knowledge needed for professional success (Lam et al., 2018).

The relatively lower variability in responses for this question indicates a more consistent approach among universities, suggesting that there is a shared understanding of critical competencies needed for their programs. , moderate level of agreement in this study also indicates that there is room for improvement, and continuous collaboration among educational stakeholders could further enhance the identification and integration of these competencies into the curriculum.

The higher mean score of 3.41 for the statement that private universities have designed courses to facilitate the acquisition of required competencies, with a standard deviation of 0.911, suggesting that there is substantial agreement on this aspect of CBC implementation. Private universities have revamped their curriculum to align with competence-based education, with SD of 0.995, indicates a general agreement but also significant variability in responses. This comprehensive overhaul involves integrating practical activities and experiential learning opportunities that are crucial for growth of relevant competencies.

Inclusion of these elements ensures that the curriculum is not only theoretically sound but also practically applicable, providing students with the hands-on experience needed to excel in their future careers. Faculty members have responded to this shift by adapting their teaching methodologies to promote a more interactive and involving learning environment. This includes

the use of innovative pedagogical approaches that promote active learning and critical engagement with course material. The commitment to creating a dynamic educational experience is evident in the efforts to align teaching practices with the goals of CBC.

This alignment reflects a broader institutional commitment to educational excellence and responsiveness to the demands of students. Private universities are equipping their students to succeed in today's dynamic and competitive job market by emphasizing hands-on learning and real-world experience. This proactive approach to curriculum development underscores significance of continuous improvement and adaptation in higher education.

#### **5.4 Capacity Building Strategies for Faculty Members towards Implementation of CBC**

To effectively implement CBC, private universities are making significant investments in the professional development of their faculty members.

This necessitates extensive professional development programs that provide innovative pedagogical strategies and the use of technological tools into classroom instruction. To ensure that teachers have the information and abilities to successfully implement competence-based education, programs like these are crucial. However, the study also highlights the substantial financial burden associated with these training programs. The high costs of professional development underscore the need for additional support from the government and other stakeholders to make sure that all faculty members are properly prepared.

This support is crucial for overcoming the financial barriers that can impede the successful implementation of CBC. In spite of all these obstacles, the dedication to faculty development shows that the shift to competency-based education recognizes the importance of teachers' roles. Universities can improve the quality of education for students and guarantee that their teachers can

handle CBC by funding their professional development. This focus on capacity building is a testament to the dedication of private universities to fostering a supportive and effective educational environment. Respondents generally agree that private universities have installed interactive learning materials tailored towards CBC.

Also, they encouraged professional development by use of workshop whose target is to provide training on designing assessments aiming at evaluation of competencies. “The workshop clearly demonstrated and explained different types of assessment, the formative and summative assessments, rubrics, and feedback mechanisms”. However, some respondents asserted that private universities were yet to fully to incorporate faculty members in adequate training in competence-based curriculum. Respondents for this study expressed a need for university to trickle training, professional developments to all cadres of faculty members to categorically be able to implement competence-based curriculum in private universities in Nairobi County. These squabbles are noted in the descriptive statistic as they are expressed in mean scores and standard deviations. Private universities were also involved in peer mentoring and collaboration. The respondent explained that this was enabled by pairing experienced faculty members with faculty members who are new to competence-based education. The aim is according to the respondent is to provide guidance and support.

A culture of cooperation and the exchange of best practices is being fostered, and professors are being encouraged to engage in collaborative planning as a result. Response 8 also suggests that faculty members have adapted their teaching methods to align with CBC: "It has become common sense faculty members have revamped their teaching methods, it is CBC." This indicates that universities are encouraging and supporting faculty in adopting new pedagogical approaches that are more conducive to competence-based learning.

To enhance capacity of faculty members, universities according to this study have encouraged Faculty Learning Communities (FLCs). “In these FLCs, faculty members meet and liberate on different CBC faculty concerns and share experiences, challenges, and successes related to CBC and its implementation in the delivery in real classroom situations”. Said a Response. Community learning that involves interdisciplinary groups which were described. The respondent explained that interdisciplinary groups are groups that convene faculty members from different disciplines to foster an interdisciplinary strategy to teaching and learning, which is another requirement in implementation of CBC.” Response 3. Universities had developed administrative support and communicated clear policies and support structures that encouraged and enabled adoption of CBC. Policies are integral consideration in enduring effective implementation of CBC in private universities.

### **5.5 Transposing of Physical Facilities and Instructional materials to accommodate implementation of CBC**

The study underscores the significant financial challenges that private universities face in renovating and updating physical facilities to support CBC. The transition to competence-based education requires substantial investments in infrastructure, including the development of flexible learning spaces, laboratories, and technology-enhanced classrooms.

Despite these challenges, universities are actively seeking external funding from donors, friends of the university, and the government to address these needs. The pursuit of additional resources highlights the determination of private universities to overcome financial obstacles and create an environment conducive to competence-based learning. Having sufficient physical resources is essential for CBC to be effectively implemented, since it has a direct influence on the quality of education and students' capacity to participate in practical, hands-on learning.

In addition, it is crucial to keep the teacher-to-student ratio low so that each student may get the individualized attention and assistance they need. The dedication to modifying physical spaces shows that the significance of the classroom setting has been more widely recognized. By investing in infrastructure improvements, private universities are laying the groundwork for a more effective and responsive educational system that can meet demands of learners and prepare them for challenges of current world.

## **5.6 Recommendations**

Several suggestions for improving CBC implementation at private universities in Nairobi County are put up in light of the study's results and conclusions. First, there is a critical need for increased financial support from the government and other stakeholders to help universities upgrade their physical facilities and provide comprehensive training for faculty members. This support is essential for addressing the high costs associated with CBC implementation and ensuring that all universities have the necessary resources to succeed. Additionally, private universities should continue to invest in capacity-building programs for their faculty members.

This includes ongoing professional development opportunities that focus on new teaching methodologies, technology integration, and best practices in competence-based education. Collaboration among private universities, government agencies, and other educational stakeholders is also essential for successful implementation of CBC. Establishing partnerships and networks can facilitate sharing of resources, knowledge, and best practices, thereby improving

overall quality and effectiveness of CBC initiatives. In addition, universities should put in place strong assessment and monitoring methods to see how well their CBC plans worked.

This involves soliciting and considering comments from students, teachers, and other interested parties on a frequent basis in order to pinpoint problem areas and keep the curriculum current and applicable to both students' and employers' demands. Universities should also maintain their emphasis on student-centered learning strategies that place a premium on the acquisition of competences and real-world skills. Increased chances for research, real-world problem-solving, and project-based learning are all part of this effort. Universities can do a better job of preparing students for today's jobs if they practice this.

### **5.7 Future Research**

The future research should explore long-term effect of CBC implementation on student outcomes and employability. Additionally, studies could examine the specific challenges faced by different types of private universities for large vs. small institutions and identify tailored strategies to support their unique needs. Further research on role of technology in facilitating CBC and effectiveness of different capacity-building approaches for faculty members would also be valuable. For those working to adopt competence-based education, such as legislators and educational leaders, this future study may provide useful insights and suggestions.

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