

## **Capacity Building Strategies for Faculty Members and CBC Implementation in Nairobi County, Kenya**

By

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### **Abstract**

The purpose of this study was to examine capacity building strategies for faculty members that support CBC implementation in private universities in Nairobi County. A cross-sectional descriptive design that employed. Target population for the study was 26 private universities in Nairobi County. The study population comprised of 26 deans of schools, 26 chairs of departments, and 260 faculty members from the private universities in Nairobi, county, Kenya. The universities were categorized as Faith-based; church-based and private, private universities. A combination of semi-structured questionnaires and an interview guide were used to gather data. The study used descriptive and inferential statistics to analyze data. Qualitative data was analysed thematically and presented in themes. Findings indicated a significant and positive effect of capacity building strategies and implementation of CBC ( $\beta = 0.078$ ,  $t=4.487$ ,  $p = 0.003$ ). The implementation of CBC in Nairobi's private universities involves capacity-building strategies such as professional development workshops, peer mentoring, faculty learning communities, and administrative support, enhancing innovative teaching and assessment practices. However, challenges like insufficient training and financial limitations remain, necessitating continued investment in faculty development and collaboration among universities, government and stakeholders. The study recommends continuous training in modern teaching methods, technology integration and partnerships to share resources and best practices to support CBC implementation.

**Key Terms:** Kenya, capacity building strategies, CBC implementation ,faculty members ,private universities

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### **1.0 Introduction**

#### **Background to the Study**

The successful implementation of the Competency-Based Curriculum (CBC) requires well-equipped faculty members who can effectively deliver learner-centered and outcomes-based instruction (Errida & Lotfi, 2021). However, many faculty members face challenges due to limited training and inadequate support systems aligned with CBC requirements. The curriculum is vital because it helps students learn new things, enhance their understanding of existing topics, and apply what they've learnt in practical ways (Gouédard et al., 2020). According to Mulenga and Kabombwe (2019), it promotes critical thinking, adaptability, and lifelong learning, ensuring that education remains relevant to evolving societal needs. Ojong and Maduka (2017) further emphasize that curriculum shapes the educational trajectory, influencing both the form of society individuals live in and the standards guiding educators in structuring learning experiences. Additionally, it functions as a tool for evaluating instructional effectiveness, enabling educators to assess the impact of their teaching strategies on student learning.

Kenya's education system has undergone multiple reforms aimed at addressing emerging needs and aligning education with national development goals. Owiti (2021) notes that since independence, these changes have included the restructuring of Ministry of Education and introduction of nine-year basic education model. The transition from the 7-4-2-3 system to the 8-4-4 model was intended to make education more practical and skill-oriented (Akala, 2021). The 8-4-4 system was criticized for being too comprehensive, expensive, and a burden on families and learners (Milligan, 2017). Concerns were raised about the system's effectiveness, particularly its emphasis on theoretical knowledge over practical skills, which contributed to rising unemployment among university graduates (Gichuru et al., 2021). In response, the government introduced the Competency-Based Curriculum (CBC) as a more flexible and skills-focused alternative, though it has also faced skepticism regarding its implementation feasibility (Amutabi, 2019).

The transition to CBC is a significant shift in Kenya's education system, requiring structural and pedagogical adjustments. According to Osyaju et al. (2021), curriculum reforms are complex and demand careful planning, stakeholder involvement and sufficient resources. The Ministry of Education has set 2029 as the target year for full CBC implementation at the university level, necessitating curriculum reviews across higher education institutions (Owiti, 2021). Akala (2021) highlights that for CBC to succeed, there must be adequate teacher training, policy support, and resource allocation. Change within the education sector is often met with resistance; however, institutions must develop adaptive strategies to enhance their ability to implement reforms effectively (Errida & Lotfi, 2021). As Kenya continues this educational transformation, a structured and well-supported approach will be essential to ensure that CBC meets its intended objectives of equipping learners with relevant competencies for both local and global job markets.

### **Statement of the Problem**

CBC is being implemented in Kenya, focusing on competencies and real-world applications while embracing learner-centered teaching and authentic evaluations (Sifuna & Obonyo, 2019). But new problems have surfaced, including insufficient resources, outdated facilities, and an absence of qualified teachers (Waruingi et al., 2022). Educators have received limited training in content and teaching methods, impacting the effective delivery of the curriculum's goals. Moreover, there is a shortage of approved textbooks and resources (Makunja, 2016). The curriculum reform has seen little involvement from the public and stakeholders, such as parents (Sifuna & Obonyo, 2019). Muchira et al. (2023) highlight various hurdles, including insufficient teacher training and misaligned assessments, that hinder the successful adoption of Competence Based Education (CBE) models. As CBC students approach college enrollment in 2029, there is an urgent need for learner-centered strategies to ensure a smooth transition. The inconsistent application of CBC has left students unprepared for higher education, as early implementations faced significant obstacles. There is a research gap on capacity building strategies for faculty members that support CBC implementation, hence the need for this study.

### **Purpose of the Study**

The purpose of this study was to examine capacity building strategies for faculty members that support CBC implementation in private universities in Nairobi County.

### **Research Hypotheses**

H<sub>1</sub>: Capacity building strategies for faculty members support CBC implementation in private universities in Nairobi County.

## **2.0 Materials and Methodology**

### **Research Philosophy**

This research embraced pragmatism philosophy. The researcher involved designs that deploy operational conclusions based on what produced better results in the quest of finding answers to the questions under investigation in this study. This enabled this research to be innovative and dynamic in its ways as it found solutions to the research objectives.

### **Research Design**

The research used a cross-sectional descriptive design that incorporated a mixed methods research strategy, using both quantitative and qualitative techniques to enhance the understanding of the research issue and gather extensive data from the sample size.

### **Location of Study**

Research was conducted at 26 private institutions in Nairobi County, Kenya (CUE, 2024) that serve the county and its residents via various educational programs.

### **Target Population**

Participating 26 private universities in Nairobi County constituted the study's target population. Study population comprised of 26 deans of schools, 26 chairs of departments and 260 faculty members from the private universities in Nairobi, county, Kenya. The universities were categorized as Faith-based; church-based and private, private universities.

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

A representative sample of students from private universities was obtained for this research by using a multi-stage sampling technique. The study adopted the three-stage sampling technique. Stratified sampling was used in categorizing the private universities into three strata namely: faith-based, church-based, and private. Simple random sampling was used in selecting the specific faculty members who participated in the study. Purposive sampling was employed for the dean and the chairs of departments as well as for the department of education. This is because the 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. 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, 30% of the faculty members were selected to participate in the study (Mugenda & Mugenda, 2003).

### **Data Collection Instruments**

A combination of semi-structured questionnaires and an interview guide were used to gather data. To ensure reliability and validity of this study the researcher used a questionnaire duly completed in a pilot study. Piloting was carried out at a private university in Nairobi County.

### **Data Collection Procedures**

The researcher obtained an introductory letter from university's Directorate of Postgraduate Studies, which enabled application for research permit from National Commission for Science, Technology, and Innovation (NACOSTI). Subsequently, researcher obtained permission from commission of university education to proceed on data gathering process. Researcher visited private universities and booked appointments with the respondents. The researcher trained three research assistants on the study's objectives and how to interact with respondents at private universities. They were advised on proper dress codes and communication skills. When distributing questionnaires, respondents were informed about research objectives, confidentiality, privacy, and voluntary participation. Questionnaires were collected immediately or sent later via email, and each was numbered. The researcher then compiled raw data in Excel and analyzed it using SPSS to compute correlations, standard deviations and means. The researcher interviewed deans, department chairs and faculty from various private universities. The researcher took notes during interviews to capture insights effectively, thanking participants afterward for their contributions.

### **Data Analysis**

An analysis of data from participants in Nairobi County's private universities involved compiling and organizing survey results before using SPSS for analysis. Frequencies, percentages, averages, and standard deviations are examples of descriptive statistics that were used to identify fundamental patterns in data. Thematic analysis of qualitative data followed the study's objectives and respondent categories. Quantitative survey data was analysed after primary and secondary data had been gathered via questionnaires, documents, and observations. Inferential statistics included standard multiple linear regression, with figures and charts displaying findings. Qualitative data was thematically analysed.

### **Ethical Considerations**

University's postgraduate department facilitated research process by providing an introduction letter to NACOSTI, allowing researcher to obtain necessary research permission. A cover letter was also issued to obtain assistance from respondents who were requested to voluntarily engage in the study. Researcher ensured compliance with voluntary consent of Deans, CoDs and Faculty members, clearly explaining the study's purpose. Participants were not required to provide names and were given coded identification instead. Confidentiality regarding collected data was guaranteed. All participants were made aware that their participation was entirely optional and that they may withdraw at any point without penalty. Data collected was stored electronically, with password protection.

## **3.0 Results and Discussion**

### **Descriptive Statistics**

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 1. 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 1: Capacity Building Strategies for effective CBC implementation**

| <b>Statements</b>                                                                                                        | <b>N</b> | <b>Minimu<br/>m</b> | <b>Maximu<br/>m</b> | <b>Mean</b> | <b>Std.<br/>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                     |

**Source: Survey Data (2024)**

The mean score for question one about technological resource investments for CBC in private universities is 3.08 (SD = 0.923), indicating moderate agreement among participants, with some variation in perceptions across institutions. Question two received a mean score of 3.07 (SD = 0.939), showing consensus that interactive learning materials suitable for CBC are somewhat present, with variable effectiveness noted among universities. For question three, concerning simulation tools and learning management systems, the mean score is 3.05 (SD = 0.946), reflecting a neutral-to-positive stance on investments, but indicating varied perceptions on adequacy. Question four addresses physical infrastructure for CBC, yielding a

mean score of 2.93 (SD = 1.034), which is lower, suggesting a more neutral to slightly negative outlook on infrastructure adequacy related to CBC, with a high standard deviation indicating diverse opinions. For flexible learning spaces, the mean score is 3.08 (SD = 1.074), with respondents generally agreeing these spaces exist, yet variability suggests differing experiences. The mean scores indicate a trend towards agreement or neutrality regarding investment in and development of CBC-supportive infrastructure in private universities, while standard deviations highlight moderate to high variability in responses. This variability suggests some institutions may excel while others lag, underscoring the need for targeted efforts to enhance consistent CBC implementation across private universities in Nairobi County.

Correlation analysis between "Capacity Building Strategies" and "Effective CBC Implementation" reveals a significant positive relationship, as indicated in Table 2. 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 2: Correlation between Capacity Building capacities and Effective CBC Implementation**

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

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

**Source: Survey Data (2024)**

The study conducted regression analysis on capacity building strategies and implementation of CBC in private universities in Nairobi County. Table 3 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 3 : Model summary for capacity building strategies and implementation of CBC**

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

a. Predictors: (Constant), capacity building

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**Source: Survey Data (2024)**

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 4 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: ANOVA for capacity building strategies and implementation of CBC**

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

a. Dependent Variable: implementation

b. Predictors: (Constant), capacity building

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**Source: Survey Data (2024)**

Table 5 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 5: Regression coefficients for capacity building strategies and implementation of CBC**

|                                       | Unstandardized<br>Coefficients | Std.<br>Error | Standardized<br>Coefficients | t     | Sig.  |
|---------------------------------------|--------------------------------|---------------|------------------------------|-------|-------|
| (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 |                                |               |                              |       |       |

**Source: Survey Data (2024)**

These findings support the hypothesis H<sub>1</sub>: Capacity building strategies for faculty members support CBC implementation in private universities in Nairobi County. The positive and significant beta coefficient confirms that capacity building strategies affect implementation of CBC in private universities in Nairobi county. Cherotich (2023) highlights the need for capacity-building strategies to improve faculty skills for Competence-Based Curriculum (CBC) execution, starting with needs assessments. Professional development like workshops and seminars is crucial. Muzvondiwa and Gudyanga (2024) emphasize technical training and teaching centers for CBC integration. Peer mentorship and collaboration are vital, as noted by Cherotich. Wambiya and Ogula (2023) point out the importance of leadership development and evaluation. Recognition systems, according to Sikolia (2024), encourage faculty involvement, and states that these strategies enhance pedagogical competence. Manske (2021) reports private universities are adopting various methods to support the transition to student-centered teaching.

Professional development workshops in private universities in Nairobi County have been key in equipping faculty with skills to implement CBC, including designing learning outcomes, assessments, and using active learning strategies such as problem-based and project-based learning (Syomwene, 2023; Amin et al., 2020). However, gaps still exist, with some faculty members yet to receive adequate training, prompting calls for more inclusive professional development (Mahajan et al., 2021). Peer mentoring and collaboration are also effective strategies, where experienced faculty guide new staff, enhancing adaptation to CBC (Nissilä et al., 2022). Furthermore, collaborative planning and inter-university cooperation are being promoted for collective growth and alignment in CBC implementation (Nissilä et al., 2022).

Faculty members in private universities have significantly adapted their teaching techniques to align with the requirements of the Competency-Based Curriculum (CBC). According to responses, it is now standard practice for educators to revamp their teaching methods to focus more on competence-building. This shift underscores the importance of professional development to equip teachers with necessary CBC-aligned pedagogical skills. These observations resonate with Rupérez (2022), who emphasized institutional support in educational reform.

Faculty Learning Communities have been formed to support faculty in discussing CBC challenges, successes and experiences. These communities promote collective problem-solving and knowledge sharing, which helps address burnout and stress linked to CBC transitions. These communities operate at both departmental and institutional levels, enhancing coordination and support. This practice reflects the findings of Njiru and Odundo (2024), who highlighted the effectiveness of learning communities in supporting curricular reforms.

Community learning strategies such as interdisciplinary faculty groups have been employed to encourage cross-disciplinary collaboration in CBC implementation. Respondents noted the importance of access to teaching resources, digital tools and training to meet CBC standards. Technological supports like e-portfolios and learning management systems play a key role. These practices align with Baumber (2020), who emphasized the value of interdisciplinary approaches in modern higher education.

Administrative support has been critical in implementing CBC, particularly through policy changes and dissemination. University policies aligned with Ministry directives guide faculty members in adopting CBC effectively. Department chairs are tasked with ensuring faculty are well-informed about institutional expectations. This reflects Rogers' (2021) assertion that clear policy frameworks are vital for curriculum reform.

Recognition and incentives are used to motivate faculty participation in CBC, with some universities rewarding innovative teaching practices. However, there were mixed views, with some respondents arguing for standard, non-monetary recognition due to cost concerns. These discussions highlight the complexity of implementing performance-based incentives. The findings align with Pham et al. (2021), who explored the controversies around merit-based teacher rewards.

Private universities are promoting continuous improvement through student and peer feedback systems and encouraging reflective practices like teaching journals. They are also engaging in partnerships with industry and communities to ensure real-world applicability of competencies. Faculty are supported to join professional bodies and attend conferences to stay updated. These strategies are consistent with Akala (2021), who stressed the importance of external partnerships and reflective practice in CBC.

Leadership development is being prioritized, with training programs for faculty members to lead the CBC transition in their departments. These programs focus on equipping staff with change management skills and promote internal leadership. Respondents emphasized that such training is crucial to guide institutional transformation. This supports findings by Ghazali et al. (2021), who argued for faculty leadership in education reforms.

Respondents observed moderate investment in CBC-supportive technologies such as simulation tools, LMS, and digital resources. However, variations exist in how well different universities implement and use these tools. While some institutions have adopted flexible learning spaces and interactive materials, others lag due to financial or infrastructural constraints. These findings mirror Cherotich et al. (2023), who highlighted the uneven integration of technology in higher education.

Simulation tools and LMS are widely recognized as essential for practical, hands-on CBC implementation, though their effectiveness varies across institutions. Some universities report full integration, while others face technological and training barriers. These inconsistencies affect the implementation of CBC. Mokaya and Kebaya (2022) confirm the role of these tools in supporting modern curriculum delivery.

Responses indicate that physical infrastructure for CBC is still underdeveloped in some private universities. While some institutions have created flexible learning spaces, others have yet to match infrastructure with curriculum demands. The lag in infrastructural development presents challenges for CBC rollout. Hussein (2023) observed similar challenges, noting that infrastructure development often trails curricular reform.

#### **4.0 Conclusion**

The implementation of CBC in private universities in Nairobi County is supported by a range of capacity-building strategies, including professional development workshops, peer mentoring, Faculty Learning Communities, interdisciplinary collaboration, and administrative support. These efforts have enabled faculty members to adopt innovative pedagogical approaches and improve assessment practices aligned with CBC. However, challenges such as inadequate training coverage and financial constraints persist, highlighting the need for sustained support from universities, government and stakeholders.

#### **5.0 Recommendations**

Indeed, 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 quality and effectiveness of CBC initiatives.

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